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Bioecological and Sociocultural Views of Young Spanish-English Bilingual Students' Social Interactions and Language Practices in a Kindergarten Classroom

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Bioecological and Sociocultural Views of Young Spanish-English Bilingual Students' Social Interactions and Language Practices in a Kindergarten Classroom

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by

Alejandra Martin

2022

ABSTRACT OF THE DISSERTATION

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by

Alejandra Martin

Doctor of Philosophy in Education

University of California, Los Angeles, 2022

Professor Alison Bailey, Chair

Students who are in the process of learning English, commonly referred to as English learners, multilingual learners, emergent bilinguals, or bilingual students, comprise a large proportion of students across U.S. schools. Growing evidence shows that these students have high social skills (Halle et al., 2014), skills that are found to be predictors of later social, behavioral, and academic outcomes among populations of largely White and African American students (Jones, Greenberg, & Crowley, 2015). To better understand how bilingual students' social skills develop, this embedded single case study aimed to explore the learning experiences of children in a dual language kindergarten classroom across multiple instructional settings (i.e., whole group instruction, individual work time, and pair share) and the instructional choices made

by the classroom teacher to foster their learning during the COVID-19 pandemic. The goals parents had for their children are also included to understand how these goals aligned with the experiences students had in the classroom.

Guided by *bioecological theory* (Bronfenbrenner & Morris, 2006) and *sociocultural theory* (Rogoff, 2003; Vygotsky, 1978), this study used data from classroom observations, individual student activities, and interviews to answer the research questions. The study participants included: six kindergarten students (A boy and a girl in each of the following three categories: students with a largely Spanish language background, students with a largely English background, and students had a balanced Spanish and English background), the parents of the six students, and the classroom teacher of the six students. Through thematic analysis, patterns in the data were identified, analyzed, and reported (Braun & Clarke, 2006).

Findings revealed that the primary goal parents had in the context of this study was for their child to become bilingual. They also wanted their child to have certain types of interactions (e.g., seek and initiate conversations) in the classroom for reasons related to (1) areas where they believed their child needed to improve, (2) their hope to preserve their values and culture, and (3) their beliefs about the benefits to their child's learning. Within the constraints of the COVID-19 pandemic, Mrs. Bartel utilized a teacher-directed approach where she presented the material to students (e.g., letter and word sounds) and students then practiced on their own. To encourage interactions in the classroom, she allowed students to talk with one another when working alone, incorporated activities that she thought students liked and where they learned about different cultures, and made seating arrangements that permitted students to interact with diverse peers. Particularly, observations showed that six focal students largely interacted in whole group than in any other setting by *following directions*, *looking at the teacher*, *physically interacting with the*

activity (e.g., moving their hands, legs), and *raising their hands to participate in class*. In addition, focal students communicated more in Spanish during whole group instruction and more in English during individual work time, although Spanish was the language of instruction. Focal students largely communicated to inform the teacher or peers about their work, activity, and ideas. When asked about their attitudes toward the classroom activities they interacted in (e.g., including showing a drawing to a peer) their reaction was generally positive.

Results from this study can help educators be more intentional in the opportunities they create for students as they learn about the limited interactions that young students experienced during the COVID-19 pandemic. This can include *when* to use particular kinds of structured settings and *how* to embed opportunities for more student interactions. This study also highlights the importance of listening to families to (1) understand the goals that parents have for their children's learning and (2) open communication about expectations and ways that families can support their children at home to meet their goals. Implications for research and practice are also considered.

The dissertation of Alejandra Martin is approved.

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Chapter 1

Introduction

Dual language immersion programs, which involve instruction through English and a partner language, are becoming increasingly popular with linguistically and culturally diverse families for academic as well as social reasons (Bailey & Osipova, 2016). It is not uncommon to find students from different backgrounds in dual language immersion schools. In fact, students have a range of language experiences when they begin schooling, whereas some primarily speak a partner language like Spanish, others might predominately speak English or a combination of Spanish and English. This language diversity and the instructional choices in a Spanish and English dual language immersion setting means that students must constantly make decisions about how to interact and communicate with others throughout the school day. While research has revealed that Spanish-English bilingual students have positive interpersonal skills (Halle et al., 2014) and that their Spanish and English use differs with teachers and peers (Li et al., 2016; Potowski, 2004), less is known about the classroom conditions and familial circumstances that can explain these outcomes and the implications they have for practice and research.

This embedded case study examined the social interactions and language practices of six students with varying Spanish-English language profiles (e.g., Spanish speakers learning English, English speakers learning Spanish, and English and Spanish speakers) at the beginning of their kindergarten year in a dual language immersion context. This was accomplished by observing focal students across instructional settings (e.g., whole group, individual work time) in the fall of 2021 and early winter of 2022. After the observations, I conducted an activity with each student to understand students' attitudes about the activities in the classroom, and their English and Spanish use. During the activity, I deliberately elicited the student's thoughts during

play reenactments of these observed interactions. In addition to the student-level data, the classroom teacher was interviewed to capture her practices related to fostering students' social interactions and English and Spanish use in the classroom. Lastly, the parents of the six focal students were interviewed to learn about the goals they had for their child's learning. Overall, the study is intended to inform the ways school and home partnerships can be strengthened to inform instructional practices.

This study was conducted during the COVID-19 pandemic at the time when students and educators transitioned back to in-person instruction for the first time since school closures in the spring of 2020. Students and educators had to adapt to persistent and evolving changes to health safety protocols in the classroom. For example, it was not uncommon for schools to require students to keep their distance from other students, when possible, and wear a mask in the classroom to prevent the spread of the virus. Understanding the experiences of students and instructional practices in the classroom at this time was essential given the extended period of time that students and educators spent away from one another prior to fall 2021. The study highlights bright spots during these challenging times as well as the support that students, educators, and parents could benefit from moving forward.

Chapter 2

Literature Review

This study examined broad and immediate environments (i.e., the goals that parents had about their child's learning and instructional settings in their children's classroom) as well as individual characteristics (e.g., social interactions, language practices) that play a role in children's development. First, the literature on family values provides context to the type of priorities that families have and what they would like their children to experience in early education. Then follows a description of classroom-level factors (i.e., instructional settings) to understand the opportunities for children to develop socially and linguistically through interactions. The section ends by reporting the literature on the social development and language practices of bilingual students.

The Goals That Parents Have for Their Children's Learning

One of the most challenging tasks parents face is sending their children to school. This is because the transition children make from home to school is one of the most fundamental and influential developmental periods for all children (Pianta & Cox, 1999). Parents select to enroll their children in dual language programs for specific social, linguistic, and cognitive benefits to motives related to maintaining ties with family and later educational and professional advantages (Bailey & Osipova, 2016). For example, for many parents, bilingualism is a very important goal they have for their child due to the cross-cultural experiences their children will gain (Craig, 1996; Lindholm-Leary, 2001) and a strong connection to the maintenance of their heritage (Kemppainen et al, 2004; Lao, 2004; Lindholm-Leary, 2001; Shannon & Milian, 2002). Prior studies have found that parents that place a greater emphasis on family and communities needs and goals socialize their children to show respect by listening, not speaking, and being obedient

(Rothstein-Fisch et al., 2010) more so than self-direction (Suizzo, 2007) or frequent interruption of activities (Ruvalcaba, Rogoff, López, Correa-Chávez, Gutierrez, 2015). In fact, gestural communication is prevalent in certain cultural communities, including Latinx (and particularly Mayan) communities, "in which much of children's learning occurs through "keen observation" of the people around them" (NASEM, 2017, p. 144) and practices that children acquire from home (Correa-Chávez & López-Fraire, 2019). The emphasis that parents place on their child's learning is particularly important context to consider in relation to the opportunities and experiences that children have in the classroom.

Parents' perspectives about the learning they have for their children are even more important to gather as children transition back to school after the height of the COVID-19 pandemic. The COVID-19 pandemic caused disruptions to children's learning and limited the types of interactions they could have outside of their immediate family, including extended family and friends. Many parents have expressed concerns about the potential impact that the COVID-19 pandemic could have on their children's cognitive, social, and emotional development (The Education Trust-West, n.d.). These concerns are critical when investigating the opportunities that are available in the classroom.

Overall, the information parents share can help educators to reflect and approach teaching through a cultural lens. This can include, for example, the implementation of culturally relevant pedagogical approaches which utilize "the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant to and effective [for students]...It teaches to and through strengths of these students. It is culturally validating and affirming" (Gay, 2000, p. 29) even when disruption to learning occurs.

Dual language programs are places that are centered on fostering cross-cultural understanding and discussed next.

Dual-Language Immersion Education

Dual-language immersion programs are defined by California's Department of Education (2020) as:

> "A classroom setting that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding [*Education Code (EC)* Section 306(c)(1)]"

This program type guides language and content instruction and student learning experiences across most states in the nation. During the 2016-17 school year, thirty-five states and the District of Columbia reported offering dual language education programs with Spanish and Chinese/Mandarin as the most dominant partner languages (Office of English Language Acquisition, 2019). In California, bilingual programs are expected to expand in the years to come. The California Department of Education has a 20-year plan with the goal of having most kindergarten through grade twelve students proficient in two or more languages by 2040. There is extensive research that demonstrates the ability of young children to become bilingual and biliterate as well as perform academically well in both languages (de Jong, 2014; Lindholm-Leary & Howard, 2008; Lindholm-Leary & Block, 2010; Cheung & Slavin, 2012; Valentino & Reardon, 2015). An underlying mechanism for student's development in more than one language is continual exposure to English and their home language as well as intentional support to maintain and develop the second language.

Dual language immersion programs provide instruction in two languages, but certain attributes, including time allocation per language (i.e., 50:50 or assigning more time to the partner language in the initial grades and gradually increasing English (90:10, 80:20)) and by

academic subjects, vary by program (Dual Language Education Programs: Current State Policies and Practices, 2015; Potowski, 2004). There is some evidence that the absolute and proportion of exposure to Spanish and English varies from the intended program goals. For instance, in observing the Spanish use of four children in a 5th-grade dual immersion classroom where instruction was intended to be 60% Spanish and 40% English, Potowski (2004) found from observations that Spanish was the official class language during only 40% of the week. However, in a more recent study, more than 97% of teachers adhered to the use of the partner language during class periods (Li, Steele, Slater, Bacon, & Miller, 2016) suggesting that there might be variability in how schools and districts apply and adhere to the breakdown of English and the partner language.

Although schools create these systemic allotments, language practices are dynamic as students draw from their linguistic repertoire. It is not uncommon for bilingual students to engage in a blend of Spanish and English during a Spanish lesson, for example—a form of "translanguaging" (i.e., flexibly drawing on all linguistic resources) (García, 2009). It is important, then, to document how young bilingual students navigate their language practices across the day during different instructional settings to see how environments are conducive to their social and linguistic development.

Language Practices

The literature on Spanish-English language use in classrooms offers insights into the language learning variability that children can experience in dual-language programs. There is evidence that bilingual students use more Spanish with teachers than with peers (Li et al., 2016; Potowski, 2004). These findings are also supported Ballinger and Lyster's (2011) study which examined Spanish use and factors that influence students' and teachers' language choice in

grades 1, 3, and 8 in a two-way immersion school. They found bilingual students had an overall preference for English. However, the language proficiency of students was linked to Spanish language use in that native Spanish-speaking students in first and third grade spoke Spanish frequently and extensively with teachers and peers.

Language function, whether it be to inform, request, or demand, provides further understanding of the types of interactions children have with others. For example, peers and teachers that often use commands may limit the interactions that students have with other students. The literature on this is limited, mainly focusing on the topics of conversations between bilingual students and teachers. Fortune (2001) asked fifth grade immersion students why they used Spanish or English with teachers and peers and found that factors related to using Spanish were related to the content/nature of the classroom tasks (e.g., complete group work like oral presentations, creative writing tasks, math projects). In contrast, social factors contributed to English use, including, "connecting" with peers and communicating quickly with others. This latter finding was supported by Potowski's (2004) study which found that "students used English to talk about movies, TV shows, and popular culture, and to carry out functions such as fighting, teasing, and indicating resistance to school" (p. 86). According to Potowski (2004), this suggests that "fitting-in" with the English-preferring peer groups, which was also the dominant language of most students, was a likely motivator for the native-Spanish-speaking students to interact mostly in English. It can be assumed from these findings about the topics that students engage in that students' language functions differ, but it is unclear how language choice *and* function amongst younger students may also be shaped by social factors.

Social Development of Young Children

The California Department of Education defines social development as a child's capacity to "develop close satisfying relationships with other children and adults; and actively explore

their environment and learn" (Cohen, et al., 2005, p. 2). Children's social competencies are generally in a stable continuum from infancy until kindergarten entry (Kagan, Britto, Kauerz, & Tarrant, 2005; National Scientific Council on the Developing Child, 2007). For example, before the age of three, infants and toddlers become aware of the different adults and children in the household and interact verbally and non-verbally. During the preschool years, ages three and four, children's social development begins to develop further, particularly the connections with individuals outside of their family environment (Han & Kemple, 2006; Hemmeter, Ostrosky, & Fox, 2006; National Association for the Education of Young Children, 2009). However, quality instruction in preschool education varies significantly meaning that children receive very different learning opportunities (Melnick, Meloy, Gardner, Wechsler, & Maier, 2018) before kindergarten. The COVID-19 pandemic that started in 2020 brought along challenges for children in early learning and care settings. Parents were faced with the difficult decision to keep their children in preschool or keep them home until kindergarten. According to the Current Population Survey, the percentage of three- and four-year-olds enrolled in school fell 14% from 2019 to 2020 (U.S. Census Bureau, 2022), meaning that many children enrolled in preschool during the pandemic had interrupted learning. For many children entering kindergarten in 2021, this was the first time in a year they re-engaged with individuals outside of their household and were in a more consistent learning environment.

Student Interactions with Their Teacher and Peers

As the literature shows, bilingual students' interpersonal competencies have generally been found to be high, but in some cases, contextual factors seem to be related to high social competencies (Halle et al., 2014). In a Head Start preschool, for instance, play learning opportunities allowed Spanish-speaking children learning English to develop social relationships

with both their Spanish-speaking and English-speaking peers (Piker, 2013). The types of opportunities that students have within instructional settings (e.g., whole group instruction) are important to capture as the interactions students have within their immediate social and physical environments are connected to their academic (e.g., literacy and mathematics) and social-emotional skills development (Ladd, Birch, & Buhs, 1999; Melhuish et al., 2015; Ulferts & Anders, 2016; Vandell, Burchinal & Pierce, 2016). Many of the prior studies that examined the interactions of students have done so by using measures that focus on group-level interactions (e.g., CLASS, Pianta, La Paro, & Hamre, 2012; ECERS, Harms, Clifford, & Cryer, 2015), missing the opportunities to see the individual experiences of students (Sabol, Bohlmann, & Downer, 2018).

The studies that have investigated the quality of children's interactions using standardized observational instruments (i.e., Individualized Classroom Assessment Scoring System (inCLASS)) signals to low to medium level of interaction quality in U.S. (e.g., Carbonneau, Van Orman, Lemberger-Truelove, & Atencio, 2020; Kim et al., 2019) and European countries (e.g., Kluczniok & Schmidt, 2020; Slot &Bleses, 2018). For example, a study done by Kim and colleagues (2019), found that the quality of peer and teacher interactions was lower among low-income kindergarteners than in studies of mid-socio-economic status preschoolers. This comparison should be taken with reservation as the study did not explore developmental (e.g., age) and sociocultural characteristics (e.g., teaching and learning styles, communication patterns).

There is evidence that shows children's interactions with teachers and peers vary by setting. For example, during whole group instruction, children's interactions have been found to be more common with teachers (Booren, Downer, & Vitiello, 2012; Pianta et al., 2005), but

during play activities, interactions with peers were more frequent (Booren & Downer, & Vitiello 2012; Odom & Peterson, 1990;). Children's engagement also may depend on the type of activities in which they are engaged. For example, children are more likely to be engaged in an activity with individually targeted interactions than in more group-oriented settings (Booren & Downer, & Vitiello, 2012; McWilliam, Scarborough, & Kim, 2003) and less engagement during whole group instruction (Rimm-Faufman, et al., 2005).

Taken together, the findings on prior studies suggest that an examination of individual characteristics (e.g., children's interactions and language practices) and contexts (e.g., instructional settings within the larger dual language immersion environment) are necessary to better understand how language practices and social behaviors, for example, are elicited by specific contexts or are consistent across context (Jones et al., 2016).

Instructional Settings in the Classroom

The intersecting contexts in a classroom provide a closer look at students' day-to-day interactions and language practices. Starting in kindergarten, learning becomes more dynamic (Rimm-Kaufman & Pianta, 2000; Shonkoff & Phillips, 2000) and includes key social processes with others (Cohen, Raudenbush, & Loewenberg-Ball, 2003; Tseng & Seidman, 2007). Play, whole group, and small groups are some of the common settings that are normally implemented in kindergarten (Hollo & Hirn, 2015; NICHD ECCRN, 2002b; Pianta, La Paro, Payne, Cox, & Bradley, 2002). Play and formal instructional settings have different but complementary means to encourage students' academic success. For example, formal instructional settings might focus more on rudimentary-like instruction of reciting the alphabet and learning to read while learning through play encourages opportunities like collaboration, negotiation, decision-making, and creativity (Yogman et al., 2018). Previous studies have found that traditional teacher-led didactic

whole-group instruction is common but concerning because it limits the interactions peers have with others and the teacher (Donohue, Perry, & Weinstein, 2003). This concern is important as social interactions promote children's social and cognitive development (Bronfenbrenner & Morris, 2006; Piaget, 1926; Vygotsky, 1978).

A largely unknown component of students' experiences at school is the extent to which instructional settings may support or constrain certain patterns of social interactions (Booren, Downer, & Vitiello, 2012) and language practices with classmates and teachers. In fact, researchers have consistently suggested in the past few years that careful consideration needs to be given to the context and perspective from which observations are generated that represent children's social competence (Campbell et al., 2016). Interactions in informal and formal instructional settings have implications for students' academic opportunities, including the opportunities to use, practice, and learn Spanish (Carranza, 1995) and develop certain social skills.

Relationships Between Language and Social Interactions Across Instructional Settings

Recent studies have begun to examine bilingual students' social development, and the role of language, more commonly in play settings (e.g., Aikens et al., 2017; Dominguez & Trawick-Smith, 2018; Jones & Shue, 2013; Li, Hestens, & Wang, 2016; Piker, 2013; Sawyer et al., 2018) than in other or a combination of settings. An ethnographic study of a Head Start center composed of three-to-five-year-old, predominately Spanish-speaking children, observed the social interactions of students with peers and teachers during daily free play over the course of four months (Piker, 2013). The four focal students observed during play, two of whom had some experience using English and two of whom had minimal English experience at the beginning of the school year, more commonly used Spanish as a medium of communication with

Spanish-speaking peers than with English-speaking peers. It is important to note that as Potowski (2004) suggested, the motivation for the four focal students to play with English-speaking peer made learning English a necessity (Piker, 2013). During free play interactions, for example, the focal students had to speak English to be full members of the play scenario, otherwise they were ignored or excluded (Piker, 2013). Dominguez and Trawick-Smith's (2018) study found that low-English proficient-speaking children played and communicated more with teachers than they did with peers. This study, however, did not detail if these interactions were teacher-led sessions or spontaneously initiated by students. Nonetheless, previous studies have examined the benefits and drawbacks of such teacher-as-playmate interactions (Weisberg, Hirsh-Pasek, & Golinkoff, 2013). When teachers play and converse with children, they model both play skills and language (Kontos, 1999). On the other hand, teachers can sometimes over-direct children's play or constrain their interactions with peers (Trawick-Smith and Dziurgot, 2010) and hinder children's opportunities to develop related skills.

Although one-on-one teacher–student exchanges occur infrequently (Wasik & Newman, 2009; Winton & Buysse, 2005), when they do occur, it is generally in teacher-structured settings, such as whole group (e.g., Booren, Downer, & Vitiello, 2012; Powell, Burchinal, File, & Kontos, 2008). Among teacher-led lessons in a dual immersion classroom, students' Spanish language use has been found to be higher when students were selected by the teacher to provide a response than when shouting out answers before being called on (Potowski, 2004). Potowski (2004) suggested that "this increase in Spanish use resulted because, after taking the trouble to bid for the floor and winning it over other students' bids, the students felt more pressure to use Spanish than if they had just shouted out their answers" (p. 87). This social pressure that students experience in relation to language use is important to examine further including the types of

responses students provide especially when the expectation of language use in a classroom setting (e.g., Spanish time in a whole group) differs from the student's dominant language (e.g., English). In addition, during teacher-organized or directed activities (e.g., whole group), teachers generally respond to and favor young children, including Spanish-speaking children, who are cooperative, engaged, and communicative (Booren, Downer, & Vitiello, 2012). Missing from the literature is the interactions that bilingual students have across multiple instructional settings.

In sum, investigating Spanish-English bilingual students' social interactions *within* and *across* multiple settings can reveal the holistic organizational contingencies even when largely, teacher-parent reported data suggest that bilingual students generally show advantageous interpersonal skills (e.g., Halle et al., 2014). In addition, instructional settings have important implications for Spanish-English language learning opportunities and the ability to engage in different contexts. According to Hamers (2004), "all language development happens via interactions embedded in the context of social environments. How many opportunities the child gets to interact with other English-language speakers depends on the classroom activity" (p. 341). Examining individual differences (e.g., social interactions and language practices) with contextual factors in mind (e.g., instructional settings in a dual immersion setting, parental goals) provides a sociocultural perspective on children's development.

Theoretical and Conceptual Framework

Because children's development involves both indirect (school settings and family) and direct exchanges (social interactions), *bioecological theory* (Bronfenbrenner & Morris, 2006) and *sociocultural theory* (Rogoff, 2003; Vygotsky, 1978) are used to guide the research questions, data collection, analysis, and the interpretations of the findings. Ultimately, the

combination of these theoretical stances helps to explain the key elements of students' relationships with others and language choices and functions.

Bioecological theory

Bioecological theory posits that multiple and interrelated systems contribute to children's overall development (Bronfenbrenner & Morris, 2006). Bronfenbrenner's five nested systems include: (1) the *microsystem* (the innermost layer which comprises interactions the individual student has with those closest to them such as other students and teachers in the classroom setting, and parents, siblings and others within the home setting, for example), (2) the *mesosystems* (the interactions between multiple microsystems), (3) the *exosystem* (neighbors, mass media, parents' workplaces, for instance, that do not involve the child directly, but that can nonetheless be influenced by it), (4) the *macrosystem* (the outermost layer like cultural values and norms, subculture, social conditions), and lastly, (5) the *chronosystem* (the bidirectional interactions within these systems over time) (Bronfenbrenner, 1977; Bronfenbrenner & Ceci, 1993, 1994; Bronfenbrenner & Morris, 2006). This model recognizes the importance to assess an individual's developmental processes in naturalistic settings to inform practice and public policy (Bronfenbrenner, 1970, 1974).

This theory is an extension of earlier formulations (e.g., Bronfenbrenner, 1979) in that it acknowledges individuals at the center of their development and their surrounding environments. Rather than the environment only impacting children's development, originally conceived as the *ecological systems theory*, processes like "complex reciprocal interactions between an active, evolving biopsychological human organism and the persons, objects, and symbols in its immediate and external environment" (Bronfenbrenner & Morris, 2006, p. 797) are also essential in understanding a human's life course.

This all-encompassing theory informs the *macro* and *micro* systems explored in the study across time. In particular, the *learning goals* that parents share during interviews related to the *relationships children have with others and their language use* will situate the participating student's interactions that they have with peers and teachers in school settings. For example, are the goals that parents have for their children's learning being fostered in the classroom? Wesiner's ecocultural theory recognizes instructional settings become useful units of analysis because they represent "what children…experience, and they crystallize the important aspects of development" (Weisner, 2002, p. 276). Understanding *how* social interactions and language practices develop requires that we draw from sociocultural theory and situate it as a critical part of the *microsystem*.

Sociocultural theory

Sociocultural theory, which theorizes that social interactions are a primary function of children's learning (Vygotsky, 1978), is intended to provide a focused examination of Bronfenbrenner's inner most layer, *microsystem*. Children's development occurs in day-to-day exchanges with other social agents, but according to Vygotsky, central to these processes, are the set of physical environments (e.g., instructional settings) or opportunities available to children. Within these set of social exchanges and physical environments, children learn new knowledge from teacher and peer supports, social interactions, and language practices, for example (Vygotsky, 1978; Vygotsky, 1999; Wertsch, 1985). Mediation and scaffolding are two means by which teachers and peers can facilitate the aforementioned learning. According to Vygotsky, language is a form of mediation between an individual student and teachers (and peers) at school and is an important tool for children's cognitive development (Muhayimana, 2017). For instance, a student that is more proficient in Spanish can be a mediator for a student that is less proficient

in the language and help the struggling student to reach new understandings. Scaffolding is the level of support from a teacher or peer to help a student learn a concept, answer a question, or complete a task (Bruner, 1996). A support by an instructor in a classroom setting where a student struggling to answer, "who was the key character in the story?" during whole group, might ask additional questions or prompts that will lead the student to the correct response (e.g., Let's look back at page…). Students should progressively become more independent and require less scaffolding as these routines are repeated over time (Bruner, 1996). However, previous research has demonstrated that teachers can over direct children's play or constrain children's interactions with peers (Trawick-Smith & Dziurgot, 2010) which can be more pronounced for students that are less proficient in the dominant classroom language. This study documents *how* teacher-student and peer-student interactions may have implications for students' learning opportunities, for example.

This comprehensive theoretical framework draws together multiple interconnected systems and individuals to inform the conceptual framework (Figure 1). This framework situates both macro and micro social dimensions to guide the study.

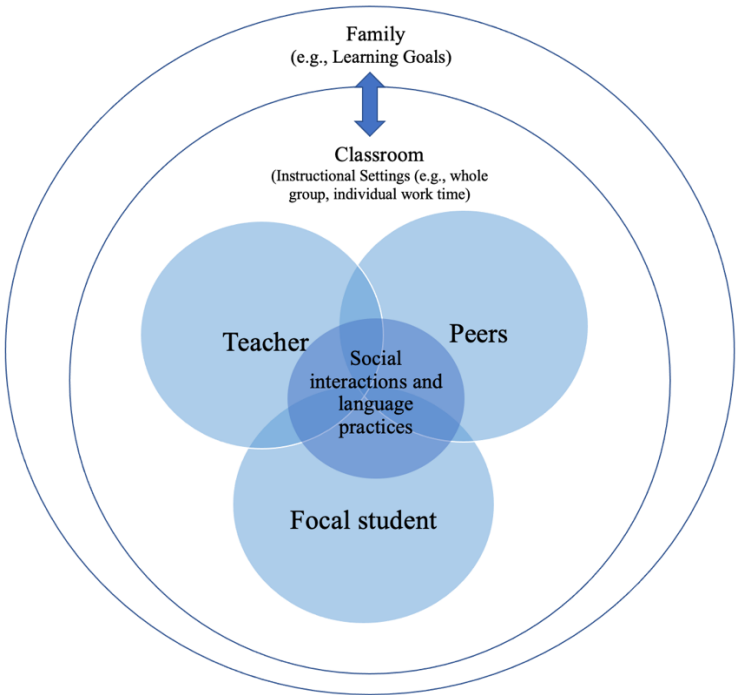


Figure 1. A conceptual framework of focal students' social interactions and language practices with the teacher and peers in the classroom embedded in family goals for their child's learning. This model is based on information from Booren, Downer, and Vitiello's (2012) study.

Chapter 3

Methods

This embedded single case study applied a sociocultural developmental approach to understanding the interactions that bilingual students had in a dual language immersion kindergarten classroom. Specifically, the following questions guided my study:

1. What goals do parents have for their child's social interactions and language practices? (Context to understand the goals and beliefs for their child's learning)
2. What instructional practices are used in the classroom to foster social interactions and English and Spanish language use? (Context to understand social interactions in the classroom)
3. How do Spanish-English bilingual students interact in formal instructional settings (i.e., whole group instruction, individual work time, and pair-share)?
    a. What are students' attitudes about the activities and languages observed in the classroom?

Researcher Positionality

A key memory that I recall from elementary school were the many differences between my peers and I as soon as I began formal schooling. Many of my peers spoke in English, ate sandwiches for lunch, spoke about their winter break vacation trips with their families, and frequently participated in class. I, on the other hand, was a native Spanish-speaker, ate bean burritos for lunch, stayed home during winter breaks, and rarely participated in whole-class conversations although there was a lot that I had to say. I believe that my understanding of these differences from a young age influenced the ways that I choose to engage with my peers. At times I chose to be more sociable and at other times more distant. These early lived experiences

give me both an insider and an outsider role to the participant group. I am aware that as an insider, I am closely positioned to the focal participants in some dimensions (e.g., native-Spanish speaker), but not in others (e.g., graduate student, academic researcher).

Later lived experiences as an insider (e.g., member of the Spanish-English bilingual community) and outsider (e.g., academic researcher) have been key to helping me critically reflect on my positionality and assumptions. As a researcher for over eight years, I have worked on various qualitative and mixed-method studies with a focus on bilingual students or bilingual students as a subgroup from a larger study. My insider role as a dual language immersion alumnus, for example, has given me the advantage during data collection to easily build trust with dual language immersion school administrators, teaching staff, and parents. I have noticed that these different community partners feel at ease and are candid and detailed in their responses during interviews, for example.

These insider and outsider reflexive practices have carried over as a graduate student and researcher. Qualitative courses have prepared me to consider the ethical considerations in conducting fieldwork and the importance of critical reflection on my researcher positionality and research process as I conducted research.

Research Site

The study was conducted in a public Spanish-English dual language immersion TK-5 elementary school in Southern California. In the 2021-22 year, the school had 387 students enrolled (California Department of Education: School Profile). Before the 2020-21 school year, ABC school (pseudonym) had a 90/10 immersion model starting in kindergarten, meaning that instruction was primarily in Spanish and decreased by 10% every subsequent year until reaching 50/50 between Spanish and English in 4th and 5th grade. The entire school transitioned to a 50/50

model in the spring of 2020 because according to the school principal and the classroom teacher in the study, they had an increasing student population that was English-speaking and learning Spanish as a second language. The school continued implementing the 50/50 model into the 2021-22 school year.

Any families that reside in the state of California can apply to enroll their child in ABC school. The school holds a public lottery every winter and preferences are given to students residing within the boundaries of the school district, siblings of enrolled students, children of staff, and students who qualify for free and reduced-price lunch. In the 2021-22 school year, more than half of the total student enrollment was female (53%, *N*=204; 47%, *N*=183 male), Hispanic or Latino (69%, *N*=267; African American: 15%, *N*=58*;* White: 9%, *N*=36; Two or more races: 3%, *N*=11; Asian: 2%, *N*=9), and close to 50% (*N*=195) were Free and Reduced-Priced Lunch Eligible (California Department of Education: School Profile).

Recruitment of School Site and Classroom

There was a two-step process for recruitment. The first step involved emailing school district contacts and principals across southern California about my study in the spring and summer of 2021. A handful of schools did not respond to my communication, while others shared that the school and/or district were limiting outside visitors due to the COVID-19 pandemic. The principal at ABC school responded to my email in early fall 2021 and agreed to meet over Zoom. During the virtual meeting, I provided an overview of the study, data collection procedures, timeline, and answered questions that emerged from our conversation. The principal's request for in-person data collection was that I agree to the COVID-19 guidelines that the school had in place (e.g., full vaccination and mask use). After our conversation, the principal

emailed all the kindergarten teachers in the school about the study to gather their interest to participate. Mrs. Bartel (pseudonym) was the first teacher to express interest.

Recruitment of Participants

I emailed Mrs. Bartel with more details about the study, including a timeline of data collection, days/times for data collection, and distribution of parent consent forms. With the support of Mrs. Bartel, all the parents and their children were invited to participate in the study (*N*=22). All parents received English and Spanish consent forms along with a short survey that asked parents to answer background information about their family and child (e.g., child's spoken language(s), race/ethnicity) (see Appendix A). Half of the parents returned a completed consent form and parent survey (*N*=11/22), and 10 of those parents (45%) agreed to participate along with their child in the study. Of the 10 volunteers, two children were predominately exposed to and spoke Spanish at home, four were largely exposed to and spoke English at home, and four were exposed to and spoke Spanish and English equally at home. These language determinations were made from the responses that parents provided in the survey they returned with the consent form. For example, a student was considered most exposed to and spoke English if the parent indicated in the survey that English was *always* or *often* the language that their child heard and spoke.

Sampling of Participants

One girl and one boy were randomly selected within each of the three language categories (i.e., predominately Spanish language background, predominately English language background, and balanced Spanish and English language background), for a total of six participants. The total number of participants was modeled after previous case studies (e.g., Booren, Downer, & Vitiello, 2012; Potowski, 2004) and methodology experts (e.g., Yin, 2009)

who recommend including subunits (i.e., one or more individuals) to enhance the insights into the holistic aspects of the case being studied. As shown in Table 1, two students largely had a Spanish language background (Clara and Eugenio), two students had a largely English background (Raul and Laura), and two students had a balanced Spanish and English background (Fanny and Jesus). After Table 1 there is a description of each student's family background and home language environment.

Table 1

Student Characteristics and Family Background

	Clara	Eugenio	Raul	Laura	Fanny	Jesus
Gender	Female	Male	Male	Female	Female	Male
Race/Ethnicity	Hispanic or Latino/a, White	Hispanic or Latino/a	Hispanic or Latino/a	Asian, White	N/A	Hispanic or Latino/a
Language(s) focal child learned first	Spanish	Spanish	English	English	English and Spanish	English and Spanish
Frequency that child **hears English** at home	Often	Often	Always	Always	Always	Always
Frequency that child **hears Spanish** at home	Always	Always	Occasionally	Never	Always	Always
Frequency that child **speaks English** at home	Never	Occasionally	Always	Always	Often	Always
Frequency that chil d **speaks Spanish** at home	Always	Always	Occasionally	Occasionall y	Occasionall y	Always

Early education background	Head Start program, Pre-kindergarten program, Speech therapy (before pre k)	Pre-kindergarten program	Head Start program, Childcare center, Preschool or nursery school program,	Childcare center, Preschool or nursery school program	Head Start (2 years)	Pre-kindergarten program (2 years)
Highest degree or level of school any adult in the household has completed	Bachelor's degree (e.g., BA, BS)	Bachelor's degree (e.g., BA, BS)	Some college, but no degree	Bachelor's degree (e.g., BA, BS)	N/A	Less than high school diploma
Total income of all persons in the household from October 2020-October 2021	$25,001 to $50,000	$25,001 a $50,000	$75,001 to $100,000	$125,001 or more	N/A	$0 to $25,000

Note. The names Clara, Eugenio, Raul, Laura, Fanny, and Jesus are pseudonyms.

Procedures and Measures

Data was collected in person and virtually from the fall of 2021 through the winter of 2022. Data collection included observations of the six focal students in Mrs. Bartel's classroom (in-person), one-on-one activities with the six focal students (in-person), interviews with a parent of each focal student (over Zoom and the phone), and an interview with the classroom teacher, Mrs. Bartel (over the phone). The following section describes the procedures and measures. A timeline of data collection activities and deliverables can be found in Appendix B.

Classroom Observations

Students' social interactions and language practices were captured through in-person classroom observations in the fall and winter of 2022. I visited Mrs. Bartel's classroom every Tuesday and Friday from November 2, 2021, until January 18, 2022, for a total of 13 days

(approximately 22 hours of observations). Prior researchers have utilized naturalistic observations to record children's interactions (e.g., Meisels & Atkins-Burnett, 2006; Neisworth & Bagnato, 2004) and language practices (e.g., Correa-Chávez & López-Fraire, 2019) because they lead to important insights to students' learning experiences.

I arrived at Mrs. Bartel's classroom every day shortly before the start of the school day (~9:00 am PST) and waited inside the classroom while Mrs. Bartel picked up the students from outside. As students walked into the classroom, they put away their backpacks and walked over to the sink to wash their hands. I sat in the back of the classroom by the back wall for most of the observations, but I moved around closer to the focal students when they worked individually to see what they were doing and hear what they were saying. I began the observations as soon as Mrs. Bartel started the lesson (~9:10 am PST) until students had their 30-minute merenda [*snack*]. I continued the observations once students returned to the classroom from their merenda until it was time for lunch (close to 12:00 pm PST). Each focal student was observed throughout the morning for ten minutes at a time (an observation cycle). For example, I located Clara and spent 10 minutes observing her and writing down field notes on her interactions. This process was repeated with the following five focal students throughout the morning period. A total of 107 observation cycles were captured. Clara and Eugenio each had 17 observation cycles, Raul, Laura, and Fanny each had 18 observation cycles, and Jesus had 19 observation cycles. The small differences in the observation cycles were due to instances when a student arrived late or had to step away from the classroom while I was set to observe them.

Observation field notes were focused and descriptive. To accomplish this, each observation cycle was guided by Patton's (2002) ideas about what an observer can attend to during observations, and which aligns with the study's theoretical framework. These include

observation of (1) human and social environment to see "patterns of interaction, frequency of interaction, the direction of communication patterns (from teacher to students and students to teacher)" (p. 380), (2) program activities, (3) language use, and (4) nonverbal communication such as "fidgeting, moving about" (p. 381). Because observations were conducted during the COVID-19 pandemic it was important to capture both verbal and nonverbal forms of interaction. At times, it was difficult to hear students as they were asked to wear masks. One way that I was able to discern whether students were speaking was by seeing if their masks moved and by getting closer to them. After every observation, I read and formalized my field notes, wrote analytic memos, and reflected on my ideas, impressions, questions, and items to consider for upcoming observations. A copy of the observation protocol can be found in Appendix C.

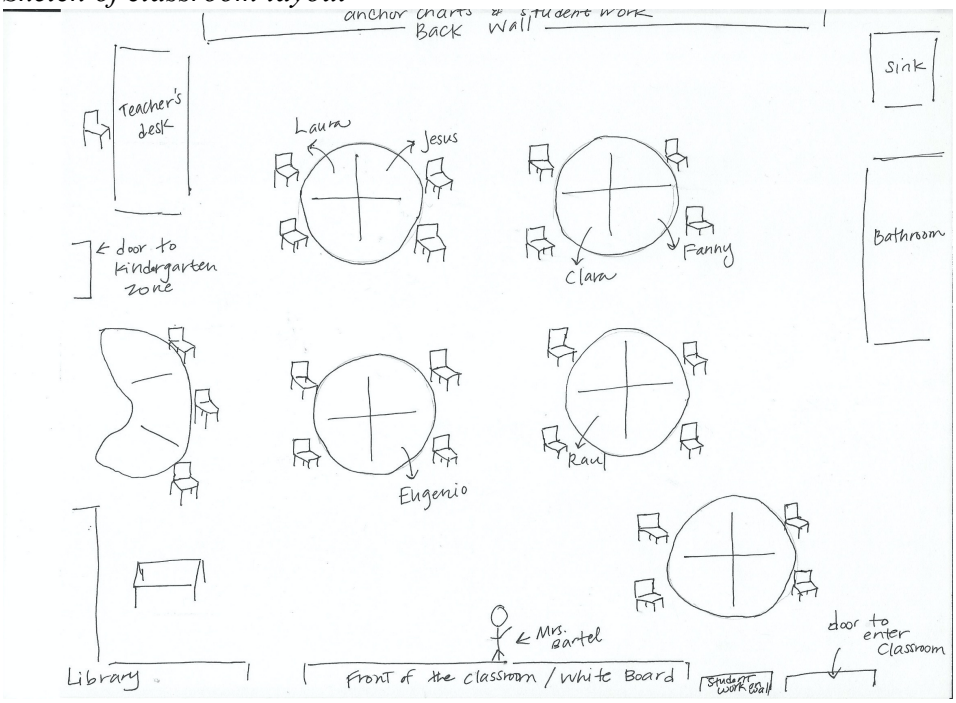
Description of the classroom. Mrs. Bartel's classroom had five round tables and a bean-shaped table. Each round table had three to four students and the bean-shaped table had two students. At each table, there was clear plexiglass (4x4) dividing the students.

The classroom was squared, with the east side of the classroom largely covered by a roll up door from floor to ceiling and covered with a large white curtain. According to Mrs. Bartel, the roll up door was intended to stay open, but it was not conducive to instruction. Next to the roll up door was a library with student books which included books like *I am René, The Boy: Soy René, El Niño* and *Shades of People*. On the opposite side of the roll up door was a one-stall restroom, and next to the bathroom was one small desk where one male student sat. There were no windows in the classroom.

The back wall of the classroom displayed students' work. At the beginning of the school year, there was a poster on the back that read: "What can you do that is different than what others can do?" with students' responses (e.g., "I can write my name"-Clara, "I can do a triple back flip

on a skateboard and I could cross my eyes while I'm doing that" -Laura, "I can write my name" - Jesus, "I can use patines [*skates*] and fight"- Eugenio). Another poster on the back wall read: "What have you learned about the skin we live in?" with a list of skin tones: "Chocolate chip skin, coffee and cream skin, cinnamon spice skin, toffee skin, ginger snap skin…" Next to this poster were two other posters. One was a diagram that was titled: "How do we get our skin color?" with responses: "Melanin, the sun, our ancestors (family that lived long ago)" and another poster: "How can we stop racism?" with students' responses on sticky notes around the question. The front classroom wall had a whiteboard and on one side students' written work and on the other side a calendar, pictures of seasons, and numbers.

Sketch of classroom layout



Student Language Attitudes Activity

In addition to observations, each focal student participated in a one-time student activity adapted from the *Language Attitudes Story Prompts (LASP) Protocol* (Bailey & Zwass, 2012). This activity was administered to capture, in a developmentally appropriate way, students'

attitudes about activities and languages observed in the classroom. This type of methodology is based on an elicitation procedure using prompts to complete a story designed to capture students' "internal working models of self, others, and relationships that shape expectations for an interpretation of future interactions" (Kelly & Bailey, 2020, pg. 3).

The student activities were administered in person from January 25, 2022 through February 2, 2022 outside in the kindergarten zone by Mrs. Bartel's classroom. I intended to conduct the activity in a quiet location in an empty classroom or office space to minimize distractions. Unfortunately, there was not a quiet space available in the classroom nor was there an empty classroom or office space available to conduct the activities. As I administered the activities with the students in the kindergarten zone, I could hear cars driving by the busy street and the construction noises next to the school. To hear students, I leaned in closer or asked them to repeat their responses. For students to be able to hear me, I spoke louder or briefly paused until the cars or construction noises were no longer loud and distracting. Administration of the activity with each focal student ranged from 14 minutes to 23 minutes, and students received a page of stickers as a thank you for their participation.

At the beginning of the activity, I explained to the students that we were going to play a story activity using Lego dolls. The activity included a total of five-story prompts and for each story, there was a set of dolls. The main doll character was the same gender expression as the student being interviewed (either Sofie or Marcus). The first story prompt was a practice item to ensure that the student understood the activity before continuing with the remaining four target story prompts. I began each prompt by reading the story in an animated and dramatic manner to encourage the student to do the same. At the end of the story prompt, I directed the child to continue the story by saying: "Show me and tell me what happens next." The students were

allowed to respond to prompts in either Spanish or English. At the very end of each story, I probed to understand their attitudes toward the story characters and the languages they used (for a copy of the protocol, see Appendix D). The Lego dolls were sanitized with Lysol spray as a precaution to minimize cross-contamination after each student participated in the activity. One of the three target story prompts recited to the students was about the morning song:

> *"Sofie/Marcus sits next to Sarah/Danny in class. Sarah/Danny gets up to sing Buenos Dias and "Hoy es [day of the week], hoy es [day of the week] si señor, si señor", but Sofie/Marcus puts her/his head down on the table and doesn't get up to sing the songs with the teacher and the rest of the class. Show me and tell me what happens next."*

In addition to the story about the morning song, there were two additional story prompts about students' writing and drawing their own stories, and one about listening to a story via iPad. With parent permission and student assent, all the student activities were audio recorded. After every student activity, I elaborated on my notes and wrote analytic memos to capture emerging patterns as well as challenges in administration. For example, I noticed that the first student, Clara, frequently glanced over and picked up the extra doll characters next to me when I read the stories. For the next student, I decided to put the extra doll characters away in a box (not in the view of the student). The next student was then curious about the characters in the box, so I decided to have the rest of the students play with the characters and toys before starting the activity.

Parent Interviews

In addition to the student-level data collection, one-time semi-structured interviews were conducted with the parent of Clara, Raul, Eugenio, Fanny, and Jesus in the winter 2022.[1] In January 2022, I sent an email to the parents of the six focal students reminding them about the

[1] Laura's mother did not participate in the interview. She was unresponsive to my emails after multiple attempts. A backpack reminder note was also sent with Laura and her mother did not contact me.

study and inviting them to participate in a one-time interview. Clara's mother was the first to reply to the email and requested that the interview be conducted on a weekday after work. Two days later, Jesus' mother called me to get more details about the study and schedule the interview for a Saturday morning. After a few email reminders, Raul's mother, Eugenio's father, and Fanny's mother scheduled their interviews for March 2022. Three of the interviews were conducted in English (Raul's mother, Eugenio's father, and Fanny's mother), one in Spanish (Jesus' mother), and one started in Spanish and transitioned to English about halfway through the interview (Clara's mother). The interview with Clara's mother was conducted over Zoom and the other four interviews were administered over the phone. With the permission of the parents, the interviews were audio recorded. The conversations generally lasted an hour except for two that were less than 30 minutes. For these two interviews, the responses were brief even with probing. At the end of each interview, parents were told that they could receive a copy of the audio file or transcripts so they could redact names or other information shared. None of the parents requested the audio file or transcript. I wrote analytic memos about emerging patterns and modifications to make for upcoming interviews.

Parent interviews provided key perspectives to understanding the goals and the types of social interactions that they want their child to have with others[2]. Most of the questions were open-ended except for one item that asked parents to share from a list of five statements, which one was the most important for their child to do at this age and explain why (e.g., [child's name] *seeks and initiates conversations with peers and the teacher*, [child's name] *shares about their culture* (for example, language, traditions, family) with their peers and/or teacher). Because data collection happened at the height of the COVID-19 pandemic, parents were also asked to share

[2] The parent survey had an open-ended question that asked parents to share what they expect their child to accomplish by the end of this school year. The responses from this question were also analyzed and reported.

how they perceived the COVID-19 pandemic was impacting their child's learning. The English and Spanish parent interview protocols can be found in Appendix E.

Teacher Interview

Lastly, a one-time semi-structured interview was conducted with the classroom teacher, Mrs. Bartel, in February 2022 after the classroom observations, student activity data, and two parent interviews. The interview with Mrs. Bartel was scheduled after collecting the student data to minimize the possibility of her instructional practices changing based on the questions that I asked during the interview. I emailed Mrs. Bartel the Monday after I completed the student activities with a few dates and times for the interview. The teacher replied that a weekday after school hours worked best for her. She also asked that the interview be done over the phone since there was a possibility that she would need to change classrooms.

I called Mrs. Bartel on the day that the interview was scheduled and asked her if it was still a good time for us to have the conversation. She confirmed that we could proceed as planned. I read the introduction language and with her consent, pressed record on OneNote, and continued with the questions. The first set of questions was about her experience teaching in a dual language immersion school and the training and preparation she had before teaching at ABC school. Parts 2 and 3 of the interview were focused on her instructional practices related to the opportunities she provided in the classroom for students to interact with others and the use of English and Spanish in the classroom. About halfway through the interview, I heard some students in the background and Mrs. Bartel say that it was okay to place chairs anywhere. The teacher then mentioned to me that she was going to move to another classroom. After she moved to a new classroom, we proceeded with the rest of the conversation which lasted about 75 minutes. At the end of the interview, I told Mrs. Bartel that I would be happy to share a copy of

the audio file or transcripts so she could redact names or other information shared. Mrs. Bartel did not request the audio file or transcript. The teacher interview protocol can be found in Appendix F.

Data Storage

I created a password-protected data management spreadsheet and plan before data collection began. The spreadsheet contained unique codes for each participant who returned a consent form, parent responses to the survey, and details about data collection (e.g., date and time of the interview, language used in the interview, setting, etc.). The parent interviews, teacher interview, and student activities were audio recorded using a hand-held device. The parent interviews conducted in English and the teacher interview were transcribed using Rev.com, a speech-to-text online service. The Spanish interviews and student activities were transcribed by an undergraduate research assistant who also helped to code a portion of the data. The observation field notes were handwritten and then typed on OneNote, a Microsoft note-taking program. All the data was stored in a password-protected folder on my personal laptop.

Data Analysis

At the start of my analysis process, I reviewed the notes and analytic memos that were written at the end of each data collection day. This initial process was critical in helping me reflect on the patterns that I observed during data collection. I then read through the observation field notes, student activity transcripts, and interview transcripts and noted initial patterns within and across data sources. After reading the data, I coded the data inductively (*in vivo*), a ground-up approach in which codes were derived from the data and deductively, a priori codes from the literature (Saldaña, 2016). I grouped codes into categories and subcategories. For example, for the observation data, *interaction type* emerged as a category, and *students followed directions*

and *students tracking the lesson with their eyes* as two subcategories. I created a draft codebook with a list of codes, definitions, and an example of each code during the coding process. The codebook can be found in Appendix G.

After coding the data, two undergraduate research assistants helped code a subset of the data. Every week for ten consecutive weeks, the two research assistants were assigned to review and then independently code a subset of the data to establish reliability. I served as the main coder. The research assistants sent me their coded files and we came together every week to compare our results and discuss discrepancies. In total, one research assistant reviewed and coded the teacher interview (100% of the total teacher data), one parent interview (20% of the total parent data), and six student activities (100% of the total student activity data) independently. The second research assistant reviewed and coded four parent interviews (80% of the total parent data) and four days of observation data (30% of the total observation data) independently. I used percent agreement to calculate inter-rater reliability. There was 80% inter-rater reliability for observation data, 85% for student activity data, and 80% for parent and teacher interviews.

I read through the coded data to generate themes (Braun & Clarke, 2006). Throughout this analysis process, I frequently revisited my research questions and made relevant changes to my themes to make sure that I reported findings that answered my research questions. Table 2 lists the research questions and the data sources used to answer the questions. For the first research question, I triangulated the parent interview data with the responses from the parent survey related to the expectations parents had for their child's learning by the end of the school year. I also used my theoretical and conceptual frameworks to guide me in the data analysis

process, particularly, in understanding students' interactions as part of larger systems (i.e., school and home).

Table 2

Research Questions and Data Sources

Research Questions	Data Source
1. What goals do parents have for their child's social interactions and language practices?	Parent interviews Parent surveys Teacher interview
2. What instructional practices are used in the classroom to foster social interactions and English and Spanish language use?	Teacher interview Observations
3. How do Spanish-English bilingual students interact in formal instructional settings (i.e., whole group instruction, individual work time, and pair-share)? a. What are students' attitudes about the activities and languages observed in the classroom?	Observations Student activities

Validation

I incorporated a few strategies to enhance the credibility of the study findings. Before I started collecting data for my study, I piloted the interview and observation protocols. I observed six classrooms virtually (three kindergarten classrooms and three first grade classrooms), I interviewed two parents of kindergarten and first grade children, and interviewed six teachers (three kindergarten teachers, two first grade and second grade teachers, and one fourth grade teacher). After this pilot, I simplified the language of questions in the interview protocols to be more accessible to teachers and parents.

After the data was collected, I wrote *rich descriptions* (Geertz, 1973) of the interactions that students had in the classroom to provide readers with the ability to connect with what I

observed in the classroom. For example, I captured non-verbal and verbal interactions, including direct quotes from students by taking field notes. Although audio and video recording observations are ideal, the COVID-19 pandemic added a layer of complexity to data collection. It was important to minimize distractions in the classroom during this critical transition back to in-person instruction. In addition, *conflicting information* (Creswell, 2014) was included when the perspectives of some participants did not align with the majority. Lastly, as mentioned in the prior section, I *triangulated* (Creswell, 2014) the parent interview data with the parent survey data to build on their perspectives at two-time points, at the beginning and midway through the school year.

Family Background and Home Language Environment

Clara: Clara is an only child. She lives in a duplex home with her mother and father. In the other home on the property lives Clara's grandparents from her mother's side, her aunt, her uncle, her uncle's wife, and two male cousins that are two and three years old.

Clara had exposure to multiple languages at a young age but has daily Spanish input. Clara's mother, dad, uncle, and aunt all speak to each other in English. Clara's mother and grandparents speak to each other only in Spanish. Clara's mother only speaks to Clara in Spanish and her father attempts to speak to her only in Spanish as well. Clara's mother added that her husband is half Mexican and half Irish and is not a proficient Spanish speaker, but continues to learn Spanish. In addition to the English and Spanish exposure that Clara receives at home, she has also been exposed to Cambodian (from her uncle's wife) and Russian (from her mother's friend) languages.

Clara speaks Spanish to her mother, grandparents, uncle, and aunt and for most of the time, to her father. Clara's mother added that Clara is a "very good codeswitcher" because she

can be speaking in English and halfway through the sentence switch over to Spanish, however, Spanish is her language of choice to communicate with others. Clara communicates differently with her uncle's wife who speaks English and the Cambodian language. According to Clara's mother, Clara grasped from an early age that her uncle's wife did not speak Spanish so to communicate with her, Clara would make up her own words. In these instances, Clara's mother translated for Clara.

Eugenio: Eugenio is one of two siblings. His sister is older than him by a few years. Eugenio's father came to this country when he was a child and has now spent 32 years living in the United States.

At home, Eugenio is predominantly exposed to Spanish. His father speaks to him in Spanish and sometimes his sister speaks to him in English. Eugenio's father pays close attention to the way that his two children communicate "to make sure that what they're saying is either correct or make sense grammatically, or they're using the proper, um, phonetics and things like that." On a recent trip to the park, Eugenio's father heard Eugenio say, "Te puedes parquear allí" ["You can park there"] and pointed out to his son that "parquear" ["park"] is not the correct word for park, rather it is "estacionar." It was common for Eugenio's dad to make these corrections and translate the phrase or word into English.

In general, Eugenio speaks Spanish at home "because of his culture and customs" and has been exposed to it more. For example, if Eugenio's dad speaks to him in Spanish, Eugenio will commonly respond in Spanish: "rarely he speaks a phrase of English with me once in a while he might burst something or when he is singing, he might try to sing something in English, but it's on his own terms." With his sister, Eugenio will start speaking in Spanish and might say an English word or phrase with his sister. According to his father, Eugenio has been saying more

English words like Mohawk that are common among kids his age than he was not using prior to starting Kindergarten.

Raul: Raul is the youngest of three siblings and lives in a two-parent household. At home, he is only exposed to English as his parents “don't really speak Spanish to the children.” According to Raul’s mother, when she and her partner attempt to speak to Raul and his siblings in Spanish, “they don't understand what we're saying, or they refuse to answer.” As is the case with many families, children may also be exposed to one or more languages when interacting with extended family members or friends in ways that are different from the immediate family. However, Raul’s mother confirmed that family members and friends speak to him in English.

At the time that Raul’s mother completed the questionnaire that was attached to the consent form, she noted Raul spoke Spanish occasionally at home. When she was interviewed five months later, she added that Raul “doesn't speak Spanish."

Fanny: Fanny is an only child. She lives with her two parents, her grandparents from her mother’s side, and her uncle who is sixteen (her mother’s little brother). Fanny’s mother described their family as “big,” “close,” and “supportive.” Her mother also added that Fanny gets a lot of support from all her family, including her grandparents, her uncle, and her father.

Fanny receives both English and Spanish input at home. Her parents use a combination of English and Spanish, but mostly English. Her uncle communicates with Fanny in English and her grandparents speak to her in Spanish.

Fanny speaks both English and Spanish at home, but it depends on whom she is speaking with. If Fanny is speaking with her grandparents, she will use Spanish. Fanny’s mother has noticed that when her daughter is speaking Spanish with her grandparents, there are times that

she codeswitches and “puts in an English word” because it’s difficult for her to speak solely in Spanish. With her parents and uncle, Fanny communicates in English.

Jesus: Jesus is the oldest of two children. He lives with his parents, his 3-year-old brother, and 16-year-old female cousin. His mother described their family as “muy unidos" [“very close”] and Jesus as “muy platicador” [“very talkative”] at home.

According to his mother, Jesus hears English and Spanish at home. His father speaks to him in English and Spanish, his 16-year-old cousin and little brother speak English, and his mother only speaks to him in Spanish because she does not know how to speak English. Jesus also receives English and Spanish input from his uncles who visit their home frequently.

Jesus has communicated in English and Spanish since he was preschool age. He speaks English or Spanish depending on who it is that he is speaking with, but his mother feels that he communicates more easily in English. For example, he speaks in English with his brother, cousins, uncles, father, and sometimes with his mother. Jesus will sometimes respond to his mother in English even though his mother communicates with him in Spanish. When this does happen, his mother asks him to respond in Spanish. In addition to speaking Spanish with his mother, he also speaks Spanish with his aunts.

Chapter 4

Findings

This chapter is guided by the conceptual framework of this study. First, I describe the goals that parents had for their child's learning as they transitioned back to in-person instruction and the perceived impact of the COVID-19 pandemic on their child's learning. Next, the instructional practices in Mrs. Bartel's classroom are detailed to show how opportunities in the classroom support and constrain patters of interactions in the classroom. The last section focuses on the ways that the six focal students interacted with the lead classroom teacher, Mrs. Bartel, and peers across whole group instruction, individual work time, and pair-share activities. The language that students communicated with Mrs. Bartel and peers (i.e., Spanish or English) as well as the purpose of their communicative efforts (to inform or request) in these three settings are also captured.

The section that follows describes the learning goals that parents[3] had for their child's learning as students transitioned back to in-person instruction since the onset of the COVID-19 pandemic. Overall, parents valued bilingualism, specifically the importance of their child learning to communicate in Spanish and English, both orally and in writing. Other aims included developing their social skills, academic development, and learning a third language. Parents also believed the COVID-19 pandemic impacted student learning. In particular, parents thought learning from home improved their child's communication skills but affected their social and academic development as well as their mental health. At the end of this section, the role of teacher input in the context of these findings is also reported. Overall, these findings help to contextualize the student's experiences in the classroom.

[3] The findings reported include the parents of five of the six focal students. I was unable to connect and interview the sixth parent, Laura's mother, after multiple outreach efforts.

Learning Goals That Parents Had for Their Child

Learning Spanish and English were the most common goals that parents had for their child. In addition to these goals, parents also shared other skills they deem important for their child to learn at this young age. These included initiating conversations with peers and the teacher as well as sharing about their culture. Table 3 provides a summary of the learning goals that each parent had for their child.

Learning Spanish

In the study, all parents thought it was important for their child to learn Spanish. Parents wanted their child to learn new words and communicate both orally and in writing. For example, Raul's mom would like for her son "to learn more Spanish words" and Eugenio's father's "goal is that at one point they [Eugenio and Eugenio's sister] speak intellectual Spanish." It was important for Clara's mother that her daughter's Spanish strengthen and that she learn to write in Spanish.

What differed across parents was their motive for wanting their child to learn Spanish. Clara and Fanny's mothers wanted their daughters to learn Spanish to maintain ties to their culture. For Clara's mother, it was important that Clara learned Spanish to be able to communicate with others when visiting their family's home country:

> "Porque el día de mañana, yo la llevo tal vez al Salvador a visitar a mi familia o ir a México a visitar familia de mi esposo. No queremos que ella vaya a llegar a ese punto donde no se pueda comunicar ni para ordenar comida. Que ella pueda pues mantener una buena conversación con todos" ["Because someday I may take her to El Salvador to visit my family or to Mexico to visit my husband 's family. We don't want her to get to that point where she can't communicate or order food. We want her to be able to have a good conversation with everyone"].

Fanny's mother wanted her daughter to learn Spanish to communicate with her grandmother, who was a Spanish speaker, and to keep the "language alive:"

> "To continue to use her, her Spanish, her language of Spanish because my mom doesn't speak English. I talk to her in English, and I try to talk to her in Spanish too, but I want her to keep the language alive in her."

Unlike Clara and Fanny's mothers, Raul's mother would like that her son learn to "feel confident enough to use them." Jesus' mother stressed the importance of Jesus learning Spanish so that he can help translate in situations that may arise in public:

> "Un ejemplo, yo, no sé mucho inglés entonces, yo cuando voy a comprar a algún lugar, digo, ojalá me toque alguien que sepa hablar español. Y por eso yo quiero que aprenda de los dos, para que así en un futuro pueda ayudar a otras personas que no sepan. Como si la persona necesita algo, porque yo le digo a él, un día vas a trabajar, antes de tener una carrera. Y qué tal si trabajas en un lugar y la gente no sabe pedir las cosas en inglés le digo. Tú tienes que estar ahí, le digo, para la gente que no sabe pedirlo. Le digo porque hay muchos lugares donde vas y los cajeros hablan puro inglés, y a veces es un poco difícil pedir las cosas" ["One example, I don't know much English, so when I go shopping somewhere, I say, I hope I get someone who knows how to speak Spanish. And that's why I want him to learn both [Spanish and English], so that in the future, he can help other people who don't know [English]. Like if people need something, because I tell him, one day you are going to work, before having a career. And I tell him, what if you work in a place where people don't know how to ask for things in English. You have to be there, I tell him, for the people who don't know how to ask for it. I tell him, because there are many places where you go and the cashiers only speak English, and sometimes it is a bit difficult to ask for things."]

Some students were acquiring Spanish before kindergarten and discussed next.

Parents noticed that learning from home, prior to enrolling their child in kindergarten, improved their child's language use. Raul's mom described that having Raul at home during the COVID-19 pandemic and spending more time with his family helped him to express himself better to his parents and siblings. In addition, Raul's mom noticed a positive change in his language development as he continued to receive regular speech therapy. Fanny's mother also observed Fanny's Spanish language improved because she spent more time with her grandmother, a Spanish speaker, during the pandemic. Fanny's grandmother lost her job and cared for Fanny at home, which in turn, resulted in Fanny hearing and speaking more Spanish than she would have if she was enrolled in in-person preschool.

Learning English

Parents also emphasized the importance of having their child learn English. Like Spanish, parents wanted their child to communicate in English, both orally and in writing. Eugenio's father would like for his son to be as fluent in English as in Spanish. Clara's mom hoped that as with Spanish, Clara would also learn to read and write a few words in English. In fact, Clara's mother had specific goals for her daughter's literacy development: "Quisiera verla a ella tal vez leer uno de sus libros pequeñitos que tienen tal vez unas tres oraciones o una oración, que ella pueda tal vez al terminar kindergarten" ["I'd like to see her maybe read one of her little books that have like three sentences or one sentence, that she can do it maybe by the end of kindergarten"]. Jesus' mother expressed wanting her son to learn English equally to Spanish as it would put Jesus in a place where he could utilize his bilingual skills to help others.

Social Skills

In addition to the Spanish and English language and literacy goals, parents also mentioned the importance of their child's social development, particularly after being home for almost two years. Fanny, Jesus, Eugenio, and Clara's parents believed the limited social interactions their child had during the pandemic impacted their social development. For instance, Fanny's mother reiterated that her daughter was shy and that gaining the confidence to make new friends did not come easy to her. When Fanny was in Head Start before the pandemic started, Fanny began to slowly gain the confidence to make friends, but when the pandemic began and schools closed, she reverted to being more reserved. Now in kindergarten, Fanny was social in school, but less so outside of school. Fanny's mother added the challenges her daughter had in initiating interactions with children at the park: "It's hard for her to make a friend unless somebody comes up to her, and then she'll warm up to the person and she's fine. But just getting

her to have that courage to go ask someone to play with her or not be so shy." As described later in the findings, there were no play centers for the first half of the school year for Fanny to have opportunities to initiate interactions with peers during play time, for example. Jesus' mother shared that his son was "really shy" and she would like for him to socialize more with children, but recognizes that he is slowly making improvements: "Ahora que entró al kínder con Mrs. Bartel, ya platica un poco más, pero siento que es muy tímido para ser amigos" ["Now that he started kindergarten with Mrs. Bartel, he talks a little more but I feel that he's too shy to make friends"].

Academic Development

Parents believed it was important that their child perform at grade level, an area that they felt was affected by the COVID-19 pandemic. Fanny's mother, for example, wanted her daughter to be at grade level in reading, writing, and math. Raul's mother hoped for her son's progress to be at grade level while also making progress in his speech development.

Parents' focus on their child's academic development largely stemmed from their perceptions of the impact that the COVID-19 pandemic had student learning. Fanny and Jesus' mothers noticed changes in their child's academic learning. Fanny's mother added, "The pandemic affected her…even academics" while Jesus' mother mentioned that before Kindergarten, Jesus "no asistió mucho tiempo a clases y como que lo que había aprendido, algunas cositas se le estaba olvidando" ["did not attend classes for a long time and he was forgetting some of the things he had learned"]." In fact, Jesus' mother hoped there would not be any more school closures because she believed "que los niños aprenden más en la escuela que por Zoom. Es más como que no se enfocan tanto [por Zoom]" ["that children learn more at school than by Zoom. It's like they don't focus on Zoom"].

Learning a Third Language

One of the mothers in the study also wished for her son, Jesus, to learn sign language in addition to Spanish and English. This goal that Jesus' mother had stemmed from seeing people in public communicate in sign language. Just as she wanted her son to learn Spanish so that he can help translate in situations that may arise in public, she also wanted him to be able to understand individuals that communicate in sign language: "Y yo pienso que esas personas, si van a comprar algo, o necesitan algo, mucha gente no les entiende y a mí me gustaría, si algún día le piden ayuda a mi hijo, algún día, sepa entenderlos" ["And I think that these people, if they are going to buy something, or need something, many people do not understand them, and I would like that if one day, they ask my son for help, one day, that he understands them"].

Table 3

Summary of the Learning Goals That Parents Had for Their Child

Focal student	Learn Spanish	Learn English	Social Development	Academic Development	Learning a Third Language
Clara's Mom	X	X			
Raul's Mom	X			X	
Fanny's Mom	X		X	X	
Eugenio's Dad	X	X			
Jesus' Mom	X	X	X		X

Types of Social Interactions That Parents Wanted Their Child to Experience

To learn more details about the types of interactions parents wanted their child to experience, parents were provided with a list of interactions that are common for children to have at this young age, they were asked to select those that were important for their child, and explain

why. Findings show there was not one common type of interaction. Some emerging patterns did emerge in their motives for prioritizing some of the interactions, which included areas they wanted their child to improve on and reasons aligned with their values and culture.

As shown in Table 4, parents had different priorities for the types of social interactions they wanted their child to have with others at this young age. Parents determined the type of interaction they considered important based on the (1) areas where they noticed their child needed to improve, (2) preservation of values and culture, and (3) the benefits to their child's learning.

Table 4

Summary of the Types of Social Interactions That Parents Want for Their Child to Experience

Focal student	Seeks and initiates conversations with peers and the teacher	Interacts with diverse peers in class*	Shares about their culture**	Respectful to others***	Engaged in class during instruction****
Clara's Mom					X
Raul's Mom		X			
Fanny's Mom	X		X		
Eugenio's Dad				X	
Jesus' Mom	X	X	X	X	X

Note. *including peers that have different abilities, gender identities and backgrounds (for example, racially/ethnically, and/or linguistically)
**For example, language, traditions, family
***For example, listens, thoughtful of others' feelings
****For example, participating with the teacher and students during morning songs, working on the assignment that the teacher gives students to complete

Areas Where Parents Noticed Their Child Needed to Improve

Two of the five parents felt their child needed to improve on certain types of social interaction and hence why they were priorities to them. Fanny's mother, as she mentioned previously, would like for her daughter to "speak up and ask the teacher for help or make a

friend to socialize." The mother recounted the challenges her daughter had with initiating interactions with other children, "I take her to the park every week but like only if someone asks her, Hey, you wanna be my friend? Or do you wanna play? She'll play. Other than that, is just she's on her own." Fanny's mother was considering ways that might help her daughter to feel more comfortable initiating interactions, "She's not in a team and I wanna put her in sports cause I think that will help a lot." Clara's mother noticed that her daughter had perfectionist tendencies from observing her in extracurricular activities that Clara was enrolled in. For example, Clara took gymnastics classes and her mother noticed that Clara wanted to be perfect in the activity from the moment that she started the classes. Even when the gymnastics coach explained and showed Clara new skills, Clara would shut down and not listen. Because of these experiences outside of the home, Clara's mother thought it was possible that her daughter needed to improve on being engaged in class during instruction. However, as observation findings demonstrate in later sections, Clara was engaged in the classroom (e.g., followed directions) during observations.

Preservation of Values and Culture

Two of the parents' goals were based on their hope to preserve their family's values and culture. Eugenio's father wanted his son to be respectful of others because he noticed the lack of respect that individuals have toward others in this country. He described "all the smash and grab that has occurred on those protests…on TV because of George Floyd" and how Eugenio and his daughter asked him about this type of behavior, "Why are they stealing, why is it that mom and dad doesn't tell them that that is wrong?" In addition, Eugenio's father commented on the lack of respect toward educators in this country. As a former educator working at a large school district in California, he witnessed firsthand how children in middle

school had more difficulty following instructions than younger children. Because of these two observations, Eugenio's father did not want Eugenio to lose respect for others given that for him, respect is a "basic fundamental value that a lot of youth are missing out." Fanny's mother explained that it was important that her daughter feel proud and not ashamed of her culture and "who she is."

The Benefits of Interacting with Others

Two parents briefly mentioned the benefits of one or all types of interactions. For Raul's mother, it was important that Raul interacted with diverse peers so that he can "learn from everybody" and learn "about other cultures." Interestingly, she later explained that she did not see how "the kids at this stage will share about their culture, unless you're like speaking Spanish or something. Then they just do it because that's what they're hearing." Jesus' mother believed that all interactions that Jesus had with peers and the teacher would help him. The mother did not expand on how she thought, for example, that Jesus sharing about his family with peers and the teacher would benefit him.

Mrs. Bartel learned about parent goals during parent conferences. Mrs. Bartel had a few Transitional Kindergarten (TK) students in her classroom for the 2021-22 school year. Some of the parents of these students wanted their child to be promoted to first grade for the following school year. This information that the parents shared gave Mrs. Bartel a sense of how the goals of the parents aligned with hers: "I need to really make sure that I have this parent understand how we can get there or how we might not get there. So it's [goals that parents have for their child] really good information." Mrs. Bartel did not say whether the information parents shared with her impacted her instructional practices. Children learning Spanish and becoming bilingual was one of the goals that many families at ABC school had in common and that Mrs. Bartel

frequently spoke with parents about. According to Mrs. Bartel, she had tried over the years to get parents to understand that this goal is difficult to accomplish because ABC school does not have "enough kids that speak in Spanish" to maintain a 90-10 model where the language of instruction would be primarily in Spanish. Many of the students in ABC school, including her classroom, have parents that speak some Spanish, but they do not use it frequently enough with their child at home to help them become bilingual speakers. There was also another set of parents that do not speak Spanish or there are not enough Spanish role models in the home to support their child with their Spanish. For example, if Mrs. Bartel sends a "worksheet home that is, "¿Cuál es el sonido inicial de esta palabra?" ["What is the initial sound of this word"] well sometimes the family doesn't even know how to read the word. So they don't know the right sound." Some parents had expressed disappointment with ABC school being a 50-50 model because they want more Spanish to be taught. Mrs. Bartel believed that in order "for that to be successful, you need Spanish speakers. Without the Spanish speakers, in a [immersion] program like ours, where it's an immersion program, there won't be success."

Parents described the challenges they had experienced in supporting their child's learning or behaviors. Clara and Eugenio's parents spoke about the times when their child had some behavioral challenges or curiosity toward a topic but did not have the knowledge to support their child in those situations. Eugenio's father, for example, had found it difficult to respond to some of the questions his son asked: "He might question me and it will be kind of hard for me to formulate an answer that can be comprehensible to him…mostly interactions that we have where he asks questions that sometimes I don't even have an answer. And I have to be honest and say, you know what, I don't know what you're asking me, it is beyond my comprehension." In addition, Clara's mother had some moments where she felt frustrated for not being able to

control her daughter's tantrums: "I don't know what to do. I really have no idea. I should. I'm an educated person. I read every book on this stuff. I know what I should be doing, but it's not working." Lastly, Fanny's mother would like to be more proactive in her daughter's learning: "Like having her speak more in Spanish, watch more shows in Spanish. If she is talking to my mom and she, she makes a grammatical error, like have them correct her, like help me by correcting her."

It was clear from speaking with the parents of the focal students that they value bilingualism and were open to providing their children with fulfilling learning experiences. The motives behind the goals they had varied, and in some cases, may be stronger for some families, but what we do know is that they were all actively looking for ways to support them to meet the goals they had. Fanny, for example, was a "shy" child, but her mother was considering putting her into sports to help her daughter's social skills. The section that follows describes the supports and constraints of learning from the teacher's perspective during the COVID-19 pandemic.

Instructional Practices to Foster Social Interactions and English and Spanish Language Use During the COVID-19 Pandemic

The types of interactions that children have in the classroom are largely determined by the types of learning opportunities provided in the classroom. At the time of the interview, Mrs. Bartel had over ten years of experience teaching, predominately kindergarten with some experience teaching at the preschool level. Eight of the ten years were spent teaching at ABC school. According to Mrs. Bartel, she created opportunities for students to share about themselves and their families while also making a positive and inclusive classroom environment for all students. She also dedicated time and space in the morning for students to learn and use Spanish and in the afternoon time for students to learn and use English. The COVID-19

pandemic added a layer of complexity to the types of interactions that were permitted in the classroom. Tables had clear plexiglass dividers and students were not allowed to interact with peers at other tables. This section provides the teacher's viewpoint about the learning supports provided for students in times of the COVID-19 pandemic and in a 50-50 dual language model.

Instruction During COVID-19

Mrs. Bartel implemented opportunities for students to move and interact, but they were constrained to protect the health of students. Schools across the nation set procedures to minimize exposure to the COVID-19 virus. In ABC school and in Mrs. Bartel's classroom, students had to wear a mask and were instructed to remain in their assigned seating area for the duration of the day. Students had opportunities to get up from their seats and move in their area when Mrs. Bartel, for example, played music and showed videos, but there were no centers, a common instructional setting in kindergarten where students get to move around and interact with peers. According to Mrs. Bartel, centers were typically students' favorite time of the day and her favorite time of the day because it was a time for "building relationships or me getting to know them, them getting to, getting to know each other, learning how to be around each other." There were attempts made at the beginning of the year to have centers, but it was too challenging, and the school did not yet have the capacity to run them efficiently: "We couldn't sanitize toys fast enough, passing them out was taking forever. Unfortunately, we still can't have something like that." In addition to the limited activities, **e**ach round table had clear plexiglass dividers between the students which meant that Mrs. Bartel could not place materials at the center of the table for students to build their sharing skills. The clear dividers also made it more difficult for students to have conversations with peers at their tables. In fact, Mrs. Bartel felt that

students were “so far away that [she] can’t even like, figure out like, who is the one making the noise under the mask.”

Mrs. Bartel spent more time teaching social skills (e.g., sharing and getting in line) at the beginning of the 2021-22 school year than she had in previous years. According to Mrs. Bartel, many of the students she had in the 2021-22 school year did not attend an early education program where they typically learn concepts like sharing. Mrs. Bartel noticed that many of the students started kindergarten not knowing how to share or get in line and as a result, relationships were affected: “We had the biggest issue with like everybody wanting to be in the front, everybody fighting all the time about being in front of the line or someone cutting, which is like typical for kindergarten, but not to that degree. We had to do a lot of work at the beginning of the year because I saw their relationships really being affected.” With time and effort, Mrs. Bartel created a “good classroom community” where students repaired “their mistakes on their own. I'll hear them say, like, it doesn't matter if you're not the front of the line or the back of the line, or thank you for being such a good friend, that sort of thing. We've been able to grow from that, but at the beginning of the year, it was really, really challenging and, you know, the space itself was not conducive for kids building relationships or for me being able to support the building of those relationships.”

Instructional Practices to Foster Social Interactions

Overall, Mrs. Bartel focused on teaching foundational skills like days of the week, the calendar, and letter and word sounds for the first half of the 2021-22 school year. After teaching the material and practicing together, students had time to apply the learning on their own (e.g., completing a worksheet). This approach was a shift from the constructivist approach implemented prior to the COVID-19 pandemic. This change in instructional practices limited the

opportunities that students had in the classroom. Nonetheless, Mrs. Bartel incorporated strategies for students to interact with others and learn from their peers whenever possible.

Mrs. Bartel shared creating opportunities for students to seek and initiate conversations with peers, however, they were infrequent. Some of the ways that Mrs. Bartel created space in her classroom for students to seek and initiate conversations with peers was by talking about their day, singing together as a class, and giving students opportunities to talk with peers about their experiences, thoughts, and ideas. Mrs. Bartel mentioned that her students struggled with the guided conversations that she led in the classroom. She observed some students “shut down” and not participate while other students tried “to take over the conversation.” Mrs. Bartel incorporated activities that allowed for conversations to feel "free" and "authentic.” For example, she had an activity in which all students went outside to the patio with their notebooks and were asked to read their "published writing" to five of their friends of their choosing. The activity was somewhat guided, but children had the freedom to select whom to share their stories and what to share. I only observed this activity once during the times I visited the classroom. Singing songs, which is not an activity that necessarily lends itself to conversations with peers, was more frequently observed in the span of time that I was in the classroom.

Mrs. Bartel thought about the classroom design and seating arrangements to foster interactions with diverse peers in class, including peers with different abilities, gender identities, and backgrounds. Mrs. Bartel thought the classroom design and seating arrangement were important pieces to create a positive and inclusive classroom environment for all students. The classroom had five round tables with the purpose being to create a sense of community where students learn to share and contribute to activities and conversations. Seating

arrangements in Mrs. Bartel's classroom were based on "behavior or sometimes based on where they [students] feel more comfortable around." Before the COVID-19 pandemic, students in Mrs. Bartel's classroom had more freedom to interact with students beyond those sitting around them. For example, Mrs. Bartel had multiple play centers where students could choose the center they wanted to do. She also did not have rotations where she assigned some students to one play center for the day and a different play center for the next day–she left it open for students. Mrs. Bartel was also flexible in academic groupings. She rotated group members "from month to month or depending on where the kids were academically." For Mrs. Bartel, it all started with "being thoughtful about where kids sit and what groups look like."

Opportunities for students to share about their culture included an inquiry unit on family and self and conversations about race. At the beginning of the 2021-22 school year, Mrs. Bartel had an inquiry unit on family and self that was intended for students to talk "about themselves and [Mrs. Bartel] got to hear about the similarities and differences between them and other people." The students completed a book about themselves and their family and presented it to the class. The family unit "really opens up getting to know each other and also getting to know each other's families." For example, Mrs. Bartel had a student in the 2021-22 academic year, Maddy, that did not celebrate any holiday for religious reasons. While initially, it was a big shock to the class to learn that there are people who do not celebrate any holidays, the class had the opportunity to learn, comprehend, and respect Maddy's lived experiences.

During the school year, Mrs. Bartel also had conversations with students about race and read books that highlighted topics like skin color, discrimination, and racism. Conversations centered around the students' race(s), how "special and different" everyone is, and "family in years past." Mrs. Bartel read a book to the class about kids teasing another kid because the kid's

skin color looked like “dirt.” The students in the classroom were shocked and asked her why someone would be mean. The book allowed Mrs. Bartel to teach students that instead of “calling each other names and being racist to one another, we like really talked about that word. We wanted to flip it and we wanted to talk about how I love how your hair looks today.” Her goal was that all students, particularly African American students who made up a smaller number of students in her classroom, felt included not only at certain times of the year, but year-round: “one of the things that are, it's big our school and that we don't just celebrate holidays for the sake of celebrating holidays. It's really, we wanna make it authentic and wanna make sure that throughout the year that that is happening.” Mrs. Bartel attempted to highlight the cultural celebrations and holidays that her students celebrated, which varied from year to year. At the time of data collection, most of the students were Latino and White, and a few were African Americans.

To keep students engaged during classroom instruction, Mrs. Bartel leaned on her knowledge about students’ engagement styles and likes. To keep students engaged during instruction, Mrs. Bartel reiterated the importance of getting to know her students. Mrs. Bartel learned how students engaged in the classroom and accommodated to their engagement style. According to Mrs. Bartel, there were some students that did not need support because they were always engaged, others that needed her support and extra push to keep engaged, and yet others that needed space because they were more nervous and anxious. For instance, Mrs. Bartel was very cautious with Jesus and Lucas, another male student that sat in the back of the classroom, because “they were super nervous and anxious initially in the year. I [Mrs. Bartel] don't push them to participate as much. I know that Jesus, you know, engages in a different way than other

kids, but he's still paying attention. The same thing with Raul. He looks half asleep a lot of the time, but you know, when I ask him things like he, he knows, he knows."

In addition to knowing the student's engagement style, it was important for her to know their likes. By the winter of the 2021-22 school year, Mrs. Bartel noticed that students enjoyed music and singing, technology, and choice in activities so she attempted to incorporate as much of these activities as possible. For example, during whole group instruction, she gave students some autonomy by allowing them to select a peer after they shared their response or to help them if they did not know the answer. Mrs. Bartel also incorporated music and singing throughout the day. She projected music videos on the whiteboard and asked students to get up from their seats and dance along. Students in Mrs. Bartel's class also enjoyed playing games and activities on an iPad. The games and activities were personalized, interactive, and focused on subjects like math and reading. Mrs. Bartel's way of knowing that students enjoyed these activities was when students approached her with, for example, "you're the best teacher ever. I know what they're trying to say is like, we had so much fun what we just did."

Instructional Practices to Foster Language Use

The languages that Mrs. Bartel used while teaching was captured during observations and further discussed during the interview. Spanish was the language of instruction in the morning (e.g., language and literacy, math, science) and English the latter half of the day (e.g., language and literacy, mindfulness, and mathematics). Regardless of the language of instruction, students were allowed to speak either language. English was the most common language heard in the classroom, followed by Spanish *(N*=65 observational instances (close to 11 hours) and *N*=55 (9 hours), respectively). This was roughly equivalent to the 50-50 model that the school uses, meaning that students were exposed to English roughly 50 percent of the time and Spanish close

to 50 percent of the time during the times that I visited the classroom. As observations results show in later sections, students commonly communicated with Mrs. Bartel in Spanish and with peers in English.

Language modeling and sentence frames were common at the beginning of the school year to help students learn and feel comfortable using Spanish. With the school-wide implementation of a 50-50 model, half of the day in Mrs. Bartel's classroom was dedicated to Spanish and the other half to English. Mrs. Bartel started the day with the calendar (e.g., songs, days of the week, months of the year, weather, season), vocabulary (i.e., phonics), and reading all in Spanish. The calendar time was a "really important" part of the day because it was the space when students acquiring Spanish as a second language learned to become comfortable using Spanish:

> "At the beginning of the year, a lot of them, you know, [are] watching and have no clue what I'm talking about. It's really hard at the beginning of the year for the English only kiddos, because they are kind of lost and I can see that it's harder for them, but then the music is really helpful because that's something that eventually they memorize the songs and they get into it. They wanna sing the songs and they feel comfortable with it. They share it with their parents, their parents get excited to hear that they're singing songs in Spanish."

According to Mrs. Bartel, at the beginning of the year, students were still in the process of understanding how to respond to questions like "what did you do over the weekend?" so there was more modeling and sentence frames. Mrs. Bartel would say and point to letters and numbers and have students repeat.

As the school year progressed, language modeling and sentence frames became less frequent and open-ended questions became more common. About halfway through the year, Mrs. Bartel provided students with more opportunities to participate on their own: "During our calendar time, it started really with me telling today is 1, 2, 3, 4, I would say the number [day of

the month] and then the month. Eventually, it became more of like, and this is the day and they fill it in for me." Toward the end of the school year, modeling and sentence frames were less frequent. Students were asked to respond to questions like: "What day is it? What is the weather like?" It was acceptable in Mrs. Bartel's classroom, if students responded in English during this time: "There's not a big push for them to respond in Spanish." In addition to calendar time, Mrs. Bartel had "dictado" ["dication"] in Spanish. Mrs. Bartel went over words with accompanying visuals so that students that did not know the word(s) were making the connection to the content. In this part of the lesson, Mrs. Bartel's aim was to listen to students' responses, scaffold their Spanish use, and have them repeat with the whole group.

Reading, writing, and mathematics instruction was in English. As advised by the school administration, English time in Mrs. Bartel's classroom included reading, writing, and mathematics. There were times that Mrs. Bartel came across a book in Spanish that she incorporated into the reading and writing block, but most of the reading was in English. The mathematics block was also taught in English, but the calendar time allowed Mrs. Bartel to incorporate some counting in Spanish.

Supports Needed

Mrs. Bartel would like additional resources and support to implement the school's 50-50 program model. Mrs. Bartel received funds for materials and resources for her classroom, but she felt that it was not enough for teaching both Spanish and English. Her wish list included realia (e.g., pictures and toys) to help students make connections between language and content and quality Spanish books. In addition to materials and resources, Mrs. Bartel emphasized the importance of receiving more guidance and clarity in implementing a 50-50 dual language model: "I feel like a lot of us don't really understand yet what that means for our school. And it

was like a quick change that happened because we just don't have the population…I want to really understand what the dual aspect of our school is and what it means and what it looks like." This support was particularly important for Mrs. Bartel as she expressed bilingual teachers already experience more challenges than the average teacher.

In speaking with Mrs. Bartel, I learned that she thought about the ways to foster interactions in the classroom within the constraints of COVID-19. She was intentional about the classroom design and seating arrangements to promote interactions with diverse peers and the ways to foster students' language development (e.g., sentence frames, modeling). Next, the learning experience of six focal students in the classroom is described in relation to the accounts from the teacher and parents.

Social Interactions and Language Use Observed Across Classroom Settings

The six focal students were observed in the classroom during the morning hours. The classroom setting, content, and students' verbal and nonverbal interactions were captured in notes. Whole group instruction was the most common setting in which the six focal students were observed in the classroom *(N*=75 observation cycles, 12.5 hours), followed by individual work time *(N*=44 observation cycles, over 7 hours), and pair share *(N*=5 observation cycles, 50 minutes). Centers and small groups were not implemented in the classroom during the times that I visited the classroom. As the teacher described in the sections above, COVID-19 restrictions limited the types of interactions that students could have with other students in the classroom.

In addition, this study captured the interactions that focal students initiated as well as their use of English and Spanish. Overall, the focal students initiated more interactions with Mrs. Bartel than with peers during whole group. However, during individual work time, there were more interactions between focal students and peers than with Mrs. Bartel. In terms of language

use, focal students communicated more in Spanish in whole group and more in English during individual work time. The sections that follow describe in detail the types of interactions that focal students had in classroom settings, starting with whole group instruction, followed by individual work time, and lastly, pair-share.

Whole Group Instruction

Whole group instruction, an instructional method in which the teacher gives a lesson to the whole class at the same time, was observed every day that I visited the classroom for observations (*N*=13 days). Each day, focal students were observed for ten minutes at a time and within those ten minutes, there were multiple instances in which focal students interacted.[4] Analysis of the observation data revealed that the most common methods that focal students used to interact during whole group instruction were:

(1) looking at the teacher *(N*=52 instances observed, 25%),

(2) following directions (*N*=48 instances observed, 23%).

(3) physically interacting with others in the activity such as moving their hands, legs, inhaling and exhaling (*N*=40 instances observed, 19%), and

(4) raising their hand to participate in class (*N*=25 instances observed, 12%)

Each type of interaction is described next.

Focal students primarily interacted in whole group instruction by looking at Mrs. Bartel as she gave a lesson, read a book to the class, or provided instructions about the activity students were expected to do next. With whole group instruction being the most common classroom setting type observed, students' primary form of interaction was with their

[4] There was a total of 75 observation cycles in whole group instruction. Each observation cycle could include more than one instance of interaction, for example, when the teacher initiated an interaction with a focal student twice in one observation cycle. The denominator represented the total amount of interactions in this setting type (*N*=206*)*.

eyes. This means that during the observations, focal students looked at the lead classroom teacher when she was giving a lesson (e.g., the sounds of letters), reading a book to the class, or providing instructions about the activity students were expected to do next. During these times, 25% of instances were of focal students tracking the lesson and teacher with their eyes (*N*=52). For example, after students came back to the classroom from snack time, students sat on their chair and Mrs. Bartel guided them through a mindfulness activity. Mrs. Bartel told the class to breathe in and exhale, starting as mush (body relaxed) and then to mountain (sit up tall, stiffen their body). Fanny looked at the teacher as she instructed students on how to sit (have their chairs facing the front of the classroom) and what they would do next with their writing for the day. In contrast, focal students were observed looking away from the teacher (i.e., looking at the back wall, looking at the floor, fidgeting with their thumb) in less than 2% of the observation cycles in whole group instruction (*N*=5).

All six focal students looked at Mrs. Bartel as she spoke and demonstrated the lessons at some point during the observations, but this was observed more frequently with Eugenio (*N*=11), Fanny (*N*=10), and Laura (*N*=9). Although less frequent, Fanny, Jesus, and Laura were the focal students that were observed looking away when the teacher was speaking to the class.

Generally, focal students followed Mrs. Bartel's directions during whole group activities. An integral part of whole group instruction includes activities that students have to follow. During whole group instruction, Mrs. Bartel asked students in the classroom to sing along to the morning songs, review syllable and letter sounds in Spanish, listen to her read books, and follow mindfulness exercises. Focal students were observed always following directions without distractions (e.g., talking to peers, looking away) for more than half of the time that they were observed during an observation cycle (*N*=48 instances, 23%). In about one-

fourth of the observation cycles *(N*=17 instances, 8%), focal students followed directions most of the time during the observation cycle. For example, Mrs. Bartel read a book to the class about two students whose birthdays were in December and asked the students to sit and listen to the story. Laura turned around and stared at the back wall as Mrs. Bartel read and after approximately three minutes, she stood up from her seat and walked over to the sink to wash her hands. After washing her hands, she walked back to her seat, sat down, and looked at Mrs. Bartel read the rest of the story. Less common were instances in which focal students did not follow directions for the duration of the observation cycle (*N*=5 instances, 2%). Laura, for example, was speaking with a peer when the rest of the class was singing the morning songs.

Table 5 below summarizes the number of times that the six focal students followed directions.

Table 5

Following Directions by Focal Student-Whole Group

Focal student	Always followed directions	Sometimes followed directions	Did not follow directions
Clara	9	2	-
Raul	4	4	-
Laura	1	6	4
Fanny	13	1	-
Eugenio	14	-	1
Jesus	7	4	-

Focal students physically interacted during whole group instruction by moving their legs, arms, and fingers. Mrs. Bartel scheduled daily opportunities for students to move their bodies in a whole group setting. In the morning, students were instructed to get up from their

seats to sing a good morning song, days of the week song, and months of the year song while moving their legs, arms, and fingers. In addition to the morning songs, it was common after break time, once the students washed their hands and sat on their chairs, to do mindfulness exercises. As the example with Fanny in the prior section showed, the teacher guided students to inhale and exhale all while, for example, making a circle with their index finger, shaking their hands, placing hands together (as if they are doing a prayer), closing their eyes and putting their head back. At other times, the students showed their thumbs to indicate when they agreed or disagreed with a question that the teacher asked or clapped the syllables of words. When these opportunities were made available, physical interaction between the focal students and the teacher was observed 19% of the time (*N*=40). There were only eight instances (4%) where the focal students were observed not physically interacting with the teacher and the rest of the class. Laura, Raul, and Jesus were observed **not** physically interacting with the teacher and class in diverse activity types. Not moving their arms during the morning songs (*N*=3), not clapping the syllable sounds (*N*=3), and not participating in the mindfulness breathing activities (*N*=2) were the activity types that students were observed not physically engaging in during the whole group instruction.

In fact, focal students (Clara, Laura, Fanny, Eugenio) expressed more negative than positive attitudes about the morning songs during the one-on-one student activity. Clara and Eugenio both mentioned that the character in the story did not like the song because it was "boring." Laura also added that character in the story did not like the song, but thought about an alternative activity to create an inclusive environment so that the character could also participate,

> "I just don't really like it. And then and then, um, Sarah [character] said "I'll go ask the teacher if we could, if we could do something else like uh do games on our iPads", and

and, uh, Sophie [character] said 'okay" so she went over to the teacher then said then it said and then this teacher said yes.'"

Students made a connection between the character's language knowledge and their attitudes toward the song. Clara and Fanny both alluded that the character was not a Spanish speaker and for this reason, did not like the song. Clara also said in her response that language belonged to some kids but not others (See Appendix H for a detailed description of focal students' responses to the one-on-one student activity).

The breakdown of the physical interactions by focal students can be found in Table 6.

Table 6

Type of Physical Interaction by Focal Student

Focal student	Number of observation cycles where focal student was physically interacting with the teacher and class	Number of observation cycles where focal student was not physically interacting with the teacher and class
Fanny	13	0
Clara	8	0
Eugenio	8	0
Laura	6	4
Raul	3	2
Jesus	2	2

Note. Clara and Eugenio each had 17 observation cycles, Raul, Laura, and Fanny each had 18 observation cycles, and Jesus had 19 observation cycles. The small differences in the observation cycles were due to instances when a student arrived late or had to step away from the classroom while I was set to observe them.

Focal students raised their hands to contribute to the whole group activity when requested by Mrs. Bartel. During the morning block, Mrs. Bartel and the students together as a group reviewed the days of the week, months of the year, and the calendar (e.g., the number of days in school) and practiced letters and syllables. The teacher asked for student input requesting a student to come up to the board to count the number of days they have been in school and point

to syllables on the board with a hand pointer. It was common for focal students to raise their hands to contribute to the whole group activity (*N*=22 instances observed).

There were some differences in participation across the six focal students. Clara and Raul were the focal students that were observed regularly raising their hands to participate (five and four instances, respectively). Fanny, Jesus, and Eugenio were observed on multiple occasions raising their hands to be selected by the teacher to participate, but on other occasions, refraining from participating. For Laura, it was more common for her not to raise her hand than to attempt to participate (three and one instances, respectively).

It was more common for students not to verbally communicate in whole group instruction. When they did communicate, they used Spanish more than English. This study also captured focal students' language choice and purpose when communicating with Mrs. Bartel and peers during whole group instruction. As shown in Table 7, focal students generally did not verbally communicate in whole group instruction. The instances when students did not speak were a combination of Mrs. Bartel teaching lessons or modeling and students listening as well as the times when Mrs. Bartel asked the class a question and focal students did not verbally respond.

Although focal students did not verbally communicate often during whole group instruction, when they did, they used Spanish to inform peers or Mrs. Bartel.[5] Focal students used Spanish to inform the teacher during calendar time (e.g., days of the week, months of the year) and to sound out letters and syllables (e.g., ma, ta, ga, na, za, sa). For instance, on one occasion, Mrs. Bartel asked the class a question about the weather: "¿Habia neblina?" ["Was there fog?"]" and Laura responded: "chiquito" ["a little"].

[5] I observed the morning block which, as previously mentioned, was generally in Spanish.

Students also used English to inform Mrs. Bartel and peers. These less frequent incidents were observed when Mrs. Bartel was teaching in English and focal students responded to Mrs. Bartel's questions and prompts in English. Focal students also used English when they handed out papers for a whole group activity, instructed peers to stop making noises or taking away the manipulatives at their desk, or informed Mrs. Bartel and peers about their assignment: "I finished first" "Mrs. Bartel, I have two."

There were also some differences in language use across focal students (see Table 7). For instance, Laura, Fanny, and Jesus were more likely to **not** verbally communicate during whole group instruction than Eugenio, Clara, and Raul.

Table 7

Focal Student's Use of English and Spanish During Whole Group

Focal student	Did not verbally communicate	Used English to inform*	Used Spanish to inform*	Used English to request**	Used Spanish to request**	Total
Clara	3	4	5	1	–	13
Raul	2	4	2	1	–	9
Laura	6	1	2	–	–	9
Fanny	10	2	4	–	–	16
Eugenio	1	3	5	5	2	16
Jesus	7	2	3	–	–	12
Total	29	16	21	7	2	

Note: Total *N*=75.
There were only two instances that I was unable to hear. Laura and Eugenio were the two students I was unable to hear.
* Focal student communicated using English or Spanish to inform (i.e., sharing, showing, or supporting peer(s) or teacher their work, activity, ideas, feelings (e.g., focal child tells peer their story, focal child share how they are feeling))
**Focal student communicated using English or Spanish to request (i.e., request information, support from peer(s) or teacher, asks question(s) (e.g., child asks for a handout, support with the iPad) politely by raising their hand or by approaching peer(s) or teacher))

When focal students communicated, they typically initiated verbal interactions with Mrs. Bartel rather than with peers. There were two types of verbal interactions that focal students initiated in whole group instruction. One was with Mrs. Bartel and the second was with peers. This latter type included, for example, times when the focal student asked a question to a peer and the peer responded. Overall, the focal students initiated more interactions with Mrs. Bartel than with peers. The types of responses from Mrs. Bartel and peers included:

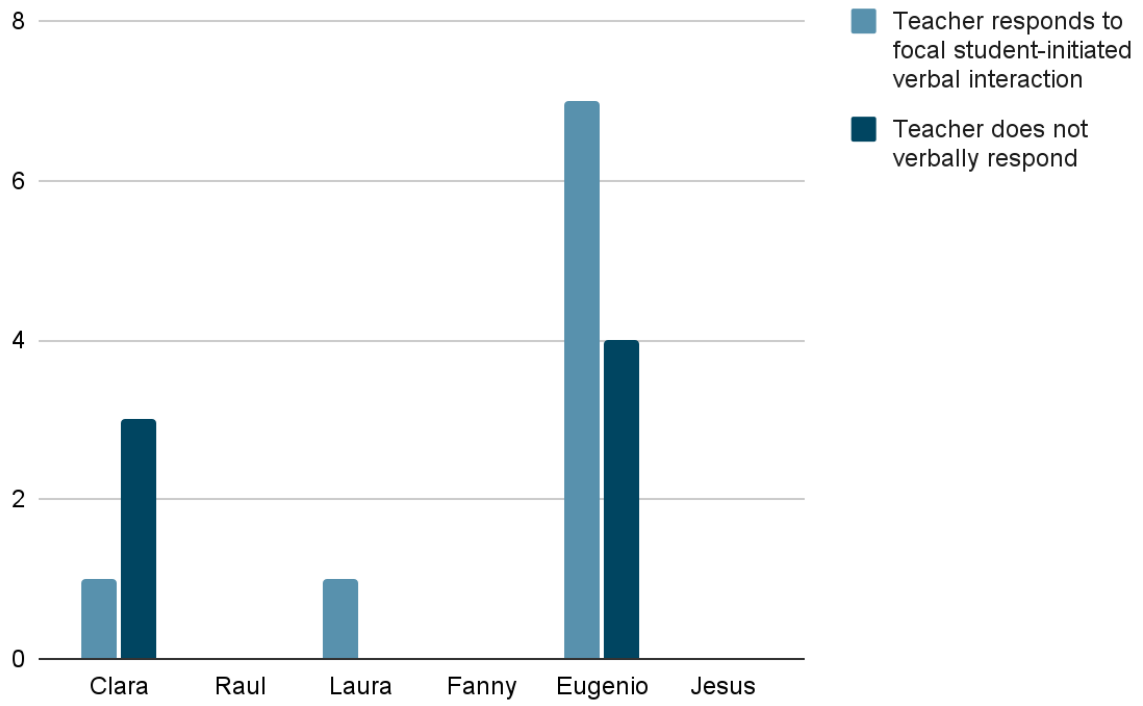
- Mrs. Bartel or a peer verbally responded
- Mrs. Bartel or a peer did not verbally respond

When students initiated verbal interactions with Mrs. Bartel, she generally responded. Focal students initiating verbal interactions with Mrs. Bartel and Mrs. Bartel responding was the most common type of verbal interaction observed between focal students and Mrs. Bartel (*N*=9 instances, 56%). In this type of interaction, focal students asked questions or showed Mrs. Bartel their work, and subsequently, the teacher responded. In one instance, for example, Eugenio asked Mrs. Bartel, "What are we going to do?" And Mrs. Bartel said, "I'll tell you who's going first." They continued to have a short back-and-forth conversation. Less observed were instances where the focal students initiated verbal interactions with Mrs. Bartel and Mrs. Bartel **did not** respond (*N*=7 instances, 44%). In one of these cases, Mrs. Bartel drew on the easel pad about a time that she went tubing to Big Bear with her family. As Mrs. Bartel drew and explained her story, Eugenio shouted, "Where's your mom?" Mrs. Bartel did not respond to Eugenio's question, and she continued to talk about her story and draw.

As shown in Figure 2, Clara and Eugenio were the two focal students that generally asked questions or made comments to engage with Mrs. Bartel in whole group instruction.

Figure 2

Type of Teacher Responses to Focal Student-Initiated Verbal Interactions-Whole Group



Note. Total *N*=16

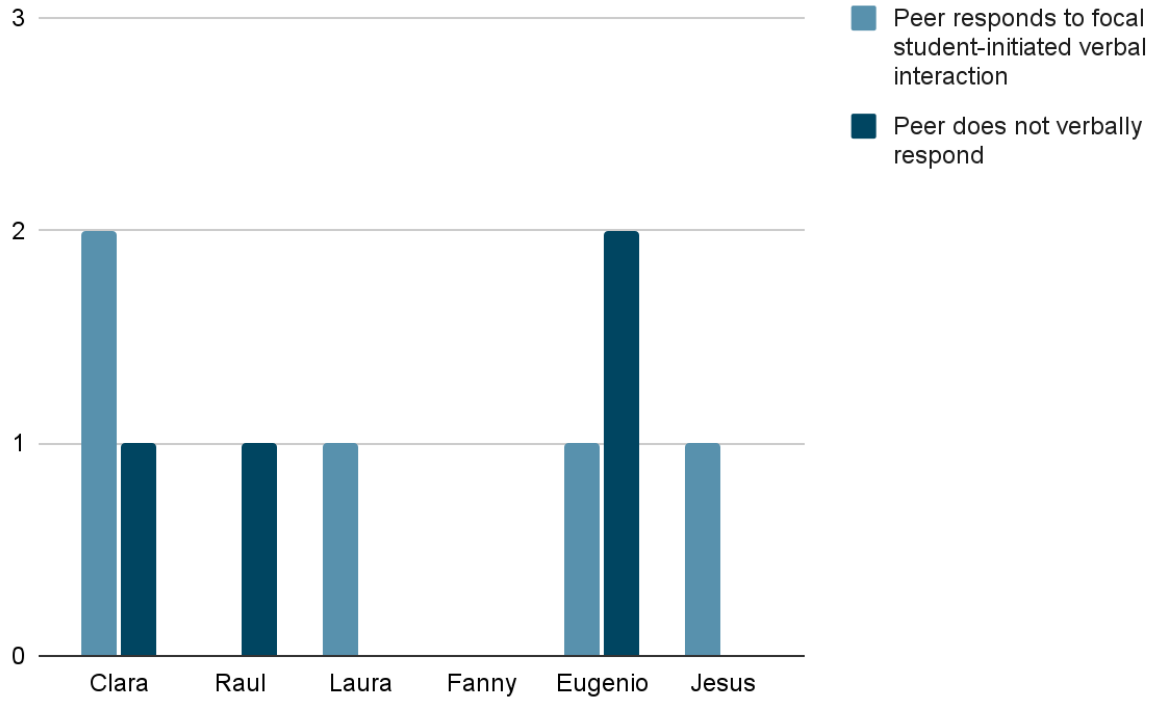
When focal students initiated verbal interactions directly with peers, peers generally responded. It was less common to observe focal students verbally interacting with peers during whole group instruction. When it was observed, peers generally responded to the focal student (*N*=5 instances, 42%). For example, during a lesson on "vacas and toros" ["cows and bulls"], Clara sat on her seat and looked at Mrs. Bartel as she explained that the boy version of "vaca" was "toro" and that "toros" cannot have babies. Clara turned around and told the three peers at her table, "Toros son fuertes" ["Bulls are strong"]. The male student at her table responded, "No they're not." Clara replied, "Yes they are, they…" (Clara made a horn sign with her hands, but I could no longer hear. I could see that she continued to talk with the male peer). Other times, focal students made a comment to peers or asked them a question, but the peers did **not** respond verbally (*N*=4 instances, 33%). Raul, for example, asked a classmate sitting at his table, "Where

do I put this?" referring to where to place the handout and the peer pointed but did not verbally respond. Two of these four instances of focal students' communicative attempts were direct commands (i.e., "Look" "Here you go!"). There were three interactions that I could not hear whether the peers responded.

Figure 3 shows the focal students who originated conversations with peers and the type of peer responses.

Figure 3

Type of Peer Responses to Focal Student-Initiated Verbal Interactions-Whole Group



Note. Total *N=12.*

Individual Work Time

Individual work time refers to students working on activities on their own as directed by Mrs. Bartel. The six focal students were observed working individually every day that I visited

the classroom for observations (*N*=13 days).[6] Analysis of the observation data revealed that students:

(1) largely followed directions (*N*=25 instances observed, 44%),

(2) looked at the teacher (*N*=5 instances observed, 9%),

(3) physically interacted with others like handing out a paper to the teacher and showing their drawing or crayon to peer (*N*=3 instances observed, 5%), and

(4) raised their hand to get the teacher's attention (*N*=1 instance observed, 2%).

The sections that follow describe these observed interactions.

Following directions was the primary way that focal students interacted during individual work time. With individual work time being the second most common classroom setting type observed, students' primary form of involvement in this setting was by following Mrs. Bartel's directions. Mrs. Bartel generally asked students to work on handouts, write letters and words on their mini whiteboards, write stories on their booklets, or work on language/literacy and math activities on i-Ready, a personalized instruction application, using an iPad. Focal students were observed always following directions without distractions (e.g., not talking to peers, getting up from their seats) for more than half of the time that they were observed (*N*=25 instances, 44%). Over a third of the observation cycles (*N*=17 instances, 30%), focal students were observed sometimes following directions. Focal students fell into this category if, for example, they were writing their story on their booklet, as instructed by Mrs. Bartel, but other times they were up from their seats wandering around the classroom. Less frequent were instances where focal students were not following directions for the duration of the

[6] There was a total of 44 observation cycles for individual work time. Each observation cycle could include more than instance of interaction. The denominator represented the total amount of interactions in this setting type (*N*=57*)*.

observation cycle (*N*=2, 4%). Table 8 summarizes the number of times that the six focal students followed directions.

Table 8

Following Directions by Focal Student-Individual Work Time

Focal student	Always followed directions	Sometimes followed directions	Did not follow directions
Clara	3	6	0
Raul	6	4	0
Laura	3	2	0
Fanny	4	2	0
Eugenio	3	3	1
Jesus	6	0	1
Total	19	17	2

Note. Total *N*=57.

Students looking at Mrs. Bartel was less common, but when it was observed, Mrs. Bartel made an announcement, recapped the activity that students were supposed to work on, or passed around handouts. Students working individually on their assignments rarely required that they focus their attention on Mrs. Bartel. There were, however, some instances when Mrs. Bartel made an announcement, repeated the activity that students were supposed to work on, or passed around handouts that prompted students to direct their attention to her. Seven percent (*N*=4) of observation cycles were of focal students looking at Mrs. Bartel. For example, on one occasion, Raul looked at Mrs. Bartel as she read to the class some of the stories that students wrote. There was only one instance (2%) when Laura looked away when Mrs. Bartel asked for the class's attention as she gave the instructions for the next activity.

Physical interaction between focal students and Mrs. Bartel and peers was minimal, however, students had positive attitudes when peers interacted with them. The individual activities assigned to students did not require that they physically interact with other students. In fact, students received the materials they needed for the individual activities (e.g., handouts, iPad) and they had their own book bin on their desk with their booklet, mini whiteboard, folders, 1-2 pencils, and a few crayons. Students asked the teacher for permission if they needed to sharpen their pencils or get new crayons from a bin behind the classroom. As a result, focal students were observed physically interacting with others for 5% of the total time that they spend working individually (*N*=3 instances observed). In these three cases, Clara handed over her completed assignment, a written story, to Mrs. Bartel, and on another occasion, she showed her drawing to two male peers. Jesus was the other focal student that physically interacted during individual work time. He was observed waving and showing a crayon to the male student sitting across from his at his table and eventually handing the crayon over to him.

In fact, most of the focal students had a positive attitude when peers shared their work with them. Clara, Laura, Fanny, and Eugenio all mentioned during the story activity that the story characters liked a drawing of a family celebration "because it [drawing] was nice," "liked the colors," "Wow! Likes it [posada]. Cause he went a long time ago. He was so little." Fanny, for example, said Ana, a character in the story, liked the story about the posada because the drawing was colorful and it included Ana's family ("Because, uhm, it has colors and and she's with her family") (See Appendix H for a detailed description of focal students' responses to the one-on-one student activity).

There was only one occasion when a focal student raised their hand to get Mrs. Bartel's attention. This case occurred when students were working individually, and Mrs.

Bartel went over some words that had the "f" sound. The teacher asked what words started with the letter "f" and Raul raised his hand a total of four times. After the fourth time, Mrs. Bartel selected Raul to share a word that started with the letter "f." Raul in Spanish responded, "Foco!" ["Light blub!"].

Focal students used more English than Spanish to communicate with peers during individual work time, but students' attitudes about Spanish use were positive. Individual work time provided opportunities for students to use English and Spanish in a less structured setting like whole group. As shown in Table 9, focal students more frequently used English to inform peers. Focal students generally informed their peers about their work and personal lives (e.g., "Tomorrow is my birthday") as well as supported peers. On one occasion, Raul played a rhyming game on his iPad and tapped thumbs up or down on the screen if the two words rhymed. As he worked on the activity, Raul turned over to a male peer at another table and said, "I have 60 coins," referring to the coins he had accumulated in the activity.

Focal students used Spanish less frequently than English during individual work time, but nonetheless, they held positive views about Spanish use. When they used Spanish, it was generally in response to Mrs. Bartel's request to enunciate letter sounds and share their work. For instance, Laura finished working on a handout with the letter "y" and stood in a line to show Mrs. Bartel that she completed the handout. Once she reached the front of the line, Mrs. Bartel asked her, "¿Qué sonido tiene yoyo?" ["What sound does yoyo have?"]. Laura responded with the letter sound and Mrs. Bartel probed, "¿Qué más dice? ["What else does it say?"] Mrs. Bartel flipped the handout over to see the words that Laura wrote that start with the letter "Y." Laura read the words that she wrote on the back of her paper and Mrs. Bartel added, "Buen trabajo, pon tu nombre" ["Good job, put your name"]. In addition, during the one-on-one student activity,

most of the focal students (i.e., Laura, Fanny, Eugenio, Jesus) had a positive view about the teacher speaking in Spanish. Laura and Fanny made a connection between the character's background (i.e., identity and language) and liking that the teacher spoke Spanish. Like Laura and Fanny, Clara made a connection between the character's backgrounds, which in this case, assumed to be a non-Spanish background (See Appendix H for a detailed description of focal students' responses to the one-on-one student activity).

All the focal students communicated with Mrs. Bartel and peers at some point during individual work time, but there were some cases in which they only worked on their assignment and did not communicate with others (*N*=13 instances total).

There were also some differences in language use across focal students (see Table 9). For instance, Raul was more likely to communicate in English than any of the other five focal students. Clara, on the other hand, spoke more Spanish than the rest of the focal students.

Table 9

Focal Student's Use of English or Spanish During Individual Work Time

Focal student	Did not verbally communicate	Used English to inform*	Used Spanish to inform*	Used English to request**	Used Spanish to request**	Total
Clara	1	4	5	3	1	14
Raul	2	6	3	-	-	11
Laura	3	-	2	-	-	5
Fanny	2	2	1	-	-	5
Eugenio	2	4	-	-	1	7
Jesus	3	4	-	-	-	7
Total	13	20	17	3	2	

Note. Total *N*=54.
There were only two instances in which I was unable to hear Fanny.

When focal students communicated, they typically initiated verbal interactions with peers rather than with Mrs. Bartel. There were two types of verbal interactions that focal students initiated when they worked individually. One was with Mrs. Bartel and the second was directly with peers. However, unlike whole group instruction, in this setting type, there were more interactions between focal students and peers than with Mrs. Bartel. The type of responses from Mrs. Bartel and peers included:

- Mrs. Bartel or a peer verbally responded
- A peer did not verbally respond

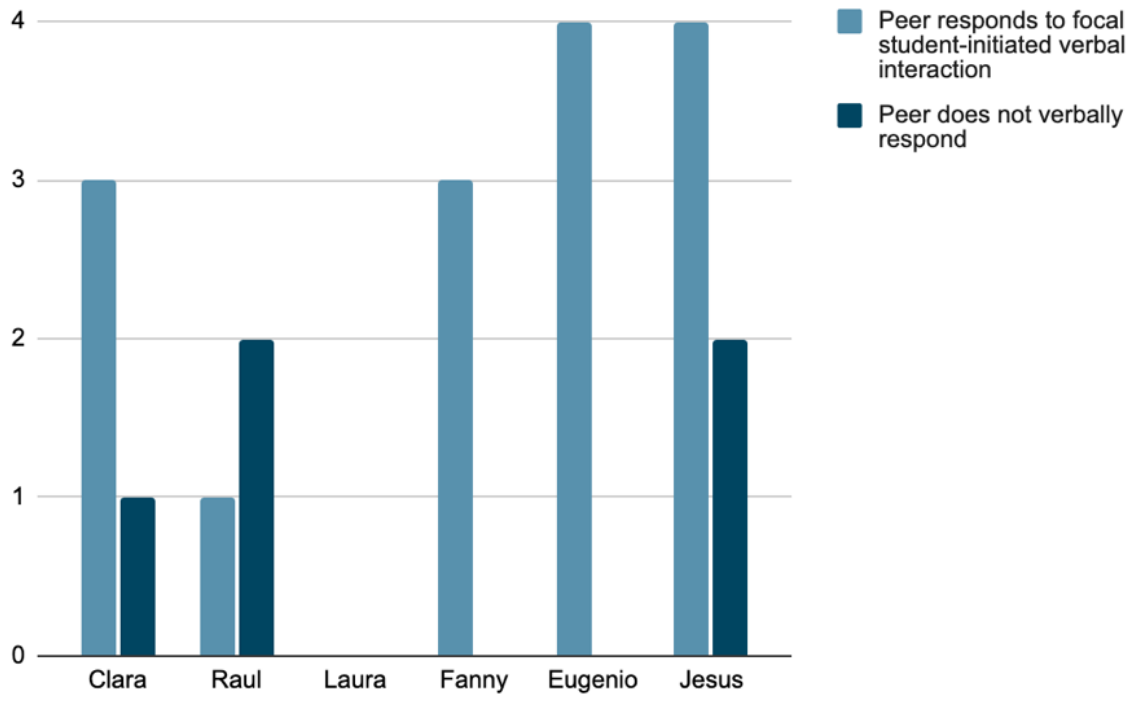
Peers generally responded to the interactions that focal students initiated with them, which was like what was found in the whole group instruction. It was common to observe students orally communicate with peers when they were asked to work individually on their assignments. Close to half of the interactions that were captured were with peers that responded back to focal students' comments, questions, and observations related to the work they were doing or to the materials they were using in an activity (*N*=15 instances, 55%). During a writing activity, for example, Jesus showed Laura his work: "Look, I'm making an R." Laura looked over and responded: "Cool!" On a separate occasion, Fanny was writing a story about what she liked to do on a rainy day and realized that her pencil did not have an eraser that she could use. Fanny approached the male student at her table and asked him if she could borrow his eraser and he responded "here" as he handed over the pencil with the eraser. There were, however, a few cases in which focal students approached a peer about their work and the peer did **not** verbally respond (*N*=5 instances, 19%). Jesus, for example, read what he wrote to the male peer sitting across from him, but his peer did not react or comment on his story. Jesus then grabbed his paper and said to the same male student sitting in front of him, "Look I'm writing." There was still no

response and Jesus continued to add to his sentence. There were seven instances in which I was unable to hear whether the peer responded or not to the focal child's oral communication.

Figure 4 shows that all focal students, except Laura, generally conversed with peers. In fact, unlike whole group instruction, Fanny and Jesus sought conversations with peers during individual work time.

Figure 4

Types of Peer Responses to Focal Student-Initiated Verbal Interactions-Individual Work Time



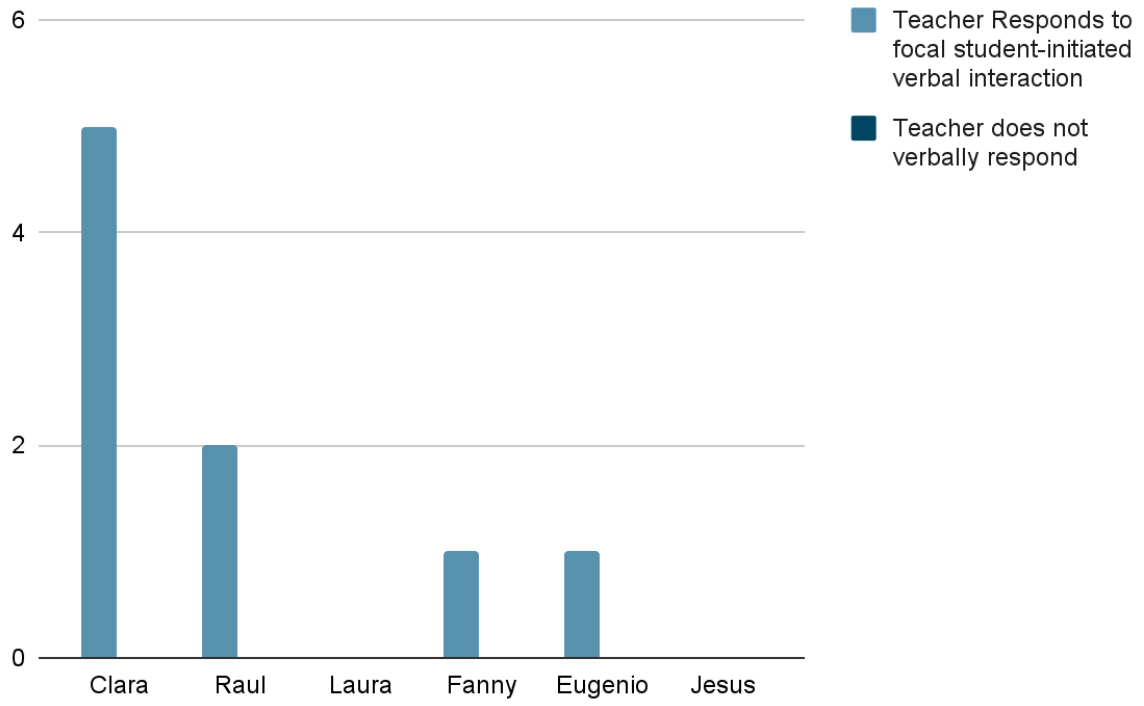
Note. Total *N*=27.

Mrs. Bartel always responded when focal students initiated interactions directly with her. Focal students initiated fewer interactions with Mrs. Bartel than with their peers when they worked individually. Students approached Mrs. Bartel to show her their work, point out what they were wearing (e.g., "Mira como tengo mi vestido" ["Look how I have my dress"], and share their plans for the weekend. Focal students also got up from their seats to ask Mrs. Bartel

for permission to use the restroom. Mrs. Bartel responded to all the focal students who approached her with a question or comment. There were no cases observed in which focal students asked a question or comment and they were ignored. As shown in Figure 5, Clara often started interactions with Mrs. Bartel more than the other focal students.

Figure 5

Type of Teacher Responses to Focal Student-Initiated Verbal Interaction-Individual Work Time



Note. Total *N*=9.

Pair-Share

Pair share is an instructional setting in which students are given time to share ideas and work with peers. Unlike whole group instruction and individual work time, this setting was only observed during the first five days of observing in Mrs. Bartel's classroom. Because this setting type was less frequently implemented in the classroom, only Eugenio, Laura, and Fanny were

captured interacting in this setting. Eugenio, Laura, and Fanny followed directions (*N*=4 instances, 67%) and physically interacted by playing rock paper scissors (*N*=1 instance, 17%).

Sometimes focal students followed directions, and at other times they did not. There were five times Mrs. Bartel asked students to turn to a peer and share about themselves and their work. On one observation day, the whole class went outside, and Mrs. Bartel asked the students to find a peer to read their story to until they had shared the story with at least five other students. Laura read her story with three peers. With one peer, Laura started with, "One sunny day…" and continued to read her story. Fanny, the peer she was reading her story to, leaned over to listen. After Laura finished, she said, "The end." Fanny thanked Laura, and Laura responded, "You're welcome." Eugenio and Laura had a difficult time following directions on two separate occasions when Mrs. Bartel asked students to share the story they drew with a peer. Eugenio continued to draw on his whiteboard after Mrs. Bartel showed him and his partner, they had to take turns talking about their stories. Laura struggled to follow Mrs. Bartel's instructions on a similar occasion and described next.

There was only one occasion observed of a focal student physically interacting with a peer. Mrs. Bartel asked the class to turn to a peer sitting next to them and talk about the most fun thing to do during recess. To decide who would go share first, Laura and her partner Jesus had to play a round of rock paper scissors. Whoever won, would share first, and then they would switch. Laura and Jesus played the game over and over although Jesus won the first round of the game. They continued to play the game until the teacher said time was up and neither Laura nor her partner Jesus had time to share the most fun thing to do at recess. While Laura and Jesus physically interacted in this activity by playing rock paper scissors, they were unable or unwilling to fully follow Mrs. Bartel's instructions.

Like whole group instruction and individual work time, peers generally responded when a focal student initiated interactions directly with them. Laura was the only student who was observed initiating verbal interactions with peers during pair-share. The exchanges occurred during the activity in which students were asked to share their stories with up to five peers. Laura read her story to Fanny, a boy, and a girl, separately. The three peers listened to Laura as she read her story and then the peers read their stories to Laura. Laura listened.

Focal students used English to communicate with peers. Eugenio, Laura, and Fanny communicated in English with their peers during pair-share activities. As described in the previous sections, focal students spoke with their peers about the stories they wrote or drew and about themselves.

Overall, the goals that parents had for their child's learning were partially met in the classroom during the first half of the school year. For example, the observation findings showed that students were learning Spanish, however, students had fewer opportunities to use Spanish with peers because of the frequent use of whole group instruction. In addition, findings demonstrated that students were engaged in their learning despite the challenges imposed by the COVID-19 pandemic. For instance, students generally followed directions and looked at the teacher during whole group and individual work time. In fact, Clara and Jesus' mother thought that their child's engagement in class during instruction was important for their child's learning. However, other experiences that parents wanted for their children, like *seeking and initiating conversations with peers and the teacher* and *interacting with diverse peers in the class* were less frequently observed in the classroom. Students also had some opportunities to share about their culture (e.g., inquiry unit on family and self and conversations about race), a goal that Fanny and Clara's mother wanted, but they were also not commonly observed during visits.

Chapter 5

Discussion and Conclusion

Overview of Findings

The data shows the primary goal parents had for their child as they went back to in-person learning was to learn both Spanish and English. Their reason for wanting their child to learn Spanish was largely centered on staying connected with their culture but also included building confidence in their children and providing them the opportunity to also help other individuals that may not speak English. Parents also had additional goals related to their child's social, linguistic, and academic development. This study also gathered details about the types of interactions parents wanted their children to experience. There was not a prevalent type of interaction, however, parents' choices were largely determined by the (1) areas where they believed their child needed to improve, (2) their hope to preserve their values and culture, and (3) the benefits to their child's learning. According to parents and Mrs. Bartel, the goals parents had for their child's learning were discussed during parent conferences. Mrs. Bartel did not say whether the information parents shared with her impacted her instruction practices. Parents noticed the COVID-19 pandemic set back their child's social development and academic performance development as well as their mental well-being. However, learning in the home environment provided some children with more opportunities to communicate with family and use more Spanish than they might have if they were in-person schooling.

Mrs. Bartel utilized a teacher-directed approach where she presented the material to students (e.g., letter and word sounds) and students then practiced on their own. To encourage interactions in the classroom in times of COVID-19, Mrs. Bartel allowed students to talk with peers at their table when working alone, incorporated activities that she thought students liked

and where they learned about different cultures, and she made seating arrangements to foster interactions with diverse peers. Data also revealed that Spanish was the language of instruction in the morning and covered language and literacy, math, and science content. Mrs. Bartel made the switch to English in the afternoon and instruction focused on language and literacy and mathematics.

Whole group was the most common setting in which students interacted with the teacher. Students generally interacted by looking at Mrs. Bartel, physically interacting by moving their arms, legs, and fingers, and following directions. In terms of language use, focal students communicated more in Spanish during whole group and more in English during individual work time, although the activities were in Spanish. During whole group instruction, focal students initiated more verbal interactions with Mrs. Bartel in Spanish than with peers. However, during individual work time, there were more verbal interactions between focal students and peers than with Mrs. Bartel, but in English. In both whole group instruction and individual work time, focal students largely communicated to inform Mrs. Bartel or peers about their work, activity, and ideas.

It is important to note that focal students generally had positive attitudes about the activities with which they were observed interacting in Mrs. Bartel's classroom (e.g., showing a drawing to a peer, hearing a story about a favorite place to visit), except for the morning song. For the morning song, focal students associated the body language of the character in the story (having their head down on the table) with their negative thoughts on the song. Across activities, most focal students (i.e., Clara, Fanny, Eugenio, and Laura) made connections between the character's presumed language knowledge and their attitude toward Spanish and English.

The next section of these findings describes my interpretation of the findings in relation to previous research. The limitations of this study and implications for practice and research are also discussed.

Discussion of Findings

Learning Goals Parents Had for Their Child's Learning

When children begin school parents develop goals and aspirations for their child's learning. Parents have both immediate goals within their current developmental stage and distal goals (Chang & Lee, 2017). In this study, parents expressed wanting their children to learn to communicate in Spanish and English to largely maintain ties with their family and culture. The findings support those of previous studies which have found that parents' motives to enroll their children in a dual language immersion program are to communicate with others (Ramos, 2007) and maintain ties with their culture (Bailey and Osipova, 2016). Mrs. Bartel's instructional practices were supporting this goal parents had by having, for example, students listen and follow directions, which helps to develop children's receptive language skills and leads to productive language, commonly referred to in the literature as expressive language (Benedict, 1979). Expressive language has been found to be an important predictor for children's language and literacy development (Kieffer, 2012) and social skills (Clayton, Hein, Keller-Margulis, & Gonzalez, 2022). However, in the last ten years, researchers (e.g., Gibson, Oller, Jarmulowicz, and Ethington, 2012; Gibson, Peña, and Bedore, 2014) have documented a "receptive-expressive gap in bilingual children's language skills. Specifically, school-aged children who came from Spanish-speaking homes, but who used English in school, showed balanced expressive and receptive skills in English but in Spanish, they had weak expressive skills relative to their receptive skills." (Ribot, Hoff, and Burridge, 2018). Although this study did not measure

students' expressive vocabulary, findings revealed that students communicated more in English with peers than in Spanish suggesting they might be better or prefer speaking English to Spanish.

In addition to linguistic goals, parents would also like for their child to have certain types of social interactions with others. Parents in this study prioritized types of interactions differently but they were largely determined by motives similar to those of wanting to raise their children to be bilingual (e.g., maintenance of values and culture). The results confirm the importance of embedding culturally relevant and responsive teaching in the activities that teachers implement in the classroom which have been found to promote academic achievement and engagement (Christianakis, 2011; Ensign, 2003; Rodriguez, Jones, Pang, & Park, 2004), positive ethnic-racial identity, and positive attitude toward others among adolescent students (Aldana, Rowley, Checkoway, & Richards-Schuster, 2012; Spencer, Brown, Griffin, & Abdullah, 2008). In this study, Mrs. Bartel described incorporating activities at the beginning of the year for students to share about their families and conversations with students about race. These opportunities create a space for students to get to know each other and interact with those students with backgrounds similar to and different than theirs.

Parents also mentioned that the COVID-19 pandemic affected their child's social and academic performance development as well as their mental well-being. In fact, the National Assessment of Educational Progress (NAEP) released a report that showed the stark decline in 9-year-olds' mathematical and reading outcomes, especially for Hispanic and Black students since the pandemic (2022). Recent studies have found similar trends (Bailey, Duncan, Murnane, & Au Yeung, 2021; Kuhfeld, Soland, & Lewis, 2022). In my study, for example, Clara's mother described her daughter's "tantrums" and Eugenio's father described the mental toll the COVID-19 pandemic had on his children. In addition, teachers like Mrs. Bartel had to make changes to

their instructional practices to meet the learning needs of students. For example, at the beginning of the year, she had to spend more time establishing classroom routines because students had trouble getting in line, something that children typically learn to do before kindergarten (Fuligni, Howes, Huang, Hong, & Lara-Cinisomo, 2012). Spending additional time on these rudimentary types of activities likely took time away from doing other kinds of activities to foster other skills.

Instructional Practices in the Classroom

Mrs. Bartel most often used direct instruction in a whole group setting. This is in line with prior research which has found traditional approaches to instruction in kindergarten classrooms are common (Bredekamp & Copple, 1997; Geist & Baum, 2005; Helm & Katz, 2001; Kamii & Ewing, 1996) and continue to be used today. Whole group instruction is a useful setting to introduce new concepts or topics and provide space for group conversations (Jarquin Tapia, Surrain, & Curenton, 2022). In this study, Mrs. Bartel used direct instruction, for example, to introduce writing. She modeled writing a story about a trip she took with her family to Big Bear (what happened first, second, and last) and then assigned students to write their own stories individually. Direct instruction was also used to recap concepts (e.g., calendar) and give students time to practice letter and word sounds. It is important to note the repeated use of direct instruction and whole group could be related to the COVID-19 pandemic that made teachers change the learning practices and environments across the nation (Leech, Gullet, Cummings, & Haug, 2022). Mrs. Bartel had to limit the types of interactions that students could have with other students in the classroom as instructed by administration. The physical health of students was a priority at the school. At the beginning of the year, for example, Mrs. Bartel attempted to have centers, but preparing materials and distributing them were time-consuming: “We couldn’t sanitize toys fast enough, passing them out was taking forever.” Despite the physical restrictions,

findings demonstrated high engagement from students regardless of setting type, which is contrary to what other studies have found. Other studies have found that children are more likely to be engaged in an activity with individually targeted interactions than in more group-oriented settings (Booren & Downer, & Vitiello, 2012; McWilliam, Scarborough, & Kim, 2003) and less engagement during whole group instruction (Rimm-Faufman, et al., 2005). Possibly, the students enrolled in compulsory schooling for the first time, had not yet established routines for interaction and so were amendable to whatever COVID-19 contingencies and restrictions were required of them. Specifically, these young students had not experienced anything else in the formal K-12 setting, unlike students in older grades who did have established routines prior to COVID-19, so their interactions may not have felt so starkly impacted.

While Mrs. Bartel did not implement small group work and pair share as she might have before the COVID-19 pandemic, she still incorporated opportunities for students to interact. Mrs. Bartel incorporated multi-modal activities (e.g., dancing, singing) during whole group which have been found to have positive impacts on student's social development (Greene & Sawilowsky, 2018) like student's cooperation, communication, and belonging to a group (Von Rosseberg-Gempton, Dickinson, & Poole, 1998). In addition, according to Brown (2006), songs are effective for students learning a second language to practice articulation and pronunciation of certain sounds. Besides the practice of sounds and pronunciation, other benefits of songs for second-language learners include repetitiveness (Woodall & Ziembroski, n.d.), which is helpful when learning and remembering English-language vocabulary. Also, during whole group, Mrs. Bartel covered topics on family, self, and race which allowed students to learn about each other. Talking about race, for instance, helps students to learn and respect differences between students and to build empathy, compassion (Tropp & Barlow, 2018), and biculturalism (Stolte, 2017).

Relatedly, seating peers of diverse background (e.g., linguistic and race/ethnicity) together in small round tables encourages students to have conversations with each other during individual work time. Mrs. Bartel allowed students to talk with one another when assigned individual work, but communication between students was brief. During a writing activity, for example, Jesus showed Laura his work: "Look, I'm making an R" and Laura looked over and responded: "Cool!" Mrs. Bartel also engaged students differently depending on their engagement style. Jesus was one of the students that infrequently asked questions or made comments to engage with Mrs. Bartel in whole group instruction. Mrs. Bartel shared Jesus was a “nervous and anxious” student and did not push him that much, possibly indicating a “silent period” that individuals learning a second language go through (Krashen, 1982).

Student Interactions in the Classroom

In general, focal students frequently interacted non-verbally and in a whole group instruction during the first half of the school year after learning from home for almost two years. This might not come as a surprise as studies have found that children spend a greater proportion of time in whole-group instruction than in other setting types (La Paro et al., 2009; Pianta, Whittaker, Vitiello, Ansari, & Ruzek, 2018; Quick et al., 2014; Sawyer et al, 2018). Studies have found that teachers in this setting type use strategies that focus on recalling and reviewing numeracy and words (La Paro et al., 2009) and less on differentiated instruction where teachers tailor instruction to meet the needs of students (Ritzema, Deunk, & Bosker, 2016). The morning period in Mrs. Bartel’s classroom was typically dedicated to sharing information with students (Smerdon, Burkam, & Lee, 1999; Yogman et al., 2018) and students interacting with their gaze, by moving their arms, legs, and fingers, and following directions. Non-verbal communication has been found to help children to understand and develop their verbal competency and social

cognition (Mundy, Kasari, Sigman, and Ruskin, 1995). This is especially applicable to students learning two languages who benefit from listening and absorbing a new language. However, prior studies recognize the overuse of "teacher-structured activities (i.e., the teacher talks and gives instructions to the entire group and not to one child at a time) might expose children to correct grammar usage and correct articulation of English-language sounds; however, chances of conversation are reduced." (Markova, 2017, p. 343). Students having sustained conversations with a teacher, for example, is beneficial in that it is related to later language and literacy abilities (Dickinson & Porche, 2011).

Findings from this study provide a more nuanced understanding of Sawyer et. al (2018) findings which found that children speak more to peers than the classroom teacher. In my study, although focal students generally did not verbally communicate across setting types, when they did, they communicated more with Mrs. Bartel and in Spanish during whole group. However, during individual work time, there was more communication between focal students and peers, but in English. These findings are supported by previous studies that have found that children's interactions are more common with teachers during whole group (Booren, Downer, & Vitiello, 2012; Pianta et al., 2005) and use more Spanish with teachers (Li et al., 2016; Potowski, 2004) and English with peers, regardless of language background (Ballinger & Lyster's (2011). Eugenio, for example, used more English during individual work time although they are considered Spanish-dominant. It has been found that English is a preferred language of communication between students as early as kindergarten and in bilingual settings (De Palma, 2010). This means that the goals that parents have for their child to acquire English, and Spanish is hindered by the reality of the language preference and use in classrooms like Mrs. Bartel's.

Previous studies have found that children's enjoyment of activities contributes to their motivation and learning in school (Ryan & Deci, 2000; Shernoff & Csikszentmihalyi, 2009) and focused attention on tasks (Pekrun, Goetz, Titz, & Perry, 2002; Wang & Eccles, 2013). In this study, focal students generally had positive attitudes about the activities with which they were observed interacting in Mrs. Bartel's classroom (e.g., showing a drawing of their family celebration to a peer, hearing a story about a favorite place to visit). One potential explanation for focal students' positive attitudes, for example, about a peer showing a drawing of their family celebration is that the activity is connected to students' home life. Making learning meaningful by connecting learning to students' home life has been found to promote student engagement and achievement (Deoksoon Kim, So Lim Kim, & Barnett, 2021). In addition, relevant, and meaningful learning centered around students' life allows them to uphold their culture while learning about other cultures (Ladson-Billings, 1995), a motive parents expressed for wanting their children to learn two languages. In contrast, singing about the days of the week is an activity that consists of recall and repetition and promotes student language learning (Moreno et al., 2009; Schön et al., 2008), however, less likely enjoyable for students. It is a predictable activity that does not lend itself to student-centered learning.

In this study, students generally had positive attitudes about the use of English and Spanish by peers and the classroom teacher in the classroom. This was an unexpected finding because I anticipated focal students would have more positive attitudes toward English than Spanish as it was the language they preferred to speak when interacting with peers in the classroom. Prior studies have found that a shift of attitudes toward English starts to occur in the second grade when children start to value English more than Spanish (Gerena, 2010). It is probable that students in kindergarten are still at an age when attitudes toward bilingualism are

shaped by the home environment. That is, if families value Spanish and English in the home equally, which the parents of the six focal students in my study did, young children will hold to these same attitudes. Another potential explanation for this phenomenon is the instructional approaches that Mrs. Bartel used in her classroom. She incorporated lessons that centered on discussing differences in culture, religion, race, and that have been found to contribute to students' attitudes toward biculturalism (Stolte, 2017). Later, as children interact with others and develop their own identities, attitudes about English and Spanish may remain or change. However, prior studies have found that bilingual students continue to develop positive cross-cultural attitudes, for example, even after they have transitioned from a two-way immersion program (Feinauer & Howard, 2014).

Most focal students (i.e., Clara, Fanny, Eugenio, and Laura) also associated the character's presumed language knowledge with their attitude toward Spanish and English. Students recognizing that the language background of a speaker can be related to their attitudes about the language shows students' metalinguistic awareness. Ample literature has found that bilingual children tend to have a greater metalinguistic understanding than monolingual children (Bailey, 2022; Bialystok, 1988; Cummins, 1978; Goetz, 2003; Bailey, Zwass, Rivera-Torres, & Mistry, 2015). Bilingual students become particularly aware of their social surroundings and understand that individuals have inclinations to use language differently. For example, the last story in the student activity was about two characters interacting with each other, one spoke in English (Sarah) and the other spoke English and Spanish (Sofie). The character, Sarah, communicated in English, and Sofie responded in Spanish. Fanny believed that Sofie did not like that Sarah spoke in English because Sofie was dominant in Spanish, Sofie "doesn't understand what she [Sarah] said." Bilingual students like Fanny actively assess and make decisions on what

language to communicate in based on the information they know about their peers/teacher's language background.

Limitations and Future Research

Classroom observations were valuable to document the ways that focal students interact socially and linguistically with peers and the classroom teacher in real-time. There were limitations to conducting observations during the COVID-19 pandemic. I did not video or audio record observations to limit distractions in the classroom. Instead, I sat or stood nearby the students and took detailed notes when I heard them speak and paid careful attention to see when their masks moved. There were some instances, as noted in my findings when I was unable to be near students to hear them speak or see their mask move. This may have resulted in missing verbatim speech when focal students interacted with peers. It is important to note that because students were not allowed to move from their seats and whole group instruction was the prevalent setting in which students interacted, there were not many instances in which I was unable to hear and take notes on conversations. Despite this limitation, additional data sources provide a rich picture of the successes and challenges of being a student and educator at this unique point in time. One success, for example, is that students largely followed directions and focused on the teacher as she gave lessons. A challenge for Mrs. Bartel was adapting her instructional practices to meet the school's guidance and learning how to implement a 50-50 dual language model. She was advised to have clear plexiglass dividers and less movement opportunities which made the classroom feel more formal than before. The short- and long-term impacts of COVID-19 on students' experiences should be studied further. Future research, for instance, should explore how COVID-19 continues to impact instructional practices and patterns

of interactions in classrooms to understand the types of ongoing support that educators and students need.

ABC school used a 50-50 dual language immersion model, meaning that half of the school day instruction was in Spanish and the other half of the day was in English. The current study observed focal students during the morning hours when Spanish was the primary language of instruction. It would have been interesting to see how the use of English and Spanish as well as interactions shifted in the afternoon when instruction switched to English. One can predict, however, that English became the dominant language in the classroom when taking into consideration the findings of this study, that is, students predominately spoke to peers in English but they spoke in Spanish with the teacher when instruction was in Spanish. Future research should observe students during full days of instruction as COVID-19 restrictions continue to be lifted to see if there is a shift in how they interact with each other and the classroom teacher. In addition, future studies should examine how interactions in formal and informal instructional settings affect students with a range of language proficiencies, including newcomer students who have unique experiences and needs.

Lastly, this study included the goals parents had for their child's learning. The conversation with parents, however, did not capture the learning activities that parents, or other family members, did with the students at home that can help to explain the ways in which they promote, for example, their culture. Gathering this information can further highlight the range of activities that families do with their children as well as possibly the types of support they need from their child's school to meet the learning goals they have for their children. It would also be interesting to conduct a large-scale quantitative study to investigate whether there is a correlation between teaching strategies and children's cultural development.

Implications and Conclusion

Implications for Practice

The findings of this study can help educators think about ways to be more intentional in the learning opportunities they create for students when disruptions to learning occur. This can include *when* to use structured settings and *how* to embed more student interactions. For instance, in a study focused on the play experiences of four-to five-year-olds' second language learning, Piker (2013) found that Carmen, one of the students that spoke Spanish and some English, was an ideal playmate because both Spanish and English-speaking peers sought her out as a playmate and thus sustained mixed-language interactions with her peers. In this case, it might be suggested to the teacher that Carmen is a peer that can help classmates with varying Spanish and English proficiencies in their language learning. A similar recommendation can apply to my study. That is, instructional settings and individual students can help other students, particularly those who do not speak as much, to practice their language skills and build confidence to interact with others. For example, my study found that Fanny and Jesus were two students who did not verbally communicate as much as the other four focal students during whole group instruction, although it was an area that their parents wanted them to develop further. In fact, research on students learning more than one language has demonstrated the importance of child talk for children learning two languages (Hammer et al., 2014). For example, a study found that both hearing and using a new language were more effective for language learning than exposure alone among preschool and kindergarten dual language learners (Bohman, Bedore, Peña, Mendez-Perez, & Gillam, 2010).

The findings suggest that bilingual educators like Mrs. Bartel could benefit from professional development, followed by individualized support like coaching, and professional

learning opportunities, particularly when shifts to instruction occur. The COVID-19 pandemic caused an unprecedented change in teaching and learning. For Mrs. Bartel, this was also accompanied by a switch from a 90-10 dual language model to a 50-50 model. This study contributes to understanding how the 50-50 dual language model is instated across class time and the challenges for teachers. Mrs. Bartel expressed wanting more guidance and clarity on implementing a 50-50 dual language model, particularly "what the dual aspect of our school is and what it means and what it looks like." Prior research has found teachers report feeling unprepared to support and address the needs of students learning more than one language, however, when support was provided, they reported feeling more comfortable in their teaching practices (Choi et al., 2021). Teachers that have participated in professional development that focus on research-based instructional practices have led to measurable improvements in both the overall quality of teachers' language and literacy practices with dual language learners (Buysse, Castro, Peisner-Feinberg, 2010; Castro et al., 2017). This can include using small-group activities to introduce or reinforce new concepts and skills (Castro, Espinosa, & Paez, 2011), asking open-ended questions (Wasik, Bond, & Hindman, 2006), and extending student responses (Justice, Jiang, & Strasser, 2018). The last two practices can be utilized during whole group instruction when having small group is not possible.

This study also highlights the importance of family engagement for students' development. There are many ways that families can be involved in their child's school, including volunteering in the classroom and attending parent parent-teacher conferences where the teacher can learn about the student's families and where parents can understand what their child is learning, share the goals they have for their child's learning, and learn ways to support their academic and social development at home. Parents sharing the goals they have for their

child's learning with the teacher, for example, opens the opportunity for teachers to discuss expectations with parents and ways that families can support their child at home to meet the goals. In a recent statewide study in California, findings demonstrated that programs that provided math and language activities for families to do at home with their child was related to higher engagement in learning activities at home (Martin, White, Quick, & Manship, 2022). This is particularly important given that research suggests that parents who engage in the development of their child's language and literacy can encourage positive learning outcomes for students learning more than one language (Caesar & Nelson, 2014; Hammer & Sawyer, 2016).

Implications for Research

This study extends what we know about students learning more than one language, which is that they are generally socially competent (Halle et al., 2014), by providing a more in-depth picture of how the development of these skills occurs in real-time and including student perspectives. This study can help researchers to see the ways that learning is "socially and culturally organized" (Nasir, 2016; Vygotsky, 1978). In my study, whole group instruction was the most common setting which allowed students to interact in some ways (e.g., looking at the teacher), but not in others (e.g., extended conversations with the teacher and peers). Students in my study are building their vocabularies in two languages, but it may take more time for them to make gains in Spanish and English because there are fewer opportunities for students to use the language. In addition, Eugenio is an example of how language use can be determined by their immediate context. Eugenio was one of two students who largely had a Spanish language background but spoke largely in English during individual work time. The two students sitting next to him had a largely English background which can be inferred as one reason for using English to communicate. It is therefore vital that future studies apply design methods and utilize

measures that amplify students' interactive and linguistic experiences, including audio and video recording to capture visual details of interactions. In addition, it is extremely important that research does not steer away from nuances and variations, but rather design studies that can facilitate a deeper understanding of them.

Taken together this study provided a deeper understanding of the ways that students who are learning more than one language interacted with others in a COVID-19 context as well as the instructional approaches to promote these interactions and parents' goals. This was done by observing six students across instructional settings and interviewing their classroom teacher and their parents. These findings have important practice and research implications. I recommend educators continue to think about ways to be more intentional in the learning opportunities they create for students given the toll that COVID-19 had on students learning and well-being. This can be accomplished by offering teachers ongoing professional development, individualized support (e.g., coaching), and professional learning opportunities when shifts to instruction are made until educators feel comfortable in their instructional practices. This study also highlights the importance of family engagement so there is an understanding across key community partners about ways to best support students' development. Lastly, researchers must prioritize understanding the development of diverse learners like those learning more than one language in relation to their environment. This is important to consider as dual language programs continue to expand across the nation.

Appendix A

Dear Parent,

My name is Alejandra Martin, and I am a graduate student at UCLA's School of Education & Information Studies. I am conducting a research study to understand children's experiences in a dual language immersion school. Because your child is a student in Ms. Bartel's classroom, your child is invited to participate in this study. Your child's participation in this research study is voluntary. Please look at the information that follows about the study and complete the parent consent form enclosed, whether you decide to participate or not.

COVID-19: We understand that the pandemic raises concerns about in-person activities. To ensure the safety of students: I am vaccinated and can show proof of vaccination, I will always wear a mask while on the school campus, and I will participate in a health screening before coming to the school. I will also comply with any other stricter school policies to keep students and adults safe.

If you have any questions about the study, you may contact me at alemartin@ucla.edu. I look forward to partnering on this exciting study!

Sincerely,
Alejandra Martin

University of California, Los Angeles (UCLA)
PARENT PERMISSIONTO PARTICIPATE IN RESEARCH

What is this study about?
This study is being conducted to understand the ways that children learn in a dual language immersion school. Your child's school has agreed to participate.

What will happen if my child takes part in this study?
If you agree to allow your child to participate in this study,

- We will invite your child to share about their learning experiences in the classroom. There will be no right or wrong responses. Your child will receive stickers or another small gift after participating in this activity. Most children enjoy the activity, but if not, they can stop participating anytime just by asking. The activity will take about 20 minutes and will take place in your child's school in the winter 2022.
- Allow that a researcher observes your child in the classroom a few times a week in the fall 2021 and winter 2022.

What do I have to do?

Please fill out and return the consent form to let us know if you give permission for your child to be in this study.

In addition, there are a few questions about your child and your family to answer. This survey is included in this package. Please return it with the consent form. If your child is in the study, we will invite you to participate in an interview to learn about the learning experiences that your child has at home.

Are there any potential risks or discomforts to expect from this study?
There are no anticipated risks or discomforts.

Are there any potential benefits to my child if they participate?
Your child will not directly benefit from participation in the research. However, the results of the research may help us better understand the ways children develop in a dual language environment.

Will information about my child's participation be kept confidential?
Any information that is obtained in connection with this study and that can identify your child will remain confidential. It will be disclosed only with your permission or as required by law. We will not use you or your child's name or other information that can allow him/her to be identified.

The researchers will do their best to make sure that your private information is kept confidential. Information about you will be handled as confidentially as possible but participating in research may involve a loss of privacy and the potential for a breach in confidentiality. Study data will be physically and electronically secured. As with any use of electronic means to store data, there is a risk of breach of data security. Your data, including de-identified data may be kept for use in future research.

What are my and my child's rights if he we take part in this study?
- You can choose whether or not you want your child to be in this study, and you may withdraw your permission and discontinue your child's participation at any time.
- Whatever decision you make, there will be no penalty to you or your child, and no loss of benefits to which you or your child are otherwise entitled.
- Your child may refuse to answer any questions that he/she does not want to answer and still remain in the study.

Who can I contact if I have questions about this study?
If you have any questions, comments, or concerns about the research, you can contact Alejandra Martin at alemartin@ucla.edu or Dr. Alison L. Bailey at abailey@gseis.ucla.edu.

If you have questions about your rights as a research subject, or you have concerns or suggestions and you want to talk to someone other than the researchers, you may contact the UCLA Office of the Human Research Protection Program (OHRPP) by phone: (310) 206-2040; by email: participants@research.ucla.edu or by mail: Box 951406, Los Angeles, CA 90095-1406.

By checking "YES" you permit your child to participate in the study and:

- Allow the researcher to spend about 20 minutes with your child for an activity to see what he/she is learning in winter 2022.
- Allow for the activity to be audio recorded.
- Allow the researcher observes your child in the classroom a few times a week in the fall of 2021 and winter of 2022.
- Complete and return the short parent survey that follows this form.
- Participate in a parent interview in winter 2022.

You understand that you and your child are free to stop participating at any time.

Do you give permission for your child to take part in this study?

☐ Yes, my child may participate in the study→ **If yes, please complete the parent survey**

☐ No, my child may **not** participate in the study

Your Child's Name (First, Last) _____ Child's Gender _____

Name of Parent or Legal Guardian (First, Last) _____ Email Address _____

Phone Number _____

Signature of Parent or Legal Guardian _____ Date _____

GO ON TO THE NEXT PAGE

Parent Survey

Thank you for your interest in participating in this study. I would like to learn about your child and your family. This information will help us better understand your child. As a reminder, responding to questions in this survey is voluntary. You do not need to answer all the questions if you don't want to. Also, all the information you provide will remain confidential. This survey will only take a few minutes to complete.

1. What language(s) did your child learn first? *Please select all that apply.*

☐ English

☐ Spanish

☐ Mandarin

☐ Cantonese

☐ Korean

☐ Vietnamese

☐ Filipino (Pilipino or Tagalog)

☐ Other language(s), *please specify:*

_____

2. How often does your child **hear English** at home? *Please select one.*

☐ Never

☐ Occasionally

☐ Often

☐ Always

3. How often does your child **hear Spanish** at home? *Please select one.*

☐ Never

☐ Occasionally

☐ Often

☐ Always

4. How often does your child **speak English** at home? *Please select one.*

☐ Never

☐ Occasionally

☐ Often

☐ Always

5. How often does your child **speak Spanish** at home? *Please select one.*

☐ Never

☐ Occasionally

☐ Often

☐ Always

6. What do you expect your child to accomplish by the end of this school year? *For example, that my child can read and write in Spanish and English.*

7. Which of the following categories best describes your child? *Select all that apply.*

☐ American Indian or Alaska Native

☐ Native Hawaiian or Other Pacific Islander

☐ Hispanic or Latino/a

☐ Asian

☐ Black or African American

☐ White

☐ Middle Eastern or North African

☐ Other: _____

8. Select which of the following early education programs, if any, your child attended on a regular basis before TK/Kindergarten. *Select all that apply.*

Early Education Program	**How many <u>months</u> or <u>years</u> did your child attend the program?**

☐ Family child care home with a preschool program	
☐ Child care center	
☐ Preschool or nursery school program	
☐ Head Start program	
☐ Pre-kindergarten program	
☐ Transitional Kindergarten (TK) program	
☐ Summer kindergarten prep program	
☐ Other: *please specify* _____ _____	
☐ My child did not attend an early childhood education program before TK/Kindergarten.	

9. What is the highest degree or level of school any adult in your household has completed? *Please select one.*

☐ Less than high school diploma

☐ A high school diploma or GED

☐ Some college, but no degree

☐ Completed a technical or vocational certification or training (for example, mechanic, electrician, cosmetologist, licensed vocational nurse)

☐ Associate degree (e.g., AA, AS)

☐ Bachelor's degree (e.g., BA, BS)

☐ Graduate or professional degree (for example, MD, PhD, MBA, MA, JD, DDS)

10. Which category best fits the total income of all persons in your household in the past 12 months? *Please select one. Include money from jobs or other earnings (e.g., Social Security payments, child support).*

☐ $0 to $25,000

☐ $25,001 to $50,000

☐ $50,001 to 75,000

☐ $75,001 to $100,000

☐ $100,001 to $125,000

☐ $125,001 or more

Querido padre,

Mi nombre es Alejandra Martin y soy una estudiante de posgrado en la Escuela de Educación y de Información en UCLA. Estoy realizando un estudio de investigación para comprender lo que los estudiantes aprenden en una escuela de doble inmersión. Debido a que su hijo/a es estudiante en la clase de Sra. Bartel su hijo/a está invitado a participar en este estudio. La participación del su hijo/a en este estudio de investigación es voluntaria. Por favor mire la información a continuación sobre el estudio y complete el formulario de consentimiento de los padres adjunto, ya sea que decide participar o no.

COVID-19: Entendemos que la pandemia genera preocupaciones sobre las actividades en persona. Para garantizar la seguridad de los estudiantes: Estoy vacunada y puedo mostrar prueba de vacunación, siempre usaré una máscara mientras esté en la escuela y participaré en un examen de salud antes de venir a la escuela. También cumpliré con cualquier otra política escolar más estricta para mantener seguros a los estudiantes y adultos.

Si tiene alguna pregunta sobre el estudio, puede comunicarse conmigo
en alemartin@ucla.edu ¡Espero asociarme en este emocionante estudio!

Atentamente,
Alejandra Martin

Universidad de California, Los Ángeles (UCLA)
PERMISO PARA PARTICIPAR EN INVESTIGACIÓN

¿De que se trata este estudio?
Este estudio se esta realizando para comprender las formas en que los niños desarrollan una escuela de doble inmersión. La escuela de su hijo/a ha aceptado participar.

¿Qué pasará si mi hijo/a participa en este estudio?
Si acepta permitir que su hijo/a participe en este estudio,

- Invitaremos a su hijo/a que comparta sus experiencias de aprendizaje en la clase. No habrá respuestas correctas o incorrectas. Su hijo/a recibirá una calcomanía u otro pequeño obsequio después de participar en esta actividad. La mayoría de los niños disfrutan de la actividad, pero si no, pueden dejar de participar en cualquier momento con solo preguntar. La actividad durará aproximadamente 20 minutos y se llevará a cabo en la escuela de su hijo/a en el invierno de 2022.
- Permita que observen a su hijo/a en la clase unos días de la semana en el otoño de 2021 e invierno de 2022.

¿Que tengo que hacer?

Complete y devuelva el formulario de consentimiento para informarnos si da permiso para que su hijo/a participe en este estudio.

Además, hay algunas preguntas sobre su hijo/a y su familia. Esta encuesta está incluida en este paquete. Devuélvalo con el formulario de consentimiento. Si su hijo/a está en el estudio, invitaremos a un padre de familia que participe en una entrevista para conocer las experiencias de aprendizaje que su hijo/a tiene en casa.

¿Existen posibles riesgos o molestias que se pueden esperar de este estudio?
No hay riesgos ni molestias anticipadas.

¿Hay potenciales beneficios a mi hijo/a si participa?
Su hijo/a no se beneficiará directamente de la participación en la investigación. Sin embargo, los resultados de la investigación pueden ayudar a comprender mejor las formas en las cuales los niños desarrollan en un ambiente de doble inmersión.

¿Se mantendrá la confidencialidad de la información sobre la participación de mi hijo/a?
Cualquier información que se obtenga en relación con este estudio y que pueda identificar a su hijo/a permanecerá confidencial. Se divulgará solo con su permiso o según lo requiera la ley. No usaremos su nombre ni el de su hijo/ ni ninguna otra información que pueda permitir su identificación.

Los investigadores harán todo lo posible para asegurarse de que su información privada se mantenga confidencial. La información sobre usted se manejará de la manera más confidencial posible, pero participar en una investigación puede implicar una pérdida de privacidad y la posibilidad de una violación de la confidencialidad. Los datos del estudio estarán protegidos física y electrónicamente. Al igual que con cualquier uso de medios electrónicos para almacenar datos, existe el riesgo de que se vulnere la seguridad de los datos. Sus datos, incluidos los datos no identificados, pueden conservarse para su uso en investigaciones futuras.

¿Cuáles son mis derechos y los de mi hijo/a si participamos en este estudio?
- Puede elegir si desea o no que su hijo/a participe en este estudio, y puede retirar su permiso y suspender la participación de su hijo/a en cualquier momento.
- Cualquiera que sea la decisión que tome, no habrá penalización para usted ni para su hijo/a, ni perderá los beneficios a los que usted o su hijo/a tienen derecho.
- Su hijo/a puede negarse a responder cualquier pregunta que no quiera responder y aún permanecer en el estudio.

¿Con quién puedo comunicarme si tengo preguntas sobre este estudio?
Si tiene alguna pregunta, comentario o inquietud sobre la investigación, puede comunicarse con Alejandra Martin en alemartin@ucla.edu o con la Dra. Alison L. Bailey en abailey@gseis.ucla.edu.

Si tiene preguntas sobre sus derechos como sujeto de investigación, o si tiene inquietudes o sugerencias y desea hablar con alguien que no sean la investigadora, puede comunicarse con la Oficina del Programa de Protección de la Investigación Humana de UCLA (OHRPP**)** por

teléfono: (310) 206-2040; por correo electrónico: participants@research.ucla.edu o por correo: Box 951406, Los Ángeles, CA 90095-1406.

Al marcar "SÍ", usted permite que su hijo/a participe en el estudio y:

- Permita que la investigadora dedique unos 20 minutos con su hijo/a en una actividad para ver lo que está aprendiendo en el invierno de 2022.
- Permita que la actividad se grabe en audio.
- Permita que observen a su hijo/a en la clase unos días de la semana en el otoño de 2021 e invierno de 2022.
- Complete y devuelva la breve encuesta para padres que sigue a este formulario.
- Participe en una entrevista para padres en el invierno de 2022.

Entiende que usted y su hijo/a pueden dejar de participar en cualquier momento.

¿Da permiso para que su hijo/a participe en este estudio?

☐ Sí, mi hijo/a puede participar en el estudio → **en caso afirmativo, complete la encuesta para padres**

☐ No, mi hijo/a **no** puede participar en el estudio

_____ _____

El nombre de su hijo/a (primer nombre, apellido) Sexo de su hijo/a

_____

Nombre del padre o tutor legal (primer nombre, apellido) Correo electrónico

_____

Número de teléfono

_____ _____

Firma del padre o tutor legal Fecha

VAYA A LA SIGUIENTE PÁGINA

Encuesta para padres

Gracias por su interés en participar en este estudio. Nos gustaría aprender sobre su hijo/a y su familia. Esta información nos ayudará a entender mejor a su hijo/a. Le recordamos que responder a las preguntas de esta encuesta es voluntario. No es necesario que responda a todas las preguntas si no lo desea. Además, toda la información que proporcione seguirá siendo confidencial. Esta encuesta solo tomará unos minutos para completarse.

1. ¿Qué idioma(s) aprendio su hijo/a primero? *Por favor seleccione todas las opciones que apliquen.*

☐ Inglés
☐ Español
☐ Mandarín
☐ Cantonés
☐ Coreano
☐ Vietnamita
☐ Filipino (Tagalo)
☐ Otro(s) idioma(s), *por favor especifique:* _____

2. ¿Con qué frecuencia su hijo/a **escucha inglés** en casa? *Por favor seleccione uno.*

☐ Nunca
☐ Ocasionalmente
☐ A menudo
☐ Siempre

3. ¿Con qué frecuencia su hijo/a **escucha español** en casa? *Por favor seleccione uno.*

☐ Nunca
☐ Ocasionalmente
☐ A menudo

☐ Siempre

4. ¿Con qué frecuencia su hijo/a **habla inglés** en casa? *Por favor seleccione uno.*

   ☐ Nunca

   ☐ Ocasionalmente

   ☐ A menudo

   ☐ Siempre

5. ¿Con qué frecuencia su hijo/a **habla español** en casa? *Por favor seleccione uno.*

   ☐ Nunca

   ☐ Ocasionalmente

   ☐ A menudo

   ☐ Siempre

6. ¿Qué espera que su hijo/a logre al final de este año escolar? *Por ejemplo, que mi hijo/a pueda leer y escribir en español e inglés.*

7. ¿Cuál de las siguientes categorías mejor describe a su hijo/a? *Seleccione las opciones que apliquen*

   ☐ Indio Americano o Nativo de Alaska
   ☐ Nativo de Hawái o de otras islas del Pacífico
   ☐ Hispano o Latino/a
   ☐ Asiático
   ☐ Negro o Afroamericano
   ☐ Blanco
   ☐ Oriente Medio o África del Norte
   ☐ Otro: _____

8.

8. Seleccione a cuál de los siguientes programas de educación temprana, si corresponde, asistió su hijo/a con regularidad antes del TK/Kinder. *Seleccione las opciones que apliquen.*

Programa de educación temprana	**¿Cuántos meses o años asistió su hijo al programa?**
☐ Hogar de cuidado infantil familiar con programa preescolar	
☐ Centro de cuidado infantil	
☐ Programa de preescolar o guardería	
☐ Programa Head Start	
☐ Programa de prekinder	
☐ Programa de kindergarten de transición (TK)	
☐ Programa de preparación para kinder de verano	
☐ Otro: *especifique* _____ _____	
☐ Mi hijo/a no asistió a un programa de educación infantil antes del TK/kinder.	

9. ¿Cuál es el título o nivel escolar más alto que ha completado un adulto en su hogar? *Por favor seleccione uno.*

☐ Menos que una diploma de escuela secundaria

☐ Una diploma de escuela secundaria o GED

☐ Algo de universidad , pero sin título

☐ Completó una certificación o capacitación técnica o vocacional (por ejemplo, mecánico, electricista, cosmetólogo, enfermera vocacional con licencia)

☐ Título de asociado (por ejemplo, AA, AS)

☐ Licenciatura (por ejemplo, BA, BS)

☐ De pos grado o título profesional (por ejemplo, MD, PhD, MBA, MA, JD, DDS)

10. ¿Qué categoría refleja los ingreso total de todas las personas en su hogar en los últimos 12 meses? *Por favor seleccione uno. Incluya dinero de trabajos u otros ingresos (por ejemplo, pagos del Seguro Social, manutención de niños).*

☐ $0 a $25,000

☐ $25,001 a $50,000

☐ $50,001 a $75,000

☐ $75,001 a $100,000

☐ $100,001 a $125,000

☐ $125,001 o más

Appendix B

Study Timeline for Project Tasks and Deliverables

Tasks and Deliverables	**2021**	**2022**			
	Q4	***Q1***	***Q2***	***Q3***	***Q4***
Data collection activities					
Classroom observations					
Student activity					
Parent interviews					
Teacher interview					
Organizing and preparing the data for analysis					
Reading and coding the data					
Analysis					
Parent interviews					
Teacher interview					
Student activities					
Classroom observations					
Reporting					
Write findings					
Finalize and submit dissertation					

Notes. ***Q1:*** January 1 to March 31, ***Q2:*** April 1 to June 30, ***Q3:*** July 1 to September 30, ***Q4:*** October 1 to December 31.

Appendix C

Observation Procedures and Protocol

Procedures:

- Six focal students will be observed using the following observation protocol.
- During every visit, each focal student will be observed for a set amount of time to ensure that all students have a similar number of observations across classroom settings.
- Field notes will be focused, descriptive, and detailed (e.g., gestures, movement, facial expressions, quotes, reactions). In brackets, I will include in-the-moment notes.
- The checklist is to capture holistic classroom learning opportunities and the notes will help to generate codes. In my dissertation, I will primarily capture and report *how* focal students interact both verbally and non-verbally.
- Data collection memos will be written after each day of data collection to capture thoughts and ideas that I can revisit as I progress with data collection and then analysis.

Protocol:

Child ID (1, 2, 3, 4, 5, 6)**:**

Date:

Start Time:
End Time:

Classroom setting (select the setting in which the focus student is involved):

☐ Whole Group Activity

☐ Small Group Activity

☐ Individual Time

☐ Free Choice

☐ Centers

☐ Pair Share

Classroom content (select content(s) in which the focus student is involved):

☐ Science

☐ Art

☐ Math

☐ Social Studies

☐ Language/Literature

☐ Other: _____

Language(s) of instruction

☐ Spanish

☐ English

Lesson/activity objective:

Observation field notes

Reflection notes/summary (e.g., ideas, impressions, thoughts, questions, things to consider for upcoming observations):

Appendix D

Student Activity Protocol
The Language Attitudes Story Prompts (LASP) (Bailey & Zwass, 2015)

The LASP is designed to capture young children's (4-6 years of age) attitudes about Spanish and English language use in and outside school settings through story elicitation "using dolls to speak for and act out the actions of the story" (Bailey & Zwass, 2015, p.2). The idea is that children's responses reflect their actual experiences in schools, for example (Bretherton, Oppenheim, Buchsbaum, & Emde, 1990).

The LASP protocol is slightly adapted for the purposes of this study. This modified protocol has four rather than three target stories that focus on social interactions and language practices that children might encounter in their school setting. The stories are reflective of interactions that were observed in the participating students' classroom. The responses to the story prompts were used to understand students' thoughts about the characters involved in the different scenarios as well as their thoughts about modes of interactions and language practices.

Procedures:
The protocol consists of ***one*** practice story prompt and ***four*** target story prompts with a set of accompanying dolls.

1) Conduct the interview in a quiet location so the child can focus on his/her story generation without distraction or interruption.

2) Prior to administration, ask the classroom teacher if the child's English language proficiency level would warrant conducting the protocol in Spanish. If so, or if the child request Spanish, use the Spanish-language protocol. See also points 6 & 7 below.

3) The interviewer explains to the child that they are about to do a story activity together using dolls to help tell stories to one another.

4) For each story prompt, the interviewer names each of the dolls that will be used in the particular story. The main child character in each study should be the same gender expression as the child being interviewed (Sofie or Marcus). ***Where the story calls for just one friend of Sofie/Marcus, match the gender to the child being interviewed.***

5) The interviewer begins each prompt by presenting the story in an animated and dramatic manner to encourage the child to do the same. At the end of the prompt, the interviewer will direct the child to continue the story by saying, "Show me and tell me what happens next."

6) The interviewer begins administering the assessment by giving the child the practice prompt. Before continuing with the target story prompts, the child must show at least three of the following behaviors to be assured of having understood the activity: talking with the interviewer, manipulating the dolls, talking for the characters in character

"voice", or referring to the story. (If the child does not exhibit three of the four behaviors the interviewer can model a response with the practice story). Also use this information to gauge the selection of the Spanish or English-language protocols to best match the child's language needs/preferences.

7) Regardless of the language of the prompts, the child may respond to prompts in ***either Spanish or English***. If the child asks which language they should use, tell the child they can choose whichever language they prefer. Due to the nature of this task, for bilingual students codeswitching may be an inherent and telling component of their responses.

8) If the child explicitly asks which languages Sofie/Marcus know, say they can decide.

9) If a child's responses to the practice prompt (#1) and first target story prompt (#2) suggest they are equally competent in Spanish and English then optionally provide the translations of the direct speech of characters in prompts #3 & #4 (i.e., use your discretion here to omit the bracketed translations if a child seem to comprehend without needing the translation of the Spanish language phrasing and is getting tired of the redundancy of these).

10) During the child's story, the interviewer may use nondirective comments such as, ***"Does anything happen next?"*** to encourage the child to continue the story.

11) If the child…
    a. does not respond,
    b. responds with one word, or
    c. sounds rote in their response (e.g., because it is good to play together),

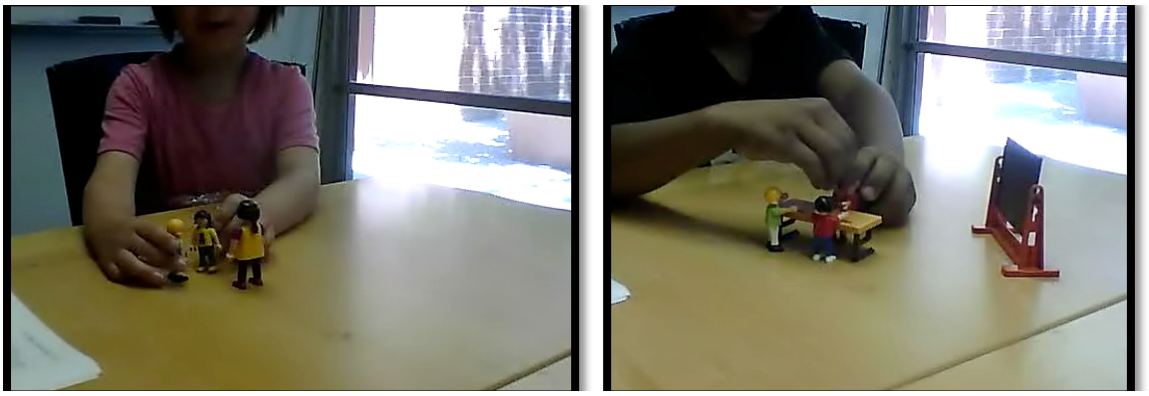
    …use probes to ask them to elaborate (e.g., ***"Can you explain why a little further?" "Can you tell me more about why you said that…?"*** etc.)

12) ***At the very end of each story***, the interviewer probes for the child's attitudes towards the story characters and the languages they use by asking the follow-up questions provided for each stem (as a default use the follow-up prompt for each story unless it is obvious the child just provide the target information spontaneously).

13) The interview can repeat the story prompts and the follow-up questions if the child requests this.

Materials:

- One female child doll and one male child doll (Sofie/Marcus – dark haired dolls with backpacks – remove backpacks during stories or once familiar with the target dolls);
- One male adult doll to represent the classroom teacher (Mr. Nuñez);
- One female adult doll to represent the mother;
- Two additional male dolls and two additional female dolls appearing as supporting characters across different prompts: Carlos (dark hair)/Danny (blond hair); Ana (dark hair)/Sarah (blond hair).



Bailey & Zwass (2015) used by permission.

ENGLISH SCRIPT

Before we start, I want to tell you my name. I'm Alejandra, and I'm working on a study about children and the things they are learning. If you agree to help me, you will hear some short stories and then I will ask you a few questions. There are no right or wrong answers, I just want to know what you think.

If you want to take a break or stop for any reason, just let me know anytime.

Do you want to do this activity with me today?

☐ **Yes**, continue

☐ **No**, go to "End interview script" for student(s) that does/do not wish to participate

> **End interview script:**
> I am sorry you do not want to do this activity with me now, but that's okay we can try another day. Thank you for talking with me today!

DIRECTIONS: Before the story prompts begin, the interviewer (INT) specifically states, *"We are about to use some dolls to tell a few stories. I'll tell you who the characters are and start the story, and then you will finish it. You can finish the story any way you want. There are no right or wrong answers. When you're finished, I'm going to ask you a couple questions. Again, there are no right or wrong answers, I just want to know what you think. If there is ever anything you don't feel comfortable telling me, just let me know and we can move on to something else. Are you ready to get started?"*

[START VIDEO/AUDIO RECORDING]

Introduce the **target story characters by name** at the start of each prompt: *"In this story, we're going to have Sofie/Marcus, her/his mother, and Carlos/Ana."*

PROMPT 1: PRACTICE
3 Characters: Sofie/Marcus, Sarah/Danny, Mother

INT: ***Sofie/Marcus*** goes to the park one day with his/her mother. They play together for a while in the park, and then **Mother** asks: "Would you like to leave now and go get ice cream?"

Just then *Sofie/Marcus's* best friend **Sarah/Danny** arrives at the park and runs over.

Sarah/Danny says, "*Sofie/Marcus*, will you play with me?"

Show me and tell me what happens next.

CHILD RESPONSE

INT: What else happens?

CHILD RESPONSE

Additional follow-up questions:

- Ask, do you think *Sofie/Marcus* likes playing in the park?
- Ask why or why not. [If necessary, what do they think about that?]
- Probe if the child
    a. does not respond,
    b. responds with one word,
    c. sounds rote in their response
- Probe e.g., Can you explain why a little further?

Analysis guiding questions: Is the child able to share from the prompt? If not, or the story is unelaborated, model an answer using the dolls.

TRANSITION: *"Lets' move on to another story now."*

PROMPT 2: SOCIAL INTERACTIONS IN THE CLASSROOM
2 characters: Sofie/Marcus, Sarah/Danny

INT: ***Sofie/Marcus*** sits next to ***Sarah/Danny*** in class. ***Sarah/Danny*** gets up to sing Buenos Dias [Good Morning] and "Hoy es [day of the week], hoy es [day of the week] si señor, si señor", but ***Sofie/Marcus*** puts her/his head down on the table and doesn't get up to sing the songs with the teacher and the rest of the class.

Show me and tell me what happens next.

CHILD RESPONSE

INT: What else happens?

CHILD RESPONSE

Additional follow-up questions:

- Does *Sofie/Marcus* like singing the morning song?
    - Why or why not. [If necessary, what do they think about that?]
- Does *Sofie/Marcus* like that the song is in Spanish?
    - Why or why not. [If necessary, what do they think about that?]
- What about *Sarah/Danny?*
    - Why or why not. [If necessary, what do they think about that?]

Analysis guiding questions: How does the child describe the interaction that both characters have? Does the child choose one or multiple forms of interactions between the characters (e.g., Sofie tells Sarah to get up, Sarah doesn't listen to Sofie)? What are the attitudes/characterizations of the people in the story?

TRANSITION: *"Lets' move on to another story now."*

PROMPT 3: SOCIAL INTERACTIONS IN THE CLASSROOM
2 Characters: Sofie/Marcus, Carlos/Ana

INT: *Sofie/Marcus* sits and grabs her/his paper and a pencil and writes a story about celebrating a *posada* with her/his family. *Sofie/Marcus* uses crayons to draw her/his family singing together at the *posada*. *Sofie/Marcus* shows *Carlos/Ana* her/his drawing and says, "Look at me and my family singing together at the *posada*!" *Carlos/Ana* looks at *Sofie/Marcus.*

Show me and tell me what happens next.

CHILD RESPONSE

INT: What else happens?

CHILD RESPONSE

Additional follow-up questions:

- Does *Carlos/Ana* like *Sofie's/Marcus'* story about the posada?
    - Why or why not. [If necessary, what do they think about that?]
- Does *Carlos/Ana* like that *Sofie/Marcus* is speaking in English?
    - Why or why not. [If necessary, what do they think about that?]

Analysis guiding questions: How does the child describe the interaction that both characters have? How does the child resolve this interaction?

TRANSITION: *"Lets' move on to another story now."*

PROMPT 4: LANGUAGE AND THE CLASSROOM TEACHER
2 characters and blackboard for scenery: Sofie/Marcus, Mr. Nuñez

INT: *Sofie/Marcus* is in class and the teacher, Mr. Nuñez, tells them "My favorite place to visit is Mexico (that's another country). My parents live there, and everyone likes to teach me the names of all the foods in Spanish."

Mr. Nuñez then asks the class to draw pictures of their own favorite places to visit. He walks over to Sofie/Marcus's table and asks: "*Sofie/Marcus*, de que se trata tu dibujo?" [What is your drawing about?]

Show me and tell me what happens next.

CHILD RESPONSE

INT: What else happens?

CHILD RESPONSE

Additional follow-up questions:

- Does *Sofie/Marcus* like Mr. Nuñez's story about his visit to Mexico?
    - Why or why not. [If necessary, what do they think about that?]
- Does *Sofie/Marcus* like that Mr. Nuñez speaks to him/her in Spanish?
    - Why or why not. [If necessary, what do they think about that?]

Analysis guiding questions: How does the child resolve any issue with a possible language barrier between the student and teacher? How does the child characterize the teacher and languages used? Who else is brought into the story? Does the child describe any drawing of a visit as a bicultural experience (positive, negative)? How are places and people in any drawing characterized?

TRANSITION: *"Lets' move on to the last story."*

PROMPT 5: LANGUAGE AND PEERS/TEACHER
3 characters and blackboard for scenery: Sofie/Marcus, Sarah/Danny, Mr. Nuñez

Prompt for younger children (ages 4-6 years)

INT: *Sofie/Marcus* is on his/her iPad listening to a story in English about a boy celebrating his birthday at the beach. *Sarah/Danny* is also listening to the same story in English about a boy celebrating his birthday at the beach. *Sarah/Danny* speaks English and *Sofie/Marcus* speaks Spanish and English.

Sarah/Danny says to *Sofie/Marcus* "The boy is eating chocolate *cake* for his birthday." But *Sofie/Marcus* did not understand and says, "Sí, el niño esta comiendo helado de chocolate para su cumpleaños." [Yes, the boy is eating chocolate *ice cream* for his birthday].

Show me and tell me what happens next.

CHILD RESPONSE

INT: *Mr. Nuñez* walks over and asks "What story are you listening to? ¿Que historia estás escuchando?"

CHILD RESPONSE

INT: What else happens?

Additional follow-up questions:

- Does *Sofie/Marcus* like that *Sarah/Danny* speaks to her/him in English?
    - Ask why or why not. [If necessary, what do they think about that?]
- If necessary, ask: Does anyone help *Sofie/Marcus* understand what *Sarah/Danny* says in English? [What do they think about that?]

Analysis guiding questions: How does the child resolve any issue with a possible language barrier between the students? How does the child characterize the children and the languages used? How is a third character characterized in the story?

Appendix E

Parent Interview Protocol

Introduction

Thank you for taking the time to speak with me today.

My name is Alejandra, and I am a graduate student in the School of Education & Information Studies at UCLA. I am very excited to be here today to learn about the relationship that your child has with others and how he/she uses English, Spanish, and perhaps other languages. This interview will take approximately 60 minutes.

Any information that is obtained in connection with this study and that can identify you and your child will remain confidential. It will be disclosed only with your permission or as required by law. I will not use you or your child's name or other information that can allow you and him/her to be identified.

Also, your participation in this research study is voluntary. You do not have to answer any questions you do not want to answer and may stop participating at any time. Whatever decision you make, there will be no penalty to you or your child, and no loss of benefits to which you or your child were otherwise entitled.

If you don't mind, I would like to audio record this interview so that I can focus on what you are saying and have an accurate record of what you tell me. No one other than me will have access to the recording. If you would like me to turn off the recorder at any point, just let me know.

Are you okay with this?

Do you have any questions before we begin? [*answer any question/s the parent may have]*

If you have any questions about the study, you can contact me at alemartin@ucla.edu. If you have questions about your rights as a research subject, or you have concerns or suggestions and you want to talk to someone other than the researchers, you may contact the UCLA OHRPP by phone: (310) 206-2040; by email: participants@research.ucla.edu or by mail: Box 951406, Los Angeles, CA 90095-1406.

Part 1. Background

1. Thanks again for talking with me today. I would like to start by learning a little about your family. How would you describe your family and [child's name] to [teacher name]?

   Probe/listen for:
   a. What goals do you have for [child's name] learning?

b. What learning experiences do you want your child to have at school?

2. In the parent survey that was attached to the consent form, you shared that [child's name] attended [early education programs] on a regular basis before kindergarten. Can you share a little bit about [child's name] experience at the early education program(s)?

Probe:

a. How many months or years did your child attend the program?
b. How many hours each day?
c. What language(s) did the providers use in the classroom?
d. Why did you choose this childcare program for [child's name]?

Part 2. Social interactions

Thank you for sharing about your family and your child. Now I want to learn about the types of interactions that are important that your child [name] has with others at this young age.

3. I'm going to read and share [in the chat] five statements. I want you to tell me which one you think is the most important for your child to do at this age and then tell me why. There are no right or wrong answers. I just want you to tell me what you think.

a. That [child's name] ***seeks and initiates*** conversations with peers and the teacher
b. That [child's name] ***interacts with diverse peers in class***, including peers that have different abilities, gender identities, and backgrounds (for example, racially/ethnically, and/or linguistically)
c. That [child's name] ***shares about their culture*** (for example, language, traditions, family) with their peers and/or teacher
d. That [child's name] is ***respectful to others*** (for example, listens, thoughtful of others' feelings)
e. That [child's name] is ***engaged*** in class during instruction (for example, participating with the teacher and students during morning songs, working on the assignment that the teacher gives students to complete)

Probe:
Are there other things that are not on this list that are important [child's name] does at this age?

4. Other than in school, what are some of the ways in which your child [*recap the five social interactions*]? [*ask them to share example, e.g., Tell me a time that [child's name…can you describe what [child's name] did?]*

Probe:

a. How often does [child's name] [X]? Very often…sometimes, rarely, never.
b. What, if any, are some of the challenges that you see your child have with other children?

5. The COVID pandemic has changed what we do in our day to day lives. How has the pandemic impacted [child's name] ?

   Probe:
   a. How has that changed now that [child's name] is attending school in person?

Part 3. Language practices at home

I'm also interested to learn a little more about how your family and [*child's name*] use of English, Spanish, and perhaps other languages at home. Including when and with whom Spanish and English are spoken.

6. In the parent survey that was attached to the consent form, you shared that your child hears [*languages*] and speaks [*languages*] at home. Could you describe how this typically looks like at home? *[Inquire about **all** languages]*

   Probe/listen for:
   a. Who at home speaks [language(s)]?
      i. How well do (you/other adults/other children) speak [language(s)]. What about read? Very well…well, not well, not at all.
   b. When are language(s) spoken [pay attention to the **purpose**/**function** of the language(s)]
   c. What is [child's name] language preferences at home?

7. Has the pandemic changed the way that [child's name] uses English and Spanish? How so?

Part 4. Parent engagement

Now, I would like to know the different ways you are involved in your child's education and the types of information that you share with your child's teacher.

8. What are some of the ways that you engage with your child's classroom as an active partner in your child's learning? For example, volunteer, attend parent meetings, attend events, etc.

   Probe:
   a. How often do you communicate with the teacher? Very often…sometimes, rarely, never.
      a. Does the teacher reach out to you? Do you reach out to the teacher?
      b. What are those conversations with the teacher like? [*Listen for family background conversations, culture, things that are important for parents that their child learns*.]
   b. Receive activities to do with your child in the home

9. Do you think the COVID pandemic has changed the ways that you are involved in your child's education so far? Is your involvement in your child's education this year the same or different from last year?

Part 5-Closing

This has been a really great conversation. Before we end today's conversation, can you share a little bit about…

10. The reason for choosing to enroll [*child's name*] in a Spanish-English dual language immersion elementary school?

    Probe/listen for:
    a. Personal values
    b. Importance of bilingualism
    c. Culture/heritage preservation
    d. Any drawbacks enrolling your child in this school?

Those are all the questions I have for you; do you have anything additional you would like to mention that I didn't ask?

Thank you! All the information you provided today is very helpful.

Protocolo de entrevista con los padres

Introducción

Gracias por tomarse el tiempo de hablar conmigo hoy.

Mi nombre es Alejandra y yo soy una estudiante de posgrado en la Escuela de Estudios de la Educación e Información de UCLA. Estoy muy emocionado de estar aquí hoy para saber mas sobre las relaciones que tiene su hijo/a con los demás y cómo usa el/ella inglés, el español y quizás otros idiomas. Esta entrevista durará aproximadamente 60 minutos.

Cualquier información que se obtenga en relación con este estudio y que pueda identificarlo a usted y a su hijo/a permanecerá confidencial. Se divulgará solo con su permiso o según lo requiera la ley. No usaremos su nombre o la de su hijo/a u otra información que pueda permitir que usted y él / ella sea identificado/a.

Además, su participación en este estudio de investigación es voluntaria. No tiene que responder ninguna pregunta que no quiera responder y puede dejar de participar en cualquier momento. Cualquiera que sea la decisión que tome, no habrá penalización para usted ni para su hijo/a, ni perderá los beneficios a los que usted o su hijo/a tenían derecho.

Si no le importa, me gustaría grabar en audio esta entrevista para poder concentrarme en lo que está diciendo y tener un registro preciso de lo que me dice. Nadie más que yo tendrá acceso a la grabación. Si desea que apague la grabadora en cualquier momento, hágamelo saber.

¿Esta de acuerdo con esto?

¿Tiene algunas preguntas antes de que comencemos? [*responda cualquier pregunta que pueda tener]*

Si tiene alguna pregunta sobre el estudio, puede contactarme en alemartin@ucla.edu. Si tiene preguntas sobre sus derechos como sujeto de investigación, o si tiene inquietudes o sugerencias y desea hablar con alguien que no sean los investigadores, puede comunicarse con UCLA OHRPP por teléfono: (310) 206-2040; por correo electrónico: participants@research.ucla.eduo por correo: Box 951406, Los Ángeles, CA 90095-1406.

Parte 1-Antecedentes

1. Gracias de nuevo por hablar conmigo hoy. Me gustaría comenzar aprendiendo un poco sobre su familia. ¿Cómo describiría a su familia y a [nombre del niño/a] a [nombre de la maestra]?

   Preguntas de seguimiento/ escuchar:
   a. ¿Que metas tiene para el aprendizaje de [nombre del niño/a]?
   b. ¿Que experiencias de aprendizaje quiere que tenga su hijo/a en la escuela?

2. En la encuesta para padres que se adjuntó al formulario de consentimiento, compartió que [nombre del niño/a] asistió a [programas de educación temprana] de manera regular antes del kinder. ¿Puede compartir un poco sobre la experiencia de [nombre del niño/a] en los programas de educación temprana?

   Preguntas de seguimiento/ escuchar:
   a. ¿Cuántos meses o años asistió su hijo/a al programa?
   b. ¿Cuántas horas al día?
   c. ¿Qué idioma(s) utilizaron los proveedores en la clase?
   d. ¿Por qué eligió este programa de cuidado infantil para [nombre del niño/a]?

Parte 2. Interacciones sociales

Gracias por compartir sus antecedentes y los de su hijo/a. Ahora quiero aprender acerca de los tipos de interacciones sociales que son importantes que su hijo/a [nombre] desarrolle a esta temprana edad.

3. Voy a leer y compartir [en el chat] cinco declaraciones. Quiero que me diga cuál considera que es la más importante para su hijo/a haga a esta edad y luego me diga por qué. No hay respuestas correctas o incorrectas. Solo quiero que me diga lo que piensa.
   a. Que [nombre del niño/a] ***busque e inicie*** conversaciones con compañeros(s) y la maestra.
   b. Que [nombre del niño/a] ***interactúe con compañeros diversos en clase***, incluidos los compañeros que tienen capacidades diferentes, identidades de género y orígenes (por ejemplo, racial / étnica, y / o lingüística)
   c. Que [nombre del niño/a] ***comparta sobre su cultura*** (por ejemplo, idioma, tradiciones, familia) con su compañero(s) y / o maestra
   d. Que [nombre del niño/a] sea ***respetuoso con los demás*** (por ejemplo, escucha, reflexiona sobre los sentimientos de los demás)
   e. Que [nombre del niño/a] ***preste atención*** en la clase durante la instrucción (por ejemplo, participando con la maestra y los estudiantes durante las canciones de la mañana, trabajando en los trabajos que la maestra les da a los estudiantes para completar)

   Preguntas de seguimiento:
   ¿Hay otras cosas que no están en esta lista que sean importantes para que [nombre del niño/a] haga a esta edad?

4. Aparte de la escuela ¿Cuáles son algunas de las formas en las que [nombre del niño/a] [*recapitula las cinco interacciones sociales*]? [*pídales que compartan un ejemplo, por ejemplo, dígame una vez que [nombre del niño/a] ... puede describir lo que hizo [nombre del niño]?]*

   Preguntas de seguimiento:
   a. ¿Con qué frecuencia [nombre del niño/a] [X]? Muy a menudo…a veces, rara vez, nunca.

b. ¿Cuáles, si los hay, son algunos de los desafíos que ve que tiene su hijo/a con otros compañeros?

5. La pandemia de COVID ha cambiado lo que hacemos en nuestro día a día. ¿Cómo ha afectado la pandemia a [nombre del niño/a]?

   Preguntas de seguimiento:
   a. ¿Como ha cambiado eso ahora que [nombre del niño/a] asiste a la escuela en persona?

Parte 3. Prácticas lingüísticas en casa

También me interesa aprender un poco más acerca de cómo su familia y [nombre del niño/a] usan el inglés, español, y tal vez otros idiomas en casa. Incluyendo cuándo y con quién se habla español e inglés.

6. En la encuesta para padres que se adjuntó al formulario de consentimiento, compartió que su hijo/a escucha [*idiomas*] y habla [*idiomas*] en casa. ¿Podría describir cómo se ve típicamente esto en casa? *[Consultar sobre **todos los** idiomas]*

   Preguntas de seguimiento:
   a. ¿Quién habla [idioma (s)] en casa?
      a. ¿Qué tan bien (usted / otros adultos / otros niños) hablan [idioma (s)]? ¿Y la lectura? Muy bien…bien, no muy bien, para nada.
   b. Cuando se hablan los idiomas [preste atención al **propósito** / **función** de los idiomas]
   c. ¿Cuáles son las preferencias de idioma de [nombre del niño/a] en casa?

7. ¿La pandemia ha cambiado la forma en que [nombre del niño/a] usa el inglés y el español? ¿Cómo es eso?

Parte 4. Participación de los padres

Ahora, me gustaría saber las diferentes formas en que participa en la educación de su hijo/a y los tipos de información que comparte con la maestra de su hijo/a.

8. ¿Cuáles son algunas de las formas en que participa en el salón de clases de su hijo/a como un socio activo en el aprendizaje de su hijo/a? Por ejemplo, ser voluntario, asistir a reuniones de padres, asistir a eventos, etc.

   Preguntas de seguimiento:
   a. ¿Con que frecuencia se comunica con la maestra? Muy a menudo…a veces, rara vez, nunca.
      a. ¿La maestra la invita a participar? ¿Usted se pone en contacto con la maestra?

b. ¿Cómo son esas conversaciones con la maestra? [*Escuche las conversaciones de antecedentes familiares, la cultura, las cosas que son importantes para los padres que su hijo aprende].*

b. Recibe actividades para hacer con su hijo/a en el hogar.

10. ¿Cree que la pandemia de COVID ha cambiado la forma en que participa en la educación de su hijo/a hasta ahora? Su participación en la educación de su hijo/a este año es la misma o diferente a la del año pasado?

Parte 5- Clausura

Esta ha sido una gran conversación. Antes de que terminemos la conversación de hoy, ¿puede compartir un poco de ...

11. ¿La razón principal para elegir inscribir a [nombre del niño/a] en una escuela primaria de inmersión en dos idiomas en español e inglés?

    Preguntas de seguimiento:
    a. Valores personales
    b. Importancia del bilingüismo
    c. Conservación de la cultura / patrimonio
    d. ¿Algún inconveniente al inscribir a su hijo/a en esta escuela?

Esas son todas las preguntas que tengo para usted; ¿Tiene algo adicional que le gustaría mencionar que no le pregunte?

¡Gracias! Toda la información que proporciono hoy es muy útil.

Appendix F

Teacher Interview Protocol

Introduction

Thank you again for taking the time to speak with me this morning/afternoon.

My name is Alejandra, and I am a graduate student in the School of Education & Information Studies at UCLA. I am very excited to be here today to learn more about your perspectives regarding student's relationship with others and the ways that students use English and Spanish in your classroom. This interview will take approximately 60 minutes. If for any reason we have to end the conversation early today, we can resume next week.

Before we start, I want to assure you that any information that is obtained in connection with this study and that can identify you will remain confidential. It will be disclosed only with your permission or as required by law. I will not use your name or other information that can allow you to be identified.

Also, your participation in this research study is voluntary. You do not have to answer any questions you do not want to answer and may stop participating at any time. Whatever decision you make, there will be no penalty to you.

If you don't mind, I would like to audio record this interview so that I can focus on what you are saying and have an accurate record of what you tell me. No one other than me will have access to the recording. If you would like me to turn off the recorder at any point, just let me know.

Are you okay with this?

Do you have any questions before we begin? [*answer any question/s the teacher may have]*

If you have any questions about the study, you can contact me at alemartin@ucla.edu. If you have questions about your rights as a research subject, or you have concerns or suggestions and you want to talk to someone other than the researchers, you may contact the UCLA OHRPP by phone: (310) 206-2040; by email: participants@research.ucla.edu or by mail: Box 951406, Los Angeles, CA 90095-1406.

Part 1. Background [5 min]

2. I would like to start by learning more about your background. How long have you been teaching and how long have you been at this school?

   Probe:
   a. Have you always taught in a dual language immersion school? [*If not, what was it like to work at a non-dual language immersion school?]*

3. What training and preparation did you have before teaching at this school?

   Probe:
   a. What professional development opportunities do you have now?

4. How would you describe your classroom to a teacher at another school?

Part 2. Instructional Practices-Social interactions [15 min]

Thank you for sharing about your background. I now want to learn about the types of interactions that students have with others at this young age.

5. I'm going to read five statements one at a time. I want you to tell me how these opportunities are created in your classroom. [*Read one statement at a time. After each statement, ask about the **frequency** of the activities AND **challenges** in creating the opportunities]*

   What are the opportunities in your classroom for…

   a. Students to ***seek and initiate*** conversations with peer(s)? What about with you?
   b. Students to ***interact with diverse peers in class***, including peers that have different abilities, gender identities, and backgrounds (for example, racially/ethnically, and/or linguistically)?
   c. Students to ***share about their culture*** (for example, language, traditions, family) with their peer(s) and/or with you? [*Probe for this item: What about students' home/community do you incorporate in your class? Why?]*

Now, what are some examples of

   d. Students ***engaged*** in class during instruction (for example, participating with you and students during morning songs, working on the assignment that you give students to complete)?...

6. The COVID pandemic has changed what we do in our day to day lives. How has the pandemic impacted the interactions that children can have in the classroom this year?

   Probe:
   a. What did a typical day look like pre-pandemic?

Part 3. Instructional Practices-Language in the classroom [15 min]

Now, I'm interested to know more about the use of English and Spanish in your classroom. Spanish and English are used throughout the day and there are students in your classroom with a

range of language experiences. Some students feel comfortable speaking Spanish, others speaking English or a combination of Spanish and English.

7. How do you decide what content gets taught in English? What about Spanish?

8. What support do you provide to students that have different language proficiencies and preferences? (For example, students who are predominately English speakers participating during Spanish time)

9. What are the supports and resources that you need to support student's English and Spanish language development?

10. Has the pandemic changed the opportunities students have to use English and Spanish in the classroom? How so?

Part 4. Parent engagement [10 min]

Now, I would like to know about the different ways that parents are involved in their child's education and also the types of information parents share with you as their child's teacher.

11. What are some of the ways that you engage with families as active partners in their child's learning? (For example, invite them to volunteer, attend parent meetings, plan/attend events, etc.)

    Probe:

    c. How often do you communicate with families? Very often…sometimes, rarely, never.
        a. What does communication look like between you and families?
        b. What are those conversations like? [*Listen for family background conversations, culture, things that are important for parents that their child learns*.]
        c. How does the information they share with you impact your instructional practices?
    d. Do you share activities with families to use in the home?

12. How has the COVID pandemic changed the ways that parents are involved in their child's education? In what ways is parent involvement this year the same or different from last year?

Closing [10 min]

This has been a really great conversation. Before we end today's conversation, can you share a little bit about…

13. The reason you decided to teach at this Spanish-English dual language immersion elementary school?

    Probe/listen for:
    a. Personal values
    b. Importance of bilingualism for students
    c. Culture/heritage preservation
    d. What keeps you here?

14. What are some of the benefits of teaching a diverse group of students?

    Probe/listen for:
    a. Immersing students in diverse students and viewpoints.
    b. Any drawbacks of having a diverse group of students?

This has been a really great conversation. Do you have anything else you would like to add that we didn't get a chance to talk about today?

Thank you so much! All the information you provided today is very helpful.

Appendix G

Data Source	Theme	Description	Code
Parent Interviews	Learning goals	The goals that the parent have for their child's learning, including learning experiences	Learn Spanish
			Learn English
			Learn Sign Language
			Literacy development
			Academic development
			Speech development
			Social development
	Statement selection	The statement(s) that the parent selected as being important for their child to experience at this age and explanation for choosing that statement.	Seeks and initiates conversations with peers and the teacher
			Interacts with diverse peers in class
			Shares about their culture
			Respectful to others
			Engaged in class
	COVID-19: perceived impact on child's learning	The ways that parents believe the pandemic changed student's academic and social learning (e.g., use English and Spanish, mental health, social interactions)	Communication/relationship with family
			Social development
			Academic development
			Language development
			Mental health
			Behavior
			No changes
		Languages spoken by the child,	Language exposure
			Language(s) student speaks

	Home language environment	parents, and other family members at home. Also include exposure to codeswitching, media, child's language preference	Who speaks the language
Teacher Interview	Teacher's experience	The years that the teacher has been teaching and where, including at the current school and previous schools. Also, any description about the students in these settings	Years teaching
			School type
			Population of students
	Teacher knowledge about student's early learning and care experiences/schooling	The teacher's account about students that attended/didn't attend an early care program	Students attended early care program
			Students didn’t attend early care program
			Skills learned in early care programs
	Teacher training and preparation	Preparation that the teacher had to teach in dual language and teaching, in general	Teacher education program
			Hands on experience
			Professional development opportunities
	Support	Supports that the teacher indicated are needed for her	Spanish books
			Realia
			Professional development

		and teacher to receive at her school	Implementation of dual language model
	Opportunities created for students to seek and initiate conversations	The opportunities the teacher creates in the classroom for students to seek and initiate conversations with peers	Agenda for the day
			Singing together
			Activities for peer interactions
	Opportunities created for students to interact with diverse peers	The opportunity the teacher creates in the classroom for students to interact with diverse peers (e.g., abilities, gender identities, backgrounds (racially, linguistically, ethnically)	Design of the classroom
			Grouping of students
	Opportunities created for students to share about culture	The opportunity the teacher creates in the classroom for students to share about their culture (e.g., traditions, language, families)	Inquiry unit on family and self
			Conversations about race
			Conversations about family celebrations, holidays
	Student engagement	The ways that students are engaged during morning songs, working on their own	Varies by student
			Importance of knowing students
			Student feedback
	COVID-19 challenges	The challenges the teacher/students experienced with COVID-19	Limited student movement
			Limited social interactions in the classroom (e.g., plexiglass dividers)

			Student grouping
			Limited space
			Students' social skills entering kindergarten
	Changes to COVID-19 protocol	The changes to COVID-19 protocol in the classroom during the winter 2022 and foreseeable changes.	Dividers removed
			Partner work
	COVID-19 protocols that remain	The COVID-19 protocols that remain in place as of winter 2022	Mask use
			Flexibility of groups
			Use of facilities (e.g., library)
			Play centers
	Languages of instruction	The content that is taught in English and in Spanish	Calendar (Spanish)
			Vocabulary (Spanish)
			Reading (Spanish and English)
			Writing (English)
			Mathematics (English)
	Strategies to support students with range of language proficiencies/preferences	The strategies that the teacher uses to address the range of language proficiencies and preferences in the classroom	Student choice
			Modeling
			Repetition
			Sentence frames
			Songs
			Visuals
	Parent goals/concerns	The goals and concerns parents share with the teacher	Expectations
			Disconnect between goals/reality

Classroom observations	Social interactions	The ways that focal students interact with the classroom teacher and peers.	Physical movement (e.g., indicating excitement, boredom)
			Raising hand/participating
			Physical interaction (e.g., moving hands, legs, showing thumbs to agree/disagree)
			Looking at teacher (gaze on the teacher as she is speaking/giving a lesson)
			Following directions (e.g., working on assignment as directed by the teacher)
			N/A: focal child does not verbally communicate
	Language choice and purpose	The language focal students use to communicate with the classroom teacher and peers. Also, captures whether the focal students inform (e.g., their work, activity, ideas, feelings) or request (e.g., information, support from peers or teacher, asks question(s))	English, inform
			Spanish, inform
			English, request
			Spanish, request
			Unable to hear
	Interactions initiated by focal student	The focal student initiates interactions with the teacher (e.g., the student is working on an assignment and	Focal child initiates verbal interaction with the classroom teacher
			Focal child initiates verbal interaction with peers

		raised their hand or approached the teacher to ask for help) or peers. If the classroom teacher/peers respond is also captured	Classroom teacher responds to the focal child's verbal interaction
			Peers responds to the focal child verbal interaction
			Teacher or peers do(es) not verbally respond
			N/A: Focal child did not interact verbally
Student Activity	Attitudes	Attitudes the activities focal students participated in the classroom, including language	Story responses
			Attitudes about the of song
			Attitudes about the song-language
			Attitudes about the posada [shelter] story
			Attitudes about the posada [shelter] story-language
			Attitudes about Mr. Nuñez's story
			Attitudes about Mr. Nuñez's story-language
			Attitudes about birthday story-language

Appendix H

This section describes in detail focal students' attitudes about the activities they were observed interacting in with peers and Mrs. Bartel. The activities included singing the morning song, showing a drawing of their family to a peer, and listening a story of the teacher's favorite place to visit and a story on an iPad. Students also shared their thoughts about English and/or Spanish being used. Four short stories were read to each focal student and at the beginning of the activity, each student was given the choice to have the stories read in English or Spanish. All the students chose English as their preferred language. The following data was generated by asking the students to complete the stories and respond to follow-up questions.

Overall, focal students had positive attitudes about the activities with interactions between the characters and peers or the classroom teacher about their work or story, but not for the morning song. In addition, Clara, Fanny, Eugenio, and Laura made a least one connection between the characters' believed language knowledge and attitudes about the activity and English/Spanish use.

Student Attitudes Toward the Morning Song and Spanish Use

Singing songs in Spanish was an activity Mrs. Bartel and the students did together as a group every day. They sang a good morning song, a song about the days of the week, and a song about the months of the year. This activity involved the students getting up from their seats and moving their arms to the rhythm of the song. A short story was read to students to understand their attitudes about the song and it being in Spanish. They were asked to finish the story and answer the following prompts:

Story Read to Students	**Story Prompts**

*Sofie/Marcus** sits next to *Sarah/Danny** in class. *Sarah/Danny* gets up to sing Buenos Dias [Good Morning] and "Hoy es [day of the week], hoy es [day of the week] si señor, si señor", but *Sofie/Marcus* puts her/his head down on the table and doesn't get up to sing the songs with the teacher and the rest of the class.	Show me and tell me what happens next. Does *Sofie/Marcus* like singing the morning song? Does *Sofie/Marcus* like that the song is in Spanish? What about *Sarah/Danny?*

Note. * It was not disclosed to the focal students whether the story characters, Sofie/Marcus and Sarah/Danny, were English and/or Spanish speakers.

Focal students had more negative than positive attitudes about the song (see Table 10). Four of the six focal students (Clara, Laura, Fanny, Eugenio) had negative attitudes about the morning song. Clara and Eugenio both mentioned that the story character did not like the song because it was "boring." Laura also added that Sofie did not like the song, but thought about an alternative activity to create an inclusive environment so that Sofie could also participate,

> "I just don't really like it. And then and then, um, Sarah said "I'll go ask the teacher if we could, if we could do something else like uh do games on our ipads", and and, uh, Sophie said 'okay" so she went over to the teacher then said then it said and then this teacher said yes.'"

Raul and Jesus, on the other hand, had positive attitudes about the song. They added that Marcus liked to sing the morning songs because "he good kids" (Raul) and "he [Marcus] wants to sing" (Jesus).

Focal students had more negative than positive attitudes about the morning song being in Spanish. Students were also asked about whether the story character that had their head on the table, Sofie/Marcus, liked that the song was in Spanish. This question was to understand students' attitudes toward Spanish. Although the focal students were not told the story characters, Sofie/Marcus, were English and/or Spanish speakers, Raul and Jesus had positive

attitudes about the song being in Spanish, while Clara, Fanny, and Eugenio did not (see Table 10).

Three female students made a connection between the character's language knowledge and their attitudes toward the song. Clara and Fanny both alluded that Sofie was not a Spanish speaker and for this reason, did not like the song. Clara also said in her response that language belonged to some kids but not others. Laura was not as clear in her response as was Clara and Fanny, but she also made a connection between the story character's language and their background.

Clara: Shakes head no. "Because Spanish is for only Spanish kids." and when probed why she thinks it's only for Spanish kids: "Because because they know the Spanish."
Fanny: "No. I think because she doesn't understand it."
Eugenio: "No. Cause, it boring."
Raul: "Mhm" [affirmative] "Because he like it."
Jesus: "Yeah. Because because he wants to do… To make a…uhm. Uhm, something"
Laura: " Maybe maybe uh maybe it's in English and maybe she is Korean."

Most focal students liked that the song was in Spanish. As also shown in Table 10, all students, except Laura, had positive attitudes about the song being in Spanish.

Three students made a connection between the character's language knowledge and their attitudes toward the song being in Spanish. Clara and Fanny both alluded that Sarah was a Spanish speaker and for this reason, liked the song. It is also important to note that Clara code-switched from English to Spanish in her response. Interestingly, Eugenio also made the same connection as Clara and Fanny. He described Danny, the character singing to the morning, liked the Spanish song because he was exposed to it at home: "Hears in the TV, tablet, phone," unlike Marcus, who doesn't "hear" the song. Laura emphasized what she previously said, that the story character liked that the song was in English.

Clara: Nods head yes. "Because um because their um morning songs are with Español."
Fanny: "Yeah. Because she knows it [the Spanish]."

Eugenio: Yes. Cuz he hears in the TV, tablet, and the phone. Uhm, he [Danny] hears this songs and he [Marcus] doesn't hear cuz he doesnt know how to spell."
Raul: "Uhuh" "Because he likes the songs"
Jesus: "Yeah. Because because he wants to do that."
Laura: "No I said in English" [She likes that the songs are in English]

Table 10

Summary of Students' Attitudes Toward the Spanish Morning Song

Focal student	Sofie/Marcus liked the Morning Song		Sofie/Marcus liked that the Morning song was in Spanish			Sarah/Danny liked that the Morning song was in Spanish	
	Yes	*No*	*Yes*	*No*	*Unclear*	*Yes*	*No*
Clara		X		X		X	
Raul	X		X			X	
Laura		X			X		X
Fanny		X		X		X	
Eugenio		X		X		X	
Jesus	X		X			X	

Note. * Sarah/Danny are the characters in the story that stood up and sang the Buenos Dias [Good Morning] song while Sofie/Marcus put their heads down on the table.

Students Attitudes Toward a Peer Sharing a Story About a Family Celebration and English Use

Students writing and drawing stories in their booklet was an activity that was frequently observed during individual work time. As my analysis of the data revealed, it was not uncommon for students to show their work to their peer(s). To understand students' attitudes about a peer showing their drawing of their family celebrating a posada, a Christmas celebration commonly celebrated in Mexico and parts of the United States, and the character's choice of using English, focal students were asked to finish the following story and answer the story prompts:

Story Read to Students	**Story Prompts**

*Sofie/Marcus** sits and grabs her/his paper and a pencil and writes a story about celebrating a posada with her/his family. *Sofie/Marcus* uses crayons to draw her/his family singing together at the posada. *Sofie/Marcus* shows *Carlos/Ana** her/his drawing and says, "Look at me and my family singing together at the posada!" *Carlos/Ana* looks at *Sofie/Marcus*.	Show me and tell me what happens next. Does *Carlos/Ana* like *Sofie's/Marcus'* story about the posada? Does *Carlos/Ana* like that *Sofie/Marcus* is speaking in English?

Note. * It was not disclosed to the focal students whether the story characters, Sofie/Marcus and Ana/Carlos, were English and/or Spanish speakers.

Most of the focal students had a positive attitude toward their peers' drawings of their family celebrations. Clara, Laura, Fanny, and Eugenio all mentioned that Ana/Carlos "liked it because it [drawing] was nice," "liked the colors," "Wow! Likes it [posada]. Cause he went a long time ago. He was so little." Fanny, for example, said Ana liked the story about the posada because the drawing was colorful and it included Ana's family ("Because, uhm, it has colors and and she's with her family").

Most of the focal students also liked that the characters used English to communicate with their peer but had different explanations as to why. As shown in Table 11, Clara, Eugenio, and Jesus mentioned that peers liked the character speaking English. Eugenio described that Carlos' comfort with speaking in English was the reason that he enjoyed Marcus speaking in English. Unlike the first story, where Clara made the statement that language belonged to some kids but not others, this time, she mentioned that knowing two languages was "good…for everyone." Fanny, was the only student of the six that believed that Ana did not like that Sofie was speaking to Ana in English, rather, Ana liked Spanish more because more learning happens when knowing Spanish.

Clara: Nods head yes. "Because English is good... For everyone and … Spanish too."
Fanny: "No. Because, uhm, I think she likes, uh, Spanish more better." Fanny was probed to say more "Because it, it's like more learning." "Like you learn more from Spanish."

Eugenio: “Uhm, yeah. Cuz he always speaks like that."
Raul: N/A (he was not asked this question in interest of time)
Jesus: "Yes. Because he’s gonna write the pencil and then he’s gonna write a dragon and then…And then he’s gonna write … brain."
Laura: "Oh I do not know."

Table 11

Summary of Students’ Attitudes Toward a Peer Sharing a Story About a Family Celebration and English Use

Focal student	Carlos/Ana liked Sofie/Marcus’ story		Carlos/Ana liked that Sofie/Marcus is speaking in English		
	Yes	*No*	*Yes*	*No*	*I don’t know*
Clara	X		X		
Raul	-	-	-	-	
Laura	X				X
Fanny	X			X	
Eugenio	X		X		
Jesus	X		X		

Note. Raul was not asked this question due to lack of time.

Students Attitudes Toward the Teacher Sharing a Story About a Trip and Spanish Use

One common activity during observations was Mrs. Bartel’s modeling writing to the class and asking students to write their own story individually. As students wrote on their own, she walked around the classroom and checked in with some students. The following story aimed to understand student’s attitudes about the teacher’s story and Spanish use.

Story Read to Students	**Story Prompts**

*Sofie/Marcus** is in class and the teacher, Mr. Nuñez, tells them "My favorite place to visit is Mexico (that's another country). My parents live there, and everyone likes to teach me the names of all the foods in Spanish." Mr. Nuñez then asks the class to draw pictures of their own favorite places to visit. He walks over to Sofie/Marcus's table and asks: "*Sofie/Marcus*, de que se trata tu dibujo?" [What is your drawing about?]	Show me and tell me what happens next. Does *Sofie/Marcus* like Mr. Nuñez's story about his visit to Mexico? Does *Sofie/Marcus* like that Mr. Nuñez speaks to him/her in Spanish?

*Note.** It was not disclosed to the focal students whether the story characters, Sofie/Marcus, were English and/or Spanish speakers.

Most of the focal students had a positive attitude toward their teacher's story about his visit to Mexico. As shown in Table 12, Laura, Fanny, Eugenio, and Jesus had positive attitudes about Mr. Nuñez's story about his visit to Mexico. Laura and Fanny's character, Sofie, did not have a connection to Mexico, but she still had positive reactions to Mr. Nuñez's story. Fanny said Sofie had never been to Mexico yet it's fun, while Laura said that Sofie liked Mexico and brought in an additional character that has been to Mexico. Eugenio's character, Marcus, resided in Mexico and was familiar with the country. He even shared knowing that people in Mexico eat different types of foods.

Clara was the only student to say that her character, Sofie, did not like Mr. Nuñez's story: "[Shakes head no] Because Mexico is the part of Mexico's Mexi- Mexico persons." I then asked her, "Mexico is for Mexican people?" and Clara noded in agreement. Like the first story, where Clara alluded that language belonged to some kids but not others, in this case, Mexico is not for everyone, but rather, those who are from the country.

Laura: "Yes, It's because that she [Sofie] likes Mexico too." I asked Laura what Sofie liked about Mexico: "It's because that she get this is this is her other friend and she he she likes to meet him at Mexico."
Fanny: "Yeah. Because, uhm, Mexico is really fun to visit because the, uhm uhh, because maybe [Fanny says her name rather than the character's name] didn't ever, uh, go into Mexico before."

Eugenio: "yeah. Cuz he [Marcus], he [Marcus] lived in Mexico" Eugenio thinks this because "he like he knows about Mexico. Uhm, the people likes eating different food."
Jesus: "Yeah. Because he love my drawing." I restated the question and Jesus responded, "Yeah. Because because he's looking at my picture and he's going to grab it from here"
Raul: N/A (he was not asked this question due to lack of time)

Focal students also had a positive attitude toward the teacher speaking in Spanish, and again, made connections with the character's language knowledge and attitude about Spanish. Specifically, Laura, Fanny, Eugenio, Jesus had positive attitudes about Mr. Nuñez speaking Spanish. Laura and Fanny made a connection between Sofie's background (i.e., identity and language) and her liking that Mr. Nuñez spoke Spanish. Like Laura and Fanny, Clara made a connection between Sofie's background, which in this case, assumed is a non-Spanish background. Eugenio on the other hand, pointed out that Marcus is accustomed to Mr. Nuñez speaking Spanish, it is not out of the ordinary.

Laura: "Yes. Because she's [Sofie] Spanish."
Fanny: "Yes. Because, uh, she [Sofie] learns it. She [Sofie]learns Spanish."
Eugenio: "Yes. Cause [Mr. Nuñez] always speak like that"
Jesus: "Yeah. Because he's telling Marcus "good job."
Raul: N/A (he was not asked this question due to lack of time)

Table 12

Students' Attitudes Toward the Teacher Sharing a Story About a Trip and Spanish Use

Focal student	Sofie/Marcus liked the story		Sofie/Marcus liked that Mr. Nuñez spoke in Spanish	
	Yes	*No*	*Yes*	*No*
Clara		X		X
Raul	-	-	-	-
Laura	X		X	
Fanny	X		X	
Eugenio	X		X	
Jesus	X		X	

Note. Raul was not asked this question due to lack of time.

Student Attitudes Toward a Peer's Spanish Use

Students completing activities on iPads were also observed during individual work time. In this activity, students would occasionally turn to their peers to share what they were doing or ask for support. While there were no Spanish-only speaking students in Mrs. Bartel's class, I was interested to see how focal students engaged with a peer that spoke Spanish. The characters in the last story were assigned languages to see focal students' attitudes based on the character's language choice.

Story Read to Students	**Story Prompts**
Sofie/Marcus is on his/her iPad listening to a story in English about a boy celebrating his birthday at the beach. *Sarah/Danny* is also listening to the same story in English about a boy celebrating his birthday at the beach. *Sarah/Danny* speaks English and *Sofie/Marcus* speaks Spanish and English. *Sarah/Danny* says to *Sofie/Marcus* "The boy is eating chocolate *cake* for his birthday." But *Sofie/Marcus* did not understand and says, "Sí, el niño esta comiendo helado de chocolate para su cumpleaños." [Yes, the boy is eating chocolate *ice cream* for his birthday]. *Mr. Nuñez* walks over and asks "What story are you listening to? ¿Que historia estás escuchando?"	Show me and tell me what happens next. Does *Sofie/Marcus* like that *Sarah/Danny* speaks to her/him in English? If necessary, ask: Does anyone help *Sofie/Marcus* understand what *Sarah/Danny* says in English?

Half of the focal students had positive attitudes about a peer speaking in English to a peer that communicated in Spanish. Connections between the character's language knowledge and attitude about Spanish were also made. As shown in Table 13, Laura, Eugenio, and Jesus had positive attitudes about Sarah/Danny speaking in English to

Sofie/Marcus, who used Spanish in the exchange. Laura made the connection between the character's language and their background, "she's half English," as a reason for Sofie liking that Sarah spoke to her in English. For Eugenio, Marcus liking that Danny spoke to him in English was rooted in the character's language use at home.

On the other hand, Clara and Fanny did not like that Sarah spoke to Sofie in English. Although focal students were told that Sofie spoke Spanish and English, Fanny implied that Sofie was dominant in Spanish by saying that Sofie "doesn't understand what she [Sarah] said." Like Eugenio, Fanny also mentioned that the story character, Sarah, was going to lean on the support of the teacher to translate English to Spanish.

Clara: Shakes head no. "Because English is for English people and Spanish and English is for everyone and some people. Um Spanish people and English people they can only speak that language because they know it."
Laura: "Yes. It's because she [Sofie] half she's half she's half English."
Fanny: "No. Because she [Sofie] speaks in Spanish and uhm she's doesn't understand what she [Sarah] said" When Fanny was asked who's going to help Sofie understand what Sarah said, "Uhm, the teacher. Uh, the teacher will say to Sarah "What do you wanna say to Sofie?" And uhm and uhm, the teacher's gonna say it to Sofie, Sofie."
Eugenio: "Yeah. Because he [Marcus] always speaks in the house." When Eugenio was asked who's going to help Marcus understand what Danny said, Eugenio said "From the teacher. They're gonna say "Oh, he's saying that he eats chocolate cake."
Jesus: "Yeah. Because Danny is trying to tell Marcus for, for to press this. And this. And the camera, And this, and this, and this, and this. " When Jesus was asked who's going to help Marcus understand what Danny said, Jesus added "Yeah. He, he need to talk he need to press and this and this and this. And this, this, this, this… He's gonna press all of them."

Table 13

Summary of Students' Attitudes Toward a Peer's Spanish Use

Focal student	Sofie/Marcus liked that Sarah/Danny spoke to them in English	
	Yes	*No*
Clara		X
Raul	-	-
Laura	X	

Fanny		X
Eugenio	X	
Jesus	X	

Note. Raul was not asked this question due to lack of time.

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