THE PERCEPTIONS OF THE INFLUENCE OF A 90:10 TWO WAY DUAL

LANGUAGE PROGRAM ON THE READING ACHIEVEMENT OF NATIVE

ENGLISH-SPEAKING DUAL LANGUAGE LEARNERS IN

GRADES K-5

by

Beatriz Bianca Shaughnessy, BS, MS

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APPROVED BY

_____
Lillian McEnery, EdD, Chair

_____
Rebecca Huss-Keeler, PhD, Committee Member

_____
Laurie Weaver, EdD, Committee Member

_____
Roberta Raymond, EdD, Committee Member

APPROVED/RECEIVED BY THE COLLEGE OF EDUCATION:

_____
Joan Pedro, PhD, Associate Dean

_____
Mark Shermis, PhD, Dean

DEDICATION

This work is dedicated…

 …to my kindergarten teacher, Ms. Mary Wisniewski. I still remember the loft in your classroom where we could snuggle up with a good book as we were learning how to read. Never in a million years did I think I would have a career in education, but the love of reading you instilled in me and your inspiration led me to begin all of this as a kindergarten teacher.

 …to my Nani. I was blessed to have known you and have you in my life for as long as I did. There isn't a day that goes by that I don't think about you and wish you were still here, but I know you're my angel smiling down on me.

 …to my Dad. As a little girl, one of my favorite childhood memories is my Dad singing "You are my Sunshine." Somehow, he always knew when to sing the song to offer words of positive encouragement. There have been moments throughout this process where I was completely discouraged thinking I wasn't going to finish and was ready to give up. During these moments of doubt, I knew I had to stay strong and keep the process going for my Dad.

 My Dad, David Paul Benavides Sr., was diagnosed with liver cancer during the dissertation process. I saw him struggle to get around and his health deteriorate as he desperately awaited a liver transplant. My husband and I welcomed my parents into our home to ensure my Dad was receiving the best health care in the Houston Medical Center. I still remember the night he received the call that there was a donor match and he would have the transplant surgery the following day.

 When I talked to my Dad before his surgery, I asked him to have hope, to stay strong, and to fight. I knew in this moment I needed to finish my dissertation, so he could see me cross the stage. My Dad has taught me that through the ups and downs in

life, family is what matters most. Dad, this one is for you…you'll never know how much I love you. You are *my* sunshine!

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Mom and Dad, you've modeled love, family, and sacrifice. Thank you for instilling the value of education and for your unending love. At the age of 18 you allowed me to "fly" as I ventured off to college. I'll never be able to thank you enough for allowing me to leave home to attend Texas A&M because it made me who I am today. Both of you have and will always cheer me to success. I hope I've made the two of you proud!

My siblings, Lolly and Rocco, who have created beautiful families. May the value of education instilled in us continue with the next Benavides generation.

Bryan and Brooklyn, my preemies who were born fighters and have become my "why." There were many times during, between, and after your births that I wanted to give up. Knowing how the two of you fought during your NICU stays (Bryan 40 days in 2014 and Brooklyn four days in 2017) was something that kept me going. May this experience of demonstrating persistence always remind the two of you that ANYTHING is possible.

My husband, Brandon, you are truly my best friend and the love of my life. Thank you for always encouraging me to finish this work. More importantly, thank you for providing me with more than I could have ever imagined in life. You have a relentless passion to be the rock and provider of our family. We've created a beautiful life together and we still have forever to go! *Honey, I love you.*

ABSTRACT

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Beatriz Bianca Shaughnessy
University of Houston-Clear Lake, 2018

Dissertation Chair: Lillian McEnery, EdD

The purpose of this qualitative research study was to determine the perceptions of administrators, dual language teachers, and parents of native English speakers on the reading achievement of native English-speaking students in grades K-5 who are receiving initial reading instruction in Spanish in a 90:10 dual language program. The second language acquisition and cultural capital theories were used to frame the perspectives of the three groups of participants. A purposive sample of the three groups of participants (administrators, dual language teachers, and parents) were interviewed and field notes were collected. A constant comparative method was used to analyze the data. Conceptual categories emerged from the analysis of the data and these categories were

then sorted into four emergent themes. The four emergent themes were being bilingual provides a rich array of future opportunities both socially and academically, prime importance to remain true to essential components of dual language programs, critical need for data checkpoints both in language and literacy development, and significant importance of ongoing professional learning (PL) for all stakeholders involved. The findings indicated there were similarities among the three groups of participants in regard to their perceptions on the need for native English speakers to be provided with more opportunities for instruction in vocabulary and comprehension.

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INTRODUCTION

The number of Hispanic/Latino families, whose native language is Spanish, immigrating to the United States continues to increase each year (López & Tápanes, 2011). From the fall of 2002 through the fall of 2012, the number of Hispanic/Latino students in U.S. public schools increased from 8.6 million to 12.4 million (National Center for Education Statistics, 2015), an increase in the percentage of Hispanic/Latino students from 18 to 24 percent. As a result, the number of students who speak a language other than English, primarily Spanish, is continuing to grow. Therefore, the question as to how to best serve these students educationally arises (Alanis & Rodriguez, 2008). School districts in the United States are working on ways to better serve these students, especially those whose native language is Spanish (Culatta, Reese, & Setzer, 2006).

Students who are native Spanish speakers are being served through various types of language programs in U.S. public schools. There are several models for bilingual education in U.S. schools, including immersion programs, transitional programs, maintenance programs, and enrichment/developmental programs (Baker et al., 2012; Roberts, 1995; Valentino & Reardon, 2015). Another program being offered to non-native English speakers is English as a Second Language (ESL) content-based and ESL pull-out.

According to Texas Education Code Chapter 29, there are four approved bilingual programs school districts may utilize in Texas (Texas Education Code Chapter 29.066, 2012). The four approved bilingual programs are: transitional bilingual/early exit, transitional bilingual/late exit, dual language immersion/two-way, and dual language immersion/one-way. Based on whether or not the program's goal is to maintain the native language, the bilingual programs are classified as subtractive or additive. An

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overview of the different types of bilingual programs is described in Table 1. In addition to the four bilingual programs, there are two special language programs in Texas, which are English as a Second Language (ESL) content-based and ESL pull-out with both of these programs being subtractive (Texas Education Code Chapter 29.066, 2012).

ESL pull-out programs teach English to non-native English speakers through the use of small group instruction by pulling them out from their classrooms (Roberts, 1995). Roberts (1995) states ESL pull-out programs are found in areas where non-native English speakers have different native languages, thus making it difficult to staff teachers to best meet the needs of these students. An ESL pull-out program is usually a subtractive model too, because students are not encouraged to maintain their native language.

Subtractive Bilingual Programs

Transitional bilingual programs are focused solely on language minority (LM) students (Cobb, Vega, & Kronauge, 2006), meaning the majority of students are non-native English, usually Spanish speakers. In transitional bilingual programs, Cobb, Vega, and Kronauge (2006) note the goal is for students to attain fluency in the second language (L2), which for the majority of students is English. Therefore, English is introduced early in the primary years of elementary school, oftentimes in kindergarten or first grade, so students can exit the bilingual program to transition into English mainstream classrooms. In the U.S., most of the bilingual programs are transitional (Cobb et al., 2006). Transitional bilingual programs serve as a bridge for students by helping students transition from their non-native English language (usually Spanish) to English (Baker et al., 2012; Roberts, 1995; Valentino & Reardon, 2015). Since the goal of transitional bilingual programs is fluency in the second language (L2) and not on maintaining fluency in the first language, these are also viewed as subtractive bilingual programs.

Additive Bilingual Programs

Maintenance bilingual programs differ from transitional bilingual programs because students receive instruction and support in their native language for the content area of language arts, while also receiving instruction in English for the other content areas (Baker et al., 2012; Roberts, 1995; Valentino & Reardon, 2015). The goals and outcomes of a maintenance bilingual program categorize these programs as additive because they seek to produce learners who are literate in both their native language and English (Roberts, 1995).

Enrichment/developmental bilingual programs can target students who are both non-native English speakers as well as students who are native English speakers. These programs seek to develop fluency in both the native and second language of both language majority (native English speakers) and language minority students (non-native English speakers) (Cobb et al., 2006; Roberts, 1995; Valentino & Reardon, 2015). In these programs, majority and minority language learners are mixed together and serve as a support system for one another (Roberts, 1995; Valentino & Reardon, 2015). Since these programs seek fluency in both languages for native English speakers and non-native English speakers, they are viewed as additive programs (Roberts, 1995; Valentino & Reardon, 2015). Examples of enrichment/developmental bilingual models are dual language (DL) programs, which include both one-way, and two-way (Collier & Thomas, 2004). However, one-way dual language programs only include students who are non-native English (primarily Spanish) speakers, whereas two-way dual language programs include both students who are non-native English speakers (primarily Spanish) as well as those who are native English speakers.

Table 1

Bilingual Programs

Bilingual Program	Transitional Bilingual (early exit)	Transitional Bilingual (late exit)	Dual Language Immersion (one way)	Dual Language Immersion (two way)
Also known as	n/a	Developmental	n/a	Two Way Immersion (TWI)
Descriptor	Subtractive	Subtractive	Additive	Additive
Targeted Audience (students)	English Language Learners (ELLs)	English Language Learners (ELLs)	English Language Learners (ELLs)	English Language Learners (ELLs) and non-ELLs
Language of Instruction	Initially native (non-English) language with transition to English by 2nd/3rd grade	Initially native (non-English) language with transition to English in 4th/5th grade or later	Native (non-English) and English	Native (non-English) and English, but percentage varies (50:50 vs. 90:10)
Program Goals	English proficiency	English proficiency	Bilingualism, biliteracy	Bilingualism, biliteracy
Advantages	Learners acquire basic interpersonal communication skills (BICS)	Learners acquire basic interpersonal communication skills (BICS)	Learners acquire BICS and CALP	Learners acquire BICS and CALP
Disadvantages	Learners struggle to acquire cognitive/adaptive language proficiency (CALP)	Learners struggle to acquire CALP	n/a	n/a

Dual Language Programs

In the United States and throughout the world, dual language programs are being used to serve both bilingual and monolingual students (Berens, Kovelman, & Petitto, 2013). Dual language programs are being used in public schools to allow students, both native English speakers and non-native English speakers, to acquire a second language (Milian & Pearson, 2005; Senesac, 2002). Over the past thirty years, Lindholm-Leary (2012) and Milian and Pearson (2005) note the recent increase in the number of dual language programs in public school districts. For students to acquire the second language, dual language programs should provide instruction in the second language for a minimum of 50% of the school day (Collier & Thomas, 2004). Although there has been an increase in the number of dual language programs in public schools, there is insufficient research to support how these programs impact the reading achievement of native English-speaking students who are acquiring a second language, usually Spanish.

Need for the Study

In 2001, the No Child Left Behind (NCLB) Act was passed (Baker et al., 2012). NCLB holds schools accountable for ensuring all students are performing at an identified standard, regardless of the students' backgrounds (Chatterji, 2006). This act was passed to improve student performance by holding educators more accountable. With the emphasis to ensure all students are achieving academically, NCLB targeted the need to close the achievement gaps by 2014 (McCollin & O'Shea, 2005), but unfortunately the achievement gaps still exist. In 2015, the Every Student Succeeds Act (ESSA) was passed, which replaces NCLB (Rothman, 2016). ESSA, similar to NCLB, holds schools and districts accountable for academic achievement of students, but no longer are standardized test scores the only factor in accountability (Rothman, 2016). The need for this study exists because of the importance of ensuring students are reading at or above grade level in order to be proficient readers long term and to perform successfully in

school, as well as on standardized assessments and to be successful citizens. Students are being enrolled in dual language programs, but whether or not these programs help with ensuring students are successful in reading achievement in both their native language and non-native language is yet to be determined.

Purpose of the Study

The purpose of the study is to determine the perceptions of the influence of a 90:10 two-way dual language program on the reading achievement of native English speakers who are dual language learners in grades kindergarten through fifth at one elementary school in Texas. This study is focused solely on kindergarten through fifth native English speakers in a 90:10 dual language program in order to better understand how these particular students acquire the second language (Spanish). The 90:10 two-way dual language programs are defined as those in which intensive instruction is in the non-native (minority) language in grades pre-kindergarten, kindergarten, and first grade 90% of the instructional time, and 10% of the instructional time is spent in the native (majority) language (Collier & Thomas, 2004).

Statement of the Problem

The problem this research study will address is to determine the perceptions of influence of a 90:10 two-way dual language program on the reading achievement of native English speakers who are dual language learners in grades kindergarten through fifth. With the increase in the number of dual language programs and standardized testing for students in third grade through twelfth grade, it is important to know what influences the program might be having on students as they are learning and developing their reading skills. In particular, kindergarten through second native English speakers who are in a 90:10 dual language program are formally learning to read in the second language (Spanish) in school, but are also acquiring learning skills in their native language (English). The study will also seek to identify how administrators, teachers,

and parents of a 90:10 two-way dual language program influence the reading achievement of dual language learners in grades kindergarten through fifth.

Theoretical Framework

Krashen (1991) notes the three principles of successful bilingual education programs as being the same for second language acquisition. These three principles are: 1) understanding messages (obtaining comprehensible input), 2) background knowledge makes input more comprehensible, and 3) development of literacy (Krashen, 1991). Bilingual programs that use the first language as a medium of instruction, which is key in dual language programs, help by providing background knowledge, enhance the development of basic literacy, and promote the ability to use language both oral and written to solve problems (Krashen, 1991). Based on Krashen's findings, additive dual language programs are more beneficial to students than subtractive bilingual programs because they begin with formal instruction in the native language (Spanish) for non-native English students, which helps them acquire the second language (English). Since this is not true for native English-speaking students who are enrolled in dual language programs who first receive instruction in Spanish, their ability to successfully learn and read in the second language is of significance.

When learning a second language, the learner transfers the second language to their first (native) language. As the second language is transferred to the first language, the learner is subconsciously identifying similarities and differences between the languages. Early learners in grades kindergarten through second grade are usually required to demonstrate oral language proficiency in their native language for admittance into dual language programs. Native English-speaking students may not have extensive background knowledge to make the input of the second language comprehensible and do not receive formal literacy instruction in their native language, but have been shown to still be able to acquire the second language.

Research notes that in regard to cultural capital, individuals are either born with it or receive it through education (Bourdieu, 1986; Winkle-Wagner, 2010). Cultural capital refers to the "unequal scholastic achievement of children originating from the different social classes," (Bourdieu, 1986, p. 247). Bourdieu has noted how individuals in different socio-economic classes have different lifestyles and preferences. In Bourdieu's writings, he attempts to show that although social structure is predicted to determine one's chances in life, other factors need to be considered and individuals can rise above these predictions. Although some individuals are privileged because they are born into better conditions and this privilege is reinforced by society, there are actions to be taken to assist those who are not privileged.

The native English speakers who are enrolled into dual language programs tend to come from higher socioeconomic backgrounds than compared to non-native English (Spanish) speakers (Marian, Shook, & Schroeder, 2013). Given that native English speakers tend to come from higher socioeconomic backgrounds, they have more opportunities to life and learning experiences outside of school. The opportunities native English speakers have outside of school may be shared with and provided to their native Spanish speaking peers due to the students developing friendships throughout their time in the dual language program.

With regards to this study, some parents of native English-speaking dual language learners are the sole proponents of having their child enrolled in the program because they understand the long-term benefits of their child(ren) becoming bilingual and biliterate. Since parents value the benefits of enrolling their child(ren) in a dual language program, this might be one of the reasons why their child(ren) are successful in learning how to read in both their non-native language (Spanish) as well as their native language (English). Although these students might become successful readers in both their native and non-native language, there may be reluctance with speaking the second language

since the choice to participate in the dual language program was not made by the students, but rather their parents.

Research Questions

The current study addresses three research questions. The research questions addressed in this study are:

What are the perceptions of K-5 administrators regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?

What are the perceptions of K-5 dual language teachers regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?

What are the perceptions of K-5 parents regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?

Definitions

Dual Language Learners. Dual language learners are defined as students from various backgrounds who may or may not speak the two languages of instruction (Collier & Thomas, 2004).

Dual Language Programs. Dual language programs are defined as those in which 50% to 90% of instruction occurs in the non-native (minority) language of the student (Collier & Thomas, 2004; Reese, Goldenberg, & Saunders, 2006).

One-way Dual Language Programs. One-way dual language programs are defined as those in which only one language group, primarily non-native English

speakers, whose native language is usually Spanish, receives instruction in two languages with a minimum of six years of bilingual instruction (Collier & Thomas, 2004).

Two-way Dual Language Programs. Two-way dual language programs are defined as those in which both native English speakers and non-native English speakers are combined together into a bilingual classroom with a minimum of six years of bilingual instruction (Collier & Thomas, 2004).

90:10 Two-way Dual Language Programs. 90:10 two-way dual language programs are defined as those in which intensive instruction is in the non-native (minority) language in grades pre-kindergarten, kindergarten, and first grade 90% of the instructional time, and 10% of the instructional time is spent in the native (majority) language, and then gradually decreases to 50% by fifth grade (Collier & Thomas, 2004).

Assessment. Assessment is defined as "gaining information about the learners you will teach," (Fountas & Pinnell, 2012, p. 275).

CHAPTER II:

REVIEW OF THE LITERATURE

Introduction

The literature review will cover the topics related to the research questions of dual

language learners, dual language programs, and teachers/administrators impact on early

literacy skills, and student reading achievement. The sections of the literature review are:

dual language learners, dual language programs, parent selection of dual language

programs, student reading achievement, student backgrounds and reading achievement,

home life and reading achievement, reading instruction, reading intervention strategies,

and teachers/administrators and reading achievement. The topics included in the

literature review will seek to provide a background to answer the three research

questions. The research questions are:

> What are the perceptions of K-5 administrators regarding the influence of
>
> receiving initial reading instruction in Spanish on native English speakers'
>
> reading achievement who are enrolled in a 90:10 two way dual language
>
> program?
>
> What are the perceptions of K-5 dual language teachers regarding the influence of
>
> receiving initial reading instruction in Spanish on native English speakers'
>
> reading achievement who are enrolled in a 90:10 two way dual language
>
> program?
>
> What are the perceptions of K-5 parents regarding the influence of receiving
>
> initial reading instruction in Spanish on native English speakers' reading
>
> achievement who are enrolled in a 90:10 two way dual language program?

English Language Learners (ELLs)

The number of students who are English Language Learners (ELLs), previously

referred to as Limited English Proficient (LEPs), in public schools is increasing each year

(Thomas & Collier, 2002). The number of ELLs in the United States is increasing as a result of Latino families immigrating into the country (López & Tápanes, 2011). López, McEneaney, and Nieswandt (2015) and Thomas and Collier (2002) note that of these ELLs, the largest language minority (LM) group in the U.S. is Spanish speakers, numbering 75% of U.S. LM school-age population. There has been a vast increase in LM students and this is expected to continue over time (López et al., 2015; Senesac, 2002). One method public schools are using to serve ELLs is through the use of dual language programs. The number of schools implementing dual language programs has increased over time partly because of the increase in the number of ELLs, but also because of the changing demographics and value placed on students becoming both bilingual and biliterate (Berens et al., 2013; Cobb et al., 2006; Collier & Thomas, 2002; Culatta et al., 2006; Lindholm-Leary, 2012; Senesac, 2002; Varghese & Park, 2010). Dual language programs differ from traditional bilingual programs because of their additive approach of students acquiring a second language while maintaining their native language, as well as the inclusion of native English speakers learning alongside non-native English speakers (Fitts, 2006).

Student Expectations

The No Child Left Behind (NCLB) Act was passed in 2001 (Baker et al., 2012). NCLB was enacted to hold schools accountable for "equitable achievement outcomes in subgroups of minority versus non-minority, normally achieving versus exceptional, male and female, as well as socioeconomically advantaged versus disadvantaged students in the United States" (Chatterji, 2006, p. 489). With the emphasis on ensuring all students are achieving academically, NCLB targeted the need to close the achievement gaps by 2014, thus prompting the need to identify the factors impacting achievement differences in diverse students of public schools in early literacy skills and reading achievement (McCollin & O'Shea, 2005). Since achievement gaps are still prevalent, the reasons as to

why achievement gaps still exist continue to be an area of research. NCLB focused on ensuring students are reading on grade level by the end of third grade, because the number of students reading on grade level continues to be an area where improvement is needed (Duke & Block, 2012). In 2015, the Every Student Succeeds Act (ESSA) was passed, which replaces NCLB (Rothman, 2016). ESSA, similar to NCLB, holds schools and districts accountable for academic achievement of students, but no longer are standardized test scores the only factor in accountability (Rothman, 2016).

Although criticism of the higher standards associated with NCLB and ESSA have surfaced, the importance to ensure all students are meeting these standards and receiving a quality education far outweigh the criticism (Chatterji, 2006; Neuman & Wright, 2014; Rothman, 2016). By recognizing and working to minimize achievement gaps among students, over time, all students may benefit, thus improving achievement in reading as well as other content areas. With the increased emphasis on ensuring all students are academically performing at a minimum standard, teachers of reading have noted an increase in the number of resources available to improve instruction, which have contributed to decreasing the achievement gaps (Dever & Carlston, 2009). According to the most recent data, 69% of ELLs scored below basic reading level by fourth grade in the U.S. (National Center for Education Statistics, 2015). In addition, only 1% of fourth grade ELLs scored above the 75th percentile (advanced) in reading in the U.S. With regards to ELLs in Texas, 64% scored below basic reading level by fourth grade (National Center for Education Statistics, 2015).

Dual Language Learners

Lindholm-Leary and Block (2010) found that students, whose native language is Spanish participating in a dual language program in predominantly Hispanic/low socioeconomic status (SES) schools, are outperforming their peers who are not participating in dual language programs. This study noted that although their native

language is Spanish, they performed better than their peers on assessments in English. The peers they were compared to in this study were either in traditional bilingual programs or English as a second language (ESL) classrooms. Traditional bilingual and ESL programs differ from dual language programs because of the percentage of instruction in a student's native language, which is usually much less. Dual language programs also have the goal for the students to maintain their native language for both native English and non-native English speakers (Cobb et al., 2006; Roberts, 1995), which considers them additive programs.

Marian, Shook, and Schroeder (2013) discovered that dual language programs are beneficial for both native English speakers (majority-language) and non-native English (Spanish) speakers (minority-language) because dual language programs can be used as enrichment for native English and non-native English (Spanish) speakers (Marian et al., 2013). Native English speakers tend to show academic benefits of the dual language program before the non-native English (Spanish) speakers, but this may be a result of their higher socioeconomic status (Marian et al., 2013). Dual language programs promote the use of both languages and students in dual language programs have the opportunity to gain proficiency in both languages of instruction (Marian et al., 2013). In addition, Marian et al. (2013) noted that dual language programs benefit students in numerous ways such as providing the opportunity for native speakers to learn and interact with non-native speakers and vice versa, and this should be discussed when deciding to implement or modify bilingual programs.

Alanis and Rodriguez (2008) note the importance of maintaining the intended implementation of dual language programs in order for students to be successful. Alanis and Rodriguez found that "the length of time spent in a dual language bilingual program is positively correlated with student academic achievement," (p. 309). Based on the Texas Assessment of Knowledge and Skills (TAKS) scores in reading, mathematics, and

science when students were tested in English, fifth grade students in the dual language program both native English-speaking and native Spanish-speaking students outperformed their peers who were not in a dual language program (Alanis & Rodriguez, 2008). This is important to note because in this study, the school followed a 90:10 dual language model and students did not receive formal English reading instruction until third grade, but this did not negatively impact native English-speaking or native Spanish-speaking students (Alanis & Rodriguez, 2008).

A key component to ensure the fidelity of dual language programs is parent-home collaboration (Alanis & Rodriguez, 2008). Ryan, Casas, Kelly-Vance, Ryalls, and Vero (2010) conducted a study to compare the involvement of non-native English (Spanish)-speaking parents, who were Latino (Hispanic), versus native English-speaking parents of students enrolled in dual language programs. This study found that non-native English-speaking parents of students in a dual language program "valued their children's academic and social success in school equally," (Ryan et al., 2010, p. 401). However, native English-speaking parents of students in a dual language program valued "social success more strongly than academic success," (Ryan et al., 2010, p. 401), meaning although they value academic success, they also support and encourage the development of the social aspect of school so their child(ren) are able to understand and communicate in the second language.

Dual Language Programs

According to the Texas Education Code Chapter 29, elementary schools are required by Texas law to offer a bilingual program for ELLs whose home language is spoken by 20 or more students in a single grade (Texas Education Code Chapter 29.066, 2012). There are four approved bilingual programs school districts may utilize in Texas. The four approved bilingual programs are: transitional bilingual/early exit, transitional bilingual/late exit, dual language immersion/two-way, and dual language immersion/one-

way (see Table 2 for more information). In comparison to the other fifty states, Texas

has the most dual-language programs (Maxwell, 2012), numbering between 700-800

programs. For ELLs to close the achievement gap over time, the bilingual programs that

are best, according to Collier and Thomas (2004), at accomplishing this task are one-way

and two-way dual language programs (additive programs) because they lead to grade-

level and above-grade-level performance in English (Collier & Thomas, 2004).

Table 2

Bilingual Programs in Texas

Bilingual Program	Students Served in Bilingual Program	Program Goals
Transitional bilingual/early exit	Non-Native English (primarily Spanish) Speakers identified as Limited English Proficient (LEP)	Initially serves students in both Spanish and English, but transitions instruction to English only (student cannot exit earlier than the end of grade one, no later than two years, or later than five years after enrolled)
Transitional bilingual/late exit	Non-Native English (primarily Spanish) Speakers identified as Limited English Proficient (LEP)	Initially serves students in both Spanish and English, but transitions instruction to English only (student cannot exit earlier than six years or later than seven years after enrolled)
Dual language immersion/one-way	Non-Native English (primarily Spanish) Speakers identified as Limited English Proficient (LEP)	Initially serves students in both Spanish and English, but transitions instruction to English only (student cannot exit earlier than six years or later than seven years after enrolled)
Dual language immersion/two-way	Non-Native English (usually Spanish) Speakers identified as Limited English Proficient (LEP) and Native English Speakers	Serves students in both Spanish and English (student cannot exit earlier than six years or later than seven years after enrolled)

In Texas, all bilingual programs, which includes two-way dual language programs, are voluntary and therefore written parental approval is necessary for student participation (Texas Education Agency, 2007). These two-way programs are "generally strands within a school and are almost always a magnet or choice school" (López, 2013,

p. 209). López (2013) notes that enrollment in two-way dual language programs is increasing in demand, which is why lotteries and other selection criteria, such as parent attendance at school/district informational meetings, are required in order for students to participate in the program. Since demand for two-way dual language programs is increasing, it is important to determine why parents are selecting this type of program for their child(ren) (López, 2013).

For bilingual students in additive bilingual programs, such as dual language programs, academic gains are prevalent when students are proficient in both the native and second language, allowing for a transfer between the two languages to occur (Lenters, 2004). In a 90:10 model, language arts and reading is taught in Spanish first and then language arts and reading in English (formal instruction) may begin in second grade (Collier, & Thomas, 2004). The goal of both one-way and two-way dual language programs is for learners to be biliterate and bilingual in both languages (Thomas & Collier, 2002). The difference between one-way and two-way dual language programs is that one-way includes only non-native English (Spanish) students, whereas two-way includes both native English and non-native English (Spanish)-speaking students learning simultaneously (López, 2013; Thomas & Collier, 2002). Thomas and Collier (2002) found that native English speakers in two-way dual language programs outperform their peers in monolingual classrooms.

Transitional programs provide support to students learning English for one to four years, but these years are not enough time to close the achievement gap for students who are non-native English speakers categorized as English Language Learners (ELLs) (Collier & Thomas, 2004). Students who participate in dual language programs over time outperform students in other bilingual programs, such as transitional (Collier & Thomas, 2004). The highest performance rate in the shortest amount of time is seen in students who are in a 90:10 two way dual language program (Collier & Thomas, 2004).

In dual language programs, "students learn language through academic content instruction in both languages," (López, 2013, p. 208).

In their study, Collier and Thomas (2004) looked at data longitudinally for a span of nearly two decades as they sought to gain insight on school reform. The data were collected from 23 school districts (large and small) in 15 different states. The study found that students who participated in either one-way or two-way bilingual programs were able to perform at grade level or above grade level since these programs provide students support in their native language, thus assisting in closing the achievement gap (Collier & Thomas, 2004).

For dual language programs to be successful, they must be implemented with fidelity and "the principal is a key player in making the model happen as planned," (Collier & Thomas, 2004, p. 13). Dual language programs are successful when there is an understanding of the program and it is fully implemented (Lindholm-Leary, 2012). This means all who are involved in dual language programs (students, teachers, parents, and administrators) know the goals of the program and work each day to ensure the program is implemented with fidelity. Students who are exposed to two languages have the ability to learn both languages, but in order for students to develop in both languages, consistent exposure to both languages is needed (Hoff et al., 2012). Two-way dual language programs are advocated for by many because they include all students, both native English speakers and non-native English speakers, and all students who participate in the program benefit, especially ELLs as students learn language together (Collier & Thomas, 2004).

Parent Selection of Dual Language Programs

López (2013) conducted a qualitative study to determine why parents decide to enroll their children in two-way dual language programs. In her study, López (2013) interviewed eight mothers, of whom five were the focus of her study, using semi-

structured interviews where their children were enrolled in an established 90:10 Spanish/English two-way dual language program which had been in existence five or more years. All of the mothers stated the increase in opportunities for their children as a reason to enroll them in the two-way dual language program (López, 2013). The native English-speaking parents emphasized the increased academic success, achievement scores, and opportunities for recreational travel as additional reasons for enrolling their children in the two-way dual language program (López, 2013). The non-native English (Spanish) parents noted the ability to communicate with family and maintain familial roots, better wages, and travel to Mexico to visit relatives as additional reasons for enrolling their children in the two-way dual language program (López, 2013). López (2013) found that overall among all parents, the importance of increased communication by knowing two languages as an important factor when selecting the two-way dual language program for their children.

Language Proficiency

Cummins (1981) notes the two types of language proficiency as basic interpersonal communication skills (BICS) and cognitive/academic language proficiency (CALP). BICS includes language skills such as basic vocabulary and pronunciation, whereas CALP includes making sense of language and ability to perform on academic tasks (Bylund, 2011). Subtractive bilingual programs such as immersion and transitional programs allow students to acquire BICS, which oftentimes is mistaken as proficiency in the second language because of one's ability to orally communicate although CALP is not acquired (Bylund, 2011). For students to develop CALP when acquiring a second language, it is important for them to develop CALP in their first language (Cummins, 1981). The 90:10 dual language programs spend the primary grades (kindergarten through second grade) having students learn literacy skills in Spanish, which is the second language for native English speakers. This raises the question as to how these

students are able to achieve in reading in both Spanish and English when formal literacy instruction in English does not begin until third grade.

Language Acquisition Strategies

Total Physical Response (TPR) was developed to teach vocabulary when learning language by matching the word with a physical movement, especially for those who are learning a second language (Asher, 1969). Through TPR, learners respond to language with whole-body movements, which can increase vocabulary acquisition and listening comprehension (Schneider, 1984). Although children who are learning a second language may not initially acquire the language and feel comfortable speaking the second language, through TPR, students are able to more easily recall vocabulary in the second language because they are physically active in their learning (Schneider, 1984). Schneider (1984) conducted a 12 week study using TPR to teach Spanish and at the end of the 12 weeks, at least 90 percent of the students enjoyed learning the second language with TPR.

Another method used when learning a second language is to bridge vocabulary between the two languages together. Bridging vocabulary between the two languages is often taught through the scaffolding of cognates (Montelongo, Hernández, & Herter, 2011). When transferring between the two languages, it is easier when vocabulary is referenced back to cognates since the spelling of the words is often similar and this allows children to use their prior knowledge (Montelongo & Hernández, 2013). Montelongo and Hernández (2013) note that through the bridging mini-lessons of vocabulary, learners are able to identify the similarities and differences between the two languages. The instruction of bridging through cognates is beneficial for all levels and learners of a second language (Montelongo, Hernández, & Herter, 2011).

Student Reading Achievement

The ability to read is one of the fundamental skills necessary to advance in today's challenging world (Fletcher, Greenwood, Grimley, & Parkhill, 2011). One of the basic reading skills needed for early readers who are learning to read in English, primarily for students in first grade, is phonemic awareness skills (Reading & Deuren, 2007). Phonemic awareness is defined as, "the conscious awareness that spoken words comprise individual sounds," (Snider, 2001, p. 203). Phonemic awareness, defined as, "the ability to hear, identify, and manipulate individual sounds-phonemes-in spoken words," (Padak, Rasinski, & Mraz, 2002, p. 2) is important because it assists children in understanding that letters are associated with sounds (phonics). Phonics "helps readers learn the relationships between the letters of written language and the sounds of spoken language," (Padak et al., 2002, p. 3) which in turn will help when attempting to decode words. However, teachers need to be aware that as students master the process of decoding through the use of phonemic awareness, students should then be taught to read fluently without decoding every word, to later assist with reading comprehension (Reading & Deuren, 2007). By acquiring phonemic awareness, students are able to "decipher the code used in reading an alphabetic language," (Reading & Deuren, 2007, p. 270). There is a cause-effect relationship between phonemic awareness and reading achievement for students learning to read in English (Snider, 2001).

Goldenberg et. al. (2014) conducted a study which examined the relationship between phonemic awareness and students learning how to read. In the study, there were three groups of students who were included. The three groups were: students learning how to read in Spanish in Mexico, students learning how to read in Spanish in the United States, and students learning how to read in English in the United States (Goldenberg et. al., 2014). Based on the results of the study, although phonemic awareness is a necessary skill for learning how to read in English because of the structure of English words,

students who are learning how to read in Spanish in Mexico become successful readers with syllabic awareness since the language of Spanish is syllabic, which is not true for the English language (Goldenberg et. al., 2014).

Snider (2001) conducted both a quantitative and qualitative study to determine the relationship between phonemic awareness as being a predictor of reading achievement. In her study, Snider studied approximately 70 students in kindergarten and followed them to the end of second grade, the number of students of the original 70 went down to 50 by the end of the data collection. The phonemic awareness test was a 50 question test, consisting of 5 sections with 10 questions each, which required 15 minutes to administer. The data revealed how children's scores on three sections of the phonemic awareness test (phonemic segmentation, strip initial consonant, and substitute initial consonant) was a predictor of later reading achievement (Snider, 2001).

A reader's awareness of the strategies and techniques used when reading impact one's reading ability (Martin & Kragler, 2011). These strategies include using the pictures as clues to what is happening in the text, identifying familiar words by sight, and decoding words that are unknown. When children are taught and modeled the need to sound out a word or determine what it begins with, it will help them develop into a better reader. However, children must also be taught strategies to help them comprehend the text being read because if not oftentimes they get too focused on decoding and cannot recall what was read (Martin & Kragler, 2011). By allowing early readers to reflect on the strategies used while reading text, their ability to increase their reading levels will increase. Comprehension is one's ability to understand and identify what has been read, but can be impacted by one's vocabulary knowledge (Neuman & Wright, 2014). This is important because if children do not understand vocabulary in a sentence, it makes it difficult to comprehend what is read. Neuman and Wright (2014) note how vocabulary instruction should include both explicit and implicit instruction because "children given

child-friendly definitions of words or other attributes of words to be learned are more likely to remember them," (p. 8). In addition to increasing one's vocabulary to increase comprehension, read alouds can assist with comprehension (Johnston, 2016). During read alouds, students should be given the opportunity to make predictions and ask/answer questions about the read aloud in order to better comprehend what is being read (Johnston, 2016).

Student Backgrounds and Reading Achievement

When determining the impact student backgrounds may have on reading achievement, multiple factors are considered. These factors include parental education, location of the schools, gender, number of children in the household, family structure, and language (Park, 2008). Other factors which are affiliated with student backgrounds potentially impacting student reading achievement are socioeconomic status, race/ethnicity, number of books at home, parental reading attitudes, and parental engagement with their children in literacy activities (Park, 2008). Each of these numerous factors and their impact on student reading achievement are discussed in greater detail below.

Parental education levels have been found to impact student reading achievement (Cheadle, 2008; Myrberg & Rosen, 2008; Park, 2008). Park (2008) categorized the education level of parents into three groups: completed lower secondary or less, completed upper secondary, and completed tertiary. Completed lower secondary or less refers to those who have completed middle school (grades 6-8) or less, while completed upper secondary refers to those who have completed high school (grades 9-12) or less. Those who have completed courses at colleges/universities or beyond were classified as tertiary. When determining the education level, the highest level between the mother's and the father's education was used (Park, 2008). In this study, the findings were that the parental education affects both their student's academic performance and reading

achievement. The study found a positive correlation among parent education level and academic success, meaning the higher a parent's education level, the more likely a student will be academically successful in school. Myrberg and Rosen (2008) found the educational level of parents to have the most significant impact on a student's performance in school. More specifically, a positive correlation between parent education and student reading achievement was reported (Myrberg & Rosen, 2008). The level of parental education has been found to significantly reflect the level of their children's mathematics and reading scores when a child enters kindergarten (Cheadle, 2008).

Gender of students has also been found to impact student reading achievement. Girls have a significant advantage over boys in having higher reading achievement (Park, 2008). Girls have also been found to perform better in the subject of reading, whereas boys perform better in the subject of mathematics (Chatterji, 2006). The tendency for girls to perform better at reading gives them an advantage over their male counterparts when student reading achievement is being measured. Twist and Sainsbury (2009) noted the level of enjoyment of the texts students read for achievement tests tend to be favored more by girls, which may also help to explain their higher reading achievement over boys.

With regard to reading achievement, the number of children in a household has also been found to impact students. Park (2008) used the number of children in a household to represent all children, whether or not they were siblings. Throughout society, a negative correlation was found between the number of siblings in a family and the academic achievement of a child as siblings increased (Powell, Werum, & Steelman, 2004). Lubienski and Crane (2010) also found this negative correlation between the number of children in the household and student reading achievement at the start of kindergarten and noted the negative correlation being higher for low socioeconomic

families than for high socioeconomic families. When the ratio of children to parents is greater than parents to children, student achievement was found to be lower (Cheadle, 2008).

The family structure students come from may impact their reading achievement (Park, 2008). With the increase in single parent households, the amount of time parents have to assist their children with academic learning, especially in the subject of early literacy skills and reading has decreased over time as a result of the demands to be the sole financial provider for the family (Park, 2008). The changes in family structure have resulted in the United States refocusing on working to improve the education and achievement of children from different family structure backgrounds to close achievement gaps (Aughinbaugh & Gittleman, 2003).

The language predominantly spoken at home by both parents and students, if different from that of the language of instruction at school, has been found to impact student reading achievement (Park, 2008). Students, who learn English as a second language (ESL) with little if any support at home, tend to have more difficulty with improving their reading achievement than those with speakers of the English language in the household. In a qualitative study conducted by Dreher and Gray (2009) they found that students who are English language learners (ELLs) have a limited vocabulary along with limited background knowledge of subjects and topics required to be taught in today's classrooms. In this study of a small group of six second grade ELLs, Gray, who at the time was a first year teacher, asked students to compare and contrast spiders and insects during a guided reading lesson. During the lesson, students were unable to perform what was asked of them, which led to Gray identifying three things these ELLs lacked in order to complete the activity. These three things were: 1) ELLs were unfamiliar with comparing and contrasting informational text, 2) ELLs lacked

background knowledge about the two items being compared/contrasted (spiders and insects), and 3) ELLs had gaps in their English vocabulary.

As discussed in *Ways with Words* (Heath, 1983), the manner in which children learn to use language both at home and at school varies based on the experiences and exposures students have to language. In this research study, although the children in the story came from only a few miles apart and were not ELLs, the cultural differences between the two communities impacted the way these students learn and develop their language. Although ELLs can perform at or near the level of non-ELLs in spelling and word recognition, there is a greater struggle for ELLs in the areas of vocabulary and reading comprehension (August, Carlo, Drexler, & Snow, 2005). When these factors are coupled with the limitations of assistance in the English language at home, ELLs tend to fall further behind in student reading achievement in regard to ELLs learning to read in English.

As a result of the language barrier for ELLs at school and the lack of resources or assistance at home in English, the manner in which instruction is delivered has had to change to better meet these students' needs (Dreher & Gray, 2009; Palmer, Shackelford, Miller, & Leclere, 2006). Teachers are now using graphic organizers and compare/contrast models because of the diverse backgrounds and experiences students from ELLs come from. Compare/contrast models as well as graphic organizers such as KWL charts (K-what do students know, W-what do students want to know, L-what have students learned) are useful to improve instruction for ELLs (Senesac, 2002). In addition, KWL charts help learners become active readers and thinkers with expository (informational) text (Ogle, 1986). These teaching methods allow teachers to gain a better understanding of the background knowledge these students have and the knowledge they need to acquire (Dreher & Gray, 2009).

Yang-Hansen (2008) noted that higher socioeconomic status (SES) correlates with an increase in student reading achievement. Students from lower SES backgrounds are at a disadvantage and often have lower scores in student reading achievement (Park, 2008). The socioeconomic status (SES) of students has often been categorized into the level (free or reduced), if any, of assistance students receive for the school lunch program based on their parent's income as well as the number of dependents in the household. In the Early Childhood Longitudinal Study, student reading levels upon entering kindergarten were found to be dependent on the socioeconomic status of students (Chatterji, 2006).

The demographic makeup of a school has been found to be an accurate predictor of student achievement (McCoach et al., 2010). This study finds that when these demographic differences are considered, it is easier to predict achievement levels for schools with low SES students when compared to similar schools serving similar students. Some students from low socioeconomic backgrounds are at a disadvantage because of the lack of rich literacy environments at home (Park, 2008). Therefore, McCoach et al. (2010) note "communication and collaboration among parents, teachers, and staff appear to be critical factors predicting the success of low-SES schools," (p. 427).

The race/ethnicity differences among students have been found to affect student achievement in various subject areas, primarily reading and mathematics (Palacios, Guttmannova, & Chase-Lansdale, 2008). In this study, by the end of third grade, an achievement gap in reading was found among different races. White and Asian children performed higher in reading when compared to Hispanic children, with African American children falling even further behind. These achievement gaps are believed to exist as a result of the minority status, as many minority students are low-SES, which leads to potential discrimination and racism thus impacting the educational achievement of

students in reading (Palacios et al., 2008). The achievement gap between African Americans and White students is said to begin well before the children enter school, but the gap is magnified as students enter school and receive academic instruction (Cheadle, 2008).

Home Life and Reading Achievement

Harlaar, Dale, and Plomin (2007) found a significant link between a child's exposure to reading and their performance in reading achievement. This study found that children who struggle with reading in school are less likely to have adequate reading resources available to them at home. In addition, the amount of exposure students have to reading materials at home leads to students being more interested and engaged in reading while performing better in reading achievement in the future, thus creating a positive correlation between these two variables.

The number of books children have available to them at home has been found to be a reflection of parents' education (Park, 2008). This number was also found to be significant in relation to student reading achievement. In addition, Park noted the importance of at-home literacy environments for students, especially those from low socioeconomic backgrounds to improve their reading. Wobmann (2003) also found the number of books and resources at home to positively correlate with student reading achievement.

Park (2008) also noted how the parental attitudes toward reading were also associated with their children's reading performance. As parents are more comfortable with reading and spend their time reading for recreation, their child's reading performance tends to increase (Hughes & Oi-man, 2007). In addition, Park (2008) noted that although the number of books at home was found to correlate with improved reading achievement, a need for parents to read these and other books to their children were also found to be equally important.

The parental engagement with their children in literacy activities, along with their perceptions about reading were found to better understand and account for the differences between children with high student achievement in reading compared to those students with low student achievement in reading (McCoach et al., 2010). This study suggests the importance of forming alliances between parents and the school to improve student achievement in reading because parental involvement with their children in reading is important to their overall success academically.

Reading Instruction

The resources available to assist students in ensuring all students are reading at or above grade level encompass an extensive collection such as textbooks, trade books, email, electronic messaging, and Internet sites (Moss, 2005). Moss (2005) writes about the importance of providing elementary students with content area literacy instruction to improve their reading abilities for the long term since it focuses on the need for students to read informational text. Content area literacy instruction is becoming more prevalent at the elementary level because of "standards-based education, emphasis on standardized-test performance, and technology," (Moss, 2005, p. 46). By using content area literacy instruction, students are using reading as a tool to learn something from the informational text, while gaining the comprehension skills that will be necessary in the upper grades. Moss also notes that content area literacy has long been a suggestion to be used at the elementary level, but until recently with the changes in standardized assessments, the idea has resurfaced and is gaining more attention as the needs for its implementation is necessary.

There are three reasons noted to justify the need to use content area literacy instruction, which are: "early exposure, informational texts motivate children, and informational texts increase new knowledge domains," (Moss, 2005, p. 48-9). When providing students with the use of informational texts in reading at an early age, their

schema, prior knowledge, and vocabulary will also increase to assist students when reading more difficult texts in the future. This is critical because as Yovanoff, Duesbery, Alonso, and Tindal (2005) noted that the "function of reading is to get meaning from printed text," (p. 4) and it is measured by reading fluency and high vocabulary knowledge, which in turn impact the reading comprehension of individuals as they progress.

Goodman (2005) reflects how his research in miscue analysis is the major tool he discovered with regards to how people make sense of print, and learn to read orally. Miscues are "mismatches between expected and observed responses," (Goodman, 2005, p. 3). The work of Goodman compared how readers read texts orally to what readers were expected to read (print). Through this work, Goodman was able to better determine how readers made sense of print. Goodman's leading research on miscue analysis of the 1960s prompted others, including his wife, Yetta Goodman, to develop the *Reading Miscue Inventory* (Goodman, 2005).

Kucer (2009) found that another aspect potentially impacting a person's reading ability is his/her eye movements or miscues. These eye movements and miscues "ultimately influence the understanding the reader is able to construct," (Kucer, 2009, p. 341). However, there is little research linking the relationship of text processing and text comprehension accounting for one's eye movements and miscues, therefore necessitating the need for further research. Miscue analysis "evaluates the degree to which readers utilize the various systems of language," (Kucer, 2009, p. 346).

Fluency is defined as, "efficient and effective processing of meaningful, connected, communicative language." (Fountas & Pinnell, 2012, p. 274). Reading fluency is measured by oral reading fluency and silent reading fluency, but the debate on whether fluency leads to comprehension or if comprehension leads to fluency still remains. Fountas and Pinnell (2012) note the importance of using guided reading

instruction to teach reading. During guided reading, teachers are able to differentiate instruction by selecting texts specifically targeted for a group of students, and the groups are flexible and can continually change based on the students' skills (Pinnell, 1999). The structure of a guided reading lesson consists of seven parts, which are: selection of a text, introduction to the text, reading the text, discussion of the text, teaching points, word work, and extending understanding, which is optional (Fountas & Pinnell, 2012). Another way to improve reading and track fluency is through the use of running records (Fountas & Pinnell, 1999). Fountas and Pinnell (1999) state that running records should be conducted on a routine basis and should be used more frequently with struggling readers.

As words read become more automatic and fluency increases, meaning readers spend less time decoding words, readers are then able to spend more time constructing meaning about the text to build their comprehension (Kuhn et al., 2006). Fountas and Pinnell (1999) refer to reading as the, "processing of continuous text with a focus on meaning," (p. 3). Along with fluency, the use of prosody (ability to use expression or intonation when reading) is sometimes used as a measure of one's level of fluency as the text takes on meaning and the words are read with automaticity (Beers, 1998). Beers (1998) encourages the use of audiobooks in classrooms because not only do they allow students to access to proficient oral reading skills (seeing words and hearing them simultaneously), but they also allow students the opportunity to read books above their independent reading level, which is beneficial to both struggling readers and English Language Learners (ELLs). Kuhn et al. (2006) suggest using strategies such as repeated reading or the use of assisted reading through the use of recorded text to increase the fluency of readers who are having difficulty, which are discussed in reading intervention strategies below.

In addition to the previously stated factors impacting reading achievement, another factor that is often unaccounted for is the teacher's judgment of their student's reading ability (Begeny, Krouse, Brown, & Mann, 2011). Teachers' judgment of their students' reading ability is important because a teacher subconsciously uses this information to alter his/her instruction to better meet the needs of their students. These judgments can also be used to prevent learning difficulties by differentiating instruction through the use of guided reading to better meet the needs of their students (Begeny et al., 2011; Pinnell, 1999).

Reading Intervention Strategies

Allington (2013) writes about the need for schools to deliver research-based reading lessons to all readers, but especially for struggling readers, and to use the most effective and expert reading teachers, who have a specialized degree in reading instruction, to instruct struggling readers. Identified areas of concern in schools include the use of instructional paraprofessionals, who are not reading experts, to assist struggling readers, and round robin reading, where one student reads, and the other students listen and this process repeats, because it fosters and promotes dysfluency (interruptions in oral reading) (Allington, 2013). Allington continues on how students identified as struggling readers should be given text they can read at a high level of accuracy (98%) and comprehension (90%) and how they need lessons focused on meaning rather than on isolated skills, because isolated skills are often found in worksheets.

Students who are struggling to read in English, especially English Language Learners (ELLs), can benefit from differentiated instruction. The Sheltered Instruction Observation Protocol (SIOP) was developed as a "means of making grade-level academic content accessible to ELLs through the instructional application of second language acquisition theories," (Daniel & Conlin, 2015, p. 170). Not only does SIOP make the grade level content material accessible to ELLs, but it also helps develop their second

language skills (Short, Echevarria, & Richards-Tutor, 2011). The SIOP model has 30 features of instruction grouped into eight components focused on teacher behavior serving as a "tool for planning, observation, and reflection," (Daniel & Conlin, 2015, p. 171) to better deliver instruction to ELLs (Short et al., 2011). Short et al. (2011) found teachers who are trained in SIOP and implement it with fidelity have students who perform better on assessments of academic language and literacy than teachers who are not trained in SIOP. Effective sheltered instruction allows ELLs "to access the core curriculum and concurrently develop their academic English proficiency," (Short, p. 119, 2013).

An assessment that can be used to by teachers to assist students with their comprehension and vocabulary to access grade level material is the Reading-Level Indicator (RI). The RI is a paper-pencil assessment used to measure silent reading achievement and a teacher can administer it in class within 10-15 minutes (Stanley & Stanley, 2011). By using the RI, the assessment data it produces can be used to target instruction and interventions needed for students to be successful on standardized assessments. When necessary, differentiated instruction can be implemented to better serve all students by teaching them where they are and focusing on the reading skills they are lacking.

Allowing students to read along silently with a recorded version of the text that is read fluently has been found to increase fluency and one's ability to read (Hawkins, Musti-Rao, Hale, McGuire, & Hailley, 2010). This strategy is known as listening previewing (LP). Students are then able to read the text aloud with better fluency than if they had not followed along with a fluent reader before reading alone. In time, LP will allow students to spend less time trying to decode their reading since they have been previously exposed to vocabulary and more time comprehending what they are reading, which will help them with their reading ability.

In addition to listening previewing, another strategy that can be used to assist readers who are having difficulties is vocabulary previewing (VP). With this strategy, the targeted words the reader will read in the text are taught before the reader begins reading. This too allows the reader to better comprehend what he/she is reading because the background knowledge of the vocabulary words has been previously taught (Hawkins et al., 2010). In the study conducted, students who read an unfamiliar text silently were compared to others who received LP and another group who received LP+VP. Both the LP group and the LP+VP group had a higher comprehension of the text that was read (Hawkins et al.).

Teachers, Administrators, and Reading Achievement

In an effort to improve reading, Duke and Block (2012) note the major recommendations from *Preventing Reading Difficulties in Young Children* are still relevant. These major recommendations include: providing access to early childhood (including pre-kindergarten and kindergarten) for all students, teaching phonological awareness, building vocabulary, promoting reading comprehension, teaching comprehension strategies, and promoting out-of-school reading activities. Duke and Block (2012) noted that vocabulary and comprehension have continued to be skills not focused on in the primary grades, thus making it more challenging for readers in fourth grade and beyond. Three obstacles that impact the teaching of reading best practices are: a focus on easier skills other than vocabulary, teachers not knowing how to effectively teach the more challenging reading skills, and time constraints within both the school day and the school year (Duke & Block, 2012). With regards to developing reading comprehension, Duke and Block (2012) stated, "teachers make more difference than programs," (p. 67).

For teachers to understand the importance and necessity of increasing their students' reading levels, having support and guidance from their administrators is crucial

(Fletcher, Greenwood, Grimley, & Parkhill, 2011). When implementing a dual language program, principals note the first few years will be difficult, but the instruction they provide for students along with their long-term benefits are worth the efforts (Collier & Thomas, 2004). Providing students, teachers, parents, and the community with a safe learning environment will also help to ensure that everyone feels comfortable and can teach/learn without worrying about their well-being or safety, which can result in students being able to acquire both languages of the dual language program. Collaboration among the school community, along with a positive school climate are also important goals of an administrator who is focused on increasing the reading achievement of all students and truly believes that every student can learn (Fletcher et al., 2011).

Fletcher et al. (2011) noted five key themes for administrators who wish to increase the reading ability and levels of their students. These five themes are: 1) provide staff with opportunities for professional development in literacy activities, 2) use standardized assessment data to monitor students and adapt instruction as needed, 3) foster a collaborative environment, 4) create and sustain an environment of trust among the staff, and 5) promote an environment that focuses on the belief and expectation that all students can and will learn. When the reading ability levels of students are increased, the goal of dual language programs to create biliterate students can be achieved.

Summary

This chapter addressed the two research question topics: reading achievement of dual language learners, dual language programs, parent selection of dual language programs, and the actions of teachers and administrators to increase reading achievement. After reviewing the literature, the factors which influence student reading achievement require additional research in regard to dual language learners. Although research has been conducted with relation to these two topics and their impact on student achievement, the research does not encompass the multiple background factors collectively with how

specifically reading achievement is impacted because ultimately all schools are held to

the same achievement standards despite the differences in populations served.

CHAPTER III:

METHODOLOGY

This chapter discusses the methods used to conduct this research study. This was a qualitative case study of one elementary school from a suburban school district in southeast Texas. The selected elementary school has a two way dual language program and follows the 90:10 dual language model. This study addressed the three research questions: 1) What are the perceptions of K-5 administrators regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program? 2) What are the perceptions of K-5 dual language teachers regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program? and 3) What are the perceptions of K-5 parents regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?

Instructional Setting and Context

The school district used for this research study was located in a suburban school setting, south of a major southern urban area. The school district serves over 40,000 students each year. The student population of the district is diverse (See Table 4). The school district has 26 elementary schools, ten middle schools, seven high schools, and three alternative schools. Of the 26 elementary schools, five of them have been designated as bilingual campuses, meaning all students who qualify for the bilingual program must attend one of these campuses. The district selected five campuses in the district to serve bilingual students because overall the number of English Language Learners (ELLs) in the district comprises less than ten percent of the district's population. Three of these five identified schools have dual language two-way immersion programs,

which serve both native English-speaking students and non-native (Spanish)-speaking students, and the other two schools have dual language one-way immersion programs, which serve only non-native (Spanish)-speaking students. The three schools with the dual language two-way immersion programs each follow a different model. One follows the 90:10 dual language model, one follows the 80:20 dual language model, and the other follows the 50:50 dual language model. For the purposes of this study, the selected campus follows the 90:10 dual language model.

Table 3.1

School District and Campus Student Demographic Information

Ethnicity	Percent of Student Population (District)	Percent of Student Population (Campus)
African American	8.2%	19.4%
Hispanic	30.6%	65.4%
White	46.7%	10.6%
American Indian	0.2%	0.0%
Asian	9.7%	1.2%
Pacific Islander	0.1%	0.0%
Two or More Races	4.6%	3.5%
English Language Learners	10.6%	50.6%
Economically Disadvantaged*	28.4%	76.1%

*Note: *Data based on guidelines from the Free and Reduced Lunch Program. Data obtained from Texas Academic Performance Report (TAPR) Report (2017).*

The following diagram illustrates the selected school along with the stakeholders interviewed, of which some were from the school level, and one was from the district level (Figure 3.1).

Figure 3.1 District Structure

District Level
Director of Instructional Services for English Language Learners (ELLs)

School Level

Administrators

90:10 K-5 Dual Language Teachers

Parents of K-5 Native English Speakers in 90:10 Dual Language Program

Principal

Assistant Principal

Kindergarten

First Grade

Second Grade

Third Grade

Fourth Grade

Fifth Grade

Kindergarten

First Grade

Second Grade

Third Grade

Fourth Grade

Fifth Grade

School (90:10 Dual Language Program)

The elementary school dual language program is a bilingual program currently offered exclusively at three of the elementary schools in the school district selected, with variations of the program among campuses. The 90:10 dual language program researched in this study was created and phased in thirteen years ago to provide both native English-speaking students and non-native English-speaking (Spanish) students the opportunity to become bilingual, biliterate, bicultural, and academically successful while learning together and from one another (Estudiantes Two-Way Immersion Program Information). The program seeks to allow students to become both lifelong learners and successful citizens in our diverse nation.

The dual language program at the selected campus follows the 90:10 model of instruction. In this model, students receive 90% of the instruction in Spanish and 10% of the instruction in English every day in the primary grades of kindergarten and first grade. In grades second through fifth, the percentage of Spanish instruction decreases by 10% each year, while the percentage of instruction in English increases by 10% each year so by the end of elementary school, which at this campus is grades kindergarten through fifth, students receive 50% of instruction in Spanish and 50% of instruction in English (see Table 3.2 for more detailed information regarding the percentage of instruction in each language in each grade level). The dual language program is designed to teach children a second language in a natural way through subject content instruction and everyday classroom conversation with their teachers and peers. The program allows students to develop oral and cognitive academic language proficiency in both languages while mastering grade level knowledge and skills in all elementary content areas necessary to be successful.

Table 3.2

Language of Instruction in Each Grade Level K-5

Grade	Percent of Instruction in Spanish	Percent of Instruction in English
Kindergarten	90%	10%
First Grade	90%	10%
Second Grade	80%	20%
Third Grade	70%	30%
Fourth Grade	60%	40%
Fifth Grade	50%	50%

The dual language program provides participating students with the opportunity to receive instruction from two teachers in kindergarten through fifth grade. Both dual language teachers deliver instruction in both languages, English and Spanish. In kindergarten through second grade, students spend the majority of the instructional day with their homeroom teacher (90%), but switch to their second teacher for science instruction (10%). In third through fifth grade, the two teachers partner and equally divide instruction of the various content areas (English language arts, math, science, and social studies). One of the teachers delivers instruction for the content areas of language arts and social studies (50%), and the other teacher delivers instruction for the content areas of math and science (50%).

Selection Process for Dual Language Program

For students to be admitted into the dual language program, the selected elementary school in the selected district has created a three-step selection process

followed by a public lottery system. The first step of the selection process involves parents completing the dual language application for their child(ren). For the second step of the selection process, parents are contacted for their child(ren) to be administered an oral language assessment in both English and Spanish. The oral language assessment, Pre-LAS and LAS Links (Data Recognition Corporation, 2016), is composed of four sections to assess students receptive and productive language. The four sections of the oral language assessment are speaking, listening, reading, and writing. The assessment is administered to students and serves two purposes. First, the assessment measures the student's level of proficiency in each language of instruction for the dual language program (English and Spanish). Second, the assessment develops a baseline level of proficiency in each language of instruction for the dual language program (English and Spanish). To qualify for the dual language program, students must score a level of proficient in either English or Spanish on the oral language assessment. If students meet the criteria of the oral language assessment, they are entered into the public lottery to determine admittance into the dual language program.

The third step of the selection process requires parents and their child(ren) to participate in an orientation session and interview with the dual language program staff. Parents must then sign the dual language commitment form, in which the district strongly encourages parents to begin the program in kindergarten and commit to the program throughout the elementary years. If their child(ren) have proficient oral language skills, their name(s) go into a public lottery system. The preference for admittance into the 90:10 dual language program is given first to students who are zoned to the school, second to siblings if they have had a sibling in the dual language program, and third to children of employees who work at the selected school.

Participants

A purposive sample was used to select the participants. Purposive sampling allows for the "deliberate choice of a participant due to the qualities the participant possesses," (Etikan, Musa, & Alkassim, 2016, p. 2). The participants included one district level administrator, which was the Director of Instructional Services for English Language Learners (ELLs)/English as a Second Language (ESL), the campus principal, the campus assistant principal, six dual language classroom teachers from grades kindergarten through fifth (one from each grade level), and six parents (one from each grade level) of native English-speaking students enrolled in the 90:10 dual language program in kindergarten through fifth grade. With the assistance of the campus principal, who was informed of the specific criteria for participants, the dual language teachers and parents of native English speakers were solicited to participate in the research study.

District Level

One district level administrator, the Director of Instructional Services for English Language Learners (ELLs)/English as a Second Language (ESL) was included in the study because this administrator oversees the district's bilingual programs, including dual language instruction both one-way and dual language instruction two-way at the five identified bilingual elementary campuses in the district. The district level administrator is a former bilingual teacher.

School Level

At the school level, the campus principal, the campus assistant principal, six dual language classroom teachers from grades kindergarten through fifth (one from each grade level), and six parents (one from each grade level) of native English-speaking students enrolled in the 90:10 dual language program were included in this study. These stakeholders, both internal and external, are important to the implementation, fidelity, and success of the 90:10 dual language program.

Principals. The campus principal and the campus assistant principal were included in this study because of their role in supervising the day-to-day operations of the dual language program. The campus principal is a native Spanish speaker and certified bilingual teacher. The campus assistant principal is a former bilingual teacher. These individuals also supervise and support the dual language classroom teachers and are available to meet with parents of students enrolled in the dual language program to address any concerns.

Dual Language Classroom Teachers. Six dual language classroom teachers grades kindergarten through fifth (one from each grade level) were included in this study because of their campus assignment, as well as their daily instruction of students in the dual language program. At the elementary campus there are two dual language classroom teachers per grade level. The teachers who participated in this study were selected with the assistance of the campus principal. The years of teaching experience as well as the number of years teaching in the 90:10 dual language program varied among the selected teachers along with their education levels and teacher preparation.

Parents. Six parents with students in grades kindergarten through fifth (one from each grade level) of native English-speaking students enrolled in the 90:10 dual language program participated in the study to provide the perspective of the dual language program from that of parents. Of the six parents interviewed in the study, three are Hispanic and three are Anglo (White). All parents who were selected are monolingual, meaning they are only English speakers and do not know Spanish. Since this research study was designed to include only monolingual parents, the researcher relied on the assistance of the campus principal to select parents. Given that the parents of native English-speaking students were monolingual English speakers, they were interviewed in English.

Researcher's Role

The researcher who conducted this study is currently an intermediate school principal at a campus which has a one-way dual language program model located in another school district within the urban area of the 90:10 dual language program model school selected for the study. The researcher has seven years of classroom experience and eight years of experience in campus administration, which was disclosed before each interview. The one-way dual language program in the researcher's school begins in kindergarten. In the one-way dual language program, native Spanish speakers receive reading and language arts instruction in their native language in all of the elementary grades, kindergarten through fifth. For all other content areas, (math, science, and social studies) the district follows a specific language model, which has the time for these contents varied by language (Spanish and English). The district where the researcher works has contemplated phasing in a two-way dual language program model to offer Spanish instruction for native English speakers to ensure students are both bilingual and biliterate since this is not something the district currently offers to native English speakers and there has been requests for a two way dual language program from parents of native English speakers. The researcher has a professional relationship with the campus principal of the 90:10 dual language program model having met the principal a few years ago. The researcher's role was to conduct interviews.

Operational Definitions

The operational definitions below provided the context in which the terms were used throughout this study.

Student Achievement: achievement of a student as measured by a normalized test score over the course of one school year (Clotfelter, Ladd, & Vigdor, 2007).

90/10 Dual Language Programs: 90:10 two-way dual language programs are defined as those in which intensive instruction is in the non-native (minority) language in

grades pre-kindergarten, kindergarten, and first grade 90% of the instructional time, and then gradually decreases to 50% by fifth grade (Collier & Thomas, 2004).

Research Design

A qualitative case study approach was used to answer the overarching research question, "What are the perceptions of K-5 administrators, teachers, and parents regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program? The researcher selected a qualitative case study research approach because it allowed the researcher to explore a particular phenomenon, a 90:10 dual language program and the reading achievement of native English speakers in grades K-5 in southeast Texas (Baxter & Jack, 2008). Baxter and Jack (2008) note how case studies allow for the researcher to explore the issue through "a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood," (p. 544). Therefore, the researcher was able to explore and describe the perspectives and actions of those involved in the 90:10 dual language program, especially as it pertained to the native English-speaking children participants.

Data Collection Procedures

Data collection procedures began after approval was granted from the University of Houston Clear Lake Committee for the Protection of Human Subjects (CPHS) (see APPENDIX A) and the District's Institutional Review Board (IRB) (see APPENDIX B). The researcher's supervisor was aware of the proposed research study, supported the research study, and granted the researcher permission to collect data. Documents the researcher looked at with regards to the 90:10 two-way dual language program were: Estudiantes Two-Way Immersion Program Application, Estudiantes Two-Way Immersion Program Information and the Parent Compact Commitment Form to determine how the data collected through interviews did or did not match what is

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included in these documents. Through the review of these documents, the researcher gained insight about the goals, parent informational meetings (dates/times), parent expectations, selection criteria, and admittance (lottery) process for the dual language program.

Interviews

Each of the identified interviewees was individually contacted and they granted permission for their participation in the study (see APPENDIX C). Background for each participant was obtained prior to the interviews (see APPENDIX D). A structured interview protocol for each category of participants was developed to gather data regarding the perceptions of dual language programs and reading achievement from a district level administrator (see APPENDIX E), an elementary campus principal and an elementary campus assistant principal (see APPENDIX F), 90:10 dual language classroom teachers in grades kindergarten through fifth (see APPENDIX G), and parents of native English speakers in a 90:10 dual language program (see APPENDIX H).   All of the interviews were recorded and transcribed verbatim.

Field Notes

The researcher wrote field notes after each of the participants were interviewed. The field notes included observations such as facial expressions, body language, and other behaviors of the interviewees. Also, the field notes allowed the researcher to reflect on the information collected during the interviews, as well as providing time for self-reflecting (Lichtman, 2010).

Ethical Considerations

Before data were collected and used for the purpose of this study, the researcher took measures to ensure proper protocol was followed. The researcher submitted the Committee for the Protection of Human Subjects (CPHS) forms and waited for approval before data was collected. The researcher also obtained approval from the Institutional

Review Board (IRB) of the district where the data was collected.   With regards to the participants, there were no foreseen risks to participating in this study. The researcher asked for participants to voluntarily participate in the study and only those who volunteered to participate were included in the study. The researcher ensured that confidentiality was maintained from data collected by using code names in place of actual participant names, which are listed in Table 3.3. The identity of items in the study were masked. Data were secured both during and after the study by being locked in the researcher's file cabinet. The researcher used pseudonyms for the district, school, and program names.

Table 3.3

Participant Codes

Title	Code
Director of Instruction for English Language Learners (ELLs)	DI
Campus Principal	PR
Campus Assistant Principal	AP
Dual Language Teacher Kindergarten	DLTK
Dual Language Teacher First Grade	DLT1
Dual Language Teacher Second Grade	DLT2
Dual Language Teacher Third Grade	DLT3
Dual Language Teacher Fourth Grade	DLT4
Dual Language Teacher Fifth Grade	DLT5
Dual Language Parent Kindergarten	DLPK
Dual Language Parent First Grade	DLP1
Dual Language Parent Second Grade	DLP2
Dual Language Parent Third Grade	DLP3
Dual Language Parent Fourth Grade	DLP4
Dual Language Parent Fifth Grade	DLP5

Data Analysis Procedures

The interviews were recorded, transcribed, and then coded into themes/patterns. The researcher coded the data by following Lichtman's (2010) six step coding process. The six steps of the coding process to develop meaningful concepts from data are: 1)

initial coding process, 2) reviewing the initial coding process, 3) creating an initial list of categories, 4) rereading the information and modifying the initial list, 5) revisiting the list of categories to reduce redundancies and note critical elements, and 6) creating concepts from the list of categories. For this study, constant comparative analysis, meaning the data is reduced through constant recoding was utilized (Lichtman, 2010). Constant comparative analysis compares data from one interview to the next to find emerging key concepts (Lichtman). The researcher read through the transcripts and compared the information from the administrators with each other, compared the information from the teachers with each other, and compared the information from the parents with each other while looking for similarities, differences, and themes. Then the data were compared across groups to look for common themes. When common themes emerged, the groups were compared by themes to look for similarities and differences. Analytic induction was also used to look for outliers, remarks completely different from others. Data from interviews was compared to written documentation about the program gathered from school and district sources.

Validity

With the assistance of the campus principal, the researcher solicited volunteers from the selected elementary school, which has the 90:10 dual language program, to participate in the study if they were part of one of the interview categories of district level administrator, campus administrators, 90:10 dual language classroom teachers in grades kindergarten through fifth, and parents of native English speakers in a 90:10 dual language program in grades kindergarten through fifth. The interviews allowed the researcher to focus on the 90:10 dual language program. The researcher recorded and transcribed verbatim each of the interviews. The study sought to provide triangulation since various participants (district level administrator, campus administrators, 90:10 dual language classroom teachers in grades kindergarten through fifth, and parents of native

English speakers in a 90:10 dual language program) provided multiple perspectives on the same topic of a 90:10 dual language program (Lichtman, 2010).

Reliability

For each interview, the researcher used the same procedures. Each category of participants was interviewed using separate interview protocols. The categories of interviewed participants included administrators, 90:10 dual language classroom teachers in grades kindergarten through fifth, and parents of native English speakers in a 90:10 dual language program in grades kindergarten through fifth.

Limitations

The limitations of the study on a 90:10 dual language program and the reading achievement of native English-speaking dual language learners were: 1) the participants are from only one school district and one school in southeast Texas, 2) the participants were purposively selected based on their role within a 90:10 dual language program, and 3) the participants only reflected grades kindergarten through fifth. Therefore, because this qualitative study used a purposive sample, it limits the generalizability to all 90:10 dual language programs.

Generalizability

The researcher assumed the results from this study could not be able to be generalized to all 90:10 dual language programs because this is a single qualitative case study, but the results from the study were represented with enough detail that it may be used for other educators to apply to their own dual language programs.

Summary

This chapter addressed the study's three research questions through the use of a qualitative case study analysis (Lichtman, 2010) to gain insight on the perceptions of the influence on native English speakers' reading achievement enrolled in a 90:10 dual language program. The case study allowed the researcher to gather specifics and details

of the characteristics and behaviors of those directly involved in a 90:10 dual language program selected for this study. The setting, participants, research design, data collection procedures, and data analysis procedures were included in this chapter to outline the research study.

CHAPTER IV:

RESULTS

Introduction

The purpose of this study was to examine the perceptions of administrators, dual language teachers, and parents of students enrolled in a 90:10 dual language program on native English-speaking students receiving their initial reading instruction in Spanish.

This study investigated three research questions. The first question asked, "What are the perceptions of K-5 administrators regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?" The second question asked, "What are the perceptions of K-5 dual language teachers regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?" The third question asked, "What are the perceptions of K-5 parents regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?"

Using a second language acquisition theory approach as a theoretical framework (Krashen, 1991), a qualitative constant comparison analysis (Lichtman, 2010) was used to compare the data collected from the district level administrator, campus level administrators, dual language teachers, and parents of native English speakers looking for common themes from the various groups of interviewees from an elementary school in a school district in southeast Texas. A cultural capital theory approach (Bourdieu, 1986) was also used to understand how receiving initial reading instruction in Spanish impacts the reading achievement of native English speakers whose parents have selected this program for their child(ren).

The elementary school was selected for this study because it is the only one in the district to follow the 90:10 two way dual language program model, which offers native English-speaking students initial literacy instruction in Spanish. The selected participants interviewed for this study were the campus principal and assistant principal, dual language teachers from grades kindergarten through fifth (one from each grade level), and parents of native English speakers from grades kindergarten through fifth (one from each grade level). The district level administrator selected is the Director for Instructional Services for English Language Learners (ELLs) and English as a Second Language (ESL) since this participant oversees all of the bilingual programs in the district.

Background Information

Administrators

The three administrators, Director for Instructional Services for ELLs and ESL (DI), campus principal (PR), and assistant principal (AP) interviewed have been in the education field an average of nineteen years. Two of the three administrators received a traditional teaching certification and one received an alternative teaching certification from a region service center in the state. The administrators all have experience teaching in bilingual classrooms in various elementary grades kindergarten through fifth. All three administrators have their bachelor's and master's degrees and one also has a doctorate degree. The campus principal is a native Spanish speaker. In addition, all three administrators have been trained in Sheltered Instruction Observation Protocol (SIOP), English Language Proficiency Standards (ELPS), and have attended bilingual conferences both in the state and nationally.

Dual Language Teachers

At the elementary school where the research was conducted, there are two dual language teachers per grade level. The dual language teachers were selected by the campus principal to participate in this study. The dual language teachers interviewed

were from the following elementary grades: kindergarten (DLTK), first grade (DLT1), second grade (DLT2), third grade (DLT3), fourth grade (DLT4), and fifth grade (DLT5). The dual language teachers selected have been in the education field an average of eight years. Four of the six dual language teachers received a traditional teaching certification and two received an alternative teaching certification, one from another district in the state, and one from a region service center in the state. All of the dual language teachers have been trained in Sheltered Instruction Observation Protocol (SIOP), and have participated in book studies on topics such as: biliteracy, bridging, and dual language. Several of the dual language teachers have also attended bilingual conferences in the state.

Parents

The parents interviewed in this study have native English-speaking students in the 90:10 dual language program from the following elementary grades: kindergarten (DLPK), first grade (DLP1), second grade (DLP2), third grade (DLP3), fourth grade (DLP4), and fifth grade (DLP5). The parents of native English speakers from grades kindergarten through fifth were selected by the campus principal to participate in this study. Four of the six parents have had more than one of their children enrolled in the 90:10 dual language program and the other two only have one child in their family. Among the parents interviewed, in four of the families, both mother and father work full time. In one of the families the mother works part time with the father working full time, and in the other family, the mother does not work (stays at home) and the father works full time. The education level of the parents (both mother and father) ranges from some college coursework to graduate degrees. Of the six parents interviewed, three are Hispanic and three are Anglo (White). In all six of these families, English is the only language spoken at home.

School

       In the selected school district, there are twenty six elementary schools. The elementary school selected for this study is one of six to offer a bilingual program and was the first elementary school in the district to implement a dual language program, which, from implementation, has followed the 90:10 dual language model. Since the elementary school selected has the most established dual language program, it is highly sought after by parents, and has a selection process for acceptance into the program, which includes a lottery. The native English speakers who enroll in the program typically do not live within the school boundaries (district zoning), but their parents provide daily transportation for them to attend the school because they see the value of learning two languages (English and Spanish) at an early age. The parents of the native English speakers tend to be very involved with the school and surrounding community because they appreciate what the school provides for their child(ren).

<center>**Emergent Themes**</center>

       Among the various groups of participants interviewed for the study, the four themes that emerged will be discussed in this chapter. The four emergent themes are: being bilingual provides a rich array of future opportunities both socially and academically, prime importance to remain true to essential components of dual language programs, critical need for data checkpoints both in language and literacy development, and significant importance of ongoing professional learning (PL) for all stakeholders involved.

       The figure below (Figure 4.1) illustrates the relationship among the four emergent themes in regard to native English speakers receiving initial reading instruction in Spanish. The four themes were interrelated. An example of the interrelationship among the themes included that participants discussed how being bilingual provides a rich array of future opportunities both socially and academically and also builds empathy and

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compassion among the native English speakers and native Spanish speakers. These interrelated themes speak to why it is of prime importance to remain true to essential components of dual language programs, one of which is having an appreciation for the second language.

Figure 4.1 Four Emergent Themes

Being bilingual provides a rich array of future opportunities both socially and academically

Significant importance of ongoing professional learning (PL) for all stakeholders involved

Initial reading instruction in Spanish for native English speakers

Prime importance to remain true to essential components of dual language programs

Critical need for data checkpoints both in language and literacy development

In order to protect the confidentiality of participants, the researcher used a code for each participant. Since the number of participants interviewed for the study was high (n=15), codes were used rather than pseudonyms. The table below (Table 4.1) indicates the codes assigned to each participant in the study.

Table 4.1

Participant Codes

Title	Code
Director of Instruction for English Language Learners (ELLs)	DI
Campus Principal	PR
Campus Assistant Principal	AP
Dual Language Teacher Kindergarten	DLTK
Dual Language Teacher First Grade	DLT1
Dual Language Teacher Second Grade	DLT2
Dual Language Teacher Third Grade	DLT3
Dual Language Teacher Fourth Grade	DLT4
Dual Language Teacher Fifth Grade	DLT5
Dual Language Parent Kindergarten	DLPK
Dual Language Parent First Grade	DLP1
Dual Language Parent Second Grade	DLP2
Dual Language Parent Third Grade	DLP3
Dual Language Parent Fourth Grade	DLP4
Dual Language Parent Fifth Grade	DLP5

The codes listed in Table 4.1 were used to distinguish between the participants when quoting their responses used in each of the four themes discussed in this study and will appear in parentheses after each quote.

In summary, the researcher used a second language acquisition theory (Krashen, 1991) approach and a cultural capital theory (Bourdieu, 1986) for the purpose of this

study. A constant comparison analysis (Lichtman, 2010) was used to compare the data collected from the district level administrator, campus level administrators, dual language teachers, and parents of native English speakers looking for common themes to understand and explain the influence of receiving initial reading instruction in Spanish for native English speakers.

Being Bilingual Provides a Rich Array of Future Opportunities Both Socially and Academically

The idea of being bilingual providing a rich array of future opportunities both socially and academically includes both short term and long term implications for native English-speaking students enrolled in the 90:10 dual language program, who are receiving initial reading instruction in Spanish, for the purpose of this study. The responses from the different participant groups are separated below.

Administrators

Three administrators, one from the district level (Director of Instruction) and two from the elementary campus (principal and assistant principal), were interviewed for this study. The district level administrator, who is a former bilingual teacher, responded as follows when asked about their thoughts on bilingualism along with the benefits of the dual language program:

> I believe that bilingualism and biliteracy and our bilingual education should be looked at as an enrichment model… the benefits obviously are developing a second language, the cultural exposure for students when they're in the two way program (having English and Spanish speakers together), and the whole outcome of bilingualism, biliteracy and biculturalism. When we look at the research, we know that the one way and two way students in those programs outperform English Language Learners (ELLs) in other linguistic programs. (DI)

The participants interviewed are part of a dual language program that is seen as an enrichment model because native English speakers are acquiring a second language (Spanish) while receive initial reading instruction in Spanish. The expectation is for native English speakers to also maintain their native language (English) for the end goal of being bilingual, biliterate, and bicultural in both English and Spanish. The campus principal (PR), who is a native Spanish speaker and former bilingual teacher, noted the following:

> In order for students to develop a second language, they need to have a strong foundation in their native language. They do receive 90% of their instruction in Spanish, so the kids are being immersed. The English speakers, they get a language-rich environment and so, they are literally immersed in a second language 90% of their instruction a day. (PR)

> When native English speakers apply for the dual language program, they must demonstrate proficiency in their native language (English), for acceptance into the program. Students are administered an oral language proficiency assessment prior to admittance into the dual language program. The oral language proficiency assessment is used as part of the application process and is reviewed for acceptance into the program. The campus assistant principal (AP), who is a former bilingual teacher and has prior experience with a 50:50 dual language program, replied as follows:

> My beliefs are that when a student is, or when an individual is bilingual and biliterate, that doors open for them…not just cognitively, but as far as social as well. I believe that it really does help. Your brain kind of gets retrained because you are thinking in two languages and you're more mindful of being in situations maybe that other people that might be uncomfortable and not able to explain themselves. You're able to be a lot more helpful. I do believe that it does open doors for everybody socially and academically. They're exposed to academics

and vocabulary at such a young age that they wouldn't be exposed to if they came from a different model, let's say a 50:50 model. (AP)

The district and campus level administrators noted how the 90:10 dual language program being researched in this study provides students the opportunity to learn a second language (Spanish), which will benefit students in the long term because they will be able to think, speak, and interact with others in two languages. When asked to describe a typical native English-speaking student enrolled in the 90:10 dual language program, the district level administrator, who not only is a former bilingual teacher from dual language program being researched, but also previously had her children enrolled in the dual language program being researched in this study, responded as follows:

> Most of our students are very successful. When I think of highly successful students, for example, our gifted and talented (GT) students that come through…they come in already above level in their first language (English) and they do great because they already have that foundation in their first language (L1). (DI)

Again, the district level administrator noted the importance of native English speakers entering the dual language program with proficiency in their native language in order to acquire the second language. By having a foundation in their native language (English), students are able to transfer their language skills in the four domains of listening, speaking, reading, and writing, to the second language in which they are receiving initial reading instruction, which in this case is Spanish. Another important statement about the native English-speaking students made by the campus principal, who was selected as the leader of the dual language program because of his background with bilingual education and has been leading the campus for 11 years, was:

> Typically, they're not economically disadvantaged. Our program is open to any student who qualifies out of 26 elementary schools…if they are not zoned to our

school, parents have to provide transportation to and from. Being here 11 years what I have noticed is that the student is typically not economically disadvantaged. They have opportunities to have different experiences. They are talkative students, which is good because we're trying to build a language-rich environment. The student usually comes in already knowing a lot. They know their letters and they know their sounds in English. They know colors, shapes… some of them can already read. For the most part, they have a passion to want to learn a second language. (PR)

The campus principal discussed how typically native English speakers come from higher socioeconomic backgrounds, which provides them opportunities to experience different things. Since the native English speakers come from higher socioeconomic backgrounds, not only do they have opportunities to experience different things, but they develop relationships and become friends with their native Spanish-speaking peers over the years and often include them in these outside of school experiences. The campus principal also discussed how the native English speakers typically stay in the program from kindergarten through fifth grade because their parents are committed to the program. Also, the campus principal described the native English speakers as being talkative and entering school (kindergarten) with a lot of knowledge in their native language. The campus assistant principal noted the following:

I think the typical native English-speaking student has a lot of confidence…it takes a little bit more time, but I see them having a lot more confidence in trying things out. When I'm in the classroom observing…let's say I'm observing a language arts lesson or a lesson in reading. The teacher is speaking all in Spanish and the kids are responding in Spanish, but some of our English-speaking students will respond in English and in Spanish. (AP)

In summary, the district and campus level administrators discussed how being bilingual provides a rich array of future opportunities both socially and academically. It was noted that bilingual programs should be viewed as an enrichment model (DI) because they provide students with a second language, which opens doors for students both academically and socially (AP). Typical native English speakers were described as having a strong foundation in their native language (English), as being talkative and verbal, and as having access to experiences others may not since they usually do not come from economically disadvantaged backgrounds.

Dual Language Teachers

Six dual language teachers, one from each elementary grade level kindergarten through fifth were interviewed for this study. The primary elementary grades kindergarten through second dual language teachers responded as follows in response to their beliefs about how being bilingual provides a rich array of future opportunities both socially and academically in relation to native English speakers receiving initial reading instruction in Spanish:

> In Texas, we need that...the choice to have both languages taught in the school, and they (students) have the opportunity to learn both languages. It's really beneficial for them and I like it when they are together the whole day. They are learning a lot from each other, and they develop the language really fast. (DLTK)

Since the percentage of Spanish speakers who come from Hispanic backgrounds is increasing in the state of Texas, it is important for schools to provide opportunities for students to become bilingual to ensure they have access to more opportunities in the future both socially and academically. In a 90:10 dual language program model, native English speakers are immersed in the second language (Spanish) with native Spanish speakers who can offer support along with their teachers, which the first grade dual language teacher discusses below:

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There are benefits for English speakers. They get immersed in it (Spanish) and

they really do pick up on it…having their peers in there that are Spanish speakers,

that really helps them pick up the language because they're not just receiving it

from the teacher, but then also from their friends that they make in the program.

They're getting language from them too, and I think it's in a friendly way. It goes

at their pace too and it can be adjusted for them. (DLT1)

The 90:10 dual language program has both native English speakers and native

Spanish speakers. Since the dual language teacher has to maintain the language of

instruction as designated by the model, which in the lower grades is primarily Spanish,

the native Spanish speakers are able to help their native English-speaking peers during

Spanish instructional time. Throughout the years in the program from kindergarten

through fifth grade, friendships are developed among the two groups of students, which

continue to extend well beyond the years of elementary school. The students become like

a family since both groups of students experience moments of vulnerability in learning

the second language. The second grade dual language teacher also speaks to the value of

immersing native English speakers into Spanish as stated below:

Our goal is for them to be biliterate, to be able to read, write, and speak in another

language. The benefits to the program to me is we are immersing a lot more into

the second language. It gives them (students) a lot more opportunity to develop it

(Spanish language) and be able to really, truly be biliterate. (DLT2)

As noted above, the second grade dual language teacher spoke about how the

90:10 dual language program immerses the native English speakers in the second

language since they are spending 90% of the instructional day in the second language

(Spanish), which helps them develop and acquire the language, so students can become

bilingual and biliterate. The upper elementary, grades third through fifth, dual language

teachers also responded with their beliefs about how being bilingual opens doors to future

opportunities in relation to native English speakers receiving initial reading instruction in Spanish. The third grade dual language teacher stated the following:

> The benefits are that students are learning mostly in Spanish, so they're learning their letter sounds, they're learning how to read and write in Spanish, but at the same time, they also have that ten percent where they get to speak their language. As long as they have a foundation in one language, then it's so easy for them to transfer it to the other language. (DLT3)

As stated above, the third grade dual language teacher notes how native English speakers receive most of their instruction in Spanish in the early elementary grades. However, there is a percentage of the instructional day when they receive instruction in Spanish. During the English instructional time, native English speakers are able to help their native Spanish-speaking peers. When students are in fourth grade and have been in the program since kindergarten, which is four years of receiving the majority of instruction in Spanish, native English speakers begin to be described as "fluent" as noted below by the fourth grade dual language teacher:

> I believe bilingualism is the acquirement of two languages, beginning as a listener, speaker, reader, and writer to be fully bilingual. Since I have fourth graders, they are pretty advanced as far as their reading and writing production. I think they are very close to being fluent at 50/50 with both languages…they are able to express themselves in both languages. (DLT4)

By fourth grade, native English speakers are developing more confidence with listening, speaking, reading, and writing in the second language (Spanish). The level of confidence in the second language contributes to how being bilingual provides a rich array of future opportunities both socially and academically. The fifth grade dual language teacher discussed the importance of students learning in a bilingual

environment and how it is easier for children to learn another language at an early age by being immersed in a second language as noted below:

> I think it's essential and I wish that everybody had the opportunity to learn in a bilingual environment. I think that it's important, especially at a young age for the children to learn in two languages or more. The benefits are the immersion in the language (Spanish) regarding the English speakers upfront. I think they have to learn really quickly in kindergarten how to start making those connections with the language. It brings in a very high awareness to the language itself. You have constant learning going on because you have the content the teacher will be teaching, plus constantly that focus is on the language (Spanish). (DLT5)

Similar to the district and campus administrators, the dual language teachers were also asked to describe a typical native English-speaking student enrolled in the 90:10 dual language program. The kindergarten and first grade dual language teachers noted how the native English speakers typically have a strong foundation in their native language and are outgoing and verbal in their native language. When the native English speakers enter school with a strong foundation in English, they are able to transfer the skills into the second language (Spanish) and are excited to learn the second language as noted below by the dual language second grade teacher:

> They're usually strong in their first language (English). They acquire the Spanish pretty easy…they're pretty good. It's very amazing when you see students speaking without having any accents. They'll speak to you in the other language (Spanish)…they're reading already at third grade level. (DLT2)

During kindergarten and first grade, students are learning letter identification and letter sounds along with early reading skills. Since during these early years the focus in reading is more on fluency than comprehension, students feel successful and eager to acquire the second language. As students advance into the upper elementary grades of

third through fifth and the shift in reading focuses more heavily on comprehension, students might be slightly below grade level in the second language as noted below by the dual language fifth grade teacher:

> I mean, they're doing very, very well in English and even though their Spanish may not be as high (academic Spanish), they're pretty much on level maybe slightly below. Since they're strong in their native language, it's very easy for them to keep acquiring that Spanish. (DLT5)

In summary, the dual language teachers from grades kindergarten through fifth, in regard to how being bilingual provides a rich array of future opportunities both socially and academically, discussed the skill of being biliterate (speaking, reading, and writing) in the second language. Typical native English speakers were described as being outgoing and having a strong foundation in their native language. Also, it was noted that since native English speakers are immersed in Spanish at an early age, they are able to more easily acquire the second language (Spanish).

Parents

Six parents, one from each elementary grade level, kindergarten through fifth, of native English speakers in the 90:10 dual language program were interviewed for this study. Of the six parents interviewed, three of the six are Hispanic, but all six of the parents are not Spanish speakers. When asked why they selected the 90:10 dual language program for their child(ren), the parents of native English speakers discuss how the program immerses their child(ren) in the second language and how being bilingual provides future opportunities both socially and academically as noted below:

> If you do have the opportunity and chance to allow your kids to expand in different languages, we know that it's important. I felt that it would be a good stepping stone for my child to start. We figured that the 90:10 program would help more because you hear more of the Spanish language all day. (DLPK)

In kindergarten and first grade, native English speakers receive 90% of their instruction in the second language (Spanish), which includes reading instruction. Since students have to demonstrate proficiency in their native language through an oral language proficiency assessment prior to acceptance into the program, native English speakers enter school with a strong foundation in their native language. The skills students enter school with in their native language can be transferred to the second language (Spanish). Another parent notes how the dual language program was selected to challenge their child since their child had strong skills in their native language in their response below:

> My child had been in daycare since before the age of one, and was already reading and doing all that stuff and I was worried about trying to put her ahead a grade… I saw this as an opportunity for my child to still be challenged. (DLP2)

Since the child described above by the second grade dual language parent entered kindergarten with reading and writing skills in their native language (English), it may have helped the child being able to transfer those skills to the second language (Spanish). The response of the second grade parent speaks to how the dual language teachers describe a typical native English-speaking student as having a strong foundation in their native language. In their response below, the third grade dual language parent also speaks to opportunities outside of school to practice the second language (Spanish), which was discussed previously by the campus principal (PR):

> I mainly chose it so that they (my children) could learn another language at an early age, and then mainly so we could use it on mission trips when we go to Spanish-speaking countries. (DLP3)

The third grade dual language parent identifies the value in knowing a second language. Since the children of the third grade dual language parent will be able to use the Spanish, they have learned from the 90:10 dual language program when on mission

trips in Spanish-speaking countries, her response speaks to the theme of how being

bilingual provides a rich array of future opportunities both socially and academically.

Through her responses during the interview, the third grade dual language parent

disclosed how the mission trips are affiliated with the church they attend as a family and

how they try to participate in the mission trips at least once every two years. The

response of the fourth grade dual language parent, who is Hispanic, but not a Spanish

speaker, also speaks to the theme as noted below:

> I am Hispanic, and my parents are fluent in Spanish, but I did not learn it. They
>
> did not teach it to me growing up. Being a business owner since out of college, I
>
> know that Spanish is very important. It can help…it opens up doors having that
>
> second language in terms of having a business or just a profession. (DLP4)
>
> Parents of native English speakers were also asked about their beliefs about

being bilingual. Similar to the fourth grade dual language parent who is Hispanic, the

kindergarten dual language parent, who is also Hispanic, discusses the benefits of

knowing two languages in her response below:

> My belief is to keep growing…learn any language that is offered. To me it's a
>
> benefit to know two languages. I find it very important. It's part of our Hispanic
>
> culture, our tradition…I want my children to carry that with them. (DLPK)
>
> Both the kindergarten and first grade dual language parents also discussed how

Spanish is part of their Hispanic culture. In addition, the first grade dual language parent

discussed how knowing more than one language provides more opportunities, which

speaks to the theme of how being bilingual provides a rich array of future opportunities

both socially and academically in their response below:

> I think it's important. We're in a global economy so I feel like we need to have as
>
> many languages as possible to be more marketable, have more opportunities. My
>
> child and I are Hispanic…that's part of our culture (Spanish). Our family has lost

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the language…I want my child to be more connected with their culture and have

more opportunities. (DLP1)

There are clear benefits in knowing two languages. When one knows two

languages, he/she is able to communicate with others socially. The third and fourth grade

dual language parents speak to the theme of how being bilingual provides a rich array of

future opportunities in their responses below:

I think it's great…my child is able to help people and communicate with people

that I can't. I think that's going to provide them with better opportunities in the

long run. (DLP3)

I think every American should be required to learn two languages. Absolutely…

it provides more opportunities. (DLP4)

In summary, the parents of native English-speaking students enrolled in the 90:10

dual language program stated that they chose to enroll their child(ren) in the dual

language program because they wanted them to have the opportunity to learn a second

language at an early age. Parents noted that the 90:10 dual language program immerses

students in the second language, Spanish, which helps students develop their

conversational skills to make them more marketable in the future by providing them with

more opportunities since they know a second language. Some of the parents, three of

which are Hispanic, expressed they enrolled their child(ren) in the program because they

wanted to carry on the culture and traditions of the Spanish language since they

themselves did not have the opportunity to learn Spanish.

Prime Importance to Remain True to Essential Components of Dual Language Programs

The prime importance to remain true to essential components of dual language

programs was another theme that emerged through the data analysis of native English

speakers receiving initial reading instruction in Spanish in a 90:10 dual language

program. The essential components of dual language programs identified from the data for the success of native English-speaking students enrolled in the 90:10 dual language program receiving initial reading instruction in Spanish are represented in Figure 4.2. The essential components of dual language programs were examined through the perceptions of the various groups of participants, administrators, dual language teachers, and parents of native English speakers, who participated in the study. The following sections examined each participant group as related to dual language program essentials.

Figure 4.2 Essential Components of Dual Language Programs
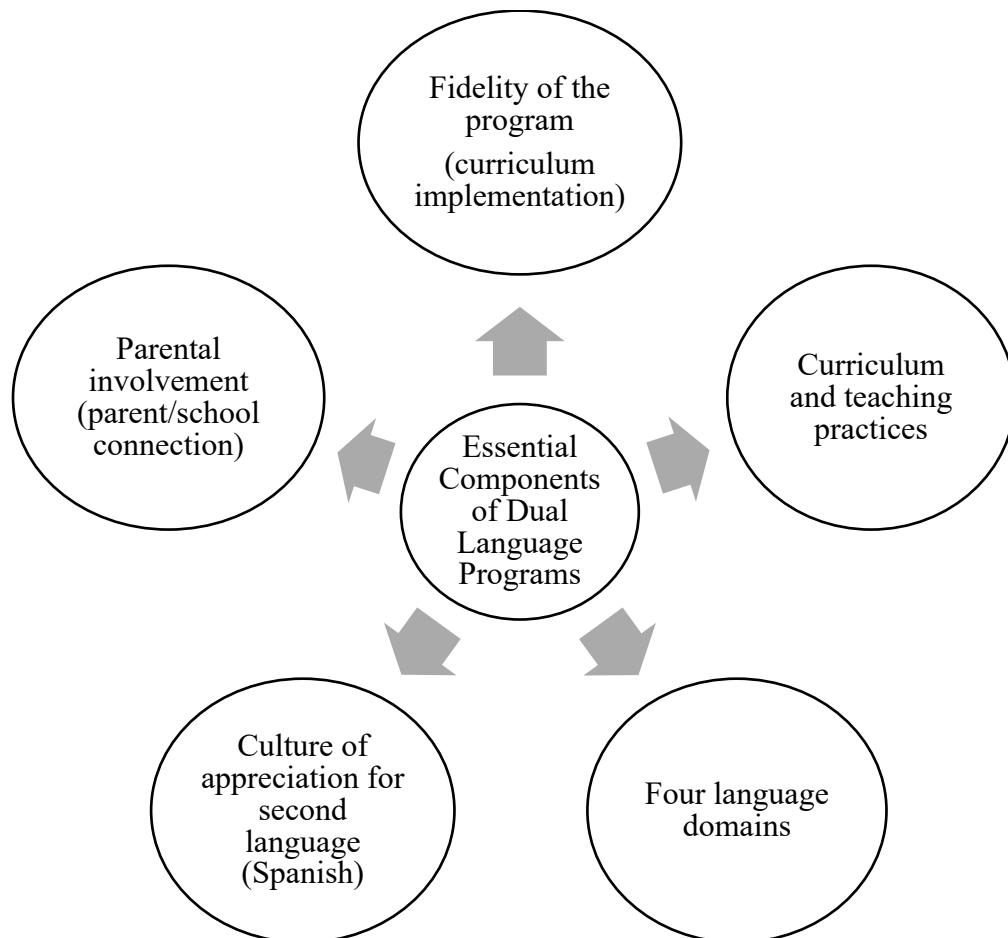
Each of the essential components of dual language programs as identified in Figure 4.2, which are fidelity of the program, curriculum and teaching practices, four language domains, culture of appreciation for second language (Spanish), and parental involvement (parent/school connection), will be addressed in this section based on administrator, teacher, and parent responses.

Fidelity of the Program

An essential component of dual language programs indicated from the responses of participants interviewed in the study is fidelity of the program (curriculum implementation) in relation to native English speakers receiving initial reading instruction in Spanish in the 90:10 dual language program. Fidelity in the dual language program encompasses maintaining the language of instruction as agreed upon in the dual language program model. In this research study, the language of instruction percentages in English and Spanish, as identified in Table 3.2, gradually increase in the amount of time spent in English as the students advance in grade level each year. The 90:10 dual language program begins with a heavy emphasis in Spanish in grades kindergarten and first grade with 90% of instruction in Spanish and 10% in English and then incrementally increases in English by 10% each year in second grade while decreasing by 10% in Spanish.

Administrators

Administrators from both the district level and the campus level discussed the importance of maintaining fidelity in the implementation of curriculum in dual language programs. The response of the district level administrator notes how fidelity, which begins with the school leader, is important in their response below:

> I think fidelity to your model and ensuring that you're holding high expectations…that you are implementing the curriculum, which I would say is best practice…that you're communicating with your stakeholders, that you ensure

your teachers know what the expectations are, and they're held accountable and that your school leader really understands and owns the programming. (DI)

The campus principal speaks to the need for repetition and routines, which relates to fidelity as one of the essential components of the dual language program as noted below:

Repetition is something that definitely needs to happen. The routine needs to be the same, which helps bridge what they see with the language. (PR)

Again, as mentioned by the district level administrator, the campus assistant principal notes the need for fidelity in the dual language program as stated below:

We have to make sure that there's fidelity in our model here. (AP)

The campus administrators discussed how when they hire teachers for the dual language program, it is important for teachers who are new to the campus to understand the agreed upon dual language program model of implementation. Since there has been an increase in dual language programs in the state of Texas to accommodate the increase in Spanish-speaking students, there are variations in the dual language program models. Therefore, it is vital for all teachers who are part of the dual language program to clearly understand the 90:10 dual language program model and how the language of instruction is allocated both by grade level and by content.

Dual Language Teachers

The kindergarten through fifth dual language teachers also eluded to the importance of fidelity. Although the first and second grade dual language teachers did not use the word "fidelity" as mentioned by the DI and AP, they described the need for maintaining the language of instruction (visual scarves for students) and "consistency" with the dual language program below, which speaks to the repetition and routines as mentioned by the PR.

In class, I use a scarf (visual representation for students). I have to be very consistent…this is our Spanish time, I can't tell you something in English. If you don't understand, we can ask a friend, or we can try to say it in a different way. It's just very strict on my language when I use it, what time of the day, and they know once they see the scarf, if it's English or Spanish time, and they're really good about switching. It is the consistency of the schedule, keeping it the same, following it very strictly, and seeing them in small groups regularly. (DLT1)

In relation to the dual language first grade teacher, the dual language second grade teacher also discusses the use of a scarf as a visual representation for students to distinguish between the two languages of instruction (English and Spanish) as noted below:

We have our curriculum…how it is followed, and we really think about how the kids are learning, especially the second language. Also, sticking to the language, because sometimes they try to answer you back and you have to go back and say no, this is the English time, this is the Spanish time…I use a scarf (visual representation for students). (DLT2)

Based on the responses from the interviews, the visual scarves tend to be used more in the primary elementary, grades kindergarten through second, when native English speakers are still learning the routines and there is more of an emphasis on immersion in the second language (Spanish). The dual language teachers in the upper elementary, grades third through fifth, also noted the need for fidelity in the implementation of the curriculum in the 90:10 dual language program in order to ensure academic success for native English speakers receiving initial reading instruction in Spanish. The dual language third grade teacher focuses on students receiving academic vocabulary from the curriculum in their response below:

As long as they have a foundation in one language, then it's easy for them to transfer it to the other language. They need to get the academic language (curriculum) that they need in both languages. Are they really understanding the Spanish that they need to learn? For example, in third grade I am giving them benchmarks because they're going to do their state assessment in Spanish. I check if they're really struggling or they're just not understanding vocabulary. (DLT3)

As mentioned by the dual language third grade teacher regarding students understanding vocabulary in both English and Spanish, the dual language fourth grade teacher notes the importance of vertical alignment between the grade levels along with bridging. Also, the district level administrator (DI) noted that fidelity of the implementation of the curriculum begins with the school leader, which is also noted by the dual language fourth grade teacher in their response below:

A vertical alignment of good teaching strategies that starts in kinder. One of the things that I really like here is the fact that we bridge. Bridging the languages and having those metacognitive lessons where they can say, well if I know this in this language, then I know it in the other. The principal has to establish the program, then we as teachers, like I said before, starting from kindergarten, we align vertically. (DLT4)

Bridging (academic vocabulary) between the two languages (English and Spanish) has become part of the curriculum expectations of the 90:10 dual language program for students to transfer skills and content. Since dual language teachers are limited to the same amount of instructional time as all other teachers in traditional classrooms, bridging between the two languages is critical. Dual language teachers do not have time to reteach academic content initially taught in Spanish and then teach it again in English while maintaining the fidelity of the dual language program regarding the language of instruction. Therefore, it is important for dual language teachers to allow

for time for bridging key components and skills between the two languages to ensure students are learning all of the necessary skills and content.

Curriculum and Teaching Practices

Another essential component of dual language programs as indicated from the responses of participants interviewed in the study is curriculum and teaching practices in relation to native English speakers receiving initial reading instruction in Spanish. The curriculum and teaching practices identified through the responses include small group instruction (readers' workshop and writers' workshop models), bridging between the two languages (academic vocabulary and key concepts), Sheltered Instruction Observation Protocol (SIOP), Total Physical Response (TPR), and verbal communication among native English speakers and native Spanish speakers, which are noted in the responses of administrators and dual language teachers below.

Administrators

The district level administrator discussed how the curriculum has to be developed and how the instruction is delivered to students based on their individual needs, which may occur through small group instruction as noted below:

> The curriculum is in place…we use our workshop model and guided reading and all of those things. It's looked at on an individual basis of what students need and there's a plan, a language of instruction model, but also an academic plan for students from K to 5 of what's going to happen in each grade level to ensure student success. (DI)

As mentioned by the district level administrator, the campus principal also notes the importance of using small group instruction and verbal communication (speaking) between native English speakers and native Spanish speakers in their response below:

> Definitely small-group instruction, rotations, stations, working with a shoulder partner, a lot of communication. Also, group work…pairing a native English

speaker with a native Spanish speaker together. They don't let language get in the way of them being able to communicate…they can understand each other. Those are definitely the key teacher practices. (PR)

In addition to the curriculum and small group instruction, the campus assistant principal stresses the need for bridging between the two languages (English and Spanish) in order for students to better understand the academic vocabulary as noted below:

Also, the bridging (training) and making sure they are not just learning the second language, but that they're understanding the academic concepts in both languages. Through the bridging process, that's where they get that…it isn't just the teacher telling them, "Oh, this is the vocabulary." It's them creating sentences, it's them producing work, it's them discussing it, it's them reading about it and soaking it in. If they read an article in English or in Spanish, they can transfer and comprehend in both of languages. (AP)

Dual Language Teachers

When asked about the teaching practices that have been successful for teaching native English-speaking students in the 90:10 dual language program receiving initial reading instruction in Spanish, the primary elementary, grades kindergarten through second, teachers discussed the importance of students communicating with one another. The primary dual language teachers also mentioned the importance of the time allotted in the curriculum for English Language Development (ELD) because it allows the native English speakers a time during the instructional day where they feel successful since they are receiving instruction in English and are able to offer help to their native Spanish-speaking peers. They also noted the use of sentence stems, which is a part of Sheltered Instruction Observation Protocol (SIOP) for native English speakers to feel more comfortable taking risks when responding in the second language (Spanish).

As previously mentioned by the campus assistant principal, the dual language

second grade teacher mentions the use of bridging and also adds another teaching practice used in their classroom as noted below:

> We use bridging a lot. Using Total Physical Response (TPR) has been helping a lot too…TPR is where we use movement. If we are teaching physical characteristics, we use our body to create a movement. For example, evidence…we're using sign language, we Google to find movements where we can use the body. When they remember this is evidence (movement), then we do it in Spanish, evidencia…they remember the body and it connects with a physical movement. We use sentence stems (SIOP) to help them out because sometimes they don't know how to start, and providing word banks can help too. (DLT2)

Through the use of bridging between the two languages (English and Spanish) with total physical response (TPR), native English-speaking students who are receiving initial reading instruction in Spanish are able to more easily recall key academic vocabulary. Again, since dual language teachers do not have the instructional time to teach key content and skills in both languages, teachers have to activate students' learning and ability to recall information through bridging the academic vocabulary between the two languages through various methods such as the use of tactile-kinesthetic learning with TPR.

When asked about the teaching practices that have been successful for teaching native English-speaking students in the 90:10 dual language program receiving initial reading instruction in Spanish, the upper elementary, grades third through fifth, teachers' responses echoed those of the administrators and primary elementary dual language teachers. The upper elementary dual language teachers discussed the importance of bridging (academic vocabulary and key concepts) between the two languages, Sheltered Instruction Observation Protocol (SIOP) through the use of sentence stems, Total Physical Response (TPR), and providing opportunities for students to communicate

verbally. The response of the dual language third grade teacher speaks to the curriculum and teaching practices as noted below:

> I use a lot of hands on, a lot of Total Physical Response (TPR)…hand motions and pictures to make that connection with real life experiences they've had for them to really understand. We use the Sheltered Instruction Observation Protocol (SIOP) method. It's a lot of sentence stems that will support them. We'll start the sentence stems at the beginning of the year and then gradually release them where they're writing independently. By third grade it's not so much sentence stems, it's more questions and they're able to answer them in complete sentences. (DLT3)

Four Language Domains

Another essential component of dual language programs indicated from the responses of participants interviewed in the study is regarding students being provided opportunities to practice in the four language domains. The four language domains are listening, speaking, reading, and writing. Native English speakers receiving initial reading instruction in Spanish need to be provided numerous opportunities throughout the instructional day to practice their skills in the second language (Spanish) in the four language domains as noted in some of the responses below from administrators, dual language teachers, and parents.

Administrators

The campus administrators note the importance of native English speakers who are receiving initial reading instruction in Spanish to have the opportunity to orally practice the second language (Spanish) at school as mentioned below:

> In kindergarten, the number one is that students have to become verbal, through their talk and communicating. It's not necessarily that they have to start communicating in Spanish…they just have to communicate. (PR)

The campus assistant principal notes the need for students to be provided

opportunities to listen, speak, read, and write in the second language (Spanish) for native English-speaking students who are receiving initial reading instruction in Spanish in their response below:

A key component is, I really think about the four domains of the Texas English Language Proficiency Assessment System (TELPAS) - listening, speaking, reading and writing, and making sure they're hitting them. Everyday students need an opportunity to talk, they need an opportunity to listen, and soak it in and read and write in that second language. (AP)

Texas English Language Proficiency Assessment System (TELPAS) is used to monitor English Language Learners (ELLs) in the four language domains of listening, speaking, reading, and writing. It is administered annually to ELLs and determines whether or not ELLs are able to exit either bilingual or English as a Second Language (ESL) programs. Since native English speakers must demonstrate fluency in their native language to be accepted into the 90:10 dual language program, they are not assessed using TELPAS each year. However, the four language domains of listening, speaking, reading, and writing are still important to monitor for native English speakers in the second language (Spanish) and provide opportunities for them to develop in each of the four domains.

Dual Language Teachers

The dual language teachers discussed the importance of providing native English-speaking students, who are receiving initial reading instruction in Spanish in the 90:10 dual language program, opportunities throughout the day to practice their listening, speaking, reading, and writing in the second language (Spanish). In order for students to become bilingual and biliterate, which is the intended outcome of the 90:10 dual language program, students need to develop in the four language domains. The response

of the dual language kindergarten teacher speaks to the importance of the four language domains, especially in the early years of the dual language program, as noted below:

> We need to have materials for them to develop the language…songs, because, the little ones, they need to be singing and moving around. They need a lot of books with something that relates to them…they need a lot of visuals. And, listening to the books so they can listen to the language and then practice…listen for five minutes, or ten minutes every day, so they can keep moving forward. (DLTK)

Parents

The parents of native English speakers in the 90:10 dual language program were asked about how their child(ren) have performed in the program academically, socially, and linguistically. The responses of the parents spoke to the essential component of dual language programs in relation to the four language domains of listening, speaking, reading, and writing. Initially in the primary elementary, grades kindergarten through second, the native English speakers tend to be excited and eager to learn the second language (Spanish) while practicing their listening and speaking skills. As the difficulty of understanding and comprehending the second language with reading and writing increases as students' progress through dual language program, the native English speakers may become more reluctant with the second language (Spanish) as noted by the dual language second grade parent:

> My child was doing really well up until this year and we had some issues…was trying to get out of class because my child didn't want to do the hard work. Whenever they'd start reading, "Oh, I have a headache. I don't feel good." Doing a lot of things to get out of having to do work. Now my child has caught up quite a bit, but up until this year, my child has been fine. (DLP2)

As the native English speakers continue to progress through the dual language program, the goal of becoming bilingual and biliterate is attained by fifth grade. The

parents of native English speakers have to continue to encourage and support their child(ren) in acquiring both languages although it may get difficult at times because the benefit of being bilingual and biliterate will come to fruition as noted in the responses of the dual language fourth and fifth grade parents below:

> My child speaks to their other friends in Spanish, and I will say it's kind of cool because when we are out, and people start speaking Spanish, my child is very proud of the fact that they can speak Spanish and will start speaking it…it's a little show off. It's cute because my child is very proud of the fact that they can speak it (Spanish). (DLP4)

> It (90:10 dual language program) has been very rewarding in all aspects. My children are bilingual…my child thinks in Spanish. My child has no accent when speaking Spanish and I think it's really cool. My child does not really see…differences in color, differences in race. (DLP5)

Culture of Appreciation for Second Language (Spanish)

Another essential component of dual language programs indicated from the responses of participants interviewed in the study is a culture of appreciation for the second language (Spanish), in relation to native English speakers receiving initial reading instruction in Spanish. By having native English speakers and native Spanish speakers receiving instruction together in the same classroom, the students learn to show compassion and empathy towards one another as indicated in the responses below.

Administrators

The district level administrator discusses how having the native English speakers and native Spanish speakers together allows the students to develop the language together and exposes the students to other cultures in their response below:

> In our two way program we have English and Spanish speakers together…they are developing a second language together. Also, the cultural exposure for

students when they're in the two way program, having English and Spanish speakers together with the whole outcome of bilingualism, biliteracy and biculturalism. When we look at the research, we know that with the one way and two way (dual language programs), students in those programs outperform English Language Learners (ELL's) in other linguistic programs. (DI)

The campus principal has been the leader of the dual language program for 11 years. During his leadership at the elementary campus, he has become a true advocate for the program and has established relationships and friendships with the students, parents, and teachers of the program. Many of the native English speakers enrolled in the program have either had older siblings previously enrolled in the program or are in the program because they have heard about the success of the dual language program. When conducting the interviews for this research study at the campus, it was evident that he works tirelessly to provide a positive learning environment for all students. In response to the program having native English speakers and native Spanish speakers, he noted:

It's an advantage all the way. The English speakers benefit because they're immersed in the language, and then they have peers who they hear the language (Spanish) from. On the reverse side, you have English speakers who are fantastic models of the English language for the Spanish speakers. Generally speaking native English speakers are more vocal than an English Language Learner (ELL) so sometimes the native English speakers dominate the conversations in the classes. As the principal, I try to establish an environment where the students feel safe and welcome…safe enough to take risks with speaking the language. (PR)

The campus assistant principal also notes how having native English speakers with native Spanish speakers in the same classroom is an advantage and how the mix of students provides empathy and friendships among the students as mentioned below:

I feel like it's been a major advantage. I think it really teaches others to be very

empathetic towards others of different cultures and definitely of others who speak

a different language…getting together and making sure they're able to

communicate because that is definitely how our world is, which is really exciting.

I see them developing friendships…it's really awesome to see so many students

connecting who wouldn't have connected before this program. (AP)

The 90:10 dual language program provides an opportunity for native English

speakers and native Spanish speakers to come together as one since each group of

students is acquiring a second language. Throughout their years together in the program,

the students develop strong friendships and are oftentimes described as siblings because

they grow up together. At the elementary campus, the second language (Spanish) is

evident throughout the building and is used on a daily basis by the administrators,

teachers, and students on the morning announcements.

Dual Language Teachers

The dual language teachers in the primary elementary, grades kindergarten

through second, also responded about having native English speakers learning together

with native Spanish speakers. The dual language teachers noted how having the native

English speakers with the native Spanish speakers provides students the opportunity to

learn and practice the language with one another since both groups of students are

language learners. The response of the dual language second grade teacher speaks to

how the program has established a culture of appreciation for the second language as

noted below:

It's an advantage because we value each other and all of us are language learners.

I am learning from you, you are learning from me, and we all learn. When we

find a new word or something, we make connections. I usually pair them up, a

native English speaker with a native Spanish speaker, according to their ability and that's very helpful. (DLT2)

Through the 90:10 dual language program, students develop empathy and compassion towards one another. Although the native English-speaking students tend to come from higher socioeconomic backgrounds, they may experience frustration in learning the second language (Spanish) and will have to rely on the native Spanish-speaking students for assistance. By bringing together two groups of students, who may not have otherwise ever been language learners in a classroom together, the dual language program allows students to gain a deeper insight and understanding of others. The response of the dual language fifth grade teacher speaks to this culture of appreciation as noted below:

> They have an appreciation for language and are compassionate toward others because they know what it's like to sit in a room and not know what's going on. I see a high sense of compassion across the board…compassion has been the thing that I've noticed and the sensitivity or awareness for language. It's an advantage because they get to take turns feeling that awkwardness of not knowing or understanding and it's okay to feel that. It's not like one's better than the other and I think that it adds to their confidence. The students that are in the 90:10 dual language constantly have that partner to turn to for support. (DLT5)

Parents

The parents of native English speakers in the dual language program in the primary elementary, grades kindergarten through second, were also asked about the 90:10 dual language program having both native English speakers and native Spanish speakers. Similar to the dual language teachers, the dual language parents discussed how the students learn from one another in the dual language program. The response of the dual

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language second grade parent noted how the dual language program provides students with a different perspective in their response below:

> I think it's an advantage because it's always good to have a different perspective. The Spanish-speaking students can help the English-speaking students and vice versa. Knowing different people is always an advantage in my opinion…if you're stuck in the same group of people that are exactly like you your whole life, that's not really good preparation for the real world. (DLP2)

The dual language program not only provides students with the opportunity to become bilingual and biliterate, but it also allows students to develop a tolerance and understanding for others from different backgrounds. Although it is often assumed that Spanish-speaking families come primarily from Mexico, Texas has seen an increase in the number of Spanish-speaking families from diverse Hispanic backgrounds. The diverse Hispanic backgrounds include people from various Latin American countries, which include El Salvador and Honduras. The response of the dual language fourth grade parent speaks to how the native English speakers develop a culture of appreciation for the second language as noted below:

> It's definitely an advantage, not just as an academic thing, but as a social thing as well…especially with what's going on in the world today with immigrants. It has really helped my kids to kind of understand where other families are coming from…people who were born in other countries, families from other countries. On a social level they care so much about what's going on around them in terms of how this affects their friends…their empathy towards people of different backgrounds, different socioeconomic statuses. On the academic side of it, it's great because they're able to ask questions when the teachers aren't supposed to break their Spanish, so they're able to ask their friends the questions and I think that helps them learn quicker because they're learning it from a friend. (DLP4)

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Parental Involvement (Parent/School Connection)

Another essential component of dual language programs identified though the interviews of the different groups of participants is parental involvement (parent/school connection) in relation to the success of native English speakers receiving initial reading instruction in Spanish. The responses of administrators, dual language teachers, and parents of native English speakers are detailed below.

Administrators

Both the district and campus administrators noted the value of parental involvement and the importance of having the parent/school connection. It was noted that parents of native English speakers become advocates for the 90:10 dual language program, are involved with the school events, and are active participants in the Parent Teacher Association (PTA). Some of the parents of native English speakers provide opportunities for their child(ren) to practice using their Spanish by taking them to Spanish-speaking countries. There are also some parents who have expressed an interest in learning the language (Spanish) too. These common responses are expressed by the campus principal below:

> I think that it is a testament to parental support (when speaking about the success
> of a native English speaker). The student's parents giving the experiences of
> going out there and seeing the world, traveling also to Latin American countries.
> Parents also tried to start learning to speak Spanish, so they could pick up a phrase
> here or there. (PR)

Dual Language Teachers

The dual language teachers in grades kindergarten through fifth noted the importance of parental involvement (parent/school connection) in regard to native English speakers receiving initial reading instruction in Spanish. The dual language teachers responded about parents continuing to support their child(ren) at home in their

native language (English), but also the importance for parents to listen to their child read in the second language (Spanish). Dual language teachers work to ensure books and websites are sent home with native English speakers in order to facilitate parents being involved with their child(ren) practicing Spanish at home. It was noted that parents value and see the benefits of the second language, with some of them expressing an interest in learning the second language (Spanish) too.

The dual language teachers in the primary elementary, grades kindergarten through second, responded about the importance of having parental involvement (parent/school connection) for native English speakers receiving initial reading instruction in Spanish. The dual language kindergarten teacher discusses how parents can help their child(ren) at home and echoes the response of the campus principal about how the parents also want to learn the second language (Spanish) in their response below:

> When they come to the program, they have the (parent) meeting and they explain to them to keep working at home in English, but also help them (their child(ren)) by listening to them read in Spanish and asking questions. I've heard the parents say they want to learn the language too…they've been asking for classes for them too, so they can learn and also help their kids at home. (DLTK)

Although parents may not be able to assist their child(ren) at home in the second language (Spanish), dual language teachers noted that it is important for them to continue to assist their child(ren) in their native language (English) and if possible, to listen to their child(ren) read in the second language since they are receiving their initial reading instruction in Spanish. The dual language teachers stressed the importance of maintaining an open line of communication with the parents in order to discuss areas of strength and areas of growth for their child(ren). The dual language teachers in the upper elementary, grades third through fifth, responded about the importance of having parental involvement (parent/school connection) for native English speakers receiving initial

reading instruction in Spanish. Similar to the response of the dual language kindergarten teacher, the dual language third grade teacher also stressed the importance of parents working with their child(ren) in English as noted below:

> The dual language parents, if the kids are speaking English and wanting to learn Spanish, those parents ask, "What can I do at home?" Our main thing is support them in the language that they know at home (English) and then they'll learn the Spanish here…the foundation has to be there in their first language and then the other language will grow. (DLT3)

Parents

The parents of native English speakers in grades kindergarten through fifth are involved with the school and greater community of the elementary school their child(ren) attend. As a community that recently experienced a catastrophic hurricane, some of the parents discussed how the community came together and how the elementary school was a hub to offer support and relief to the families impacted by the storm. Also, the parents of native English speakers realize the importance of parental involvement and most are very active in the school's Parent Teacher Association (PTA). Through involvement in the PTA, parents are able to provide opportunities for all students at the elementary school whether or not they are enrolled in the 90:10 dual language program as noted in one of the responses below:

> Are we involved…too much, way too involved (laughs). I've been President of the Parent Teacher Association (PTA). I'm the treasurer and the carnival chair this year and my husband is the winter celebration chair. Being in this program, seeing kids who aren't as fortunate as our kids, it's very important for us to help bring programs to the school that some of these kids would otherwise not be able to have…we're very involved in just the everyday PTA stuff. (DLP4)

As previously mentioned, the campus principal is instrumental in establishing relationships with the students, parents, and teachers of the dual language program. Since many of the dual language parents have developed a relationship with the campus principal, they are eager to be involved and help the elementary school be successful. The dual language program continues to be successful because many of the dual language parents become advocates for the program because of their positive experiences with the campus and campus principal. The level of involvement from the dual language parents of native English speakers is expressed in the response below:

> We are very involved with the school…we try to make our schedules work. I've always been involved with the teachers, as well as the principal. This is an awesome school, awesome program (90:10 dual language). The principal takes care of all the kids and it just makes me want to be more involved in the school. I've always been involved in my child's education and with their homework…it's been a lot of work, and it's been a lot of commitment and dedication. (DLPK)

In addition, parents also responded about how they support their child(ren) at home by reinforcing their native language (English). Parents also noted how they offer support in the second language (Spanish) with Google translate when needed. Some of the parents of native English speakers expressed their desire to learn the second language (Spanish) too as previously noted by the administrators and dual language teachers. The dual language fifth grade parent provides a specific example of how a book was read by the parent in English simultaneously while their child read the book in Spanish and how the book was used as a discussion point as noted in their response below:

> When my child wanted to read Harry Potter in third grade, I thought you're not quite old enough…I said, "Okay, if you can read it in Spanish, then you can read it." Then I read it (in English), but not with her (alongside her), and then we would meet to discuss it. (DLP5)

In summary, the essential components of dual language programs as identified by administrators, dual language teachers, and parents, which are listed in Figure 4.2 are: fidelity of the program, curriculum and teaching practices, four domains of language (listening, speaking, reading, and writing), a culture of appreciation for the second language, and parental involvement (parent/school connection).

Critical Need for Data Checkpoints Both in Language and Literacy Development

In order to monitor the progress of native English speakers in grades kindergarten through fifth receiving initial reading instruction in Spanish, the data collected from interviewing the three groups of participants indicated a critical need for data checkpoints both in language and literacy development. The data checkpoints will vary in information gathered, time required to gather information, and frequency of when the information is gathered, in the elementary grade levels of kindergarten through fifth.

Administrators

When asked about the data collected for native English speakers in grades kindergarten through fifth receiving initial reading instruction in Spanish, the campus principal discussed the use of an oral language proficiency test to determine whether or not students are fluent English speakers, which is part of the application process. Beginning in kindergarten, students are also assessed on their reading levels in both English and Spanish as noted below by the campus principal:

> Data begins in kindergarten. We assess the students, and the first data point that
> we get is that they have to be fluent English speakers. We do an oral language
> proficiency test…they all have to be fluent English speakers. So that's our first
> data point that we have. By December of kindergarten, we start looking at
> reading levels, and we determine a reading level in December. Then at the end of
> the year, the teachers reassess for their reading level and then do an oral language
> proficiency test in English and in Spanish to see where they (native English

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speakers) are at. That's how data starts, and we look at data a lot. In

kindergarten, for the most part, I'd say between 95-98 percent of the native

English speakers are on level leaving kindergarten, but there isn't a lot of

comprehension that we have to deal with in kindergarten. When they get to first

grade, again we have a baseline for oral language, and then we have a baseline for

their reading level, but there is a little summer dip, and the teachers in first grade

begin again. We do the same assessments…at the end of the year, they'll do an

oral language, and then they are assessed three times throughout the year in a

reading level. In first grade, because comprehension is a little more accountable,

the students seem to plateau or dip, and then they may not necessarily be on grade

level, but it's okay because they are learning a second language. In second grade,

again, same thing. The oral language proficient test, reading levels, and then

that's when we start with a benchmark in the second semester. (PR)

Based on the response from the campus principal, it was noted that reading levels

for native English speakers are assessed at a minimum of three times a year (beginning,

middle, and end) in both languages (English and Spanish). Students are assessed using

the Fountas and Pinnell reading assessments, which is the Benchmark Assessment

Systems (BAS) in English and the Sistema de evaluación de la lectura (SEL) in Spanish

(Fountas and Pinnell Literacy, 2018). The campus principal noted how in first grade

when comprehension becomes more important (up until which the focus has been

fluency), there tends to be a slight dip in native English speakers' reading levels in the

second language (Spanish), but that is to be expected since the students are acquiring a

second language. The campus assistant principal discusses learning progressions and the

implementation of dual language report cards in their response below:

We have learning progressions that has really strengthened how teachers are

conferring with students and taking data and making sure they are hitting those

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benchmarks. They basically, whenever they go and confer with students, whenever they're working with students…we're constantly taking formative assessment data and they (dual language teachers) have that checklist. Another thing is the last two years, teachers in kindergarten, first, and second grade have started a dual language report card. They can report that to the parents as well to make sure that they (native English speakers) are hitting their marks in that second language and if they aren't, it's a great talking piece with that parent. (AP)

In summary, campus administrators noted the various methods used to collect data on native English speakers receiving initial reading instruction in Spanish in a 90:10 dual language program. The data checkpoints for native English speakers include the following: an oral language proficiency test (given before entering the program and at the end of each school year), reading levels to monitor fluency and comprehension in both languages (assessed at the beginning of year, middle of year, and end of year), conferencing with students through small group instruction, and dual language report cards to show how the students are performing in the second language, which is Spanish Language Development (SLD) for native English speakers.

Dual Language Teachers

When asked about the data collected for native English speakers in grades kindergarten through fifth receiving initial reading instruction in Spanish, dual language teachers in the primary elementary, grades kindergarten through second, noted the collection of both formal and informal data. The first grade dual language teacher discussed the data collected in regard to guided reading groups (spelling, fluency, and comprehension), reading levels, and conferencing with students in their response below:

I do a lot of guided reading, so I see a lot of them in small group almost daily. I can see how they're progressing, not just with the fluency, but their comprehension of Spanish reading and speaking. We also look at their reading

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level. We see their spelling, their fluency, their comprehension, not only like

whole group, but also in the small group setting. We get a lot of opportunities to

work in small group with them to see the progress and the struggles. For progress

reports and report cards we always have to look at their data to see how they're

doing (in the second language). It's about every three to four weeks. (DLT1)

It is evident from the responses of the dual language teachers that there is a need

to collect data on native English speakers, who are receiving initial reading instruction in

Spanish in the 90:10 dual language program, in the areas of both language and literacy

development. Dual language teachers have numerous opportunities to collect data on

their students both formally and informally. The data collected informally can include

observations of their students when listening, speaking, and interacting with their peers in

the second language.

The upper elementary, grades third through fifth, dual language teachers also

noted the vast amount of data collected on their students. In their response below, the

fourth grade dual language teacher echoed that of the campus principal (PR) in regard to

reading levels being assessed at the beginning, middle, and end of the year.

We use Fountas and Pinnell reading levels. We do it at the beginning of the year,

middle of the year, and at the end of the year for most of the students who are

within what we consider the reading levels of that grade level. If they are below

level, then I do it maybe every two months, just to see that there is growth, but

with a complete assessment. I also do quick checks with Fountas and Pinnell,

reading for fluency or reading for comprehension. (DLT4)

In addition to measuring students in their literacy development, the dual language

teachers monitor the language development of their native English-speaking students as

mentioned in the response of the dual language fifth grade teacher below:

We also do our learning checkpoints from the district and then our benchmarks. The learning checkpoints is where we really assess how they're doing with the Spanish Language Development (SLD). (DLT5)

In summary, dual language teachers of native English speakers in grades kindergarten through fifth receiving initial reading instruction in Spanish discussed the various ways they conduct data checkpoints on students. The various data checkpoints collected from native English speakers include the following: formal and informal assessments, progress reports (second language), report cards, reading levels (measuring fluency and comprehension), and through conferencing with students during small group instruction in the areas of both language and literacy development.

Parents

Parents of native English speakers, who are receiving initial reading instruction in Spanish in the 90:10 dual language program, were asked about their child's bilingual language skills. The parents spoke to the benefits of immersing their child(ren) in the second language (Spanish) at the beginning of the program. The parents also discussed how they feel their child(ren) are becoming fluent in the second language and how it has strengthened their reading and writing skills as noted in one of the responses below:

My child has always been pretty good with language. This (90:10 dual language program) has definitely helped strengthen my child's reading ability and writing ability. My child is still hesitant when it comes to speaking it, but I know my child is understanding things a lot better, more than my child will let on. (DLP2)

The dual language parents also discussed how they appreciate and look forward to the communication from the dual language teachers regarding the progress of their child(ren) in the 90:10 dual language program. Parents receive both progress reports and report cards, which contain how their child(ren) is acquiring the second language (Spanish) in the areas of both language and literacy development. The dual language

parents also noted how the dual language teachers are great at communicating areas of concern, along with resources and websites they can use to assist their child(ren) at home in both English and Spanish.

In summary, parents of native English speakers receiving initial reading instruction in Spanish in grades kindergarten through fifth, provided similar responses when asked about their child(ren)'s bilingual language skills. The parents noted how they feel their child(ren) are able to develop the language (Spanish) faster in a 90:10 dual language program since they are immersed in the second language. Although the level of comfort in speaking the second language may vary, it was noted that native English speakers sound like they are native Spanish speakers when they have conversations in the second language.

Significant Importance of Ongoing Professional Learning (PL) for All Stakeholders Involved

A significant importance of ongoing professional learning (PL) for all stakeholders involved was another theme identified and will be discussed in this section of the study. Some of the questions asked of the participants included: What type of training is provided for classroom teachers that contribute to the academic success of native English speakers in the dual language program? Are dual language teachers provided specific professional development in the content area of literacy? Each of the participant groups discussed their perceptions of professional learning required for a 90:10 dual language program to ensure the success of native English speakers receiving initial reading instruction in Spanish.

Administrators

In regard to ongoing professional learning (PL) to ensure the success of native English speakers receiving initial reading instruction in Spanish, the district and campus level administrators all discussed the value of having access to a university professor with

a background in bilingual education. Both the district and campus administrators also discussed the importance of bridging between the two languages (English and Spanish) as noted in the response of the campus assistant principal below:

> We have increased the time of bridging and making sure that teachers are bridging and understanding that it's not an everyday thing…it is something that is done at the end of the unit. We work closely with the university professor and making sure we've set up different times throughout the year to meet with different grade levels and they specifically will craft bridging lessons. And then just making sure that in every classroom there's rich vocabulary, in English and in Spanish, and the kids are able to use that and explain and express themselves in that. (AP)

The district and campus administrators were also asked about professional learning (PL) specific to the content area of literacy. Both the district and the campus administrators noted a need to focus on the "how" of native English-speaking students learning the skills of reading in Spanish. Since there has been a shift to the "how" of teaching Spanish literacy to native English speakers receiving initial reading instruction in Spanish, the campus has sought the advice from the university professor as noted below by the campus assistant principal:

> The district has set up curriculum studies…in the lower grades, kindergarten through third grade, they're called progression studies. They're really focused on those progressions and then in fourth and fifth grade it's really focused on the curriculum. One thing that the university professor has done is travel to Puebla, Mexico (about a year or two ago) and saw how they were teaching reading and writing and that has really guided a lot of our curriculum to show how it should progress in Spanish. For example we've just been doing what we've been doing in English and matching it in Spanish, which is not necessarily the way that kids

learn. The last two years we've really learned that teaching a concept is not

necessarily the same as teaching the concept in Spanish…so the district has

provided for the university professor to be on campus two times a week and

they've been able to provide PL for the teachers as well. (AP)

Both the district and campus administrators have had opportunities for ongoing

professional learning (PL) by attending bilingual conferences. The bilingual conferences

both the district and campus administrators have attended include: Texas Association for

Bilingual Education (TABE), National Association for Bilingual Education (NABE), La

Cosecha Dual Language Conference, and Teaching for Biliteracy. In addition to the

opportunity to attend bilingual conferences, the campus assistant principal notes how the

campus also has access to the district bilingual department to assist with classroom visits

and feedbacks in their response below:

We have ongoing staff development for sure…they (district bilingual department)

come on campus and they also walk classrooms. Then they sit down with us and

they debrief…this is what we see, these are the strengths, these are some things

we see going well, these are some of our concerns. We do that quite often since

they come out once a month and walk classrooms…that's very helpful to us

because they kind of see it through a different view too. (AP)

In summary, the district and campus administrators stated various components of

ongoing professional learning (PL) opportunities to ensure success for native English

speakers receiving initial reading instruction in Spanish. The administrators named the

following opportunities available for ongoing PL: Teaching for Biliteracy, state (TABE)

and national (NABE) bilingual conferences, book studies (bridging and vocabulary),

visiting other school districts and campuses with dual language programs, progression

studies, and access to a university professor who is assisting with the "how" of teaching

literacy in Spanish.

Dual Language Teachers

In regard to professional learning (PL) to ensure the success of native English speakers receiving initial reading instruction in Spanish, overall dual language teachers responded about opportunities for weekly curriculum planning sessions, learning progressions, book studies, and PL in the following areas: bridging, Sheltered Instruction Observation Protocol (SIOP), and Total Physical Response (TPR). Similar to the administrators, the dual language teachers also noted the accessibility to a university professor and how the university professor has assisted with professional learning "cycles" as noted in the response of the dual language fifth grade teacher below:

> We get PL cycles where we get to meet with a university professor who will have a focus for the year. A few years back, it was the bridging and…well first, it was Sheltered Instruction Observation Protocol (SIOP) and then it was bridging. We have several book studies and we look at and analyze to see how it would fit what we're doing. Currently, we're really focused on English Language Development (ELD) and Spanish Language Development (SLD). (DLT5)

Dual language teachers also responded on professional learning (PL) specific to the content area of literacy. The dual language teachers noted the importance of analyzing the Texas Essential Knowledge and Skills (TEKS) in Spanish because Spanish language development varies greatly from English language development. The dual language teachers noted how they value the campus bilingual literacy coach because of their assistance with dissecting the TEKS and finding curriculum to teach the required standards as noted in the response of the dual language second grade teacher below:

> We talk about what we need and that's the good thing about them (literacy coaches). They listen to what we say and what we need, and they provide the materials we need. They look for trainings that we might be interested in. They help us plan. For example, they saw that we were asking for a language

curriculum and we're getting that done too. Any questions that we have or any support we need, we know where to go, and they help us. (DLT2)

In summary, the dual language teachers of native English speakers in grades K-receiving initial reading instruction in Spanish noted multiple opportunities for PL to ensure the success of native English speakers. The opportunities for PL included the following: weekly grade level curriculum planning, book studies (bridging and vocabulary), progression studies, Sheltered Instruction Observation Protocol (SIOP), Total Physical Response (TPR), curriculum for Spanish Language Development (SLD), conferences (TABE), and access to a university professor who assists with the "how" of Spanish literacy instruction.

Parents

The parents of native English speakers receiving initial reading instruction in Spanish in the 90:10 dual language program responded in the area of understanding (reading comprehension) as a consideration for professional learning (PL) for dual language teachers. The dual language first grade parent noted their concern for their child to understand (comprehend) the second language, especially when state testing begins in third grade in their response below:

I want my child to love reading and enjoy reading because I love reading and enjoy reading… it's more the anticipation of third grade year when the state testing comes for reading. I worry about her level of understanding. (DLP1)

In Texas beginning in third grade, students are assessed annually in the content areas of both reading and math using the State of Texas Assessments of Academic Readiness (STAAR). This state assessment causes concern among both students and their parents and an even higher level of concern for students who are receiving initial reading instruction in another language, as is the case in the 90:10 dual language program for native English speakers. The campus assesses students to determine the language of

instruction students will be administered STAAR, either in English or Spanish. Similar to the future concerns of the dual language first grade parent and their child's ability to understand (comprehend) as state testing begins in third grade, the dual language third grade parent stated the following:

> My child has picked up on both English and Spanish reading pretty quickly. Then as far as comprehension, I think my child is just a little bit behind on that…when reading in Spanish, my child reads the words and reads them beautifully. My child just doesn't think about what they're reading. (DLP3)

In regard to professional learning for parents of native English speakers considering enrolling their child(ren) in a 90:10 dual language program, the dual language parents noted the importance of exposing children to a second language at an early age. The dual language parents interviewed in this study note that although instruction in the second language (Spanish) may be difficult for native English speakers, parents need to encourage their child(ren) to stay in the program because of the long term benefits of becoming bilingual and biliterate. The dual language third grade parent notes how the first year of kindergarten will be hard, but how they feel the 90:10 dual language program works and that they recommend it to others in their response below:

> I think the first year will probably be the hardest for them, but the kindergarten teachers are so patient, and I don't know how they do it, but they do a good job. They get them (native English speakers) reading and doing whatever it is they're supposed to do. I definitely think the 90:10 model is working, and I recommend it. (DLP3)

The parents of native English speakers receiving initial reading instruction in grades kindergarten through fifth, primarily those whose child(ren) are in the upper elementary, grades third through fifth, noted that although their child(ren) may read Spanish fluently, they worry about their level of understanding (comprehension).

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Parents also discussed how their child(ren) could have benefitted from receiving more instruction in Spanish academic vocabulary. Parents of native English speakers feel strongly about the benefits of their child(ren) learning two languages in the 90:10 dual language program and highly recommend it to other parents, but caution that parents need to be patient with their child(ren) learning the second language because it can be difficult at first, especially during the kindergarten school year.

In summary, this study was conducted to examine the perceptions of administrators, dual language teachers, and parents of native English speakers in an elementary school setting. These participants were interviewed about their perceptions of native English speakers receiving initial reading instruction in Spanish in a 90:10 dual language program. The results of this study included four major themes that emerged from the data analysis. The four emergent themes discussed in this chapter were: being bilingual provides a rich array of future opportunities both socially and academically, prime importance to remain true to essential components of dual language programs, critical need for data checkpoints both in language and literacy development, and significant importance of ongoing professional learning (PL) for all stakeholders involved.

CHAPTER V:

SUMMARY, IMPLICATIONS, AND CONCLUSIONS

Introduction

This research study was conducted to discover the perceptions of administrators, dual language teachers, and parents of native English speakers in regard to students receiving initial reading instruction in Spanish. For this study, three research questions were investigated. The first question asked, "What are the perceptions of K-5 administrators regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?" The second question asked, "What are the perceptions of K-5 dual language teachers regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?" The third question asked, "What are the perceptions of K-5 parents regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?"

For this research study, the researcher used a second language acquisition theory (Krashen, 1991) approach as the primary theoretical framework. Second language acquisition theory was used as a framework to explain how native English speakers receiving initial reading instruction in Spanish in a 90:10 dual language program acquire the second language (Spanish) in regard to their reading achievement. District and campus administrators, dual language teachers, and parents of native English speakers were interviewed to determine their perceptions on the influence of native English speakers receiving initial reading instruction in Spanish in the dual language program and their reading achievement.

A cultural capital theory (Bourdieu, 1986) was also used in order to examine why the parents of native English speakers, whose child(ren) tend to come from higher socioeconomic statuses, selected to enroll their child(ren) in a 90:10 dual language program. The cultural capital theory (Bourdieu, 1986; Winkle-Wagner, 2010) discusses how individuals are either born with scholastic skills because they are born into higher socioeconomic statuses or receive the scholastic skills through education. By examining the perceptions of the various groups of participants, the researcher was able to identify emergent themes through the data analysis. The four emergent themes from the data analysis are: being bilingual provides a rich array of future opportunities both socially and academically, prime importance to remain true to essential components of dual language programs, critical need for data checkpoints both in language and literacy development, and significant importance of ongoing professional learning (PL) for all stakeholders involved.

A constant comparison analysis (Lichtman, 2010) was used in this study to compare the data across the 15 individual participants from the following groups: administrators, dual language teachers, and parents of native English speakers to identify common themes. The participants included one district level administrator, two campus administrators, five dual language classroom teachers grades kindergarten through fifth, and five parents of native English speakers in grades kindergarten through fifth.

The results of the study are based on the perceptions of the various groups of participants, administrators (district and campus level), dual language teachers, and parents of native English speakers in a 90:10 dual language program, who were interviewed in this study. From the interview data, the researcher identified four emergent themes. In the following section of the chapter, the four emergent themes will be discussed.

The summary of findings from this study addressed the four themes that emerged from the data analysis. The four emergent themes from the data analysis are: being bilingual provides a rich array of future opportunities both socially and academically, prime importance to remain true to essential components of dual language programs, critical need for data checkpoints both in language and literacy development, and significant importance of ongoing professional learning (PL) for all stakeholders involved. Each theme will be discussed in regard to its influence on native English-speaking students in grades kindergarten through fifth who are receiving initial reading instruction in Spanish in a 90:10 dual language program and their reading achievement.

Being Bilingual Provides a Rich Array of Future Opportunities Both Socially and Academically

Being bilingual providing a rich array of future opportunities both socially and academically is an important factor in why administrators, dual language teachers, and parents of native English speakers choose to be associated with a 90:10 dual language program either in a leadership capacity (administrators), teaching capacity (dual language teachers), or parental capacity (parents of native English speakers). All participants discussed how immersing native English speakers in Spanish in a 90:10 dual language program from the very beginning in kindergarten, will open doors for them in the future both socially and academically. The participants interviewed in this study provided a wide and abundant array of responses that substantiates this point. For example, parents of the native English speakers expressed how their child(ren) knowing Spanish would greatly benefit their family when attending mission trips to Spanish-speaking countries with their church.

When asked about bilingualism, the district administrator responded as follows, which speaks to the research of Collier and Thomas (2004):

When we look at the research, we know that the one way and two way students in those programs outperform English Language Learners (ELL's) in other linguistic programs. (DI)

Through the use of a cultural capital theory approach (Bourdieu, 1986) the "why" for parents of native English speakers choosing to enroll their child(ren) in a 90:10 dual language program, was linked to how being bilingual opens doors to future opportunities. Three of the six parents, who are Hispanic, spoke with passion about how the Spanish language is part of their culture and how they wished they too were provided with the opportunity and experiences to learn the language (Spanish) at an early age. The parent of a fourth grade native English speaker, who is Hispanic but does not know Spanish, responded as follows when asked about the goals for her child knowing how she wishes she was bilingual:

> My goal is that my child can hold a conversation with somebody in Spanish and be comfortable doing it…for real world applications, my goal is for my child to be able to have a conversation with people in Spanish. (DLP4)

The response given by the parent of the fourth grade native English speaker enrolled in a 90:10 dual language program aligns with the research of Ryan et al. (2010), in regard to native English-speaking parents of students in a dual language program valuing "social success more strongly than academic success." Parents of native English speakers want their child(ren) to be able to converse with others in a social setting. The response of this particular parent was profound since she herself is Hispanic, but was not taught Spanish and realizes the opportunities she misses out on with her family business by not knowing the language.

The researcher previously served as a campus administrator at an elementary campus, both as the assistant principal for three years and the principal for four years, with a dual language program and understands the value in how being bilingual opening

doors to future opportunities is priceless. The campus where the researcher previously served as an administrator followed the 50:50 two way dual language model, but the language of instruction was isolated by content. For example, native English speakers received all reading instruction in English, but all other content areas were delivered in both English and Spanish. Collier and Thomas (2004) discuss how in dual language programs, at least 50% of the instruction should be in the second language, but by isolating the language of instruction by content, this made it more difficult for native English speakers to fully develop in the content area of literacy in the second language (Spanish) since they did not receive formal literacy instruction in Spanish. Based on the research collected in this study, the 90:10 model may be difficult for native English speakers at the beginning, but will pay off exponentially in the end.

Not only does the 90:10 two way dual language program provide native English speakers the opportunity to learn from their peers who are native Spanish speakers, but it will also provide them with skills in another language. Native English speakers will be able to use the second language (Spanish) in the future and will demonstrate proficiency in the four language domains of listening, speaking, reading, and writing as identified as an essential component of dual language programs. Being bilingual is an advantage in many parts of the world and especially in the state of Texas where we have seen an increase in the use of the Spanish language with an increase in the Hispanic population with people from various Latin American countries (López & Tápanes, 2011).

In summary, the importance of how being bilingual provides a rich array of future opportunities both socially and academically were reflected in the responses of administrators, dual language teachers, and parents of native English speakers, in regard to their perception of native English speakers receiving initial reading instruction in Spanish and their reading achievement. Although initially the immersion in the second language (Spanish) may be frustrating and overwhelming for students, as disclosed by the

principals (Collier & Thomas, 2004), over time students are able to learn the language in order to fulfill the goals of a 90:10 dual language program of students becoming bilingual, biliterate, and bicultural (Thomas & Collier, 2002).

Prime Importance to Remain True to Essential Components of Dual Language Programs

One of the key themes that emerged through data analysis was the prime importance to remain true to essential components of dual language programs. The essential components of dual language programs included fidelity of the program, curriculum and teaching practices, four language domains (listening, speaking, reading, and writing), a culture of appreciation for the second language (Spanish), and parental involvement (parent/school connection).

Fidelity of the Program

In regard to fidelity of the program, it is important for district and campus administrators and dual language teachers to maintain the language of instruction (time spent in each language) as agreed upon. The specific time allotment for each language for the school where this research was conducted is listed in Table 3.2. It is critical for dual language teachers to instruct students in the two different languages for the amount of time specified in the program, which in this case for example is 90% Spanish and 10% English in both kindergarten and first grade. In the responses from the dual language teachers, they discussed the use of visual scarves for students to differentiate Spanish time or English time, along with the importance of maintaining the language of instruction whether or not students are responding in the language of instruction. Hoff et al. (2012) discuss the importance of students who are learning two languages needing to be exposed to both languages on a consistent basis.

When ensuring the fidelity of the dual language program (language) is implemented as determined, the campus leaders play an important role in monitoring dual

language teachers. Collier and Thomas (2004) conducted a longitudinal study regarding both one way and two way dual language programs, which included research in the Houston Independent School District (HISD). In their study, Collier and Thomas note the importance of fidelity in order for dual language programs to be effective. Collier and Thomas discuss how dual language teachers need to be "faithful" to the program and how "the principal is a key player in making the model happen as planned." The responses from the district level administrator and one of the dual language teachers align with the research of Collier and Thomas:

> …that your school leader really understands and owns the programming. (DI)
>
> The principal has to establish the program, then we as teachers…we align vertically. (DLT4)

In relation to the importance of the campus principal, it was apparent that over the course of several days when the interviews were conducted, the campus principal was visible throughout the campus. On the researcher's first visit to the campus, the principal was outside during the arrival of students to receive them in the parking lot while welcoming parents to the campus. During the researcher's time at the campus, the researcher witnessed the principal interacting with students, parents, and teachers. It was evident that the principal maintains visibility throughout the campus because he was able to greet students and parents by name in classrooms, hallways, and in the front office. The campus climate and culture appeared to be warm and inviting with a strong feeling of family. In addition, the campus principal stressed the importance of providing a wide array of opportunities for all students while at school in order for them to be successful.

Curriculum and Teaching Practices

In order for native English-speaking students to acquire the second language (Spanish), a strong curriculum is a necessity. One of the campus level administrators and dual language teachers provided the following responses in regard to teaching practices

for native English speakers receiving initial reading instruction in Spanish related to the dual language curriculum:

> Definitely small-group instruction, rotations, stations, working with a shoulder partner, a lot of communication. (PR)

The campus principal noted the importance of using small group instruction as an important teaching strategy for students who are learning a language (especially a second language), but it is also a good teaching strategy to use for all students since teachers are able to identify students' strengths and needs. The dual language third grade teacher adds how the use of Total Physical Response (TPR) and Sheltered Instruction Observation Protocol (SIOP) are used to support students in their response below:

> I use a lot of hands on, a lot of Total Physical Response (TPR)…hand motions and pictures to make that connection with real life experiences they've had for them to really understand. We use the Sheltered Instruction Observation Protocol (SIOP) method. It's a lot of sentence stems that will support them. (DLT3)

Since SIOP is used to support students who are learning the language (Spanish) for native English speakers who are receiving initial reading instruction in Spanish, it will eventually help students build upon their fluency and comprehension since they will feel more comfortable taking risks when using the second language. The dual language first grade teacher mentions how through small guided reading groups, they are able to monitor students' fluency and comprehension as noted below:

> I do a lot of guided reading…I can see how they're progressing, not just with the fluency, but their comprehension of Spanish reading and speaking. (DLT1)

Short et al. (2011) noted how teachers who are trained in Sheltered Instruction Observation Protocol (SIOP) and implement it with fidelity have students who perform better on assessments of academic language and literacy than teachers who are not trained in SIOP. Both the administrators and dual language teachers interviewed in this

study noted how through SIOP, native English speakers are able to easier access the second language, Spanish, through teaching strategies such as the use of sentence stems, which will eventually improve their fluency and comprehension.

Duke and Block (2012) discuss how the lack of focus on vocabulary and comprehension in the primary elementary grades will make it more challenging for readers in fourth grade and beyond. "Teachers make more difference than programs," (Duke & Block, 2012, p. 67) in regard to developing reading comprehension. During reading instruction in the second language (Spanish), guided reading and small group instruction are beneficial for native English speakers. This could really be seen through throughout the interviews conducted as both the administrators and teachers pointed to the importance of working with students in small groups in order to target instruction individually for each student by skill.

Four Language Domains

The four language domains are listening, speaking, reading and writing. Native English-speaking students who are receiving initial reading instruction in Spanish should be provided an opportunity to listen, speak, read, and write in both their native language (English) and their second language (Spanish) in order to acquire and develop the second language. One of the campus level administrators spoke to this:

> Everyday students need an opportunity to talk, they need an opportunity to listen, and soak it in and read and write in that second language. (AP)

Cummins (1981) notes the two types of language proficiency as basic interpersonal communication skills (BICS) and cognitive/academic language proficiency (CALP). BICS includes language skills such as basic vocabulary and pronunciation, whereas CALP includes making sense of language and ability to perform on academic tasks (Bylund, 2011). In the research, Cummins notes how students who are learning a second language, which in this case is Spanish for native English speakers, it is important

for students to have opportunities to use both languages at school and at home to develop proficiency. Dual language programs are viewed as additive/enrichment models and therefore need to provide opportunities for students to develop BICS and CALP in their native and non-native language since Cummins notes how BICS and CALP are interdependent.

In order to be accepted into the dual language program, students need to demonstrate fluency in their native language (either English or Spanish) on an oral language proficiency test. The oral language proficiency assessment is administered to students on an annual basis at the end of the school year. The oral language proficiency assessment measures the students in the four domains (listening, speaking, reading, and writing). Additionally, since it is important for students who are enrolled in a dual language program to demonstrate proficiency in both languages, the school created and uses dual language report cards, which are separate from traditional report cards showing grades for mastery in content areas, to communicate with parents on the level of proficiency in the areas of listening, speaking, reading, and writing. One of the dual language teachers noted:

> They need time to speak, to read, and to write in Spanish, but it takes time, often it takes more time than the 20-30 minutes of Second Language Development (SLD). (DLT5)

The parents of the native English speakers enrolled in the dual language program are able to assist their child(ren) in English, but they noted how they may not be able to fully support their child(ren) in the second language (Spanish), but they spend time listening to their child(ren) read in Spanish.

> It hasn't been easy for my child to learn both languages in reading, writing and speaking…the positive is just never giving up and always being open-minded about a second language. (DLPK)

Culture of Appreciation for Second Language (Spanish)

In a 90:10 dual language program, there are native English speakers and native Spanish speakers. Marian et al. (2013) compared the reading and math achievement of elementary school children (native Spanish speakers) who were enrolled in two way dual language programs compared to transitional bilingual programs and elementary school children (native English speakers) who were enrolled in two way dual language programs compared to their monolingual peers. Through their research, Marian et al. noted that dual language programs benefit students in numerous ways such as providing the opportunity for native speakers to learn and interact with non-native speakers and vice versa. When asked about this, dual language teachers and parents of native English speakers receiving initial reading instruction in Spanish responded as follows:

> It's an advantage because we value each other and all of us are language learners.
> I am learning from you, you are learning from me, and we all learn. (DLT1)

The school where the research was conducted accepts both native English speakers and native Spanish speakers into the dual language program. By having both the native English speakers and the native Spanish speakers, the school mixes the two groups of students in order for them to have peers who are good examples of the second language. The two groups of students serve as role models for one another and help the other group acquire the second language. Since the students are together from kindergarten through fifth grade, the students form strong relationships and friendships over time and become like brothers and sisters to one another. Throughout their years together, the students also learn empathy and compassion towards one another since both groups of students are learning a second language.

> It's beneficial for them to have both (English and Spanish speakers) because they are able to help one another and rely on each other, which helps them build relationships and learn quicker. (DLP3)

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Parental Involvement (Parent/School Connection)

Another essential component of dual language programs is parental involvement (parent/school connection). Park (2008) noted how the language predominantly spoken at home by both parents and students, if different from that of the language of instruction at school, has been found to impact student reading achievement. In this research study, the native English-speaking students receive initial reading instruction in Spanish, which means their parents are unable to assist them in the second language (Spanish). Although parents are unable to assist them in Spanish, students are able to become bilingual and biliterate through the dual language program with their reading achievement being minimally impacted over time. The focus of the 90:10 dual language program is for parents to assist their child with reading skills at home in their native language (English) since students are then able to transfer their skills to the second language (Spanish), which begins with communication and speaks to the second language acquisition theory (Krashen, 1991).

However, with technology readily available for parents to assist their child(ren), parents are now able to engage in reading activities in the second language (Spanish) as noted below:

> I think my child has a little bit of trouble reading stuff, but for the most part, at this age, you can kind of figure it out based on what the worksheet looks like. I help my child with reading by Googling words that I don't know. (DLP2)

Alanis and Rodriguez (2008) conducted a study at an elementary school that has implemented the 90:10 dual language two way program in an urban area of south central Texas for over a decade. In their study, Alanis and Rodriguez used three sources of data, which included: site visits and non-participant observations, personnel interviews (taped and transcribed), and data from state assessments in reading, mathematics, and science to determine what it takes to sustain a dual language immersion program. In their findings

it was discovered that a key component to maintain fidelity in a dual language program as having parent-home collaboration (Alanis & Rodriguez). The administrators, dual language teachers, and parents interviewed for this study noted how parental involvement with the school not only helps native English speakers, but also native Spanish speakers as well.

Several of the parents of native English speakers discussed how they stay involved with the school and greater community through the Parent Teacher Association (PTA). Involvement in the PTA allows for opportunities to be available for all students, which may otherwise not have been available without a strong parent/school connection. For example, each year the campus hosts an annual carnival open to the school community. The carnival is possible because of the countless volunteers who donate their time to ensuring the success of this event, which tend to primarily be the parents of the native English-speaking students.

Parental involvement (parent/school connection) is an important component of dual language programs to ensure the success of native English speakers receiving initial reading instruction in Spanish. Although some parents of native English speakers do not know or understand the language of instruction (Spanish), parents can work with their child(ren) in their native language (English) on reading skills and some parents will even try their best through the use of technology to assist them in their second language (Spanish).

In summary, the prime importance to remain true to essential components of dual language programs was discussed. The essential components of dual language programs identified through the responses of the participants were fidelity of the program, curriculum and teaching practices, four language domains, a culture of appreciation for the second language (Spanish), and parental involvement (parent/school connection).

Critical Need for Data Checkpoints Both in Language and Literacy Development

The critical need for data checkpoints both in language and literacy development was one of the four themes that emerged in the research study. Fletcher et al. (2011) identified using data to monitor students and adapt instruction as one of five key themes for administrators wanting to increase the reading ability and levels of students. In the 90:10 dual language program, there are numerous forms of data collected from native English-speaking students receiving initial reading instruction in Spanish. The numerous forms of data include oral language proficiency tests in the four language domains (listening, speaking, reading, and writing), reading levels, which include fluency, vocabulary, and comprehension. When asked about the data collected to monitor the progress of native English speakers receiving initial reading instruction in Spanish, dual language teachers responded as follows:

> I do a lot of guided reading, so I see a lot of them in small group almost daily. I can see how they're progressing, not just with the fluency, but their comprehension of Spanish reading and speaking. We also look at their reading level. We see their spelling, their fluency, their comprehension, not only like whole group, but also in the small group setting. We get a lot of opportunities to work in small group with them to see the progress and the struggles. (DLT1)

Similar to the response of the dual language first grade teacher, the dual language third grade teacher emphasizes how through guided reading, teachers are able to monitor students' fluency and comprehension in order to determine how to group students by need as noted below:

> We test all of them in guided reading to see where they're at (in English and Spanish) and how we're going to group them…you not only see their fluency, but also their comprehension because they can read fluently, but that doesn't necessarily mean that they understand it. (DLT3)

Parents were asked about the progress of their child(ren), who are native English speakers receiving initial reading instruction in Spanish, and responded as follows:

Well, they (bilingual skills) were basically non-existent before and my child does well in conversation with people. My child is fluent in reading…it's easy for my child to read and to pick up on different words. My child is able to figure out a word based on clues around them within a sentence. (DLP4)

Through the use of data checkpoints, parents, teachers, and administrators are able to identify both the strengths and needs of each individual student. Students who are learning language, especially a second language as in this research study with native English speakers who are receiving initial reading instruction in Spanish, need to be administered various data checkpoints to acquire multiple forms of data to make well informed decisions as to how to build upon their strengths and better meet their needs. With reading, students may demonstrate fluency, especially with the second language (Spanish) since it is phonetic, but may not understand what they are reading (comprehension). In order to ensure the level of comprehension matches the level of fluency, it is important for students to be assessed either individually or in small groups and to then receive support in small groups.

In summary, data checkpoints vary in information gathered and the frequency of when the data is collected, but are important for monitoring and ensuring the success of native English speakers receiving initial reading instruction in Spanish, especially when the goal is to increase the reading ability and levels of students (Fletcher et al., 2011).

Significant Importance of Ongoing Professional Learning (PL) for All Stakeholders Involved

The significant importance of ongoing professional learning for all stakeholders was discussed by all participants, administrators (district and campus level), dual language teachers, and parents of native English speakers. The elementary campus where

the research study was conducted has a partnership and access to a university professor who has a background in bilingual education. By having someone with this level of knowledge and expertise, the campus is able to have access to ongoing professional learning, especially in the area of literacy. Fletcher et al. (2011) note the need for providing staff with professional learning in literacy activities as one of the five key themes for administrators wanting to increase the reading ability and levels of students. When asked about the professional learning received specific to literacy, administrators and dual language teachers responded as follows:

> We have a Spanish Language Arts Coordinator and she works with teachers on the Spanish language arts piece…it's sometimes a struggle because the Spanish Language Arts Texas Essential Knowledge and Skills (TEKS) don't really match what's important in Spanish Language Arts. (DI)

The district level administrator mentioned how the curriculum the dual language teachers are required to follow, which is the Texas Essential Knowledge and Skills (TEKS), does not match what is important in Spanish Language Arts. The TEKS in English were written to reflect how the English language is acquired and developed over time, which varies greatly with the language of Spanish. The Spanish TEKS were written to mirror the English TEKS and may not necessarily correspond to how the Spanish language is acquired and developed. With this discrepancy, the university professor has been able to guide the campus with Spanish literacy instruction as mentioned by the campus assistant principal below:

> One thing that the university professor has done is travel to Puebla, Mexico (about a year or two ago) and saw how they were teaching reading and writing and that has really guided a lot of our curriculum to show how it should progress in Spanish. (AP)

> The wealth of knowledge and first hand experiences the university professor

brings to the elementary campus researched in this study make the ongoing professional learning opportunities beneficial and relevant for the administrators, teachers, and students. Other campuses with dual language programs may not have direct access to a university professor with a background in bilingual education, which may result in variations in how the Spanish literacy instruction is delivered if administrators and teachers do not have the opportunity to come together and discuss instruction. The dual language third grade teacher also mentions how phonics between English and Spanish is very different as mentioned in their response below:

> We'll have our phonics, our phonics is a lot different in Spanish than it is in English, so we'll have that PL where we talk about what it is that we're going to teach. (DLT3)

Another important area of ongoing professional learning was with Sheltered Instruction Observation Protocol (SIOP). Through the use of SIOP, students are provided sentences stems and other language acquisition strategies to encourage them to take risks in learning the second language, which in this case is Spanish for the native English speakers who are receiving initial reading instruction in Spanish as noted by one of the dual language teachers below:

> All of the Sheltered Instruction Observation Protocol (SIOP) strategies… bringing in a lot of real world relevance and allowing them to speak, giving them the time to express themselves. (DLT4)

An additional key area of professional learning (PL) discussed by administrators and dual language teachers was in the area of bridging the two languages (English and Spanish), regarding academic vocabulary, as noted in the response below:

> We have bilingual trainings…it can be from a book study about bridging…bridging it (academic vocabulary), so you're not reteaching the content again. (DLT3)

Lenters (2004) researched how reading instruction develops for second language learners and notes how reading in the first (or second) language is based on one's oral knowledge of the language. Lenters also discusses how students in a dual language program need to be provided opportunities to transfer between the two languages in order to ensure proficiency in both languages. Through bridging, dual language teachers are able to teach concepts in Spanish and focus in on key vocabulary and cognates so native English speakers are then able to transfer the learning back to their native language (English) without having to be retaught concepts. Bridging allows educators to stay on pace with the curriculum and provides academic vocabulary to students enrolled in a dual language program. Through bridging of the two languages, students are able to develop in both languages since native English speakers are not receiving their initial reading instruction in English, which is a part of Krashen's (1991) second language acquisition theory.

In summary, there is a significant importance of ongoing professional learning for all stakeholders involved. Ongoing professional learning (PL) in the content area of literacy and in the transfer (bridging) between the native and non-native language are important for administrators and dual language teachers. Professional learning (PL) opportunities for administrators, dual language teachers, and parents (both current and prospective) of native English speakers in a 90:10 dual language program need to be available to meet the individual needs of native English speakers receiving initial reading instruction in Spanish.

Implications and Recommendations

The implications and recommendations of this study included four themes. Being bilingual providing a rich array of future opportunities both socially and academically, prime importance to remain true to essential components of dual language programs, critical need for data checkpoints both in language and literacy development, and

significant importance of ongoing professional learning (PL) for all stakeholders involved were examined in order to provide implications and recommendations.

Being Bilingual Provides a Rich Array of Future Opportunities Both Socially and Academically

The implications regarding how being bilingual provides a rich array of future opportunities both socially and academically will be discussed in this section. López (2013) interviewed parents to find out why they enrolled their child(ren) in dual language programs and found that all of them responded that dual language programs increase the opportunities available for their child(ren). Collier and Thomas (2004) noted that the highest performance rate in the shortest amount of time is seen in students who are in a 90:10 two way dual language program. Based on the research of López (2013), Collier and Thomas (2004), and the responses from all groups of participants in this research study, expanding the dual language program to allow for more students, both native English speakers and native Spanish speakers, to enroll in the program would be beneficial, despite the costs associated with expanding the program. The campus principal noted the following:

> In a 90:10, you have to add an additional teacher because the 10% of the English instruction. It (dual language program) costs us $65,000 per grade level…65,000 times six every year to have a dual language program. The cost is a drawback, but then you also have a benefit.

> Maxwell (2012) found that Texas has the most dual language programs.

Although Texas has the most dual language programs, there are still many students who do not get to enroll in the dual language programs since numbers are limited. López (2013) notes that enrollment in two way dual language programs is increasing in demand, which has resulted in district's using lotteries for admittance into the program, along with parent attendance at both informational and annual meetings.

Prime Importance to Remain True to Essential Components of Dual Language Programs

The participants of this study mentioned the prime importance to remain true to essential components of dual language programs, which includes: fidelity of the program, curriculum and teaching practices, four language domains (listening, speaking, reading, and writing), a culture of appreciation for the second language (Spanish), and parental involvement (parent/school connection). The implications for each of the essential components of dual language programs will be discussed in this section.

Fidelity of the Program

Collier and Thomas (2004) discussed the campus principal as being a key player in the fidelity of a dual language program since the campus principal is responsible for ensuring the dual language teachers maintain the language of instruction as agreed upon for implementation of the program. In their longitudinal study of both one way and two way dual language programs, Collier and Thomas noted the following characteristics of an effective principal regarding maintaining fidelity (language) of a dual language program: hiring qualified teachers, planning collaboratively with the staff, providing opportunities for ongoing professional learning and planning time, creating/establishing community partnerships, and ongoing evaluation of the dual language program, which includes looking at student performance on various assessments.

As noted by Collier and Thomas (2004) and Lindholm-Leary (2012), dual language programs are successful when there is an understanding of the program and it is fully implemented with fidelity, which means the language of instruction is maintained for the amount of time agreed upon (usually allocated into percentages). There are various models of two way dual language programs both within and outside of the district where the research was conducted. When hiring campus leaders and dual language teachers who have experience with other dual language program models, it will be key

for them to understand the 90:10 dual language program model for the success of both native English speakers and native Spanish speakers.

At the school where this research study was conducted, the campus principal has been the leader of the 90:10 dual language program over ten years. By having been at the campus over a decade, the campus principal has established relationships with the teachers, parents, and community to ensure the success of the dual language program. In thinking about the future of the program, the successor of the current principal will need to thoroughly understand both the campus and the 90:10 dual language program he/she will be leading to ensure the level of success for students that has been established is maintained. It is highly recommended that the successor of the campus principal have experience with dual language programs and if he/she was already part of the school, it would greatly help with continuing the relationships that have already been established.

Curriculum and Teaching Practices

In order for the dual language program to be successful, there is a need for a solid curriculum and common teaching practices. The school where the research was conducted has a strong dual language curriculum in place for all content areas. In order to better support the "how" of language development, the campus is in the process of writing a curriculum in the area of literacy for the second language component portion of the day. The additional curriculum is specifically for the development of the second language to benefit both native English speakers through the Spanish Language Development (SLD) component, and native Spanish speakers through the English Language Development (ELD) component. The curriculum currently available in all content areas, along with the new more focused curriculum in the area of literacy being developed will help to ensure the success of dual language students.

Fountas and Pinnell (2012) note the importance of using guided reading instruction to teach reading. The administrators and dual language teachers responded

about how guided reading instruction in small groups allows them to monitor the progress of their students. The use of running records is another way to improve reading and track fluency (Fountas & Pinnell, 1999), which was noted by some of the dual language teachers in this research study. By continuing the use of guided reading instruction and running records, the 90:10 dual language program in this research study will continue to monitor the reading achievement of native English speakers receiving initial reading instruction in Spanish.

Sheltered Instruction Observation Protocol (SIOP) was another common teaching practice mentioned by dual language teachers in this research study. Short et al. (2011) discuss how teachers trained in SIOP and implement SIOP with fidelity have students who perform better on assessments of academic language and literacy than teachers who are not trained in SIOP. Since the dual language teachers interviewed in this study have been trained in SIOP, they should continue to implement SIOP with fidelity in order to ensure native English speakers are able to more easily access the second language (Spanish). As new dual language teachers are hired over the years, it is important for them to receiving SIOP training and for all dual language teachers to receive ongoing support, feedback, and evaluation with SIOP.

Four Language Domains

The four domains of language are listening, speaking, reading, and writing. Native English speakers need the opportunity to listen, speak, read, and write in their non-native (Spanish) language, in order to become proficient in both their native (English) and non-native (Spanish) languages. In this research study, some of the dual language teachers expressed the time constraints of their day-to-day classrooms. Although there may be time constraints, dual language teachers need to continue to ensure time is allotted for native English speakers to practice and grow in the four

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language domains (listening, speaking, reading, and writing) through interactions with both their peers and their teachers.

Since many of the native English speakers do not have support at home in the second language (Spanish), it is up to the school to provide students with opportunities to practice in the four language domains. As the native English speakers' progress through the elementary years and build their proficiency in the four domains of language, teachers will vary the amount of time allocated for listening, speaking, reading, and writing. Although some of the parents of the native English speakers expressed their goals for their child(ren) as being able to communicate in the second language (Spanish), it is important for them to develop in all four language domains to become both bilingual and biliterate.

Culture of Appreciation for Second Language (Spanish)

Marian et al. (2013) noted that dual language programs provide the opportunity for native speakers to learn and interact with non-native speakers and vice versa. The 90:10 dual language program where the research was conducted has both native English speakers and native Spanish speakers. The students begin together in kindergarten and learn from each other in the classroom through fifth grade. The students are mixed together and serve as a support system for one another (Roberts, 1995; Valentino & Reardon, 2015). Parents of the native English speakers interviewed in this research study noted how the campus has grade level student performances, which parents are invited to attend. In order to continue developing a culture of appreciation for the second language, the campus could have a 90:10 dual language showcase performance where students would be able to perform in the second language (native English speakers in Spanish and native Spanish speakers in English). The dual language showcase could be separated so students perform by grade level in order to highlight the various skills learned at each of the elementary grades since it varies from kindergarten through fifth grade.

Parental Involvement (Parent/School Connection)

Parental involvement (parent/school connection) is important in ensuring the success of native English speakers who are enrolled in a 90:10 dual language program receiving initial reading instruction in Spanish (Alanis & Rodriguez, 2008). It was mentioned by one of the participants in the study (dual language teacher) that there is a plan to provide parents with resources and websites to assist their child(ren) in the near future. Parents of native English speakers would benefit if dual language programs also provided an online data base accessible to parents with the homework activities in English to better assist their child(ren). Park (2008) discussed how if the home language and language of instruction at school are different, reading achievement can be impacted, but if homework activities were in both languages, it could be beneficial for both students and parents.

In summary, the participants of this study noted five essential components of dual language programs for native English speakers receiving initial reading instruction in Spanish. The dual language program essentials are: fidelity of the program, curriculum and teaching practices, four language domains (listening, speaking, reading, and writing), a culture of appreciation for the second language (Spanish), and parental involvement (parent/school connection).

Critical Need for Data Checkpoints Both in Language and Literacy Development

The implications for the critical need for data checkpoints both in language and literacy development will be discussed in this section. Administrators, dual language teachers, and parents of native English speakers interviewed in this research study named numerous forms of data checkpoints collected on students. The current data checkpoints included both formal and informal assessments, such as: oral language proficiency tests, classroom observations, reading levels, running records, benchmarks, and state assessments.

In order to ensure native English speakers receiving initial reading instruction in Spanish, an assessment not mentioned in the research study that teachers could use to assist students with their comprehension and vocabulary is the Reading-Level Indicator (RI). The RI measures silent reading achievement and can be administered in class within 10-15 minutes (Stanley & Stanley, 2011). RI is available in both English and Spanish. Through the use of the RI, dual language teachers could quickly check students for fluency, comprehension, and vocabulary.

Significant Importance of Ongoing Professional Learning (PL) for All Stakeholders Involved

Ongoing professional learning through attendance at state and national conferences, book studies, and at both the district and campus level is critical, especially in the area of literacy (Fletcher et al., 2011), to ensure the success of native English speakers receiving initial reading instruction in Spanish to increase their reading abilities and levels. In this research study, the different groups of participants noted the accessibility to a university professor, who has a background in bilingual education, as a key resource in regard to PL. Since there is access to a university professor, the campus has been able to modify how literacy instruction in the non-native language (Spanish) is delivered. This may ultimately improve the ability for native English speakers to conjugate the Spanish language, which was an area of concern noted by parents interviewed in this study.

Since many campuses with dual language programs do not have direct access to a university professor, ongoing PL opportunities may not be as readily available as they are on the campus where this research was conducted. In order to still ensure both native English speakers and native Spanish speakers are receiving appropriate and relevant instruction in the area of literacy, administrators (district and campus) and dual language teachers need to stay current with best research practices. Based on the funding available

for PL, campuses may have to get creative with providing access to ongoing PL through other ways such as: visiting other dual language programs/campuses, networking with other dual language administrators/teachers, and consulting with outside educators in the field of bilingual education.

Bridging academic vocabulary is an opportunity for students to transfer between the two languages. Lenters (2004) notes that providing students time to transfer between the two languages helps them learn the two languages simultaneously. In order to better meet the needs of native English speakers, based on parent responses, it would be beneficial to continue focusing on the academic vocabulary students are receiving. Some of the parents interviewed in this study noted their child(ren) can read the words (fluency), but struggle with understanding (comprehension). Professional learning in the area of academic vocabulary will help students acquire language proficiency in the two areas, basic interpersonal communication skills (BICS) and cognitive/academic language proficiency (CALP) (Cummins, 1981).

Sheltered Instruction Observation Protocol (SIOP) is another area of ongoing PL identified by both administrators and dual language teachers in this research study. Since there has been an increase in the number of English Language Learners (ELLs) in the state of Texas, many districts are consulting with outside educators to offer PL in SIOP. The SIOP strategies learned through ongoing PL can be used for ELLs as well as native English speakers who are receiving initial reading instruction in Spanish because they are good teaching strategies for students learning language.

Another area of ongoing PL needed to ensure the success of native English speakers receiving initial reading instruction in Spanish, as mentioned as an area of concern by parents, is in the area of reading comprehension. Several of the parents expressed that although their child(ren) can read Spanish fluently, they do not know what they are reading (comprehension) and have to use Google translate to assist their

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child(ren) at home. It would be beneficial for parents to receive question stems, which can be used at home, to use with their child(ren) to check comprehension of the second language (Spanish).

Implications for Future Research

The research study was conducted to provide insight into the perceptions of administrators (district and campus level), dual language teachers, and parents of native English speakers enrolled in a 90:10 dual language program in regard to native English speakers receiving initial reading instruction in Spanish and their reading achievement at the elementary level. This research leaves further considerations in other areas of dual language programs and education.

Since this study focused on the perceptions of administrators (district and campus level), dual language teachers, and parents of native English speakers at the elementary level in grades kindergarten through fifth, future research studies could be conducted to focus on the students (native English speakers) at the secondary level in grades 6-12 to determine their perspective on how receiving initial reading instruction in Spanish in a 90:10 dual language program relates to their reading achievement.

This study focused on the perceptions of district and campus level administrators, dual language teachers, and parents of native English speakers at the elementary level in grades kindergarten through fifth. Future research could be conducted at the secondary level in grades 6-12 to determine if similar findings would be discovered with native English speakers at the secondary level. The results from the secondary level could then be compared with the elementary level to determine if there are similarities or differences between the perceptions of the three participant groups.

Parents interviewed in this study noted various levels of comfort in regard to their child(ren) wanting to take risks in speaking the second language, Spanish. Future research studies could be conducted to focus on the gender of students enrolled in dual

language programs to determine if there is a difference between males and females in regard to acquiring a second language. The participant interviews could include more gender specific questions to determine if there are differences among males and females when learning a second language.

This study included interviews from the three participant groups at the elementary level (administrators, teachers, and parents). A mixed methods study to compare the interview responses with reading levels of students could be researched in future studies. The responses from this research study indicated the use of Fountas and Pinnell as the assessment used to collect the reading levels of students. Regardless of the assessment used to measure reading levels, it would be of importance to compare the qualitative (interview responses) and quantitative (reading levels) data.

There are other dual language program models, such as: 80:20, 70:30, and 50:50. Since this study focused on a 90:10 dual language program model, future research could be conducted in other dual language program models. The results from other dual language program models could be compared with the results from this study to determine the similarities and differences.

Conclusion

In conclusion, this study was conducted to examine the perceptions of administrators, dual language teachers, and parents of native English speakers enrolled in a 90:10 dual language program in regard to students receiving initial reading instruction in Spanish and their reading achievement because as Fletcher et al. (2011) noted, the ability to read is one of the fundamental skills necessary to advance in today's challenging world. When analyzing the data, four themes emerged. The four themes analyzed for this study were: being bilingual provides a rich array of future opportunities both socially and academically, prime importance to remain true to essential components of dual language programs, critical need for data checkpoints both in language and

literacy development, and significant importance of ongoing professional learning (PL)

for all stakeholders involved.

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COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS
Faculty/Sponsor Application for Investigation Involving Human Subjects
University of Houston Clear Lake **2700 Bay Area Blvd.**   **281.283.3015   FAX 281.283.2143**
Houston, TX 77058-1098   **uhcl.edu/research**

DATE: **March 20, 2018**

             The Perceptions of the Influence of a 90:10 Two Way Dual Langu
             Program on the Reading Achievement of Native English-Spea
TITLE: **Dual-Language Learners in Grades K-5**

PRINCIPAL
     INVESTIGATOR(S):   **Dr. Rebecca Huss-Keeler**

STUDENT RESEARCHER **Beatriz Bianca Shaughnessy**

FACULTY SPONSOR: **Dr. Rebecca Huss-Keeler**

PROPOSED PROJECT EN
     DATE: **August 2018**

How will this project be fu **n/a**

If grant, this
     project is   **Pending**   **Funded – Federal**   **Funded – Other**

Grant title and/or contract number (if availa

 All applicants are to review and understand the responsibilities for abiding by provisions sta
     the UHCL's Federal-wide Assurance (FWA 00004068), approved by the Office of Huma
     Research Protections (OHRP) on March 9, 2004: (a) The Belmont Report provides ethic
     principles to follow in human subject research; and (b) Federal regulations 45 CFR 46 a
     of its subparts A, B, C, and D are the minimum standards applied to all of UHCL's hum
     subject research.
 See http://www.uhcl.edu/research -- Protection of Human Subjects, Federal-wide Assurance
 For questions, contact the Office of Sponsored Programs (OSP) at 281-283-3015 or
     sponsoredprograms@uhcl.edu
 Principal Investigator (PI) / Faculty Sponsor (FS) Responsibilities Regarding Research on H
     Subjects:

- **PI / FS acknowledges reviewing UHCL's FWA (Federal-wide Assurance) approved by the Office of Human Research Protections (OHRP). PI / FS understands the responsibilities abiding by provisions of the Assurance.**
- **The PI / FS cannot initiate any contact with human subjects until final approval is given by CPHS.**
- **Additions, changes or issues relating to the use of human subjects after the project has begun must be submitted for CPHS review as an amendment and approved PRIOR to implementing the change.**
- **If the study continues for a period longer than one year, a continuing review must be submitted PRIOR to the anniversary date of the studies approval date.**
- **PI / FS asserts that information contained in this application for human subjects' assessment complete, true and accurate.**
- **PI / FS agrees to provide adequate supervision to ensure that the rights and welfare of human subjects are properly maintained.**
- **Faculty Sponsors are responsible for student research conducted under their supervision. Faculty Sponsors are to retain research data and informed consent forms for three years project ends.**
  - **PI / FS acknowledges the responsibility to secure the informed consent of the subject explaining the procedures, in so far as possible, and by describing the risks and potential benefits of the project.**
  - **PI / FS assures CPHS that all procedures performed in this project will be conducted accordance with all federal regulations and university policies which govern research human subjects.**

A. DATA COLLECTION DATES:
1. **From:**   **Upon CPHS Approval**
2. **To:**   **April 1, 2018**
3. **Project End Da August 31, 2018**

B. Human subjects description:
1. **Age range:**   **25-50 years**
2. **Approx. numbe 15**
3. **% Male:**   **7%**
4. **% Female:**   **93%**

C. Project Summary:
   Complete application using commonly understood terminology.

1. **Background and Significance**
   Provide a CONCISE rationale for this project, based on current literature, information, or data Include references as appropriate.

The number of Hispanic/Latino families, whose native language is Spanish, immigrating to the United States continues to increase each year (López & Tápanes, 2011). From the fall of 2002 through the fall of 2012, the number of Hispanic/Latino students in U.S. public schools increased from 8.6 million to 12.4 million (NCES, 2015), an increase in the percentage of Hispanic/Latino students from to 24 percent. As a result, the number of students who speak a language other than English, primarily Spanish, is continuing to grow. Therefore, the question as to how to best serve these students educationally arises (Alanis & Rodriguez, 2008). School districts in the United States are working ways to better serve these students, especially those whose native language is Spanish (Culatta, Reese, Setzer, 2006).

Students who are native Spanish speakers are being served through various types of language programs in U.S. public schools. There are several models for bilingual education in U.S. schools, including immersion programs, English as a Second Language (ESL) pullout programs, transitional programs, maintenance programs, and enrichment/developmental programs (Baker et al., 2012; Roberts, 1995; Valentino & Reardon, 2015). Submersion programs, sometimes mistaken as immersion, seek to place non-native English speakers into general education English classrooms (Roberts, 1995). The goal of this program is to have the non-native English speakers learn English and since their native language is not supported, this is considered a subtractive bilingual model. Roberts (1995) noted that although submersion programs are not legal in the U.S., they are often found in schools that have a low population of students who are non-native English speakers.

In the United States and throughout the world, dual language programs are being used to serve both bilingual and monolingual students (Berens, Kovelman, & Petitto, 2013). Dual language programs are being used in public schools to allow students, both native English speakers and non-native English speakers, to acquire a second language (Milian & Pearson, 2005; Senesac, 2002). Over the past thirty years, Lindholm-Leary (2012) and Milian and Pearson (2005) note the recent increase in the number of dual language programs in public school districts. For students to acquire the second language, dual language programs should provide instruction in the second language for a minimum of 50% of the school day (Collier & Thomas, 2004). Although there has been an increase in the number of dual language programs in public schools, there is insufficient research to support how these programs impact the reading achievement of native English-speaking students who are acquiring a second language, usually Spanish.

2. **Specific Aims**

Purpose, Hypotheses/Research Questions, Goals of the Project. BRIEFLY describe the purpose goals of the project (include hypotheses or research questions to be addressed and the specific objectives or aims of the project. Describe or define terms or methods as needed for CPHS reviewer's understanding.

The purpose of the study is to determine the perceptions of the influence of a 90:10 two-way dual language program on the reading achievement of native English speakers who are dual language

learners in grades K-5 in a school district at one elementary school. This study is focused solely on native English speakers in a 90:10 dual language program in order to better understand how these particular students acquire the second language (Spanish). The 90:10 two-way dual language programs are defined as those in which intensive instruction is in the non-native (minority) language in grades pre-kindergarten, kindergarten, and first grade 90% of the instructional time, and 10% of the instructional time is spent in the native (majority) language (Collier & Thomas, 2004).

Research Questions:

What are the perceptions of K-5 administrators regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?

What are the perceptions of K-5 dual language teachers regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?

What are the perceptions of K-5 parents regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?

3. Research Method, Design and Procedures

(A) Provide an overview of research methodology and design; e.g., how the data are to be collected, analyzed, and interpreted.

(B) Provide step-by-step description of procedures and how they are to be applied. Procedures to begin from CPHS approval and end when data compiled and results reported. Possible information to include: What are participants asked to do? When and where are they to participate? How long will it take to participate? Describe type of research information gathered from participants, i.e., data being collected.

Note that ethical responsibility of researcher to participant does not end until participant's information has been destroyed. Research documentation cannot be destroyed for up to three after completion of a study.

Prior to conducting the study, permission will be received from The University of Houston-Clear Lake CPHS and -- Independent School District's IRB. The researcher's supervisor will be informed and will offer written support of this study. Interview protocols were developed to provide opportunities to gather data regarding the perceptions of the 90:10 dual language program from a central office administrator, the elementary campus principal, the elementary campus assistant principal, dual language teachers, and parents of K-5 native English speakers in the 90:10 dual language program. A different protocol was developed for each participant group. The interview questions were selected based on the key components that encompass dual language programs as well as a thorough review of the literature.

A qualitative case study approach will be used to answer the overarching research questions. The researcher has selected a qualitative case study research approach because it allows the resear[cher] to explore a particular phenomenon, a 90:10 dual language program and the reading achievem[ent of] native English speakers in grades K-5 in southeast Texas (Baxter & Jack, 2008).

Data Analysis

The interviews will be recorded, transcribed, and then coded into themes/patterns. For this study, constant comparative analysis, meaning the data is reduced through constant recoding will be utilized (Lichtman, 2010). The researcher will read through the transcripts and compare the information from the administrators with each other, compare the information from the teach[ers] with each other, and compare the information from the parents with each other while looking [for] similarities, differences, and themes. Then the data will be compared across groups to look for common themes. When common themes emerge, the groups will be compared by themes to lo[ok for] similarities and differences. Analytic induction will also be used to look for outliers, remarks completely different from others. Data from interviews will also be compared to written documentation about the program gathered from school and district sources.

4. **Instruments for Research with Human Subject**
   Indicate instruments to be used.
   (A) Submit copies electronically, if possible.
   (B) Submit copy of copyrighted questionnaire for CPHS review. Copy kept on file by CPHS.
   (C) Examples of instruments are as follows: (1) Educational Tests, (2) Questionnaires/Surveys, (3) Psychological Tests, (4) Educational Materials, i.e., curriculum, books, etc., (5) Interview or Phone Script, or (6) human subjects recruitment advertisements.

The following interview protocols were adapted and developed by the researcher and involve no copyright laws for their use.

5. **Human Subject Source and Selection Criteria**
   Describe the procedures for the recruitment of the participants. Indicate when human subject[s] involvement is expected to begin and end in this project. Example information to include:
   (A) Characteristics of subject population, such as anticipated number, age, sex, ethnic backgr[ound] and state of health.
   (B) Where and how participants are drawn for subject selection criteria. Coercion or undue influence needs to be considered and eliminated.
   (C) How ensuring equitable subject selection.
   (D) If applicable, criteria for inclusion and/or exclusion and provide rationale.
   (E) Children are classified as a vulnerable population. See Subpart D, §46.401, of federal guidelines for additional safeguards aimed to protect the rights and welfare of these su[bjects]

A. Characteristics of the subject population includes: 1 central office administrator, 1 campus prin[cipal,] 1 campus assistant principal, 6 90:10 dual language teachers, and 6 parents of K-5 native Engl[ish] speakers in a 90:10 dual language program.
B. The participant at the district level is proposed to be selected to participate in this

study due to their supervisory position overseeing the dual language programs at the

district level. In addition, the principals, teachers, and parents are proposed to be selected to parti

    in this study due to their involvement with the 90:10 dual language program.

C. The interviews will include various positions within -- ISD who meet the criteria pertaining to t

    positions selected.

D. n/a

E. No children are participating in this study.

6. **Informed Consent**

    For more details, see "Federal & University Guidelines" document, "Informed Consent" sectic

    (A) Describe procedure for obtaining informed consent.

    (B) Use language that is appropriate for age or understandability of subjects.

    (C) Attach informed consent page.

(D) If applicable, attach the following documents for review: (1) Parental permission form for

    participation of minors (under 18 years of age). (2) Assent form for children between ages 7 ar

    (2a) ages 12-17 must sign assent form; (2b) ages 7-11 must have witness sign attesting to child's

    positive assent.

(E) Request CPHS waiver for documentation of informed consent, if appropriate. Justification is

    required. See "Federal & University Guidelines."

As part of the solicitation for participants for the study, potential participants will be

informed that participation is voluntary; their identities will be kept confidential through

the use of individual codes assigned to each of them. They can withdraw at any time

and their remarks will be reported in summary form. The actual participants selected

will be asked to sign written informed consent forms explaining the study prior to

participating in the audio-taped interviews.

C. See Consent form attached.

D. No children are involved in this study.

7. **Confidentiality**

    Describe how data will be safeguarded: (a) how confidentiality maintained; use of pe

    identifiers or coded data; (b) how data collected and recorded; (c) how data stored d

    project; (d) who has access to data or participant's identifiers; (e) who is to receive d

    applicable; (f) what happens to data after research is completed.

    Note that research documentation, including signed informed consent forms, are

    safeguarded for three years after completion of study for federal audit purposes. Fac

    sponsors are responsible for safeguarding research documentation completed by stuc

A. For confidentiality purposes, the district, all campuses and participants electing to

    participate in this study will be given pseudonyms. A code will be assigned to each

    participant to ensure confidentiality and all identifying references in the interview

    transcripts will be changed to pseudonyms.

B. All interview responses will be transcribed verbatim and corresponding transcription be kept confidential and locked in the researcher's file cabinet at work. After 5 years the conclusion of the study, all recordings and any written transcriptions will be dest

C. See "B"

D. Only the student researcher, dissertation chair, and methodologist will have access to original data.

E. n/a

F. After 5 years of the study, all data will be destroyed.

8. **Research Benefits**
   Describe any anticipated benefits to subjects as well as reasonably expected general results.

Anticipated Benefit to District, Teachers, Parents in Dual Language Programs:

• **A better understanding of how dual language programs function and operate within** a school and school district.

• **Central office administrators, principals, 90:10 dual language teachers, and parents ca** develop more comprehensive dual language programming that reflects the needs of students enrolled in the 90:10 dual language program.

• **Central office administrators and principals can implement professional** development, reading programs, and other strategies with a school and/or school district that can help develop 90:10 dual language teachers' and parents' awareness in r to the needs of students enrolled in dual language programs.

9. **Risks**
   Describe any foreseeable risks to the subjects, whether physical injury, psychological injury, loss of confidentiality, social harm, etc., involved in the conduct of the researc Explain precautions taken to minimize these risks. If there are any foreseeable risks provide contact information of organization(s) for professional treatment.

There are no foreseeable risks pertaining to this research study.

10. **Other Sites or Agencies Involved in Research Project**
    Indicate specific site if not UHCL, e.g., school districts or school, clinics.
    (A) Obtain written approval from institution. Approval should be signed and on institution's letterhead. Other proof of documentation may be reviewed for acceptan CPHS.
    (B) Institution should include the following information: (B1) institution's knowledg study being conducted on its site; (B2) statement about what research study involves outline specific procedures to be conducted at site; and (B4) identify type of instrume used to collect data and duration needed to complete instruments; (B5) statement tha identities of institution and participants will be kept confidential; (B6) institution's permission granting the use of its facilities or resources; and (B7) include copy of Informed Consent document(s) to be used in recruiting volunteers from the institutic

(C) If at all possible, electronic copies of letter or other documentation are to be subr
with CPHS application.

(D) If letters are not available at time of CPHS review, approval will be contingent u
their receipt.

The research study will be conducted on an elementary campus in -- Independent Schoo
District.

APPLICATION FOR RESEARCH OR EVALUATION

Please type directly into the form and complete all sections of the application. I. General
Information:

Submitted By:	Beatriz Bianca Shaughnessy
Date Submitted:	November 16, 2017
Proposed Project Starting Date:	December 2017
Proposed Project Ending Date:	February 2018
Overall Project Purpose: (e.g., thesis, journal publication)	Doctoral Dissertation
Are you proposing implementation of a program?	Yes No □ □
If yes, what type of program?	Curriculum or Instructional Methods Program (e.g., reading or science instruction using new methods or materials) Student Services Program (e.g., pregnancy prevention or student mentoring) Professional Development Other program Type:

	☐☐☐☐

If your project will implement a program, please briefly describe it here, and attach a copy of your proposed curriculum and or other program materials.	
For --ISD Use Only	
Application Number: (Assigned by --ISD)	
Date Received: (Completed by --ISD)	
District program approval signatures (--ISD use only) Based on the information/process described above, the following recommendations are made:	Approval Revision and Resubmission (attach explanation) Denial (attach explanation) ☐☐☐
	Signature
	Date

II. Main Project Contact Person/Student (if class project, thesis, or dissertation)

Name:	Beatriz Bianca Shaughnessy
Address:	### Street City, TX 77###

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Phone:	###-###-####
Email Address:	-----@gmail.com

III. Project Director/Supervising Professor (if class project, thesis, or dissertation)

Name:	Dr. Lillian McEnery

Address:	University of Houston-Clear Lake 2700 Bay Area Blvd Houston, TX 77058
Phone:	###-###-####
Email Address:	-----@uhcl.edu

IV. Project Overview:

SAMPLE	Number	Description (Grades, Schools, Other Characteristics)
Students	n/a	
Staff/Others	9	District ESL Director, Elementary Principal & Assistant Principal, Elementary K-5 Dual Language Teachers (1 per grade level)
Parents/Guardians	6	Elementary K-5 Native English Dual Language Parents (1 per grade level)
PARTICIPATION	Time Required	

		Data Required (New & from School/Central Records)
Students	n/a	
Staff/Others	9 hours (up to 1 hour per interview)	New (interviews)
Parents/Guardians	6 hours (up to 1 hour per interview)	New (interviews)

COMMENTS (Please attach additional pages, if necessary.)

V. What hypothesis(es) or research/evaluation question(s) is being investigated?

1) What are the perceptions of K-5 administrators regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?

2) What are the perceptions of K-5 dual language teachers regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?

3) What are the perceptions of K-5 parents regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program?

VI. How will you obtain parental/guardian consent for participating students? What consents will be obtained from other participants?

Written consent will be obtained from all participants, but there will not be students participating in the study (only adults)

VII. Is this a single study or one of a series planned or contemplated?

Single study

VIII. Provide a brief summary of your research or evaluation design, including statistical analysis procedures. If the ISD databases will be used, please detail your variable and sampling needs.

A purposive sample will be used, which includes one central office administrator the Director of Instruction for English Language Learners (ELLs), the campus principal, the campus assistant principal, six dual language classroom teachers from grades K-5 one from each grade level, and six parents one from each grade level of native English-speaking students enrolled in the 90:10 dual language program.

A qualitative case study approach will be used to answer the overarching research question, "What are the perceptions of K-5 administrators, teachers, and parents regarding the influence of receiving initial reading instruction in Spanish on native English speakers' reading achievement who are enrolled in a 90:10 two way dual language program? The researcher has selected a qualitative case study research approach because it allows the researcher to explore a particular phenomenon, a 90:10 dual language program and the reading achievement of native English speakers in grades K-2 in southeast Texas (Baxter & Jack, 2008). Baxter and Jack (2008) note how case studies allow for the researcher to explore the issue through "a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood," (p. 544). Therefore, the researcher will be able to explore and describe the perspectives and actions of those involved in the 90:10 dual language program, especially as it pertains to the native English-speaking children participants.

IX. Use at least three of the most prominent studies, articles, or books from the knowledge base this project addresses to answer the following questions: (Please attach additional pages if necessary.)

• How will this project contribute to the Independent School District?

• How does this project relate to the ISD's current research and evaluation priorities?

• How will this project contribute to the field of education or the area it addresses?

This project will contribute to the Independent School District because the number of Hispanic/Latino families, whose native language is Spanish, immigrating to the United States continues to increase each year (López & Tápanes, 2011). School districts in the United States are working on ways to

better serve these students, especially those whose native language is Spanish (Culatta, Reese, & Setzer, 2006). The ISD has implemented different dual language program models and this research project focuses on the 90:10 dual language program of native English speakers, which there to this point has been very little research.

The project relates to the ISD's current research and evaluation process in that it will provide insight to the 90:10 dual language program in the ISD. Enrichment/developmental bilingual programs target students who are both non-native English speakers as well as students who are native English speakers. These programs seek to develop fluency in both the native and second language of both language majority (native English speakers) and language minority students (non-native English speakers) (Cobb, Vega, & Kronauge, 2006; Roberts, 1995; Valentino & Reardon, 2015).

The project will contribute to the field of education of 90:10 native English speakers in dual language programs and as previously mentioned, this particular group of students has had little research up to this point.

X. Source of project funds:

n/a

XI. List equipment and names of instruments to be used (attach descriptions of commonly available instruments or copies of researcher-developed or adapted instruments):

Interview question protocols will be used for each group of interviews (district personnel, administrators, teachers, and parents)

XII. Does any of the equipment or any procedure to be used constitute emotional or physical hazard to subjects?

No *

Yes
If Yes, provide a detailed explanation

XIII. --ISD Facilities needed:

I will need an office (quiet) space to conduct the interviews at the elementary school.

XIV.   Will research/evaluation assistants collect data? If so, please provide names, job titles and institutional affiliations.

No

XV. Assurances:

1. I understand that I am requesting assistance in a research and evaluation project and I am not requesting information pursuant to the Texas Open Records Act. If my request to conduct research and evaluation assistance is granted, I agree to abide by all policies, rules, and regulations of the district including securing written parental permission prior to implementation of my project, and maintaining the confidential nature of records and the privacy and rights of the individual and school.

    Signed: _____
    Main Project Contact Person/Student

2. I have read the Procedures for Research and Evaluation in the Independent School District by Outside Agencies or Individuals and understand that supervision of this project and responsibility for a report on its outcome rests with me. I also understand that the privilege of conducting future studies in the Independent School District is conditioned upon the fulfillment of such obligations.

    Signed: _____
    Project Director/Supervising Professor

APPENDIX C:

INFORMED CONSENT FORM

<u>Informed Consent to Participate in Research</u>

You are being asked to participate in the research project described below. Your participation in this study is entirely voluntary and you may refuse to participate, or you may decide to stop your participation at any time. Should you refuse to participate in the study or should you withdraw your consent and stop participation in the study, your decision will involve no penalty or loss of benefits to which you may be otherwise entitled.
You are being asked to read the information below carefully, and ask questions about anything you don't understand before deciding whether or not to participate.

Title: The Perceptions of the Influence of a 90:10 Two Way Dual Language Program on the Reading Achievement of Native English-Speaking Dual Language Learners in Grades K-5

Student Investigator(s): Beatriz Bianca Shaughnessy

Faculty Sponsor: Dr. Rebecca Huss-Keeler

PURPOSE OF THE STUDY
The purpose of this research is to investigate a 90:10 two way dual language program in an elementary school.

PROCEDURES
The research procedures are as follows: Each participant will be interviewed with a protocol using open-ended questions to obtain personal descriptions and experiences related to two way dual language programs. Each interview will be recorded. All recordings will be transcribed and used as data for the study. A field journal will be kept by the researcher to gather general notes on things learned, and will help separate personal perceptions on the part of the researcher from the actual facts of the study.

EXPECTED DURATION
The total anticipated time commitment will be approximately 45 minutes of participation time during an individual interview.

RISKS OF PARTICIPATION
There are no anticipated risks associated with participation in this project.

BENEFITS TO THE SUBJECT
There is no direct benefit received from your participation in this study, but your participation will help the researcher understand the perceptions of parents, teachers, administrators, and central office administrators in regard to educational practices for students in a two way dual language program.

CONFIDENTIALITY OF RECORDS
Every effort will be made to maintain the confidentiality of your study records. The data collected from the study will be used for educational and publication purposes, however, you will not be identified by name. For federal audit purposes, the participant's documentation for this research project will be maintained and safeguarded by the researcher for a minimum of three years after completion of the study. After that time, the participant's documentation may be destroyed.

FINANCIAL COMPENSATION
There is no financial compensation to be offered for participation in the study.

INVESTIGATOR'S RIGHT TO WITHDRAW PARTICIPANT
The investigator has the right to withdraw you from this study at any time.

CONTACT INFORMATION FOR QUESTIONS OR PROBLEMS
The investigator has offered to answer all your questions. If you have additional questions during the course of this study about the research or any related problem, you may contact the Student Researcher, Beatriz Bianca Shaughnessy at phone number ###-###-#### or by email at -----@tomballisd.net. The Faculty Sponsor, Dr. Rebecca Huss-Keeler, Ph.D., may be contacted at phone number ###-###-#### or by email at -----@uhcl.edu.

SIGNATURES:
Your signature below acknowledges your voluntary participation in this research project. Such participation does not release the investigator(s), institution(s), sponsor(s) or granting agency(ies) from their professional and ethical responsibility to you. By signing the form, you are not waiving any of your legal rights.

The purpose of this study, procedures to be followed, and explanation of risks or benefits have been explained to you. You have been allowed to ask questions and your questions have been answered to your satisfaction. You have been told who to contact if you have additional questions. You have read this consent form and voluntarily agree to participate as a subject in this study. You are free to withdraw your consent at any time by contacting the Principal Investigator or Student Researcher/Faculty Sponsor. You will be given a copy of the consent form you have signed.

Subject's printed name:_____

Using language that is understandable and appropriate, I have discussed this project and the items listed above with the subject.

Printed name and title:_____

Signature of Person Obtaining Consent:_____

APPENDIX D:

BACKGROUND INFORMATION FORM

For Administrators (District and Campus) and Dual Language Teachers
- Name of Participant
- Number of Years in Education
- Number of Years with the District
- Current Position in the District
- Previous Educational Experience and Positions
- What grades have you taught?
- University Degrees Obtained
- Traditional Teacher Certification or Alternative Teacher Certification (If Alternative Teacher Certification, how did you receive your alternative certification?)
- What certification(s) do you currently hold?
- How long have you been involved with dual language instruction?
- What type of training if any, have you received in dual language instruction? (When?)
- College Coursework regarding dual language (classes, number of hours, etc.)
- Professional Development Regarding Dual Language (Title of Training or Supporting Agency)

For Parents of K-5 Native English Speakers in 90:10 Dual Language Program
- Name of participant
- Highest grade completed (mother/father)
- Employment situation - full time, part time, stay at home (mother/father)
- If employed, occupation (mother/father)
- Are any language(s) other than English spoken in your home?
- Do you or your spouse speak a language other than English? If yes, how did you acquire the second language?
- Number of years child(ren) have been in 90:10 dual language program
- Number of child(ren) who have been in the 90:10 dual language program

APPENDIX E:

INTERVIEW PROTOCOL DISTRICT LEVEL ADMINISTRATOR

Overview
- What are your beliefs regarding bilingualism and bilingual education?
- Describe the dual language programs to me – what are the benefits and drawbacks?
- How many dual language programs do you supervise in your district?
- What types of dual language programs do you supervise (90:10/50:50 etc.) and how is your time allotted to the various dual language programs you supervise?
- From which organizations do you receive your dual language information? (TABE, NABE, conferences)
- What changes have you made in your district that has contributed to the success of the dual language programs? How do your recommendations for the dual language programs get implemented in the schools? (policies, procedures, staff development, etc.)
- Explain the topics principals, teachers, and/or parents have voiced in regard to your district's dual language programs.
- Describe your perception of the roles and responsibilities of the dual language programs/campuses.
- How many students are currently enrolled in your district's dual language programs?
- Describe the process your district utilizes for identifying students to qualify for the dual language programs.

Academic
- What do you feel are the key components in a dual language program for ensuring academic success?
- Describe a native English-speaking student in the dual language program who has experienced academic success and explain the actions of principals and teachers that contributed to their success.
- What type of training does the district provide for classroom teachers that contribute to the academic success of native English-speaking students in the dual language program?
- Are dual language teachers provided specific professional development in the content area of literacy?
- Do you find there are any particular challenges regarding the 90:10 dual language program model as a central office administrator?

Communication
- Describe how you communicate policies, procedures, and other information to principals, bilingual specialists, and classroom teachers in regard to the dual language programs.
- Describe how the communication and interactions take place between the administrators at central office, (i.e. bilingual specialist, curriculum department, etc.).
- How would you describe the relationship between the district/school and students' families and the community?

Future Considerations
- In a perfect world, (given all the resources available) describe an ideal dual language program in your district.
- What future goals do you envision for the dual language programs in your district?
- What would need to happen in order for this to become a reality?

Closing
- Is there anything else you would like to add regarding the dual language programs in the district?

INTERVIEW PROTOCOL CAMPUS LEVEL ADMINISTRATORS

Overview
- What are your beliefs regarding bilingualism and bilingual education?
- Describe the 90:10 dual language program to me – what are the benefits and drawbacks?
- What changes have you made at your school that has contributed to your school's 90:10 dual language program (staff development, training, etc.)?
- What staff development and/or training do your classroom teachers receive that facilitate meeting the academic needs of your native English-speaking students in the 90:10 dual language program?
- Explain some topics that central office administrators, teachers, and/or parents have voiced in regard to your school's 90:10 dual language program.
- Describe a typical native English-speaking student in the 90:10 dual language program in your school.

Academic
- What do you feel are the key components in a 90:10 dual language program for ensuring academic success for native English-speaking students?
- What teaching practices or methods have you found successful in regard to teaching native English-speaking students in the 90:10 dual language program?
- What is the process for selecting the dual language teachers?
- Describe a native English-speaking student in the 90:10 dual language program who has experienced academic success and explain the actions of principals and teachers that contributed to their success.
- How often do you target data (district assessments, reading assessments, oral assessments, work samples) of your native English-speaking students in the 90:10 dual language program to monitor their progress?
- The 90:10 dual language program has both native English speakers and native Spanish speakers. Have you found this to be an advantage or disadvantage for your students? How/why?
- Are dual language teachers provided specific professional development in the content area of literacy?
- Do you find there are any particular challenges regarding the 90:10 dual language program model as a principal?

Communication
- Describe how you receive communication from central office in regard to the 90:10 dual language program. (who, how often, how helpful is the information?)
- Describe the communication that you and the dual language teachers have regarding the 90:10 dual language program.
- Describe the process in which you communicate with your classroom teachers and your bilingual specialist in regard to native English-speaking students in the 90:10 dual language program.
- How would you describe the relationship between the school and students' families and the community?

Future Considerations
- What future goals do you envision for the 90:10 dual language program in your school?
- What would need to happen in order for this to become a reality?
- What are some changes that you are working towards that may contribute to the 90:10 dual language program at your school?
- In a perfect world, (given all the resources available) describe an ideal 90:10 dual language program in your district.

Closing
- Is there anything else you would like to add regarding the native English-speaking students in the dual language program or the dual language program in general?

APPENDIX G:

INTERVIEW PROTOCOL DUAL LANGUAGE TEACHERS

Overview
- What are your beliefs regarding bilingualism and bilingual education?
- Describe the 90:10 dual language program to me – what are the benefits and drawbacks?
- Why did you choose to teach in the 90:10 dual language program?
- Approximately how many students in the 90:10 dual language program do you teach each school year?
- What are some of the practices your district or school implements that contribute to the 90:10 dual language program (staff development, training, instructional support, etc.)?
- Describe the staff development and/or training opportunities that exist for teachers that facilitate the academic needs of native English-speaking students in the 90:10 dual language program.
- Explain some of the topics that central office administrators, principals, teachers, and/or parents have voiced in regard to your school's 90:10 dual language program.
- Describe a typical native English-speaking student in the 90:10 dual language program in your school.
- Describe how you monitor the progress of native English-speaking students in the 90:10 dual language program and how you know they are getting all of their needs met.

Academic
- What do you feel are the key components in a 90:10 dual language program for ensuring academic success?
- What teaching practices or methods have you found successful in regard to teaching native English-speaking students in the 90:10 dual language program?
- What changes have you made in instruction that have impacted the learning of native English-speaking students in the 90:10 dual language program?
- Describe a native English-speaking student in the 90:10 dual language program who has experienced academic success and explain the actions of principals and teachers that contributed to their success.
- How often do you target data (district assessments, reading assessments, oral assessments, work samples) of your native English-speaking students to monitor their progress in the 90:10 dual language program?

- What recommendations to central office administrators or to your principal would influence the quality of education for native English-speaking students in the 90:10 dual language program?
- The 90:10 dual language program has both native English speakers and native Spanish speakers. Have you found this to be an advantage or disadvantage for your students? How/why?
- Are dual language teachers provided specific professional development in the content area of literacy?
- Do you find there are any particular challenges regarding the 90:10 dual language program model as a teacher?

Communication
- Describe how you work with the bilingual specialist to support the needs of native English-speaking students in the 90:10 dual language program (i.e. mentor role, consultative role, etc).
- Describe your perceptions of the communication that occurs between the district coordinator, the principal, the bilingual specialist, and yourself regarding the 90:10 dual language program.
- What assistance do you need in regard to the 90:10 dual language program?
- Are you receiving the support you need when teaching native English-speaking students in the 90:10 dual language program?
- How would you describe the relationship between the school and students' families and the community?

Future Considerations
- In a perfect world, (given all the resources available) describe an ideal 90:10 dual language program in your school.
- What future goals do you envision for the 90:10 dual language program in your school?
- What would need to happen in order for this to become a reality?

Closing
- Is there anything else you would like to add regarding the native English-speaking students in the dual language program or the dual language program in general?

APPENDIX H:

INTERVIEW PROTOCOL PARENTS OF NATIVE ENGLISH SPEAKERS

Overview
- How did you hear about the 90:10 dual language program?
- Why did you choose the 90:10 dual language program for your child?
- Has the 90:10 dual language program fulfilled your expectations?
- What are your beliefs regarding bilingualism and bilingual education?

Academic
- What are the goals you have for your child related to the 90:10 dual language program?
- How has your child done in the 90:10 dual language program so far? (academically, socially, linguistically) What has been their most positive experience and what has been their most difficult experience?
- How are your child's bilingual language skills? How has the 90:10 dual language program helped with this?
- Have there been any important challenges or issues for you or your child related to their schooling and/or the 90:10 dual language program?
- The 90:10 dual language program has both native English speakers and native Spanish speakers. Have you found this to be an advantage or disadvantage for you/your child? How/why?
- As the parent of a native English speaker, how do you feel reading instruction in the second language (Spanish) impacts your child?

Communication
- How has the 90:10 dual language program been for you as a family? Have you been involved with the school?
- How would you describe the relationship of the school to your family and to the community at large?
- Do you think the 90:10 dual language program is equitable to both language populations? Does it deal well with differences?

Future Considerations
- What future goals do you envision for the 90:10 dual language program at your child's school?
- Does your child have younger siblings? If so, do you plan to enroll them in the 90:10 dual language program (why/why not)?

Closing
- Is there anything else you would like to add regarding the 90:10 dual language program?

(Appendix H questions adapted from López, 2008)

RÉSUMÉ

Beatriz Bianca Shaughnessy, EdD

Education

Doctor of Education, University of Houston-Clear Lake, 2018

Master of Science, University of Houston-Clear Lake, 2009

Bachelor of Science, Texas A&M University, 2001

Experience

Principal, Tomball Intermediate School, Tomball Independent School District, 2017-Present

Principal, Woodland Acres Elementary, Galena Park Independent School District, 2013-2017

Assistant Principal, Woodland Acres Elementary, Galena Park Independent School District, 2010-2013

Teacher, Purple Sage Elementary, Galena Park Independent School District, 2003-2010

Certification

Superintendent Certification EC-12

Principal Certification EC-12

Teaching Certification, Generalist EC-4

Teaching Certification, English as a Second Language EC-4