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Helena Cecilia Castañón

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Walden University
2014

Abstract

The Effects of Dual Language Program Infrastructure on Literacy Development of ELLs

by

Helena Cecilia Castañón

MA, New Mexico State University, 2003

MEd, University of Texas at El Paso, 2000

BA, United States International University, 1993

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Dual language programs (DLPs) exist across Texas to support language and literacy development for English language learners (ELLs). Despite implementing one-way and two-way DLPs, ELLs in Grades 3-6 in 2 urban Texas districts did not perform as well as native English speakers on state reading assessments. This qualitative case study explored how 10 bilingual teachers used the DLP models to identify weaknesses in language and literacy and to develop the activities that promote cultural identity in reading. Cummins's theory of additive and subtractive bilingualism served as the conceptual framework for this study. Observations and individual and focus group interviews were analyzed using axial and interpretive coding strategies. Key findings revealed that both districts used the state formative and summative diagnostic tools, research-based identification and remediation approaches, and additive bilingualism to develop English language and literacy skills. Furthermore, both schools used culturally relevant literature that connects to the state curriculum and meaningful dialogue to help ELLs think critically to promote cultural identity and improve reading skills. Although recommended diagnostic tools, interventions, and cultural literature were used to reverse the low-performing trend of ELLs, bilingual teachers need further professional training to promote literacy and language development. It is recommended that bilingual teachers select alternative strategies, activities, and culturally relevant literature to attain and maintain high reading achievement. These actions could contribute to positive social change by increasing academic achievement for ELLs, thus, providing a language foundation to succeed in high school and college and to successfully contribute in today's global society.

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Dedication

*"*Become anything and all you wish to be. Just do it *bien hecho* [conscientiously]

and *con ganas* [with passion]!" Ricardo V. Castañón (1938-2011).

As a brown-eyed, 8-year-old girl, I asked my father, *"*Papá, where am I from? Am I Mexican or American?" I looked up at my father with one eye pressed closed as he towered over me, providing me shade from the direct sunlight. "You are from twin roots; therefore, you will become a stronger tree," my Papá responded.

Ambiguity turned to clarity with the passing of time, as I reinvented myself as a double-rooted tree. Thank you, Papá, for guiding me to discover my own answers. I love you with all of my heart. I miss you and hope to make you proud. This study is in your memory and in your honor, dearest father, Ricardo V. Castañón.

To my dear children, Clarissa and Mikey: Thank you for your patience with me throughout this journey as I spent numerous hours in secluded study sessions.

Clarissa: Thank you for bringing me coffee along with a smile each time. The smile kept me going.

Mikey: Thank you for bringing in the sun with you every time you ran into the room wearing your Spiderman mask to show me your latest drawing.

This study is for you and because of you, my precious squigglees. I love you both more each day.

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A heartfelt thank you for the support granted. Most of all, thank you for believing in me.

Most importantly, I give thanks and praise to God, for without Him nothing is possible but with Him all things are.

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Section 1: Introduction to the Study

In part as an answer to federal mandates requiring school districts to address language needs of English language learners (ELLs), bilingual education models in the United States play a critical role of advancing second language acquisition, which in turn can determine the overall academic success of ELLs (Collier & Thomas, 2009; Thomas & Collier, 2002). Watkins and Lindahl (2010) argued that ELLs require not only effective language program design but quality language teaching and learning opportunities in order to close the achievement gap between native English speakers and ELLs and eventually reduce the high Latino dropout. Although the causes of the achievement gap are complex, all instances of the phenomenon fall into two categories: (a) dynamics related to a student's economic, cultural, and family background and (b) the dynamics related to the school the child attends (Coleman, 1966). Whereas the first category is beyond the school's control, public schools can directly influence the second dynamic by intentionally and positively altering elements to foster literacy development.

Texas law mandates school districts to offer bilingual classes when at least 20 ELLs are enrolled in the same grade level who share a language. Program content and design are specified to encompass the specific language and learning needs of ELLs and specify the following program models: (a) transitional bilingual/early exit, (b) transitional bilingual/late, (c) dual language immersion/two way, (d) dual language immersion/one way, or (e) English as a second language programs (Texas Education Code Subchapter §89 Adaptations for Special Populations, Subchapter BB Commissioner's Rules

Concerning State Plan for Educating English Language Learners). Specifically, dual language programs (DLPs) are growing rapidly. The goals of DLPs are high academic achievement, bilingualism, and biliteracy (Solis, 2012). As will be elaborated upon below, DLPs, which can be either one way or two way, focus mainly on developing a student's literacy in two languages. The DLP aims to foster English language acquisition by building upon native language skills and systematically introducing English. This method is referred to as an additive approach to second language acquisition, rather than a subtractive approach, which denies the student's mother tongue and its culture (Goldberg, 2008;López Estrada, Gomez, & Ruiz-Escalante, 2009).

The goals of the DLP revolve around generating bilingualism, biliteracy, high academic achievement, and multiculturalism (Howard, Sugarman, Lindholm-Leary, & Rogers, 2007). Teachers who successfully implement a DL regime in a reading program can foster oral language development and phonological/phonemic awareness within the DLP, which is critical for the second language learner to acquire literacy skills (Cárdenas-Hagan, Carlson, & Pollard-Durodola, 2007). In addition, by teaching the subject matter and developing literacy in both the first language, or mother tongue, (L1) and the second language (L2), DLPs systemically generate the transference from oral proficiency to literacy learning, which is crucial in developing literateness (August & Shanahan, 2007).

The DLP is taught in two different approaches: (a) as a one-way 50/50 model, with a student population consisting of only ELLs where 50% of the curriculum is Spanish and 50% is English; and (b) the two-way 90/10 model, where 90% is Spanish

and 10% is English, and the English is incremented throughout the elementary grades with a student population consisting of both ELLs and native English speakers (Thomas & Collier, 2002). Thomas and Collier (2002) found that these two types of DLPs are the only ones that allow students to maintain or exceed a 50% level in both their native language and English in all subject areas and that fewer student drop-outs were reported from DLPs.

In light of the state mandate, in two urban schools in Texas, evidence suggests that incorporating the DLP has not decreased the difference in scores between native English speakers and ELLs. One school district, School District A (SDA), is in northern Texas; the other, School District B (SDB), is in southwestern Texas. The Texas Education Agency's Academic Excellence Indicator System (AEIS) 2010-11 report showed the Latino student population of the two districts as shown in Table 1.

Table 1

Student Demographics of School Districts A and B

School district	School	Total students	Total Latino	Total LEP
SDA	X	32,613	5,935	1,793
SDB	Y	44,468	43,845	43,489

Note. From Texas Education Agency, 2011, *AEIS reports.* Austin, TX: Author.

School X follows the one-way DL 50/50 model, and School Y follows the two-way DL 90/10 model and incorporates a third language−an idea unique to the campus and allows exposure to Mandarin Chinese, German, Japanese, or Russian. In 2011 in Texas,

student state assessment performance, called *commended rating*, was measured by a child's performance above the state passing standard and how well the child demonstrated a thorough understanding of the knowledge and skills tested at grade level. Overall, the 2011 state commended performance rate was 17% for ELLs and 45% for native English speakers for all grades tested third through 12th (Texas Education Agency, 2012). School X had a 2011 commended rating in English Language Arts (ELA) reading at 35% for ELLs and 55% for White students. School Y, which offers the two-way DLP, held a 2011 commended ELA reading performance rate of 33% for ELLs and 99% for native English speakers.

In comparison, a passing rate or *met standard rating* demonstrates the student performed at a level that was equal to or somewhat above the state passing standard, and the student shows a sufficient understanding of the knowledge and skills tested at his or her grade level. In contrast, a *did not meet standard* rating shows the student performed at a level that was below the state passing standard, and the student did not show a sufficient understanding of the knowledge and skills tested at grade level.

The academic performance of limited English proficient (LEP) and White students in the Texas state assessment from 2003-2011 shows a deteriorating pattern of underperformance. The LEP academic deficit in comparison to White students during the life span of the Texas Assessment of Knowledge and Skills test (TAKS) administered from 2003-2011 is shown in Table 2. The comparison presents the commended performance results for TAKS between White and LEP (or ELLs) students for Grades 3 through 6 only in the ELA/Reading assessment. The LEP student population

is consistently behind the commended performance of White students and did not

perform better in any year given year for the life span of the TAKS test.

Table 2

2003-2011 TAKS Commended Performance on English ELA: White and LEP

Grade	2003	2004	2005	2006	2007	2008	2009	2010	2011
3rd									
White	38%	45%	50%	58%	49%	54%	61%	58%	53%
LEP	9%	19%	18%	25%	19%	19%	30%	33%	29%
4th									
White	27%	36%	33%	30%	41%	36%	41%	40%	50%
LEP	3%	7%	14%	6%	11%	9%	13%	11%	17%
5th									
White	26%	38%	35%	34%	36%	42%	43%	46%	50%
LEP	3%	3%	3%	4%	5%	6%	7%	10%	12%
6th									
White	38%	41%	56%	55%	66%	60%	58%	45%	48%
LEP	2%	3%	6%	6%	13%	12%	11%	7%	8%

From Texas Education Agency, 2011, *AEIS reports.* Austin, TX: Author.

In contrast, and pertaining to the study specifically, Table 3 depicts a statewide summary result of all TAKS years for all Texas LEP and White students, which displays a marked difference between each group's achievements. The disproportionate variance in commended performance between the two student populations is significant. The total average difference in all years is 33.47%.

Table 3

Average Difference in TAKS English ELA Commended Performance LEP and White

Grade	2003	2004	2005	2006	2007	2008	2009	2010	2011
3rd
White	38%	45%	50%	58%	49%	54%	61%	58%	53%
LEP	9%	19%	18%	25%	19%	19%	30%	33%	29%
Difference	29%	26%	32%	33%	30%	35%	31%	25%	24%
4th
White	27%	36%	33%	30%	41%	36%	41%	40%	50%
LEP	3%	7%	14%	6%	11%	9%	13%	11%	17%
Difference	24%	29%	19%	24%	30%	27%	28%	29%	33%
5th
White	26%	38%	35%	34%	36%	42%	43%	46%	50%
LEP	3%	3%	3%	4%	5%	6%	7%	10%	12%
Difference	23%	35%	33%	30%	31%	36%	36%	36%	38%
6th
White	38%	41%	56%	55%	66%	60%	58%	45%	48%
LEP	2%	3%	6%	6%	13%	12%	11%	7%	8%
Difference	36%	38%	50%	49%	53%	48%	47%	38%	40%

Note. From Texas Education Agency, 2011, *AEIS reports.* Austin, TX: Author.

Thus, although research suggests that the DLP should be leading to a smaller gap in achievement between ELL and native English students, its failure to do so in School X and School Y requires closer study, beginning with how teachers execute the DLP in their classrooms.

Problem Statement

Research suggests that DLPs are more effective ways to develop literacy and language development among LEP students than other types of bilingual education programs (Goldberg, 2008). Nevertheless, although one-way and two-way DLPs have

been adopted in their districts, students in Grades 3 through 6 in two urban Texas schools, Schools X and Y, are not meeting the same rating of high performance on state assessments in reading as native English speakers. This study was designed to explore qualitatively how classroom teachers have executed the two DLP programs in order to identify possible reasons for the continuing lower scores among struggling LEPs in these schools as compared to White students across the state of Texas.

Purpose of the Study

The purpose of this study was to reveal through observation of teachers, interviews, and focus groups qualitative indications of how students struggling in learning language and reading skills are addressed. Additionally, I explored the impact of literature and classroom activities on the student's cultural identity.

Nature of the Study

This qualitative case study took place in two DLP schools districts in Texas, School District A and School District B, over a period of 5 weeks. Data collection included individual and focus group interviews and observations focused at delving into existing practices to better understand the literacy and language teaching and learning process. In Section 3, I will elaborate on the procedures and justification for using the qualitative research approach. The intention was to provide bilingual educators with an analysis of contextual factors within the DLP infrastructure, with the ultimate goal of improving ELL student scores in reading compared to native English speakers.

Research Questions

1. How do teachers in the DLP classroom in School District A and Bidentify and address students' reading weaknesses and language acquisition in literature classes?

2. How do teachers promote ELL students' cultural identity through literature selection and language acquisition activities?

Conceptual Framework

Cummins's concept of additive bilingualism and subtractive bilingualism has significantly affected bilingual teaching in general. By making a distinction between additive and subtractive bilingualism, L1 is developed as a valued component that enables L2 acquisition (Cummins, 2003, 2007, 2008, 2011; Goldberg, 2008; Lindholm-Leary, & Genesee, 2009; López et al., 2009; Thomas & Collier, 2002). Concurrent with the introduction of bilingual educational efforts, data from the National Association of Educational Progress (NAEP) show that since the 1970s there have been remarkable educational gains for Latinos. Reyes and Vallone (2007) argued that bilingual education has three main benefits. It helps students become bilingual and biliterate, or reading and writing in two languages, improves their ability to succeed at their own grade level, and develops a positive sense of students' own culture and self-identity. Moreover, Lindholm-Leary and Genesee (2010) argued that teaching practices such as small group instruction, scaffolding, integrating subject matter into language development, and language development into subject matter are effective ways to increase the language capability of ELL students. The DLL programs under review in this study were designed

to incorporate these practices and address the gap in achievement between White and Latino students.

However, Latinos continue to do more poorly on standardized tests than do Whites (Hemphill & Vanneman, 2011). More than 20% of Latino immigrant and successive generation students drop out of high school, and only 11% complete college degrees (Lindholm-Leary & Genesee, 2010). The apparent inertia of the DLL programs to effect sufficient positive changes in student performance, despite theory and research supporting bilingual education, led to this qualitative study of how teachers in the DLP in School Districts A and School B struggled and succeeded to foster literacy development, reading ability, and a positive cultural awareness among their students.

Operational Definitions

Additive bilingualism: Cummins (as cited in Huguet-Canalis, 2009) referred to additive bilingualism occurring when the first language is developed alongside valuing the culture of the native language. Rather than replacing the first language or culture, additive bilingualism is designed to embrace L1 and culture to build upon L2 (Huguet-Canalis, 2009).

Bilingual learner (BL): In this study, the term encompasses the reality of the students as academic learners being schooled in two languages (L. Gomez, personal communication, July 1, 2010).

Cognitive academic language proficiency (CALP): CALP is the language ability required for academic achievement in a context-reduced environment such as classroom lectures and textbook reading assignments in the academic classroom (Bylund, 2011).

Dual language program (DLP): A program that encompasses instruction in two languages, through firm instruction in the native language and a well-balanced sequenced English instruction (Gómez & Gómez, 2010).

English as a Second Language (ESL): ESL is an educational approach providing ELL students direct instruction in the English language. The instruction is based on curriculum that involves little or no use of the native language and is taught during specific times of the school day through either pull-out or content-based instruction (Edwards & England 2009).

English language learner (ELL): Students who do not speak English as a first language but who are learning it. ELL students may have minimal ability in English to fluency. The term is, in some districts, used synonymously with *limited English proficient* (LEP; National Clearinghouse for Bilingual Education [NCBE], 2010).

Language minority (LMin) student: A student whose language other than English is spoken at home (NCBE, 2010).

Limited English proficient (LEP): A federal term for students who are ESL or bilingual services according to state criteria (NCBE, 2010).

Scope, Delimitations, Assumptions, and Limitations

The scope of the study was two different suburban school districts in Texas. School X, in SDA in southwest Texas, follows the one-way DL 50/50 model. School Y in SDB in north Texas follows the two-way DL 90/10 model, which incorporates a unique variation of exposure to a third language−either Chinese, German, Japanese, or Russian−for 10% of the school day. The study was delimited to 10 teachers in school

classrooms who taught Grades 1 through 7. School X, in north Texas, followed the one-way DL 50/50 model. School Y, in southwest Texas, followed the two-way DL 90/10 model with a third language incorporated.

Assumptions

1. In this study, it was assumed that qualitative observations of teachers and review of their journals would reveal reasons that Latino children were underperforming on standardized assessment.

2. The students in southwest Texas had more exposure outside of school to hearing the Spanish L1 than SDB due to the proximity to the Mexican-U.S. international border. It was assumed, however, such exposure had no direct impact on the teaching or the effectiveness of the one-way or two-way DLP on ELA standardized scores.

Limitations

1. Observations of teachers were limited to 30 minutes each. Thus, the information gathered was founded on those experiences only and presumed to be habitual.

2. Other influencing variables that may have affected student performance were not accounted for in this study: teachers' years of teaching experience in and out of the DL classroom; the quality and quantity of professional development the teachers had received; efficient classroom management; the degree of knowledge and skills in speaking, writing, and reading Spanish and English; and variant student mobility. In addition, the number of

students with learning disabilities and ensuing needs for intervention may
have affected the level of student interactions represented in classroom
observations and the effectiveness of program execution.

3. In addition, this study's results do not reflect children's age upon arrival to
    the United States, parents' educational and linguistic backgrounds, previous
    English language skills (if any), previous exposure to the English language,
    resources available outside of school, and socio-economic factors (Short &
    Fitzsimmons, 2007).

4. The comparison of student performance in the district is limited because of
    geographical and demographic realities. The student groups in SDB in the
    southwestern region of Texas have more exposure to Spanish L1 than in
    SDA; the 79.75 % Latino population in that particular city is larger than the
    North Texas metroplex city where SDA is located.

Significance of Study

This study is significant because it contributes to the body of knowledge that
addresses the learning needs of second language learners in schools that embrace the
DLP. Slavin, Madden, Chambers, and Haxby (2009) argued that sound science and best
practice, rather than ideology, should guide educational decision making. The quality of
instruction, they wrote, is equally important as the language of instruction in terms of BL
student achievement. To that end, this study was designed to explore how teachers
implement different models of a DLP, with the goal of better understanding how
classroom teaching affects progress or the lack thereof in a second language. The study

provides administrators and teachers empirical data comparing the classroom successes and failures of one-way and two-way DLPs. Results can be used as evidence for changes to the DLP curriculum and for professional development opportunities to improve how ELL students are taught. More broadly than at the district level, research leading to successful bilingual and biliterate programs can advance the individual English learner, reduce the gap in academic achievement between native and non-native speakers of English, and ultimately improve the sociocultural, economic, and political welfare of the children and families in Texas and the nation.

Transition Statements

In Section 1, I articulated the research problem and questions, purpose, and scope and limitations of the study. Section 2 includes a comprehensive literature review focusing on the historical current bilingual legislation, language programs with contrasting viewpoints, and critical pedagogy. Section 3 describes the qualitative study design, the research paradigm, and data analysis methods utilized. Section 4 includes the findings and offers a summary. In Section 5 I will interpret the results and provide conclusions and recommendations for future research.

Section 2: Literature Review

In this section, literature pertaining to bilingual programs for past 5 years is reviewed. Specifically, the literature selected for the review focused on the elements that constitute effective program implementation pertaining to student achievement in second language acquisition and literacy development. The criterion used in searching the literature base was twofold: (a) reliable sources and (b) experienced researchers. Searching the literature base involved reading a variety of resources to include books, book sections, educational journal articles, articles in periodicals, reports, research agendas, textbooks, websites, documents from websites, and online blogs in relation to the study topic. Other resources include dialogue and written correspondence with bilingual educators on topics related to bilingual learners and is referred to as personal communication.

In order to understand the last 5 years of research in bilingual education program effectiveness, this review contains a brief history of the emergence of bilingual education in the United States beginning in the 1960s to the present day, including emerging antagonism. Although the literature focused predominantly on articles in the past 5 years, seminal studies from older sources were also included. As this literature review compiled, the researcher encountered varying standpoints shaped by research and its interpretation. All varying stances were given equal consideration.

Therefore, this review begins with a synopsis of the developments of bilingual schooling leading to the DLP implementation and then proceeds to review the elements

of effective program components. Lastly, the literature review is analyzed and interconnected to the problem statement and the closing of the achievement gap.

Synopsis of Bilingual Education in the United States

In the early 1960s, professional educators and language specialists initiated efforts toward establishing federal bilingual education policy, which then was only regulated locally by each state. One example included efforts sponsored by the Ford Foundation to establish bilingual education programs in Dade County, Florida, where the children of recent Cuban refugees were taught in both Spanish and English (Zimmerman, 2010). The National Education Association, whose 1966 report titled "The Invisible Minority" (1966), denounced Anglicized structural school practices—such as English-only policies and no Spanish speaking rules—as damaging, specifically to the American-Mexican student cultural identity and ultimately affecting school performance. This report offered a solution: Bilingualism would help reverse historical educational patterns by replacing, discriminatory, and English-only school policies with native language instruction, develop a culturally receptive curriculum, be inclusive of hiring practices (hire and prepare bilinguals to teach bilinguals), and include strong parental involvement.

Other groups, such as Chicano/a activists, civil rights groups, and educational activists, supported the aforementioned claims fueled by social legislation such as the Economic Opportunity Act (EOA) of 1964. A combination of activists and intellectuals questioning the English-only systems approached an unprecedented political platform and shaped legislation. The enrollment increases of students from Latin America and

Mexico in American schools in the 1960s forced the government to pay attention (Walsh, 2009; Solomon, 2011).

Originally, the Bilingual Education Act of 1968 (ended in 2002) under Title VII of the Elementary and Secondary Education Act (EOA) ensured that the civil rights of language minority children were tended to. The two purposes of this act were to

1. encourage the recognition of the special educational needs of limited English speaking children, and

2. provide the financial assistance to local educational agencies to develop and carry out new and imaginative public school program designed to meet these special educational needs. Increased federal funding for bilingual education turned from 15 million in 1968 to 40 million in 1970 to accommodate increased numbers of enrolled ELLs in American public schools.

Disapproval of the Bilingual Act of 1968 cast doubt on the utilization of L1. In other words, if the purpose of using L1 is to assimilate rapidly into English-speaking mainstream, then the act is in itself an act against bilingualism. This argument is to a certain extent present to this day, and opponents of bilingual education claim that learning English is only achieved if English-only (subtractive model) is spoken in the classroom. This claim became the basis for English-only movements in California and Arizona in the late 1990s, and is discussed further below, as will be the 1994 reauthorization of the Bilingual Education Act.

In the 1970s two court cases, *Serna v. Portales Municipal Schools,* in 1972 and *Lau v. Nichols*, in 1974, called for a detailed look into the actual implementation of

bilingual teaching in during the school day. *Serna v. Portales Municipal Schools* summoned the hiring of more bilingual teachers as well as a more assertive operation plan. In contrast, *Lau v. Nichols* called for focused second language acquisition instruction to be imparted if high school graduation expectations were to master the English language. The Equal Education Opportunities Act of 1974 ensured that all persons would be afforded equal educational opportunities. The Supreme Court declared the following due to the notorious case *Lau v. Nichols*: "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education" (1974, 414 U.S. 563.94 S. Ct. 786). Bilingual education was no longer voluntary but mandatory if a school district had a significant number of students representing a particular language group. Along with these political and legal considerations came extensive funding seeking to provide programs to target ELLs language needs. Without a doubt, *Lau v. Nichols* was historic. The Supreme Court unanimously ruled that LEP students were to have a substantial education, which could include bilingual education or ESL (Walsh, 2009)

The emerging opposition to bilingual education initially was diffused, but it gathered force in the 1990s. Specifically, debate of Title VII efforts revolved around unsatisfactory test scores and linguistic segregation, followed throughout the 1980s and 1990s. The Bilingual Education Act of 1994, also known as Title VII of the Elementary and Secondary Education Act, reenacted the one originally passed in 1968. Major designations of this authorization were grants offered to school districts serving ELLs,

placing emphasis on professional development programs, and promoting bilingualism rather than merely transition to English (National Association of Bilingual Education [NABE], 2010).

At the state level, bilingual supporters encountered foremost antagonism in the late 1990s by Ron Unz, a Silicon Valley millionaire businessman. Unz became well-known for his political views and actions opposing bilingual education as a California GOP gubernatorial candidate in 1994. The English for the Children movement, a project for One Nation/One California and a national advocacy organization that started in 1997 to end bilingual education in public schools, argued immigrant children need to be taught English at a young age exclusive of being taught in their native language. This movement still seeks to dismantle bilingual education on the premise that ELLs need to learn English through the structured English immersion model, or more English as opposed to instruction in the native language. Unz proceeded with his advocacy and drafted Proposition 227, a California ballot measure approved in 1998 curtailing bilingual education by severely limiting the use of the primary language for instructing English language learners. The endeavor to replace bilingual education with sheltered English immersion (SEI) made its way from California to Arizona. In 2000, Proposition 203 was passed by 63% of voters approving (Gandara & Baca, 2008; Kobayashi, 2009).   Two years later, Massachusetts passed Question 2, also aiming to reduce bilingual education in that state (Gort, 2008). After its enactment, the resulting law was considered a failure.

Replacing previous bilingual education legislation came with the No Child Left Behind (NCLB Act of 2002, specifically, Title III: Language Instruction for Limited

English Proficient and Immigrant student and Youth. NCLB proposed to allocate funds to language acquisition, language enhancement and academic achievement. The purpose of Part A is

1. to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;

2. to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, consistent with section 1111(b) (1);

3. to develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth;

4. to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings;

5. to assist State educational agencies, local educational agencies, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children;

6. to promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children;

7. to streamline language instruction educational programs into a program carried out through formula grants to State educational agencies and local educational agencies to help limited English proficient children, including immigrant children and youth, develop proficiency in English, while meeting challenging State academic content and student academic achievement standards;

8. to hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring— (A) demonstrated improvements in the English proficiency of limited English proficient children each fiscal year. (115 STAT. 1690 Public Law 107-110- Jan. 8, 2002 Part A- English Language Acquisition, Language Enhancement, and Academic Achievement Act SEC. 3102, p. 255)

Title I requires school districts to report ELL assessment reports to make certain the academic content is the same as their English speaking counterparts and moves

towards full proficiency in language arts and math by 2014. Lastly, NCLB neither encourages nor prohibits native-language instruction; however, it does delete all references to bilingual education and to bilingualism (NABE, 2010; NCBL, 2002).

Throughout the past 40 years, policy and politics have played an active role in establishing bilingual education and bilingualism in the United States. Federal and state legislation has a direct impact on the structure of language programs. The following section will focus on the specific DLP bilingual pedagogical practices in the United States shaped by legislation and debates.

<div align="center">**Elements of the DLP**</div>

The implementation of the DLP for language minority students in Texas aims at advancing student achievement, yet the achievement gap is not narrowing. Nonetheless, there are groups of ELLs who are making greater academic gains than others ELLs in schools offering similar DLP models.

There exists a plethora of studies (Collier & Thomas, 2009; Crawford, 2009; Howes, Downer, & Pianta, 2012; Nemeth, 2009; Paradis, Genesee, & Crago, 2010) justifying the wide-range implementation of DLPs as effectual for second language acquisition. Despite statewide efforts excluding bilingual education in states like California, Arizona, and Massachusetts (Crawford, 2009) and the ongoing arguments on the use of the language of instruction, abundant studies have demonstrated that additive bilingualism, such as the DLP, valuing the learner's native language is effective (Cárdenas-Hagan et al., 2007; Collier & Thomas, 2009; Cummins, Brown, & Sayers, 2007; Pollard-Durodola et al., 2012; Ruiz, 2011). A groundbreaking study by Thomas

and Collier (2002) established the 90/10 and 50/50 two-way bilingual immersion and the one-way developmental bilingual education programs to be the only programs found that supports students to fully reach the 50th percentile in both their native language and English in all subject areas, to maintain that level of high achievement, or reach even higher levels throughout their schooling. Such research data affirms the DL bilingual program models in existence address the linguistic needs of ELLs. Interestingly, the authors reported low numbers of high school dropouts came from such programs.

As many as 370 programs in 29 states across the nation have implemented the DLP, a number increasing quickly (CAL, 2010). Austin ISD in Texas commenced both a one-way and a Two-way DL pilot program in 10 schools in the 2010-11 academic school year. Austin ISD is one of 10 major urban school districts in Texas, with a student population of 84,245 students, 35% of which are economically disadvantaged.

The Texas Education code, §28.0051, subchapter 89, §89.1603 dual language immersion program goals, states the primary goals of the dual language immersion program are as follows:

1. Develop fluency and literacy in English and another language for all students, especially LEP students participating in the program.

2. Integrate English speakers and language minority students for academic instruction, in accordance with the program design and model selected by the school district board of trustee, whenever possible, 50% of the students in program should be dominant English speakers and 50% of the students should be native speakers of the other language at the beginning of the program.

3. Promote bilingualism, biliteracy, cross-cultural awareness, and high academic achievement.

4. Prepare of students to be economically-competent, multiliterate citizens in an international community.

The DL model aims to develop English language learning by building on the native language and promotes bilingualism, biliteracy, and multiculturalism. The definition of multiculturalism is teaching that affirms ethnic, racial, linguistic, religious, and economic pluralism (Nieto, as cited in Reyes & Vallone, 2007). By the same token, a critical pedagogy (CP) framework gyrates around advocating learning situations that cultivate questioning of established power relationships, and foster reflection and internalization, active involvement, and action, for the practice of freedom (Galloway, 2012; Webb, 2010). Furthermore, CP foundations revolve around shifting power relations among prevalent and minority groups. McLaren (2010) proposed a theory of critical revolutionary pedagogy, which calls for the creation of learning experiences that enable students to see how dominant power construction protects their own interests oppressing even further. The goals of the DLP model, multiculturalism teaching, and CP correspond.

The results of a study of an Iranian higher education course illustrate the success of such amalgamation (Izadinia & Abednia, 2010). The study was conducted in a freshman class of students, whose English was their second language, enrolled in English Reading Comprehension 1 course, leading to a Bachelor's Degree in English Language Literature at Allameh Tabataba'I University in Teheran. The course provided insights into the usage of critical pedagogy concepts in developing of reading skills, which also

impacted listening, speaking, and writing abilities. Izadinia and Abednia (2010) concluded that critical literacy components used throughout the course brought positive effects in the students' educational development as well as personal and social aptitudes. The long-term effects included the students' emotional positive reactions to the course years after it concluded in terms of wanting to register for additional co-constructed courses. The students responded positively to teaching approaches which considered them holistically, valued their input, and enabled critical consciousness instead of memorization, and deconstructed power relations.

In order to understand the DLP model, a summary of existing language programs principles along with divergent arguments will follow.

Language Models

In the United States there are various instructional approaches to teaching a second language. The Editorial Projects in Education Research Center (2009) consolidated data from 2006-07 and conveyed state reports on the types of language implementation language programs across the nation.

1. Forty-eight states offer instruction in English only.

2. Forty-three states offer ESL, which is content-based.

3. Forty-two states offer pull-out ESL.

4. Thirty-nine states offer sheltered English instruction.

5. Thirty-two states offer structured English immersion.

6. Eighteen states offer specialized designed academic instruction.

7. Thirty-one states offer DL.

8. Twenty-three states offer two-way DL.

9. Twenty-eight states offer transitional bilingual (Viadero, 2010).

According to Reyes and Vallone (2007), within such strands are two types of language instruction programs: (a) programs that focus on developing students' literacy in two languages and (b) those focusing on developing students' literacy solely in English. In other words, if all these variations were grouped, all would fall into one of those categories.

To provide pictures of the language programs ELLs are receiving, the various strands of bilingual education, even within the DLP models and to ESL instruction, should be explored. The following is an outline of second language instruction models in American schools.

Bilingual Programs

Transitional bilingual education (TBE) is either (a) early-exit, which lasts 1-2+ years and establishes academic foundation in both languages but do not aim for bilingualism, or (b) late-exit, also known as developmental or maintenance, which lasts 6 or more years and aims for full academic proficiency in two languages, developing bilingualism and biliteracy (American Youth Policy Forum, 2009).

The DLP aims to establish academic competence, bilingualism, and biliteracy in two languages and is either (a) one way, with a student population consisting of only ELLs, or (b) two-way, with a student population consists of both ELLs and native English speakers. The goal of dual language programs is to become bilingual and biliterate, at or above grade level academic achievement, and to develop positive cross-

cultural attitudes (Christian, Montone, Lindholm, & Carranza, as cited in Reyes & Vallone, 2007).

ESL Programs

ESL, or English as a Second Language, is taught by ESL certified teacher and instruction can be (a) pull-out ESL (ELLs are pulled out of the regular classroom and instructed in English), or (b) content-based ESL, or sheltered English instruction. ELL students spend the majority of the instructional day with the ESL teacher and the language of instruction is adapted to the proficiency or the students and instruction focuses on content rather than language (Edwards & England, 2009).

<div align="center">Literature Associating DLPs Closing the Academic Gap</div>

Learning a Second Language

Without knowing the premises of second language acquisition, it is easy to doubt the effectiveness of teaching content in L1 in order to learn L2; rather, it is more reasonable to think teaching content in L2 will foster L2. However, instructing students in their native language will achieve both knowledge and literacy. If the knowledge presented is comprehensible in the native language (L1), then the English language and content will make sense, thus furthering the development of the second language (L2). That is, the literacy developed in L1 will transfer to L2. Moreover, the goal of attaining English proficiency will take place along with strengthening the mother tongue. Thus, there must be a transition toward English-only implementation, whether incremental or sustained. In other words, in the 90/10 DLP model, where 90% is Spanish and 10% is English, the English is incremented throughout the elementary grades. In the 50/50 DLP

model, where 50% is Spanish and 50% is English, the language percentages start and remain the same, or the language percentages are sustained (see Tables 5 and 6). Moreover, research supports the benefits of the use of the mother tongue in education for immigrant families, (Cummins, 2003, 2007, 2008, 2011; Goldberg, 2008; Lindholm-Leary, & Block, 2010; López Estrada, Gómez, & Ruiz-Escalante, 2009; Thomas & Collier, 2002)

While DLPs are becoming more common in school districts across the United States, best second language acquisition practices are not universal. According to Cummins (2003) there are detrimental effects in children's cultural identities when schools do not acknowledge and build upon their shared experiences. The teaching and learning process needs to support children's language abilities they already bring with them when their school life begins. Destroying a child's language demolishes a family's language tradition, thus "contradicting the very essence of education" (Cummins, 2003, p. 1).

Expanding on the impact of education in the economy, Cummins suggested globalization calls for students who are multicultural and cross-cultural in this era of globalization. According to Morsh (2009) there is an increasing demand in the business world for persons who speak more than one language. As the Bilingual Education Act of 1968 originally proposed, embracing these cultural and linguistic differences is not only an intelligent move for the sake of national interests, but not doing so represents an infringement of the child's rights to be given equal educational opportunities.

There are challenges for BLs. Learning in two languages is far from undemanding. In an effort to dissipate the challenges over time, ELLs have in relation to learning as compared to native English speakers, Cummins (1979, 2011) differentiated between conversational and academic linguistic skills. Basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) differ wherein the first is superficial-survival-type learning acquired within 2 years, and the latter refers to academic levels of attainment. Both BICS and CALP theories have influenced legal course of action and instruction in the following aspects:

1. The amount and duration of funding necessary to support students who are learning English as an additional language.

2. The kinds of instructional support that ELL students need at different stages of their acquisition of conversational and academic English.

3. The inclusion of ELL students in nationally-mandated high-stakes testing; for example, should ELL students be exempt from taking high-stakes tests and, if so, for how long—1, 2, 3, 4, or 5 years after arrival in the host country?

4. The extent to which psychological testing of ELL students for diagnostic purposes (Cummins, 2008, pp. 71-83).

While research supports the additive language approach to teach a second language, bilingual education continuously faces resistance.

The Case Against Bilingual Education

Despite the efforts of proponents of additive bilingualism, the case against it is based on the melting pot tradition of assimilating immigrant into a homogeneous society.

NABE (2010) addressed questions relating to isolating bilingual students in all Spanish classrooms (there, bilingual education is another example of so-called political correctness) and about successful bilinguals who learned English by being immersed in English without receiving support in L1.

The aforementioned issues were fueled in part by the Unz initiatives, discussed earlier. The contrasting viewpoints include claims made by Unz Initiative supporters, who are also English for the Children advocates. Rosalie Pedalino Porter, former director of Bilingual Education for the Newton School System, renounced bilingual education in her book, *Forked Tongue*. Other critics included the late Jaime Escalante, the renowned public school teacher whose motivational teaching in an East Los Angeles high school was brought to the big screen in the movie *Stand and Deliver*; Christine Rossell, a professor at Boston University, author of *Bilingual Education Reform in Massachusetts*; and Lincoln Jesus Tamayo, a Notre Dame and Harvard educated high school principal. Antibilingual advocates have argued English immersion, or more English in the schools, by design will bring about English language acquisition, that English will be acquired within an academic year, that once oral fluency is achieved in English then readiness for academic learning will follow, and that the less L1 is used the better (López et al., 2009).

In addition to previously discussed research exposing such claims as misconceptions, supporters of bilingual education have referred to research showing ELLs in additive programs, such as the DLP, not only closed the achievement gap in standardized test scores but also surpassed native English speakers. ELLs need quality education in L1 because it provides knowledge and literacy, making the knowledge

comprehensible, which will transfer to L2. Other research demonstrates longitudinal research indicating the dual language program as the most effective bilingual education models learned. Furthermore, research demonstrates that additive bilingualism, such as the DL, which value the learner's native language, is effective Researchers have consistently claimed that the use of the student's native language to extend knowledge of concepts is effective, for those concepts then transfer to L2 as that language is acquired and learned (Cummins, 2003, 2007, 2008, 2011; López Estrada, Gómez, & Ruiz-Escalante, 2009; Thomas & Collier, 2002).

Others have claimed there is nothing wrong with the old "sink-or-swim" method that worked for generations of earlier immigrants. Counter research-based reasoning can be traced back to legislation itself. The National Association of Bilingual Education (NABE, 2010) denoted the timeworn "English-only, sink–or-swim" method as a harsh disaster for generations of immigrant and Native American children that has led to the past and present low academic achievement and high dropout rates; hence, the academic gap persistent to date. That is why the Bilingual Education Act was passed – with overwhelming bipartisan support – in 1968.

Moreover, NABE (2010) has posted a few facts to the general public on bilingual education clarify misunderstanding and misconceptions. These include the following:

1. Teaching English language skills is among the chief goals of every bilingual program in the United States, along with promoting long-term academic achievement in English and enabling children to develop fluent bilingualism and biliteracy.

2. The effectiveness of bilingual education in meeting these goals has been well established by research over the past 30 years – not only for English language learners but also for native-English speakers acquiring another language.

3. Bilingual education is closely associated with the civil-rights movement of the 1960s. However, it has a long history in this country dating back to the Colonial Period. During the 19th and early 20th centuries native-language instruction was at least as widespread as it is today – except that German, not Spanish, was most commonly used.

4. The English langue was not "endangered "then or now. It took at least two generations of immigrants and indigenous minorities learned English and often lost their native languages.

5. English language assimilation is more rapid today than before in the history of the United States. Nevertheless, today, more than ever, multilingual skills are needed to enhance

After Californians passed Proposition 227, many evaluative studies became available. The American Institutes for Research (2006) submitted to the California Department of Education the following key findings:

1. While there has been a slight decrease in the performance gap between ELs and native English speakers, it has remained virtually constant in most subject areas for most grades.

2. Across all analysis, little or no evidence of differences in EL performance by model of instruction was found.

3.   Our overall conclusion, based on the data currently available, is that there is no clear evidence to support an argument of the superiority of one EL instructional approach over another.

In Arizona specifically, UCLA's Civil Rights Project (2010) released the results of nine studies on the condition of ELLs in Arizona under the state's current bilingual policy. Those findings include the following:

1.   Approximately 15% of Arizona's students who are EL continue to lag far behind their English speaking peers with no narrowing of achievement gaps under the state policy.

2.   EL students are *not* gaining proficiency in English in one year as promised by the new 4-hour English language development (ELD) block to which these students are assigned.

3.   EL students are extremely segregated from their English speaking peers in what amounts to "Mexican rooms."

4.   Eighty-five percent of the 880 teachers surveyed from across the state of Arizona expressed concern about the educational damage of the extreme segregation these students are experiencing.

5.   The majority of these teachers did not believe most of these students were reaching grade level standards expected of all Arizona students.

6.   It is virtually impossible for secondary students who are consigned to the 4-hour ELD block to take and pass the courses they need to graduate high school or go on to college. These studies raise grave concerns that secondary

EL students are being set up to drop out of school, while elementary age

students are being stigmatized and marginalized in their schools.

7. Several of the studies offered recommendations for alternative instructional

models that could help these students gain access to the same curriculum as

their English-speaking peers and meet with greater success in school. In

addition to research-based sheltered English programs, these include

bilingual and dual language programs either outlawed or heavily discouraged

in Arizona but that continue to show stronger results than the program

currently in operation there.

Additionally, Zehr (2008) noted the following findings by Russell Rumberger,

director of the Linguistic Minority Research Institute. Rumberger's findings might

suggest that SEI, or its implementation, has several weaknesses:

1. The three states that have passed ballot measures to get rid of bilingual

education have greater gaps in achievement between English-learners and non-

English learners in fourth grade math and reading on the National Assessment

of Educational Progress (NAEP) than do states such as Texas and New Mexico

that require bilingual education.

2. The three states that greatly reduced bilingual education—Arizona,

Massachusetts, and California—replaced it with a method known as

Structured English Immersion. (Zehr, 2008)

Interestingly, an American Institutes for Research report in found no conclusive evidence favoring one instructional approach for ELLs. The passage of Proposition 227 led to the following:

1. Students across all language classifications in all grades have experienced performance gains on state achievement tests.

2. During this time, the performance gap between English learners and native English speakers has remained virtually constant in most subject areas for most grades.

3. These gaps have not widened is noteworthy given the substantial increase in the percentage of English learners participating in statewide tests, as required by federal and state accountability provisions.

4. Limitations in state data make it impossible to definitively resolve the long-standing debate underlying Proposition 227 as to whether one instructional model is more effective for California's English learners than another.

5. However, based on the data currently available, there is no evidence to support an argument of the superiority of one English learner instructional approach over another; the likelihood of an English learner meeting the linguistic and academic criteria needed to reclassify them to fluent English proficient status after 10 years in California schools is less than 40%.

6. Interviews with representatives of schools and districts among the highest performers in the state with substantial English learner populations further

supported the finding that there is no single path to academic excellence among English learners (American Institutes for Research, 2006).

The factors identified as most critical to their success were (a) staff capacity to address English learners' linguistic and academic needs; (b) school-wide focus on English language development and standards-based instruction; (c) shared priorities and expectations in educating English learners; and (d) systematic, ongoing assessment and careful data use to guide instruction.

Finally, Stensland (2003) analyzed the political backdrop of the states where the Unz Initiatives were marketed. Stensland argued such states have historically passed official-English legislation and have been opposed to immigration and rights for undocumented workers. Ballot measures and initiatives evade the representative legislature where minority groups have gained influence and allow the majority to create policies unfavorable to minority groups. According to Stensland (2003), "the system of checks and balances structures into legislatures was designed to protect the rights of the minorities, and the initiatives process is without such provisions" (p. 3).

Aside from contrasting viewpoints, bilingualism advocacy efforts continue nationally as the DLP implementation is expanding (NABE, 2010). DLP implementation aims at bilingualism, biliteracy, and cross-cultural appreciation and understanding via high academic expectancies. In addition to the high academic bilingualism and biliteracy expectations for the students, the DLP addresses the native tongue, culture, and legacy to be maintained. Aside from the variety of language programs in existence and contrasting views on the purpose of bilingual education, the ELL student population of 5.1 million

demands attention from educators, policy makers, and society (Zehr, 2009). There is one thing not being disputed in the debate, acquiring English proficiency (Williams, 2009). Moreover, dissenting claims on bilingual education play a role in the goal to intentionally better the services offered to ELLs.

On Closing the Academic Gap

To expand on the DLP in relation to the academic gap, it is important to note the historical and current perceptions of immigrants in the United States. Sociocultural factors affect the millions of language minority students learning in our schools. Studies of ethnographic nature depicting the realities of immigrant families provide valuable insight of factors affecting learning in educational institutions. Bowers-Welte (2008) noted the political and historical context in which children learn has colossal implications for their sense of self-assurance in the school setting. Furthermore, the author discussed socio-cultural factors, such as painful stereotyping, that have a negative bearing on learning

Minority children have been subject to degrees of difference in treatment stemming from stereotypes. Immigration myths revolving around ELLs having poor English skills and taking away resources from U.S. native-born children fuel antagonism as well as tough immigration laws. Nevertheless, studies show that teacher sensitivity to second language learners' needs along with examining their own attitudes, parental involvement, and a desire to learn from the families by holding dialogue, is key to successful teaching of ELLs. CP involves a power shift, of moving from a coercive stance to collaborative relationships. Advocates of critical pedagogy find this shift as

empowering to LMin students (Bernhard, 2010, Calderon, Slavin, & Sanchez, 2011; Maxwell, 2012; Rodriguez, 2008). Daniel & Lenski (2007) described how teachers play the important role of becoming cultural brokers and embracing the students' language, culture, traditions, music, and culinary arts through critical literacy. Comparably, Chun (2009) discussed the efficacy of using visually stimulating novels and enticing questions and dialogue help the students think critically.

Reyes and Vallone (2007) validated that DLP embraces cultural aspects of L1. In other words, as the DLP embraces L1 to develop L2 acquisition, the culture of L1 is also included. The customs and traditions of the student's heritage are considered, such as how school is regarded at home, roles the parents play in supporting school work and even student and teacher interactions. Acknowledgment that children face many challenges as they learn and build identity encourages looking for and finding new ways of schooling language minority students.

The nature of the DLP language design already addresses bilingualism, biculturalism, high academic achievement, and multiculturalism. It is logical then to further DL instruction with CP premises. Bilingual education forethought encompasses the momentum of the DLP design in order to advance the Latino student population academically, linguistically, culturally, and socially through the critical literacy lens. Whereas abundant research validates DLPs as effective in closing the achievement gap, it is imperative that day-to-day power dynamic occurrences within the context of the DL classroom are analyzed as to ensure the momentum of the overall goal of DLPs: biliteracy, multiculturalism, and high academic achievement (Kolak, 2009).

Freire's critical pedagogy (CP) encompasses thought that positions education as a mean for social and political liberation. Freirean theory solicits contesting power and regards dominant structures as portraying the interests and certainties of a few (Quezada, 2008).

To commence to encapsulate power relations it is important to elaborate on two terms. Freirean thought establishes that recognizing a concern for humanization leads to revealing of the term differing term dehumanization. The subordinate entity, whose humanity has been stolen, struggles with regaining it and seeks liberation. Freirean thought warns that in order to achieve freedom, the oppressed must not in turn become the oppressor thus engaging cyclic actions. Liberation efforts involve a process of internal awakening and awareness, or *conscientização*, leading to reflection, dialogue and action, involving pain as "childbirth" of a new emancipated person emerges. The Freirean banking concept of education implies a transmission model of teaching, previously presented by Russian psychologist Leo Vygotsky (1896-1933), who laid foundations for the constructivist theory. Vygotsky's (1986) social development theory denounces a transmission or instructionist model, which transmit information to the students rather than soliciting active participation from the learners in their own learning and creating a reciprocal collaborative experience. The banking concept of education entails an oppressive disposition which places the teacher as all-knowing, not-to-be questioned figure who delivers information; and the student as an ignorant, passive, and nonparticipatory spectator and recipient of information. Rejecting the banking concept is problem-posing education, which in contrast, enlists dialogic actions and embraces the

learner as an active participant in the learning process alongside the teacher. "No one teaches another, nor is anyone self-taught. Men teach each other, mediated by the world, by the cognizable objects which in banking education are 'owned' by the teacher" (Freire, 1999, p. 61). This revolutionary outlook on teacher-student affiliation is anchored in dialogics. Cammarota (2011) discussed how, through dialogue, learning takes on a dynamic approach of exchanging ideas between the learner and the teacher thus renouncing a lecture format and the banking approach to education and favoring open communication between students and teachers. According to Freire, in this method, all teach and all learn. The dialogical approach contrasts with the anti-dialogical method, which positions the teacher as the transmitter of knowledge, thus providing a hierarchical framework that leads to domination and oppression through suppressing the students' knowledge, experiences and opinions. Therefore, to voice thought is instrumental in acknowledging self-autonomy within the societal structure. It is through dialogue that problem-posing education revolves around a democratic pedagogical exchange (Valdez, 2012).

In literacy engagement (2011) Cummins discussed the underachievement of students occurring mostly in low performing schools where students are often disregarded culturally also lacking resources to succeed academically. Cummins suggested policies need to make certain campuses make continuous school-wide efforts to connect the students to literacy activities. Only then can the achievement gap start to close. Consequently, critical pedagogy (CP) theory professes truths relatable to the millions of immigrant children attending low performing schools today.

Summary

Although DLP implementation has been present for decades, the conception is rather in its infancy stage. Parkes and Ruth (2009) pointed to an increasing need to closely examine (a) biliteracy development--the effects of concurrent, or teaching biliteracy with both languages co-existing, or sequential, with one language following other; (b) the political climate, or how "educational and language policies in the United States are informed by a monolingual and deficit view of linguistic and cultural diversity" (p. 18); (c) cross-cultural goals, or how cross-cultural teaching competence are developed; (d) peer interactions, or how student grouping habits or types of learning experiences affect the quality of interactions; program model variations and long-term consequences; (e) students with special needs, or successful participation of students with special cognitive or physical needs; and (f) program demographics, or the role of demographic in the successful implementation, including the impact of time across educational levels, or the necessity to provide DLP follow-up in secondary years.

The research questions were designed to examine how struggling ELLs are remediated in the area of reading and language acquisition; and how cultural identity is endorsed through literature. The questions aimed to identify teaching strategies that improve academic achievement in order to identify differences, if any, in two schools offering variant DLPs to ELLs. Knowing which strategies improve reading and language acquisition may close the academic gap between Latinos and their peers.

Section 3: Methodology

Qualitative research explores the meaning of the participants' experiences in a particular circumstance (Creswell, 2007; Merrian & Associates, 2002). The purpose of this study was to reveal through observation of teachers, interviews, and focus groups qualitative indications of how students struggling in learning language and reading skills are addressed. The impact literature and classroom activities have on the students' cultural identity were also explored. The qualitative research design was appropriate for this study because the focus of the study was teachers' experiences in their school setting.

Research Design

This study encompassed various characteristics of qualitative research methodology. One characteristic is collecting the data in the natural setting. This is important because being present in the authentic setting provides the real picture of the events that shape the participants' construction of meaning. Using the natural setting allows the researcher to acquire a panoramic view of the factors that influence the participants' experiences (Merriam & Associates, 2002). The natural setting for this study was two school districts: School District A, in two elementary school buildings, and in School District B, in one elementary/middle school building, where the DLP is implemented on a daily basis.

Merriam and Associates (2002) identified two factors that determine a qualitative study to be a case study: the unit of analysis and the nature of the questions. For case studies research takes place in the natural setting. It is based on the researcher's interpretation of the data, is reflective in data analysis, and employs multiple methods of

data collection. This study used observations and individual and focus group interviews as data sources.

The narrative, phenomenological, grounded theory, and ethnography qualitative approaches were considered and rejected for this study. The data analysis of the aforementioned types did not align with the goals of this study. The narrative approach relates the life story of an individual and analyzes data to develop a theme or themes (Creswell, 2007). This research study intended to develop a detailed analysis of several cases rather than relating an individual's life story; therefore, the narrative approach was rejected. The focus of the phenomenology approach is to understand the complexity of the experience and describe it as the goal of the data analysis (Creswell, 2007). These studies aimed to not only understand the complexity of the experience but to develop a comprehensive interpretation based on the analysis of the data collected by the researcher. Grounded theory generates theory from field experiences based on the input of the participants (Creswell, 2007). This research study aimed to go beyond the complexity of the phenomenon. This study did not seek to generate theory but rather to identify factors that are effective in promoting academic success in ELLs. Lastly, the ethnography type describes a culture-sharing group and describes how it works (Creswell, 2007). This study did share a e−ELLs, however, the purpose was not to only to describe it, but to gather a holistic interpretation. The case study was suitable for this study because I was able to develop a comprehensive depiction of multiple cases through various data collection methods. Furthermore, the data analysis was accomplished through themes and cross-case analysis (Creswell, 2007).

Research Questions

This study was designed to explore how classroom teachers in two regions in Texas and in two in DLP programs addressed weaknesses in reading and in language acquisition and identified possible reasons for the low scores among struggling LEPs in these schools. The following research questions were used to explore the purpose of this study: :

1. How do teachers in the DLP classroom in Schools X and Y identify and address students' reading weaknesses and language acquisition in literature classes?

2. How do teachers promote ELL students' cultural identity through literature selection and language acquisition activities?

Context of the Study

Two Texas urban schools districts—School District A and School District B—in different Texas cities were chosen for this study. Each district follows the DL premises and aim at high grade level academic achievement and the development of positive multicultural attitudes. Teachers from two elementary schools within SDA volunteered to participate; thus two research sites were represented by Schools X in SDA. Teachers from one hybrid elementary/middle school volunteered to participate therefore; there was one research site in SBD called School Y. A total of three urban schools participated in this study.

These two school districts were chosen for three reasons:

1. To include the variant teacher and student demographics along with the

different program models.

2. To detect how struggling learners are identified and remediated.

3. To contemplate the role of literature in language acquisition and cultural

identity.

Student and Teacher Demographics

The contrasts between SDA and SDB extend beyond the implementation of the

DLP model. According to the Texas Education Agency 2011-12 Academic Excellence

Indicator System District Performance (AEIS), SDA, located in North Texas and SDB,

situated in Southwest Texas, student and teacher demographics show variances. Such

variations may affect the quality of bilingual resources available to the schools.

Table 4

SDA and SDB Student and Teacher Demographics

District	Total students	Latino students	LEP students	Latino teachers
SDA	33,017	6,170 or 18.7%	1,887 or 5.7%	134 or 7.2%
SDB	44,131	42,611 or 96.6	10,463 or 23.7%	2,453 or 79.8%

DLP Models

SDA has offered the one-way DLP since 2007. Also known as the 50/50 model,

the state mandated curriculum is taught 50% of the instructional day in Spanish and 50%

in English Grades K-6th (see Table 5)

Table 5

Breakdown of the DLP Models in SDA by Languages

	Language	
Grade	Spanish	English
K-6	50%	50%

All students in the language program are learning English as a second language. SDB has offered the two-way DLP since 1995. Also known as the 90/10 model, the state mandated curriculum is implemented 90% of the instructional day in Spanish and 10% in English. The variant in the two-way DLP is that the amount of the Spanish instruction decreases as the English instruction is gradually increased through the grade levels. Therefore, SDB, in reality follows the 80/10/10 model with the extra 10% comprising the third language (see Table 6). School Y has a third language component to its program, and students learn their choice of Japanese, Chinese, German, or Russian. Students in the program are native English speakers as well as LMin students who are learning English as their second language.

Table 6

Breakdown of the DLP Models in SDB by Languages

| | Language | | |
Grade	Spanish	English	Third language (Chinese, German, Japanese, or Russian)
K-2nd	80%	10%	10%
3rd-4th	60%	30%	10%
5th-6th	45%	45%	10%
7th-8th	30%	60%	10%

The participants in both schools districts share similar background knowledge in teaching second language learners. However, due to SDB offering gradual increase of content in Spanish throughout grade levels K-8th grades as well as the interchanging of the language of instruction of the subject matter, teachers are more fluent in their speaking and writing skills in Spanish.

Ethical Protection Measures

I acquired permission from Walden's Institutional Review Board (IRB 2012.01.05 10:57:12-06'00'), and then I contacted district officials, school building principals, and the participants. Several procedures ensured protection of the participants volunteering in the research study. An email invitation summarizing the goals of the study was sent to the teachers in SDA and SDB explaining participation criteria. To

ensure transparency, I created a presentation about the study objectives and presented it

in an informal setting to give teachers an opportunity to ask questions (Appendix D).

Afterwards I presented the informed consent, which delineated the purpose, outlined the

goals and objectives of the research, the conditions to participate, and the right to refuse

or withdraw at any time without penalty (see Appendix A).

To protect the participants' identities, both the individual and group interview

transcriptions were coded using an alphanumeric code according to school district,

research site, and number of participants. These codes were used in presenting the

findings in Sections 4 and 5.

Table 7

Coding of Participants

School district	School	Research site	Participant number
SDA	X	I	1, 2
		II	3, 4, and 5
SDB	Y	I	1, 2, 3, 4, and 5

Additionally, the raw data will be kept locked in an electronic, password-

protected folder for 5 years at my home office, after which they will be deleted.

Procedures for Gaining Access to Participants

I requested permission to conduct research to each school district's Office of

Research outlining the purpose, scope, and benefits of the research to each school district.

District officials were provided my contact information as well as a summary of the

participant's involvement. SDB required an IRB package to be completed and filed with

the district's Office of Assessment, Research, Evaluation and Accountability showing the university's approval. Once the district granted approval in writing to conduct the research, I emailed principals at both SDA and SDB and invited teachers to participate at both research sites. Documents granting permission are in my possession.

Role of the Researcher

I am familiar with both school districts, SDA and SDB, where the research was conducted and the data were collected. I am a current employee of SDA, but I am not acquainted with the participants at the research sites, or School X. Therefore, only a collegial relationship exists with the participants, which did not impact data collection. I was employed at SDB 8 years ago. Thus, some former coworkers may still be employed at that campus. To ensure former employment did not affect data collection, I invited all teachers in the school to participate.

I have an 18-year background experience working in campuses that serve ELLs. The extent of my knowledge in bilingual education stems from personal experience as an ELL. I was immersed in English-only/ESL classes. When I was moved to bilingual classes in the seventh grade, I had already acquired the English language and in fact was recommended to skip a grade. As a U.S.-born citizen who attended schooling in Mexico until the fourth grade, the transition to American schools came with the conscious understanding I was to learn English as soon as possible. My parents had decided to leave their home in Cd. Juarez, Chihuahua, Mexico, and offered new life opportunities to all of their six U.S-born children. Learning English as soon as possible was part of those new life opportunities. I learned English quite rapidly, but not without obstacles. I became a

teacher and began to learn about the benefits of bilingual additive methodology and building on the native language to foster learning English. It was only that all those obstacles I encountered as a little girl made sense. I had not experienced additive bilingual methodology but the subtractive approach to learning a second language.

Possible predisposition might result from my personal experiences as a young ELL, from being a bilingual teacher and from familiarity in SDA and SDB. In my experience as an administrator conducting teacher formal evaluations, I wanted to ensure my personal bias did not interfere with data collection. During the data collection phase of this study, I used a researcher log to limit my own bias. In my researcher log I wrote written reflections of my experiences. I bracketed my thoughts and separated them from the participants' statements as I analyzed their responses. In my log, I took notes as I completed the observations and the interviews. The notes taken were to describe confusion and problems, and to admit my own personal beliefs in the importance of effective student-teacher communication and rapport Therefore, all notes written in the log were personal commentaries and were not analyzed to prevent bias and skewing my analysis of the data collected.

Criteria for Participation

Criterion sampling was used in this study because the participants met a set selection criteria (Creswell, 2007).   Texas State Certification Board (SBEC) requires a bilingual teacher to be bilingually certified; therefore, all participants needed to possess a bilingual teaching certification. The criteria for volunteer participants included bilingual

certification. In addition, the participants needed to have a teaching assignment in the 2011-12 academic school year in SDA or SDB.

A total of seven participants volunteered to participate from SDA. Five participants from the two research sites (Elementary Schools X and Y) were chosen. Out of those five participants, three were bilingual teachers and two were bilingual support staff. The remaining two volunteers agreed to serve as back-up participants in case a one of the participants withdrew from the study. Five participants volunteered to participate from SDB. All five were chosen from one research site (Elementary/Middle School Y) and were classroom teachers.

The number of participants was kept to no more than five per school district for two reasons: (a) the ability to expand on the inquiry, or having few teachers to inquire deeper and ask more questions; and (b) quality control, or having the ability to plan meticulously, revise as needed, and allot an equal amount of time to all participants' feedback.

Data Collection

The data collection tools for this study were observations and individual and focus group interviews. The observations gauged the frequency of usage of research-based teaching strategies (Appendix C) to promote ELL language acquisition. The interviews aimed at gaining insight into the teachers' experiences and behaviors (Appendix D to promote ELL students' cultural identity through literature selection and language acquisition activities. Observations and the interviews were grouped in three categories: (a) Classroom Characteristics for Struggling Learners, (b) Classroom Characteristics for

Construction of Literacy and (c) Classroom Characteristics for Social Structures. All three tools were aligned to answer the two research questions. The research questions probed into how bilingual teachers recognize ELL reading and language acquisition difficulties, how such hindrances are addressed, and how cultural identity is promoted via literature and DLP activities.

Merriam and Associates (2002) encouraged researchers to use more than one method of data collection, as multiple methods deepen the validity of the findings. In this study, observing and interviewing 10 DL teachers provided ample data on aspects to identify and address ELLs reading and language difficulties as well as the impact of literature selection and DLP activities on cultural identity.

Janesick's (2004) structure of nonparticipant observations was based on the researcher accessing a natural public authorization and having multiple viewing opportunities. The observations took place in the actual DLP classrooms, ensuring the natural setting of the program implementation. As a result, the students interacted normally with their peers and their teachers, while the observations took place. The environment was authentic, and the information was annotated in real time. For example, as a student encountered a particular difficulty in the English language or reading comprehension, I annotated it as it happened. I carried out 10 nonparticipant observations in SDA and SDB, which lasted approximately 30 minutes each. I used the Observation Guide (Appendix E) to note the presence or absence of research based teacher behaviors. The observation guide served as a checklist of research-based effective teacher activities, such as the use of the following:

- One-on-one or small group tutoring.

- Learning centers.

- Total physical response (TPR).

- Balanced literacy and higher-order thinking skills (HOTS) during instruction.

- Emphasis on language development and acquisition in L1 and on language development and acquisition in L2.

- Sheltered instruction observation protocol (SIOP) strategies.

- Cultural activities integrated in the curriculum.

- Analyzing to understand the view of the world in reading selections.

- Enticing dialogue to engage the students' opinions.

- Two way communication.

- Reflection/action (praxis). Focus on language forms and usage.

- Contextualized use of language.

Such activities ensured the teacher was being conscientious of DLP practices and second language acquisition strategies. The checklist on the observation guide was transcribed into a narrative description and typed into a Word document. The transcription took place within 24 hours and was filed by pseudonym and date on a password-protected file. While conducting the observations, I wrote all personal notes on my research log. Any commentaries reflecting opinions were written in a separate section of the log and were not included in the data analysis.

Individual and focus group interviews were used to collect qualitative data and provide rich information that could not be observed. A few examples include teachers'

points of view regarding ways to break down language barriers for ELLs and non-ELLs, how the school communicates with the families about the state assessment, or how to choose literature which can teach the curriculum concepts as well as were culturally relevant. The responsive interviews invited the participants to share their educational experiences teaching second language learners and the challenges connected with teaching grade level curriculum, teaching a second language as well as strengthening the native language. Given that the participants constitute a criterion sample, this type of interviewing design aligns with the research design. Additionally, interviews provide an in-depth gathering of meaning of individuals who have experienced the phenomena. Interviews followed a predetermined set of questions presented to all participants in the same manner using the same words to compare the data systematically (Creswell, 2007; Hatch, 2005; Rubin & Rubin, 2005). The interview guides (Appendix D) included open-ended questions. Digital recordings of the interviews were used to ensure accuracy of the conversations then transcribed within 60 days of the interviews. The Word document is password protected and filed by date and coded by school district and teacher assigned alphanumeric code. The questions crafted for both the individual and the focus group questions aimed at finding out how teachers identify areas of difficulty in reading, such as fluency, comprehension, and, most importantly, what approaches were used to remediate and monitor the students.

In regard to literature and cultural identity, the questions focused on the influential factors of DLP implementation. For instance, the questions were crafted to find out how teachers identified, addressed, and connected literature to assisting

struggling learners. The three categories for the interviews were (a) Classroom

Characteristics for Struggling Learners, (b) Classroom Characteristics in Construction of

Literacy experiences, and (c) Classroom Characteristics and Social Structures. Data were

collected over a period of 5 weeks in three research sites in SDA and SDB. A total of 10

individual interviews and two focus group interviews each lasted approximately 40

minutes. Each focus group interview consisted of five participants. All interviews were

held during non-instructional time on the research site, either after school or during the

teachers' planning times.

Data Analysis

This study followed the Hatch's interpretative model (2005), which is a

comprehensive process to carry out interpretative analysis.

1. Read the data for a sense of the whole.

2. Identify patterns.

3. Study patterns for interpretations.

4. Reread data, coding places where patterns were identified

5. Write a draft summary.

6. Review the interpretation with participants.

7. Write a revised summary and identify excerpts that support interpretations
   (Hatch, 2005, p. 181).

Themes emerged as I analyzed the data I collected from the observations and the

interviews. The coding process evolved from open to axial to interpretative coding. Open

coding was intended to create categories of information (Step 2), which became

noticeable as patterns in observations and responses were recurrent using manual

highlighting. For example, one pattern that stood out was the belief amongst the teachers

that being bilingual brings cognitive benefits. Axial coding was employed to interrelate

the recurrent categories. Categories such as the use of diagnostic tests and intervention

strategies were grouped because such fit together in terms of assessing learning and re-

teaching if necessary. Lastly, interpretative coding was applied to organize data and

understand the significance of the data. For example, after re-reading the transcripts,

codes emerged based on common concepts. I reviewed all categories and either kept,

replaced, or discarded categories that did not apply to the focus of the study. Those

categories that were kept or replaced were organized into new categories because they

held common characteristics. For example, one particular category was parental

involvement. Evidently, bilingual teachers value the active participation of the parents in

the school setting in order to advance ELLs academically. I reviewed a transcription of

all observations and the interviews. By following the analysis sequence I was able to

generate insightful interpretations of the data.

Observations

After reviewing the 10 completed Observation Guides for both school districts, I

developed a summary of the observations to find frequency of instances. First, all

components—or teacher behaviors—listed on the Observation Protocol were numbered

1-25. Thereafter, subcolumns titled SDA and SDB were inserted under the *Observed* and

Not Observed columns to easily count by each school district. The total numbers of

teacher behaviors were tallied under each numbered behavior for both school districts

(Appendix I). The total number of instances a teacher behavior occurred were tallied and then compared to other behaviors. Therefore, a frequency higher than 5 was considered high, or a forte or area of strength. In comparison, a frequency lower than 5 was determined a vulnerability or an area of need. Lastly, a summary of the observations was drafted for each school district in relation to the research questions. The focus of the observations was to record teacher behaviors that promoted effective second language teaching.

Interviews

The data collected from 10 individual interviews and two focus group interviews, each with five participants, were analyzed systemically. Each participant was given a specific code that identified the school district, research site, and participant number, as follows: SDAXI1, SDAXI2, SDAXII3, SDAXII4, SDAXII5, SDBY1, SDBY2, SDBY3, SDBY4, and SDBY5. I used a highlighting marker to mark manually and the highlighting feature in Word to color code. Once all data were highlighted and color coded, I combined all similar codes by cutting and pasting from the two coded data sets. During the first round of analyzing the data, I used open coding to determine general categories in relation to the research questions. In the initial round of open coding, numerous categories were identified. I reread the data and reduced the number of categories. For example, I highlighted a participant's response regarding the importance of the role district officials play in providing reading professional development supporting the DLP. Upon further review, if I noted another remark about how the campus administration supports the DLP by purchasing authentic literature, I highlighted it. Afterwards, I

grouped these two comments under a new category and named it "Reading Resources."

This became the axial coding as I started saw relationships or the connections between

the codes.   Once new categories emerged from axial coding, I used interpretive coding

when the themes generalized into broader themes. The themes that emerged from

interpretive coding were reported as results and findings of the study.

Validity

Validating the data is a crucial phase to promote trustworthiness or quality of

research (Creswell, 2007; Hatch, 2005). One way validity was ensured was by acquiring

information via several sources, such as the individual and group interviews, in addition

to observations. The emergent themes were validated by the triangulation of the interview

and observation data. Triangulation took place when the data were examined from the

three data instruments and data were converged from commonalities in themes and

categories. Another validity strategy was the interpretation review by the participants.

Lastly, to keep a descriptive account of the research experience and self-reflections and to

help mitigate researcher bias, personal notes expressing opinions, fears, problems and a

descriptive account of the events were recorded in a researcher log (Hatch, 2005). Such

notes were not included in the analysis of the data.

Summary

This section presented the outline of the research methodology utilized and the

selected research design justification in relation to other methodologies and the research

questions. The selection and criteria for the participants, procedures for gaining access to

the participants, as well as measures taken for their ethical protections the measures taken

for the ethical protection were described. The role of the researcher was explained and

the data collection instrumentation and analysis process was elaborated on.

In Section 4 I will present the results of the data collected.

Section 4: Results

This section presents the results of this qualitative research study. The introduction captures the research objectives. The processes for generating, collecting and recording, coding, and analyzing data are described. The overview and findings of the observations and interviews follow. Lastly, the evidence for safeguarding quality completes this section.

The purpose of this study was to reveal through observations and individual and focus group interviews how students struggling in language acquisition and reading skills are addressed. Additionally, cultural activities and the impact on developing student cultural identity were explored. By analyzing the data collected in SDA and SDB, the overall goal is to improve the teaching and learning for ELLs and raise awareness of intentional or unintentional factors affecting academic achievement within the DLP.

Processes for Generating, Collecting, and Recording Data

Three data sets were generated to address the research questions for this qualitative study (observations, individual, and focus group interviews). After approval from both school district central officials and Walden University's IRB, I contacted school principals via email regarding the nature of the study and the timeframes for carrying out the research.

All bilingual teachers from each school district were invited to participate by sending a detailed email, the consent form (Appendix A), and a PowerPoint presentation provided the backdrop of the purpose of the research study (Appendix D). If teachers did not return the signed consent form within 2 weeks of having received the form, reminder

emails were sent. After receiving the signed consents forms from volunteer participants, I contacted each teacher to carry out the interviews and classroom observations. In order to be transparent about the processes for collecting the data, a doctoral study plan was shared with the principal and participants in each school district which detailed dates and times I would be on the campuses collecting the data (Appendix C).

The collection of data began in SDA in January 2012. I traveled to the Texas border city where SDB is located in February 2012 and mirrored the data collection process carried out in SDA in north Texas the previous month. In both districts, classroom observations were conducted first and then individual interviews, followed by the focus interviews. The classroom observations were made using the Observation Protocol and the Research Log. I audio-recorded both the individual and focus group interviews on a tape recorder. As the data collection advanced, logs and recordings were kept in a locked file cabinet in my home office.

Classroom observations were conducted without interrupting the teacher's lesson or interacting with the students directly (Appendix C). I referred to the observation guide and looked for the presence or absence of researched-based effective teaching practices for ELLs. *Observed* and *Not Observed* teacher behaviors were registered and then analyzed to find patterns in relation to the research questions.

The interviews were conducted during non-teaching hours. An interview guide (Appendix D) was used to delve into the participants' experiences of teaching second language learners. The interview guide presented a standardized format using predetermined questions (Hatch, 2005). When all interview data were collected, I

retained assistance for transcribing the dialogues. The transcriber completed the Confidentially Agreement and all data were kept private at all times. All transcriptions were written in order of the recordings in tape sequence. There were a total of five audiotapes recorded on both sides. The entire data gathering collection process took 5 weeks.

Per Merriam and Associates (2002) suggested the findings are presented in the order the data were collected. The observations are summarized in the following section.

Observation Data

The Observation Guide (Appendix F) was designed to find particulars of research-based instructional strategies for ELLs based on the LEP Success Initiative Grant Study (TEA, 2006), as well as fundamentals of dialogue, critical thinking, and student choice (Freire, 1999). The observation guide had three focus areas: struggling students, construction of literacy experiences, and social structures. Each area within the Observation Protocol has a column with the teaching strategies or activities on the left and then two columns labeled each *Observed* and *Not Observed* to the right. The information presented in this section gives an all-encompassing view of effective research based teaching practices of DL instruction per data collected in both school districts during 30-minute observations.

The first area recorded the presence or absence of 11 research-based instructional strategies and the frequency of usage during the 30-minute time observation. The observation protocol had three columns. There were a total of 10 participants, five from each school district. To condense the observation data, I tallied the frequency of usage of

each strategy. After the tallying took place, I used the following method to identify

patterns between the schools districts: Under each *Observed* and *Not Observed* column, a

tally was taken for each strategy and activity Observed and Not Observed for each school

district. A frequency of ≤ 4 determined the absence of that particular strategy or activity

for each school. For example, if ≤ 4 teachers from SDA used visual organizers, that

strategy was counted as not observed. The teaching strategies and activities listed on the

Observation Protocol were not all-inclusive of all possible strategies or activities;

however, they represented good literacy instruction and were research-based (see

Appendix H for a detailed view of the district comparisons).

Observations: Classroom Characteristics for Struggling Learners

Column 1 listed 11 instructional strategies. The effective and research-based

amalgamated research-based practices particulars (TEA, 2006) in the *Observation Guide*

(Appendix F) follow:

1. Uses visual organizers—visuals support content understanding (Kolak,

    2009)

2. Heterogeneous grouping for instruction—mixed ability and race (Kagan,

    2007); and language use in meaningful context (Ovando & Combs , 2011)

3. Provides opportunity for discourse—dialogics, or developing "generative

    themes" to awaken critical consciousness (Freire, 1999); as well as increases

    communication skills (TEA in collaboration with The Institute for Second

    Language Achievement, 2006).

4. Language level grouping—supports developing cognition via social/affective factors (Ovando & Combs, 2011).

5. Cooperative learning—students learn best when they tutor each other, are held individually accountable, and they all participate equally, and there is a great deal of active, encouraging and interactive engagement (Kagan, 2007).

6. One-on-one or small group tutoring—effective intervention which increases academic achievement (TEA in collaboration with The Institute for Second Language Achievement, 2006).

7. Learning centers—serve the purpose of developing students' communication skills in an integrative way, such as listening, speaking, reading, and writing. The second purpose is to provide resources and activities that address the concepts of readiness, reinforcement, and remediation (TEA in collaboration with The Institute for Second Language Achievement, 2006); and encourage active engagement for all (Kagan, 2007).

8. Total physical response (TPR) —involves kinesthesis to support oral language development then written words (Ovando & Combs 2011).

9. Multiple intelligences—philosophical framework which serves to recognize and allow the child to learn and grow as most natural to her (Gardner, 1983).

10. Bloom's taxonomy—a classification of leaning objectives divided into three categories (a) cognitive, (b) affective, and (c) psychomotor (Krathwohl, 2002).

11.   Scaffolding—provides contextual supports for meaning through simplified

language, explicit teaching and teacher modeling (Ovando & Combs, 2011).

According to the data below (see Table 7) in both SDA and SDB, most teachers

used the research based strategies in the area of Struggling Learners. Second language

teaching approaches in both districts support high interaction activities such themed

centers, cooperative learning grouping, and project-based learning

It is evident ELL students are provided ample opportunities to hold dialogue

amongst each other to foster oral language development and support literacy skills

development such as comprehension. In Table 7, *Struggling Learners*, it is interesting to

note the *Observed* and *Not Observed* activities were of equal number. Learning centers,

TPR, multiple intelligences, and Bloom's taxonomy were used fewer times by ELL

teachers than the rest of the strategies. Learning centers were mostly evident in the early

lower grades; while, the other three strategies were used less amongst the other grade

levels.

The strategies with ≤ 4 occurrences in the *Not Observed* column in SDA are

strategies numbered 1 through 11 (see Table 7). Those were zero occurrences were 1, 4,

7, and 11. In SDB, those strategies with fewer than 0 occurrences were 1, 2, 3, 4, 5, and

11.

The strategies with ≥ 5 occurrences in the *Observed* column in SDA are 1, 4, 7,

and 11 (see Table 7). In SDB, those strategies are 1, 2, 3, 4 and 10. There were two

strategies with zero occurrences in SDB: 7 and 9.

Table 8

SDA and SDB Classroom Characteristics for Struggling Learners

Dominant Teacher Activity	Not Observed		Total SDA and SDB Not Observed (out of 10)	Observed		Total in SDA and SDB Observed (out of 10)
	SDA	SDB		SDA	SDB	
1. Uses visual organizers	0	0	0	5	5	10
2. Heterogeneous grouping for instruction	2	0	2	3	5	8
3. Provides opportunity for discourse	1	0	1	4	5	9
4. Language level grouping	0	0	0	5	5	10
5. Cooperative learning	1	0	1	4	3	7
6. One on one or small group tutoring	1	2	3	4	3	7
7. Learning centers	0	2	2	5	0	5
8. TPR	4	5	9	1	2	3
9. Multiple intelligences	4	3	7	1	0	1
10. Bloom's taxonomy	3	5	8	2	5	7
11. Scaffolding	0	0	0	5	4	9

Observations: Classroom Characteristics for Construction of Literacy Experiences

In this set of observations, the focus was classroom characteristics for construction of literacy experiences that include choosing literature to build reading and language skills. The effective and research-based amalgamated teaching practice (TEA, 2006) sought after were as follows:

1. Balanced literacy: A balance of whole language and phonics instruction that integrate all aspects of literacy, including reading, vocabulary, writing, speaking, spelling, and grammar (Paulson, 2008).

2. HOTS during instruction: Higher Order Thinking Skills throughout the teaching and learning process include analyzing or examining problems, synthesizing information, evaluating and weighing evidence, and solving problems through a Socratic conversation technique (Pogrow, 2004).

3. Emphasis on language development and acquisition in L1: The notion of Common Underlying Proficiency (CUP) suggests that content and skills learned in L1 will transfer to L2 (Cummins; 1979, 2008).

4. Emphasis on language development and acquisition in L2: by learning in the L2 through sheltered instructions to develop high proficiency levels (TEA in collaboration with The Institute for Second Language Achievement, 2006).

5. SIOP Strategies: In order to promote the literacy of English language learners, content area teachers are encouraged to develop meaningful and relevant lessons that strengthen students' prior knowledge and background experiences. The SIOP model provides teachers with a lesson planning and delivery approach composed of 30 strategies grouped into the following components: preparation; building background; comprehensible input; high interaction; practice/application; lesson delivery; and review/assessment (Echevarria, Vogt, & Short, 2008),

6. Guided reading: guided reading consists of small, homogeneous groups of students meeting with the teacher to read a book that is at their instructional level (TEA, 2006).

7. Thematic instruction: teachers design learning experiences that facilitate student-constructed connections across various domains and between the students' own lived experiences so that the content to be learned is deep and meaningful (TEA, 2006).

I observed more research-based teaching activities present than absent in the set of Constructing Literacy Experiences in SDB than SDA (see Table 8). Even though one district demonstrated more research-based activities, these teaching practices in both school districts reinforce the additive aspect of the DLP. The activities involve teachers' emphasis on language development in L1 and L2 (not only oral but written) and intentional use of designed instruction, such as SIOP and guided reading. Such research-based activities are recommended to advance second language acquisition. Both schools incorporated HOTS instruction, emphasis on language development and acquisition in LI and L2, and guided reading in their classrooms; while balanced literacy approach, SIOP strategies, and thematic units were used on fewer occasions.

The activities with a ≤4 occurrence in the *Not Observed* column in SDA are 12, 13, 15, and 17. In SDB, activities numbered 12, 14, 15, 16, 17, and 18 were observed fewer than four times.

One strategy, 14, was observed with a ≥ 5 occurrence in SDA, whereas in SDB, that strategy was 13. Similarly the one strategy with zero occurrences in both school districts were items 13 and 18 below.

Table 9

SDA and SDB Classroom Characteristics for Construction of Literacy

Dominant Teacher Activity	Not Observed		Total SDA and SDB Not Observed (out of 10)	Observed		Total in SDA and SDB Observed (out of 10)
	SDA	SDB		SDA	SDB	
12. Balanced Literacy	3	4	7	2	1	3
13. HOTS during instruction	2	0	2	3	5	8
14. Emphasis on language development and acquisition in L1	0	1	1	5	4	9
15. Emphasis on language development and acquisition in L2	2	1	3	3	4	7
16. SIOP Strategies	4	1	5	1	4	5
17. Guided reading	1	2	3	4	3	7
18. Thematic instruction	5	5	10	0	0	0

Observations: Classroom Characteristics for the Construction of Social Structures

The DLP provides ELLs opportunities to undertake communal experiences with fellow second language learners. Such opportunities originate subsequent opportunities for ELLs to construct identity as an individual and as group collectively, (Reyes & Vallone, 2007)

The classroom activities noted present or not present were the following:

1. Inquiry-based instruction; making input comprehensive—educators ask students to solve real-life, authentic problems and students utilize inquiry strategies to gather data and test their conclusions (TEA in collaboration with The Institute for Second Language Achievement, 2006).

2. Cultural activities integrated in the curriculum: benefits include; the explicit value placed on the child's first language and culture by the teacher/school; having a selection of bilingual books in the school and/or classroom library allows children to develop their love for books and reading skills while they are learning English; therefore, integrating the child's culture into lessons, motivating and learning increase (TEA in collaboration with The Institute for Second Language Achievement, 2006).

3. Analyzing to understand the view of the world in reading selections—an analytic activity which involves the reader to identify patterns of elements, including information, values, assumptions, and language usage and how these elements are tied together in an interpretation of an underlying meaning of the text as a whole (Kurland, 2010).

4. Enticing dialogue to engage the students' opinions; two way communication.

a. Varied opportunities for students to talk about a multitude of topics and for multiple purposes in natural settings and with different conversational partners that challenge students to use language to meet a variety of social,

emotional, and cognitive needs (TEA in collaboration with The Institute for Second Language Achievement, 2006).

5. Reflection/action (praxis); focus on language forms and usage, or contextualized use of language (writing life stories, planning classroom projects, report a problem, write letters to real audiences, etc.). Reflective Teaching is an inquiry approach that emphasizes a constructivist teaching approach and creative problem solving. Action follows reflections and action is fundamental because it is the process of changing the status quo, (Freire, 1999).

6. Students as decision makers in learning opportunities- The opposite notion of this is Freire's banking concept (transmission model) where the student is a passive absorber of information relied by the teacher-centric stance. (Freire, 1999).

7. Collaborative inquiry as to relate curriculum content to individual or collective experiences—classroom discourse that builds on collective meaning and can relate their knowledge to public issues or personal experiences.

In this last area of the observation protocol, both schools had an equal number of effective teaching occurrences for construction of social structures (see Table 9). In this group (Social Structures), overall SDB incorporated more activities compared to SDA.

The activities with ≤ 4 occurrences in the *Not Observed* column in SDA were 22, 23, 24 and 25; SDB taught using strategies numbered 20, 21, 22, and 23. The strategies

with zero occurrences in SDA were 20, and 21; SDB it was strategy 24. One strategy, 19, was *Observed* with a ≥ 5 occurrence in both SDA and SDB.

Overall, SDB teachers used more research based strategies and activities and exhibited the greatest number of effective teaching strategies and activities. The areas of high occurrences in SDB are (a) inquiry-based instruction, making input comprehensible (Item 19); (b) enticing dialogue to engage the student' opinions, or two way communication (Item 22); and (c) collaborative inquiry as to relate curriculum content to individual or collective experiences (Item 25).

Table 10

SDA and SDB RQ3 Classroom Characteristics for Social Structures

Dominant Teacher Activity	Not Observed		Total SDA and SDB Not Observed (out of 10)	Observed		Total in SDA and SDB Observed (out of 10)
	SDA	SDB		SDA	SDB	
19. Inquiry-based instruction; making input comprehensive	0	0	0	5	5	10
20. Cultural activities integrated in the curriculum	5	4	9	0	1	1
21. Analyzing to understand the view of the world in reading selections	5	2	5	0	3	3
22. Enticing dialogue to engage the students' opinions; two way communication	1	1	2	4	4	8
23, Reflection/action (praxis); focus on language forms and usage, or contextualized use of language.(Writing life stories, planning classroom projects, report a problem, write letters to real audiences, etc.)	2	2	4	3	3	6
24, Students as decision makers in learning opportunities.	3	5	8	2	0	2
25. Collaborative inquiry as to relate curriculum content to individual or collective experiences.	4	0	4	1	5	6

The next section presents the interview data in the same order and format as the

observations.

Interview Data

School X in SDA follows the one way 50-50 or English /Spanish DLP. School Y in SDB, more specifically, the 80-10-10 Spanish/English/ 3rd language two-way model. Noticeably, SDA has fewer years of DL implementation than SDB. As previously stated in Section 1, the main differences between the studied one way and two-way DL models are the student configuration and the percentage of time of L1 and L2 instruction. In SDA, the model consists of only ELLs who have variant levels of proficiency in both languages; whereas, in SDB, the students are ELLs and non-ELLs learning Spanish. SDB also has a third language component and incorporates 10% of Mandarin Chinese, German, Japanese, or Russian. Such differences in models influence the teaching methodology and aspects of bilingualism. In regard to SBD, the length of the program implementation is longer thus contributing to the knowledge base of the participants who have taught there for many years.

Hatch and Associates (2002) recommended the data analysis process for qualitative process to include coding, categories; consider emerging themes, if any; and an analysis interpretative in nature. The 10 individual interviews and 2 group interviews were coded using the open, axial, and interpretative strategies. As the coding process took place, 20 codes emerged which were then categorized into three themes: Struggling BLs, Biliteracy, and ELL Persona.

The Interview Guide (Appendix E) inquired into teachers' practices in terms of how struggling students are helped, how literature connections are constructed alongside language development, and how social structures are shaped, influencing student identity.

The intention of the data collection was to seek answers to the research questions by inquiring on the following topics: classroom characteristics for struggling learners, classroom characteristics for construction of literacy experiences, and classroom characteristics for social structures.

Individual Interviews: Classroom Characteristics for Struggling Learners

The individual interview questions focused on the tools used to remediate struggling students, plans for interventions, monitor and support struggling students, how fluency and comprehension is remediated, and the students' families' views on standardized testing.

Teachers in both SDA and SDB responded similarly in terms of using diagnostic tools, relying on small groups, and peer tutoring. Diagnostic tools included TPRI, Tejas Lee, Estrellitas, Pasaporte, Texas Treasures diagnostic tests, and fluency tests such as running records. However, there was a notable difference in planning for interventions. SDB relied heavily on remediation efforts carried out by several adults on the campus. Counselors, physical education coaches, parents, and teachers from other content areas tutored students across the grade levels throughout the school year and remained with the same ELL student(s). Most of the tutoring was one-on-one. The intervention specialist took the role of working alongside the classroom teacher to work with the student. One SDB participant stated, "It makes a difference when you work well with your colleagues and you're here to support them for the benefit of the student." As far as passing standardized testing, teachers' views were slightly different. In SDA, some teachers placed emphasis on focused instruction targeted to passing assessment; whereas, a few

teachers in SDA and all in SDB teachers mentioned that solid teaching (or good teaching concentrating on teaching the state-mandated curriculum) in accordance to the language program models "takes care of the testing and the students perform well." According to the participants, the parents support the teachers' views and efforts regarding the state assessments.

Individual Interviews: Classroom Characteristics for Construction of Literacy Experiences

In regard to literacy experiences in the classroom, the questions on the individual interviews revolved around how specifically the DLP reinforces literacy by addressing weaknesses in reading and language acquisition skills. According to the data, participants in both school districts communicated frequently with colleagues in regard to student progress across the content areas and in oral language development in both L1 and L2. Such dialogue helped in planning lessons and in addressing needs of the individual student. Specifically, the students' oral language development of the birth language was nurtured and developed methodically to incorporate cultural attributes. For example, authentic literature selections, or reading selections written originally in Spanish, are preferred over English translations, even if the vocabulary was higher in academic level.

Another example was students being encouraged to share family traditions with their peers and differences were celebrated rather than discouraged. For example, customs and traditions within cultures are shared, compared and discussed. The use of L1 and cultural attributes were validated and built upon to reinforce reading skills, such as

oral fluency and comprehension. In other words, the mother tongue and culture are not compromised for the purpose of learning English. The participants view L1 attributes as the starting point towards becoming bilingual and biliterate.

Another segment of the data indicated participants constantly encouraged LMin students to make real-life connection to the literature presented. According to the participants, the rationale for prompting self-association with literature is multifold: it encourages reading comprehension; builds vocabulary and content knowledge; validates culture and self-identity; and awakens a love for reading. Additionally, participants shared it was important for the students to be active role models and be avid readers. The students need to know their own teachers enjoy reading to learn and for entertainment.

Another essential highlight of the interview data in both SDA and SDB was the importance teachers devote to holding dialogue with their students. In the same way the Observation Protocol showed a high number of higher order thinking skills (HOTS) activities during instruction, the interview data confirmed the participants intentionally engage the students in academic dialogue throughout their lessons. Teachers expected all students to think and hold meaningful dialogue during whole class discussions with each other in small group or with partners. The DLP which encourages dialogue emphasizes developing oral language in both languages and the need to assess student progress by their oral language skills. Teachers foster communication skills by designing lessons centered on cooperative learning, project-based activities, and by expecting the use of academic language. Participants in both school districts stated that administration never discouraged students' native language in classroom discussions. On the contrary,

teachers are trained to build upon the oral language skills of L1 and improve and foster L2 concurrently.

Group Interviews: Classroom Characteristics for Social Structures

The group interview collected attitudes and insights relating approaches used to correlate culturally relevant literature to enhance academic achievement and address linguistic skills. Just as the participants preferred choosing authentic Spanish literature selections, written originally in Spanish as opposed to choosing translated literacy works written originally in English, oral translations during instruction were not accepted.

It is important to note the DLP stance regarding oral translations. The DLP model does not endorse oral translating because it counteracts the premise of sheltering the language. Sheltering the language of the content area being taught ensures the students make an effort to learn the language rather than waiting for a translation provided by the teacher. The so-called Spanglish phenomenon, which includes blending or code-switching between English and Spanish words or phrases, is common among Latinos. Even though the use of Spanglish combines both English and Spanish words and may not use a direct translation, it does aid in understanding the English language. In view of that, DLP teachers refrain from using Spanglish.

Moreover, participants relied on vocabulary rich writings to assist in remediating struggling readers. Building vocabulary is part of developing the academic language. I noticed participants emphasized the importance of teaching the students to use the context clues surrounding an unknown vocabulary word to determine the meaning of an

unfamiliar word and bring prior knowledge to the surface to make associations to the students' lives.

Summary of Findings for Research Questions

Based on all data collected and analyzed, I drew the following conclusions in relation to the instructional factors within the two different DLP models infrastructures, in answer to Research Question 1: How do teachers in the DLP classroom in School X (SDA) and School Y (SDB) identify and address students' reading weaknesses and language acquisition in literature classes?

I attempted to pursue answers by comparing how teachers in two established and similar, yet distinct, DLP models are teaching ELLs in terms of remediating struggling learners to target underachievement at the campus level. Based on the data collected, both research sites used similar diagnostic tools to identify struggling ELLs in reading and language skills. Correspondingly, the intervention method most widely used was small group and one-to-one tutoring. Nevertheless, the considerable difference between SDA and SDB was the systemic arrangement for intervention. SDB teachers and specialists collaborated on a regular basis regarding student progress as to direct remediation practices. SDB used instructional specialists, physical education coaches, counselors, and other content area teachers to identify and remediate students. Additionally, a school-wide approach was used for intervention and planning. Lastly, SDB teachers displayed higher occurrences of research-based classroom instructional practices to assist in reading intervention and language acquisition. According to the data collected, these factors affected the academic achievement of ELLs served within the DLP program models.

In answer to Research Question 2: How do teachers promote ELL students' cultural identity through literature selection and language acquisition activities? According to the data collected, both SDA and SDB teachers engaged in activities that promote cultural identity and develop bilingual skills. Such research-based activities included choosing culturally relevant literature which connects to the state curriculum, content area and students' lives, holding meaningful dialogue with ELL, and enticing higher order thinking skills. However, the first distinctive factor between both DLP schools was SDB was selective about the literature used. For example, the literature chosen had to be written originally in Spanish or English and was renowned. The second distinct factor was the elevated emphasis on enticing two-way dialogue with the students. Teachers solicit students' opinions and challenge their thoughts in order to make literacy connections to their lives as learners and ELLs.

Evidence of Quality

Transcript review and data triangulation (observations, individual interviews, and group interviews) were used to ensure quality of the findings. Transcript review took place by providing each participant a copy of their interview transcriptions via email. Each participant was asked to review and confirm the transcript for accuracy. Transcript reviews helped validate the audio tapes and eliminated the possibility of typing errors from audio recordings. Also I shared a summary of the frequency of the teaching strategies with the participants. To protect confidentiality and anonymity, the summary did not include participants' names or school districts.

Similar patterns emerged from all three data tools and, therefore, confirmed the data analysis. The data triangulation itself served as a reliable way to find patterns and themes, which may or may not have emerged otherwise. The data from the observations showed a higher usage of research based practices in SDB than in SDA. Similarly, the data from the individual and group interviews also showed an enhanced emphasis on the use of literacy development approaches by teachers. A higher occurrence of research-based strategies exhibits continuous quality instruction.

Summary

Based on the findings, it is evident that DL teachers are helping ELLs to attain and maintain bilingualism, biculturalism, and multiculturalism, as well as high levels of achievement. Such opportunities vary in intensity, given the program models and student dynamics. Factors that vary by district are variant demographics; district experience in implementation of the DLP, and a teacher's knowledge of DL premises.

Section 5 of this qualitative study offers interpretations, implications for social change, and recommendations. A reflection of the study experience concludes this section.

Section 5: Interpretations, Implications, and Recommendations

Overview of Findings

The purpose of this qualitative case study was to reveal how teachers instruct students struggling with second language acquisition as well as reading skills and to explore the use of literature and classroom activities regarding students' cultural identity. Two Texas urban schools districts − SDA and SDB − in different Texas cities were chosen for this study. Both school districts follow the DLP premises and aim at high grade level academic achievement and the development of positive multicultural attitudes. SDA follows the 50/50 model and SDB follows the 80/10/10 model (a version of the 90/10) model. The data were collected over a period of 5 weeks during January and February 2012.

This study was designed to explore qualitatively classroom practices bilingual teachers utilize in two distinct DLP programs. To take action to increase ELL student achievement, this study was conducted to identify how ELLs struggling with learning second language and reading skills are (a) identified and remediated, and (b) how the DLP method promotes cultural identity through literature selection and language acquisition activities for academic success.

Two key findings resulted from data analysis. First, although both school districts implement different DLP models, they identify and remediate struggling ELLs in similar ways. However, ELL oral language proficiency (OLP) levels differ, as do remediation approaches at each school. Nevertheless, it is essential for ELL teachers to correctly identify students with specific literacy needs and select the appropriate strategies and

activities that promote language acquisition and reading skills. Moreover, based on the teachers' responses, I concluded that the quantity of research-based instructional practices used by bilingual teachers impacted the level of student biliteracy achievement.

The second key finding was both school districts, implementing different DLP models, demonstrated strong support for additive bilingualism. However, the frequencies of implementing research-based activities differ as do the meaningful literary dialogues between students and teachers and students and students.

Interpretations of Findings

The interpretation of the data is presented by each research question, sustained by the results of the data and related to the conceptual framework of the study.

RQ 1. How do teachers in the DLP classroom in X and Y schools identify and address students' reading weaknesses and language acquisition in literature classes?

Both school districts have processes in place to identify reading and language acquisition weaknesses and design and deliver interventions systematically once these weaknesses are identified. SDA and SDB use a variety of tools to diagnose reading difficulties and language skills, such TPRI/Tejas Lee, Estrellitas, Pasaporte, the district adopted textbook McGraw-Hill *Texas Treasures*, and teacher created formative and summative assessments (fluency tests, running records, comprehension checks, and other standardized assessment results). These diagnostic tests identify awareness in print/word, phonics, graphophonemic (or word patterns) knowledge and word reading, reading accuracy and fluency, and listening and reading comprehension, all of which, build language acquisition. Moreover, many of these diagnostics tools are used for ELLs as

well as native English language speakers and align with research-based intervention methods.

The reading weaknesses and language acquisition needs of ELLs are directly tied to the emerging OLP levels in L1 and L2, which have a bearing on the literacy levels of L2. Specifically, the students' weaknesses in language acquisition are low OLP levels and low comprehension. Both areas identified are interconnected because one complements the other. The findings suggest that SDA's students OLP in Spanish are relatively lower than in SDB due to factors such as high student mobility. Therefore, teachers in SDA are challenged to teach ELLs with contrasting OLP levels in Spanish. Furthermore, addressing student weaknesses requires highly differentiated interventions. When students have a wide range OLP in L1, teachers need to differentiate instruction and use a variety of interventions for struggling students.

Once the diagnostics tests are used and the weaknesses are identified, the interventions begin. Remediation for ELLs in reading and language and requires intensified instruction based on the foundations of additive bilingualism.

Both school districts employ intervention practices. Small group and/or one-on-one instruction is effective and recommended due to high and concentrated amount of individualized instruction which can close learning gaps. According to Vygotsky (1978) the zone of proximal development is the disproportion between what a student has already learned and what can still be learned with additional support. Struggling learners receive more attention once a need is identified using formal and informal assessments. Second language acquisition activities and strategies, such as visual organizers,

heterogeneous instruction, cooperative learning, scaffolding, and TPR, to name a few, were used in instruction in both school districts. Even though these activities and strategies were evident in both sites, remediation planning and delivery differed. Planning remediation lessons are developed and delivered collaboratively in SDB; whereas, SDA relies predominantly on structured and prescripted lessons by single interventionists. School officials at SDB expect teacher teams to talk amongst themselves about their students to best remediate and deliver those interventions. SDB teachers dialogue among themselves through meetings to decide how to best remediate the individual student. The interview data suggest there are more and varied team efforts in place to plan, deliver, and monitor intervention plans in SDB than in SDA. SDB maximizes internal resources by relying on all faculty and staff to intervene as tutors and assist in remediating struggling students. Teachers at SDB use cross-content tutoring and student sharing in intervention sessions. They adhere to a belief system that all teachers can tutor because comprehension skills are the same in English and Spanish and all students need every teacher to assist in learning. Physical education coaches, counselors, and other teachers participate in remediation efforts throughout the school year.

The conceptual framework of this research study is based on the contributions to bilingual education of Cummins (1998, 2000, 2001, 2003, 2007, 2008, 2011). The major concepts, as shown in Figure 1 are that (a) additive/subtractive bilingualism refers to relate to enhancing or taking away the L1 and culture; (b) basic interpersonal communication skills (BICS) applies to the informal spoken skills in the L2, and cognitive academic language proficiency skills (CALP) refers to academic oral and

written skills necessary to thrive in school; and (c) common underlying proficiency

(CUP) represents the abilities and embedded linguistic knowledge a person can associate

with while acquiring another language (L2).
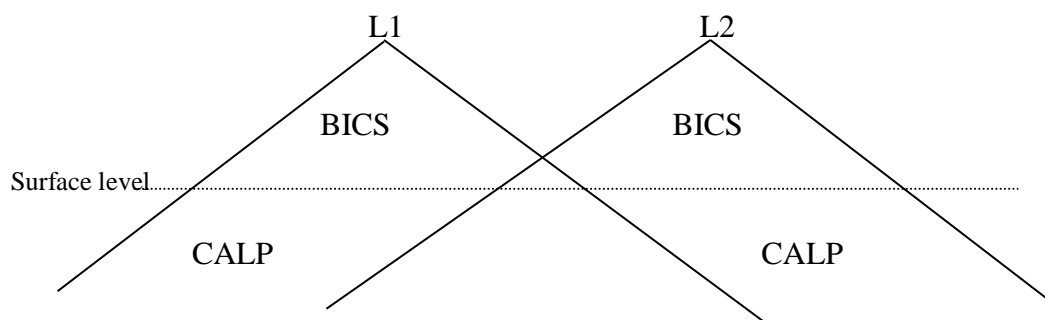
Figure 1. Cummins's BICS, CALP, and CUP.

These three major concepts within additive bilingualism integrate using the native

language and culture of ELLs for instruction. The underlying reason of L1 (in this case

Spanish) is to strengthen it. Consequently, the level of OLP development of the native

language is a strong predictor of second language development. Therefore, interventions

to strengthen the native language are crucial. Fundamentally, the advancement of the

mother tongue in the school helps develop not only L1 but also the children's

performance in L2. Bilingual teachers support additive bilingualism principles by

sheltering the language, fostering OLP development of L1, and simultaneously

developing bilingualism within the intervention activities chosen. Therefore, the central

principle of the DLP is to develop students who are bilingual, bilateral and bicultural

thought systemic teaching in two languages.

RQ2: How do teachers promote ELL students' cultural identity through literature

selection and language acquisition activities?

Based on the individual and focus group interview data, study participants support cultural identity by selecting literature assortments and research-based language activities intentionally. The literature selections preferred by the study participants needed to be originally written in Spanish for the purpose of exposing the students to high academic vocabulary and to teach culture and literacy skills conjointly. Instruction focused on teacher-student and student-student dialogue before, during and after reading. ELLs were encouraged to share personal experiences, family traditions, and customs to be compared and discussed with each other, which described their cultural practices and beliefs while cultivating critical thinking skills. Essentially, the main aspect of building cultural identity in the students through literature is self-association with culturally relevant literature while teaching literacy skills such as building vocabulary, OLP, comprehension, content knowledge, and a love to read to learn.

Freeman and Freeman (2000, 2004, 2009) stated that culturally relevant texts engage students by appealing to background knowledge. Once a student is able to connect to a reading selection, making inferences and predictions becomes straightforward, hence enabling comprehension. Consequently, the student can construct meaning and therefore reading becomes gratifying. Importantly, Freeman and Freeman (2004) noted culturally relevant texts connect to the students' lives, not just to their heritage.

Choosing cultural relevant literature in the bilingual classroom is effective in developing readers (Freeman, 2011).The research participants' allocated attentiveness in selecting literature selections representative of the culture of their students. Experts in

the field have created tools to identify elements books need to have in order to facilitate this practice. For example, Ebe (2010, 2011, 2012) developed a rubric providing guidelines to determine cultural relevance. The questions revolve around the ethnicity of the characters, the setting, year the story takes place, the age, gender and language of the characters, the genre, and the reader's background experiences.

The data collected showed study participants paid closed attention when selecting literature to use in the DLP classroom. Cultural relevant literature ensures the student's culture is being represented in the literature being read in the classroom. Specifically, the teachers' preference was for texts to be written originally in Spanish regardless of the possibility of high academic vocabulary. Teachers in SDB were more particular in selecting culturally relevant literature than in SDA. Interestingly, study participants preferred texts written in Spanish originally over translations because of the possibility of losing meaning between the two languages. For example, the literal translation of the question *¿tienes hambre?* is *Do you have hunger*? This sentence is grammatically incorrect. When a second language learner encounters a grammatically incorrect sentence in literature, the learner may determine the sentence to be correct, adopt the error as correct speech, and then eventually learn to speak incorrectly.

Not only is it imperative that culturally relevant literature be used in DLP classrooms, but activities that promote students' cultural identity be included in classroom instruction. Study participants plan language acquisition activities which promote cultural identity, such as, building vocabulary through context clues using dialogue, TPR, games or riddles. An important framework continually used in DL

classroom which promote additive bilingualism and address language and literacy weaknesses are SIOP activities, which shelter content and language instruction.

The Sheltered Instruction Observation Protocol, or SIOP (Echevarria, Vogt, & Short, 2008) model offers a structure for lesson planning and delivery. This model consists of 30 components are categorized into eight sections. Specifically, SIOP promotes language learning activities that make emphasizes language learning that leads to academic success for ELLs. These lessons reinforce student oral language in the native language, uses comprehensible input, or understanding messages of what is being said, incorporates high interaction activities between students and/or between students and teachers, and provide opportunities for students to practice oral language, apply new knowledge, and review/assess content. Teachers who use the SIOP model write language objectives in content lessons, develop and apply background knowledge to new concepts, use scaffolding, or begin instruction at a skill level accessible to the student then slowly moves to mastery, and other instructional techniques to enhance comprehension (Echevarria, Vogt, & Short, 2008)

Howard, Sugarman, Christian, Lindholm-Leary, and Rogers (2007) adopted the SIOP model specifically for the Two-way DLP, describing the SIOP model as a way for ELLs to learn content material while developing learning English language skills. This SIOP version is referred to as Two-way Instructional Observation Protocol, or TWIOP (Howard et al., 2007). This version of the SIOP includes 32 components instead of 30 in the original SIOP. The two added are *#3*

Clearly state (orally and in writing) cultural objectives for students. Work to develop complementary or overlapping cultural objectives across languages, which means, "Cultural objectives may relate to content and/or practices typical of cultural groups represented in the classroom, those that are reinforced by the program, or those that are the object of study for a particular unit" (p. 7), and *#26 Support the Cultural Objectives of the Lesson*, which means the "teaching and learning activities are designed to explicitly address the cultural objectives of the lesson" (p. 15).

Whereas SIOP includes thought-out lesson preparation and delivery by teachers for language minority students, SIOP is considered good teaching for all students because it includes effective activities such as cooperative learning strategies, reading comprehension, and differentiated instruction. Teachers in both school districts use SIOP strategies; however, the observation and interview data demonstrated a higher practice in SDB.

SDA and SDB shelter the language by content area, the language designated for the content areas varies. The 50/50 model employed in SDA does not instruct ELLs in all subjects in both languages. In fact only Reading/Language Arts is taught in both English and Spanish simultaneously after second grade (see Table 11 for SDA and Table 12 for SDB).

Table 11

SDA Research Site X 50/50 DLP

	Language of Instruction	
Grade level	Spanish	English
PK-1st	Reading/L.A.	Math
	Science	
	Social studies	
2nd- 5th	Reading/L.A.	Reading/L.A.
	Science	Math
	Social studies	
6th	Reading/L.A.	Reading/L.A.
	Science	Math
		Social studies

Table 12

SDB Research Site Y 80/10/10 DLP Model

	Language of Instruction	
Grade Level	Spanish	English
Kinder-2nd	Math	Science
	Reading/L.A.	
	Social studies	
3rd-6th	Math	Science
	Reading/L.A.	Reading/L.A.
	Social studies	
7th & 8th	AP Spanish	Science
		Reading/L.A.
		Math
		Social studies

Regardless of the language assigned to the content area, the concept of sheltering the language is essential in the progressive linguistic instruction of ELLs in DLPs. The DLP model philosophy is that children can indeed learn subject matter effectively in L1, given the use of appropriate instructional strategies and other activities that support developing L2. The underlying premise for subject area instruction is that only one language is needed for vocabulary and conceptual development. For example, the rationale is that by providing mathematics instruction in English only and science or

social studies in Spanish only, developmental, conceptual, and linguistic connections will facilitate student schema. Schemas are preexisting interrelated structures of meaning in the brain. For new learning to take place new information needs to be presented in a variety of activities so that is learned it is merged into existing schema. The purpose of planning such activities is important to help students make those connections with content and language learning.

The SIOP model premise supports both the L1 and L2 learner, assuming the subject matter is made comprehensible through SIOP strategies as recommended by Gomez (2010). The tables below show the LOI for both SDA and SBD.

The findings in relation to Research Question 2 suggest that SDA and SDB teachers are aware ELLs need instruction aimed at developing language proficiency in two languages that needs to be complemented by embracing the native heritage. Teachers know language activities are intended to strengthen language proficiency in L1 to concurrently develop L2. As the mother tongue and culture are embraced, cultural identity is cultivated through these activities. Acknowledging the student's native language and culture is the basis for selecting literature. In fact, there is teacher reluctance in using just any book in Spanish. Teachers ensured they (a) had a rich selection of authentic books available in the classroom in English and Spanish for the students to check out at their leisure, (b) participated in school-wide reading contests with Blue Ribbon books to show appreciation for literature awards and criteria, (c) read interesting or funny excerpts or showed book trailers from select books to incite interest in reading, (d) read legends/myths to the class and had students research the origins of

legends and its impact on society today, and (e) modeled oral reading daily in the classroom. Teachers were careful to demonstrate a positive attitude towards reading and an excitement to read to learn. As far as selecting culturally relevant books, bilingual teachers based their preferences on books relating to Hispanic heritage and high academic language/vocabulary and content.

The other part of the findings was the variance between SDA and SDB in the use of meaningful literacy dialogue. As previously mentioned, it is imperative to hold meaningful dialogue and discussions about the books read as a class or in small groups. These activities and strategies aid in making the text comprehensible to the students and therefore, helping the students to learn the concepts. Bilingual teachers rely on holding literary dialogue with ELLs to assist them in making connections to real life and develop critical thinking skills. Additionally, bilingual teachers employ research-based language acquisition activities to foster oral and academic skills in L2. DLP practices rely on literature and language activities to further both languages oral and literacy skills as well as promote cultural identity, which is how ELLs in the DLP become bilingual, biliterate, and bicultural. Schema building is also fostered by holding meaningful dialogue as well as scaffolded activities, as mentioned previously.

DLP teachers rely on research-based instructional practices for ELLs to become bilingual, biliterate, and bicultural. There is undisputed belief amongst SDA and SDB bilingual teachers supporting Cummins's (1999, 2000, 2001, 2007, 2008, 2011) breakthrough additive bilingualism concept of validating the native culture and mother tongue through continued L1 , or native language, instruction while L2, or English, is

developed. The instructional practices demonstrated in both research sites align with Cummins's additive bilingualism theory, which embraces the use of the mother tongue (L1) as effective in acquiring a second language. Reinforcing a student's prior knowledge will facilitate the transfer of language skills from L1 to L2. Collier's (2002) groundbreaking longitudinal study identified the DLP to be the most effective bilingual program in terms of academic achievement and in closing the achievement gap due mainly to the goal of bilingualism, biliteracy, and biculturalism.

Once students' reading and language acquisitions weaknesses are identified, ELL students can academically perform as well as their non LEP peers with adequate and appropriate intervention strategies. LEP student groups, by definition, are students who are likely to have difficulty with academic classwork in English since they are in the process of learning English. ELLs need dedicated and intentional support. Additionally, at each grade level, new immigrant English language learners who enroll in Texas public schools are added to the LEP student group. Also, there are fewer LEP students are in the group at higher grade levels because they exit LEP programs as they become proficient in English. Students who become English proficient and are reclassified as former LEP are more likely to be academically successful in English instructional settings than students who remain in the LEP student group.

Implications for Social Change

Social change happens when a group of people respond to a problem that affects individuals, institutions or structures. This alteration can occur in the form of laws, policies, beliefs and behaviors for the benefit of those closest to the social problem.

Social changes address society's problems (Leadership Paradigms, 2007). In the United States, bilingual education itself is a result of social change that provided rights to immigrants.

According to the research study findings, the desired change in the DLP classrooms is to bring awareness to bilingual teachers and those who serve ELLs to implement research based strategies and activities that promote reading/language second acquisition skills. The social change falls upon bilingual teachers to consistently implement lessons encompassing activities supported by the research on teaching ELLs. Specifically, according to the research findings, bilingual teachers need to focus on developing (a) OLP via dialogue with and amongst the students, and (b) literacy skills via culturally relevant literature. These initiatives may contribute to positive social change by increasing academic success and opening opportunities to further their academic advancement.

Recommendations for Action

The following recommendations are based on the findings to the research questions. The recommendations are presented following the each research question separately.

Based on the findings, I recommend that both school districts implement a school-wide approach to remediation and possibly involve other staff members on the campus to maximize resources. This recommendation could result in an increase of remediation efforts as well as increase OLP/literacy levels of ELLs. Further, ELL collaborative parent meetings to be held to discuss academic progress and innovative ways parents can be

involved at home and at school. If parents are informed as valued stakeholders, the program commitment may increase thus increasing student academic success.

Based on the findings, I recommend teachers continue to use culturally relevant literature to increase comprehension in English class as well as content curriculum. Additionally, using research-based language acquisition strategies and continuing to dialogue with students will enhance their comprehension and language skills.

Recommendations for Further Study

This current study revolved around the aspects of developing language and literacy within the DLP. A subsequent research study could investigate the connection of ELL emerging biliteracy to other content areas such as social studies, science, and mathematics. A quantitative study aimed at measuring academic progress and achievement in such areas in relation to language development can benefit bilingual instruction. Furthermore, extracurricular activities, or electives, may offer a view into ELL interactions in activities that go beyond the realm of core curriculum. Examining the affect that extracurricular activities might have on academic performance in other content areas would provide school districts with another avenue of assisting ELLs in acquiring language and literacy skills and may assist in serving ELLs schooling holistically.

Reflection on Research Experience

Conducting research and completing the process was a complex undertaking, yet the research process has been a valuable learning experience. Following Walden University's research guideline on conducting research, I learned how to make purposeful observations, interview participants, and analyze and interpret data objectively.

An important aspect I learned as a researcher was to separate any possible personal biases while collecting and interpreting data. For example, I expected ELL students to be more proficient in bilingual skills in SDB due to the proximity to the Mexican border and for the district to be more knowledgeable with DLP implementation due lengthier years of program implementation in comparison to SDA. In relation to being an ELL myself, I could identify with the Mexican teachers who I could relate to personally, which could place me at a disadvantage with other native Spanish speaking teachers from other parts of the world. My predispositions did not affect data collection or interpretation because I used a researcher log to write personal notes not included in analysis or interpretation of data, and I was able to disassociate myself while conducting observations and interpreting the data. In the end, my preconceived idea of expecting SDB to generally have enhanced DLP implementation proved correct. However, I found my Mexican heritage was not a factor in terms of relating to bilingual teacher participants who were not from Mexico.

Furthermore, completing the research process involved becoming well-versed with recent literature based on second language acquisition as well as federal and state legislation. In order to understand present NCLB legislature impacting second language learners, it was important for me to reexamine 40 years of past legislation pertaining to bilingual education. Furthermore, I learned to sharpen my writing skills to write succinctly. In other words, I learned how research writing needs to be focused and connected to the research questions. Most importantly, the research process educated me

in the importance of thinking critically by posing questions and pursuing answers in order to serve and hopefully make a difference in the bilingual learning community.

Concluding Remarks

As the number of second language learners continues to grow across the United States, endorsing the specific language learning needs is critical to ensure academic success. School district officials, campus administrators, and bilingual teachers must be prepared professionally to serve ELLs. The specific learning needs of the bilingual learner poses a challenge for educators to polish language acquisition practices and rethink the 21st bilingual learner holistically. It is our ethical responsibility to welcome all students who come to our schools to learn regardless of their culture, language, or socioeconomic status. As educators who teach ELLs, we must embrace bilingualism, biliteracy, and biculturalism, and help language groups learn the language of the land. Advancing the ELL population will benefit society by providing equality, national integration, and ultimately, effect positive social change.

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Appendix A: Informed Consent to Participate

INFORMED CONSENT FORM

You are invited to take part in a research study of the impact of existing contextual factors within the DL program design as it relates to literacy development. You were chosen for the study because you meet the criteria for participation which consists of: 1.Current bilingual education certification in the state of Texas and hold a teaching assignment for the 2010-11 school years is in School District A in north Texas or School District B, in Southwest Texas. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Helena Cecilia Castañón, who is a doctoral student at Walden University.   The researcher is an assistant principal at Keller ISD, where some of the data collection will take place. This study is being conducted separate from the researcher's role with the aforementioned school district and the results will have no impact on the participants' performance rating or position.

Background Information:
The purpose of this study is to investigate the influence of circumstantial factors such as, instructional practices, intergroup and power relations, and the edifice of identity amid two dual language bilingual programs, which encourage building the student's native language to foster English language skills; therefore, fostering bilingualism and biliteracy.

Procedures:
If you agree to be in this study, you will be asked to:
- Participate in an individual interview lasting approximately 40 minutes after school for the purpose of no loss of work/school time, loss of privacy, distress.
- Participate in a group interview lasting approximately 40 minutes after school for the purpose of no loss of work/school time, loss of privacy, distress.
- Participate by allowing the researcher to conduct one classroom observation lasting approximately 30 minutes during school hours for the purpose of viewing authentic experiences.

Voluntary Nature of the Study:
Your participation in this study is voluntary. This means that everyone will respect your decision of whether or not you want to be in the study. No one at your school or school district will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during the study. If you feel stressed during the study you may stop at any time. You may skip any questions that you feel are too personal. Declining or discontinuing will not negatively impact the participant's relationship with the researcher.

Risks and Benefits of Being in the Study:
The risks in taking part in this study are small. The risks include discomfort of answering questions about your work experiences to a co-worker, who is the researcher. Any answers or observations will not negatively impact the participant's relationship with the researcher, who is an assistant principal in Keller ISD, where some of the data collection will take place. You may stop at any time and no questions will be asked. The benefits are being exposed to the process of an educational research study as well as gaining pedagogical insight by sharing with other participants and reflecting upon bilingual teaching practices to better the teaching and learning process. The societal benefits include furthering the research base in the Dual Language classroom, which is an innovative approach to second language learning. The results of the study will be available to all participants upon request.

Compensation:
There will be no compensation for the participants or the researcher for participating or carrying out this study.

Exclusions:
Invitations to participate in this study are extended to individuals familiar with the Dual Language Program and meet the following criteria.
1.   Current bilingual education certification in the state of Texas
2.   Teaching assignment for the 2011-12 school years is in School District A in North Texas or School District B, in Southwest Texas.

Confidentiality:
Any information you provide will be kept confidential for the purpose of not losing privacy or damage to professional reputation and will be destroyed at the conclusion of the study. The researcher will not use your information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in any reports of the study.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via telephone number (682)225-5157 and/or hccas@yahoo.com. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is **01-05-12-0129595** and it expires on **January 4, 2013.**

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

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By Insert <u>signing below</u>, I am agreeing to the terms described above.

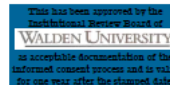Printed Name of Participant

Date of consent   _____

Participant's Written or Electronic* Signature   _____

Researcher's Written or Electronic* Signature   _____

Electronic signatures are regulated by the Uniform Electronic Transactions Act. Legally, an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

This has been approved by the Institutional Review Board of WALDEN UNIVERSITY as acceptable documentation of the informed consent process and is valid for one year after the stamped date.

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Appendix B: Presentation for Participants

Endorsing ELLs:
Dual Language Program Infrastructure
and Literacy Development

By
Helena Cecilia Castañón, M.Ed., M.A

1

Introduction

ELLs necessitate not only effective
language program design but quality
language learning experiences in order to
close the achievement gap and reduce
high Latino drop out rates
(Watkins and Lindahl, 2010).

2

State-level Figures

- Hispanic students dropped out of high school at a rate three times greater than that of other ethnic groups

- Only 57 % of Hispanic students graduated in 2002 (Shapleigh, 2009).

- The Texas ELL population consists of 16.7 %, or 799,801 pupils (Texas Education Agency, 2010).

3

Curriculum and Assessment in Texas

- *Commended* -means the student performed at a level that was considerably above the state passing standard, and the child showed a *thorough understanding* of the knowledge and skills tested at the their grade level.

- *Met standard* - demonstrates the student performed at a level that was at or somewhat above the state passing standard, and the child show a *sufficient understanding* of the knowledge and skills tested at their grade level.

- *Did not meet standard* -shows the student performed at a level that was below the state passing standard, and the child *did not show a sufficient understanding* of the knowledge and skills tested at their grade level.

5

Average Difference in TAKS ELA in English Commended Performance grades 3rd through 6th LEPs and White Students 2003-2011

	2003	2004	2005	2006	2007	2008	2009	2010	2011
3rd	29%	26%	32%	33%	30%	35%	31%	25%	24%
4th	24%	29%	19%	24%	30%	27%	28%	29%	33%
5th	23%	35%	32%	30%	31%	36%	36%	36%	38%
6th	36%	38%	50%	49%	53%	48%	47%	38%	40%
Average Difference	28%	32%	33%	34%	36%	37%	36%	32%	34%

Source: Texas Education Agency 2011

6

In the report, The Equality of Educational Opportunity (1966), Samuel Coleman concludes that the difference in achievement between majority and minority students is **the degree of inequality of opportunity and that the school is responsible in reducing that difference.**

With that in mind, *what can a 21st century dual language school do to ensure educational equalities between language majority and minority students are diminished or become non-existent even?*
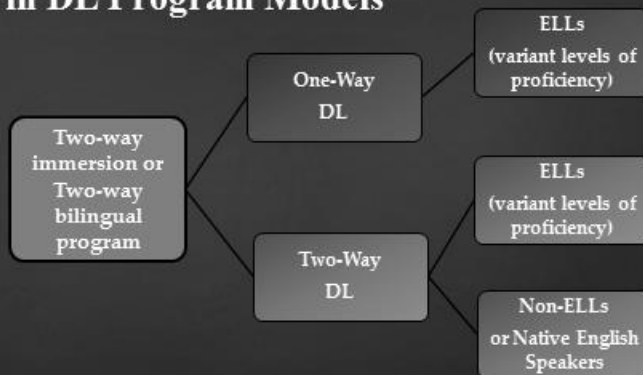
7

Purpose of the Study

- Overly optimistic endorsement of DL programs, which discourages educators to analyze critically possible particulars inadvertently perpetuating a widening of the achievement gap (Pimentel, 2008).

- This study will analytically explore two widely accepted and endorsed DL models. Furthermore, the contrast between teaching reading in a manner that advocates avid reading instead of teaching test taking skills in reading is contemplated via the critical literacy/critical pedagogy lens.
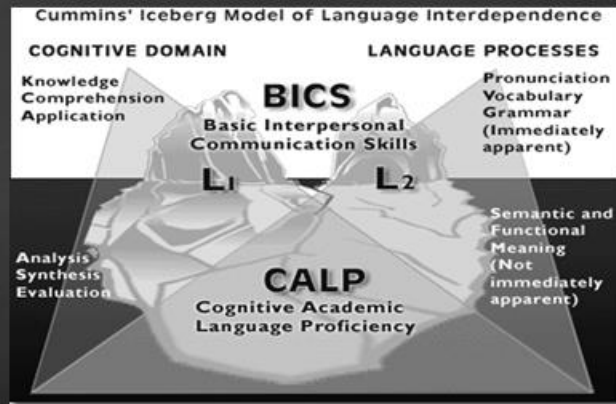
8

Overall Quest of this Study

The researcher assembles this study as an *urgent call* to contemplate the DL program beyond language program design as to increase:

· Further literacy development
· Increase commended performance in Texas standardized assessments
· Contribute to close the academic achievement gap
· Ultimately advance the Latino student population collectively

13

Criteria for Selecting Participants

Criterion Sampling

1. Current Texas bilingual education certification

2. DL teaching assignment in 2011-12 school year in:
   - School District A in north Texas or
   - School District B in Southwest Texas.

14

Research Questions

1. How do literacy experiences in the DL classroom challenge the underachievement of Latino performance in student achievement in the area of reading?

2. By what means do DL classroom components construct literacy development in conjunction with language acquisition?

3. In what ways does the DL program contest power relations and social structures?

15

Qualitative Data Collection

Tools

- Interviews:
  - o Individual and group
  - o Critical and transformative temperament
  - o Responsive interview model
  - o Guide follows a standardized question format

- Observations:
  - o Non-participant
  - o Critical and transformative temperament
  - o Guide conventions includes fundamentals of dialogue, critical thinking, praxis, and transformation as well student choice

16

Procedures

Table 1

Types of Data and Management

Type	Collection	Management
Interview -Individual	One-time 30 minute interview sessions with 10 individuals carried over a period of six weeks.	Digital recording of interviews transcribed within 7 days of the interview Stored in Microsoft Excel and filed by date.
Interview- Group	One-time 30 minute group interview with each group of five teachers carried over a period of two weeks.	Digital recording of interviews transcribed within 7 days of the interview Stored in Microsoft Excel and filed by date.
Observations	One-time 30 minute classroom observations of 10 teachers taken over a period of six weeks.	Fields notes taken along with checklist transcribed into full descriptions within 24 hours filed by pseudonym and date.

17

Data Analysis

- Follows the interpretative model: construction of significance out of a methodological organization of compilation of numerous perspectives, opinions and observations.

Progression
1. Read the data for a sense of the whole.
2. Review impressions previously recorded in research journals and/or bracketed in protocols and record.
3. Read the data, identify impressions, and record impressions
4. Study memos for salient interpretations.
5. Reread data, coding places where interpretations are supported or challenged.
6. Write a draft summary.
7. Review the interpretation with participants.
8. Write a revised summary and identify excerpts that support interpretations.

18

Validity and Reliability

- Triangulation: acquiring information via several sources, such as the individual and group interviews as well as the observations.

- Participant review of the interpretations : serves as a member-check in.

- Clarifying researcher bias: sharing prior experiences and biases, the researcher recognizes a possible influence to interpretations.

19

Informed Consent Break down

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This study is being conducted by a researcher named Helena Cecilia Castañón, who is a doctoral student at Walden University. The researcher is an assistant principal at Keller ISD, where some of the data collection will take place. This study is being conducted separate from the researcher's role with the aforementioned school district and the results will have no impact on the participants' performance rating or position.

Background Information:
The purpose of this study is to investigate the influence of circumstantial factors such as, instructional practices, intergroup and power relations, and the edifice of identity amid two dual language bilingual programs, which encourage building the student's native language to foster English language skills; therefore, fostering bilingualism and biliteracy.

Procedures:
If you agree to be in this study, you will be asked to:
- Participate in an individual interview lasting approximately 40 minutes after school for the purpose of no loss of work/school time, loss of privacy, distress.
- Participate in a group interview lasting approximately 40 minutes after school for the purpose of no loss of work/school time, loss of privacy, distress.
- Participate by allowing the researcher to conduct one classroom observation lasting approximately 30 minutes during school hours for the purpose of viewing authentic experiences.

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Voluntary Nature of the Study:
Your participation in this study is voluntary. This means that everyone will respect your decision of whether or not you want to be in the study. No one at your school or school district will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during the study. If you feel stressed during the study you may stop at any time. You may skip any questions that you feel are too personal. Declining or discontinuing will not negatively impact the participant's relationship with the researcher.

Risks and Benefits of Being in the Study:
The risks in taking part in this study are small. The risks include discomfort of answering questions about your work experiences to a co-worker, who is the researcher. Any answers or observations will not negatively impact the participant's relationship with the researcher, who is an assistant principal in Keller ISD, where some of the data collection will take place. You may stop at any time and no questions will be asked. The benefits are being exposed to the process of an educational research study as well as gaining pedagogical insight by sharing with other participants and reflecting upon bilingual teaching practices to better the teaching and learning process. The societal benefits include furthering the research base in the Dual Language classroom, which is an innovative approach to second language learning. The results of the study will be available to all participants upon request.

Compensation:
There will be no compensation for the participants or the researcher for participating or carrying out this study.

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Exclusions:
Invitations to participate in this study are extended to individuals familiar with the Dual Language Program and meet the following criteria.
1. Current bilingual education certification in the state of Texas
2. Teaching assignment for the 2011-12 school years is in School District A in North Texas or School District B, in Southwest Texas.

Confidentiality:
Any information you provide will be kept confidential for the purpose of not losing privacy or damage to professional reputation and will be destroyed at the conclusion of the study. The researcher will not use your information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in any reports of the study.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via telephone number (682)225-5157 and/or hccas@yahoo.com. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is **01-05-12-0129595** and it expires on **January 4, 2013.**

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

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By Insert signing below, I am agreeing to the terms described above.

Printed Name of Participant

_____

Date of consent

_____

Participant's Written or Electronic* Signature

_____

Researcher's Written or Electronic* Signature

_____

Electronic signatures are regulated by the Uniform Electronic Transactions Act. Legally, an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

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Appendix C: Interview Guide

RQ1: How do teachers in the DLP classroom in X and Y schools identify and address students' reading weaknesses and language acquisition in literature classes?

INDIVIDUAL QUESTIONS

Classroom Characteristics for STRUGGLING LEARNERS

- What tools are utilized to identify struggling readers? 1

- How are interventions planned for ELLs who are struggling with reading skills? 1

- How are students who are not making progress supported and monitored? 1

- How do group dynamic sway strategies utilized to remediate readers who struggle with fluency and comprehension? 1

- How is the value of passing standardized testing rendered to ELLs and their families? 1

RQ2. How do teachers promote ELL students' cultural identity through literature selection and language acquisition activities?

Classroom Characteristics for CONSTRUCTION OF LITERACY EXPERIENCES

- How does teaching in the DL classroom reinforce literature development? 2

- How is student participation in literature activities shaped by the DL program? 2

- How are literature selections chosen? 2 How are connections made between the classroom readings and the students' backgrounds and present life?

- How do group dynamics affect the selection of literature? How does student dynamics impact how literature regarded in the DL classroom? 2

- How does the DL model encourage the students taught to become avid readers?

FOCUS GROUP QUESTIONS

Classroom Characteristics for SOCIAL STRUCTURES

- How is culturally relevant literature utilized to develop literacy, foster identity, and promote achievement? 3

- How are the linguistic differences conciliated within the classroom and/or the school to foster positive literacy experiences? 3

- How is the language barrier broken down between the students in order to facilitate interaction between native and non-native English speakers in and outside of the classroom? 3

- How do bilingual teachers and/or school embrace the ELL student population's linguistic and academic needs? 3

- In regard to race and culture, how does the DL program advance the needs of ELLs?

Appendix D: Observation Guide

RQ1: How do teachers in the DLP classroom in X and Y schools identify and address students' reading weaknesses and language acquisition in literature classes?

Classroom Characteristics for STRUGGLING LEARNERS DOMINANT TEACHER ACTIVITY	Not Observed	Observed
Uses visual organizers		
Heterogeneous grouping for instruction		
Provides opportunity for discourse		
Language level grouping		
Cooperative learning		
One on one or small group tutoring		
Learning centers		
TPR		
Multiple Intelligences		
Blooms Taxonomy		
Scaffolding		

RQ2: How do teachers promote ELL students' cultural identity through literature selection and language acquisition activities?

Classroom Characteristics for

CONSTRUCTION OF LITERACY

DOMINANT TEACHER ACTIVITY	Not Observed	Observed
Balanced literacy		
HOTS during instruction		
Emphasis on language development and acquisition in L1		
Emphasis on language development and acquisition in L2		
SIOP Strategies		
Guided reading		
Thematic instruction		

Classroom Characteristics for

SOCIAL STRUCTURES

DOMINANT TEACHER ACTIVITY	Not Observed	Observed
Inquiry-based instruction; making input comprehensive		
Cultural activities integrated in the curriculum		
Analyzing to understand the view of the world in reading selections		
Enticing dialogue to engage the students' opinions; two-way way communication		
Reflection/action (praxis); focus on language forms and usage, or contextualized use of language.		
(Writing life stories, planning classroom projects, report a problem, write letters to real audiences, etc.)		
Students as decision makers in learning opportunities.		
Collaborative inquiry as to relate curriculum content to individual or collective experiences.		

Appendix E: Interview Codes

EMERGING CODES	
Cross Cultural Attitudes	CRSS CULT ATT
Culturally Relevant Literature	CUL RE LIT
Dialogue	DLG
Diagnostic Tools	DIAG TLS
DL Advancing ELLs	DL ADV ELL
DL Challenging Power Relations/Social Structures	DL PWR RLT SO STRT
DL Instruction or Bilingualism/Biculturalism	DLL BIL/BIC
How DL Reinforces Literacy Development/Language Experiences	DL LIT/LAN EXP
Intervention Planning	INT PLN
Intervention for Fluency and Comprehension	INT FLCY COMP
Intervention Monitoring/Student Support	INT MON ST SUPP
Linguistic Differences between ELLs/nonELLs	LIN DFF ELL N-ELL
Literature Selections	LIT SEL
Other	OTHR
Regard for Literature in DL/Fostering Love for Reading	RE LIT/LV RDG
Social Experiences	SOC EXP
Student Identity	ST ID
Student Participation	ST PART
Teachers Embracing Linguistic/Academic Needs of ELLs	TCR EMBR LIN/AC NDS
Value of Standardized Testing	VL STAND TST

THEME	CODE
Struggling BL	DIAG TLS
	TCR EMBR LIN/AC NDS
	INT PLN
	INT FLCY COMP
	INT MON ST SUPP
	VL STAND TST
Biliteracy	DLL BIL/BIC
	DL LIT/LAN EXP
	LIN DFF ELL N-ELL
	LIT SEL
	CUL RE LIT
	DLG
	ST ID
	ST PART
ELL Persona	SOC EXP
	DL PWR RLT SO STRT
	RE LIT/LV RDG
	CRSS CULT ATT
	DL ADV ELL

CURRICULUM VITAE

Helena C. Castañón

Assistant Principal
hccas@yahoo.com

Educational Background

Ed.D.   January 2008 to April 2014
            Educational Leadership for Teaching and Learning
            Study Title: *Endorsing ELLs: Dual Language Program Infrastructure
            and Literacy Development*
            Dissertation Chair: Kim Nisbett
            Walden University
            Minneapolis, MN

M.A.   September 2000 to May 2003
            Educational Administration
            New Mexico State University
            Las Cruces, NM

M.Ed.   June 1999 to December 2000
            Bilingual Education with an Emphasis in the Dual Language Program
            The University of Texas at El Paso
            El Paso, TX

B.A.   September 1989 to June 1993
            International Relations
            Alliant University/United States International University
            San Diego, CA

Certifications

Texas Professional Standard Principal (EC-12th) - Current until 2015
Texas Provisional Elementary Bilingual/ESL (PK-6th); May 1997-Lifetime Certification
Texas Provisional Elementary Self-Contained (PK-6th); May 1997-Lifetime Certification
New Mexico Mid-Management (EC-12th) - Expired 201

Professional Employment History

Assistant Principal (April 2008-present)

Keller Independent School District
Trinity Meadows Intermediate School (June 2009 to date); Grades 5th-6th
North Riverside Elementary School (April 2008 to June 2009); Grades PK-6th
Keller, TX

Online Instructor (January 2014-present)
Concordia University
College of Education
M.Ed. Course: Language Acquisition
Portland, OR

Assistant Principal (October 2005-April 2008)
Socorro Independent School District
Loma Verde Elementary School; Grades PK-6th
El Paso, TX

New Teacher Mentor (December 2007-April 2008)
Socorro Independent School District
Mentor for New Teachers in grades PK-12th
El Paso, TX

Bilingual Teacher (August 2000-October 2005)
Ysleta Independent School District
Alicia R. Chacón International School, Grades PK-8th; Taught grades 3rd, 4th and 5th
El Paso, TX

Bilingual Teacher (July 1996-August 2000)
Clint Independent School District
Montana Vista/Red Sands Elementary School, Grades PK-5th; Taught grades 3rd and 4th
El Paso, TX

Awards and Honors

Fulbright Memorial Fund Teacher Program: Selected to travel to Japan to exchange educational insights between Japanese and American teachers; October 2002.

People to People International Student Exchange Program: Selected to travel to England and the Netherlands as a soccer team coordinator/chaperone; June 2004.

University of Texas at El Paso-Received full scholarship to complete a master degree in Bilingual Education by Dr. Josefina Tinajero, Dean of College of Education, CBTL Program, 1999-2000.

People to People International High School Student Exchange: Selected to travel the former U.S.S.R, Sweden and Finland to promote cultural understanding between Soviet and American high school students; June 1989.

Completed 7th & 8th grade during the 1984-1985 school year due to high academic achievement. Sweetwater Unified School District, San Ysidro Middle School, Chula Vista, CA, 1984-85

Conference Presentations

Castañón, H.C. (October 2003).
Education in Japan, An informational conference presented at BEEMS, Bilingual Educators Emphasizing Multicultural Settings, El Paso, TX.

Castañón, H.C. (October 2004).
Education in Japan, An informational conference presented at NABE, National Bilingual Education National Association of Bilingual Education Conference: Albuquerque, NM.

Álvarez, R., Castañón, H.C., Molina, M., Rangel, R., (October 2004).
Integrating Technology in the Classroom, An informational conference presented at CABE, California Association of Bilingual Educators National Association of Bilingual Education Conference: San Diego, CA.

Presented Professional Development to Faculty and Staff on the following topics:
- Marzano's Instruction that Work
- State assessment: STAAR, STAAR-M, STAAR-Alt, TELPAS
- LPAC
- 504
- ARD Documentation
- Communication with Parents
- Discipline
- Web-based Collaboration Sites
- V.E.S.T.E.D.
- Continuous Improvement
- Bilingual Topics

Professional service to the Field of Education

June 2005-October 2013
- Texas Education Agency Teacher STAAR, TAKS, TELPAS, and RPTE; Educator Item Analysis Committee Member.