

Molloy University

DigitalCommons@Molloy

Theses & Dissertations

4-4-2023

Sheltered Instruction for Newcomer Multilingual Learners Through a Multicultural and Assimilation Lens: Administrators, Teachers, and Students' Perceptions in a Middle-Level Education Setting

Victoria Rae Seelinger
Victoriaseelinger@gmail.com

Follow this and additional works at: <https://digitalcommons.molloy.edu/etd>



Part of the [Education Commons](#)



This work is licensed under a [Creative Commons Attribution-NonCommercial-No Derivative Works 4.0 International License](#).

[DigitalCommons@Molloy Feedback](#)

Recommended Citation

Seelinger, Victoria Rae, "Sheltered Instruction for Newcomer Multilingual Learners Through a Multicultural and Assimilation Lens: Administrators, Teachers, and Students' Perceptions in a Middle-Level Education Setting" (2023). *Theses & Dissertations*. 160.
<https://digitalcommons.molloy.edu/etd/160>

This Dissertation is brought to you for free and open access by DigitalCommons@Molloy. It has been accepted for inclusion in Theses & Dissertations by an authorized administrator of DigitalCommons@Molloy. For permissions, please contact the author(s) at the email addresses listed above. If there are no email addresses listed or for more information, please contact tochter@molloy.edu.

**Sheltered Instruction for Newcomer Multilingual Learners Through a Multicultural and
Assimilation Lens:
Administrators, Teachers, and Students' Perceptions in a Middle-Level Education Setting**

Victoria Rae Seelinger

Submitted for partial fulfillment of the
Requirements for the degree of
Doctor of Education

Molloy University

2023

© by Victoria Rae Seelinger

All Rights Reserved

2023



SCHOOL OF EDUCATION AND HUMAN SERVICES

The dissertation of **Victoria Seelinger** entitled: *Sheltered Instruction for Newcomer Multilingual Learners Through a Multicultural and Assimilation Lens: Administrators, Teachers, and Students' Perceptions in a Middle-Level Education Setting* in partial fulfillment of the requirements for the degree of Doctor of Education in the School of Education and Human Services has been read and approved by the Committee:

Dr. Allison Roda
Associate Professor, School of Education and Human Services
Molloy University

Dr. Joanna Alcruz
Associate Professor, School of Education and Human Services
Molloy University

Dr. Carrie McDermott
Associate Professor, School of Education and Human Services
Molloy University

Joanne O'Brien, Ed.D.
Dean, School of Education and Human Services
Molloy University

Date: April 4, 2023

Abstract

Administrators and teachers are tasked with the opportunity to implement bilingual programs to accommodate the growing population of multilingual learners, or MLs. There is a debate in the field about the most appropriate structure for bilingual programs. Sheltered Instruction (SI) is a way to “shelter” MLs from the anxiety of regular academic courses by separating MLs from their native English-speaking peers until they are ready and proficient enough to join mainstream classes. While the SI classroom is beneficial academically, the program’s separate structure, culture, and climate could have negative implications for students’ socialization and sense of belonging. The purpose of this study was to examine how different stakeholders—administrators, educators, and students—perceive the assimilation and multicultural goals of a 5th-grade English-only and 6th-grade bilingual-supported SI classroom. My findings show that the advantages of a SI classroom included the ability for the ESOL teacher to support specific student needs, create a safe learning environment, and give ML students tailored instruction. Disadvantages of a SI classroom included isolation, missed opportunities, lack of teacher collaboration, and timing. Assimilation goals were present in the SI classroom, particularly in the English-only class, because of the intensive focus on acquiring English for state tests and returning to the general education classroom. Yet, multicultural goals of the SI classroom were also illuminated due to how teachers valued students' cultural backgrounds. The findings of this study can provide an opportunity to improve the SI program through a better understanding of the presence of multicultural and assimilation goals.

Keywords: sheltered instruction, multilingual education, newcomer multilingual learners, assimilation, multiculturalism, teaching English to speakers of other languages

Dedication

This dissertation is dedicated to all of my past, present, and future multilingual learners. You have all changed the projection of my life. Without you, I would not be who I am today. I truly thank you for that.

Acknowledgments

To my husband and sons, thank you for allowing me to be my best self and encouraging me to see everything through.

To my parents, thank you for always supporting my educational dreams, whether financially or emotionally. You are my biggest cheerleaders.

To my sisters, thank you for always being there and stepping up in times of need.

To Tanya Franca and Dr. Andrea Honigsfeld, thank you for pushing me to step out of my comfort zone. Your affirmations encouraged me to pursue this dream.

To Dr. Alejandro Rivera, thank you for leading me on this path. I would not be who or where I am without you.

To my colleagues, thank you for all your support along the way.

To Dr. Allison Roda, Dr. Ryan Coughlan, Dr. Joanna Alacruz, and Dr. Carrie McDermott thank you for supporting me along this path of life. Thank you for being understanding and reminding me that family comes first. It is exciting being at this point in the program, but it is bittersweet to not be under your guidance moving forward. I truly appreciated every piece of advice and encouragement you have given me along the way.

To my “Blended Family,” even though we were all around the world, I have never felt closer to a group of women. Thank you for your endless love, kind words, and listening ears throughout this journey of ours.

Table of Contents

Abstract.....	i
Dedication.....	ii
Acknowledgments	iii
Table of Contents.....	iv
List of Charts	ix
List of Figures.....	x
List of Tables	xi
Chapter One: Introduction	1
Role of the Researcher.....	3
Statement of the Problem.....	4
Background.....	7
Assimilation Goals for Multilingual Learners in a Sheltered Instruction Classroom.....	9
Purpose Statement	11
Research Questions.....	11
Design and Methods	12
Setting and Participants	12
Teachers.....	12
Students.....	13
Administrators	13
Methods	14
Data Collection and Analysis	14
Limitations.....	15
Significance of the Study.....	15
Trustworthiness.....	16
Definition of Terms	17
Conclusion	19
Chapter Two: Literature Review	21
Theoretical Framework.....	22
Instructional Models for MLs.....	26
English-Language Monolingual Programs	27
Dual-Language Programs	28

Sheltered Instruction Programs.....	29
Curriculum and Pedagogy in SI Classrooms	29
Culture and Climate of SI Classrooms	32
Assimilation in Different Bilingual Programs	32
Benefits of Multilingual Classrooms	33
Administrator, Teacher, and Student Perspectives of an SI Classroom.....	35
Student Perspectives	36
Summary	37
Chapter Three: Methodology	38
Problem Statement and Research Questions.....	39
Organization Section.....	40
Design and Methods	40
Role of the Researcher.....	42
Population and Sample	42
ML Population	43
Sampling Technique and Data-Collection Procedures	44
Student Interviews	47
Teacher Interviews.....	48
Administrator Interviews	49
Trustworthiness.....	49
Ethical Issues	50
Summary	50
Chapter Four: Results	52
Research Questions.....	53
Chapter Overview	54
Part One: Participants	54
District Office Administrators	54
Lawrence G. Roberts, K-12 ESOL Coordinator at Cooper County School District.....	54
Elizabeth Schneider, Multilingual Learner Program Instructional Coach at Cooper County School District	55
Blakeway Elementary School.....	55
Dr. Mindy Ollie, Principal of Blakeway Elementary	55
Sarah Smith, Assistant Principal of Blakeway Elementary	56

Lilli Pembroke, English-Only ESOL Teacher at Blakeway Elementary	56
Student Participants in Mrs. Pembroke’s Classroom.....	57
Joel.....	57
Ian	57
Mia.....	57
Description of Mrs. Pembroke’s English-Only SI Classroom.....	58
Creekside Middle School.....	60
Layla Mohler, Assistant Principal at Creekside Middle School	60
Kathryn Price, ESOL Teacher at Creekside Middle School.....	60
Student Participants in Mrs. Price’s Classroom.....	61
Alexandra.....	61
Mackenzey.....	61
Paolo	61
Vicente.....	62
Description of Mrs. Price’s Bilingual-Supported SI Classroom.....	63
Development of Codes.....	64
Part Two: Research Themes	67
Pros of SI	68
Supporting Specific Student Needs	68
Connection to Maslow.....	70
Self-Advocacy	73
Academic Learning Needs.....	74
Giving Multilingual Learners the Opportunity to Have Tailored Instruction.....	75
Creating a Safe Learning Environment	78
Student Perspectives on the Pros of SI Classroom	81
Conclusion	82
Cons of the SI Classroom	83
Separate Program Structure	83
Lack of General-Education Teacher Buy-In and Support	85
Blakeway Elementary	86
The Value of Time.....	89
Student Perspectives of the Cons of the SI Classroom.....	95
Conclusion	96

Assimilation Goals.....	96
Intensive Focus on Language Acquisition.....	97
Adjusting to Cultural Norms.....	100
The Misconception of Assimilation and Integration	106
Colorblindness	109
Student Perspectives on Assimilation Goals.....	111
Conclusion	113
Multicultural Goals	114
Valuing Student Ethnicities	114
Figure 4.5.....	119
<i>Student Work Featured at Multicultural Night at Creekside Middle School.....</i>	119
Strategies to Create a Multicultural School Environment	119
Celebrating Cultural Diversity.....	125
Conclusion	128
Closing Thoughts.....	128
Chapter Five: Conclusion	130
Summary of the Study	130
Overview of the Problem.....	131
Purpose Statement and Research Questions	132
Review of the Methodology	132
Discussion of Findings	133
Findings Related to the Literature	135
SI Separate Program Structure.....	136
Sheltering Students Can Cause Isolation	136
SI Classrooms Hone in on Cultural Norms.....	137
Contribution to Multiculturalism Theory.....	137
Contribution to Assimilation Theory	138
Surprising Findings.....	139
Implications for Practice.....	139
Teacher Planning	141
Importance of Inclusivity.....	141
Achievement Can Look Different.....	143
Professional Development	144

Recommendations for Further Research.....	145
Limitations.....	145
Conclusion.....	147
References.....	148
Appendix A: Institutional Review Board Approval Letter.....	160
Appendix B: Sampling Questionnaire.....	162
Appendix C: Interview Protocol for Students.....	164
Appendix D: Interview Protocol for Students - Spanish Version.....	169
Appendix E: Interview Protocol for Teachers.....	174
Appendix F: Interview Protocol for Administrators.....	178

List of Charts

Chart 1:1	Trustworthiness of the Study.....	17
------------------	-----------------------------------	----

List of Figures

Figure 2.1	Assimilation to Multiculturalism Continuum	26
Figure 4.1	Mrs. Pembroke’s English-Only Sheltered Instruction Classroom.....	59
Figure 4.2	Mrs. Price’s English-Only Sheltered Instruction Classroom.....	64
Figure 4.3	Codes to Themes.....	65
Figure 4.4	Student work featured at the Hispanic Heritage Month Celebration at Blakeway Elementary.....	117
Figure 4.5	Student Work featured at Multicultural Night at Creekside.....	119

List of Tables

Table 3.1 Case Study Participants.....46

Table 4.1 Participant Demographics- District Office Administrators.....55

Table 4.2 Participant Demographics- Administrators and English-Only
Teacher from Blakeway Elementary.....56

Table 4.3 Participant Demographics- Student Participants from Blakeway
Elementary.....58

Table 4.4 Participant Demographics- Student Participants from Creekside
Middle School.....60

Table 4.5 Participant Demographics- District Office Administrators.....62

Chapter One: Introduction

I: Do you find anything rewarding about your profession?

Kathryn: Yeah, absolutely. <laugh> That's the reason why I wake up in the morning.

Three years ago, I received a call from an English to Speakers of Other Languages (ESOL) coordinator in South Carolina asking if I would accept a teaching position. After applying to two different school districts in South Carolina and not hearing back from either about a general education teaching position, I thought I would take the day to consider the job offer and hope for another opportunity to arise. After all, I had no experience teaching ESOL, and my heart was in the elementary school general education classroom, or so I thought. I decided to take the leap and accept the position. After the first year of working with multilingual learners (MLs, which have also been identified as English Language Learners or ELLs), I noticed that pushing into the classroom and co-teaching with the general education teacher was extremely difficult. According to the literature on the topic, I found that MLs are more likely to become better English readers and writers if they are taught in a sheltered instruction (SI) environment that allows them to use their first language (L1) as they learn English (Moughamian et al., 2009). SI is a way to “shelter” or protect MLs from the anxiety of regular academic courses by separating MLs from their native English-speaking peers until they are ready and proficient enough to join mainstream content classes (Fritzen, 2011).

During the 2019–2020 school year, I asked my principal for permission to pull five newcomer MLs out of their classrooms and into a small group setting. She agreed and allowed me to use one of the empty classrooms as a home base for small-group instruction. During this time, I worked on foundational English with my newcomer MLs, such as phonics, di-graphs, rhyming words, and basic English vocabulary. At the end of the year, I was able to show that my students were scoring better on English acquisition exams compared to earlier in the year when

the students were solely in a general education classroom with ESOL support through a co-teaching model. After that initial year, the school decided to implement a curriculum for newcomer MLs in a SI classroom, and the program was also implemented in a middle-level education setting. Newcomer students received 45 minutes of SI each day from an ESOL teacher.

Although I knew that having a SI classroom was beneficial academically, I was concerned that the program's separate structure, culture, and climate could have negative implications for students' socialization and sense of belonging with English-dominant peers. Bunch et al. (2001) noted that SI can in fact segregate MLs from the rest of the school. Similarly, I wondered if the program was unintentionally supporting assimilation instead of multicultural goals. Assimilation occurs when language learners give up their cultural lifestyle and values to adopt those of the target group (Schumann, 1986). Assimilation goals in a SI classroom would mean getting MLs to be proficient in English as quickly as possible at the expense of the student's native language and culture. Meanwhile, multicultural goals would seek to "form a synthesis of cultures and to help diverse groups build an interactive dialog with others regardless of local, national, transnational or international status" (Erbas, 2019, p. 23). Multicultural goals in a SI classroom would mean valuing MLs' native culture and language while learning a new language.

In fact, assimilation theory and multiculturalism are on two opposite sides of a continuum. When considering the continuum from assimilation to multiculturalism, I wondered where a SI classroom would fit best. According to Moughamian et al. (2009), SI programs use the native or first language (L1) to supplement the English-only curriculum. In this scenario, if a bilingual educator is teaching the SI classroom, I would imagine that the SI classroom would be near the multiculturalism side of the spectrum due to the bilingual support. On the other hand, if

an English-only ESOL teacher is implementing the curriculum without bilingual support, the SI classroom could be placed on the assimilation theory side of the continuum.

Although there is research on the effectiveness of the SI model (i.e., Chamot & O'Malley, 1986; Echevarria et al., 2017; Freedman et al., 1987; Lapkin & Cummins, 1984; Kareva & Echevarria, 2013), there is less research on administrator, teacher, and student perspectives of a SI classroom for newcomer MLs. Therefore, my study was designed to understand how different stakeholders perceive how the program supports or subverts assimilation and multicultural goals. This research provided administrators and teachers the opportunity to hear different perspectives on the SI classroom and the overarching goals for educating MLs. The findings of this study provided an opportunity to improve the program through a better understanding of the presence of multicultural and assimilation goals in the areas of culture and climate in an 5th-grade English-only and 6th-grade bilingual-supported SI classroom.

Role of the Researcher

The topic of newcomer ML instruction resonated with me because of my professional and personal background. On a professional level, I have been an ESOL teacher for four years and have been a certified teacher for six years. In my second year of teaching ESOL, I was nominated for Teacher of the Year within my school building. The teachers who voted for me said that my passion for teaching MLs shined through in my work every day. I can truly say that I have my father to thank for that.

My father immigrated to the United States from Thailand when he was five years old. He was enrolled in a public elementary school in Freeport, New York, in the 1960s. He only spoke Thai, so his communication with peers and teachers was nonexistent. However, with the help of his ESOL teacher, he was able to pick up on the language quickly. The ESOL teacher used a

variety of strategies and scaffolds to support my father's learning. She went above and beyond to support English language acquisition. She even stayed after school to work with my father and his sister. My father still remembers his teacher to this day; that is how much she impacted his life. Because of this, I decided to pursue a Teaching English to Speakers of Other Languages degree. I wanted to become an ESOL teacher so I, too, could have an impact on students' lives, especially students who need the extra support as they transition into an unfamiliar educational environment.

One can compare my father's experience of being one of the only MLs in his schools, where his teacher had the ability to work with him one on one, to the present day where many ESOL teachers may work with 20-25 MLs at once. As Park (2008) wrote, "It is significant to compare ESL programs in the late 1960s to today, because it is not only possible to see the changes of ESL programs' goals and curriculums, but also the change of the government views on the issue" (p. 4). Overall, the demographics in the U.S. are changing, so teaching models and strategies must adapt and change to support MLs. My research serves as an important part in the change to create an equitable SI classroom for newcomer MLs.

Statement of the Problem

According to the National Center for Education Statistics (NCES, 2021a), The percentage of MLs attending public schools in the United States was higher in Fall 2018 (10.2%, or 5.0 million students) than in Fall 2010 (9.2%, or 4.5 million students). The NCES displays the number and percentage distribution of ML students in public schools according to home language. In the Fall of 2018, there were 3,777,926 MLs who spoke Spanish, the chart depicts that South Carolina specifically has 6.0% of public school students who were classified as MLs.

In addition, enrollment in U.S. public elementary and secondary schools is projected to increase by 8% between 2016 and 2028 for Hispanic students (NCES, 2021). In this dissertation,

Hispanic is the demographic label that Cooper County School District(pseudonym) uses for this population of students. Hispanic MLs are coming to the U.S. from different backgrounds and cultures and enrolling in public elementary and secondary schools.

One problem that schools have faced, given the influx of Hispanic students, is the lack of teachers certified to teach ESOL. According to Lessow-Hurley (2003), all too often, some professionals assume that any English-speaking teacher can teach English as a second or other language, which is not the case because simply knowing the target language is not enough to effectively work with MLs. Moreover, Fern (1998) noted that it is even more difficult to staff bilingual classrooms because of the shortage of bilingual and biliterate speakers of Spanish in the United States. The lack of resources is another issue many districts face regarding quality curriculum for MLs.

Another significant problem is that MLs have been exposed to different teaching styles in their home countries that may be similar or different to the styles of teaching implemented in the United States: “When teachers are knowledgeable of the best approaches to support ELLs in terms of language proficiency, academic deficit, ethnic identity, and self-awareness, their students are more likely to be socially and academically successful” (Narvaez, 2019, p. 3). Administrators and teachers are tasked with the opportunity to create and implement instructional programs and use best practices or methods to accommodate the growing population of MLs. Lessow-Hurley (2003) claimed that without an informed understanding of the nature of language, educators cannot structure educational approaches for MLs. Therefore, professional development should be given by professionals in the ESOL field throughout the school year to general education teachers and ESOL teachers to allow them to add useful tools to their repertoire in teaching their MLs.

Another issue facing MLs is an unaccepting or unwelcoming school and classroom culture and climate. According to Lessow-Hurley (2003), linguistic diversity is one indicator of cultural diversity in public schools; however, even as the classrooms become more diverse, public school teachers continue to be “overwhelmingly” White and middle class. Therefore, many teachers are unable to understand MLs’ basic and academic needs because of their inability to connect or communicate with newcomer MLs. According to Lessow-Hurley (2003), “teachers need to develop an understanding of the nature of culture conflict and be able to cultivate a positive cross-cultural classroom environment” (p. 57). Due to the fact that teachers work with racially and linguistically diverse populations, they must understand the dynamics and tension of assimilation and multiculturalism.

Moreover, a school’s culture and climate play a part in how MLs in the SI classroom are viewed. School culture refers to the impact that the school environment has on students, including teaching practices; cultural diversity; and relationships between administrators, teachers, and students (Zullig, 2010). School culture and climate are important factors in determining a successful school and maintaining school effectiveness (Patterson et al., 2014). Administrators and teachers must shape the school’s cultural and climate situation for school improvement to support MLs (Hamidah & Cing, 2014). In addition, “creating a positive school climate requires recognition of students as a key focus as well as leadership, efficient staff, and shared goals with students and the community” (Thiruchelvan et al., 2020). My research sought to understand how administrators, teachers, and students view the influence that school culture and climate have on the SI classroom.

Last, another problem is that many teachers and administrators see MLs as having a deficit instead of an asset because of the L1 being a language other than English. Nykiel-Herbert (2010) believed that “One of the major reasons why minority students in general, and immigrant

newcomers in particular, perform poorly in schools is that their home cultures, while being ‘celebrated,’ are not sufficiently utilized as a resource for their own learning” (p. 2). Leung and Chiu (2010) expressed that experience in a single culture might limit creativity and multicultural experiences. Moreover, Lessow-Hurley (2003) noted that students who are highly proficient in more than one language appear to have an academic advantage over monolingual students. Cummins’ (2000) review showed multilingual students who have access to more than one language appeared to have the advantage of highly developed meta-linguistic and problem-solving abilities in both language and mathematics. Bilingual students are also more likely to develop a third language with more ease than students who do not know more than one language.

Background

This dissertation investigated the connection between stakeholders and their perceptions of assimilation and multicultural goals in an English-only SI classroom and a bilingual-supported SI classroom for newcomer MLs. I closely examined a service delivery model for MLs in two different instructional settings. I explored two SI classrooms that have the similarity of length of time and newcomer proficiency levels; however, one classroom had an English-only ESOL teacher instructing the curriculum and the other classroom was instructed by a bilingual ESOL educator who speaks Spanish and English.

This study was conducted in the state of South Carolina. Currently, a South Carolina public school district, Cooper County (pseudonym), uses five different program-service delivery models for MLs. The current models used within Cooper County School District are: (a) pull-out with 2-5 students for 20-30 minutes, (b) ESOL class period/SI classroom, (c) push-in, and (d) co-teaching. For the sake of this study, I examined an ESOL class period model, which is known within the district as a SI classroom. Through these program models, ESOL teachers instruct MLs who receive ESOL services based on their proficiency levels from their World-Class

Instructional Design and Assessment (WIDA) Screener scores, which range from 1.0 to 6.0.

WIDA, a national consortium of states, created a system of language standards, assessments, and professional learning. WIDA's Framework for Equitable Instruction "aims to support multilingual students' content-area learning and language development" (Molle & Wilfrid, 2021, p. 585). South Carolina has been a member of the WIDA Consortium since 2014.

When ML students are screened or tested and marked as MLs, they are required by law to receive services based on their English-proficiency levels unless their parents decide to waive their ESOL services. Students who score 1.0 to 1.9 are considered "entering MLs" and are typically newcomer students who have been in the country for a year or less. A score of 1 on the WIDA scale of proficiency levels means that the student is an *Entering* ML, which means the student "knows and uses minimal social language and minimal academic language with visual and graphic support" (WIDA, 2020, p. 9). To appropriately provide instruction for newcomer MLs, schools must put in place effective service models to best serve their ML population.

SI programs are designed to support MLs entering the United States and enrolling in a public school education program for the first time: "The term *sheltered instruction* has become a widely used metaphor for pedagogical interventions intended to help English language learners (ELLs) simultaneously gain English language proficiency and subject matter understanding" (Fritzen, 2011, p. 185). SI is a form of content-based instruction that integrates the teaching of academic subject matter with the teaching of another language (Fritzen, 2011). In Cooper County, a small group of students in 5th grade leave their general education classroom for one period per day to receive English language instruction with a different teacher in a SI-designated classroom. In 6th grade, in middle school, the students do not leave their general education class; instead, they miss an arts elective in place of the SI classroom.

Assimilation Goals for Multilingual Learners in a Sheltered Instruction Classroom

Berry's (2003) Acculturation Model expresses four acculturation strategies in ML learning: (a) assimilation, (b) separation, (c) integration, and (d) marginalization. *Assimilation* refers to the strategy where one adopts the new culture of the country while rejecting one's former cultural norms. *Separation* refers to the strategy of maintaining one's own cultural identity while rejecting the new norms of the culture from the new country. The strategy, *integration*, refers to retaining their own cultural identity while accepting their new cultural identity simultaneously. The strategy of integration is similar to multiculturalism in that students accept their new culture while keeping their own culture. Last, *marginalization* refers to the rejection of both one's old culture as well as their new culture altogether (Choy et al., 2021).

This research focused exclusively on assimilation. Berry (1997) stated, "From the point of view of non-dominant groups, when individuals do not wish to maintain their cultural identity and seek daily interaction with other cultures, the assimilation strategy is defined" (p. 9). I sought to discover how administrators and teachers viewed MLs' cultural identities and backgrounds in a middle-level education environment. Assimilation goals were viewed as getting MLs to be proficient in English as quickly as possible at the expense of the student's native language. Assimilation goals can also equate to a colonial mindset, meaning "whiteness as purity and superiority over all things nonwhite" (Brown, 2007, p. 19). Brown (2007) argued, "This then becomes a new form of colonialism, a reproduction of colonial ideas of entrenched hierarchies of white power and privilege, heterosexism, patriarchy, capitalism as fields of oppression intermeshed and intertwined to shape social and individual experience" (p. 5). This can be present in the SI classroom through the use of the curriculum taught within the school district and through the use of language or the way in which the teacher chooses to teach the students.

Taking on an assimilation approach can lead to gaps in education. For instance, individuals that assimilated still experienced gaps in opportunity due to lack of resources. The Californians for Justice Fund (2001) explained that “In the schools studied, where people of color make up the majority of the population, students face unhealthy and hazardous school conditions and a lack of educational resources” (p. 24). Assimilation can also lead to losing one’s own identity. Skerry (2000) highlighted that assimilation into the mainstream is referred to as an insidious process that robs someone of their history and self-esteem. Also, the assimilation approach can lead to a break in family ties due to the inability to speak to the family or connect with the culture since the person has been so far removed.

Multicultural Goals for Multilingual Learners in a Sheltered Instruction Classroom

Erbas (2019) noted that multiculturalism is an approach within the educational system that recognizes cultures and seeks to help diverse groups build an interactive dialogue with other cultures regardless of local, national, transnational, or international status. Fillerup (2000), an educator and program director for First Nation language immersion programs, wrote,

The heart of a people is passed down through the generations via language.

Language is the primary vehicle through which we express poetry, literature, genealogy, history, philosophy, and religion. It is through language that we define who and what we are, and our unique place in the universe. (pp. 22-23)

Fillerup stated that one’s native language is the inexplicit reason for a person’s success in life along with self-efficacy and well-being. Considering this concept, I sought to understand how the culture and climate of the sheltered classroom supports MLs’ multicultural identities and backgrounds. When discussing multilingual learners, Leung and Chiu (2010) explained that an ML who has extensive experiences in both cultures could understand both ideas spontaneously; cognitively place them in juxtaposition; and through creative insights, combine those two ideas

into a grand idea. Overall, I examined the perspectives of multiple stakeholders who are closely involved in the English-only and bilingual-supported SI classroom to explore how multiculturalism plays out in a classroom.

Purpose Statement

The purpose of this study was to examine an English-only and bilingual-supported SI classroom in two separate schools and how different stakeholders perceive the assimilation and multicultural goals of the SI classroom and school environment. I did this by interviewing the K-12 ESOL coordinator at Cooper County School District, Multilingual Learner Program instructional coach at Cooper County School District, one principal, two assistant principals, one English-only ESOL teacher, one bilingual ESOL teacher, and seven ESOL students.

My research allowed insider insight into an SI classroom and a better understanding of its assimilation and multicultural goals. It was important to examine the SI classroom because newcomer MLs should be given the same opportunity to learn and succeed as their peers, regardless of their first language. Newcomer MLs deserve the opportunity to receive equitable resources based on their social and academic needs. Moreover, through this research, I had the ability to understand the resources and support that should be provided to effectively support and enhance students' learning and social inclusion.

Research Questions

The following research questions guided this study:

RQ1. How do administrators, teachers, and students perceive the ways that assimilation and multicultural goals are present in English-only sheltered instruction classrooms and bilingual-supported sheltered instruction classrooms for newcomer multilingual learners?

RQ1a. How do administrators create a school culture that supports or subverts multilingual learners' cultural identities and backgrounds?

RQ1b. How do teachers in the English-only vs. bilingual-supported classroom support or subvert multilingual learners' cultural identities and backgrounds?

RQ1c. How do multilingual learners perceive that the culture of their school, classroom, and peers supports or subverts their cultural identities and backgrounds?

Design and Methods

These qualitative research questions were answered through a case study approach. Case studies are used when studying a process, program, or individual in an in-depth, holistic way that allows for deep understanding of the phenomenon (Merriam, 1998). The case study approach was the best fit for this research because I was able to analyze a triangulation of data gathered from interviews and student focus groups.

Setting and Participants

To answer my study's research questions, I conducted a case study of the SI classroom at two schools in the Cooper County School District located in South Carolina. These two schools were chosen because both schools offered SI classes as part of their teaching models and have a large Hispanic population of MLs. My research is centered on two middle-level education SI classrooms, with one being taught only in English and one taught in Spanish and English.

Teachers

The English-only class consisted of fifth-grade newcomer MLs and was led by a ninth-year, English-only teacher who is certified in elementary education, early childhood education, and TESOL. This was Mrs. Lilli Pembroke's (pseudonym) first year teaching a SI classroom for newcomer MLs. For my study, Mrs. Pembroke's classroom served as the SI classroom without bilingual support; she was considered the "English-only" classroom. This year, Mrs. Pembroke taught five classes of MLs, separated by grade cluster, during her eight-hour

workday. She taught classes daily for a 45-minute block. The focal class that I studied had eight MLs, and three students chose to participate in the study.

The second teacher chosen for the research study was Mrs. Kathryn Price. She, along with 47 other teachers in the Cooper County School District, was nominated for “teacher of the year school wide” during the 2020–2021 school year. Mrs. Price, a tenth-year teacher, has her degree in secondary education with a concentration in Spanish, her ESOL certification, and her master’s degree in languages from the College of Charleston. She spent three years in Pennsylvania as a paraprofessional in the ESOL classroom. When she moved to South Carolina in 2015, she worked at a high school and middle school and was the main ESOL teacher in the classrooms that she supported. She is one of the only teachers in the district that teaches a bilingual-supported SI classroom in a middle-level education setting. Mrs. Price’s class included four Spanish-speaking students. All four students chose to participate in the study.

Students

For my research, I conducted a case study of Mrs. Pembroke’s fifth grade, English-only SI class. I also conducted interviews in Mrs. Price’s sixth-grade SI class. Mrs. Price’s students served as the participants enrolled in a bilingual-supported SI class. I found these students through the teachers that signed up for the research study. The students received permission from their parents to participate in the study. The students also gave verbal assent to participate in the study. The students were provided translated documents in Spanish, and a Spanish translator helped with the student focus groups.

Administrators

Five administrators were selected for the study. One administrator was the ESOL district coordinator who took part in the development of the SI delivery model throughout the school district. The second administrator was the multilingual learner program instructional coach who

provides professional development and support to the ESOL teachers in the district. The third and fourth administrators were the principal and assistant principal from the elementary school that offers the English-only SI class. Last, the fifth administrator was the assistant principal from the middle school with the bilingual-supported SI class. An email was sent to the school administrators asking for participation in the study.

Methods

After receiving consent from the school district, I asked the K-12 ESOL coordinator to participate in the research study. I shared information on the study and how it directly benefits the school district. Then, I found my participants by emailing ESOL teachers within the Cooper County School District. Upon receiving a list of educators who fit the description, I sent out a mass email to those teachers with information on my research study and asked if they would be interested in participating. Once I had identified both teachers, I sent consent forms to the teachers. The teachers sent home the consent forms to the parents of the students. After I found my participants that included administrators, teachers, and students, I began to schedule my interviews.

Data Collection and Analysis

I conducted all interviews through Zoom. I conducted individual interviews with the administrators and educators. The student focus groups of three to four students occurred in a group setting so the students felt supported by their peers and not intimidated by the interview questions and procedure. I hired a bilingual translator who spoke Spanish and English to support student interviews. These semi-structured, in-depth interviews took between 30 and 60 minutes. During the interviews, I took researcher notes. After the interviews concluded, I wrote additional memos to remember the details accurately and to have the ability to refer to them when analyzing the transcripts from each session. My data collection with students took place during

the school day in intervals of 30 to 60 minutes from September to October 2022. Teacher and administrator interviews were conducted after school hours or during the teachers' planning time for approximately 30 to 60 minutes each. After my data collection concluded, I sent my interview recordings to be transcribed through Sonix.com and Rev.com. Upon receiving the transcriptions back, I uploaded them to the platform, Dedoose, where I began my coding and data analysis.

Limitations

My research has several limitations. One limitation is that my case study is difficult to replicate due to the ability to match the information given in the original study. My study is also limited to one state, the state of South Carolina, and one school district, Cooper County, with a specific population of MLs. Also, this study would be different depending on the teachers. Therefore, if a teacher was changed out, the results might be different. Last, this research study is not longitudinal because the study did not occur over an extended time; my study serves as a snapshot of SI classrooms.

Significance of the Study

The findings of this study can benefit administrators and educators because of the new information through multiple perspectives of an English-only SI classroom and bilingual-supported SI classroom. First, this study contributes to the enrichment of ESOL teachers' practices through professional learning that the administration can facilitate. This study can help stakeholders to understand whether SI is the most appropriate structure of bilingual education. Teachers can reflect on the teaching climate and culture of their own classrooms by learning about the experiences of the teachers within my study. The study explains how the change in culture and climate in the school can create a more supportive and welcoming environment for MLs.

Student experiences can also enrich the SI and general education classroom by helping teachers understand their specific needs. MLs' voices can influence change in the school and the classroom. It is imperative to listen to learners because they are an essential source of input and know about their learning environment (Hsieh, 2011). By understanding student views on the lessons, teachers can adjust instruction to benefit the group.

Trustworthiness

Trustworthiness is important in research because it is “one of those shared realities, albeit a subjective one, wherein readers and writers might find commonality in their constructive processes” (Stahl & King, 2020, p. 26). Chart 1.1 lists the strategies I used to ensure trustworthiness throughout the study. The chart reflects the criteria of Guba and Lincoln (1994), which are accepted by many qualitative researchers. These criteria include credibility, dependability, confirmability, and transferability. To establish credibility, researchers conduct peer-debriefing, member-checking, and reflective journaling (Connelly, 2016). According to Lincoln and Guba (1985), *transferability* is the extent to which findings are useful to people in other settings and differs from other aspects of research in that readers actually determine how applicable the findings are to their own personal situations. Amankwaa (2016) explained that researchers must provide a vivid picture that will inform and resonate with readers. Therefore, to ensure transferability in my research, I utilized purposeful sampling and provided in-depth descriptions. For dependability, I kept a paper trail, both on physical paper and in digital formats. I also conducted peer-debriefings with a peer in the field of education familiar with my study. Last, I established confirmability by keeping detailed notes, using member checking with the English-only and bilingual teacher, and peer-debriefings with a respected qualitative researcher to prevent biases.

Chart 1.1

Trustworthiness of the Study

Credibility	Transferability	Dependability	Confirmability
<p>Reflective journaling: I took notes during the focus groups and interviews and reflected on the notes taken at a later time</p> <p>Peer-debriefings</p> <p>Member checking: I shared my results with the administrators, teachers, and students, upon request</p>	<p>Purposeful sampling of administrators, teachers, and students</p> <p>I provided in-depth descriptions</p>	<p>Having a paper trail</p> <p>Peer-debriefings</p>	<p>Keeping detailed and accurate notes</p> <p>Member checking: administrators, teachers, and students</p> <p>Peer-debriefing with a respected qualitative researcher</p>

Definition of Terms

The different terms in the literature are closely connected with the terms used in the English as a Second Language program. However, many terms can be interchangeable or fluid. For example, what was known as English language learners or ELLs are now known as multilingual learners or MLs. Therefore, I clarify these words below in a set of definitions and terminology from the literature connected to ESOL.

Assimilation occurs when language learners give up their lifestyle and values to adopt those of the target group (Schumann, 1986).

English-language learners are students whose parents or guardians indicate an additional language on their Home Language Survey and take an entry English language assessment when entering public schools. Students whose scores qualify them for additional assistance in learning English will receive a code as English learners (ELs) or English-language learners (ELLs; Giles et al., 2020).

ESOL programs or English to Speakers of Other Languages programs “focus on facilitating English language acquisition and supporting content instruction principally through English-only teaching” (Pentón Herrera, 2019, p. 1033). The main purpose of an ESOL program is to develop proficiency in English while also exposing MLs to the American culture and educational routines of U.S. schools. Daily, MLs are introduced to diverse and challenging information, with the vision of combining their cultural understandings and U.S. educational standards” (Pentón Herrera, 2019).

Language Standards or language proficiency are used to support states and districts in both assessing multilingual students’ language development and promoting students’ academic achievement (Bailey & Huang, 2011). Language proficiency is composed of four skills: reading, writing, speaking, and listening (Cumming, 2008).

Multiculturalism is an approach within the “educational system to form a synthesis of cultures and to help diverse groups build an interactive dialog with others regardless of local, national, transnational or international status” (Erbas, 2019, p. 23). Nieto (1994) developed four levels of multicultural understanding that serve to embrace all students in the classroom.

Multilingual Learners or MLs “come from a variety of linguistic, educational, cultural, religious, and socioeconomic backgrounds. Each child, whether he or she is an immigrant, a refugee, or a born U.S. citizen, is a unique mixture of many variables” (Weinburgh et al., 2019, p. 3).

Native language, also referred to as first language or L1, is the first language learned by a child and the language used by the family and in the community (Olaya Leon, 2019).

Second language, referred to as L2, is “learned after the native language” (Olaya Leon, 2019, p. 10).

Sheltered Instruction is an approach used to provide language support to English language learners (ELLs) who are learning academic content in English (Macias et al., 2013, p. 84).

WIDA is an abbreviation for World-Class Instructional Design and Assessment, which is a national consortium of states (Molle & Wilfrid, 2021).

WIDA English-Language Development Standards or WIDA ELD Standards “are a key instrument for complying with federal requirements and therefore need to serve as a foundation for the development of language benchmarks and assessments for summative purposes” (Molle & Wilfrid, 2021, p. 2).

WIDA Framework for Equitable Instruction was developed by WIDA as part of its system of language standards, assessments, and professional learning (Molle & Wilfrid, 2021). It “specifically focuses on classroom practice and aims to guide teachers in supporting students’ equitable participation in disciplinary practices and discourses, creating opportunities for student agency, and developing students’ metalinguistic awareness” (Molle & Wilfrid, 2021, p. 2).

Conclusion

Overall, this chapter has shown an overview of my research study. It has explained my motivation to conduct the research for this study, the significance for examining multiple stakeholders’ perceptions of the SI classroom, as well as the problem of this study through my experience and the gap in literature. In this chapter, I introduced my role as the researcher. I also explained English-only SI classrooms and bilingual-supported SI classrooms for newcomer MLs, along with the assimilation and multilingual goals of the program. I also highlighted the design and method of my research along with the context of my participants. Finally, I presented background information of the population of MLs involved in the study, the purpose of the

study, and the research questions and terminology accompanied by definitions that connect with MLs and ESOL programs.

Chapter 2 contains the literature review. It explains evidence-based programs for MLs, more detailed information about the assimilation theory and multiculturalism theoretical frameworks, English-only SI classrooms and bilingual-supported SI classrooms in a middle-level education setting, insights on different teaching styles, as well as methods and models. In Chapter 3, the qualitative research methodology is presented.

Chapter Two: Literature Review

There continues to be a rising number of MLs in schools across the United States, reaching almost 5 million MLs enrolled in public education in 2018 (NCES, 2021b). The increase in the number of MLs requires educators to find effective language programs with quality instruction for students who are culturally and linguistically diverse (Alanis & Rodriguez, 2008). Educators need to advocate in their schools and communities to adopt an appropriate program for the growing population of newcomer MLs (Honigsfeld, 2009).

One research-based program for newcomer MLs is SI. Krashen (1985) believed that MLs should have a low-anxiety environment and access to comprehensible information when acquiring a second language (L2). SI is increasingly used as an instructional framework to help elementary and secondary teachers support MLs (Daniel & Conlin, 2015). SI became popular during the 1980s and 1990s to deliver content-based instruction to MLs (Daniel & Conlin, 2015). SI is a way to “shelter” or protect MLs from the anxiety of regular academic courses by separating MLs from their native English-speaking peers until they are ready and proficient enough to join mainstream content classes (Fritzen, 2011). In SI classrooms as compared to other models like dual language, teachers can speak English only or they can be bilingual and support MLs in their native language.

At present, political shifts have led to MLs’ prompt immersion into mainstream classrooms supporting assimilation goals; SI is often interpreted as a means of making grade-level academic content available to MLs through the instructional application of second language acquisition theories (Daniel & Conlin, 2015). However, there is a gap in research about how different stakeholders on the ground, specifically administrators, teachers, and students perceive the SI classrooms’ benefits, goals, and challenges. Therefore, the purpose of this dissertation was to examine an English-only and bilingual-supported SI classroom through the multicultural and

assimilation lens, with the goal of uncovering inequities and making the program more equitable for MLs.

The literature discussed in this review explores the nature of newcomer ML's education as it relates to administrator, teacher, and student perspectives of SI classrooms. Furthermore, in this literature review, I sought to contribute to the growing body of literature on language programs for MLs by analyzing SI using the framework of multiculturalism and assimilation theory.

Theoretical Framework

Incorporating multiculturalism into the classroom can develop students' acceptance and respect of different cultures to enrich learning: "*Multiculturalism* is defined as the existence of different cultures in a specific place" (Mallozzi & Malloy, 2007, p. 432). However, Spring (2013) explained that historically, the Founding Fathers portrayed similar attitudes to the English colonies, which "rejected the idea of a multicultural society and advocated the creation of a unified American culture" (p. 11). This assimilationist attitude was slowly disseminated due to the fact that the "unified melting pot culture became difficult to create and maintain, given the diversity of immigrants from around the world coming to the land of opportunity" (Cuyjet et al., 2016, p. 13).

Multiculturalism is similar to acculturation, as both are parts of a process. Ovando (2008a) defined *acculturation* as "voluntary or involuntary, by which an individual or group adopts one or more of another group's cultural or linguistic traits, resulting in new or blended cultural or linguistic patterns" (p. 9). Mallozzi and Malloy (2007) explained that just because multiple languages are present does not necessarily equate to celebrating multicultural influences. This aspect is important in the acculturation model; integration does not mean that all cultures are being recognized and celebrated. Ovando (2008a) believed schools that take a stance

toward culture and language typically have students who are highly motivated to achieve higher academics. This leads to students acquiring elements of their new culture as well as their native culture, which supports their ability to thrive and succeed in new contexts. Retaining elements of the L2 (or the language acquired after the native language) and home culture ultimately support their ability to maintain strong relationships with their families and communities (Ovando, 2008a).

The multiculturalism theory rejects the idea of the “melting pot” where people smoothly assimilate into the dominant culture. Instead, multiculturalism maintains distinctive identities and practices of the minority group (Song, 2020). Multiculturalism is closely associated with the terms such as “identity politics,” “the politics of difference,” and “the politics of recognition.” These terms share a commonality to revaluing disrespected identities and changing dominant patterns of representation and communication that marginalize certain groups (Gutmann, 2003). A strong component of multiculturalism is when historically marginalized students maintain their distinctive identities and practices. Currently, the most specific focus on the theory of multiculturalism is the recognition and inclusion of historically marginalized students defined primarily in terms of ethnicity, nationality, and religion (Song, 2020).

Multicultural education is known to be a movement designed to restructure educational institutions, to create equity between students and give them the tools to function effectively in an ethnically diverse nation and world. As Banks (1993) stated, “It is a movement designed to empower all students to become knowledgeable, caring, and active citizens in a deeply troubled and ethnically polarized nation and world” (p. 23). Multicultural education includes all students regardless of their ethnic background and allows them to become lifelong learners who are respectful of their own upbringings and cultures, regardless of any differences that defy the social normative.

Banks (2019) believed that multicultural education allows learners to experience a curriculum that values their own country's culture and shows that everyone can succeed in a classroom. Parker (2019) concluded that there can be resistance toward embracing a progressive approach to education such as multiculturalism. Educators can find it difficult to conceptualize how their classroom will look when confronted with ethnically and linguistically diverse students.

However, bell hooks (1994) argued,

Multiculturalism compels educators to recognize the narrow boundaries that have shaped the way knowledge is shared in the classroom. It forces us all to recognize our complicity in accepting and perpetuating bias of any kind. Students are eager to break through barriers to knowing. They are willing to surrender to the wonder of re-learning and learning ways of knowing that go against the grain. When we, as educators, allow our pedagogy to be radically changed by our recognition of a multicultural world, we can give students the education they desire and deserve.

(p. 44)

Pedagogies reflect a multicultural perspective on classroom instruction (Banks, 2016, 2019). According to Parker (2019), equity pedagogies allow teachers to use techniques and strategies in combination with a positive classroom environment to facilitate academic achievement for students from diverse racial, ethnic, and social class backgrounds. Since students come to the classroom with different cultural perspectives, it is important for teachers to understand each student's home culture and embrace culturally relevant teaching to advance their learning (Parker, 2019).

In contrast, Peguero (2011) recalled that schools are a place of socialization for students but also one of assimilation for the MLs. According to Ovando (2008b), *assimilation theory* is a

voluntary or involuntary process by which individuals or groups completely take on another culture's traits, leaving their original cultural and linguistic identities behind. To truly assimilate into another culture would mean that people shed their customs and culture and completely integrate into adopting a new cultural identity. Assimilation played a significant role in how Native Americans became "Americanized." Many Native American children were stripped from their parents, removed from their homes, and forced to live with White families to speed up the "Americanization" process (Ovando, 2008b). Traditional assimilation trajectory entails increasing access to educational and economic opportunities as immigrants become incorporated into the American mainstream culture (Gordan, 1964). Alba and Nee (1997) described *assimilation* as "the decline, and at its endpoint the disappearance, of an ethnic/racial distinction and the cultural and social differences that express it" (p. 863).

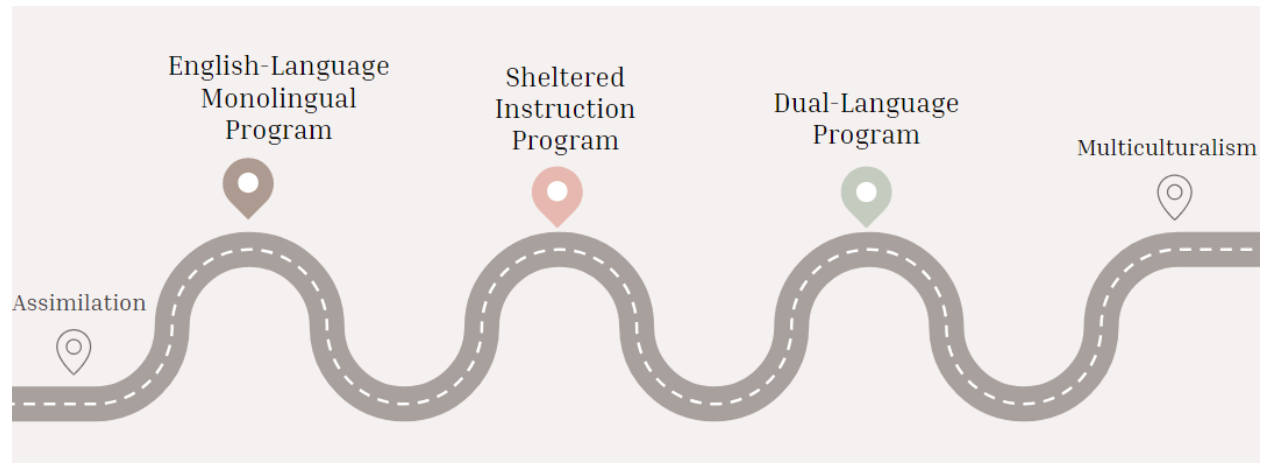
The following sections explore three programs for MLs and how they best relate to multiculturalism or assimilation theory. These three programs include (a) the English-language Monolingual Program, (b) the Dual-Language Program and (c) a Sheltered Instruction Program (Chamot & O'Malley, 1986). Each program falls along the continuum of multicultural (dual language) to assimilation (monolingual). One important dimension is the end goal of SI classrooms, which is for the students to return to the general-education classroom and be proficient in English within 5 years of enrollment into a U.S. school. However, for the bilingual-supported SI classroom, a goal is to be bilingual and integrated with English-dominant peers on an equal playing field because both languages are being taught.

I found that the English-language Monolingual Program leans toward the assimilation side of the continuum, while the Dual-Language Program leans toward the multiculturalism side of the continuum. Importantly, the SI program is closer to assimilation because of the end goal of speaking English in the general-education class. The English-only SI classroom would teeter to

the assimilation side of the continuum, where the bilingual-supported SI classroom would gravitate toward the multiculturalism side of the continuum (see Figure 2.1, Assimilation to Multiculturalism Continuum).

Figure 2.1

Assimilation to Multiculturalism Continuum



Instructional Models for MLs

When parents of MLs come to the United States, they are faced with the reality that the school they choose for their child to attend may or may not have a program that best suits their child's English-learning ability. Different program models might be available to students with ML status in some schools even within the same school district. In others, only one type of support program might be offered (Honigsfeld, 2009). In a research project involving Spanish-speaking newcomer students who have recently arrived from Puerto Rico, Laosa (2000) noted there are five different types of instructional service models for language-minority students. In the next sections, I describe three programs to show the continuum between assimilation and multicultural bilingual programs.

English-Language Monolingual Programs

English-language monolingual programs are programs where students are enrolled in a regular English as a first and only language classroom and will not receive any instruction designed especially for language-minority students (Honigsfeld, 2009). English-only programs, also referred to as “one-way” programs, serve more linguistically homogeneous groups. In English-immersion schools, students from other language backgrounds can become bilingual through learning and studying instructional content in English (Dorner & Cervantes-Soon, 2020).

English-language monolingual programs are relevant for schools that have students of multiple cultural backgrounds and languages. In this program, teachers instruct in English only. In contrast to bilingual programs, these programs are a popular model in schools where the ML population is highly diverse, with multiple languages represented. By offering an English-language monolingual program, schools can accommodate MLs from different language backgrounds in the same class, and the teachers do not need to be proficient in the students’ first language.

However, by incorporating monolingual teaching strategies in the classroom with English as the main language for instruction, ML needs are not adequately being addressed (Lopes-Murphy, 2012). In fact, Schumann (1986) found that a higher level of multiculturalism for MLs can result in a better outcome for language acquisition. Therefore, assimilation goals can impede the second-language acquisition for ELLs. According to Unganer (2014), assimilation can result in mother tongue attrition. Overall, enrolling MLs in English-only programs can maximize students’ exposure to the English language. However, it can also elude the idea that the cultural diversity that MLs bring stands as a deficit rather than an asset (Grainger & Jones, 2013). Moving toward the multicultural side of the continuum is the dual-language program that seeks to exhibit multicultural goals for ML students.

Dual-Language Programs

Dual-language programs are designed for both MLs and English-speaking students, where content-area and literacy instructions are delivered in native languages and English (Brutt-Griffler & Jang, 2022). For example, in New York City, dual language is supposed to enroll 50/50 English-dominant and Spanish-dominant students in which one day is taught entirely in English and one day is taught entirely in Spanish. The end goal of this program is biliteracy. As the U.S. population becomes more diverse, the number of dual-language programs increases across the nation, so multicultural teaching practices must be present to meet the needs of minority students (Freire, 2019).

Dual-language programs are known to have become one of the major educational methods for teaching MLs by promoting bilingualism and language maintenance (Baker, 2011). Furthermore, Darder (2012) emphasized the importance of focusing on meeting the particular needs of MLs, regardless of their native language, to assist in navigating the multiple dimensions of their socio-cultural environment and the dominant culture. In addition, Sheets (2005) proposed a theory of diversity pedagogy that examines contributions of culture to MLs' cognitive learning processes, which emphasizes students' cultures and language and views them as assets instead of a hindrance. Sheets (2005) also "view[s] the relationship between culture and cognition as essential to understanding the teaching-learning process" (p. 14). Therefore, encouraging multiculturalism in the classroom is essential as opposed to the normalization of mainstream teaching; this is because "lacking any efforts to meet the bi-cultural and sociopolitical needs of DL students can carry negative impacts on minoritized students, disconnecting them from their heritage and resulting in assimilation, historical amnesia, and internalized oppression" (Freire, 2019 p. 56).

Sheltered Instruction Programs

SI programs provide the opportunity for both academic success and an improved attitude toward school among MLs (Freedman et al., 1987). SI classes teach the dominant language—in this case, English—through the use of academic vocabulary and content, which is aligned with assimilation goals.

However, SI classrooms can relate to multiculturalism as a progressive approach to further develop curriculum, instruction, assessment, understanding of knowledge, and maintaining a positive school culture (Parker, 2019). Some SI classes are taught by certified ESOL teachers, while many other SI classes are taught by content-area teachers who are “expected to accommodate the needs of MLs while also attending to the ‘mainstream’ curriculum” (Stephens & Cassels Johnson, 2015, p. 31). Moreover, English-only SI would most likely be taught by content-area teachers who expect to accommodate instruction for MLs while also teaching native English speakers. However, bilingual-supported SI would lean toward a certified ESOL teacher or bilingual teacher leading a class of MLs.

Curriculum and Pedagogy in SI Classrooms

Theoretically, the SI program model would entail content teachers working with language teachers to collaborate on how to meet the needs of newcomer students. SI was developed during a seven-year research study funded by the U.S. Department of Education and sponsored by the National Center for Research on Education, Diversity, and Excellence (Kareva & Echevarria, 2013). The SI Model can exist in classes with both English speakers and MLs. During this SI program, teachers teach the language and content in English only.

Thus, in SI content classes, core academic subjects, such as science, mathematics, history, and English language arts are taught through the integration of language development. The purpose of SI is to make content comprehensible for students while developing English

academic proficiency through access to the core curriculum (Echevarria et al., 2017). SI content area instruction can be an effective program for students, but teachers must understand that it is not considered a “watered down” curriculum, and target outcomes must be at appropriate grade level (Kareva & Echevarria, 2013). While using the SI Model, MLs learn grade-level material in the English language with extra support.

Nevertheless, SI classes may take on different characteristics depending on the school implementing the program. For example, one school may consider their beginner students enrolled in a SI classroom as learning a simplified curriculum where the newcomer student can participate in the class (Chamot & O’Malley, 1986). Other schools may consider their SI classroom as a place where teachers use concrete objects and context- embedded language rather than simplifying the content to make it comprehensible to MLs (Lapkin & Cummins, 1984). Blazer (2017) stated that there is no “one-size-fits-all” model or approach to the instruction of MLs. The characteristics of students, classroom teachers, schools, and local communities all affect program success. In summary, different models of instruction can work best for different proficiency levels of English learners.

One school district in Tucson, Arizona, offered a SI classroom for their MLs (Freedman et al., 1987). Teachers in the SI classrooms attempted to make the content more comprehensible for students by being mindful of the students’ English-proficiency level and using new strategies and teaching techniques. Teachers also helped MLs through accommodations to make the content more appropriate for their English-proficiency level. Teachers were able to accommodate student work to a language level they could understand by using the following practices: (a) visual cues, (b) realia, and (c) sentence starters. The teachers within the SI classroom adopted new attitudes toward their MLs and maintained high expectations for student success regardless of their academic background (Freedman et al., 1987).

In recent years, however, SI has been criticized for the lack of inclusion of English-language learners and deficiency of content-based academics. According to Johnson et al. (2017), “sheltering” so often means that MLs are sheltered away from (and not with) comprehensible input and meaningful classroom interaction when submerged in classroom language and instruction that MLs do not understand.

As it relates to curriculum, content integration is how teachers use examples and content from a variety of different cultures and backgrounds to illustrate key concepts, principles, generalizations, and theories in their subject areas or disciplines (Banks, 2016, 2019). Content integration is critical because it allows all students the opportunity to learn about what they are studying and connect with the new material. Moreover, by successfully integrating content into the curriculum, educators can mediate cultural disconnects, leading students to become more accepting toward one another.

An empowering school culture and social structure fosters educational equality and liberation for students of all backgrounds, races, genders, language groups, social classes, and sexual orientations (Banks 2016, 2019). Parker (2019) stated,

How teachers and society view ELLs has a significant impact on their ability and desire to learn and succeed. Being sensitive to ELLs not fully comprehending English and/or cultural norms of the U.S.A. both inside the classroom and around campus is the first step to teaching them. (p. 31)

In my research, I add a significant perspective of SI through the lens of multiple stakeholders who have had a hand in an English-only and bilingual-supported SI classroom. Furthermore, I discovered the multicultural and assimilation goals of an English-only and bilingual-supported SI class through a case study approach conducted in a public middle-level education setting in a suburban community of South Carolina.

Culture and Climate of SI Classrooms

Bilingual-supported SI classrooms, when successful, play an imperative role in maintaining and developing bilingualism, resulting in numerous benefits to those who undertake it (Cumming, 2012). Moreover, Cummins (2003) explained that bilingual-supported SI classrooms have positive effects on children for both linguistic and educational development. Cummins (2003) supported the bilingual-supported SI classroom because of the benefits it provides, such as a “deeper understanding of language and how to use it effectively” and consequently assisting children in developing “more flexibility in their thinking as a result of processing information through two different languages” (p. 56). Stakeholders play a significant part in the culture and climate of bilingual-supported SI classrooms. As Cummings (2012) attested, “A supportive community and parental group, as well as communities and networks of a social nature cannot be overemphasized as crucial elements in the development of bilingualism and biculturalism” (p. 24). In addition, for ML students, “linguistic diversity is a great asset to the global community” (Maher & Yashiro, 1995, p. 15). This statement suggests that MLs can contribute to the community by using their multilingualism as an asset to the school and community overall.

Assimilation in Different Bilingual Programs

In the journal article, *Assimilation Versus Multiculturalism: Bilingual Education and the Latino Challenge*, Burdick-Will and Gomez (2006) quoted a Delta, Colorado, native who strongly believes Hispanics should assimilate into American culture or go home. Brannam (2006), the Colorado native, stood behind the belief that:

If you come here from anywhere and you want to participate in the American dream, then you should become an American. The price of coming here is to

become part of our culture. And the way you learn our culture is to speak our language. (p. 209)

Today, assimilation is a contested idea that is seen in a mostly negative light, as an ethnocentric and patronizing imposition on immigrant people struggling to keep their cultural and ethnic roots (Alba & Nee, 2003). Likewise, Alba and Nee expressed the notion that the assimilation concept of the earlier era condemns the expectation that minority groups would want to shed their own cultures as if their culture were old skins and morph into a new Anglo-American.

Many individuals who strive to succeed in America often do not see themselves or refer to themselves as assimilating. However, the “American Dream” strives for the same unintended consequences, such as a good education, a good job, a nice place to live, unique friends and acquaintances, and economic security, which in return results in forms of assimilation (Alba & Nee, 2003). It is not uncommon for first- and second-generation ML parents to raise their children only speaking English, or at least to avoid placing their children into bilingual programs due to the fact that their chances for success will increase due to their more complete mastery of the host language (Alba & Nee, 2003).

Benefits of Multilingual Classrooms

Multilingualism is the use of one or more languages. In a multilingual classroom, more than one language is present. Illman and Pietila’s (2018) qualitative study explored a traditional multilingual classroom and reported on both students with immigrant backgrounds and teachers who are proficient in English. The researchers aimed to discover whether children with immigrant backgrounds managed to use their bilingualism to benefit themselves in the classroom as well as teachers, and MLs were asked to explain their perspectives and experiences in a multilingualism classroom (Illman & Pietila, 2018). Within this research study, students were

given questionnaires with close-ended and open-ended questions. The results of these questionnaires indicated that “the children found English relatively easy to learn and they were able to use their L1s specially to benefit vocabulary learning” (Illman & Pietila, 2018, p. 237). Moreover, a recent understanding of multilingualism acknowledges the potential of an individual’s linguistic repertoire rather than looking at it as a deficiency or handicap (Illman & Pietila, 2018). Cenoz and Gorter (2011) found by emphasizing the idea that students who are in the process of becoming bilingual should not be viewed as imitating monolinguals in a second language but should view MLs as possessing unique attributes or competencies in their own right.

In addition, a focus on multilingualism (FM) is another approach used in a multilingual classroom where a student can switch from speaking one language intertwined with another. According to Cenoz and Gorter (2011), multilingualism is a resource in the foreign-language classroom:

FM aims at enhancing metalinguistic awareness of learners by creating classroom activities that involve trans-language, again emphasizing the softening of boundaries between languages. The use of code switching, i.e., switching from one language to another, in the classroom is strongly supported by FM, as multilingual students often have to switch between languages in their everyday lives outside school. (p. 239)

The skill of trans-language and using the FM approach allows students from other countries to maintain their own culture while adding another identity that complements their native identity. This occurs within the school and in their everyday lives outside of school as well. This strategy allows for multiculturalism through the use of multilingualism in and out of the classroom.

Administrator, Teacher, and Student Perspectives of an SI Classroom

Teacher attitudes are critical factors for the culture and climate of bilingual education programs because they affect the teachers' motivation to engage with their students, which positively translates into higher student motivation and performance. Furthermore, teachers' attitudes toward MLs can also affect teachers' receptivity to professional-development efforts to improve ML-related capabilities. Teachers also can dispel unwarranted beliefs about language and cognition that, unchallenged, can impede attempting new instructional practices that are more conducive to ML student success (Karabenick & Clemens Noda, 2004).

Accordingly, Karabenick and Clemens Noda (2004) conducted research examining the professional-development implications of teachers' beliefs and attitudes toward MLs. The researchers surveyed 729 teachers in a Midwestern suburban district with a high number of immigrant and refugee MLs. Within the school district, the participants have seen a growing number of immigrants and refugee MLs. The results of the survey focused on (a) overall trends and typical responses and (b) differences between teachers with more positive attitudes versus those with less positive attitudes toward having MLs in their classes (Karabenick & Clemens Noda, 2004). Overall, the data expressed those teachers held positive attitudes toward their MLs, the SI program, and bilingualism.

However, there was a trend of sizable proportions of teachers that expressed less supportive beliefs, attitudes, and practices. Teachers who were more accepting of having newcomer MLs within their classroom were more likely to believe that an ML's first-language proficiency does promote school performance. They also believed that it does not impede learning a second language. Consequently, the belief is that bilingualism and bilingual education are positively correlated and MLs should test in their first language (Karabenick & Clemens Noda, 2004). Karabenick and Clemens Noda (2004) contested that lack of fluency in the second

language does not imply lack of comprehension and that MLs do not consume additional teacher time or district resources. Also, their research results showed that “teachers with more favorable attitudes towards ELLs tended to take a mastery versus a performance approach to instruction and had a higher self-efficacy for teaching ELLs” (p. 55).

Student Perspectives

Belonging is a significant variable for student learning (Combs, 1982). Belonging relates to the extent to which students feel accepted, respected, included, and supported by others (Goodenow & Grady, 1993). By taking the “bottom up” approach, one can understand and connect to a bilingual learner and their attitude toward the SI classroom. In addition, one can understand identity as integrally connected to whether and how students feel respected and valued as bilingual individuals (Jong et al., 2020).

A qualitative research study conducted by Newcomer (2020) explored the perspectives of seven adolescent Hispanic students and their relationship to “being bilingual and bicultural, and to their former K-8 elementary school, which offered a variety of culturally sustaining practices, including campus-wide use of both Spanish and English and dual language program” (p.1). Throughout the study, students shared their experiences from their elementary school education and how it transformed their experience and formation of identities in high school. Research about newcomer MLs gives insight into student perspectives of their formal bilingual education and instructional practices, which shaped them into people they have become.

Through the exploration of these student experiences, educators are able to “deepen our understanding of collaborative processes of empowerment for Hispanic students in school” (Newcomer, 2020, p.193). Hamman-Ortiz and Palmer (2020) noted that “while students are, in theory, at the center of TWBE [two-way bilingual education] program models, their perspectives and experiences remain a largely underdeveloped area of the existing scholarship” (p. 1).

However, the research infers that students from different linguistic, cultural, racial, ethnic, and socioeconomic backgrounds may have differing opinions on TWBE programs based on diverse experiences (Bears & De Jong, 2008; Chaparro, 2020; Palmer, 2009).

Summary

Overall, there are many different models and programs used for teaching English-language learners new to the United States. The benefits of the programs differ according to school districts and the fidelity of the programs. SI, a popular instructional model for MLs, can also differ when it comes to multilingualism and assimilation goals within the English-only and bilingual-supported SI classroom as well as in the school community. My research explored multicultural versus assimilation goals in an SI classroom. The goal of my research was to create greater equity for ML students involved in an SI classroom and ensure that students are being supported and respected for their cultural identities and backgrounds.

Chapter Three: Methodology

This chapter describes the research methodology utilized in this qualitative case study on education stakeholder perspectives of an English-only SI classroom and a bilingual-supported SI classroom for newcomer MLs. As explained in Chapter 2, I drew upon multiculturalism and assimilation theory and the literature on SI for newcomer MLs. I sought to make the program more equitable in both English-only and bilingual-supported classroom contexts by affirming students' identities and cultural backgrounds. In our increasingly diverse society and schools, multicultural goals must be present in all ESOL programs, regardless of the language background of the teacher.

As noted previously, the purpose of this study was to examine the perspectives of education stakeholders that are closely associated with a SI classroom. I compared the perspectives of administrators, teachers, and students regarding the assimilation and multicultural goals of the English-only and bilingual-supported SI classroom. This qualitative research design contributes to the growing body of literature on the perspectives of education stakeholders in SI classrooms.

While there is much to know about SI for all students, instruction for newcomer MLs, and multicultural and assimilation goals in public schools, there is a lack of empirical research on administrator, teacher, and student perceptions of the English-only and bilingual-supported SI classroom's goals. Therefore, the purpose of this case study was to understand how an English-only and bilingual-supported SI classroom's goals, culture, and climate support or subvert assimilation or multiculturalism.

Problem Statement and Research Questions

Teachers are facing enormous challenges in knowing how to best serve MLs in their schools. When comparing MLs to native English speakers, MLs tend to be at a higher risk of performing poorly in early literacy (Halle et al., 2012). As their oral English improves, so does their English reading, but there is still a gap between MLs and their non-ML counterparts over time (Cheung & Slavin, 2012). There is a debate in the field about whether MLs are more likely to become better English readers and writers if taught in an SI environment that allows them to use their L1 or entirely in an English-only environment (Moughamian et al., 2009). An SI classroom has a specific group of students with at least one commonality. For example, newcomer MLs have all been in the country for less than one year (Moughamian et al., 2009).

Stephens and Johnson (2015) explained that SI is one of the most (if not *the* most) popular ESOL programs in the United States where classes are composed solely of MLs. In addition, Thomas and Collier (1997) showed that regardless of English-only or bilingual-supported classrooms, academic achievement is highest when educators who work directly with MLs feel very positive about the school environment. This culture includes the administration and how they support the teaching staff and the context for intercultural knowledge that is provided for MLs.

The culture and climate of a school also directly affects newcomer MLs in an SI classroom. It is important for a school to respect and value the life experiences of MLs and the rich cultural contexts that they bring to the classroom (Thomas & Collier, 1997). If a school's culture and climate is negative toward MLs, then they are more likely to struggle to learn English because of the learning environment. Students will learn better in a safe and secure learning environment that supports their learning goals. In addition, Thomas and Collier (1997) found that "often sociocultural support includes an additive, enrichment bilingual context for schooling,

where students' first language (L1) is affirmed, respected, valued, and used for cognitive and academic development” (p. 51). Overall, I sought to understand if there is a connection between a student’s learning environment and assimilation and multiculturalism goals.

I identified the following research questions to examine the perspectives of multiple education stakeholders involved firsthand in an SI classroom:

RQ1. How do administrators, teachers, and students perceive the ways that assimilation and multicultural goals are present in English-only sheltered instruction classrooms and bilingual-supported sheltered instruction classrooms for newcomer multilingual learners?

RQ1a. How do administrators create a school culture that supports or subverts multilingual learners’ cultural identities and backgrounds?

RQ1b. How do teachers in the English-only vs. bilingual-supported classroom support or subvert multilingual learners’ cultural identities and backgrounds?

RQ1c. How do multilingual learners perceive that the culture of their school, classroom, and peers supports or subverts their cultural identities and backgrounds?

Organization Section

I introduce my proposed contributions by conducting a research study on newcomer MLs and SI within a middle-level education setting. In this section, I illustrate the following elements of this study: (a) design and methods, (b) role of the researcher, (c) population and sample, (d) sampling technique, (e) participants, (f) data-collection procedures, (g) data analysis procedures, (h) trustworthiness, and (i) ethical issues.

Design and Methods

To answer the research questions posed above, I used a case study research approach to study participants’ perspectives of the English-only and bilingual-supported SI classroom. The case study design is a more in-depth investigation of a group of individuals and their

perspectives (Merriam, 1998). Using this design, I was able to understand students' perspectives within two middle-level education SI classrooms as well as administrator and teacher perspectives. These data provided me with a deeper understanding of how teachers, administrators, and students feel about multicultural and assimilation goals of the SI classroom and school environment they were submerged in. In addition, I was able to understand how the English-only and bilingual-supported SI classroom is impacting education stakeholders and use this information to strengthen the classroom and school culture.

I chose to use a qualitative research design because the objective is to understand the perspectives of multiple education stakeholders tied directly to an English-only and bilingual-supported SI classroom for newcomer MLs. I conducted a case study to understand a targeted group of ML students who are enrolled in an SI classroom with either an English-only teacher or bilingual teacher. This study aligns with the constructivism approach that illumines how each stakeholder feels about the SI classroom through their own personal lens. I engaged in deep conversations with the participants through focus groups and interviews. I focused on the participants' views or perspectives of the English-only versus bilingual-supported SI classroom and its multicultural and assimilation goals. These interactions during the interview process were critical, and as Creswell and Creswell (2017) stated, open-ended questions promote an understanding of the participants' worldview to understand the whole picture of what they are trying to represent.

The goal of any SI classroom should be multiculturalism, and to reach this goal, researchers must seek first to understand different stakeholder perspectives. Through this research, I established where assimilation goals and beliefs may still be present within the English-only and bilingual-supported SI classroom. The importance of this study highlighted the

fact that educators do not get many chances to talk to students and administrators about how they feel about the SI classroom.

Teachers' confidentiality was ensured through the use of pseudonyms. I allowed virtual interviews so that teachers had the flexibility on time and location. In addition to probing a deeper conversation with education stakeholders such as administrators, teachers, and students, I was able to reflect on my own education career as the head teacher of the SI classroom within my school.

Role of the Researcher

I am privileged to be one of the ESOL teachers to work with MLs in an SI program in Cooper County School District (pseudonym). However, none of the focal classes included in this research study were in my school building, and the students that participated in the study were not my students. The SI model that I investigated through my research has been implemented for the past few years within the Cooper County School District. Being involved in the SI classroom has allowed me to be aware of how the classroom functions and the benefits of the instructional model. I believe that one benefit of the SI classroom is that it allows newcomer MLs to form relationships with other students learning English. Another benefit of the program is that it allows newcomer MLs to learn the English foundations that they may not be receiving in a general-education classroom. However, because of my teaching position and my view on the importance of incorporating one's culture within the classroom, I have yet to learn and understand the perspectives of other education stakeholders, including students, who also facilitate or participate in the SI classroom.

Population and Sample

Cooper County School District is best known for its proximity to large factories, military bases, and booming companies such as Boeing Aerospace Company. This is important, because

these job opportunities bring workers and families to the area. Cooper County houses military families, immigrants, and blue-collar workers, many of whom have relocated multiple times before residing in the district. There is a mixture of socio-economic class levels within the school district as well, but many have moved here to relocate for work.

There are about 50 schools under Cooper County's jurisdiction, with over 2,000 classroom teachers. From the 2018–2022 school years, the number of ESOL teachers increased from 23 to 61 in Cooper County School District, reflecting the growth in the number of MLs. In 2009, Cooper County School District's total ML population was 1,607. In 2015, the total ML population was 2,740. In 2021, the total ML population was 4,102, since 6 years prior, a 6.74% change and a 12-year average annual change of 8.22%. At the start of the 2022 school year, 1,086 MLs identified as newcomer students with a proficiency level of 1. The increase in the ML population shows the need for more ESOL teachers, increasing from 23 teachers to 61 teachers in just three years. This also relates to the need for the SI classroom due to the number of newcomer MLs enrolling in Cooper County schools each year. The population of ML students enrolled in an elementary-school setting in the Cooper County School District in 2022 was 1,988 MLs. The population of ML students enrolled in a middle-school setting in Cooper County in 2022 was 1,087.

ML Population

South Carolina is one of the 40 states that make up the WIDA Consortium, which is a comprehensive system based on research and educator feedback and built on standards, assessments, and professional learning (WIDA, 2021). According to the U.S. Department of Education's National Center for Education Statistics, South Carolina's schools housed more than 44,000 ELLs in 2016–2017. During that time, the most common languages among ELLs were Spanish, Russian, Vietnamese, Chinese, and Arabic (U.S. Department of Education, 2021b).

When students from other countries come to South Carolina public schools, by law, they are required to be screened for ML services within the first 10 school days from enrollment. In the focal district, most MLs speak Spanish, but other languages are also represented.

Sampling Technique and Data-Collection Procedures

To start the research process, I applied for Molloy University's IRB approval (see Appendix A) and took all the appropriate measures within the school district. First, I asked for permission from the district's K-12 ESOL coordinator. Then, I completed and submitted the district's "Request to Conduct Research" form. Last, I sought permission from the school's principal.

To conduct the research, I searched for schools that best fit my search criteria of housing an English-only SI classroom or a bilingual-supported SI classroom. To do this, I emailed the Cooper County K-12 ESOL coordinator and Cooper County's ESOL teachers. I sent out an email to the ESOL teachers. The email explained the benefits of the study, what participation entails, and how the findings will add to the literature for SI classrooms for newcomer MLs. I also provided a summary of my research as well as asking for participation with a series of questions to be answered: (1) Are you bilingual or multilingual? If yes, what languages do you speak, and would you consider your classroom English-only or bilingual-supported? (2) Are you interested in participating in a research study? (3) Are you willing to receive permission from your students and their parents to participate in this study? (4) Can you allot 30-60 minutes of your time for an interview and possible follow-up interview? (5) Do you teach newcomer multilingual learners? If yes, how many groups do you teach and how many students are in those groups? Do you teach in an SI inclusion classroom?

After reading the email submissions I received from 11 ESOL teachers, I chose an English-only teacher and bilingual-supported teacher that I felt best fit the research study based

on the teachers' answers and student population. Out of the 11 ESOL teachers who replied to the email, only 2 participants fulfilled the requirement of being a middle-education level, 5th-grade through 8th-grade ESOL teacher within a SI classroom. The teachers that chose to participate in the study received a follow-up "Thank you for your participation" email. This email discussed the next steps and what to expect in the coming weeks. The follow-up email included a link to a Google Forms document that allowed teachers to upload their daily schedules so interviews could be scheduled. The form also asked for the names of the newcomer students, their chosen pseudonyms, and their native languages (L1).

To understand teacher, administrator, and student perspectives of an SI classroom, I asked a bilingual translator, who speaks Spanish and English, to translate the student focus group interviews. With permission from parents, I had the focus group interviews recorded. For each virtual interview, I introduced myself and introduced my translator. I continued to explain the study's description and their involvement in the study. I asked the student participants if they had any questions about the study before starting. Through the translator, I informed the participants that their participation was voluntary and they were free to stop the interview at any time for any reason.

Following the focus groups, I conducted SI teacher interviews and administrator interviews. These interviews occurred over Zoom after school hours or during teachers' planning time. The initial interviews lasted for 30 to 45 minutes. The follow-up interviews lasted between 15 and 45 minutes. With permission, I recorded the interviews with the teachers and administrators. All of the participants who were recorded were asked to sign the IRB consent form. I also allowed the education stakeholders involved in the research study to create their own pseudonyms to keep their information confidential. If they preferred not to choose their own, one

was assigned. I stored voice recordings and interview transcripts on my personal computer which was password protected in a locked office.

For this study, I was the only data collector and the sole data analyzer. While conducting the interviews, I took researcher notes in a journal. After my interviews and focus groups, I sent my recordings to Sonix.com to be transcribed by a translation-transcription service for student interviews. I also had my teacher and administrator transcripts transcribed as well using Rev.com. The transcribed interviews and focus group conversations were downloaded to the data analysis platform, Dedoose. My computer was securely locked and password protected when it was not in use. In Table 3.1, I list the case study participants by stakeholder type that fit the criteria above.

Table 3.1

Case-Study Participants

Types of Participants	Number of Participants
5th-grade students in the English-only SI classroom	3
6th-grade students in the bilingual-supported SI classroom	4
Teachers (bilingual and English-only)	2
Administrators	5
Total Participants	14

Demographics of the English-Only and Bilingual-Supported SI Class

The bilingual-supported SI classroom was taught by Mrs. Price who speaks English and Spanish. The English-only SI classroom was taught by Mrs. Pembroke. I found that it was important to include an English-only classroom and teacher who only speaks English because it

would enable me to see the assimilation views in the classroom. For the sake of the study, this classroom is referred to as the English-only SI classroom that does not receive bilingual support.

Mrs. Pembroke's class and Mrs. Price's class consisted of newcomer MLs. The classes enrolled both boys and girls, ranging from 10 to 13 years of age. Mrs. Pembroke had Spanish-speaking and Portuguese-speaking students in her class. However, for the study, only Spanish-speaking students were included. The students' native countries were the Dominican Republic, Mexico, Honduras, and Guatemala. The commonality among all students was that they had an English-proficiency level of 1.0 to 1.9, qualifying them to be in the SI classroom for newcomer MLs. The ML students attended general-education classrooms for their core subjects of science, social studies, math, and English language arts (ELA). The fifth-grade students were pulled out of class for one period per day to receive SI instruction. I found that they left their general-education class during different times and missed different subject areas each day. The sixth-grade students received SI instruction instead of a related arts class such as gym, music, or computers.

Student Interviews

Student interviews were conducted during the school day via Zoom. The students were a part of small focus groups of three to four students during class time when the other students were doing independent work. The English-only teacher had the students sit at the back table, away from the other students in the classroom. The bilingual teacher had her four students sit at chairs behind her desk. There was one computer per focus group.

I gave students information about the interviews and prepared them on what to expect during the interview. I told them they could stop the interview if they wanted to at any point. The students had the option to turn off their camera if preferred but chose not to. The translator was

on the call as well, and the students had subtitles on the screen so they could hear and see what the translator was asking.

First, I asked a question and then the translator asked the question. The students had the opportunity to answer questions in a round-table discussion. After the student answered the question, I continued with the question probes to fully understand what the student meant. I took researcher notes after each question was asked. I had a separate page for each participant so that the responses were separated and there was no cause for confusion. I asked questions related to assimilation goals, multicultural goals, culture, and climate in an SI classroom. After the interview concluded, I left off with the question, is there anything else you would like to share with me before ending this conversation? Once the interview concluded, I thanked the students for their participation, and allowed them to return to their original seats. I logged off the Zoom call and typed up my findings to add into Dedoose.

Teacher Interviews

During the school day, I conducted teacher interviews via Zoom. These teacher interviews were conducted during the teacher's planning time. With permission from the teachers, I recorded the interviews. The teachers received a \$75 Amazon gift card for their participation in the study. Therefore, the teachers were compensated for their time and effort. Topics covered during the teacher interviews included SI, goals of the SI classroom, the culture and climate of the SI classroom and school, and the classroom environment for MLs. I asked for clarification on answers, if needed. Nearing the end of the interview, I asked if there was anything else the teacher would like to add before ending the call. I thanked teachers for their time and participation in the study. I also let them know where I was in the process and what to expect next.

Administrator Interviews

Administrator interviews were conducted via Zoom at the administrator's earliest convenience, whether it be during school hours or afterwards. I asked the administrator a series of questions and probes and recorded researcher notes. Interview questions covered the following topics: SI and goals of the SI classroom. I asked administrators if they wanted to add anything to the interview before concluding. I thanked the administrator for their time and participation in the study and thanked them for allowing the research study to take place in their school. I offered the administrator the opportunity to choose their own pseudonym.

Once all interviews and focus groups concluded. I analyzed my research notes and recordings. If participants' answers needed further clarification after the completion of the initial analysis, I requested a follow-up interview with Mrs. Price and Dr. Ollie, the principal at Blakeway Elementary. Once I reached data saturation and was satisfied with my interviews and focus groups, I sent my recordings to be transcribed.

Trustworthiness

Trustworthiness can either improve or damage the relationship between participants and researchers. I ensured that my participants felt comfortable during the entire process of the study by using multiple strategies such as member checking with Mrs. Price and Mrs. Pembroke. Throughout the study, I was transparent with participants and answered any questions that arose about the study. I clarified anything that needed explanation after the interviews, simply by asking participants to explain their responses in greater detail. This process ensured that the participants' thoughts and ideas were represented accurately.

To ensure that all of my data was correct and valid, I reviewed the data at the end of each day of conducting interviews and focus groups. I recorded my interviews through the Zoom recording feature with the participants' permission prior to the interview or focus group. I had

the interviews transcribed using Rev.com and Sonix.com and uploaded the transcriptions into Dedoose for analysis. The data analysis process is explained in more detail in Chapter 4.

Dedoose served as my home base of data. I took the data, read over these, and checked to see if there were any room for interpretation. If I found that something needed to be looked over again or addressed, I set up a follow-up meeting with the participant over Zoom or email and re-asked the question. I then had participants reiterate what they were trying to say. For some participants, I shared their responses during the follow-up interview along with the transcription and notes. Creswell and Creswell (2017) advised researchers to “provide copies of the report to participants and stakeholders” (p. 89). This was important, because it allowed my participants to see their words in action.

Ethical Issues

To ensure that my study was ethically sound, I did everything in my participants’ best interest. First, I acquired informed consent from all administrators, teachers, and students involved in the study. I also received permission from the parents of the students who opted in to the study. Second, my research protocol was well developed and adhered to high standards. I made sure that all the participants carefully agreed to the research and that everything was readily available and transparent. Participants also had assurance that their identities stayed confidential through the use of a pseudonym. Overall, I preserved my participants’ time by seeking to answer specific questions according to my interview protocols.

Summary

In conclusion, I used my interview questions to understand administrator, teacher, and student views on assimilation and multicultural goals in an English-only and bilingual-supported SI classroom. As discussed previously, I used qualitative case study design to understand the perspectives of education stakeholders involved in an English-only and bilingual-supported SI

classroom for newcomer MLs. Through my research, I had the ability to understand education stakeholders' perspectives on assimilation and multicultural goals of an SI classroom. I took detailed researcher notes during the focus group and interviews to understand the multicultural or assimilation goals of an English-only and bilingual-supported SI classroom. A case study design was implemented to uncover themes that I used to add to the growing body of literature on SI education programs for newcomer students. Overall, I ensured that my study did not cause harm to my participants. I sought to ensure that my study affords a direct benefit to the Cooper County School District, the students of Cooper County, and the staff of Cooper County.

Chapter Four: Results

This qualitative case study examined how administrators, teachers, and students view the assimilation goals and multicultural goals of a SI classroom for newcomer MLs. As mentioned in Chapter 1, an understanding of the perceptions of administrators, teachers, and students connected to a SI program for newcomer MLs can uncover inequities and make the program more reflective of multicultural goals. This chapter answers the research questions outlined in the first three chapters by using data from the interviews that I conducted with five administrators (two on the district level), two teachers (one bilingual and one English only), along with two focus groups with a total of seven students (four in Focus Group One and three in Focus Group Two).

As stated in Chapter 2, the multiculturalism theory rejects the idea of the “melting pot” and rejects total assimilation into the dominant culture. Instead, multiculturalism maintains distinctive identities and practices of the non-dominant group—in this case, the Hispanic newcomer students (Song, 2020). In contrast, according to Ovando (2008b), assimilation theory is a voluntary or involuntary process by which individuals or groups completely take on another culture’s traits, leaving their original cultural and linguistic identities behind.

The objective of this research was to understand how students view themselves in an SI classroom. I also sought to understand what impact teachers have on the assimilation to multiculturalism continuum. After asking the teachers to send me pictures and videos of their classrooms, I then interviewed them to probe further about their teaching strategies and beliefs on their newcomer MLs. As described in detail in Chapter 3, the participants and I met on Zoom for one interview that ranged from 30 to 40 minutes, depending on the participant(s). I requested three follow-up interviews, with one administrator, one teacher, and one focus group, which also ranged from 30 to 40 minutes. During the interviews, I took notes under each interview question

on a hard copy of the interview protocol. For the focus groups, I created a table with the participants' names on top to track their responses simultaneously and to prevent confusion. All interviews were recorded through Zoom, with the participant's permission. Students' answers were translated from Spanish to English.

Immediately after each interview, I went onto Rev.com for transcriptions of the recorded interviews. During the interviews, I took notes on a printed-out copy of the interview protocol. I shared important information that I wanted to either follow up on or probe in more detail on the specific topic. After the third interview, I started getting an idea of common themes. I began typing up my findings on these themes on Google Docs. Simultaneously, I uploaded each transcription into Dedoose and began coding four overarching codes, which led to fine-tuning the themes. After understanding and reading through the exported excerpts multiple times, I began to interpret the data and find common themes, which then were combined into findings.

Research Questions

My findings answered the following research questions:

RQ1. How do administrators, teachers, and students perceive the ways that assimilation and multicultural goals are present in English-only sheltered instruction classrooms and bilingual-supported sheltered instruction classrooms for newcomer multilingual learners?

RQ1a. How do administrators create a school culture that supports or subverts multilingual learners' cultural identities and backgrounds?

RQ1b. How do teachers in the English-only vs. bilingual-supported classroom support or subvert multilingual learners' cultural identities and backgrounds?

RQ1c. How do multilingual learners perceive that the culture of their school, classroom, and peers supports or subverts their cultural identities and backgrounds?

Chapter Overview

This chapter is divided into two parts. Part 1 describes the participants in this research study. It begins with the two administrators on the district level, then it will highlight the Blakeway Elementary School's principal, assistant principal, English-only teacher, and three student participants. After discussing Blakeway Elementary School, I introduce Creekside Middle School's assistant principal and bilingual ESOL teacher. The following sections highlight each participant's educational background. In addition, student participants are highlighted, with the students' cultural background.

Furthermore, Part 2 calls attention to the research themes of the study. The study highlights the educational stakeholder's perspectives on SI, multicultural goals, assimilation goals, and culture and climate from the viewpoints of administrators, teachers, and student participants in the SI classroom for newcomer MLs.

Part One: Participants

The following section describes how the 14 participants connected to a SI classroom for newcomer MLs. I include short vignettes and professional backgrounds of each district administrator first. Then, I introduce the school administrators and SI teacher and students by school. I display the demographic backgrounds of each participant in Tables 4.1 through 4.5. All administrators and teachers in my research study identified as White. All names have been anonymized for the purpose of this study.

District Office Administrators

Lawrence G. Roberts, K-12 ESOL Coordinator at Cooper County School District

Mr. Roberts is a former educator, of 18 years, with multiple degrees and experience in education. He has three years of experience in an SI setting for MLs in the area of social studies. His newest title is K-12 Coordinator for Cooper County School District.

Elizabeth Schneider, Multilingual Learner Program Instructional Coach at Cooper County School District

Mrs. Schneider is the Multilingual Learner Program Instructional Coach and has been in the position since August 2022. Her role is to support teachers throughout the district.

Previously, she was an ESOL teacher who spent time co-teaching in the classroom and making the grade-level content accessible for students of all English levels, including newcomers. Table 4.1 highlights participant information and data collection methods.

Table 4.1

Participant Demographics: District Office Administrators

Building	Participants				Data Collection		
	Pseudonym	Position	Years in Education	Ethnicity	Date/Format of Interview (Zoom/Google Meet)	Interview Length in Minutes	Follow-up interview total minutes
CCDO	Elizabeth Schneider	Multilingual Learner Program Instructional Coach	18	White	10/03/2022 Zoom	30 minutes	N/A
CCDO	Lawrence G. Roberts	K-12 ESOL Coordinator	15	White	10/07/2022 Zoom	40 minutes	N/A

Blakeway Elementary School

Dr. Mindy Ollie, Principal of Blakeway Elementary

Dr. Ollie has been in the school district for 19 years. She was an instructional math coach at an intermediate school where she later became an assistant principal for several years, leading her to become principal at Blakeway Elementary for the 2022–2023 school year. As of August 2022, the ESOL coordinator said that Blakeway Elementary has a total of 394 students receiving direct or consultative services. Overall, the school’s enrollment is 967 students, according to the

South Carolina School Report Card.

Sarah Smith, Assistant Principal of Blakeway Elementary

Mrs. Smith has been an educator in Cooper County for the past 20 years. She has taught third through fifth grade, served as an interventionist, an instructional coach, and a Title I Facilitator, and now holds a position as the assistant principal of Blakeway Elementary School. She is passionate about the need to provide support for students’ social-emotional well-being, as well as their academics, in order to truly empower successful learners.

Lilli Pembroke, English-Only ESOL Teacher at Blakeway Elementary

Mrs. Pembroke has a strong passion for teaching English. This began when she taught her husband, who is from Haiti, to speak English. She also taught her adoptive daughter to speak English in just three months. She said that she enjoys making a difference in the lives of MLs. Her experience of teaching first grade has led to her feeling confident in being able to teach an SI class for newcomer MLs. Table 4.2 highlights the demographics of administrators and an English-Only teacher from Blakeway Elementary.

Table 4.2

Participant Demographics: Administrators and English-Only Teacher from Blakeway Elementary

Building	Participants				Data Collection		
	Pseudonym	Position	Years in Education	Ethnicity	Date/Format of Interview (Zoom/Google Meet)	Interview Length in Minutes	Follow-up interview total minutes
BWE	Dr. Mindy Ollie	Principal	19	White	10/06/2022 Zoom	35 minutes	10/28/2022 26 minutes

BWE	Sarah Smith	Assistant Principal	20	White	10/26/2022 Zoom	35 minutes	N/A
BWE	Lilli Pembroke	English-Only Sheltered Instruction Teacher	9	White	10/11/2022 Zoom	40 minutes	N/A

Note. The administrators and the teacher in this sample lacked racial diversity.

Student Participants in Mrs. Pembroke’s Classroom

Joel

Joel is a fifth-grade student from Honduras. Joel is an only child who came to the United States with both his mother and father. Joel’s L1 is Spanish. His mother primarily speaks Spanish. His father only speaks Spanish as well. When asked about what he wants to be when he grows up in the focus group interview, Joel said, “I want to do anything that makes a lot of money.”

Ian

Ian is a fifth grader who also came to the United States from Honduras. Like Joel, Ian is an only child. He came to the country with only his father. Ian does not have prior formal education. In Honduras, he did not attend school for the last two years before moving to the United States because of COVID. Ian primarily speaks Spanish. However, Ian’s father speaks both Spanish and English. When asked about what he would like to be when he grows up, he said, “I want to be the one to build homes.” He expressed that the importance of learning English is to be able to communicate with people that speak both Spanish and English, especially on the job site. He made the connection between learning English and creating a job path for himself.

Mia

Mia is also a fifth-grade student and came to the United States from Guatemala. She has one sister that is in second grade. Mia’s L1 is Spanish. Her parents speak both English and Spanish and would like for her to speak English in the household as well. When asked what she

wants to be when she grows up, she said “a teacher.” She agreed that participating in the SI classroom will provide her with the skills she needs to become a teacher in the future. Table 4.3 highlights the demographics of student participants from Blakeway Elementary.

Table 4.3

Participant Demographics: Student Participants from Blakeway Elementary

Location	Participants					Data Collection		
	Pseudonym	First Language (L1)	Class Setting (English-only/Bilingual-supported)	Ethnicity	Home Country	Date/Time of Interview	Focus Group #	Interview Length in Minutes/Format
BWE	Mia	Spanish	English-only	Hispanic	Guatemala	10/3/2022 8:00 AM	2	35 minutes/ Zoom
BWE	Ian	Spanish	English-only	Hispanic	Honduras	10/3/2022 8:00 AM	2	35 minutes/ Zoom
BWE	Joel	Spanish	English-only	Hispanic	Honduras	10/3/2022 8:00 AM	2	35 minutes/ Zoom

Description of Mrs. Pembroke’s English-Only SI Classroom

In August 2022, the beginning of the school year, COVID-19 became more active in schools due to the vast number of students all in one place. Therefore, I chose to conduct all interviews virtually, for the comfort of the administrators, teachers, and parents of the student participants. With this being said, I did not have the opportunity to view each teacher’s learning environment. To get the full experience and have a better understanding of the way that students learn, I felt that I needed to see what the classroom looked like. I asked both SI classroom teachers to send me a picture of their classrooms. When Mrs. Pembroke sent me her picture, the first thing that popped into my head was “organized chaos.” She had instructional materials

dispersed around her classroom, but she is the type of teacher who, when asked for something, knows exactly where everything is.

Mrs. Pembroke's classroom appears to be warm and inviting. She has bilingual labels around the classroom, making it easy for students to access classroom vocabulary. She has a bookshelf with bilingual books on display for the students to read. She has four round tables so the students can sit with one another and not at individual desks. On the back bulletin board, she has "Vowel Valley," with all the sounds vowels make in English. She also has the alphabet displayed in the front of her classroom along the top border of her large dry-erase board. The alphabet has motions for each letter. For example, the letter "Bb" says, "pretending you are bouncing a ball." When asked about the vision behind her classroom, Mrs. Pembroke said, "I wanted to create a space that is literacy rich with students in mind." It is apparent that Mrs. Pembroke put thought into her classroom and created a space that would make her newcomer MLs comfortable.

Figure 4.1

Mrs. Pembroke's English-Only Sheltered Instruction Classroom



Creekside Middle School

Layla Mohler, Assistant Principal at Creekside Middle School

Layla has been with Cooper County since 2014. She has been an assistant principal at Creekside Middle school since 2019. Her years in Cooper County include being a special education teacher and an assistant principal at another middle school within the district. Layla oversees a total of 861 students, according to the South Carolina School Report Card. Out of 861 students at Creekside Middle, 122 of the students, or 14%, are identified as MLs who receive direct or consultative ESOL service, according to the ESOL coordinator as of August 2022.

Kathryn Price, ESOL Teacher at Creekside Middle School

Mrs. Price has been an educator for the last ten years. She is fluent in Spanish and has a history of studying abroad, one of her most memorable being in Guatemala. She began her ESOL career because of her understanding of how difficult it can be to learn a second language. Mrs. Price served as the teacher of the year for her school during the 2020–2021 school year. She enjoys providing professional development to educate teachers on how to modify and accommodate for ELs to make the language more accessible to them.

Table 4.4

Participant Demographics- Administrator and Bilingual Teacher from Blakeway Elementary

Building	Participants				Data Collection		
	Pseudonym	Position	Years in Education	Ethnicity	Date/Format of Interview (Zoom/ Google Meet)	Interview Length in Minutes	Follow-up interview total minutes
CSM	Layla Mohler	Assistant Principal	20	White	11/10/2022 Zoom	40 minutes	N/A

CSM	Kathryn Price	Bilingual-supported Sheltered Instruction Teacher	10	White	9/23/2022 Zoom	35 minutes	10/5/2022 15 minutes
-----	---------------	---	----	-------	----------------	------------	----------------------

Student Participants in Mrs. Price’s Classroom

Alexandra

Alexandra moved to the United States within the past year. Her family moved from the Dominican Republic. She has been in the education system since she was 4 years old. She moved here with her stepdad and mom, along with her younger sister. She enjoys getting to work on other assignments with the help of her ESOL teacher in the SI classroom. When she grows up, she wants to either be a doctor or a lawyer.

Mackenzy

Mackenzy and Alexandra are sisters. Mackenzy started school in the Dominican Republic when she was just three years old. She enjoys taking exams in the SI classroom because the teacher gives out lollipops when they get a good grade. When she grows up, she wants to be an artist, even though she jokingly answered the question, “What do you want to be when you grow up?” with the answer, “the President of the United States.”

Paolo

Paolo originates from the border of Mexico, where he lived with his mother, brother, and half-brother. His father was never in his life. His mother left to go to the United States when he was 3 years old, and he and his brothers went to live with their maternal grandparents. He started school there and then went until he was 9 or 10. He stopped going to school to work with his brother on a banana farm for two years before coming to the United States to be with his mother and stepfather when he was 11. He enjoys the SI classroom because of the consistency and stable environment. He likes that his teacher speaks Spanish and can help him with things he is

struggling with in other classes. Out of the four members in the focus group, Paolo has the least traditional education background.

Vicente

Vicente is from Honduras. He started school when he was just 4 years old, similar to Mackenzy. He likes the SI classroom because it allows him to learn new things. Vicente came to the United States three years after his father came with his two older brothers. Vicente has a family of nine members. He has two older brothers, one older sister, one younger sister, and two younger brothers. He is the middle child. When he grows up, he wants to enlist in the military.

Table 4.5

Participant Demographics: Student Participants from Creekside Middle School

Location	Participants					Data Collection			
	Pseudonym	First Language (L1)	Class Setting (English-only/ Bilingual-supported)	Ethnicity	Home Country	Date/Time of Interview	Focus Group #	Interview Length in Minutes/Format	Follow-up interview total minutes
CSM	Alexandra	Spanish	Bilingual-supported	Hispanic	Dominican Republic	10/28/2022 8:30 AM	1	40 minutes/Zoom	11/4/2022 8:30 AM 40 minutes
CSM	Paolo	Spanish	Bilingual-supported	Hispanic	Honduras	10/28/2022 8:30 AM	1	40 minutes/Zoom	11/4/2022 8:30 AM 40 minutes
CSM	Vicente	Spanish	Bilingual-supported	Hispanic	Mexico	10/28/2022 8:30 AM	1	40 minutes/Zoom	11/4/2022 8:30 AM 40 minutes
CSM	Mackenzy	Spanish	Bilingual-supported	Hispanic	Dominican Republic	10/28/2022 8:30 AM	1	40 minutes/Zoom	11/4/2022 8:30 AM 40 minutes

Description of Mrs. Price's Bilingual-Supported SI Classroom

Mrs. Price decided to send me a video of her classroom. Her classroom was noticeably smaller than Mrs. Pembroke's classroom. However, because of this, it gave me a comfortable and safe feeling immediately. Mrs. Price had a place for everything, and everything was in its place. She had one long table and six small desks all connected to make it appear to be a round table in the middle of her room. Her SMARTBOARD was front and center, and two dry-erase boards hugged the SMARTBOARD on both sides. She has a mandala tapestry on the wall, along with a lamp that provides a comforting, warm tone in the room.

There are six comfortable seats provided for "flexible seating." They look like chairs one would bring to an outdoor concert in the park. Her room is canvassed with posters titled "Words to Know," "Other Ways to Say," "Descriptive Words," "Suffixes," and "Punctuations." These posters lean toward assimilation because of the centering on learning English. She has a table with a Mexican quilt laid on top of it with a little reading lamp and a globe of the world. The quilt and globe both lean toward multiculturalism because it links the student culture and experience to the classroom. You can tell this has been her classroom for the last couple of years due to the number of resources around the classroom.

Figure 4:2

Mrs. Price's English-Only SI Classroom

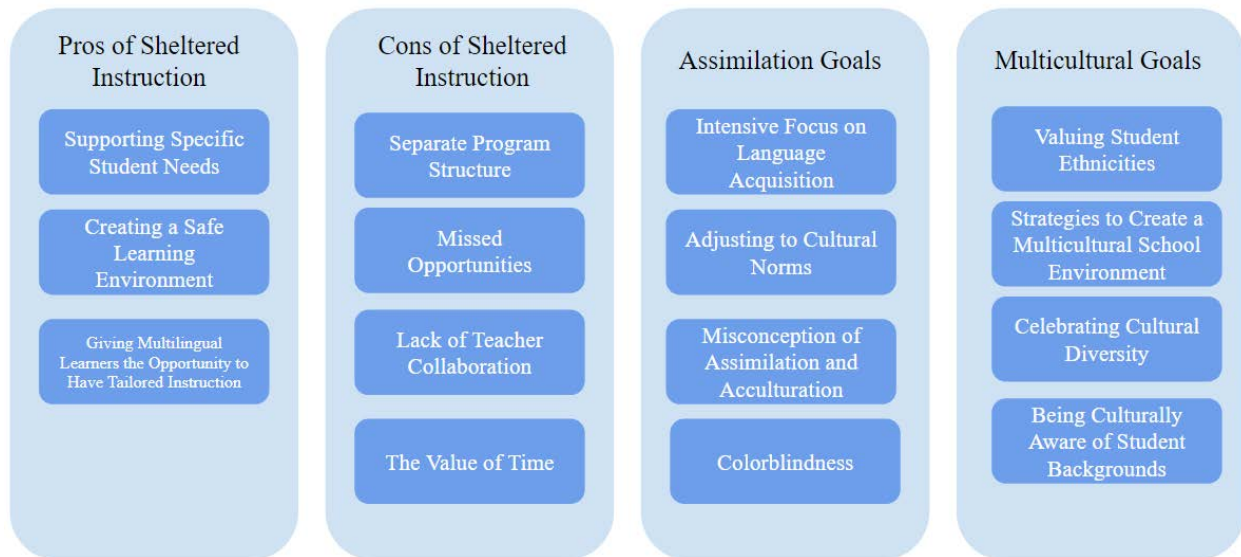


Development of Codes

In this section, I provide a graphic representation, followed by an explanation of how the codes were developed into themes that emerged from the Zoom interviews. Throughout the data-analysis process, common codes were discovered, which informed the four major themes. The following four themes represent the findings of this study: (a) pros of SI, (b) cons of SI, (c) assimilation goals, and (d) multicultural goals.

Figure 4:3

Codes to Themes



The first theme is about the pros of the SI classroom. During the interviews, participants were asked if there were any pros of the SI classroom. All participants had at least one positive aspect to share about the SI classroom. My findings show that the advantages of an SI classroom included the ability for the ESOL teacher to support specific student needs because of the low student–teacher ratio, a safe learning environment for learning English, and an opportunity for ML students to have tailored instruction based on their English-proficiency level. These codes came together to develop the first theme of the pros of a SI classroom.

The second theme details the cons of the SI classroom. Some participants shared at least one drawback of the SI classroom. My findings show that the disadvantages of an SI classroom included the isolation of ML students from their English-speaking peers, the missed opportunities and experiences because of the separated program structure, the lack of teacher collaboration, and either the lack of time or too much time that students are in the SI classroom (depending on the participant). These pros and cons were switched, depending on the

administrator, teacher, or student. The isolation of students became apparent during most interviews. Some administrators and teachers saw the SI classroom as positive because students felt safe, the teacher could identify and help with basic needs, and the teacher could tailor instruction because of the low teacher-to-student ratio. However, others saw this as a negative aspect of the SI classroom because of the isolation from English-dominant peers and lack of student integration into the school community due to the separate program structure.

The third theme dealt with how administrators and teachers perceived the assimilation goals of an SI classroom. The findings suggest that there is an intensive focus on acquiring English and adjusting to the school's cultural norms. There was also a misunderstanding of the difference between assimilation and integration. The theme of colorblindness also appeared throughout the interviews, although this seemed unintentional.

Last, the fourth theme highlighted participants' perceptions of the multicultural goals of the SI classroom. The sub-themes illustrate how teachers value student work by putting it on display for the community, how administrators and teachers create a positive culture for their MLs in the school building, how the administrators and teachers celebrate cultural diversity (in a limited way) through school events, and the importance of being culturally aware of student backgrounds.

The main findings suggest that more multicultural goals were present in the bilingual-supported SI classroom than assimilation goals. In relation, more assimilation goals were present in the English-only SI classroom. However, these goals in the English-only class were rationalized as a positive annotation of acquiring the tools needed to understand U.S. cultural norms and survival English needed to advocate for basic needs. This points to assimilation as a way to make the teachers and students in the building feel more accepted, because the differences are minimized in comparison to the bilingual-supported class where it appeared to be

the opposite. In addition, compared to the English-only class, teachers and administrators in the bilingual-supported SI classroom school celebrated culture and diversity in the classroom and school community on a daily basis, rather than just one multicultural night of the school year where the English-only SI class was located.

Another finding shows that administrators and teachers create a school culture that supports MLs' cultural identities and backgrounds by hosting school events, creating multicultural clubs, creating multicultural newsletters, valuing student work, and involving the community. Both administrators and teachers expressed a positive culture for MLs within their respective school buildings.

The final finding shows that the school with the bilingual-supported SI classroom had students that perceived that the English-speaking students, general-education classrooms, and teachers subverted their cultural identities and backgrounds. Even though administrators and teachers felt like they were celebrating diversity and culture in the classroom and school, students in Focus Group 1 believed that their cultural differences were not being celebrated and respected within the school building because of the general-education teacher and peer perspectives of MLs. This suggests that the school culture is not as inclusive as it may seem and points to the importance of teaching all students to be multilingual. To encourage multilingualism, having dual-language classes or Spanish as an elective or related arts class would create a more accepting culture in the building. In addition, general-education teachers should ideally be creating an inclusive classroom for MLs when they are among their English-dominant peers. I dive deeper into these overall findings further in this chapter.

Part Two: Research Themes

This section discusses the following themes: (a) pros of SI, (b) cons of SI, (c) assimilation goals, and (d) multicultural goals. These themes are developed and described using

data from the administrator, teacher interviews, and student focus groups. As shown in Figure 4.4, each theme is organized by subthemes that assisted in the development of the themes.

Pros of SI

In this section, I analyze administrators, teachers, and students' perceptions of the SI classroom. The section includes the positive connotations of the SI classroom through the lens of multiple stakeholders. In all of the interviews conducted, I noticed that everyone had at least one positive thing to say about the SI classroom. Through my interviews, I found that a majority of the participants favor the SI classroom over other methods of teaching MLs, including pull-out, push-in, and co-teaching.

The administrators and teachers who were interviewed agreed that the SI classroom hones in on supporting specific student needs based on the MLs' cultural backgrounds and identities. A common perception was the idea of safety and feeling welcomed. A major pro of the SI classroom was that the classroom, although isolated, acted as a "safe space" for students. Another pro of the SI classroom is that it allows students to speak their first language and not be penalized for doing so but instead be encouraged. The bilingual-supported SI teacher allows students to speak their L1 throughout the class period. The English-only SI teacher allows students to speak their L1 during their "brain break" time. Both teachers and students mentioned the importance of the opportunity to have a "brain break" and allow MLs to speak their first language.

Supporting Specific Student Needs

According to the findings, the SI classroom is a place where the teacher can focus on the specific needs of the MLs because of the low student-to-teacher ratio. At Blakeway Elementary, the SI classroom student-to-teacher ratio is 12:1 at most. At Creekside Middle, the SI classroom student-to-teacher ratio is 4:1. Across multiple interviews, the theme of supporting students'

social-emotional and academic needs was common. In the SI classroom, participants believed that ESOL teachers can support social-emotional needs while having the opportunity to get to know the students better than if they were in a larger classroom setting. Mrs. Pembroke, the English-only teacher, mentioned being able to have a closer connection with her students, and because of that, she is able to help with their hygienic needs while a teacher with a larger class may not have noticed that. Mrs. Pembroke explained that many of her students had dental issues that the general-education teacher had missed. She was able to connect parents to dental clinics in the area.

Multiple administrators mentioned the academic benefit of the SI classroom as learning survival English and the ability to express student needs, both socially, emotionally, and physically, by learning basic English words for self-advocacy. Two stakeholders at Blakeway Elementary mentioned Maslow and were able to connect the SI classroom to Maslow's hierarchy of needs, asserting that as long as the MLs' basic needs are met, it would begin to motivate behavior to learn (McLeod, 2022).

District administrator Lawrence explained in his interview that he encourages offering the SI classroom in schools with newcomer MLs because it allows the ESOL teachers to focus on specific student needs linguistically, academically, socially, and emotionally. He has specific goals for the newcomer MLs that include learning "survival" English. He believed that by providing them with the survival and social vocabulary that they need to feel safe in the school, MLs are able to communicate their basic needs such as hunger, thirst, bathroom, emotional distress, and various survival-level needs. Lawrence highlighted the importance of MLs being able to explain their basic needs regardless of the emphasis on English acquisition, due to the fact that all students should have their basic needs met. During his interview, he noted:

The needs of newcomer students are very specific to that subgroup. They're dealing with picking up survival language and vocabulary at the most basic language level. You know, in most cases, they're still dealing with issues of culture shock, cultural integration, and sometimes trauma that is fresh, based on their previous experiences in their immigration process to the United States. So, it's difficult to meet the really specific needs of that group and the very high level of support and scaffolding that they need. We're also trying to differentiate for even upper-intermediate MLs or even MLs who are just entering into that intermediate level. They have an entirely different set of needs in some cases. So that's why we encourage the schools to provide those newcomer SI classes whenever possible.

Lawrence explained that he does not see many drawbacks to the SI approach for newcomers specifically. It seems his background in teaching an SI class gives him this positive perspective on the SI classroom.

Connection to Maslow

One similarity in the majority of interviews was that Maslow's hierarchy of needs was mentioned when speaking about the pros of an SI classroom. One administrator and one teacher from Blakeway Elementary specifically mentioned Maslow, along with the bilingual teacher at Creekside Middle. However, all administrators and teachers touched on the fact that a child's needs must be met in order for them to learn.

When I asked the principal of Blakeway Elementary, Dr. Ollie, about why the school decided to offer the SI classroom for newcomer MLs, she explained that the newcomer class is a place where the students can let their guards down. She then alluded to Maslow and meeting students' basic needs:

I tell my staff, we have to think back to Maslow. We can't teach you if you are not emotionally okay. I can't teach you if you're scared. I can't teach you if you're hungry. I mean, I need certain needs to be met. And I think that the SI class's role is to provide that safety—just to make those babies know that it's okay, it's going to be alright. They'll figure this out and, and that they're not alone. The beauty of our school is that these children are coming to us who've never been to the country. They're coming to the best school because most of our students are new to the country. And so, they're coming into a place where there are many other students just like them.

Similarly, Sarah, the assistant principal at Blakeway Elementary, mentioned that a pro of the SI classroom was the fact that it is a place where students feel safe:

A pro of the SI classroom is the emotional and social support the child gets by being in a classroom with children just like them. The SI classroom is just for one sixth of their day. I mean, it's a piece of their day, but it's a piece of their day where they feel safe and comfortable. They feel like somebody is really meeting their needs.

Sarah had only pros to share about the SI classroom because it meets MLs' social-emotional needs along with their academic needs.

When I asked Mrs. Pembroke, the English-only teacher, about the biggest impact on her students' learning ability, she responded by mentioning Maslow as well: "Well, we could go through Maslow's hierarchy of needs...I think once their basic needs are taken care of, they can be successful because this really impacts their success." My response was that it was interesting that she mentioned Maslow because her principal also brought up Maslow during our interview. I asked if she received training recently where this theory was brought up and she responded by saying that she did not hear it from someone else. She reflected back to a situation that happened last year, and she noted:

I'm thinking of some of them last year that came at the end of the year, and they didn't have their basic needs met. They had a lot of dental work that needed to be done. They weren't sleeping very well; they didn't have good clothing. Now they're just in such a different place than they were before and they're really excelling now.

When Mrs. Pembroke mentioned that the students had a lot of dental work issues that needed to be addressed before students could effectively focus and learn in class, I wondered how she was able to provide this resource for the students. She explained that the nurse has a dentist come into the school building once a year to treat the students, charging a small fee for each service. She also explained that the ESOL department provided a resource for ML parents where the parents are able to find local dentists who speak languages other than English. Therefore, these health concerns were addressed and supported due to parental outreach provided by the school and allowed for translated material and information in the L1. Participants implied that without the SI classroom, students' basic needs might have gone unnoticed.

Mrs. Price, the bilingual teacher, also mentioned Maslow in her interview. During my interview, I asked if she believed assimilation affects the way in which students learn. She explained,

Yeah, and I think more so with middle schoolers because they're trying to fit in with everybody, so they are like a little bit more heightened to the cultural norms and just the norms of being a teenager and a middle schooler. So, I think that sometimes it does affect it because sometimes I have to stop class because we have to talk about something that happened at school, and then I have to explain it culturally like this is why this happened. And it can affect the way that they're learning because of the teaching moment. Kind of like Maslow's hierarchy of needs, like if they can't get past this part, they can't move on

to the next thing. If they don't have an understanding of our culture, they can't get past it internally and move on. So yeah, it does affect it.

Mrs. Price also mentioned Maslow in her response and explained that assimilation affects the way in which her students learn because of their need for acceptance and understanding.

Dr. Ollie, Sarah, and Mrs. Pembroke's perspective focused on basic needs, but Mrs. Price's perspective on Maslow's hierarchy of needs focused on a different component: the social needs of fitting in.

Self-Advocacy

The topic of self-advocacy was present in my interview with the assistant principal from Creekside Middle School who has a background in special education. *Self-advocacy* is defined as the ability to speak on one's behalf and represent their personal needs and interests (Kotzer & Margalit, 2007). I decided to ask Layla, the assistant principal at Creekside Middle, what the learning goals for the newcomer students at Creekside Middle were and she explained that it was basic English acquisition. She said, "Really, just being able to help them have a line of communication, being able to help get them to advocate for themselves." I commended on the fact that she wants her MLs to be able to advocate for themselves in classes where they do not have a teacher who speaks the same language. She continued, "and that may not always be in class raising their hand, but finding an avenue to ask for help, having a way that they can feel comfortable to ask for help." She mentioned that middle school is hard for any student: "Helping them get comfortable being in the school setting, especially in middle school; coming in new, it's hard for any kid to transition. Middle school sucks because it's just so different." The next sentence that she said lingered with me because she acknowledged the language barrier but wanted to ensure that it was not a "barrier"—in fact, she wanted to be inclusive to that student's needs—and she ended her answer by saying, "So now coming in with a language barrier, how do

we help them feel part of the community? How do we help their families feel part of the community?”

I believe that Layla’s mentality of meeting the students’ needs to be able to advocate for themselves stems from her background in special education. She has experience working with students who are unable to advocate for themselves, whether it be because of a language barrier or the inability to speak. Therefore, she is aware of the importance of being able to advocate one’s basic needs and have those needs met in a school setting.

Academic Learning Needs

Keengwe and Onchwari (2019) noted that learning needs is defined as the gap between an ML’s current level of knowledge and skills and the level of knowledge and skills required to perform a task or a set of tasks. Elizabeth, the ESOL instructional coach for Cooper County, mentioned that the SI classroom meets the specific academic needs of newcomer MLs. She explained that the pros are that the students, in her opinion, can get “more bang for their buck” because they can get the language aspects of the lesson along with the content aspect. She also explained that students are held accountable for both the language aspect of the instruction along with the content aspect of the instruction. It is important to note that Elizabeth has never taught newcomer MLs in an SI environment.

Sarah, the assistant principal at Blakeway Elementary, explained that due to the large Hispanic population, MLs do not have ample opportunities to practice their English while in social situations such as lunch or recess. Therefore, an SI classroom allows the ML students to have the opportunity to learn everyday survival English. During the interview, she said,

I mean, we see even now when we have 53% of our population that is not English speaking, they are the majority. So, they’re not being forced to—uh, what’s it called?—immersion? They have so many friends that speak their language. They’re not being

forced to use the English language to communicate. There's a lot of children around them that can understand them. So, they practice their English a lot less in a social situation because they are speaking their L1.

Sarah emphasized her opinion on the need to have an SI classroom so that students can focus on learning survival English. Her perception is that if the majority of the students are speaking Spanish, the newcomer MLs will not have the opportunity to practice learning English. Moreover, the SI classroom allows students to learn everyday survival English as a steppingstone to acquiring the English language.

Therefore, regarding Sarah's assimilation goals for her students, she highlighted that students are not being "forced" to use their English to communicate and instead are using their native language as a crutch. It is important to note the assimilation goals described in the response to this question. The assistant principal expressed her opinion on the goals of having the students assimilate into the school culture. According to her, these goals cannot be met unless the students are in an isolated SI classroom setting. This theme is discussed in more detail in the Assimilation Goals theme section later in the chapter.

Sarah noted that the SI classroom allows students to be socially and emotionally supported, more than if they were only receiving instruction in the general-education classrooms. She continued to explain that the school population has changed drastically over the years since she began working at Blakeway Elementary School.

Giving Multilingual Learners the Opportunity to Have Tailored Instruction

Another finding was giving MLs the opportunity to have tailored instruction that fits their ability level. According to interview responses from administrators and teachers, the SI classroom allows for relationship building, intense focus on vocabulary and English language-learning needs, opportunities for students to speak in their L1, and small-group instruction.

Sarah, the assistant principal at Blakeway Elementary, mentioned the idea of giving MLs a fair chance at education. She noted that she did not find it fair that students with different cultural backgrounds and experiences were expected to know terms and vocabulary that they did not have prior knowledge or experience with. She elaborated on her concerns by stating,

These tests talk about skiing, they talk about something that these kids have never been exposed to, but then they want the child to be able to answer it as well as somebody who has those experiences. We're allowed to accommodate; we're allowed to modify and give more access to things. Our kids just don't have the same access and they're smart and they can do things, but they're labeled as failing all the time. I just don't think it's, it's right to continue to label a kid as failing when they're constantly exceeding their expectations.

This statement from Sarah shows her understanding that MLs can meet expectations but are most likely able to meet these expectations when the work is tailored to their English level and cultural background. This highlights her perspective on supporting MLs in the school and classroom to create and support their cultural identities and backgrounds by being knowledgeable of the fact that all students have their own stories and experiences and do not fall under one umbrella of simply being an ML.

Mrs. Pembroke, the English-only SI teacher, has experience teaching in both a general-education setting and an SI classroom. This allowed her to speak from experience and gave her the opportunity to organically compare the two environments and explain why an SI classroom is beneficial for her MLs. During her interview, I asked her what the pros of a SI approach were compared to other teaching models such as co-teaching, pull-out, or push-in, and she replied by highlighting that the curriculum is tailored to MLs:

Everything's tailored toward them. In here. They're not trying to talk through a translator. We actually say, "No, we can't do that in here." But, in the regular class, they're always on the computer trying to talk through the translator or the teachers don't know what to do with them, so they just put them on a computer program. Whereas here, we're very hands-on.

Mrs. Pembroke explained that in her class, she does not put them on a computer and expect them to learn on their own; instead, she tailors the instruction to their specific needs, which includes doing hands-on activities. She also highlighted that they are not using a translator to talk but are focusing on only speaking English.

Similarly to Blakeway Elementary, Creekside Middle's assistant principal, bilingual ESOL teacher, and students all felt that the SI classroom allows the teacher to tailor instruction toward newcomer MLs. Layla, the assistant principal, was asked what she felt were the pros of the SI approach, to which she answered, "A huge pro is that direct instruction, that direct time with very small groups, and also giving that community for those newcomers so they know that they are not the only one that's new to all of this." Layla believes that the SI classroom allows the ESOL teacher to pinpoint the specific academic needs of the newcomer ML:

We really want to be able to hone in on specific student needs, especially with our newcomers that are hard to do out and about in all the other classes. We do have our inclusion classes, and ESOL teachers are pushing in and helping support the gen ed teachers that way. But giving them that time and that space to work specifically with the kids. Again, strengthening that relationship. When you have a kid in a small group, you get to know them better personally but also academically.

Layla has a positive perspective on a SI classroom as long as it is matched with allowing the ESOL teacher to push into the newcomer MLs' general-education classrooms as well. She

believes that these two go hand-in-hand to allow the ESOL teacher to see where the kids are fitting in and what their specific needs might be in order to know what to teach in the SI classroom. It was interesting to hear Layla's response as an administrator and then ask Mrs. Price, the ESOL teacher under the supervision of Layla, why she believed her school decided to offer this classroom for newcomer MLs.

When asked why her school decided to implement the SI classroom, Mrs. Price was unsure but thought of reasons why she thinks the school decided to do so. She said, "I think it's appropriate for those students because they do need that extra support. That's what the students need to grow and to grow in the language." Mrs. Price believes that the SI classroom allows the students to grow more. She said, "If we are using sheltered English, they're able to pick up on more." She explained that she is also a language learner and she knows what has worked best for her and that is SI language. She believes it is the most effective because she has seen results from it. Mrs. Price believes one major pro of SI is being able to narrow down exactly what each student needs in regard to content-area vocabulary and the English language.

Creating a Safe Learning Environment

In my interview of the administrators and teachers at Blakeway Elementary, a commonality among all stakeholders was the notion of feeling safe or providing safety. The principal of Blakeway believed that the SI classroom is a place where the students can be their authentic selves. Sarah, the assistant principal of Blakeway, believed the SI classroom can provide a safe asylum for the students to focus on learning. Mrs. Pembroke, the English-only SI teacher, noted that the SI classroom is a place where students can feel safe to speak their first language during their "brain breaks." The students in Mrs. Pembroke's class expressed that being safe means being with other students who are learning English for the first time where there is no judgment from English-dominant peers. Last, Layla, the assistant principal at

Creekside Middle, believed that the SI classroom is a safe place to focus on learning English while preserving the students' self-pride and confidence.

The principal, Dr. Ollie, notably, did not agree with having an SI classroom for newcomer students. I asked if she thought there were any pros of the SI classroom, after hearing that she did not agree with having the SI classroom, to which she responded that one pro is that it creates a safe space for the students to learn and grow:

The newcomer class is what I would like to think of as their safe space. The place where they're scared, they're babies, and they don't speak the language. The newcomer class is to be that place where they can let their guard down, for just a little bit of the day.

Dr. Ollie expressed that the SI classroom is a place where students can feel safe and comfortable in their new learning environment. Even though Dr. Ollie does not necessarily want the SI classroom to be a program used at her school anymore, she felt empathetic in allowing students to have a place where they are able to be themselves, even if for just a short time. This showed me that she is creating a school culture that supports MLs' cultural identities and backgrounds due to the understanding that students are adjusting to a new school environment. Similarly, Sarah believed that a pro of the SI classroom is its ability to shelter these students and allow the parents comfort in the fact that these students are protected and safe. Sarah believed that the SI classroom is a safe place for students to transition from their home countries and the U.S. Sarah believed that the SI classroom is a place for students to transition at a slower pace into the school system and lessen or forgo possible culture shock. In her interview, she explained the demographics of students in her building and the number of incoming and newly enrolled students on a daily basis. She captivated my attention when she said that the SI classroom is a need:

The population just started booming, but it wasn't booming with transplants from around the district or from transplants around the state. It was booming from people moving straight from another country, seeking asylum, seeking safety, seeking education for their child. We got to learn a lot about why they came. It's shocking what these children go through and then show up to our school building the next day. It's shocking that parents are giving their five-year-olds to an uncle and trusting that he's going to get across the border because they just need a better place for their kids. This is their first school experience. So, our newcomer population is already a lot this year. And that's not even including children who just came last year, and we don't even count all of them as newcomers. So, it's a need; it's a need that our population gave us that we had to learn how to respond to.

Sarah has expressed her positivity toward the SI classroom. She thought there should be more SI classes offered to students. She believed that this population of students needs extra support in an isolated setting to meet their academic and social-emotional needs. I noticed that Mrs. Pembroke had a similar viewpoint to Sarah. They both believed that a pro of the SI classroom is that it provides a safe environment for MLs.

Mrs. Pembroke noted that her classroom is a space where students can give their brains a "break" and be their authentic selves. She allows them to feel safe in an environment where other students or teachers will not judge them for not being fluent in English. In the SI classroom, they were safe to be their authentic selves by speaking Portuguese or Spanish with other students like them. Mrs. Pembroke elaborated on her opinion on the pros of SI:

I feel like the SI approach is good because we have different classes, and they get to meet more people that speak the same language. Especially our Portuguese students, there are some that are the only ones in their class that speak Portuguese. So, when they come in

here, they can kind of relax and talk to other people in Portuguese; it gives their brain a break.

At Creekside Middle School, Layla, the assistant principal, believed that the SI classroom creates a safe learning environment for ML students. According to her definition, *safe* means protecting their pride when they are learning English. She noted,

This is how to best meet their needs so that when they are out and about, it's like there's that extra built-in confidence component to them as well. But I really want to give time and space for those fundamental skills to be hit on without, I guess, blasting it out to the rest of the world, not putting out all of their needs. I mean, it's already going to be obvious that there are language barriers there, but can we do it with a little bit more pride and by protecting their pride?

Layla reiterated that ML students should be able to have a place to feel comfortable learning beginner-level English skills without having to feel embarrassed about learning fundamental English with their general-education classmates.

Student Perspectives on the Pros of SI Classroom

The students in Focus Group 2, Mrs. Pembroke's class, felt that the classroom was a safe and welcoming environment. Through conversation, the students were able to tell me that they felt more comfortable in the SI class than in their other classes because the students in the SI class were also learning English for the first time. When asked how it feels being with other students who are learning English for the first time, Mia responded, "I feel good. I feel a lot better than having to be around people that just speak English." This sense of security allows students to feel comfortable learning.

Moreover, students from Focus Group 2 mentioned that a pro of the SI classroom was that the assignments were tailored to their English-proficiency levels. The students felt confident

in the work that they are doing in the SI class. Mia said, “the assignments in the other classes are a little more difficult.” Ian, Joel, and Mia agreed that the assignments in Mrs. Pembroke’s class are easier in comparison to the assignments in their other classes because they have more support from the teacher.

In addition, when I asked Focus Group 1 how the SI classroom with Mrs. Price is different from their other general-education classes, Mackenzy responded first by saying that in the SI classroom, she is able to communicate in Spanish more and that it is more fun. Paolo also explained that he is able to communicate with his peers in the SI classroom in Spanish and that the teacher is “actually fun.” He added that “he really enjoys it because they all have the same homework, so they are able to work on it together and it’s easy for him to learn more.” Paolo gave an example of his science class and explained that there is no way for him to communicate with his teacher or the other students, but instead in the SI classroom, Mrs. Price explains things in Spanish when she needs to. Alexandra followed by saying that the work in the SI class is easier and that she is able to communicate in Spanish, which she likes. This exemplifies the pros of the SI classroom and its ability to allow students to grow at their own pace and at their respected English-proficiency level. Students feel supported and understood; they do not feel the stress of the schoolwork but can instead feel as if they are enjoying themselves in the school environment.

Conclusion

Overall, all stakeholder perspectives of the pros of an SI classroom for newcomer MLs at Blakeway Elementary School and Creekside Middle School showed that the SI classroom allows students to feel comfortable learning a new language in a safe and accepting environment, strengthens relationships, allows teachers to tailor instruction, and focuses on the students’ needs socially, emotionally, and academically. The following theme illustrates the cons of an SI

approach, which is somewhat contradictory to what participants viewed as the pros of the pull-out structure.

Cons of the SI Classroom

Through my interviews, I found that a common disadvantage of the SI classroom was isolation due to the separate program structure. Another con of the SI classroom was missed opportunities in the general-education classroom and the fact that students were not sharing the same experiences as their English-dominant peers. The lack of teacher collaboration and the amount of time that students were in the SI classroom were also presented as cons. The students expressed mixed feelings about the separate structure of the SI classroom, depending on their level of English understanding.

Separate Program Structure

One overarching finding is that when the separate structure is a pro, the participant says it is to keep them safe. When it is a con, the participants call it isolation and segregation. Moreover, it appears that isolating students allows the teacher to tailor instruction for the specific students; however, it also causes the students to feel isolated from their English-dominant peers.

The term *isolation* came up in most of the administrator interviews. When the question came up about what Lawrence considers the cons of an SI classroom, he commented that he does not see many drawbacks. He took a moment and then responded that the cons of an SI classroom do not outweigh the pros of the classroom, but he wanted to make it known that if the SI classroom teaching is not done effectively, the cons of the SI classroom could lead to isolation and social segregation because of the program's separate structure. During Lawrence's interview, he said,

Across the board, the one thing that you want to be careful of is the segregation of the students. In creating a restrictive environment where they're not integrated socially with

the school or where they could be into a program where since they've been isolated, demographically, if there was some level of institutional bias against them, they would then be vulnerable to subpar instruction or subpar resourcing. So that's the problem with the model inherently nationwide. In our district, I know that our district is very supportive of MLs, and I know that the schools that are looking to implement this model are doing so with the very best of intentions. And so that danger is, although not moot, it's a very small danger in our district, of those things occurring.

Lawrence explains that when done properly, the SI classroom can be a positive environment for ML newcomers. However, one must be aware of the negative implications that can occur if the students are isolated from their peers. He noted that they are not integrated socially, but they feel safe and welcome in the SI classroom, not in the school environment because of isolation. In theory, if schools provide ways to offer the same opportunities for students, the sense of isolation can be overcome by the sense of community. Moreover, Lawrence highlighted that students can be receptive to subpar instruction and resources if there is a level of institutional bias; however, he does not believe that this is a factor in Cooper County School District because of the effective instruction and adequate resources.

When interviewing Dr. Ollie, I was curious to hear the reasoning behind the cons of the SI classroom and why she did not want to offer it at her school. She explained that isolating the students was the main reason behind not wanting to have the students pulled out of their general-education classroom for the SI classroom:

That was a class that was already in the school when I arrived. I did decrease it from 90 minutes to 45. I don't know if my philosophy is what mainstream philosophy is, but I think that isolating our students is not what is best for them socially and emotionally. So, when we pull these children out, we're further separating them from their peers, and our

school is very high on ML students. It's not like they are different from the majority of their classmates.

In Dr. Ollie's answer, she explained that isolating students is not what is best for them since they are surrounded by their peers in the classroom. Therefore, she believes that the general-education teacher should tailor the instruction to the majority of the class. Dr. Ollie did mention that the positive aspect of the SI classroom is that it supports students' needs.

Upon reviewing my research notes along with analyzing the transcripts, I noticed that Mrs. Pembroke, the English-only ESOL teacher, did not list isolation as one of her cons of the SI classroom. I believe that because my question on the pros and cons of the SI classroom was two-fold, she did not have the opportunity to express if she believed there were any cons of the program. Therefore, I sent a follow-up email asking if she believed there were any cons of the program, to which she replied, "not exposed as much to peers speaking English." Therefore, she was in agreement with her administration that believed the SI classroom isolates students from their English-dominant peers.

Lack of General-Education Teacher Buy-In and Support

Following isolation, another con of the SI classroom in most cases is the lack of general-education teacher buy-in. This section highlights how administrators, teachers, and MLs perceive the way in which the school's general education teachers create a culture that supports or subverts MLs' cultural identities and backgrounds. The ML program instructional coach, Elizabeth, explained that teacher buy-in is important in order to make the SI classroom beneficial to newcomer MLs:

In my experience as an ESOL teacher, it's not always an easy model to teach because not all content teachers have buy-in. So sometimes it's hard to get content teachers to communicate with you...you know, what the students are learning that week or that unit

and how you can support it has to be a two-way street where both the ESOL teacher and the content teacher are willing to put in their side of the work.

The phrase “teacher buy-in” popped up in multiple interviews. Elizabeth’s personal experiences of working with general-education teachers who may or may not be willing to put in the effort to collaborate with the ESOL teacher is a con of the SI classroom. When teachers cannot collaborate with one another, it is possible that they can miss out on pinpointing specific needs of their newcomer MLs due to the lack of communication.

Blakeway Elementary

At Blakeway Elementary, Dr. Ollie was hesitant to mention how the teachers feel about the ML students in her school, but when I reassured her that her responses would remain anonymous, she continued by noting,

I feel like I’m biting the battle of [general-education teachers thinking], ‘I want them out of my room.’ I did get a little passionate the other day with some teachers because I don’t think that is what’s best for every student. This is something I’m not pleased with, because I feel like our data has been blamed on the number of students that don’t speak English. And that is egregious and that is unacceptable, and that is now forbidden in this building. I don’t like it. I don’t like it at all.

Dr. Ollie’s perception of her teachers not wanting MLs in the room because they believe that they should be pulled out of the classroom and be taught only by ESOL teachers shows the tone some teachers may have toward their MLs. Dr. Ollie explained that the teachers are not permitted to blame poor test scores on their ML students because teachers should be tailoring their instruction to their ML students. Therefore, she is putting the blame on the general-education teachers for not tailoring instruction.

When speaking with Sarah about how general-education teachers perceive MLs who are in the SI classroom, she explained that teachers said they preferred the MLs to be in a separate classroom in order to improve their students' language learning and not as a way to get rid of the students from the general-education classroom. She had a positive outlook on the teachers' perceptions on wanting to teach the students but not having the "ability" to address their specific newcomer needs related to learning English:

I've only heard good things. Teachers complain to me a lot about when the child's pulled out of a class for interventions or resources or speech or, I mean all the different services that our kids need, and the teachers give a lot of feedback about how much general instruction the child's missing. But newcomers are totally different. They want these kids to succeed. They see the rapid growth that the kids get by being in the program. They feel like the SI classroom is a valuable time out of the general-education class because they are unable to provide their students with tailored instruction to meet their specific needs. For the feedback that I get, I haven't heard anything negative. If anything, they've said to increase the time, but when you have so many newcomers, you are limited on the amount of time in your day.

After hearing about Dr. Ollie's response to the teachers just wanting them out of the classroom, it made me think about how the teachers express their support in the SI classroom. Is it because of their cultural insensitivity and not wanting to take the time to learn about these students in order to adjust teaching styles for MLs? However, she was determined to mention that it was a positive perception on MLs:

It's overall positive, and it's not a cop out. It's not like they say, "Please take this kid because I can't teach him." They say, "Please take this kid because I want to teach them." If I'm a fifth-grade teacher, I can't teach letters and sounds or what they need. There's

just not enough minutes in the day. So, the kids are getting what they need in the SI classroom; this way, they can succeed a lot faster in their classes.

In agreement with general-education teachers not being able to teach to this sub-group, Mrs. Pembroke explained that the general-education teachers tend to put the newcomer MLs on computer programs during the class times because they are unsure of how to teach them. I asked Mrs. Pembroke directly about how other teachers feel about students in the SI classroom to get a sense of the school climate toward this subgroup, to which she replied, “So you have some teachers who think it’s the greatest thing. They see a lot of benefits. Some teachers don’t know how to teach those kids, so they like getting rid of them for a little while. And then you have other teachers who just don’t see the importance of it.” This comment allowed me to realize that Blakeway Elementary would benefit from a professional development activity on strategies for newcomer MLs that work well for the MLs in the SI classroom.

At Creekside Middle School, Layla, the assistant principal, believed that the general-education teachers are in support of the SI classroom and appreciate the additional support the MLs are receiving:

I don’t say that they rely on the SI classroom, but they do rely on that preloading of information so that they can help get their topic or their content, presented in a way that hopefully the kiddos can access without it just being on them. I think that ‘team play’—they want to be involved with it. They want to help support that sheltered class because they know that the time put in there is going to help their time with them. So, I think they work pretty well together.

This snapshot of how the teachers work together to serve one purpose can show how the teachers support MLs’ cultural identities and backgrounds to help them succeed in school. If the students feel that their teachers are working together for them, this can transform the school culture.

Mrs. Price, the bilingual ESOL teacher, is intentionally trying to support the students in her class on the basis of her idea that student work should be modified to accommodate students' English-proficiency level and background knowledge, because many of the students do not have a formal education from their home country, especially in the past few years during COVID. In opposition, she believes some teachers do not understand that ML students need to learn in a different way. When asked the question, "Do you know why the district decided to implement a sheltered instruction classroom?" she passionately responded by saying,

I think it's inappropriate that these students are in an ELA classroom and expected to do the same amount of work as their English-dominant peers. When they would be reading these like high-level novels and the teachers would ask, "Well, can't we just get it translated?" No, we can't get it translated. That's not the mission of what we're trying to do here. So, it would be frustrating if they're not understanding the MLs. We could be doing something maybe at a 700 Lexi and we're still reaching those standards, just in a different way. I just think that it's...it's just somewhat ridiculous, but we expect them to do it.

It is important to note that Mrs. Price's answer includes her opinion when teachers ask if she can just "translate the work" for the students. Her attitude toward teachers' marginalization of MLs illustrates her advocacy toward her students and understanding of their educational backgrounds while setting intentional and attainable academic expectations.

The Value of Time

The notion of time was mentioned throughout in both administrator and teacher interviews. Some believed the length of time that students spend in the SI classroom was too long, while others believed that time in the SI classroom should be longer. Lawrence, the coordinator in charge of overseeing the SI program from the district level along with hiring

ESOL teachers, expressed that one problem in the district has been the allocation of time and teacher staffing. He explained,

Now, in Cooper County, because we've seen such demographic growth and change in the subgroup population, very quickly...realistically, the problem is getting enough time for those students in the newcomer SI classroom and not the other way around. So, we're not having the scenario where students are being put into an SI newcomer classroom, segregated from the school, and not getting exposure. The problem we're having is finding 45 minutes to 60 or 90 minutes a day to get them into the newcomer SI classroom and to resource and staff that classroom.

Lawrence advises administrators to allocate 45 minutes on a daily basis for the SI classroom.

However, he understands that finding 45 minutes during the day and finding a teacher to teach the SI class can be challenging. Lawrence mentioned that these are the problems that have come to his attention while speaking with administrators throughout the district.

Although Lawrence, the K-12 ESOL coordinator at Cooper County School District, recommended that administrators find 45 to 90 minutes a day for the SI classroom, Dr. Ollie, the principal at Blakeway Elementary, dropped the original SI class time from 90 minutes down to 45. She noted that she moved the class from an hour and a half to 45 minutes because she thought that 90 minutes was too long for the students to be separated from their peers. The assistant principal, Sarah, indicated that the SI classroom should ideally only be for a fraction of the student's day:

When they go into the newcomer's class, as long as it's a fraction of their day, I think that works well. As long as that fraction of their day replaces something that they wouldn't have been able to do. It's got more pros in my head than cons, but it also is about the

design. If they're missing things where they really could have interacted with the curriculum and their peers, I feel like that's a con.

ML students who attend the SI class are pulled from the general-education classroom throughout the day. According to Sarah, students can be pulled from class during different subjects. Students can miss subjects such as science and social studies during the SI class time. This can be problematic, because students are missing out on opportunities and activities that their peers have.

Contrary to what the Blakeway Elementary principal and assistant principal believe, Mrs. Pembroke, the English-only teacher, explained that she needed more time with her students. She believes that the lack of time with each group of students is difficult because she is unable to complete everything she intends to:

I think if I had more time with them, we could cover more in-depth and more. Instead of doing one or two letters a week, we could really dive in and learn more. With the 40 to 45 minutes, by the time they get here, I have about 30 minutes with them. And I just think if I had a longer class period, we'd be able to do more small groups, like working with three or four of them at a time.

After hearing this response, I asked the original question, "During this time, you are pulling them from another class, correct?" to which she replied, "Yes." I then asked the question, "By pulling them for a longer period of time, do you think that would affect them in any way with their other classes?" She replied,

We have a new curriculum this year, which is really hard for the kids who speak English because it's on grade level and our school is not on grade level at all. So, a lot of the kids, the curriculum's good in some ways, but the kids who speak English are struggling. So the kids who don't speak English are really struggling with it. Whereas I feel that if they

were in here longer with me, we could scaffold that and give them better support that their regular classroom teachers don't necessarily know how to do or can't do because most of the class speaks English.

All in all, Mrs. Pembroke believed that students should be in the SI class for a longer period of time to meet their specific learning needs. When asked about how other teachers feel about students in the SI classroom, she explained that some teachers think the SI classroom is the greatest thing. She elaborated, "Some teachers don't know how to teach those kids, so they like getting rid of them for a little while." She mentioned that general-education teachers do not know how to teach the newcomer MLs or cannot do it because most of the class speaks English. She explained further that the general-education teachers do not know how to teach "those kids," that they are ignorant and want to get rid of them. She said that she would happily take them into her classroom because they are her "babies."

These kids are my babies and I want to have them all day. So I can't imagine why the teacher wouldn't want to have them all day. I think it's more ignorance that they don't know how to teach these kids rather than not liking them. They just don't know how to approach them.

Her understanding of how other general-education teachers feel about her population of newcomer MLs makes her want to protect these students and provide them with what they need if other teachers are not going to give that to them. This also speaks to the lack of teacher collaboration and to the negative school and classroom culture. She believes that one con of the classroom would be the short timing because she wants to have the ability to keep the MLs longer in order to meet their needs.

Layla, the assistant principal of Creekside, believes that the SI classroom is an appropriate length of time. The SI classroom replaces the students' related arts class and instead

serves as that block of time. The related arts classes offered at Creekside Middle are computer lab, physical education, music, band, and Spanish. She explained that the general-education students see it as another related arts class:

I think they just see it as just another related arts class, and that's what we try to keep it as. It's just another one of their classes. Even when we do course requests, we put the ESOL classes on there and people have been like, 'why?' because I want everybody to think just the same, that it's just another class. But it's a normal thing. I don't see it being an issue. I don't see it in our climate. I don't see it being an issue on either side at all.

The students go to the SI classroom during their related arts block during the day, so they do not miss out on any core instruction. Layla believes that the benefit of having the SI class as a regular allocated class on the schedule is that the other students do not think the MLs are different from the general population in terms of being enrolled in the SI classroom. Although Layla believes that this creates a more accepting and inclusive environment, the newcomer MLs in the SI class are missing out on the related opportunities because MLs are enrolled in the SI classroom as a replacement for their related arts electives.

Mrs. Price, the bilingual ESOL teacher, explained that there is not enough time in the day to meet every ML student's needs due to scheduling. Therefore, she delegates student services to other teachers who are open to volunteering to work with her MLs. Mrs. Price is required to teach in an SI setting and also push into classes to work with MLs; therefore, a future recommendation could be to adjust Mrs. Price's schedule to accommodate time to complete the paperwork.

Another con of the SI classroom is that the students are pulled away from the general-education setting to be a part of the SI class. Lawrence addressed many pros of the SI classroom

but pointed out cons that have to be outweighed to ensure that the students receive an equitable educational experience. In my interview with Lawrence, he noted,

We just need to make sure that as we're implementing a newcomer model, that the students are still integrated into the school; still have exposure to native-speaking peers; still have the same access to educational, extracurricular, and other school opportunities as their peers.

He said it is important that schools are aware of the students who are in the SI classroom and ensure that they are not overlooked. According to Lawrence, students should still be integrated in the same opportunities as their peers, but according to the interviews with administrators and teachers, this is not happening if the students are missing classes such as art, science, and math. This is important to note, because for future recommendations, schools that have this classroom should be flexible with scheduling school activities around the time that students are in the SI classroom so that they are not missing out on the experiences that the English-dominant students have.

Sarah, the assistant principal, explained that she felt it was appropriate for students to be pulled from classes such as science because they were only missing out on the opportunity to “make stuff explode,” which does not impact the students’ language learning because she believes you can do that without understanding language. Therefore, she felt an appropriate time for the MLs to be pulled from their general-education classrooms was during times such as science. She explained,

There are some kids this year that are missing science. Science experiments—I don't know if I'm supposed to say this or not—but science experiments are a universal language. Like you can boil stuff, you can make stuff explode, you can do things without understanding language. Math is a subject you can do a lot without understanding the

language. So, if they're missing things where they really could have interacted with the curriculum and their peers, I feel like that's a con.

Sarah based her answers around academics; however, I believe that these students are missing out on the opportunity to collaborate with peers to problem-solve and build relationships, and a conversation with the general-education teachers to discuss planning could allow MLs to have the same experiences as their peers.

Student Perspectives of the Cons of the SI Classroom

When asked if the students from Focus Group 1, Creekside Middle, liked being separated from their English-speaking peers, Vicente said that he feels a little more comfortable with his English than the other students in his SI classroom, so he does not like the SI classroom. He would rather be with his English-speaking peers because it allows him to practice his English more by speaking with them. In opposition, Paolo said that he enjoys the SI classroom because he cannot understand the English speakers and is not able to respond to them, so he likes being in the SI environment where he can actually respond to his classmates. He enjoyed being separated from his English-dominant peers due to the comfort level of being with other students that speak Spanish, like himself, to complete student assignments and collaborate with one another. The next section highlights the lack of general-education teacher buy-in and support, which was mentioned across multiple interviews.

In addition, the students in Focus Group 1 explained that the general-education teachers were not in support of them because they did not take the chance to learn about their individual backgrounds. Alexandra expressed, "They don't really accept or understand the way that I express myself, and I feel like they don't really understand my culture, and in that way, they don't respect it." Alexandra's understanding of how the teachers perceive her in the school community displays the uncertainty of support she is receiving from her general-education

teachers. Moreover, Alexandra's perception of how she is being perceived by her general teachers differs tremendously from the assistant principal's view on how teachers perceive their MLs. This displays a disconnect in what the assistant principal perceives as what is going on in the building, compared to what is actually happening in student–teacher relationships.

Conclusion

A major advantage of the SI classroom was that it served as a separate, yet safe place for students to learn English. However, due to the separate program structure, a major disadvantage was that students are isolated from their English-dominant peers. Another con was that students were missing opportunities and experiences that mainstream students were given and there was lack of teacher buy-in and collaboration because of their inexperience in teaching MLs. Last, the length of time of the SI classroom served as a con, depending on the participant's perspective.

Assimilation Goals

School leaders have a commitment to multicultural education through their hiring practices and SI programming. Yet as explained in Chapter 2, in practice, SI can lean toward assimilation goals on the assimilation to multiculturalism continuum because of the centering of learning English (particularly in the English-only SI classroom) and returning to the general-education classroom, the separate program structure, teachers' misconception of assimilation and integration goals, and the expectancy of adjusting to social norms. Assimilation is defined as a process where individuals of different cultures acquire the basic habits, attitudes, and mode of life of a new culture. In this section, I illuminate how the participants described assimilation goals in the SI classroom. I found that there is an intensive focus on English-language acquisition in the district, unspoken language or rule of adjusting to social norms, a misconception between the understanding of integration versus assimilation, and the idea of surface-level multiculturalism.

Intensive Focus on Language Acquisition

As an ESOL teacher, there is a heavy emphasis on having ML students learn English as quickly as possible. ESOL teachers focus on four main components of English language acquisition: listening, speaking, reading, and writing. Lawrence, the district's ESOL coordinator, explained that MLs should acquire the English language within five years of enrollment in the U.S. school system. This notion of teaching MLs to become fluent in English within five years is taught to ESOL teachers during professional development sessions, especially at the beginning of the school year. At the end of each school year, ACCESS test results are shared with the ESOL teachers throughout the district. Lawrence highlighted each school and shared the number of MLs who have accomplished this goal of English fluency by exiting the ESOL program. This moment acts as a celebration of the ESOL teacher's accomplishments and teaching practices that is shared throughout the district. The goal of English proficiency is pressed upon the teachers, and the importance of reaching English fluency is broadcast throughout the school year.

At the district level, Lawrence explained that a goal of the district was to be able to build on grade-level academic vocabulary "as quickly as possible" in order to "accelerate" the process so they can meet grade-level standards and state expectations and be fully proficient within five years of enrollment. He noted,

Then our goal, of course, is to begin scaffolding them into the content standards of their particular grade level and building their academic vocabulary as quickly as possible and to accelerate that whole process so that just as soon as they can, so they're able to start meeting grade-level standards expectations and to meet the state's guideline of exiting ESOL and being fully proficient within a five-year time frame.

Lawrence explained that a goal for teachers, after teaching the ML students the foundational or "survival" English, is to modify instruction related to grade-level expectations

and standards. As time progresses, modifications can dwindle down until the students can meet grade-level standards and be fully proficient in English within the first five years in the U.S. The expectation for MLs to be fluent in English in five years highlights the district's goals of assimilation from the students' L1 to their L2.

Elizabeth, the multilingual learner program instructional coach at Cooper County School District, was asked about the goals of assimilation within the school curriculum. This question had her stumped for a moment, to which she asked for me to give her some “wait time,” a strategy often used with MLs. After much thought, she replied,

Even though our students are bringing their own cultural kind of rules and customs to our classroom, we are also trying to honor student background and prior knowledge.

However, they're still responsible for learning the basic English grammar rules and phonics as they come up through their ELA classes. American history—things that are common knowledge for a percentage of us who were born here and grew up here, that you would think would be common knowledge. We're still teaching a lot of those things in our social studies curriculum. So, I would think that expecting our multilingual students to learn those facts and that information, that's another form of assimilation.

In this response, Elizabeth explained that the students are responsible for knowing grade-level content and receiving a report card grade on those subject areas. Elizabeth said that what students bring to the classroom does not match with what is expected of them because the students are learning English. The school system is not adapting to the ML by teaching in Spanish or Portuguese. Instead, learning English trumps learning core subjects such as math, social studies, and science. She explained that the district is “trying” to honor student background and prior knowledge, which makes me think that most of the district is not doing this within their classroom because she was unable to give any examples of this.

Elizabeth expressed an assimilationist mentality when she addressed that the learning goals for the newcomer students in the district were to “begin to acquire the English language to where they can have the confidence to function in our schools and inside the classrooms, along with beginning to learn and master grade-level content.” This expresses the assimilation goals of the structured SI classroom, where teachers can focus on providing intensive English instruction so that the students, who may or may not be coming from a structured educational background, meet grade-level expectations.

At Blakeway Elementary, a common goal that popped up during many of the administrator and teacher interviews was the importance of getting the newcomer MLs mainstreamed as soon as possible. Therefore, students are expected to learn English as soon as possible in order to be able to learn and master grade-level content, with the common goal of being able to do this within five years. One steppingstone to be able to achieve this goal is the SI classroom for newcomer MLs. After many conversations, it appears that the SI classroom is a rite of passage for newcomer MLs. Assistant Principal Sarah Smith said,

Now that our population has changed so much, I’m not sure anybody knows the difference between the newcomers and other MLs, really. I think a lot of them have been through the newcomer’s program now, so they value it. I think if a child is brand new to our country, it’s just kind of a normal thing now at our school.

Therefore, it appears that the SI classroom for newcomer MLs is seen as the foundation before transitioning into general-education classrooms. This also highlights how other students perceive the SI classroom. Sarah noted that other students who have also been through the program understand the value of the program because of their time in the classroom.

In contrast to Blakeway Elementary, the Creekside Middle administrator and teacher did not have as much of an intensive focus on acquiring English. In her interview, Mrs. Price

explained that she allows students to learn English in a fun way, at their own rate. For example, she encourages her students to watch movies with subtitles on their own time. She said,

I tell them to watch something in their native language first and then watch it in English with Spanish subtitles. I then tell them to watch it in English with English subtitles so they can match up what they are saying to the written language since they already know what is going to happen.

Mrs. Price allows her students to learn English in a fun way, on their own time. She does not tell her students that they must do this; instead, she suggests they do this if they want to continue to work on learning English outside of school hours.

In conclusion, the importance of acquiring English as soon as possible was more important at Blakeway Elementary school than at Creekside Middle. Moreover, Blakeway Elementary administrators and teachers lean toward assimilation on the continuum as opposed to Creekside Middle's administrators and teachers who lean toward multiculturalism because of their goals for their MLs.

Adjusting to Cultural Norms

In the interviews of the administrators at the district office and the administrators and English-only teacher at Blakeway Elementary, it was evident that MLs were expected to adjust to the cultural norms of the school. However, my experience interviewing the administrator and bilingual-supported SI teacher at Creekside Middle allowed me to understand that they did not expect students to conform to cultural norms; rather, they felt that students should be made aware of these norms. The district office administrators and Blakeway Elementary administrators and teachers portrayed an assimilationist mindset for adjusting to cultural norms. In contrast, the Creekside Middle administrator and teacher expressed more of a multicultural mindset for

adjusting to cultural norms. Both focus groups noted their experience while coming to the school for the first time and how they were impacted by the school's cultural norms.

During my interview with Lawrence, I started off by asking if he thought that it was important for students to assimilate into the U.S. culture, to which he replied, "That's a complicated question, and again, it comes down to what specifically you mean by assimilation, right?" I allowed him to speak about what he believes assimilation to be. He had a transformative response that allowed me to really hone in on my questioning for future interviews of administrators. He defended his response by saying,

But if students have, and families have come specifically to the United States with educational career and life outcomes in mind—which commonly referred to as maybe the American dream or even just a better lifestyle than they had, or don't feel safe or secure in a home country—then it's important that they have access to the language tools of the country. It's important that they understand the general cultural values in education and work in professionalism and how those values might differ from their home country. And that they're able to at least participate in those frameworks and settings so that they can achieve their personal life goals.

Overall, Lawrence's response illustrates the notion that if Hispanic families come to the United States with the intention of achieving the so-called American Dream, then assimilating to the U.S. culture is necessary to meet the academic and linguistic demands necessary to achieve their own personal goals.

During my interview with Elizabeth, I asked her if she thinks that parents would encourage assimilation within classrooms in the district. She believed that was true to a certain extent:

If a family came to the United States and they planned to stay in the United States, I would think that they would encourage their children to, you know, begin to assimilate at least to a certain extent, to where they feel comfortable and they feel like they're home when they're here with us.

Elizabeth took an assimilationist approach to the goals of SI because she believes that there needs to be a balanced approach to assimilation goals, but the balance was placed on the students and parents to decide on, and not the teachers or the school.

I asked Dr. Mindy Ollie, the principal of Blakeway Elementary, if she believes that it's important to assimilate into the U.S. culture. She said, "Yes and no. I think it's important that they understand the norms. I think it's important that they need to understand the basics so that they won't struggle socially outside of school." She explained, "For example, basic expectations that we have on all students, you raise your hand before you speak, speak respectfully to adults, you follow those rules." According to Dr. Ollie, the reasoning behind this is that she feels that every child, and not just MLs, should be knowledgeable on how to behave in and out of school. She feels responsibility for this because she is the principal of the building:

It's my job to make sure that they're knowledgeable on the appropriate way to behave when they leave my school. Because at my school, if you don't behave and you don't follow those social norms and you come across as disrespectful, then I know what's going to happen. You're going to come to my office, we're going to chat about it, and we're going to talk about how, while you didn't mean it to be this way, this is how it is perceived. But they're not going to get that the minute they walk into the sixth grade. And so, I feel obligated to make sure that I set them up to be successful when they leave this building.

Dr. Ollie pointed out that there is a lot of pressure on her as an administrator and the educators in the building to instill positive attitudes in the students while they are under their care. She takes on an assimilationist approach because of her goal to educate MLs to conform to the school's norms prior to leaving the school building, where she no longer has "control" over the MLs.

When speaking with assistant principal Sarah Smith, it appeared that the cultural norm at Blakeway was to be surrounded by students who most likely do not speak the same language. She explained that because the population of MLs is so large at her school, students are forced to communicate with MLs in order to have friends. She said,

It is just so normal that the child next to you does not speak your language. It's a barrier as far as, you know, it's harder to communicate, but it's not like something that's going to stop a child. So yes, they want to communicate with the friend next to them. They don't speak the same language, but it doesn't stop them. They figure it out. They've learned social cues and just ways to get past them. When you're forced into a situation where two thirds, half of your friends aren't going to speak your language, you're going to learn to accept them or you're going to have no friends. Because again, there are just so many children from so many different places that you are either going to be friends with them or you're not going to survive in a school like ours.

Sarah is highlighting that in order to make friends, one must assimilate to the school culture where a majority of the students are either Spanish or Portuguese speaking in order to make friends and "survive" in their school.

In my conversation with Mrs. Pembroke, the English-only teacher, I asked her if she thought it was important for students to assimilate into the U.S. culture. I added the uniqueness of her having first-hand knowledge due to her daughter coming from Haiti and her powerful lens

on this topic. I praised her for being part of the research study because of the different perspectives she has due to her family background. She responded,

No, I think it's more important to acculturate where you value both cultures. I don't think that you should just expect the kids to be Americanized. I think that you should value the home culture. Especially in my household. We value Haitian culture a lot. We listen to a lot of Haitian music, eat Haitian food, we celebrate all that, but we still eat American food, and we still listen to American songs and it's not all-or-nothing for either culture. It's more like a mix. And I feel like that's what America was built on as this melting pot of all these different cultures.

Mrs. Pembroke explained that it was important not to expect students to come to the country and already be "Americanized." She also explained that America was built on a melting pot of all different cultures. Mrs. Pembroke unintentionally portrays a colorblind mentality because she does not acknowledge that all cultures are different. In theory, if every unique culture is melted together in a pot, these cultures lose their uniqueness and diversity and instead become just one. This is discussed in the following paragraphs.

When interviewing Layla, she thought it was important for newcomer MLs to understand how the school functions in order to be comfortable. She explained,

I would lean toward some of the assimilations because understanding that it is normal here to do X, Y, and Z. The more that we could help teach that, I think that helps with comfort and not being put in an awkward situation. Especially if you come from a country where you don't shake hands, but we do that here, and not doing it doesn't mean I'm being disrespectful. It's just that, I don't do that in my culture or if I don't make eye contact, the same thing. But I think there needs to be some of that teaching component there to understand where you are now. So, if my daughter were to go somewhere else, I

would want her to understand some of the norms of the culture of that school, of that overall environment. Just to be aware. Not that she has to follow it per se, but I may do something and not realize that I'm coming off as being disrespectful, just simply because I don't know. And so, I think that we can help teach some of that stuff then that can help. Then I can make an informed decision if I choose to assimilate or not.

Layla believed that students should be made aware of the cultural norms, but it is their overall choice to decide if they choose to follow them or not.

When interviewing Mrs. Price, the bilingual teacher, one question I asked was, "How soon do you think students should take to assimilate into the U.S. culture?" Mrs. Price had just finished telling me about her experience traveling to Guatemala and Spain through a study-abroad program, so her answer seemed to be based on her own experience being in a foreign country and experiencing an unfamiliar culture. She divulged,

That really depends on the student because I have a lot of students that do push back on assimilation, and they don't want to assimilate. And I think that's their choice—that's fine and I'm not going to push it. But I think that there are certain parts though that I think they do need to assimilate to. They do need to adjust to the time zones and the food. So maybe within the first year that they're here, they don't assimilate, but there are certain things I do understand if they don't want to assimilate.

Her answer led to further reflection on the notion that she does not see her students as a population of students but rather as individuals. She does not aggregate her students into one group; instead, she sees them as independents all with different backgrounds and learning journeys. In retrospect, it would appear that newcomer MLs would want to assimilate at first because everything is still so new to them, but later when things get harder and they start getting more comfortable, they might reject assimilation.

The Misconception of Assimilation and Integration

During my interviews, I felt conflicted hearing contradictory statements that the teachers and some administrators made. If I asked about the assimilation goals of the class, the teachers would allude to integration and not assimilation. Prior to asking about the assimilation goals, I provided the teachers with my definition of *assimilation*. I then asked if assimilation was present in their classrooms, to which they responded with examples of integration and not assimilation. Assimilation is when a person from a non-dominant group drops their values and culture and instead takes on the values and culture of the dominant group, thereby losing their own cultural identity and background. In contrast, integration is when a person from a non-dominant group keeps their values and culture and instead adds to those values while adopting the additional values and culture. This misconception adds to the assimilationist mindset because of the misunderstanding of integration and assimilation.

When I interviewed Lawrence, he explained that there is both a negative and positive connotation of assimilation. However, I believe that this was misconstrued for integration. He explained his reasoning behind a positive connotation of assimilation:

If you define assimilation as adding the tools and abilities and beliefs to be able to coexist and cooperate and communicate within a larger society, that I would consider highly positive. I consider biculturalism and bilingualism as effective end goals of this style of assimilation. So, for example, I teach English as a second language. It is critically important to me. I've devoted a large portion of my life's professional work to teaching students how to speak English. Well, that's a method of assimilation. Without assimilating to the extent that they learn and are able to operate effectively within those frameworks, assimilation is critically important. If they're not able to assimilate to that degree, then they're not going to be able to have effective life outcomes. Does that mean

that they need to stop speaking Spanish at home or lose their culture or food products or think that their own culture is bad or negative in any way? No, not at all. So, I think, again, that depends on how we define assimilation.

After reading the transcripts from my interview with Lawrence, I believe that there was a disconnect between what he was trying to say and what he actually meant. In this quote, Lawrence was expressing goals of integration as opposed to goals of assimilation. This was also the case in my interview with Elizabeth.

Lawrence also explained in his interview that he believes assimilation could have two connotations (negative and positive). He continued to define assimilation in two ways, the first being:

Assimilation, I think, can have both a negative and a positive connotation depending on how you define it. If you define assimilation as the complete adoption of whatever's considered a standard or a neutral macro culture to the complete exclusion and loss of a student's home culture and cultural practices, then I would consider assimilation in that definition to be a highly negative thing. I think it has deleterious impacts on students' sense of self-identity in a generational way. I think it causes losses to the nation or the community in terms of the positive cultural contributions that could have been shared if they had not been lost or deleted.

However, his positive connotation of assimilation led to my code of the misconceptions of assimilation and integration, which I explain in more detail in the coming paragraphs, where he describes adding the tools and abilities of the dominant group to the pre-existing tools and abilities that the person already possesses.

After reading my own definition of assimilation to Elizabeth, I asked her if she thought it was appropriate for students to assimilate into the U.S. culture. She explained that she believes

there has to be a balance between assimilation and the maintenance of one's culture. Her response was,

Yes and no. I think that it is important for our MLs who come from other countries and speak another language that they honor their home language and their background because I believe that multilingualism is such a powerful thing. So, I don't want our students who are coming to the United States and learning English to lose everything that they know about their home language or everything that they know about their culture, and where they come from. Although in order to be a functioning member of society, I think that there are some ways that assimilation is necessary. So, a balance.

After reading the transcription and my researcher notes, I, too, believe that Elizabeth means integration instead of assimilation. She mentioned that multiculturalism is a powerful thing and she doesn't want the students to lose who they are and what they represent, but she believes in order to function in society, there needs to be a balance between assimilating into the culture and the native culture, which expresses integration goals.

At Blakeway Elementary, the English-only teacher, Mrs. Pembroke, also spoke about assimilation and integration interchangeably. She said,

So, I would say multiculturalism is valuing everyone's unique culture. I think the word is *assimilation*, where you enjoy both cultures, the one that you're from and the one that you're with now. So, if you come from Mexico and move to America, you enjoy both cultures. Instead of acculturation, which is forgetting your Mexican roots, multiculturalism is definitely knowing that every culture is unique but still celebrating them.

Mrs. Pembroke unintentionally switched assimilation with integration in her definition.

Therefore, this allowed me to see that other teachers may also have this misconception. I believe

that professional development on these terms could be helpful for the teachers at Blakeway Elementary.

When asking Mrs. Price, the bilingual teacher, if she believed that it was important for students to assimilate into the U.S. culture, she said, “Yes, I do.” I then asked her why she believed that, to which she explained,

I mean from just living in different countries...I lived in Guatemala, and I’ve lived in Spain, and I definitely needed to assimilate to just be comfortable in that culture. I understand that process because I’ve done it in both places. I had to adjust to the food, I had to adjust to the times that we went to bed and got up in the morning. It made my transition easier. Also, the way that we speak and our cultural norms. They don’t need to forget where they came from or ignore their cultural customs, but I think it’s just an easier transition if they are more understanding of ours as well.

Mrs. Price was confusing assimilation with integration. In her response, she was describing integration. Therefore, Mrs. Price did not have any assimilation goals for her students; instead, she had goals of integration, leaning toward multiculturalism on the continuum.

Colorblindness

According to Williams (2011), colorblindness is the racial ideology that sets forth the notion that the best way to end discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity.

When interviewing the principal of Blakeway Elementary, I asked what her goals were for her multilingual students for the school year. She made it clear that her goal is to limit the amount of time that a ML is pulled from their general-education classroom:

So, my goal is to decrease the amount of time that students who are MLs are removed from the general-education classroom, and I’m getting there. I don’t feel that it’s

appropriate to remove these students. I want to walk into a classroom and not be able to tell who speaks English, who speaks Spanish, who speaks Portuguese, and who speaks Tagalog. I don't even want to be able to tell that. I will tell you the other day, I had someone from the district doing observations with me, and without any words from my mouth, the first thing she said is, "You would never know that many children don't speak English." I got the knot right here because that's what I want. I want that because it's so important, not only for an outsider to observe that in action but for a child to be sitting in that. So, it is not just from being able to evaluate a teacher to make sure she's creating that environment, but it's so much more important for a student to be sitting at that group table and to feel confident. I mean, so that was the best compliment I think I've ever received in my entire life.

According to Dasgupta and Mukherjee (2014), full assimilation occurs when the members of a minority society become indistinguishable from those of the dominant group. It appears that Dr. Ollie felt that it was a true accomplishment that her students were viewed as indistinguishable from the English-dominant speakers and there was a sense of inclusion. Therefore, the goal of assimilation and appearing as one is transparent for Blakeway Elementary students.

As discussed in the previous section, Mrs. Pembroke, the English-only teacher, showed colorblindness because of her opinion of America being a melting pot. According to E.J.R. David (2016), when you hear the phrase, "not seeing race" or "melting pot" society, it seems like a good thing, and "becoming one" looks like a wonderful scenario on the surface. However, these ideals preserve oppressive systems and hide prejudiced attitudes. With this being said, the colorblind ideology denies the racial, ethnic, and cultural identities of MLs. Ideally, an SI teacher should be encouraging the values instead of being "blind" to them.

In contrast, colorblindness was not portrayed by the administrator and bilingual-supported teacher at Creekside Middle School. Instead, Layla, the assistant principal, mentioned the importance of acknowledging the differences among MLs. She highlighted,

I think we're so much more advanced now to understand that our kids are not just one faceted—that there is more to them. So, by nature, we look more at the whole kid and what they bring to the table. I think we are more mindful now to look at who the kiddo is. Not just the kid in my class, not just the kid in science first period.

Layla explained that it is important that educators look at the students and know that it is not just “one size fits all” and it should be recognized that every child has differences.

Mrs. Price, the bilingual teacher, did not express a colorblind mentality because of her understanding that all students are different. She noted that it is important to acknowledge the differences within the classroom:

I believe that cultures can live and integrate together, successfully and without any issues. I feel really strongly about that, because even though they all speak Spanish, they're all from different countries. And so it's really important that we share with each other what the different cultures are within this classroom. It makes everyone feel comfortable.

Mrs. Price acknowledged that Spanish is a common language, but just because the students speak Spanish does not mean that they are all the same. She understands that her students have unique identities and assets because they are coming from different countries. She allows students to share their individual cultures and encourages them to share them with one another.

Student Perspectives on Assimilation Goals

During my Focus Group 1 interview, I asked the students if they thought it was important to learn English as fast as possible, to which they all replied by saying “yes.” Alexandra noted that she wanted to learn English as soon as possible because she wants to travel to different

countries. She explained, “You need to learn to speak English; it’s the most spoken language in most places.” Her sister, Mackenzie, agreed that it is important to learn English as fast as possible. She said, “The quicker that I learn English, the more I’m going to be able to understand the people around me, and that’s important.”

I then asked the students if they believe that their parents think it is important for them to learn English as soon as possible. I think this question was important because it shows how the students perceive that their parents feel about them learning English and their goals in the SI classroom. Alexandra explained that she believes her parents think it is important to learn English as fast as possible so that they can get a better profession in the future, and in order to do that, she believes it is important to Speak English. She highlights that it is important for them to learn as much as they can now.

In my follow-up question, I asked the students if they thought their general-education teachers wanted them to learn English as soon as possible, to which Brandon said, “It’s important for us to learn English, because that’s the way that we are going to be understood by the teachers. The faster that we learn English, the faster that we are going to be able to understand the directions and whatnot.” All in all, students in Focus Group 1 lean toward assimilation on the continuum due to their perspective on wanting to acquire English as soon as possible.

Upon continuing my conversation with Focus Group 1, I could tell that speaking about personal acceptance was a sensitive topic. The students fidgeted in their chairs when talking about how they believed other students perceived them. I had the translator reassure the students that they did not have to answer any questions they did not feel comfortable asking and that they were free to end the interview at any point. I asked the students if they believed that they had to be a different person to fit in. The students were confused by the question. The translator asked

for my permission to rephrase, and when granted permission, she then asked, “Did you feel like when you got here, you could just be yourself, or did you feel like you had to conform?”

Alexandra answered by saying, “No, I did not really feel like I could be myself because of not knowing English.” She continued by saying, “I imagined to be able to get by, I’m going to have to speak English.” She said she was fearful when first coming to the school but then realized, over time, that there were many other students in the school who also spoke Spanish.

Moreover, I started a discussion on how the students see themselves fitting in with the school community and culture. I asked the students if they believed that they had to be a different person to fit in when they first arrived at the school. All students in the group agreed that they did not have to act like a different person to fit in at the school. Ian said, “No, I felt like I could be myself.” I then asked the students if they felt that they made friends quickly when they came to the school. I think this question was important to see if the students felt that they immediately needed to adjust to the school’s cultural norms in order to feel a part of the school community. Joel said, “It took a little bit,” Ian said, “it took a little while,” and Mia said, “I had a friend on the first day.” I then asked Ian and Joel why they believe it took a little bit of time to make friends and they said it was because of the language barrier and because they did things differently. When asked if they could explain further, they were unable to do so.

Conclusion

The findings suggest that Blakeway Elementary School has more assimilation goals in comparison to Creekside Middle School. Blakeway Elementary stakeholders believed in assimilation goals, whereas Creekside Middle School encouraged integration, which is the process by which a group becomes part of the new culture. An example of this is when a group maintains their own language while learning a new language. Blakeway Elementary School administrator, the English-only ESOL teacher, and administrators at the district office expect

students to adjust their cultural and linguistic norms to those of the schools. In addition, these stakeholders, including administrators and educators, commonly perceive and influence assimilation goals instead of multicultural goals where schools and educators are adjusting to meet the students' needs by valuing their strengths and identities in the classroom.

Multicultural Goals

While interviewing each teacher and administrator, one of my objectives was to understand the multicultural goals that were present in both SI classrooms to get an understanding of the learning environment and the school culture. I found that at both schools, teachers made sure to display student work to show their students that they were valued. Administrators and teachers at both schools understood the importance of highlighting multiculturalism, whether it be by forming a Multicultural Club or simply sending home translated letters in students' home language. The multicultural goals included multicultural events at the school; strategies to create a multicultural school environment that included leadership opportunities for students and parents; a school media club; and bringing student culture into curriculum, family-school communication, and student partners from the same ethnic backgrounds.

Valuing Student Ethnicities

One common factor that cut across the Blakeway Elementary and Creekside Middle teacher interviews was the mention that ML student work was displayed at multicultural events. During my interviews, I asked the teachers if they could send me pictures of the work that was displayed at their respective events. Mrs. Pembroke sent me a picture of student work on display from the Hispanic Heritage Month Celebration, and Mrs. Price sent me a picture of a poster board on display at Multicultural Night. The idea of multicultural events sounds empowering for this population; however, this seems to be an isolated event that occurs only

once a year. In order for it to act as a true integration of cultures into the school community, it should be an event that is held throughout the school year.

Mrs. Pembroke's class created flags that represented their home countries to be displayed at the Hispanic Heritage Month Celebration, along with a graphic organizer of important facts about their countries. The teacher created a heart representation with all the countries combined together. The school's leaders both felt that it was important for student work to be on display for the community; this showed how school leaders valued student work that represented their respective cultures.

When I asked Mrs. Pembroke if multiculturalism is encouraged in her school, she noted, I think so, especially this year. We just had a Hispanic Heritage Night in which I had a lot of newcomer work on display, and I saw a couple of my kids and they were so excited about it. They were excited to see their work. I don't think a lot of their work gets displayed in their normal classrooms because they're considered lower. But a lot of the work that we did was actually projects on their home countries. So, for the second and third graders, they had to look up their flag and then they had to paint their flag. Some of them got really, really into it and drew all these intricate things. The upper grades fourth and fifth had to actually do a research project on their country and tell us about it. And they were very proud of it. Proud of their countries. They were proud of their work, because if they didn't necessarily know something about their country, I showed them how to look it up.

Mrs. Pembroke explained that most student work is not displayed in the MLs' general education classroom, so Hispanic Heritage Night was an experience that many MLs have not had yet. According to Mrs. Pembroke, one goal of the SI classroom is to ensure that student work is displayed and highlights student culture inside and out of the classroom. The teacher displays

student work in the classroom, on the classroom door, on the hallway walls, and on one of the bulletin boards in the school. The importance of displaying student work is further discussed in Chapter 5.

Mrs. Pembroke also expressed that culture was celebrated during the Hispanic Heritage Month event at Blakeway Elementary. She said the event was “bombarded” with Hispanic heritage and items and people that represented the Hispanic culture:

So, we had these dancers. I believe they were Mexican dancers with very pretty dresses. We had a local taco truck. We had different art stations. There was one where they could make maracas. There was one they could make those Papel Picadors that you hang up. And then there was another station where they could play a game. We had a local organization that helps Hispanic families come. We had some stations set up so they could get connected to Class Dojo and their teachers. And then we had all these different cards with people and then their biographies on it. And they were from all different Hispanic cultures. They had Camila Cabello and they had really famous Hispanic people and then like the little biographies that you could walk through and look at. And we also had an art section of student art that was based on their countries.

Mrs. Pembroke spoke very highly of this event, especially since she was one of the teachers to help organize and volunteer at the event. Moreover, a multicultural goal of the school was to organize an event that highlighted Hispanic culture. I believe that a further implication could be to plan to highlight the Hispanic culture at multiple events throughout the school year instead of one event isolated during Hispanic Heritage Month.

Figure 4.4

Student Work Featured at the Hispanic Heritage Month Celebration at Blakeway Elementary School



Creekside Middle School hosted a “Multicultural Night” at their school to celebrate different cultures within their school. Students’ work from Mrs. Price’s class was displayed at Multicultural Night. When asked to further explain Multicultural Night, she said,

We do a multicultural night here in September. So, we invite all people from different cultures. I find out all the different cultures that are here at our school and make sure that they’re represented. We have a big event where they can bring food from whatever country they are from. It’s a great event because they are so proud to bring their foods in and share it with everybody. Then the students that are not from different countries, they’re like, “Oh, I had no idea that blah, blah, blah was from wherever.” So, it’s a great way to incorporate all the different cultures in.

Mrs. Price shared that this night allows students to share their cultures and other students get a chance to see where they are coming from, and this can be an eye-opening experience for many

English-speaking students to be able to connect with the MLs. The student work being displayed allows for discussion and understanding of the background cultures and self-identities.

To the question, “Is multicultural encouraged within your school?” she replied,

Absolutely. But I think that we can do a better job of representing different cultures. We have a huge cultural night, but I would like to see something that we don’t just do one night. I’d love to have that something we do at least once in the Fall and once in the Spring. I think that bringing everybody in early on allows that buy-in from the community. I mean our event’s amazing, but I think that we can do more in our building to represent all of our cultures.

Layla acknowledged that the school could be doing a better job at representing different cultures and that it should be celebrated for more than just one night of the year. This mentality allows for the acceptance of change.

Overall, Creekside Middle School represents their MLs cultural backgrounds and appreciates their cultural diversity more than Blakeway Elementary school, which seems to just highlight its students during Hispanic Heritage Month. Creekside Middle leans more toward multiculturalism because of its initiative to create multicultural resources and community outreach. Although hosting a multicultural event leans toward the multiculturalism side of the assimilation to multiculturalism continuum, schools should seek to host more than one multicultural event a year.

Figure 4.5

Student Work Featured at Multicultural Night at Creekside Middle School



Strategies to Create a Multicultural School Environment

Blakeway Elementary and Creekside Middle use strategies to attempt to create a multicultural environment that is inclusive to MLs. The analysis of the data from the interviews and focus groups emphasized how isolated the newcomer MLs were while being in the SI classroom and their general-education classroom. The theme presented itself upon interviews where teachers and administrators discussed times when students were being pulled out of the classroom during, math, science, or art, having a one-off multicultural event, and calling the students “lower” achievers and not displaying their work on the walls. When interviewing the focus groups, one participant was passionate about how she was being misunderstood in her general education classroom, and one other student was vocal about the fact that he no longer wanted to be pulled out anymore. The participants also expressed a narrow view of academic achievement.

At Blakeway Elementary and Creekside Middle, academic achievement is tied to standardized test scores and passing the English-proficiency exam. Banks’ (1996) five

dimensions of multiculturalism is evident in some of the multicultural goals of Blakeway Elementary and Creekside Middle, although at surface level. With the recognition of the need for improvement in these areas of multiculturalism, both schools can submerge the five dimensions of multiculturalism into the school community in an organic way. The following paragraphs discuss three dimensions of Banks' five dimensions of multiculturalism as related to the interview data: (1) content integration, (2) the knowledge-construction process, and (3) prejudice reduction.

Dr. Ollie, the principal of Blakeway Elementary, explained that she is creating a positive culture for students at Blakeway Elementary. When asked how she creates a positive culture, she noted,

It's ensuring that I have an equal ratio of student leaders of all of our students' backgrounds. So, you will not see the majority of our school leaders being little White boys and girls. That's, that's not the case. I ensure that they have peers that are people like them that they can look up to. I am ensuring that we as a staff go that extra step to celebrate diverse cultures. We have students that, as I said in the morning, come and sing in their own languages—because what a great opportunity for the other students to be able to learn new languages. So, it's not a matter of just teaching our MLs English, we're teaching our English speakers other languages. I feel like we have the best school in the world, making sure that we have student representation. We recognize the students; we celebrate the students. We are bringing in family members to be part of our leadership. We have asked our students' families to be part of not only our school improvement committee and our PTA, but we ask them to be part of any extracurricular committees. We want them there because we want them to feel ownership of our school. And I think

that supports the students' feeling of ownership, because if Mom and Dad feel like this is their school, then the kids are. That's just really important to me.

In contrast to Dr. Ollie's unintentional colorblindness as shown above, Dr. Ollie expressed her commitment to her MLs by ensuring that the students and their families are incorporated into the school community and feel a sense of belonging. She believes that it is important for students to be exposed to the different languages spoken at Blakeway Elementary. This was also evident at Creekside Middle where MLs are a part of the school community.

Layla, the assistant principal, explained the importance of representing different cultures in the school by discussing the clubs offered at Creekside Middle. She noted,

One of our clubs is a media club that gets information to the student body. It has a multicultural aspect. It's called this "Reporter Potty." So, the kids have created it and there's a cultural corner that they put in. They've got different ways to say, where are you from? Both Mrs. Price and our Spanish teacher are part of it. So, the kids create this to share it with the other kids. Another club is the Multicultural Club; a lot of our newcomers are in it. A lot of our kids tend to just stay with our teachers that are bilingual. That comfort level there wanting to be a part of that. So, there's a good amount of our ESOL kiddos that are in the media group that are working on this and wanting to help share and the other kids wanting to help share their cultures, and it's really, really sweet.

Layla expressed how Creekside Middle celebrates cultural diversity and it is not only with the MLs but also with English-speaking students who encourage and celebrate diversity. This relates to Banks' five dimensions of multiculturalism because of the notion of the knowledge-construction process where students can understand and overcome biases about the culture of ML students. The student newsletters created an open line of communication with the general-education students and the ML students.

During my interview with Mrs. Price, the bilingual teacher, one thing she mentioned was that she creates newsletters for bathroom stalls in the staff bathrooms on a monthly basis. I asked Mrs. Price to explain what she includes in the newsletter. She noted,

I kind of explain what I do. And so, they know that they can come to me to ask questions or just like little tips and things. Like right now on there, I have like the “Do’s and don’ts” like “don’t talk really loudly,” but “do include culturally relevant information” or things like that.

Even it is not in Mrs. Price’s job title, she felt that it was important to reach teachers in a way that they would be receiving professional development without the extra stress of allocating time to meet for professional development. This was an inventive way to teach strategies to help both teachers and students.

Mrs. Pembroke, the English-only teacher, is aware that her students may not have prior knowledge due to their cultural background. Therefore, she is flexible with what she is teaching and is inventive in giving specific examples relevant to her students’ cultural background:

So, I try to do stuff that relates to them. I’m not going to do a story about ice skating without prior knowledge because most of them have never been ice skating or know what ice skating is because they’re from countries that don’t have that. That’s definitely a big factor in the kind of books that I choose. I try to do stuff with kids that look like them. We actually have an anchor chart with all of our school vocabulary, and I let the kids color them in. They’re just black and white when I print them out. They can color them how they want to so it’s their same skin color. So, they’re not all just little White kids all over the room. It’s kids that look like them.

Mrs. Pembroke encourages students to be proud of their backgrounds and the way they look by allowing them to bring their ethnic diversity into the SI classroom. She provides resources that are culturally responsive to her students and overall create a neutral environment.

During the interview with Dr. Ollie, Blakeway Elementary's principal, she explained that she makes sure to be aware of her students' backgrounds. One thing she mentioned was being aware of the students' families and their educational backgrounds. To support this, she makes an effort to ensure all students and families are knowledgeable about what is happening within the school. She makes sure to communicate with parents in English, Spanish, and Portuguese through the use of translators:

The simple things that I'm doing are ensuring that every piece of communication that goes home is in three different languages. Each week, I communicate with all parents, and I do that in three languages. Now, it's not easy to do because it's time consuming. The hardest part of that simple communication piece is understanding that we have a large group of illiterate family members. That is challenging. I don't feel very supported by the district in that area because much of what I get from the district does not address the need to provide information to illiterate families. I have been very vocal about that. I'm struggling with that, but I'm working on it on my own.

Therefore, Dr. Ollie understands that many of the students at her school are coming from families where many of the parents are illiterate. She is actively trying to advocate for these families by being vocal to the district about receiving support on ways to reach these families.

In the interview with Layla, she discussed how she likes to partner her students with other students who speak the same language, for their comfort. She is understanding of her students' cultural backgrounds and uses their background to partner them with someone who shares a similar background as a transition to their new school. She noted,

We had a kiddo that only spoke Portuguese, and I immediately tried to make connections with other kids in the building that also spoke Portuguese. This kid may not be in their class or they're in a different grade, but at least they've got somebody else, because again, middle school's hard for any kid, and any kid coming in mid-year or new in grade level, it's difficult. So trying to help find those connection points but also the connection points of somebody else that's from Puerto Rico that's here or somebody else that's from Honduras that's here because there's that comfort of home. And again, not wanting to lose who they are. And I think the more that we can add from the different flavors of everybody, the better that everybody learns. That sounds cliché, but it's true.

Layla supported her students' cultural backgrounds by allowing students to connect with other students who are coming from the same countries as them. She is allowing the students to feel comfortable and still have a sense of home while being in the new school environment.

Mrs. Price, the bilingual teacher, also explained how she reaches out to the community to support the students in her SI classroom. Mrs. Price collaborated with a local Mexican restaurant to give students gift certificates if they met their goal on the annual state test for English proficiency. She explained that she gives them a goal that is manageable to reach, and if they reach that goal, they get \$10 to go to the local restaurant. This past year, Mrs. Price received \$200 from the local Mexican restaurant and had to go back to the restaurant to ask for more because so many of her students achieved their personal goals. When asked why she chose the restaurant, she explained that she picked the restaurant because it is a Hispanic restaurant and since most of her students are Hispanic, they are familiar with the restaurant and they enjoy it, she said most of them go with their families. She explained that it is hard to motivate her middle school students, so giving out the gift card is one way to encourage them to do their best on the test. She also explained that this particular restaurant agreed to donate the gift certificates

because the owners had a daughter that also took the English-proficiency test, so they were able to relate. Therefore, another multicultural goal for Creekside Middle is to include the Hispanic community in test-achievement celebrations and provide teachers with strategies on how to teach ML students.

Celebrating Cultural Diversity

The original intent was to fully immerse myself in these classrooms to get a snapshot of how the classroom functions and how this would contribute to multicultural goals and assimilation goals of the classroom in relation to cultural diversity. However, due to the nature of virtual interviews, I was unable to physically be immersed in the classroom and school environment. Therefore, I had teachers and administrators explain the school culture and climate to me through interview prompting. I also had teachers share pictures of the classroom with me. If a specific event, activity, or resource was mentioned, I had the participant either text or email a visual to me. This gave me the opportunity to feel a tie to the school without physically being present in the respective school building or classroom. This was important, because it allowed me to visualize the environment and determine if it was an environment that encouraged multicultural goals and assimilation goals for newcomer MLs.

Both schools held multicultural events to highlight their ML students. Blakeway Elementary School hosted a Hispanic Heritage Month Celebration and Creekside Middle School hosted a Multicultural Night. The administrators and teachers agreed that it is important for students to keep aspects of their culture. Although Blakeway Elementary School's stakeholders perceived their actions as in support of multiculturalism, they appeared to be surface level compared to Creekside Middle School's actions of supporting multiculturalism.

During my interview with Dr. Ollie, I could tell she was proud to be at a school with a large population of MLs because of her positive outlook on leading a diverse school community.

I asked if multiculturalism is encouraged in her school, to which she replied almost instantly by saying,

Absolutely. I'm new, so I don't really know how it's been addressed in the past. But this year, I've done some specific steps to ensure that we are not just welcoming and encouraging our students from diverse backgrounds, but we're celebrating and we're making them leaders. It's not just like, it's Hispanic Heritage Month, so we are going to make a piñata. No, no, no, no, no, no. We are doing more than that because this is our student body and they are the leaders in our school. I allowed some of the Brazilian students to sing the morning song in Portuguese. I posted it on our Facebook page. I think that we've come a lot in the few months this school year has been going on.

Dr. Ollie expressed that Hispanic Heritage Month should be more than simply making a piñata; in theory, it should be about celebrating the students' cultural backgrounds. She believes that these students should be school leaders and she allowed them to sing the morning song in their L1 during Hispanic Heritage Month. I believe that an implication for practice could be to acknowledge students' backgrounds throughout the school year by allowing students to share their assets during just the short time frame of Hispanic Heritage Month. Phinney and Rotheram (1987) pointed out research indicating that many children come to school with negative attitudes and misunderstandings about diverse racial and ethnic groups. Therefore, prejudice reduction, one of the five dimensions of multiculturalism, allows teachers or administrators to help students develop positive attitudes toward different cultures and racial groups due to activities used—in this case, the students singing the morning song in Portuguese.

During my interview with Mrs. Price, the bilingual teacher, I asked her to give an example of how she values her multilingual learners. She noted,

I allow them to speak in their home language. They speak in their home language with me if it's Spanish. They speak in their home language with me, but if they speak in English, I reward them for that. So, there's never really a negative consequence. There's no negative consequence for speaking in their home language. That's never the case. I like to reinforce those positive moments. Like even if they say, "Can I go to the bathroom?" That's a step in the right direction. Also, we do talk about their cultures, like, what do you eat for breakfast in your home country? Or just like little random things. And I let them bring that into the classroom to make it a more comfortable environment because that gets conversations started. That's how I value them.

Mrs. Price celebrates cultural diversity by allowing her students to speak in their home language. She encourages them to speak in their home language and also participates in the conversations. A multicultural goal of Mrs. Price's classroom is to allow students to bring their culture into the classroom through the use of their native language and talking about their culture. According to Banks' five dimensions of multiculturalism, content integration consists of teachers using examples and content from different types of cultures and groups to illustrate key ideas, generalizations, and issues within their specific subject areas or disciplines (Banks, 1996).

Mrs. Price, the bilingual teacher, told me a story about a time that she had a student from Vietnam that had a difficult time adjusting to the school schedule because of the time difference: I can relate to these students as well when they are going through this transition. I had a student who was from Vietnam who was tired all the time and I was understanding of that. Once he made the transition, it was more comfortable for him. The food, too—they have to get used to the food because that's what we have here at school.

Mrs. Price's experience traveling to other countries and having to adjust to the time difference allows her to understand that her students may be going through the same thing. Therefore, she is understanding of their cultural backgrounds and acknowledges these transitions.

Conclusion

This section discussed the last theme, multicultural goals, by highlighting four sub-themes: (a) valuing student ethnicities, (b) strategies to create a multicultural school environment, and (c) celebrating cultural diversity. The first sub-theme included samples of student work and discussed how teachers value their students' cultural identities. The second sub-theme included how administrators and teachers are creating a positive culture for MLs in the school setting. Moreover, I discussed events the schools hosted to celebrate cultural diversity in the school. Last, I explained how Banks' five dimensions of multiculturalism was evident in some of the goals in both schools, although some seemed surface level and isolating for newcomer students.

Closing Thoughts

This chapter presented the major findings of this qualitative case study that answered the research questions. The data analysis process revealed four major findings. First, the advantages of an SI classroom include the ability for the ESOL teacher to support specific student needs; because of the low student-teacher ratio, the SI program structure creates a safe learning environment for learning English, and it gives the ML students an opportunity to have tailored instruction based on their English-proficiency level. Second, the disadvantages of an SI classroom include the isolation of ML students from their English-speaking peers, the missed opportunities and experiences of the MLs because of the separate program structure, the lack of teacher collaboration, and the length of time that MLs are in the SI classroom. Another finding was that there is an intensive focus on acquiring English as soon as possible and adjusting to the

school's cultural norms. Finally, the last finding was that both schools valued student work, believed in creating a positive culture for their MLs, and celebrated cultural diversity by involving the community in events and being culturally aware of student backgrounds and understanding of differences. These findings can lead to future research in the areas of ML education and provide implications for professional development and bettering the school environment and SI classroom for ML students, which is discussed in the next chapter.

Chapter Five: Conclusion

This chapter presents a summary of the study, along with a discussion of the findings related to the literature and theoretical frameworks. I highlight the problem, purpose statements, and research questions, along with the methodology of this qualitative case study. I then explain in detail the major findings of this study, along with surprising findings, implications for practice, recommendations for future research, and the limitations of the study, before providing my ending remarks.

Summary of the Study

This dissertation explored five administrators, two ESOL teachers, and seven students' perspectives on the assimilation and multicultural goals of SI classrooms for newcomer MLs through semi-structured interviews and focus-group interviews over Zoom. Although much is known about newcomer multilingual education and SI, the significance of this study was to understand how administrators, teachers, and students perceive the assimilation and multicultural goals within the SI classroom for newcomer MLs. Administrators, teachers, and students were able to reflect and explain how MLs are valued within the school community and share the culture within the SI classroom. This study adds to the scholarly research in the field of newcomer instruction and multiculturalism theory by considering the perceptions of educational stakeholders on assimilation and multicultural goals of SI for newcomer MLs.

Overview of the Dissertation

I divided this dissertation into five chapters. In Chapter 1, I introduced the problem, purpose, and significance of this research study. In addition, I provided the role of the researcher, background information, methodology, an introduction to assimilation and multicultural goals, setting, and participants. I concluded the chapter by discussing the intended data collection and analysis, limitations, trustworthiness, and definition of key terms related to this study. In Chapter

2, I provided a review of the literature on the topic of SI classrooms, as well as literature connected to the theoretical framework, multiculturalism theory, and assimilation theory. Both multiculturalism theory and assimilation theory allowed me the opportunity to understand the perspectives of the participants on the assimilation and multicultural goals of an SI classroom for newcomer MLs.

Overview of the Problem

Administrators and teachers are tasked with the opportunity to create and implement instructional programs and use best practices or methods to accommodate the growing population of newcomer MLs. The SI classroom is one instructional program used among schools in teaching middle education to newcomer MLs. It is important to explore the assimilation and multiculturalism goals of the SI program to understand if the program is equitable.

The SI classroom acts as a comfort zone when transitioning to a U.S. school. The SI classroom provides a safe space for students to feel welcome and nurtured while learning English. The SI classroom allows teachers to meet students' specific social and emotional needs, along with their academic needs, while providing tailored instruction in a separate program structure.

A key reason for students of color and immigrant newcomers to perform poorly in schools is that their home cultures are not being utilized as a resource for their learning (Nykiel-Herbert, 2010). In Chapter 4, I mentioned the importance of highlighting students' cultural backgrounds and valuing their assets, rather than seeing that their native language is their challenge or hindering their English acquisition. Also, due to the separate program structure of the SI program, the school must ensure that MLs within the SI classroom are receiving the same number of opportunities as the English-speaking students in the school, to prevent the feeling of

isolation in a mental capacity. Moreover, the location of the SI classroom is important as well, to ensure the students are not only feeling isolated mentally but physically as well.

Purpose Statement and Research Questions

While much is known about creating a safe and SI environment for newcomer MLs to learn in a U.S. school setting for the first time, the purpose of this qualitative case study was to discover the connections between the English-only SI classroom and the bilingual-supported SI classroom and the practice of celebrating and encouraging diversity within the school and SI classroom. As previously mentioned, participants in this study work directly with MLs; therefore, it was expected that they would be an example for the wider ESOL education community due to their direct work with MLs. Through the use of multiculturalism theory and assimilation theory, I sought to answer the following questions:

RQ1. How do administrators, teachers, and students perceive the ways that assimilation and multicultural goals are present in English-only sheltered instruction classrooms and bilingual-supported sheltered instruction classrooms for newcomer multilingual learners?

RQ1a. How do administrators create a school culture that supports or subverts multilingual learners' cultural identities and backgrounds?

RQ1b. How do teachers in the English-only vs. bilingual-supported classroom support or subvert multilingual learners' cultural identities and backgrounds?

RQ1c. How do multilingual learners perceive that the culture of their school, classroom, and peers supports or subverts their cultural identities and backgrounds?

Review of the Methodology

These research questions were answered through a case study approach, collecting data through semi-structured interviews and focus groups with each participant. This research design allowed me to investigate the multiple perspectives of administrators, ESOL teachers, and

newcomer MLs and allowed an in-depth view of their experiences at Blakeway Elementary and Creekside Middle. The sample of participants in this study was purposeful to emphasize the ways in which assimilation goals and multicultural goals are present in an SI classroom for newcomer MLs. I accomplished this by purposefully selecting teachers via email and survey. By sifting through survey responses, I determined the participants who were closely associated with an SI classroom for newcomer MLs in a middle-education setting. I acquired five administrators, two ESOL teachers, and seven students to participate in my study.

After an email was sent to the ESOL teachers in Cooper County, surveys were sent to potential participants in early September 2022. I determined the 14 participants in mid-September 2022. The participant interviews and focus groups occurred from September to November 2022. During each interview, I took researcher notes based on my interview protocol to assist in answering the research questions. Also, each interview and focus group interview was recorded, translated, and transcribed using Sonix.ai and Rev.com 24 hours after the interview was complete. I analyzed the data throughout the data-collection process, finding commonalities throughout the interviews to answer the research questions.

Discussion of Findings

This section discusses the major findings of this study and relates these findings to the literature included in Chapter 2. I discuss how my study contributed to the two theoretical frameworks: multiculturalism theory and assimilation theory. My first finding answered the overarching research question of how administrators, teachers, and students perceive the ways in which assimilation and multicultural goals are present in English-only instruction classrooms versus bilingual-supported SI classrooms for newcomer MLs. The results of this study suggest that more multicultural goals were present in the bilingual-supported SI classroom than assimilation goals. In relation, more assimilation goals were present in the English-only SI

classroom. However, these goals in the English-only class were rationalized as a positive annotation of acquiring the tools needed to understand U.S. cultural norms and survival English needed to advocate basic needs. This points to assimilation as a way to make the teachers and students in the building feel more accepted, because the differences are minimized in comparison to the bilingual-supported class where it appeared to be the opposite. Instances where administrators and teachers did not perceive assimilation goals in their school or classroom could highlight their color blindness and deficit mindset toward MLs. For this reason, this finding could be unfavorable because it highlights that administrators and teachers may be colorblind and unintentionally supporting assimilation goals even though they perceive their actions as supporting multiculturalism. In addition, compared to the English-only class, teachers and administrators in the bilingual-supported SI classroom school celebrated culture and diversity in the classroom and school community daily, rather than just one multicultural night of the school year where the English-only SI class was located.

The second finding answered the first sub-question of how administrators create a school culture that supports or subverts multilingual learners' cultural identities and backgrounds. It also answered the second sub-questions of how the teacher in the English-only versus bilingual-supported classroom support or subvert multilingual learners' cultural identities and backgrounds. Administrators and teachers create a school culture that supports MLs' cultural identities and backgrounds by hosting school events such as Multicultural Night and the Hispanic Heritage Month event, creating multicultural clubs with both MLs and English-speaking peers, creating multicultural newsletters, valuing student work, and displaying student work, along with involving the community. Both administrators and teachers expressed a positive culture for MLs within their respective school buildings.

Last, the third finding answered the third sub-question of how multilingual learners perceive the way in which their school, classroom, and peers create a culture that supports or subverts their cultural identities and backgrounds. MLs at Blakeway Elementary perceived that their school, classroom, and peers created a culture that supports their cultural identities and backgrounds. The final finding suggests that the school with the bilingual-supported SI classroom had students that perceived that the English-speaking general education students and teachers subverted their cultural identities and backgrounds. Even though administrators and teachers felt like they were celebrating diversity and culture in the classroom and school, students in Focus Group 1 believed that their cultural differences were not being celebrated and respected within the school building because of the general education teachers and peer perspectives of MLs. This suggests that the school culture is not as inclusive as it may seem. This points to the importance of teaching all students to be multilingual. To encourage multilingualism, dual-language classes, or Spanish as an elective or related arts class would create a more accepting culture in the building. Consequently, this finding can allow administrators and teachers at Creekside Middle to be culturally aware of how their MLs feel in the presence of their school and peers to heighten their practices in the school building and classroom.

Findings Related to the Literature

The four major themes in this study reflected the perceptions of administrators, teachers, and MLs regarding the SI classroom and the multicultural and assimilation goals of the SI classroom through a multiculturalism theory and assimilation theory lens. The participants of the study expressed their perceptions of the SI classroom through honest and open conversations that were centered on supporting basic student needs, feeling welcomed and safe in the classroom, achieving sustainable and realistic goals based on English-proficiency levels, and building on

teacher and student relationships. The findings of this study can lead to the further development of appropriate ESOL education practice, ESOL scheduling, professional development on the integration of multicultural goals in the classroom and school environment, and the developing of strong teacher–student relationships with newcomer MLs regardless of the language barrier.

SI Separate Program Structure

Political shifts have led to MLs’ swift immersion into mainstream classrooms supporting assimilation goals; SI is often used as a means of making grade-level academic content available to MLs (Daniel & Conlin, 2015). I pointed out a gap in research about how administrators and teachers perceive the SI classroom’s separate program structure. My study confirmed that the separate program structure supports MLs’ specific social-emotional and academic needs.

According to Parker (2019), using an equity mindset allows teachers to use culturally responsive teaching strategies in combination with a positive classroom environment to facilitate academic achievement for students from diverse cultural backgrounds. My findings suggest that one pro of the SI classroom was that teachers had the ability to tailor instruction specifically to meet MLs’ academic needs. A common theme among the participants in this study was their mention of Maslow’s hierarchy of needs. In addition, participants believed that the SI classroom was a place to shelter or protect students during the transition to the U.S. school system.

Sheltering Students Can Cause Isolation

According to the literature, SI has been criticized for the lack of inclusion of MLs. Johnson et al. (2017) noted that “sheltering” MLs often means that they are sheltered away from meaningful classroom interaction when submerged in an SI classroom environment. My findings suggest that this is one con of the SI classroom. Administrators and teachers found that a downside to the SI model is that students can feel isolated from their English-speaking peers and miss out on opportunities that the students in a general-education setting are given. It is

important for administrators to keep this in mind when assigning the classroom location for the SI classroom and when planning the master schedule to ensure students are not missing out on opportunities that the general population is offered.

SI Classrooms Hone in on Cultural Norms

Parker (2019) stated that the way teachers and society view MLs has a significant impact on their desire and ability to learn English and succeed in their education career. Therefore, being sensitive to MLs that do not fully comprehend English or U.S. cultural norms is the first step to teaching them. According to my research, participants at Blakeway Elementary and Creekside Middle both believed that it was important to explain to the MLs the school's cultural norms.

Contribution to Multiculturalism Theory

My research study contributes to multiculturalism theory because I explored both an English-only SI classroom, along with a bilingual-supported classroom. I went into this study wondering if the bilingual SI classroom exhibited more multiculturalism goals due to the fact that the teacher spoke multiple languages. This was indeed correct; I found more evidence of multiculturalism at Creekside Middle. The addition of the bilingual SI classroom allowed me the ability to discover different perspectives rather than a snapshot of solely the English-only SI classroom. Also, I added another perspective due to the inclusion of administrators in my research study. Their lens on multiculturalism in the classroom allowed another layer of understanding.

Another contributing factor to multiculturalism theory is the importance of creating a multicultural school environment. My research data suggest that it is important to incorporate the voices of different stakeholders of multiple backgrounds into the school environment. During the interview with Blakeway Elementary's principal, Dr. Ollie, she explained the importance of

having student and parent leadership opportunities on leadership teams, within the Parent Teacher Association, and during extracurricular events. Creekside Middle School hosts a media club where students are able to share multicultural news and resources. It was also important to streamline family and school communication so that it was received by all parents in the school community, in their own language. It was also noted that students felt connected to their home cultures by speaking or asking questions in their L1. They also felt seen when they were able to bring their culture into the curriculum. Creekside Middle felt that it was important to conduct student partnering by language.

Contribution to Assimilation Theory

Banks (2019) explained that the assimilationists believe that in order for an equitable and modernized society to surface and flourish, the minority group must detach themselves from their ethnic and cultural backgrounds. This was something that I was hoping would not come up in my research data, because the ideal SI classroom or school environment would have more multicultural goals for ML students as opposed to assimilation goals. However, my data suggest that Blakeway Elementary school possessed assimilation goals. For example, Blakeway Elementary administrators expressed an intensive focus on language acquisition. During my interviews, assimilation goals were shown through the administrator's notion that learning English trumps other subject areas. Also, another administrator explained that assimilation is important for behavior purposes, because according to the administrator, "If you don't behave and you don't follow those social norms, you come across as disrespectful." The research findings included the perspective that to survive in school, students must assimilate in order to make friends with other students who speak different languages.

Both schools expressed an assimilationist mindset when it came to state testing and English-language acquisition. The participants had a narrow view of academic achievement,

which is tied to standardized test scores and passing the English-proficiency exam. Creekside Middle's bilingual-supported teacher gives out an incentive for students who receive higher scores on their English-proficiency exam.

Surprising Findings

Some surprising findings include a look at school demographics and the correlation between multicultural and assimilation goals. The school with more Hispanic students, Blakeway Elementary, had more assimilation goals for their MLs as opposed to Creekside Middle, which has a smaller population of Hispanic students. This was interesting to know that the school with the more linguistically and ethnically diverse community had more of an assimilationist mentality; meanwhile, their school was populated with a diverse population filled with many different ethnicities. However, Creekside Middle has a smaller population of MLs but seems to value its MLs more than Blakeway Elementary. The emphasis on test scores fuels this mentality because as it appears, Blakeway has lower test score averages than Creekside, so they have more pressure to raise test scores, meaning more pressure to get students to learn English faster.

Last, students did not provide in-depth answers to my questions during focus-group interviews. I asked the translator to help make the protocol language more comprehensible for the students to try to get more answers from the groups, but that was challenging as well. I believe the students were too new to the program. If I were to conduct the study a second time, I would choose participants who have already been in the SI classroom for a full year and have had a full year in a general-education setting.

Implications for Practice

My findings warrant the following implications for working with MLs. On a district level, a policy should be put in place that SI teachers must be bilingual. According to my research, the SI classroom with the bilingual-supported teacher appeared to have more

multicultural goals than the classroom with the English-only teacher. On the school level, administrators should keep in mind while creating the master schedule that general-education teachers and ESOL teachers have a common planning period where they can collaborate on planning ML instruction.

Next, administrators and teachers should be consistently aware of and acknowledge what instruction their MLs are missing out on during the day when they are pulled out for SI instruction. To make the subgroup of students feel welcomed and appreciated, it is important to include MLs in the same activities and deliver similar opportunities as their peers. They might be missing math in the 5th-grade classroom missing out in the arts in 6th grade. Being in the SI classroom should not hinder the MLs' experiences in school but instead should serve as an enhancement to their school day. In addition, schools should offer an opportunity enrichment for students to learn Spanish in grades K-8. Therefore, English-dominant speakers could learn from the Spanish-dominant students and there would be more of a level playing field; it would improve the culture and climate of the school and encourage multilingualism.

Then, administrators and teachers should be accountable for being mindful of selecting student work to display in and out of the classroom. All student work should be hung on the classroom walls and hallways based on personal student achievement and goals as opposed to just higher achieving students who have "better looking" or "more impressive" work. Displayed work should represent the classroom and not a subgroup of students in the class.

Last, all members in the district who work with MLs should receive professional development in the area of ESOL education, cultural sensitivity, and recognizing colorblindness and assimilation goals throughout the school year. Therefore, teachers will feel more confident when it comes to educating MLs on all proficiency levels of English. In addition, administrators and teachers can move away from the assimilation side of the SI model with their current

English/test-based focus and toward a multicultural or dual-language model of instruction where the student's L1 is valued and where the end goal is multilingualism

Teacher Planning

Administrators should ensure that general-education teachers and ESOL teachers have a shared planning period or a set time to collaborate on instruction for MLs. These teachers should be more transparent about their collaboration efforts with their students so they know that they are working together to ensure academic success. This allocated time will allow general-education teachers and ESOL teachers to directly improve teaching and learning. When the teachers come together, they can discuss the MLs' specific academic needs while creating strategies and sharing best practices on ways to improve learning and drive student success in the general-education classroom and SI classroom. This can also provide an opportunity for teachers to reflect on their own instructional practices and student outcomes by reviewing student progress and data. This can create a sense of accountability for all teachers involved in educating MLs.

Importance of Inclusivity

Rumberger and Tran (2006) determined that one variable that explained the largest amount of variance between ML and non-ML students was the degree of segregation they experienced. According to my research, segregation was one of the largest implications of a separate program structure. Administrators and teachers both felt the students were being isolated from their peers. In addition, a student felt that she was being segregated in the general-education classroom, and another student felt he was segregated by being in the SI classroom. Therefore, for schools to prevent the feeling of segregation or isolation, school building leaders should be aware of the placement of the SI classroom. Gandara (2010) noted the dangers of segregating students. Gandara explained that in the past, Mexican-origin children were routinely

segregated into Mexican schools and classrooms in Arizona and other parts of the Southwest to separate them from their English-dominant peers. However, this segregation produced much lower academic achievement and much higher dropout rates for Mexican-origin students (Gandara, 2010). Students from different racial and ethnic groups must feel that they have equal status in intergroup interactions, administrators and teachers must value and support cross-racial interactions, and students from different racial groups must work together in teams to pursue common goals.

The SI classroom should be an integral part of the school building. Students should feel that they are a part of the school community, not in a separate track. Another aspect of the importance of inclusivity stemmed from the missed opportunities of the MLs. According to the Creekside Middle administrator and teacher, MLs in the SI classroom are missing out on related arts such as physical education, art, and music. Instead, students are enrolled in the SI classroom in place of their related arts time. This is problematic because students do not receive the same arts integration in their daily schedule. Therefore, SI instruction should happen during ELA instruction for both elementary and middle school students. By doing this, the ML is not missing out and the SI teacher can support their language learning.

In opposition to the separate program structure for newcomer MLs would be a push-in or co-teaching model. I would recommend that Blakeway Elementary consider a dual-language program for their MLs since the population of Hispanic students is one of the largest in the district. A certified bilingual ESOL teacher would instruct the dual-language model. The administrators of Blakeway could pilot this program for one year to collect data and see if it is creating an equitable learning environment for newcomer MLs.

Achievement Can Look Different

My research suggested that not all student work was displayed in the building at Blakeway Middle School. According to the English-only teacher, newcomer ML student work was not exhibited due to the students being “low.” Therefore, the work on display at Blakeway Elementary was from higher achievers. I think that it would be beneficial for student and parent self-efficacy to see that all student work is displayed throughout the school building. I believe that student achievement looks different and should not be based on the achievements by the academic norms of the classroom or by grade level, but by individual student growth.

Changing Mindsets

This research study changed my teacher mindset about the cons of the SI program and meeting the needs of MLs. I went into the study with an insider bias about the pros; however, this study opened my eyes to how the district, schools, and ESOL and general-education teachers must change the culture and climate. In addition, the bilingual teaching style must also change to move the SI program toward more multicultural goals and less assimilation goals.

The SI program in and of itself is an equity issue because of the separate structure and because of all of the assimilation goals and disadvantages that it presents. Only when multiculturalism and multilingualism are the end goals will the bilingual program be truly equitable. However, convincing parents and educators of the end goals will be difficult because of the focus on English acquisition. Overall, it is imperative to change administrator and teacher mindsets and misperceptions of the pros of the SI program and of MLs’ experiences in the program to create more multicultural goals of the SI program.

My shift in mindset has given me an alternative outlook on how teachers can be reflective of their own teaching due to the research findings. The findings suggest that many teachers were unintentionally supporting assimilation goals of the SI classroom. Therefore, I plan to share the

results with the participants so they, too, can reflect on their teaching and create a more inclusive and equitable environment for their MLs.

Professional Development

Gandara and Orfield (2010) noted that schools are more likely to rely on unqualified teachers for ESOL classes. As the number of MLs increases in schools, the percentage of fully credentialed teachers qualified to serve the ML population decreases. This is the case for the Cooper County School District. Presently, there are six vacancies in the ESOL department within the school district. To encourage general-education teachers to become ESOL certified, the school district offers a College Cohort free of charge to any teachers interested in receiving their ESOL Endorsement. In addition, more teachers should become certified in ESOL or have the bilingual extension; therefore, the state should provide an incentive on top of the free courses in order to encourage pursuing this career path. Currently, the teachers have to take five college-level ESOL courses and pass the state test to become certified. However, teachers who are working toward the ESOL endorsement are eligible to teach ESOL while completing the coursework. In addition, schools can hire long-term substitute teachers without any ESOL experience to fill the ESOL vacancy within the school. Therefore, it is imperative that long-term substitute teachers and general-education teachers who are working toward their endorsement are receiving professional development on strategies for teaching MLs throughout the school year. In addition, teachers should be given professional development about misperceptions about what MLs are missing when they are being pulled out for the SI classroom. Moreover, teachers should have the opportunity to visit schools with more MLs in order to get an authentic experience and learn strategies from professionals already working with a larger population of MLs.

Recommendations for Further Research

As mentioned earlier in this chapter, my study was based on students currently enrolled in an SI classroom for newcomer MLs. These students had received this type of instruction for a total of four months during the interview process. However, further research can be conducted with students who exited the SI classroom, for newcomer MLs to see their perceptions of the assimilation and multiculturalism goals of the SI classroom. This can express the perceptions of students who have received a full year of SI. During the interview with Sarah Smith, the assistant principal at Blakeway Elementary, she mentioned that her school population consisted of students who either were enrolled in the SI newcomer classroom or have been through the SI newcomer classroom. She said,

When it started, those kids were identified as newcomers among their peers. Like I think their peers were a lot more aware that they just came to the country. Now our population has changed so much. I am not sure anybody knows the difference. I think a lot of them have been through the newcomer's program now, so they value it.

In addition, further research could examine the language-acquisition growth in the SI classroom for newcomer MLs. This would allow us to see the connection between being a part of the SI classroom for newcomer MLs and language acquisition. Ideally, this would have to take place over a longer period of time. The students would be leveled for reading at the beginning of the year, during the middle of the year, and then again at the end of the year to see if their reading levels have increased. This could be compared to a general-education classroom with newcomer MLs who do not attend the SI classroom to see if there is a difference in language acquisition.

Limitations

Three limitations have been identified in this study. First, all administrators and teachers in this study identified as White. The administrators and teachers directly work with and

supervise a diverse student population. In addition, none of the administrators or teachers moved to the United States from another county. All of the newcomer student participants immigrated from other countries. Therefore, the administrators and teachers did not have the same experiences as these student participants, which could be problematic when working with the newcomer ML population due to cultural differences and lack of transient experiences such as the ones of MLs. Therefore, future research should be conducted with teachers of multiple races.

The second limitation was my inability to conduct classroom interviews in person due to the COVID-19 pandemic. Schools in the district were not allowed outside visitors into the school building. Therefore, I chose to conduct my interviews over Zoom and was unable to be in the same physical space as the participants. I was unable to be immersed in the classroom experience and environment. However, if a participant brought up a specific detail during the interview, I followed up by asking for a photo of that specific detail. Photos were sent via text message.

The final limitation was the small number of possible participants who qualified for the study. Only 15 ESOL teachers in the school district teach in a middle school setting, and I am one of those teachers. Therefore, there were only 14 applicable prospects. Out of those 14 teachers, only 6 are bilingual. Out of the 6, only 3 teach an SI classroom for newcomer MLs. However, one of the bilingual teachers went out on leave during the time I started to collect data. I chose to work with one bilingual teacher because of her experience in the position and their ability to connect me to the school principal for approval. There were 8 English-only teachers. Out of the 8, only 2 people responded to my participant recruitment email. However, one of the teachers did not meet the qualifications of teaching an SI classroom for newcomer MLs; instead, she was teaching a SI classroom for advanced MLs. The second teacher who responded to the recruitment email was an itinerant teacher who was allocated to six schools.

With this being said, their time was very limited, and I felt that the student participants from the sheltered classroom would not accurately represent the perspectives of students who religiously attend the sheltered classroom. I had to extend my middle school setting to a middle-education setting to allow for 5th-grade participants and a larger pool of monolingual teacher participants. Therefore, with a larger sample size, more teachers could have participated in the study overall, allowing for a more diverse perspective on the SI classroom.

Conclusion

South Carolina has a growing number of MLs entering public schools daily. Therefore, administrators and teachers are faced with the task of ensuring that MLs feel safe and supported in their new learning environment. The administrator and teacher participants in my study understood the need to ensure that the basic needs of the newcomer MLs were met. The administrator and teacher participants understood that embracing diversity is imperative for a positive school culture where relationships can form within the school and the community. Newcomer MLs rely on their SI teacher to provide a lifeline in times of uncertainty. It is the responsibility of the administrator and teacher to create and allow for a welcoming and respectful student learning environment. It is also the responsibility of the administrator and teacher to allow for the celebration of successes, whether small or large, to encourage growth for all ML students. This dissertation did not seek to solve all of the ongoing challenges for MLs; however, it sought to elucidate the importance of incorporating student culture and diversity into the classroom and school environment and allowed for specific social and emotional needs, along with academic needs, to be met.

References

- Alanis, I., & Rodriguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education*, 7(4), 305-319.
- Alba, R. D., & Nee, V. (1997). Rethinking assimilation theory for a new era of immigration. *International Migration Review*, 31(4), 826-874.
- Alba, R. D., & Nee, V. (2003). *Remaking the American mainstream: Assimilation and contemporary immigration*. ProQuest Ebook Central.
- Amankwaa, L. (2016). Creating protocols for trustworthiness in qualitative research. *Journal of Cultural Diversity*, 23(3), 121-127.
- Bailey, A., & Huang, B. (2011). Do current English language development/proficiency standards reflect the English needed for success in school? *Language Testing*, 28(3), 343–365.
<https://doi.org/10.1177/0265532211404187>
- Baker, C. (2011). *Foundations of bilingual education and bilingualism*. Multilingual Matters.
- Banks, J. A. (Ed.). (1996). *Multicultural education, transformative knowledge and action*. Teachers College Press.
- Banks, J. A., & Banks, C. M. (2016). Approaches to multicultural curriculum reform. In *Multicultural Education: Issues and Perspectives* (pp. 242-264). John Wiley & Sons.
- Banks, J. A. (1993). Multicultural education: Development, dimensions, and challenges. *Phi Delta Kappa International*, 75(1), 22–28.
- Banks, J. A. (2019). *An introduction to multicultural education* (6th ed.). Pearson.
- Bearse, C., & de Jong, E. J. (2008). Cultural and linguistic investment: Adolescents in a secondary two-way immersion program. *Equity and Excellence in Education Excellence in Education*, 41(3), 325-340.

- Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology: An International Review*, 46(1), 5–34. <https://doi.org/10.1111/j.1464-0597.1997.tb01087.x>
- Berry, J. W. (2003). Conceptual approaches to acculturation. In K. M. Chun, P. B. Organista, & G. Marín (Eds.), *Acculturation: Advances in theory, measurement, & applied research* (pp. 17-37). American Psychological Association.
- Brown, J. E. (2007). *Looking in the mirror, looking in the curriculum: The perpetuation of Eurocentric images* (Order No. MR40408). Available from ProQuest One Academic. (304752868).
- Brutt-Griffler, J., & Jang, E. (2022). Dual language programs: An exploration of bilingual students' academic achievement, language proficiencies and engagement using a mixed methods approach. *International Journal of Bilingual Education and Bilingualism*, 25(1), 1-22.
- Bunch, G. C., Abram, P. L., Lotan, R. A., & Valdes, G. (2001). Beyond sheltered instruction: Rethinking conditions for academic language development. *TESOL Journal*, 10(2/3), 28-33.
- Burdick-Will, J., & Gómez, C. (2006). Assimilation versus multiculturalism: Bilingual education and the Latino challenge. *Journal of Latinos & Education*, 5(3), 209-231.
- Chamot, A. U., & O'Malley, J. M. (1986). *A cognitive academic language learning approach: An ESL content-based curriculum*. National Clearinghouse for Bilingual Education Curriculum.
- Chaparro, S. (2020). Martín and the pink crayon: Peer language socialization in a kindergarten bilingual classroom. *International Journal of Bilingual Education and Bilingualism*, 1(1). [doi:10.1080/13670050.2020.1786495](https://doi.org/10.1080/13670050.2020.1786495)

- Cheung, A. C., & Slavin, R. E. (2012). How features of educational technology applications affect student reading outcomes: A meta-analysis. *Educational Research Review*, 7(3), 198-215.
- Choy, B., Arunachalam, K., Gupta, S., Taylor, M., & Lee, A. (2021). Systematic review: Acculturation strategies and their impact on the mental health of migrant populations. *Public Health in Practice*, 2, 1-5. doi.org/10.1016/j.puhip.2020.100069
- Combs, A. W. (1985). Achieving self-discipline: Some basic principles. *Theory into Practice*, 24(4), 260-263.
- Connelly, L. M. (2016). Trustworthiness in qualitative research. *MedSurg Nursing*, 25(6), 435.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approach*. Sage publications.
- Cumming, A. (2008). Assessing oral and literate abilities. In E. Shohamy & N. H. Hornberger (Eds.), *Encyclopedia of language and education: Language testing and assessment* (2nd ed., pp. 3–17). Springer.
- Cumming, B. (2012). Implementing a successful bilingual education program in Japan: Support for minority languages and the present climate of bilingual education. *The Journal of the Faculty of Foreign Studies, Aichi Prefectural University*, 44, 77-101.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Buffalo, NY: Multilingual Matters.
- Cummins, J. (2003). *Bilingual education: Basic principles*. In J. Dewaele, A. Housen, & L. Wei (Eds.), *Bilingualism: Beyond basic principles* (pp. 56-66). Multilingual Matters.
- Cuyjet, M., Howard-Hamilton, M., Cooper, D., & Linder, C. (2016). *Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion*. Stylus Publishing, LLC.

- Daniel, S., & Conlin, L. (2015). Shifting attention back to students within the sheltered instruction observation protocol. *TESOL Quarterly*, 49(1), 169-187.
<http://www.jstor.org/stable/43893741>
- Darder, A. (2012). *Culture and power in the classroom: Educational foundations for the schooling of bicultural students*. Paradigm Publishers.
- Dasgupta, I., & Mukherjee, D. (2014). Assimilation, criminality, and ethnic conflict. *IZA Discussion Paper No. 7924*. <http://doi.org/10.2139.2396379>
- De Jong, E. J., Coulter, Z., & Tsai, M. (2020). Two-way bilingual education programs and sense of belonging: perspectives from middle school students. *International Journal of Bilingual Education and Bilingualism*, 4. <http://doi.org/10.1080/13670050.2020.1783635>
- De Jong, E. J., & Gao, J. (2022). Preparing teacher candidates for bilingual practices: Toward a multilingual stance in mainstream teacher education. *International Journal of Bilingual Education and Bilingualism*, 1-11.
- Dorner, L. M., & Cervantes-Soon, C. G. (2020). Equity for students learning English in dual language bilingual education: Persistent challenges and promising practices. *TESOL Q*, 54. 535-547. doi.org/10.1002/tesq.599
- Echevarria, J., Vogt, M., & Short, D. J. (2017). *Making content comprehensible for English learners: The SIOP model*. Pearson.
- Erbas, Y. H. (2019). A qualitative case study of multicultural education in Turkey: Definitions of multiculturalism and multicultural education. *International Journal of Progressive Education*, 15(1), 23–43. doi.org/10.29329/ijpe.2019.184.2

- Fern, V. (1998). *What is the impact of biliteracy/bilingualism on the economy?* National Clearinghouse for Bilingual Education.
- Fillerup, M. (2000). Racing against time: A report on the Leupp Navajo Immersion Project. In J. Reyhner et al., *Learn in beauty. Indigenous education for a new century* (pp. 21-34). Northern Arizona University Press.
- Freedman, S. W. (1987). *Response to Student Writing. NCTE Research Report No. 23*. National Council of Teachers of English.
- Freire, J. A. (2019). Promoting sociopolitical consciousness and bicultural goals of dual language education: The transformational dual language educational framework. *Journal of Language, Identity & Education*, 19(1), 56-71.
- Fritzen, A. (2011). Teaching as sheltering: A metaphorical analysis of sheltered instruction for English language learners. *Curriculum Inquiry*, 41(2), 185–211. doi.org/10.1111/j.1467-873X.2011.00548.x
- Gandara, P. (2010). Overcoming triple segregation. *Educational Leadership*, 68(3), 60-64.
- Gándara, P., & Orfield, G. (2010). Segregating Arizona’s English Learners: A Return to the “Mexican Room”. *Teachers College Record: The Voice of Scholarship in Education*, 114(9), 1–27. <https://doi.org/10.1177/016146811211400905>
- Giles, A., Yazan, B., & Keles, U. (2020). Educational language policies in the United States: A critical discourse analysis of ELPA21. *European Journal of Language Policy*, 12(1), 5–27. doi.org/10.3828/ejlp.2020.2

- Goodenow, C., & Grady, K. E. (1993). The relationship of school belonging and friends' values to academic motivation among urban adolescent students. *Journal of Experimental Education*, 62(1), 60–71. doi.org/10.1080/00220973.1993.9943831
- Gordon, M. M. (1964). *Assimilation in American life: The role of race, religion, and national origins*. Oxford University Press.
- Grainger, K., & Jones, P. E. (2013). The language deficit argument and beyond. *Language and Education*, 27(2), 95–98. <http://doi.org/10.1080/09500782.2012.760582>
- Guba, E.G., & Lincoln, Y. (1994). Competing paradigms in qualitative research. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Sage.
- Gutmann, A. (2003). *Identity in democracy*. Princeton University Press.
- Halle, T., Hair, E., Wandner, L., McNamara, M., & Chien, N. (2012). Predictors and outcomes of early vs. later English language proficiency among English language learners. *Early Childhood Research Quarterly*, 27(1), 1–20. <https://doi.org/10.1016/j.ecresq.2011.07.004>
- Hamidah, Y., & Cing K. Y. (2014). Principal leadership style and relationship between school effectiveness. *Management Research Journal*, 3, 93–106.
- Hamman-Ortiz, L. & Palmer, D. (2020). Identity and two-way bilingual education: considering student perspectives: Introduction to the special issue, *International Journal of Bilingual Education and Bilingualism*, 1(1), 1-6.
- Honigsfeld, A. (2009). ELL programs: Not 'one size fits all', *Kappa Delta Pi Record*, 45(4), 166-171.
- hooks, B. (2014). *Teaching to transgress*. Routledge.
- Hsieh, M. F. (2011). *Learning English as a foreign language in Taiwan: Students' experiences and beyond language awareness*, 20(3), 255-270. doi.org/10.1080/09658416.2011.573856

- Illman, V., & Pietila, P. (2018). "Multilingualism as a resource in the foreign language Classroom," *ELT Journal (0951-0893)*, 72(3), 237-245.
- Johnson, D., Stephens, C., Nelson, J., & Johnson, E. (2017). Violating Lau: Sheltered English instruction programs and equal educational opportunity. *Journal of Education Policy*, 33, 1-22.
- Karabenick, S. A., & Clemens Noda, P. A. (2004). Professional development implications of teachers' beliefs and attitudes toward English language learners. *Bilingual Research Journal*, 28(1), 55-75.
- Kareva, V., & Echevarria, J. (2013). Using the SIOP Model for effective content teaching with second and foreign language learners. *Journal of Education and Training Studies*, 1(2), 239-248.
- Keengwe, J., & Onchwari, G. (Eds.). (2019). *Handbook of research on assessment practices and pedagogical models for immigrant students*. IGI Global. <https://doi.org/10.4018/978-1-5225-9348-5>
- Kotzer, E., & Margalit, M. (2007). Perception of competence: Risk and protective predictors following an e-self-advocacy intervention for adolescents with learning disabilities. *European Journal of Special Needs Education*, 22(4), 443-457.
- Krashen, S. (1985). *Inquiries and insights*. Almeny Press.
- Laosa, L. M. (2000). Puerto Rico and us mainland schools: effects of migration and linguistic segregation on children's English-language development. *ETS Research Report Series*, 2000(2), i-108.
- Lapkin, S., & Cummins, J. (1984). Canadian French immersion education: Current administrative and instructional practices. In *Students on immersion education* (pp. 58-86). California State Department of Education.

- Lessow-Hurley, J. (2003). Meeting the needs of Second Language Learners: An educator's guide. Association for Supervision & Curriculum Development. ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/molloy/detail.action?docID=3002051>
- Leung, A. K., & Chiu, C. (2010). Multicultural experience, idea receptiveness, and creativity. *Journal of Cross-cultural Psychology, 41*(5-6), 723–741.
doi.org/10.1177/0022022110361707
- Lopes-Murphy, S. (2012). Universal design for learning: Preparing secondary education teachers in training to increase academic accessibility of high school English learners. *The Clearing House, 85*(6), 226-230.
- Macías, Fontes, A. A. D. L., Kephart, K., & Blume, M. (2013). *Sheltered Instruction for English Language Learners: Insights and Challenges. TESOL Journal, 4*(1), 83–105.
doi.org/10.1002/tesj.50
- Maher, J. C., & Yashiro, K. (Eds.) (1995). *Multilingual Japan*. Clevedon, UK: Multilingual Matters Ltd.
- Mallozzi, C. A., & Malloy, J. A. (2007). Second-language issues and multiculturalism. *Reading Research Quarterly, 42*(3), 430–436. <http://doi.org/10.1598/RRQ.42.3.9>
- McLeod, S. A. (2022, April 4). Maslow's hierarchy of needs. *Simply Psychology*.
www.simplypsychology.org/maslow.html
- Merriam, S. B. (1998). *Qualitative research and case study applications in education: Case study research in education*. John Wiley and Sons.
- Molle, D., & Wilfrid, J. (2021). Promoting multilingual students' disciplinary and language learning through the WIDA framework for equitable instruction. *Educational Researcher, 50*(9), 585-594. <http://doi.org/10.3102/0013189X211024592>

- Moughamian, A. C., Rivera, M. O., & Francis, D. J. (2009). *Instructional models and strategies for teaching English language learners*. RMC Research Corporation, Center on Instruction.
- Narvaez, Y. (2019). *Strategies for supporting ELL newcomer students' acculturation process in middle school* (Order No. 27664480). Available from ProQuest One Academic. (2423840947).
- National Center for Education Statistics. (2021a, May). *English language learners in public schools*. <https://nces.ed.gov/programs/coe/indicator/cgf>
- National Center for Education Statistics. (2021b). *Search for public school districts*. https://nces.ed.gov/ccd/districtsearch/district_detail.asp?ID2=4501170
- Newcomer, S. N. (2020). Who we are today? Hispanic youth perspectives on the possibilities of being bilingual and bicultural. *Journal of Language, Identity, and Education*, 19(3), 193-207. <http://doi.org/10.1080/15348458.2019.1655426>
- Nieto, S. (1994). Affirmation, solidarity, and critique: Moving beyond tolerance in multicultural education. *Multicultural Education*, 1(4), 9-12, 35-38.
- Nykiel-Herbert, B. (2010). Iraqi refugee students: From a collection of aliens to a community of learners: the role of cultural factors in the acquisition of literacy by Iraqi refugee students with interrupted formal education. *Multicultural Education*, 17(3), 2. <https://link.gale.com/apps/doc/A246254303/AONE?u=richland&sid=googleScholar&xid=e6521838>
- Olaya Leon, A. (2019). *Listening to learners' voices about their experiences in a sheltered Immersion/Newcomers program* (Order No. 13903058). ProQuest One Academic. (2305881901).

- Ovando, C. J. (2008a). Acculturation. In J. M. Gonzales (Ed.), *Encyclopedia of bilingual education*. (Vol. 2, pp. 9-10). SAGE.
- Ovando, C. J. (2008b). Assimilation. In J. M. Gonzales (Ed.), *Encyclopedia of bilingual education*. (Vol. 2, pp. 43-45). SAGE.
- Palmer, D. K. (2009). Middle-class English speakers in a two-way immersion bilingual classroom: Everybody should be listening to Jonathan right now. *TESOL Quarterly*, 43(2), 177–202.
- Parker, J. (2019). Multicultural education as a framework for educating English language learners. *International Journal of Multidisciplinary Perspectives in Higher Education*, 4(1), 22–35. <http://doi.org/10.32674/jimphe.v4i1.1404>
- Park, S. (2008). Teaching English to English Language Learners in 1960s and today. *Trinity College Digital Repository*, 1-13. <https://digitalrepository.trincoll.edu/theses/140>
- Patterson, D. A., Dulmus, C. N., Maguin, E., & Critalli, M. (2014). Do organizational culture and climate matter for successful client outcomes? *Research on Social Work Practice*, 24(6), 670-675.
- Peguero, A. (2011). Immigration, schools, and violence: Assimilation and student misbehavior. *Sociological Spectrum*, 31(6), 695-717.
- Pentón Herrera, L. J. (2019). How to behave and why: Exploring moral values and behavior in the ESOL newcomer classroom. *TESOL Quarterly*, 53(4), 1033–1059. <http://doi.org/10.1002/tesq.532>
- Phinney, J. S. & Rotheram, M. J. (Eds.) (1987). Children's ethnic socialization: Pluralism and development. Beverly Hills: Sage Publications.

- Rumberger, R. W., & Tran, L. (2006). Preschool participation and the cognitive and social development of language minority students. In National Center for Research on Evaluation Standards and Student Testing (CRESST), CSE Technical Report 674.
- Schumann, J. (1986). Research on acculturation model for L2 acquisition. *Journal of Multilingual and Multicultural Development*, 7, 379-397.
<http://doi.org/10.1080/01434632.1986.9994254>
- Sheets, R. H. (2005). *Diversity pedagogy: Examining the role of culture in the teaching-learning process*. Pearson.
- Skerry, P. (2000). Do we really want immigrants to assimilate? *Society (New Brunswick)*, 37(3), 57-62. <http://doi.org/10.1007/BF02686176>
- Song, S. (2010). Multiculturalism. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy*. <https://plato.stanford.edu/archives/fall2020/entries/multiculturalism>
- Stahl, N. A., & King, J. R. (2020) Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, 26-28.
- Stephens C., & Cassels Johnson, D. (2015). ‘Good teaching for all students?’: Sheltered instruction programming in Washington state language policy. *Language and Education*, 29(1), 31-45, <http://doi.org/10.1080/09500782.2014.924965>
- Thiruchelvan, K., Kadir, S. A., Basri, R., & Ayub, A. F. M. (2020). Influence of school culture and climate in Tamil schools, Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 10(5), 1-12. <http://dx.doi.org/10.6007/IJARBS/v10-i5/7167>
- Thomas, W. P., & Collier, V. (1997). *School effectiveness for language minority students*. NCBE Resource Collection Series, No. 9.

- Unganer, T. (2014). First language loss; Why should we care? *Social and Behavioral Science*, 158, 351-355. <http://doi:10.1016/j.sbspro.2014.12.099>
- WIDA. (2020, August). *MODEL Interpretive Guide Score Reports*.
<https://wida.wisc.edu/sites/default/files/resource/MODEL-Interpretive-Guide-Score-Reports.pdf>
- WIDA. (2021, March 11). *WIDA Consortium*. <https://wida.wisc.edu/memberships/consortium>
- Williams, M. (2011). Colorblind ideology is a form of racism. *Psychology Today*.
<https://www.psychologytoday.com/us/blog/culturally-speaking/201112/colorblind-ideology-is-form-racism>
- Zullig, K. J., Koopman, T. M., Patton, J. M., & Ubbes, V. A. (2010). School climate: Historical review, instrument development, and school assessment. *Journal of Psychoeducational Assessment*, 28(2), 139-152. <https://doi.org/10.1177/0734282909344205>

Appendix A: Institutional Review Board Approval Letter



1000 Hempstead Ave., PO Box 5002, Rockville Center, NY 11571-5002
www.molloy.edu

Kathleen Maurer Smith, Ph.D.
Dean, Graduate Academic Affairs
T: 516.323.3801
F: 516.323.3398
E: ksmith@molloy.edu

DATE: May 25, 2022

TO: Victoria Seelinger
FROM: Molloy College IRB

PROJECT TITLE: [1909944-1] Sheltered Bilingual Instruction Through a Multicultural and Assimilation Lens: Administrators, Teachers, and Students' Perceptions in a Middle School Setting

REFERENCE #:
SUBMISSION TYPE: New Project

ACTION: APPROVED
APPROVAL DATE: May 23, 2022
EXPIRATION DATE: May 24, 2023
REVIEW TYPE: Expedited Review

REVIEW CATEGORY: **Expedited review category # 7**

Thank you for your submission of New Project materials for this project. The Molloy College IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on applicable federal regulations

A. 46.404 Research not involving greater than minimal risk to minors met.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRSOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a MINIMAL RISK project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this

procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of May 24, 2023.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Patricia Eckardt at 516-323-3711 or peckardt@molloy.edu. Please include your project title and reference number in all correspondence with this committee.

Sincerely,

Patricia Eckardt, Ph.D., RN, FAAN
Chair, Molloy College Institutional Review Board

This letter has been issued in accordance with all applicable regulations, and a copy is retained within Molloy College IRB's records.

Appendix B: Sampling Questionnaire

- Sheltered instruction or class period
- Push-in

5. Do you believe that your principal would be interested in participating in this study? *

Mark only one oval.

- Yes
- No
- Maybe

6. Do you feel comfortable with your students being in the study? (Students will give oral assent and have parent consent forms signed) *

Mark only one oval.

- Yes
- No
- Maybe, I need a little more information

7. Are you bilingual? *

Mark only one oval.

- Yes
- No

8. If yes, what other language do you speak? If not simply write "N/A" *

Appendix C: Interview Protocol for Students

Brief Project Description: This qualitative research study will seek to explore the assimilation and multicultural goals of administrators, teachers, and students in an English-only sheltered instruction and bilingual-supported sheltered instruction middle school classroom.

I want to thank you for taking the time to meet with me today.

My name is Mrs. Seelinger, and I would like to talk to you about sheltered instruction classrooms for multilingual learners. Specifically, I would like to learn about your perceptions of assimilation and multicultural goals of the sheltered instruction classroom along with the culture and climate of your classroom and your school.

The interview should take about 30-45 minutes. I will interview in English and my translator will repeat what I am saying in Spanish to ensure we thoroughly understand one another. Although I will be taking notes during the session, with your permission, I will also be taping the session to ensure that I do not miss any of your comments.

All responses will be kept confidential. This means that I will ensure that any information I include in the report does not identify you as the respondent. Remember, you do not have to speak about anything you feel uncomfortable with or do not want to, and you may end the interview at any time. Do you have any questions about what I explained? (Pause for 5 seconds) Are you willing to participate in this interview?

Let's begin:

I. INTRODUCTION:

1. Can you please state your name and tell me the language or languages that you speak?
2. Tell me a little bit about yourself.
Probe: How old are you?
Probe: How old were you when you came to the United States?
Probe: What country are you from?
Probe: Did you go to school in your home country?
Probe: How many years of schooling do you have?

II. SHELTERED CLASSROOM EXPERIENCE:

1. Tell me about the classroom that you learn English in.
Probe: How many students are in your class?
Probe: What languages are mostly spoken in the classroom?

Probe: What language(s) does your teacher speak?

Probe: How often do you go to this class?

2. Explain to me what you do in this class.

Probe: What is your daily routine?

Probe: How do you complete your assignments?

Probe: What do you think of your assignments?

Probe: Do you work with other students on your assignments?

Probe: Do you find your assignments challenging?

If yes, why?

If no, why not?

Probe: What are some things you learn in class?

3. What is your favorite thing to do in this class?

Probe: Do you enjoy reading and writing?

If yes, which one do you like better? Why?

If not, why don't you enjoy reading and writing?

4. How is this class different from your other classes?

Probe: How are the students different?

Probe: How is the teacher different?

Probe: How is the work different?

Probe: How does what you learn in this class differ from other classes?

5. Do you like your teacher's teaching style?

Probe: If yes, why?

Probe: If no, why not?

6. Do you like being separated from your English-speaking peers?

If yes, why?

If no, why not?

Probe: Do you enjoy being with peers that speak your same language?

Probe: How does it feel being with other students who are learning English for the first time?

III. MULTICULTURAL GOALS:

1. Does your teacher speak more than one language?

Probe: If yes, what languages does your teacher speak?

Probe: If yes, does this help or hinder(hurt) you in class?

Probe: If yes, do you like that your teacher speaks more than one language? Why?

Probe: Do you wish that all of your teachers spoke more than one language?

2. Do you find it important for all teachers to have training in teaching Multilingual Learners?

Probe: If yes, why?

Probe: If no, why not?

3. If you could give your teachers advice on teaching you, what would you tell them?

4. Do you find it important to be able to bring your own culture into your learning experience?

Probe: What is one activity from class that allowed you to bring your own culture into the classroom?

Probe: How often do you believe that you should be able to incorporate your culture into the classroom?

Probe: What do you think your culture brings to the classroom?

Probe: Do you have any experiences to share with me about your culture and this classroom?

Probe: Do you believe your classmates respect your culture? Why or why not?

Probe: Do you believe your teacher respects your culture? Why or why not?

Probe: Do you believe your principal(s) respects your culture? Why or why not?

Probe: Do you believe your English-speaking peers respect your culture? Why or why not?

5. If you had the opportunity to add more of your own culture into the classroom, would you?

Probe: If yes, why would you want to add more of your own culture into the classroom?

6. Do your parents speak more than one language?

Probe: If yes, what languages?

7. What language is mostly spoken in your home?

8. Do your parents encourage you to speak English at home?

Probe: If yes, why do you think they do this?

9. What language would your parents prefer you speak at home and why?

10. How do your parents help you in learning English?

Probe: Are your parents able to help you with your homework?

Probe: Do you feel like your parents are excited for you to learn English?

Probe: Do your parents ask you what you did in school?

Probe: Do your parents practice English with you?

Probe: Are your parents interested in learning English?

IV. ASSIMILATION GOALS

1. Do you feel that there is a focus on only speaking English in school?

Probe: If yes, why?

Probe: If no, why?

2. Do you think it's important to learn English as fast as possible?

Probe: If yes, why?

Probe: If no, why?

3. Do you believe that your parents think it is important for you to learn English as fast as possible?

4. Do you believe that your teachers think it is important for you to learn English as fast as possible?

5. Do you enjoy learning a second language?

6. If you could learn any language, what language would it be?

7. Why do you think it is important to learn English?

8. Do you think it is important to maintain your first language while learning English?

Probe: If yes, why?

Probe: If no, why?

9. When you get older, will you continue speaking your first language?

10. If you have children one day, which language will you make their primary or first language, why?

11. When you first came to this school, did you believe you had to be a different person to fit in?

12. Do you feel that you made friends quickly when you came to this school?
13. What do you have in common with other students at this school?
14. What is different about you than other students in this school?

V. CLOSING

1. If you could change one thing about English class, what would it be?
Probe: Why would you change this?
2. What is one thing you wish your teachers knew about you?
3. What is one thing you wish other students from the U.S. knew about you?
4. What is your personal academic goal this year?
5. What do you want to be when you grow up?
Probe: Do you think this class will help you gain the skills you need to become that?
6. Is there anything else you would like to share with me before ending this conversation and logging off?

THANK YOU FOR YOUR TIME!

Appendix D: Interview Protocol for Students - Spanish Version

Breve descripción del proyecto: Este estudio de investigación cualitativa buscará explorar la asimilación y las metas multiculturales de los administradores, maestros y estudiantes en un salón de clase de escuela intermedia de instrucción contextualizada solo en inglés e instrucción contextualizada con apoyo bilingüe.

Quiero agradecerle por tomarse el tiempo para reunirse conmigo hoy.

Mi nombre es Sra. Seelinger y me gustaría hablar con usted sobre las aulas de instrucción contextualizada para estudiantes multilingües. Específicamente, me gustaría conocer sus percepciones de la asimilación y las metas multiculturales del salón de clases de instrucción protegida junto con la cultura y el clima de su salón de clases y su escuela.

La entrevista debe durar entre 30 y 45 minutos. Voy a entrevistar en inglés y mi traductor repetirá lo que estoy diciendo en español para asegurar que nos entendamos bien. Aunque tomaré notas durante la sesión, con su permiso, también grabaré la sesión para asegurarme de no perderme ninguno de sus comentarios.

Todas las respuestas se mantendrán confidenciales. Esto significa que me aseguraré de que cualquier información que incluya en el informe no lo identifique a usted como el demandado. Recuerde, no tiene que hablar de nada con lo que se sienta incómodo o no quiera hablar, y puede terminar la entrevista en cualquier momento. ¿Tienes alguna pregunta sobre lo que expliqué? (Pausa de 5 segundos) ¿Está dispuesto a participar en esta entrevista?

Vamos a empezar:

INTRODUCCIÓN:

¿Puede indicar su nombre y decirme el idioma o idiomas que habla?

Cuéntame un poco sobre ti.

Sonda: ¿Cuántos años tienes?

Indague: ¿Qué edad tenía cuando llegó a los Estados Unidos?

Indague: ¿De qué país es usted?

Indague: ¿Fuiste a la escuela en tu país de origen?

Indague: ¿Cuántos años de escolaridad tiene?

EXPERIENCIA DE AULA PROTEGIDA:

Cuéntame sobre el salón de clases en el que aprendes inglés.

Indague: ¿Cuántos estudiantes hay en su clase?

Indague: ¿Qué idiomas se hablan principalmente en el aula?

Indague: ¿Qué idioma(s) habla su maestro?

Indague: ¿Con qué frecuencia asiste a esta clase?

Explícame qué haces en esta clase.

Indague: ¿Cuál es su rutina diaria?

Indague: ¿Cómo completa sus tareas?

Indague: ¿Qué piensa de sus tareas?

Indague: ¿Trabaja con otros estudiantes en sus tareas?

Indague: ¿Encuentra que sus tareas son desafiantes?

¿Si es así por qué?

Si no, ¿por qué no?

Indague: ¿Cuáles son algunas de las cosas que aprende en clase?

¿Qué es lo que más te gusta hacer en esta clase?

Indague: ¿Le gusta leer y escribir?

Si es así, ¿cuál te gusta más? ¿Por qué?

Si no, ¿por qué no te gusta leer y escribir?

¿En qué se diferencia esta clase de sus otras clases?

Indague: ¿En qué se diferencian los estudiantes?

Sondee: ¿En qué se diferencia el maestro?

Indague: ¿En qué se diferencia el trabajo?

Indague: ¿En qué se diferencia lo que aprende en esta clase de otras clases?

¿Te gusta el estilo de enseñanza de tu profesor?

Indague: En caso afirmativo, ¿por qué?

Indague: Si no, ¿por qué no?

¿Te gusta estar separado de tus compañeros de habla inglesa?

¿Si es así por qué?

Si no, ¿por qué no?

Indague: ¿Le gusta estar con compañeros que hablan su mismo idioma?

Indague: ¿Cómo se siente estar con otros estudiantes que están aprendiendo inglés por primera vez?

OBJETIVOS MULTICULTURALES:

¿Tu profesor habla más de un idioma?

Indague: En caso afirmativo, ¿qué idiomas habla su maestro?

Indague: En caso afirmativo, ¿esto le ayuda o le perjudica (perjudica) en clase?

Indague: En caso afirmativo, ¿le gusta que su maestro hable más de un idioma? ¿Por qué?

Indague: ¿Le gustaría que todos sus maestros hablaran más de un idioma?

¿Cree que es importante que todos los maestros tengan capacitación en la enseñanza de estudiantes multilingües?

Indague: En caso afirmativo, ¿por qué?

Indague: Si no, ¿por qué no?

Si pudieras dar consejos a tus profesores para que te enseñen, ¿qué les dirías?

¿Le parece importante poder incorporar su propia cultura a su experiencia de aprendizaje?

Indague: ¿Cuál es una actividad de la clase que le permitió traer su propia cultura al salón de clases?

Indague: ¿Con qué frecuencia cree que debería ser capaz de incorporar su cultura en el aula?

Sondee: ¿Qué cree que aporta su cultura al aula?

Indague: ¿Tiene alguna experiencia para compartir conmigo sobre su cultura y este salón de clases?

Indague: ¿Cree que sus compañeros de clase respetan su cultura? ¿Por qué o por qué no?

Indague: ¿Cree que su maestro respeta su cultura? ¿Por qué o por qué no?

Indague: ¿Cree que su(s) director(es) respeta(n) su cultura? ¿Por qué o por qué no?

Indague: ¿Cree que sus compañeros de habla inglesa respetan su cultura? ¿Por qué o por qué no?

Si tuviera la oportunidad de agregar más de su propia cultura al salón de clases, ¿lo haría?

Indague: En caso afirmativo, ¿por qué querría agregar más de su propia cultura al salón de clases?

¿Tus padres hablan más de un idioma?

Indague: En caso afirmativo, ¿qué idiomas?

¿Qué idioma se habla mayoritariamente en su hogar?

¿Tus padres te animan a hablar inglés en casa?

Indague: En caso afirmativo, ¿por qué cree que hacen esto?

¿Qué idioma preferirían tus padres que hablaras en casa y por qué?

¿Cómo te ayudan tus padres a aprender inglés?

Indague: ¿Tus padres pueden ayudarte con tu tarea?

Indague: ¿Siente que sus padres están emocionados de que aprenda inglés?

Indague: ¿Tus padres te preguntan qué hacías en la escuela?

Indague: ¿Tus padres practican inglés contigo?

Indague: ¿Están sus padres interesados en aprender inglés?

OBJETIVOS DE ASIMILACIÓN

¿Sientes que hay un enfoque en solo hablar inglés en la escuela?

Indague: En caso afirmativo, ¿por qué?

Indague: Si no, ¿por qué?

¿Crees que es importante aprender inglés lo más rápido posible?

Indague: En caso afirmativo, ¿por qué?

Indague: Si no, ¿por qué?

¿Crees que tus padres piensan que es importante que aprendas inglés lo más rápido posible?

¿Crees que tus profesores piensan que es importante que aprendas inglés lo más rápido posible?

¿Te gusta aprender un segundo idioma?

Si pudieras aprender cualquier idioma, ¿cuál sería?

¿Por qué crees que es importante aprender inglés?

¿Crees que es importante mantener tu primer idioma mientras aprendes inglés?

Indague: En caso afirmativo, ¿por qué?

Indague: Si no, ¿por qué?

Cuando seas mayor, ¿seguirás hablando tu primer idioma?

Si algún día tiene hijos, ¿qué idioma hará que sea su idioma principal o principal? ¿Por qué?

Cuando viniste por primera vez a esta escuela, ¿creías que tenías que ser una persona diferente para encajar?

¿Sientes que hiciste amigos rápidamente cuando viniste a esta escuela?

¿Qué tienes en común con otros estudiantes de esta escuela?

¿Qué es diferente acerca de usted a otros estudiantes en esta escuela?

CLAUSURA

Si pudieras cambiar algo de la clase de inglés, ¿qué sería?

Indague: ¿Por qué cambiaría esto?

¿Qué es lo que desearías que tus maestros supieran sobre ti?

¿Qué es lo que desearías que otros estudiantes de los EE. UU. supieran sobre ti?

¿Cuál es tu meta académica personal este año?

Que quieres ser cuando seas grande?

Indague: ¿Cree que esta clase lo ayudará a obtener las habilidades que necesita para convertirse en eso?

¿Hay algo más que le gustaría compartir conmigo antes de finalizar esta conversación y cerrar la sesión?

¡GRACIAS POR TU TIEMPO!

Appendix E: Interview Protocol for Teachers

Brief Project Description: This qualitative research study will seek to explore the assimilation and multicultural goals of administrators, teachers, and students in an English-only sheltered instruction and bilingual-supported sheltered instruction middle school classroom.

I want to thank you for taking the time to meet with me today.

My name is Victoria Seelinger, and I would like to talk to you about sheltered instruction classrooms for multilingual learners. Specifically, I would like to learn about your perceptions of assimilation and multicultural goals of the sheltered instruction classroom along with the culture and climate of your classroom and your school.

The interview should take about 30-60 minutes. Although I will be taking notes during the session, with your permission, I will also be taping the session to ensure that I do not miss any of your comments.

All responses will be kept confidential. This means that I will ensure that any information I include in the report does not identify you as the respondent. Remember, you do not have to speak about anything you feel uncomfortable with or do not want to, and you may end the interview at any time. Do you have any questions about what I explained? (Pause for 5 seconds) Are you willing to participate in this interview?

Let's begin:

I. INTRODUCTION

1. Tell me about yourself.

Probe: How long have you been teaching for?

Probe: How long have you been teaching at this school for?

Probe: What is your certification area and are you still in school, if so, for what?

Probe: How long have you been teaching in a sheltered instruction classroom for?

2. Tell me about your class.

Probe: What does a typical school day look like for you?

Probe: How many students do you serve? How many newcomers?

Probe: How many groups do you work with?

Probe: What is the reasoning behind the groups?

Probe: Do you find anything rewarding about your profession?

Probe: Do you find anything difficult about your profession?

If so, why do you find this difficult?

II. SHELTERED INSTRUCTION CLASSROOM

1. Why did the district decide to implement the sheltered instruction classroom?
2. What do you feel are the pros and cons of the sheltered approach, compared to other teaching models?
3. What are the learning goals for your newcomer students?
4. How does the sheltered instruction classroom impact your students?
Probe: Academically?
Probe: Socially?
5. Is there a connection between the sheltered instruction classroom and student success in other classes?
6. How do you think the parents feel about their child being in the sheltered instruction classroom?
Probe: How do other teachers feel about students in the sheltered instruction classroom?
Probe: How do other students in the school perceive the students in the sheltered instruction classroom?

III. GOALS OF THE SHELTERED INSTRUCTION CLASSROOM

***Multiculturalism** is defined as a word that describes a society where many different cultures live together. In a **multicultural** society, there is not an official culture that every person must be a part of. Instead, all cultures are respected as much as each other.*

1. How would you define multiculturalism?
2. To what extent is multiculturalism a major factor in determining curriculum?
3. Is multiculturalism encouraged in your school/district?
Probe: How is it present? How do students show this?
Probe: Can you tell me a time where it was present in your school/district?
Probe: Is there a special activity you do in your school/district in order to encourage multiculturalism?
4. Does the curriculum in your ESOL program allow for multiculturalism?
5. Do you believe the curriculum your ESOL teachers use is in support of multiculturalism?
Probe: What are the goals of multiculturalism in this curriculum?

6. What other comments might you wish to make about multiculturalism in your school or district?

Assimilation is defined as the way a smaller group of people gradually copies the customs and attitudes of the larger culture around it.

7. Do you think it's important for students to assimilate into the U.S. culture?
Probe: Why do you think that?
Probe: How soon do you think they should take to assimilate?
8. Do you believe the curriculum your ESOL teachers use is in support of assimilation?
Probe: What are the goals of assimilation in the curriculum?
9. Do you think that parents would encourage assimilation within the sheltered instruction classroom?
10. Do you feel the school district encourages assimilation in the classroom?
11. Do you feel that you and other administrators encourage assimilation in the classroom?
12. How does the classroom environment support assimilation or multiculturalism?
13. If you could change one thing about the curriculum your school uses for newcomer multilingual learners, what would it be?
14. Do you feel that assimilation affects the way in which students learn?
15. Do you believe that there should be more assimilation goals of a sheltered instruction classroom or multicultural goals of a sheltered instruction classroom and why?

III. CULTURE AND CLIMATE

1. How do you value your multilingual learners?
Probe: How do you value your multilingual learners in the sheltered classroom?
2. How are you creating a positive culture for the multilingual students in your building/district?
3. How do you embrace the culture of new students?
4. How would you describe the climate of your school/district?
5. How would you describe the culture of your school/district?
6. How does your school/district support the culture of the sheltered instruction classroom?
7. How are you creating a positive culture for your students?

8. How are you creating a positive climate for your students?
9. How are you creating a positive culture for your students?
10. How are you creating a positive climate for your students?

IV. CLASSROOM ENVIRONMENT

1. What language is primarily spoken in your classroom?
Probe: What other languages are present in your classroom?
2. When your students interact with one another, do they speak their first or second language?
3. Outside of the classroom do you encourage one language over another?
Probe- if so, why?
4. What is one similarity you see in your classroom between your students?
5. What is one difference you see in your classroom between your students?
6. How are you creating a positive culture for your students?
7. How are you creating a positive climate in your classroom?
8. What has the biggest impact on your students' learning ability?
9. In a perfect world, how would you picture your classroom environment?
10. If you could change anything about the sheltered instruction classroom, what would you change and why?
11. Since you first started teaching, has the classroom environment changed in your school?
Probe: In what way?
12. How would you explain the culture and climate within your classroom?
Probe: Within your school?
13. Is there anything that I didn't go over, but you would like to add?

THANK YOU FOR YOUR TIME!

Appendix F: Interview Protocol for Administrators

Brief Project Description: This qualitative research study will seek to explore the assimilation and multicultural goals of administrators, teachers, and students in an English-only sheltered instruction and bilingual-supported sheltered instruction middle school classroom.

I want to thank you for taking the time to meet with me today.

My name is Victoria Seelinger, and I would like to talk to you about sheltered instruction classrooms for multilingual learners. Specifically, I would like to learn about your perceptions of assimilation and multicultural goals of the sheltered instruction classroom along with the culture and climate of your school.

The interview should take about 30-60 minutes. Although I will be taking notes during the session, with your permission, I will also be taping the session to ensure that I do not miss any of your comments.

All responses will be kept confidential. This means that I will ensure that any information I include in the report does not identify you as the respondent. Remember, you do not have to speak about anything you feel uncomfortable with or do not want to, and you may end the interview at any time. Do you have any questions about what I explained? (Pause for 5 seconds) Are you willing to participate in this interview?

Let's begin:

I. INTRODUCTION

1. Tell me about yourself.

Probe: What is your title?

Probe: How long have you been in this role for?

Probe: What is your connection with a sheltered instruction classroom for newcomer multilingual learners?

II. SHELTERED INSTRUCTION

1. Tell me about the programs you offer for your multilingual learners.
2. Why did you decide to offer the sheltered instruction classroom for newcomer multilingual learners?

Probe: How long have you been offering this teaching model for?

3. When interviewing for the teacher of the sheltered instruction classroom, did you look for any specific qualities?

Probe: If so, what qualities did you look for in the teacher?

4. What do you feel are the pros and cons of the sheltered approach, compared to other teaching models?
5. What do you feel are the pros and cons of the sheltered approach, compared to other teaching models?
6. What are the learning goals for the newcomer students in your building/district?
7. How does the sheltered instruction classroom impact the multilingual students in your building/district?
Probe: How does it impact their peers?
8. Does the sheltered instruction program impact the students academically?
9. Does the sheltered instruction program impact the students socially?
10. Is there a connection between the sheltered instruction classroom and student success in other classes?
11. How do you think the parents feel about their child being in the sheltered instruction classroom?
12. How do you believe that teachers feel about students in the sheltered instruction classroom?
13. How do other students in the school perceive the students in the sheltered instruction classroom?

II. GOALS OF THE SHELTERED INSTRUCTION CLASSROOM

*Multiculturalism is defined as a word that describes a society where many different cultures live together. In a **multicultural** society, there is not an official culture that every person must be a part of. Instead, all cultures are respected as much as each other.*

1. How would you define multiculturalism?
2. To what extent is multiculturalism a major factor in determining curriculum?
3. Is multiculturalism encouraged in your classroom?
Probe: How is it present? How do students show this?
Probe: Can you tell me a time where it was present in your classroom?
Probe: Is there a special activity you do in your classroom in order to encourage multiculturalism?
4. Does the curriculum allow for multiculturalism?
Probe: Can you explain a lesson where multiculturalism is present?

5. Do you believe your curriculum is in support of multiculturalism?

Probe: What are the goals of multiculturalism in your curriculum?

16. What other comments might you wish to make about multiculturalism in your classroom or school?

Assimilation is defined as the way a smaller group of people gradually copies the customs and attitudes of the larger culture around it.

17. Do you think it's important for students to assimilate into the U.S. culture?

Probe: Why do you think that?

Probe: How soon do you think they should take to assimilate?

18. Do you believe your curriculum is in support of assimilation?

Probe: What are the goals of assimilation in your curriculum?

19. Do you think that parents would encourage assimilation within your classroom?

20. Do you feel the school district encourages assimilation in the classroom?

21. Do you feel that administration encourages assimilation in the classroom?

22. How does your classroom environment support assimilation or multiculturalism?

23. If you could change one thing about the curriculum, what would it be?

24. Do you feel that assimilation affects the way in which students learn?

25. Do you believe that there should be more assimilation goals of a sheltered instruction classroom or multicultural goals of a sheltered instruction classroom and why?

26. Do you wish to add anything else?

THANK YOU FOR YOUR TIME!