

UC Riverside

UCR Honors Capstones 2023-2024

Title

SPANISH DUAL-LANGUAGE IMMERSION TEACHER PREPARATION IN THE INLAND EMPIRE
ELEMENTARY SCHOOLS

Permalink

<https://escholarship.org/uc/item/2nd7b6hb>

Author

Hernandez, Vanessa A

Publication Date

2024-07-24

SPANISH DUAL-LANGUAGE IMMERSION TEACHER PREPARATION IN THE INLAND
EMPIRE ELEMENTARY SCHOOLS

BY

Vanessa Abigail Hernandez

A capstone project submitted for
Graduation with University Honors

June 1, 2024

University Honors
University of California, Riverside

Dr. Linda Lemus
Department of Hispanic Studies

Dr. Richard Cardullo, Howard H. Hays Jr. Chair
University Honors

Abstract

Multilingual education opportunities in California are on the rise and have given way to establish more dual language immersion (DLI) programs. In the Inland Empire, being Spanish-English bilingual with the ability to read, write and communicate at an academic level is advantageous, culturally, and economically. Prior research has established that teacher training needs revision to allow space and time in developing the necessary skills for instruction (Capdevila-Gutierrez et al., 2020). Teachers have been found to encounter challenges in implementing DLI instruction strategically while creating a communal classroom climate. Teachers may benefit from: feeling identified with the student population, having experience with bilingualism, and incorporating active learning. Teacher preparation has been crucial in facilitating student adaptation and performance inside and outside the classroom (Capdevila-Gutierrez et al., 2020). The study reviews Spanish-English DLI teachers' perceptions of their preparation and how they assist the student needs in the Inland Empire K-6 classrooms. Data was collected from various DLI programs in the Inland Empire through teacher surveys, interviews, and instructional materials. The data was analyzed and coded for themes in the areas such as teacher preparation, teacher identity, student instructional needs, and student-teacher relationships. Findings indicate teachers' guidance on lesson planning, translanguaging, and reinforcement of a student's circle of support can facilitate a better teaching experience. In best preparing teachers, it takes investment from pre-service and in-service programs, and the community to develop a support system for teachers and students in DLI classrooms.

Acknowledgements

I would like to begin by thanking my family for their unconditional love and support throughout my college journey. It has not been easy, but it has all been worth it. You are one of the reasons for my striving and perseverance. To my sisters, thank you for your endless support during my highs and lows. This project is dedicated to you.

A huge thank you to my faculty mentor, Dr. Linda Lemus, for the guidance and mentorship throughout the process of this project. You helped me bring my ideas to life and embraced my spark of interest in research. Your commitment to help guide students in higher education is appreciated and valued,

I would also like to extend my gratitude to the dual-language immersion teachers who participated in this study. Your passion in teaching the young generation and committing to bilingual education is recognized. I appreciate listening to your experiences and stories as you navigate the role of an educator. Being able to sit in your classrooms was a wonderful experience.

My deepest gratitude to all.

Table of Contents

Introduction.....	7
Background	7
Goals of Study.....	7
Literature Review.....	9
Dual-Language Immersion.....	9
History of Two-Way Language Immersion in California	9
DLI Framework.....	10
Language Models	10
DLI in the Inland Empire.....	11
DLI Teacher Certification and Preparation.....	12
Teacher Credentialing.....	12
Bilingual Teacher Preparation	13
Language Teacher Identity, Perception and Ideologies	14
K-12 Teacher Identity and Perception.....	14
Translanguaging	15
Methods.....	17
Positionality.....	17
Context and Place.....	17
The Inland Empire.....	17

School Districts	18
Participating School Districts	19
Participating DLI Programs: Interviews, Observations of Teaching Practices	22
Alice Birney Elementary.....	22
Baldy View Elementary School.....	22
Dolores Huerta Academy.....	23
George Washington Elementary	24
Hemet Dual Language Academy.....	24
Participants	25
Participant Recruitment	25
Participants	26
Focal Participant Selection	27
Data Collection.....	28
Survey.....	29
Interview	30
Observation of Teaching Practices- Lesson Plan Review Session.....	31
Observation of Teaching Practices- Classroom Observation	31
Data Analysis	31
Findings.....	34
Survey and Interview Data.....	34

Carla.....	34
Dolores.....	35
Ilda.....	36
Laura.....	38
Milagros.....	39
Mercedez.....	40
Yesenia.....	40
Lesson Plan Review.....	41
Classroom Observations.....	43
Discussion.....	46
Conclusion.....	50
Pedagogical Implications.....	50
Limitations.....	51
Future Research.....	52
References.....	53
Appendix 1.....	58
Appendix 2.....	60

Introduction

Background

Dual-language immersion (DLI, also known as two-way language immersion) instruction has expanded more in recent years, including in the Inland Empire which is comprised of the San Bernardino and Riverside counties in Southern California. In this region, there are districts with well-established programs while others have just begun to form. The programs majorly focus on Spanish, Mandarin, and Vietnamese. These dual-immersion programs consist of both native English speakers and native speakers of the second language. In many cases, students enrolled can acquire the State Seal of Biliteracy Award, which is applied to their high school diploma and strengthens their skills in their future career and everyday lives. The effectiveness of these programs depends on the educators who establish policies and those who instruct, as well as the resources provided to conduct instruction in the languages. Many school districts only have minimal classes and teachers implemented into the DLI model to figure out how to execute the program successfully and figure out what components are beneficial, and which must be improved long-term. There are no federal or state bylaws that legally establish a correct way of implementing DLI programs or guidelines through either the California Commission on Teacher Credentialing nor the California Teacher Association. DLI programs follow guided principles recommended by recognized authors and theories, and the knowledge of other educators based on previous first-hand experiences and practices.

Goals of Study

The study reviews Spanish-English DLI teachers' perceptions of their preparation and how they assist the student needs in the Inland Empire (IE) K-6 classrooms. The goal is to identify challenges and areas of improvement for Spanish DLI elementary school teachers'

preparation (pre- and in-service) to successfully instruct in a DLI classroom in the Inland Empire. This leaves the implementation and accountability of the programs in the Inland Empire to question whether teachers are adequately prepared and given the resources to be successful in their dual-language classrooms to invoke student success. It also aims to add to the Limited DLI Research in IE: In-progress database for DLI programs within IE and effective transitional practices (Solsona-Puig, 2024).

Literature Review

Dual-Language Immersion

History of Two-Way Language Immersion in California

The state of California is home of a diverse linguistic landscape with evolving education policies in regard to inclusion and exclusion of languages other than English. California has a rich history of numerous indigenous communities and their languages that through colonization of Spain, lost many Native American people, languages, and cultures. Through Spanish colonization, Spanish became and stayed dominant language in the area even after the signing of the Treaty of Guadalupe in 1848. Moreover, the first constitution of California was redacted in both English and Spanish in 1849 and called for all laws to be published in both languages as well (Browne, 1850). However, primary language of instruction in schools formally changed to English in 1872, by California legislators when they passed the first English-only classroom mandate that held place for 95 years until Senate Bill 53, repealed the English only mandate and gave way to bilingual education in the state of California (Robledo Montecel & Danini Cortez, 2001).

The history of bilingual education in California continued to evolve with the Bilingual Education Act (BEA) in 1968, through which the United States provided federal grants to states and districts towards educational programs for English language learner (ELL) students (Wiese & García, 2001). This supported the Elementary and Secondary Education Act of 1965, that was created to assist students of low-income and challenge racial segregation in schools. The Equal Educational Opportunities Act of 1974 required states to carry out the necessary implementations for bilingual education to help ELL students challenge the language barrier in academia. Debates about bilingual education rose again and introduced Proposition 227 in 1998, which required

public schools in California to teach “Limited English Proficient” students fully in English and banned bilingual education in the state of California. This proposition did not prove to increase ELL student achievement and state Representative Ricardo Lara initiated the bill (SB 1174) that would terminate the English-only plan and encourage families to enroll in multilingual programs, such as dual language immersion (Staff, 2024). According to the Center for Applied Linguistics (CAL), in 2011 there were 12 school districts and 23 elementary schools nationwide with language immersion programs and those numbers have only increased (*Directory of Foreign Language Immersion Programs in U.S. Schools*, 2011). The CAL directory has not been updated since then.

In 2015, California had approximately 6,235,000 students in California, 43% spoke a non-English language, 23% were ELL students, and 6.4 % participated in two-way language immersion at the elementary level, and these numbers have increased in recent years (Solsona-Puig, 2017). In 2016, California passed Proposition 58, also known as the Multilingual Education for a 21st Century Economy Act. This proposition gave way for all students to have the opportunity to join dual-language programs and repealed the previous Proposition 227 (*Dual Language Immersion Schools | Bilingual Teacher*, n.d.). The California Department of Education opened the DLI Grant Program for applications, which was permitted through the Education Omnibus Budget Trailer Bill Act of 2023, that allowed \$10,000,000 towards the expansion of DLI programs (CDE, 2016).

DLI Framework

Language Models

The California Department of Education does not specify a particular DLI framework, but instead provides flexibility to implement various language allocation model options. Some of

the more popular models for DLI program implementations are the 50:50 or the 90:10 models. The 50:50 model uses both English and the language other than English (LOTE) at 50 percent each throughout the entire program. The 90:10 model begins with using the LOTE or target language at 90 percent, and 10 percent English. In this model, English increases every year until it reaches a 50 percent balance between fourth through fifth grade (CDE, 2016).

DLI programs are implemented based on the *Guiding Principles of Dual Education*, which was created by a group of educators and organizations, and published by CAL. It is not approved by or reflective of the US Department of Education, however, it is utilized by numerous schools across the country. A program determines to be aligned with the principles according to four “indicators” which include minimal alignment, partial alignment, full alignment, and exemplary practice (Howard et al., 2007, p. 5). These indicators are the way in which DLI programs assess their level and progress of implementation at the schools. They are analyzed in the different areas of the program that range from sociocultural competence, grade-level standards, curriculum and instruction, accessibility to resources, etc. The guide comprises of seven strands: program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources (Howard et al., 2007). The three pillars of dual language education are bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence. The DLI program is designed to provide instruction to students through linguistic, pedagogical, and sociocultural features and give students the benefits of learning two languages simultaneously which are to develop cognitive abilities, gain cultural awareness, and prepare students for a global economy.

DLI in the Inland Empire

The DLI programs in the IE continue to grow in both San Bernardino and Riverside counties in Southern California. In Spanish, there are 22 districts total offering DLI in the 90:10 model. School districts in the Inland Empire region continue to establish DLI program every year beginning in kindergarten and offering it in higher grades as the school years progresses. For example, through the California Department of Education DLI Grant Program, Corona-Norco Unified School District (USD) and San Bernardino City USD received \$380,000 each for their DLI program funds. Although the programs continue to grow, there is currently no fully established DLI database for the region of the Inland Empire, however it is currently in the works by California State University, San Bernardino professor Dr. Jordi Solsona-Puig.

DLI Teacher Certification and Preparation

Teacher Credentialing

In 2008, California Governor Arnold Schwarzenegger passed Assembly Bill (AB) 1871, which allowed for the issue of bilingual authorizations and expanded the eligibility for teachers to be able to teach dual language. The bilingual authorization permits teachers to instruct: English Language Development (ELD), Primary Language Development, Specially Designed Academic Instruction Delivered in English (SDAIE), and Content Instruction Delivered in the Primary Language. According to the California Commission on Teacher Credentialing, the requirements for a teacher to obtain Bilingual, Cross cultural, Language and Academic Development authorization (BCLAD) include: a valid California teaching credential, a valid Language Development Specialist (LDS) Certificate or Language and Academic Development (CLAD) Certificate obtained through the California Teacher of English Learners (CTEL) Examination, and passing scores on the California Subject Examinations for Teachers (CSET): World Languages. The CTEL examinations consist of test 1: Language and Language Structure,

test 2: Assessment and Instruction, and test 3: Culture and Inclusion. The CSET: World Languages examinations consist of: Test II (or III depending on specific language): Language and Communication (Listening, Speaking, Reading, Writing), Test IV: Bilingual Education and Bilingualism, and Test V: Geographic, Historical, Sociopolitical, and Sociocultural Context (*California Commission on Teacher Credentialing*, 2016). The passing of Proposition 58 in 2016, called for an increase in the California state budget to address the shortage of bilingual teachers for the intended increase of DLI programs. Grants were given to school districts to contribute to teacher preparation and recruitment as well as professional development (Hopkinson, 2017).

Bilingual Teacher Preparation

Teachers in bilingual education encompass many aspects within their role. This not only includes teaching in both the target and secondary languages, but also requires understanding the DLI model framework, having knowledge in language acquisition, engaging in collaborative work, being proficient in both languages, maintaining commitment to embrace diversity, and being passionate about students achieving bilingualism and biliteracy (*An Educator's Guide to Dual Language Instruction: Increasing Achievement and Global Competence, K-12*, 2016).

Teacher cultural awareness is crucial to create a connection that allows for the expression and representation of students in the classroom. University programs in California have made efforts to prepare students for multilingual education by incorporating culturally sustaining pedagogies that they can apply into their K-12 classrooms (Rodriguez-Mojica, 2019, p. 212). The balance between making sure the students are absorbing academic content and retaining a new language can be complex. Teachers can facilitate the process of bilingual learning for students by incorporating discussion and interpretation of the literacy materials used in the classroom

(Freeman & Freeman, 2015). Both pre-service and in-service teachers in programs can apply critical consciousness to transform their perception and practices of DLI education. The changes caused by movement of languages in California public schools has caused for there to be an inconsistency in the implementation of multilingual programs, leaving the necessary preparation and training of DLI educators in confusion (Lindholm-Leary, 2001).

Language Teacher Identity, Perception and Ideologies

K-12 Teacher Identity and Perception

The identity of the teacher in a classroom is equally important to the curriculum and standards in the classroom. The positioning of the teacher affects the student's engagement in the learning of both languages (Maluch, 2016, p. 383). The factor of identity is crucial amongst community members of a specific practice, and this is especially seen amongst teachers who form and change their identity within the school environment. The roles of dual immersion teachers in the schools are sometimes not the strongest because they are not given involvement in the decision making of the program due to having to follow the "ideal" model structure of a DLI program (Chesnut, 2014, p. 350). They are also often misunderstood by administrators and other educators who may not have the same passion for dual immersion instruction.

DLI teachers participate in a complex instructional experience to their counterparts. They use self-agency to try to connect with students in both languages using verbal and nonverbal strategies, that also contributes to the "personal responsibility" of feeling that they should be giving exemplary bilingual education (Sun, 2016, p. 24). The teacher's demonstration of self-efficacy is delivered based on their own personal agency and their teaching efficacy as teachers, which can be further developed with the support they are given. DLI teachers need to feel connected and identified within the school, amongst other colleagues and school administrators,

to reflect their sense of identity in terms of individuality, culturally, and linguistically, that is perceived by students and increases student engagement within the classroom.

Translanguaging

This study observes the challenges bilingual teachers face in the DLI classroom. One of the challenges teachers can face is the use of their multiple languages in the classroom. In terms of language use and identity, translanguaging is both a language ideology and a lens of how bilingual teachers perform their identities. In the process of translanguaging:

...both languages are used in a dynamic and functionally integrated manner to organize and mediate mental processes in understanding, speaking, literacy, and, not least, learning.

Translanguaging concerns effective communication, function rather than form, cognitive activity, as well as language production. (Lewis, Jones, and Baker, 2012, p. 643).

Differently from code-switching concept that has been viewed as a speaker moving from one language to another in separate systems (as if it were two monolinguals), translanguaging is described as a process that allows information exchange into meaning making and, in time, leads to performing identities through linguistic resources (Creese & Blackledge, 2010, p.109).

Additionally, in translanguaging, languages are seen as coming from an integrated system (Canagarajah, 2011; Li, 2017), in which the idea of a multilingual having two or more monolingual systems is refuted. Code-switching is one aspect of translanguaging, and they are not necessarily mutually exclusive.

Translanguaging as pedagogy allows language practices of bilinguals to be incorporated in the classroom. Due to this practice, much of the research of translanguaging has come from bilingual education and primary education. This pedagogical practice supports traditional monolingual teaching time with multilingual strategies. Bilingual education helped support and

build concepts such as translanguaging as a response to the “English only” movement and subtracted bilingualism that provided only monolingual spaces and a deficit of the language other than English (García & Lin, 2016, p. 3). These in and out of classroom spaces used by teachers and students can be described as a space where “multilinguals draw and join resources from different aspects of their history, background communities, knowledge, linguistic abilities, ideas, and beliefs as they make coordinated, interactive, and contextually relevant performance” (Anya, 2017, 29).

Methods

Positionality

I was born and raised in the City of Rialto, California and consider myself a proud member of the Inland Empire. I have only lived within the cities of Fontana, Rialto and Colton and attended K-12 schools in the Fontana and Rialto Unified School Districts (USD). I graduated from the Rialto USD in 2020 and remained in the area for my undergraduate education as a commuter student at UC Riverside. I am a first-generation Mexican American and am bilingual in English and Spanish. I learned Spanish when I was a child at home because my parents only speak Spanish and learned English when I began to attend school. In high school, I enrolled in AP Spanish and obtained a score of five on the exam, which allowed me to obtain college credit and the Seal of Biliteracy. This inspired me to then pursue my bachelors in Spanish linguistics at UC Riverside. As an English-Spanish bilingual, I have experienced the benefits of being proficient in both languages and believe it is an advantageous skill to have to interact with, help the community, and expand career and professional opportunities. Another positive factor is to also keep the cultural and linguistic aspect alive within the Latino community. I decided to focus on the Spanish DLI program for my study because I aspire to be a DLI teacher and was curious to learn more about the program since its growth is fairly recent, and it continues to grow in the Inland Empire. I especially wanted to emphasize the experience of the educators who are working towards implementing such a complex language program within the K-12 school system amongst the challenges to provide the younger generations with quality education and skills for them to apply in their future endeavors.

Context and Place

The Inland Empire

The Inland Empire is a region in Southern California that constitutes the Riverside and San Bernardino counties, bordering the Los Angeles County. The Inland Empire consists of a total of fifty-two cities, with twenty-eight cities in the Riverside County and twenty-four cities in the San Bernardino County. The Inland Empire is one of the most diverse and continuously growing regions in California. It is home to people of color including Latinos, African Americans, and Native Americans with these groups representing more than half of the population with about 54% in the Riverside County and 60% in the San Bernardino County. The Latino community comprises of 51.5% of the region's population. Therefore, the large population of Latinos in the Inland Empire places the demand for the use of the Spanish language across the region and establishing English and Spanish as two primary languages spoken in the areas. This trickles down into what is offered into the K-12 system such as foreign language opportunities in middle school and high school, and the newly established Spanish DLI programs.

School Districts

There are twenty-two public school districts under Riverside County with only fifteen offering DLI. The Riverside County school districts with DLI programs include Alvord USD, Banning USD, Beaumont USD, Coachella Valley USD, Corona-Norco USD, Desert Sands USD, Hemet USD, Jurupa USD, Lake Elsinore USD, Moreno Valley USD, Palm Springs USD, Perris Elementary SD, Riverside USD, Jacinto USD, and Val Verde USD (*Multilingual Education | Riverside County Office of Education, 2024*). In the San Bernardino County, there are thirty-three school districts with only seven offering DLI. The San Bernardino school districts with DLI programs are Adelanto Elementary School District (ESD), Colton Joint USD, Fontana USD,

Ontario-Montclair USD, Rialto USD, San Bernardino City USD, and Upland USD (*Multilingual Programs - San Bernardino City Unified School District, 2024*).

Participating School Districts

In this study, I focused on public school districts with Spanish DLI programs and reached out to their K-6, or elementary schools with established Spanish DLI programs within the Riverside and San Bernardino Counties. The San Bernardino County currently has nine districts with recognized DLI programs in Spanish, while the Riverside County has fifteen recognized Spanish DLI programs. The school districts that form part of my research study by the various initial participant survey responses were Colton Joint USD, Corona-Norco USD, Fontana USD, Hemet USD, Ontario-Montclair USD, and Upland USD. The Spanish programs in the districts follow the 90:10 model in which the instructional day consists of 90% Spanish and 10% English in Kindergarten and increasing to 50% Spanish and 50% English in the fifth grade.

Colton Joint USD comprises of twenty-eight schools and a total of 19,986 students district wide. The demographics reflect the majority as Hispanic/Latino with an 87.4%, 5% Black or African American, 4.6% White, 2% Asian, and almost 1% American Indian and Native Hawaiian (US News, 2023). The district encompasses nineteen elementary schools, nineteen middle schools, and five high schools. As of this past year, the Colton Joint USD offers Spanish DLI in five schools, four elementary and one middle school. Birney Elementary and Grand Terrace Elementary offer Spanish DLI in TK through third grade. Ruth Grimes Elementary offers the program TK all through sixth grade while Walter Zimmerman Elementary offers only TK and Kindergarten. Their objectives are to help the students develop proficiency levels in speaking, listening, reading, and writing in both the primary and secondary languages, meet grade-level proficiency, and develop necessary cultural competencies. The program in Colton

Joint USD is still recent and has rapidly grown within the last years in hopes to expand it and provide programs district-wide.

Corona-Norco USD has one of the two consistently, well-established programs in the Inland Empire. The district holds fifty-three schools altogether: thirty-four elementary schools, thirty-eight middle schools, and eleven high schools, serving about 50,889 students. The demographics of the district show 53.9% Hispanic/Latino, 21.5% White, 15% Asian or Pacific Islander, 5.7% Black or African American, and 3.3% American Indian, Native Hawaiian, and other (US News, 2023). They offer Spanish DLI in five elementary schools, two academies with K-8, two intermediate schools, and two high schools. Garretson Elementary, Harada Elementary, and George Washington offer Spanish DLI instruction from TK through sixth grade. Louis Vandermolen Elementary also offers the program in kinder and first grade. Jefferson Elementary will begin offering Spanish DLI instruction in in the fall of 2024. Home Gardens and Cesar Chavez Academies participate in Spanish DLI instruction beginning kinder through eighth grade. Their goals for the two-way language immersion program are for students to become bilingual, biliterate, gain multicultural competence, obtain career readiness, increase their academic achievement, and earn their State Seal of Biliteracy. Educators strive to instruct the two-way program through the 90:10 model curriculum while also consistently teaching the Common Core State Standards (CCSS) they are required to learn.

Fontana USD contains forty-four schools with approximately 35,101 students. The district provides instruction in thirty elementary schools, sixteen middle schools, and seven high schools. The enrolled population of students is made up of 86.7% Hispanic/Latino, 5.1% Black or African American, 2.8% Asian, 0.3% American Indian and Native Hawaiian, and 1% other (US News, 2023). They currently only offer Spanish two-way language instruction in Redwood

Elementary School from kindergarten through third grade, Dolores Huerta International Academy from kindergarten through sixth grade, and Sequoia Middle School in seventh and eighth grade. Dolores Huerta Academy was the first school in the district to offer Spanish DLI which was then utilized as an example to implement the program in Redwood Elementary, making it the second DLI program in the Fontana USD. The Fontana USD DLI program aims to give grade-level content and literacy instruction in the primary language (English) and secondary language (Spanish). They strive to reach bilingualism and biliteracy, high academic achievement, and sociocultural competency, while following the 90:10 model.

Hemet USD is composed of twenty-seven schools and serves 22,417 students in total. It oversees sixteen elementary schools, eight middle schools, and seven high schools. The demographics of the students enrolled is 65.4% Hispanic/Latino, 19.4% White, 8.3% Black of African American, 1.8% Asian or Pacific Islander, 0.11% American Indian and Native Hawaiian, and 4.1% other (US News, 2023). The district currently only offers the Spanish DLI program in the Hemet Dual Language Academy, which has a grade span of kindergarten through fifth grade with hopes of becoming a TK through eighth grade soon. The district began its two-way language instruction in the 2017-2018 school year in kindergarten and expanded it to the fifth-grade year. The program's mission is to create engagement between the families of the students and the community, help develop biliteracy skills, and celebrate cultural diversity and identity. The district program also utilizes the 90:10 model to structure the program to meet the standards. Their goal is to provide the students with the ability to demonstrate high levels of academic achievement in grade-level material and both languages and obtain cultural awareness and confidence.

Upland USD covers fourteen schools including nine elementary schools, two middle schools, two high schools, one TK through 8 school, with an estimated 10, 210 students. The district serves a student population consisting of 59.7% Hispanic/Latino, 21.1% White, 7.4% Black or African American, 7.1% Asian or Pacific Islander, 0.5% Native Hawaiian, and 4.3% other (US News, 2023). Only one school currently has a Spanish DLI Program out of the nine elementary schools which is Baldy View Elementary School. The district's program objectives are to train students in bilingualism and biliteracy, enhance their academic performance, and help them demonstrate multicultural awareness.

Participating DLI Programs: Interviews, Observations of Teaching Practices

Alice Birney Elementary

Alice Birney Elementary is part of Colton Joint USD, located in Colton, in the San Bernardino County. The public school has a traditional educational program and teaches kindergarten through sixth grade. It is one of three elementary schools in the district with dual immersion programs. There are six-hundred and thirty students enrolled with a 98% minority enrollment of 93.9% Hispanic/Latino and smaller percentages of Black, White, Asian and other races. There are twenty-six full-time teachers employe. The school currently offers the DLI program in kindergarten through third grade. They are adding the program to the next grade after each school year. The school aims for children to be bilingual and biliterate, as well as maintain primary language, attain second language, increase academic performance and cross-cultural competence.

Baldy View Elementary School

Baldy View Elementary is within the Upland USD, in the city of Upland, in the county of San Bernardino. The public school implements a traditional educational program and serves

grades kindergarten through sixth (*Baldy View Elementary School, 2024*). There are about five-hundred and sixty-one students enrolled in the school with a 94% minority enrollment consisting of 75% Hispanic/Latino, 12% Black, 6% White, and smaller percentages of Asian and other races (CDE, 2016). The school has twenty-eight teachers with eight of them providing Spanish DLI instruction kindergarten through third grade. It currently only offers DLI instruction in the lower grades only with plans on expanding each year. Baldy View aims to incorporate and follow the three pillars of DLI which are for students to be bilingual, biliterate, and bicultural, therefore valuing diversity and inclusion.

Dolores Huerta Academy

Dolores Huerta Academy is part of Fontana USD, in the city of Fontana, under the San Bernardino County. It is a traditional public school; however, it is a magnet school meaning that it offers special programs and admits students across various school districts. Dolores Huerta International Academy offers instruction in kindergarten through sixth grade. The school has an enrollment of five-hundred and ninety-nine students with a 98.3% minority enrollment including 96.2% Hispanic/Latino and smaller percentages of White, Black, and other races. There are twenty-three dual teachers across all grades. It is one of two elementary schools in the district to offer Spanish DLI. On the other hand, the school also follows an International Baccalaureate (IB) program. IB is a framework that is based on interdisciplinary themes. The program focuses on a theme for every six weeks, which is designed by the teachers. The program aims to create global communities within schools to help the younger generation develop knowledge and skills they can apply in and outside of school. The IB learner profile, or attributes of an IB student are to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective (International Baccalaureate, 2019). The school's goals are to become

involved in international issues, facilitate Spanish instruction in fifty to ninety percent, push towards the California state and FUSD Seal of Biliteracy in high school, promote bilingualism and biliteracy, strive for high academic achievement in both languages, sociocultural competence, critical consciousness, and a demanding Spanish academic program (*Dolores Huerta International Academy*, 2024). In addition, Dolores Huerta was awarded the CAFE Seal of Excellence School by the CA Association for Bilingual Education in 2023. Dolores Huerta International Academy implements the standard state curriculum, Spanish DLI curriculum, and implements the IB profile.

George Washington Elementary

George Washington Elementary forms part of the Corona-Norco USD, and is located in Norco, which falls within Riverside County. It is a traditional, public school that educates kindergarten through sixth grade (CDE, 2016). The total enrollment population is nine-hundred and thirty-four students. There is an 87.2% minority enrollment of students comprised of 77.4% Hispanic/Latino, 12.8% White, 3% Asian/Pacific Islander, 2.8% Black, and smaller percentages of other races. The school currently has thirty-four teachers serving instruction (*George Washington Elementary School*, 2024). George Washington highlights the target outcomes of their DLI program. They have implemented the program by following standard curriculum, utilizing the 90/10 model, support through administration, BCLAD instructional personnel, continuous professional development for all staff, instructional balance that enables achievement, biliteracy, and bilingualism, and school community.

Hemet Dual Language Academy

Hemet Dual Language Academy is part of the Hemet USD in the city of Hemet, in the San Bernardino County. It is a traditional, and magnet public school (CDE, 2016). The school

recently opened in August 2022 with kindergarten through sixth grade, however, at the start of the 2023 school year, they also added TK and eighth grade (*Hemet Dual Language Academy*, 2024). The total number of students enrolled is approximately three-hundred and forty-one students with a 95% minority population. The student population consists of 90% Hispanic/Latino, .008% Black, .04% White, .005% Asian, and even smaller percentages of other races (*Common Core of Data (CCD)*, 2019). There are twenty classroom teachers teaching at Hemet Dual Language Academy. The school specializes in providing instruction in English and Spanish to aim for high academic achievement, bilingualism and biliteracy for all students enrolled. Hemet Dual Language Academy and Hemet USD also provides access of a Dual Language Immersion Program Master Plan to the community to learn about the implementation and instruction of DLI. The Master Plan includes the program history, program goals and mission, information on the design and principles of a DLI program, instruction model, Seal of Biliteracy opportunity attainment, and the process of application to the school.

Participants

Participant Recruitment

Participants recruited for this study in three different ways. The first way was to reach out to school district multilingual program coordinators. Due to a small number of responses, I was able to connect with school coordinators and school administration through both email and telephone. I composed the email of contact that consisted of study details, IRB approval information, link to the google form survey which contained the consent form, and possible compensation details for participating in the study. They then forwarded the email information to Spanish DLI teachers. To share study information and increase teacher responses, I visited the school websites and obtained the emails of Spanish DLI teachers provided on the site. I emailed

them the same previous email I had utilized including the study information and google form survey link. To participate, potential participants had to indicate consent after having read the waiver of consent form. If the participant gave consent, the form then they could continue to the questions. Those who did not consent or did not fulfill the requirements to participate were asked to exit out of the form.

Participants

Teachers who were interested in participating in the study completed the Google Form survey provided in the initial recruitment email (first component of the study). There was a total of twenty-six responses to the survey, however, at the end of data collection two participants were excluded as they were currently not DLI teachers. The Google Form survey included a last section in which they responded whether they would be willing to participate in a follow-up remote semi-structured interview based on their survey responses.

A follow-up email was sent to fourteen participants who indicated they were interested in continuing their participation in the follow-up interview (second component of the study). I created Zoom meeting time slots for participants to choose from for their semi-structure interview. The participants chose the time slot that most fit with their availability, and it automatically generated the Zoom meeting link. Of the fourteen, nine participants scheduled an interview to complete the interview. At the end of data collection, the same two participants excluded from the survey were also excluded from interview data as they were currently not DLI teachers.

Seven participants who completed the semi-structured interview were sent a follow-up email to invite them to participate in a lesson plan discussion (remote session) and/or to allow a classroom observation. Four participants out of the seven interviewees responded to the follow-

up email and agreed to participate in the third component of the study. Three participants completed both lesson plan review session and classroom observation. One participant also participated in a classroom observation but did not complete a lesson plan review session.

All participants, in all components of the study, were given pseudonyms for de-identification to maintain anonymity. Table 1 below shows the data collected from the survey responses to create profiles for the participating participants who then participated in the interview portion. Pseudonyms for the participants and schools were applied to de-identify and maintain anonymity.

Focal Participant Selection

The seven participants that completed the survey and semi-structured interviews were selected as the focal participants. Table 1 organizes each of these participants' background information as reported in the survey.

Table 1*Survey Account of Focal Participants*

Pseudonym	<i>Carla</i>	<i>Dolores</i>	<i>Ilda</i>	<i>Laura</i>	<i>Milagros</i>	<i>Mercedez</i>	<i>Yesenia</i>
Age	32	55	30	48	47	32	53
Linguistic Background	Spanish, English	Spanish, English	Spanish, English	Spanish, English	Spanish, English	Spanish, English	Spanish, English
Educational Background	B.A. Education M.A. Science of Education	B.A. Psychology M.A. Education	B.A. Liberal Studies	B.A. Psychology B.A. Spanish Literature M.A. Elementary Education	B.A. Liberal Studies M.A. Education	B.A. Liberal Arts B.A. Sociology M.A. Education	B.A. Child Development M.A. Reading and Language Arts
Teaching Credentials	Multiple-Subject w/ BCLAD	Multiple-Subject w/ BCLAD	Multiple-Subject w/ BCLAD	Multiple-Subject w/ BCLAD	Multiple-Subject w/ BCLAD	Multiple-Subject w/ BCLAD	Multiple-Subject w/ BCLAD
Years in Teaching	10	29	8	27	1	3	15
Current School	Alice Birney Elementary	Hemet Dual Language Academy	Baldy View Elementary	George Washington Elementary	Baldy View Elementary	George Washington Elementary	Dolores Huerta International Academy
Grade	1	K	K	3	2	2	1
Area of Improvement for DLI Teacher Preparation	Early Classroom Exposure	Engagement of Second Language Learners of Spanish	Clear 50/50 and 90/10 models w/ Trans-language	Trans-language	Classes in language of instruction to provide language acquisition	Early Classroom Exposure	Trans-language
Area of Success in DLI Teacher Preparation	Student Teaching in DLI	Learning from other DLI Teachers	Amount of Instruction in Languages	Reading in Dual Setting Classroom	Spanish courses in BCLAD	Application of DLI in Classroom Setting	Classroom Exposure and Language Acquisition
Scale Rate for DLI Teacher Preparation (1-5)	3	2	4	3	5	4	3

All focal participants teach a current primary school level, K-3 and the teaching experience ranges from 1 year to 29 years.

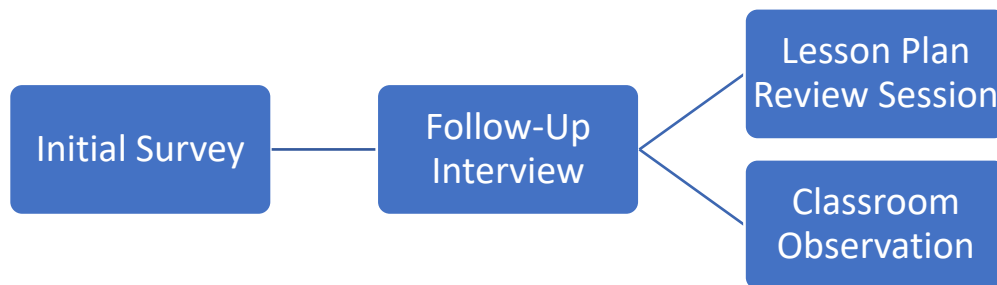
Data Collection

The goal of this study is to identify challenges and areas of improvement of DLI teacher preparation. Data for this study was collected in various formats including methods to collect

information directly from the participants. For qualitative research, an important data collection component is participant observation (LeCompte & Preissli, 1994, p. 8). Participant observation occurred within the classroom environment, for 3 of the participants. In addition to the observation, an initial survey, one semi- structure interview, and for some (4), lesson plan reviews were collected. Figure 1 shows the flow in which the data collection occurred.

Figure 1.

Process of Data Collection



Survey

The first data collection method was an online twenty-thirty-minute survey. The “Dual-Immersion Teacher Preparation in the Inland Empire Elementary Schools- Survey” was utilized to collect information about participants such as demographics, language proficiency, higher education and credentials, past teaching history, current history teaching, and reflective questions in regard to DLI instruction (see Appendix 1). To participate, they needed to consent after having read the waiver of consent form. The questionnaire concluded with a section for the participant to indicate whether they would be open to a follow-up semi-structured interview. The survey was

conducted via Google Forms to collect data and was open to potential participants for a month. Participants were recruited from primary schools in the Inland Empire and must have been instructing Spanish DLI. Given the criteria mentioned above, I was able to receive twenty-six participant responses to the survey. The responses received revealed different perspectives and backgrounds of preparation among teachers.

Interview

Selected through convenience sampling, a focal group of participants were selected to complete one follow-up semi-structured interview. Participants who marked that they were available for a follow-up interview in the Google survey were sent an email to book a Zoom meeting time slot. The follow-up semi-structured interviews were adopted from Capdevila-Gutierrez et al. (2020) research model to analyze and gain an in-depth understanding of teacher perception and experience. The interview questions gave understanding of the participant's educational background, professional development, and the determination of their self-efficacy as teachers (see Appendix 2). Their educational background provided a base for their level of higher education to understand what opportunities and resources they obtained. Professional development questions lead to more knowledge of the area in which they were currently teaching. The focus was on the population of students as well as on what resources and barriers they may face when teaching. The perception of the participants themselves is crucial to be aware of their personal experience in navigating the educational system as an educator and giving quality instruction. The semi-structured design permits other topics or issues to be discussed that are not strictly stated in the survey questions. The interviews with the focal participants were one-on-one between the primary researcher and the participant via a password-

protected Zoom meeting. Notes were carefully taken during the interview to record participant experiences.

Observation of Teaching Practices- Lesson Plan Review Session

In the lesson plan review session, four teacher participants individually shared a lesson plan they had recently applied in their classroom. During the Zoom meetings, teachers shared their lesson plan document and guided the researcher through the lesson plan agenda to explore a typical day. In their individual sessions, each participant discussed the structure of a day in their DLI classroom, the subjects they teach, the activities they implement, and the reasons for why they implement certain concepts, etc. The focus of the session was to gain insight into the way in which they instruct in their DLI classroom and why they may choose certain assignments or teaching processes, and what components are included in their planning. Notes were taken during the meeting.

Observation of Teaching Practices- Classroom Observation

Three participants who completed the lesson plan review session moved forward to participate in the classroom observation. One participant did not choose to participate in the lesson plan review session but did participate in the classroom observation component. Following IRB protocol, prior to conducting classroom observations I obtained letters of access from school for approval. I observed the participant's classrooms for a period of two hours. During the classroom observation, I took handwritten notes on the instruction given by the participant, language usage and conversation, classroom environment, and classroom setting. I followed the elements discussed in the previous components to observe how the participants applied their prepared lesson plan and reflected their ideas into teaching.

Data Analysis

For this study, I took a qualitative approach and utilized a thematic analysis to interpret the information (Merriam & Tisdell, 2016). I also used both inductive and deductive reasoning when interpreting the data. I created themes prior to collecting the data and then modified them after collecting and analyzing the data. I interpreted the data to critically examine the relevance of characteristics in a setting, especially those about “desirable aims and definitions of effectiveness in teaching” (Erickson, 1985, p. 11). I coded the collection of data from the four data sets based on six themes which were teacher identity and perception, design, and implementation (curriculum and instruction), preparation and support (professional development and resources) community circle (parent and school support), socio-cultural awareness (cultural and linguistic representation), and language ideologies (attitudes towards translanguaging). These themes were based on the strands of an exemplary DLI program model (Howard et al., 2007).

Color coding was used to identify the different themes throughout the data. Each theme was represented by a different color. For the survey, to prepare data for analysis, I used the summary option of the Google Form survey to view the data statistically and generalize the information. The responses provided guidance in preparation for the semi-structured interviews. For the interview, class observations and lesson plans, I reviewed written notes of participant responses to apply the color coding. Multiple passings were made on each participant profile to double check and accurately identify the themes. To begin, I coded the data information that included discussing their higher education, their linguistic background, teacher identity and self-perception, a working day at school, relationships with parents, school staff, and other colleagues, student demographics, support of tools and resources, and strategies which are related to the themes. I also found a new theme, attitudes toward language notions

(translanguaging and code-switching) (Capdevila-Gutiérrez et al., 2020). The concept of translanguaging is new and programs are still developing what it looks like and transitioning from a strict Spanish setting to using English as support for instruction.

Findings

The aim of this qualitative study was to provide information on ways to better support DLI teachers within the Inland Empire elementary level. This study allowed for an insight into the experiences, perceptions, and needs of DLI teachers to be recognized and valued. It is evident that DLI teachers, schools, and programs all have the common goal to provide students with the best opportunity to high academic achievement and acquisition in both languages. Schools that provide equitable instruction to students also have staff who are trained to give students a rich learning experience and environment (Lindholm-Leary, 2001). The data collected from each participant will be described in relation to the theme identified in participant interviews and classroom observations. Pseudonyms for participants and schools are used to maintain privacy.

Survey and Interview Data

Carla

Carla currently teaches first grade at Alice Birney Elementary. She obtained her degrees and California teaching credential along with a BCLAD. Through her BCLAD, Carla took five courses in Spanish which helped her practice Spanish linguistics and gain more language and cultural awareness in the Latino culture. She began in an English-only class and then applied into a DLI position. A workday at school with students begins with the morning routine of independent work, transitions into a Spanish phonics lesson utilizing Heggerty phonics, which is part of district curriculum, and focuses on phonemic awareness. The lesson then proceeds into language arts using the Maravillas curriculum, which comprises of reading, writing, and comprehension in the Spanish language. Then, they have physical education, recess, and then enter a math lesson also in Spanish. After math follows lunch, and then English Language Development (ELD) in which the Wonders curriculum is used to practice phonics, writing, and

reading in English. Science or social studies is also instructed in English and is alternated every week. Carla does not switch students for the designated English subject time.

This year, she has a demographic of majority Hispanic students and a few Caucasian students. Carla creates getting to know your activities at the beginning of the year and reads stories of distinct cultures to “establish differences and unity and include simple words of other languages.” Carla works with other grade-level teachers to find resources and plan class material. She found resources with other teachers such as Teacher Pay, Teacher Freebies, to have booklets to support lessons. To establish a relationship with parents, Carla introduces policies and guidelines at the beginning of the school year and communicates with them about student behavior and academic performance.

Dolores

Dolores currently teaches kindergarten at Hemet Dual Language Academy. She obtained her degrees and was first hired with an emergency credential and obtained a BCLAD through the district she was working for at the time in which she tested out of. Dolores taught bilingual education before it was banned in California and began teaching DLI seven years ago. A workday at school with students begins with a social-emotional learning (SEL) lesson. Then, they practice writing and transition into language arts followed by recess and then phonics. For these subjects they use curriculum programs such as Benchmark, Estrellitas, and Heggerty. Students also engage in reading groups, have lunch, and then enter the time for academic English. Teachers do not switch students during the designated English time and transitioned into model of translanguaging and include cognate charts and non-transferable sounds and letters. They aim to use their native language as support. They focus on the math lesson, utilizing Eureka

math, and ending with cultural time, in which they sing songs. All teachers in kindergarten have teacher aid to support.

She currently has a student population of majority Hispanic with no Caucasian or African American. Dolores highlights Hispanic culture by doing an All About Me in the beginning of the year for Hispanic heritage month and has flags from different countries in the classroom. Dolores meets with the principal twice a year to discuss student performance. She plans with other grade-level teachers twice a week, split lesson plan work, and hold a neutral relationship. The district encourages them to go to conferences such as the California Association for Bilingual Education (CABE) and Dual Language Education (DLE) Conferences. When she first began DLI at the school, she was the first kindergarten DLI teacher, and lacked support for materials and resources to be able to give quality instruction in Spanish. Dolores has advocated for support and tools for Spanish curriculum and translanguaging support. They were given ELD curriculum however, several aspects do not apply. They continue to be at a disadvantage with English counterpart classes because they have independent study packets that can count towards attendance and Spanish does not. She has begun the Language Essentials for Teachers of Reading and Spelling (LETRS) program, which the district has paid for and has been able to learn how to teach a language. Dolores utilizes parent square to provide communication between home and school, sends newsletters each month, and participates and leads school events with families. She also gives resources to parents for them to translate work and sends voice messages to have access to help students. Dolores defines her role as the beginning point of the student's bilingual journey and makes them feel safe to "hook them in" to wanting to learn.

Ilda

Ilda currently teaches kindergarten at Baldy View Elementary. She obtained her degrees and credential and was working on BCLAD until proposition issues took a pause and then obtained her BCLAD virtually. Ilda also went back to take more courses to further learn more to answer parent questions. She taught English-only and applied to DLI position which she kept after earning the certification. A day at school with students begins with songs in Spanish and reciting a bilingual poem. It then transitions into a Spanish phonics lesson utilizing Estrellitas and reading time in which the Maravillas curriculum is used. During centers, students participate in centers to develop their skills and go to recess. The math lesson continues into centers for further practice, followed by lunch and recess. Students then go to partner classroom to focus on English which is learned through science and social studies. The day ends with independent writing practice, a last recess, and a closing circle.

Most of her class are Latinos with a few Caucasian and African American students. At the beginning of the school year, she sends a questionnaire to parents to become aware of their culture and linguistic backgrounds and works on a “self-portrait” craft for students to include their family and value each other’s differences. Ilda applies cognates on the classroom wall for each subject and visuals. Administration attends grade-level meetings between teachers to present at parent conferences for support, and district coordinator attends events and collects feedback to communicate to district. She shared that funding makes it difficult to obtain resources for DLI classrooms. Ilda has a mentoring relationship with her DLI partner and collaborates with other teachers to prepare for students. She also shared about the frustration from some of the other English-only teachers who develop resentment because they are transferred out to make room for DLI teachers. Ilda also leads another multicultural activity in which the students draw the DLI pillars and discuss what they mean. DLI teachers host meetings

with families at the start of the year and have family events to promote unity and community. Ilda defines her role as making students feel safe to learn, challenging linguistic oppression, finding accessible resources for families, and supporting students and their families to advocate for their education.

Laura

Laura currently teaches third grade at George Washington Elementary. She obtained her degrees, and received an emergency credential, then pursued BCLAD. Ilda first began teaching transitional bilingual and then applied into teaching DLI. A day at school starts with a read-aloud tied to the month's theme and then shifts to Language arts utilizing the Benchmark reading program. Begins a phonics lesson, and transitions into intervention groups where students have independent practice time or work with small groups and teacher aid. They participate in physical activity and recess, and then have ELD. The math lesson is done in English through the Illustrative math program, and switches students with partner teacher. After lunch, there is a second read-aloud with a chapter book. During the writing block, students work on creating graphic organizers to practice writing. After their last recess, she alternates between teaching science and social studies, using Studies Weekly curriculum every week, both in English.

The class demographics compromise of Latino students and small number of Caucasian students. In September, Laura creates activities for Hispanic heritage month, reads book that show diverse cultures and backgrounds, and has souvenirs from different countries in classroom. Laura was previously told to not use English, however, now uses cross linguistic transfer and has translanguaging posters of cognates in classroom for students to make connections. The district promotes attending CAFE and DLE conferences and administration is supportive. Laura advocated for more resources. The district also sends slides for every month about the heritage

theme in Spanish. She works with her professional learning community (PLC) once a week to plan together and discuss progress. She also shared that some traditional teachers show resistance to changes such as the DLI program which creates setbacks. Laura communicates with parents who also invest in the program in class and after school events. She defines her role as helping students become fully biliterate and enjoy both languages.

Milagros

Milagros currently teaches second grade in Baldy View Elementary. She obtained her degrees, and credential with BCLAD. She has only taught Spanish DLI. A school day begins with English language arts in Spanish utilizing Maravillas, which transitions into writing and then recess. The math lesson is in English using I Ready and Go Math. After lunch, Milagros practices phonemic awareness with Lunitas program for reading and high frequency words. The district provides instructional aid for intervention time to help further support students. Science and social studies are alternated by month and instructed in English, in which classes switch to maintain language model.

The class demographic consists of a majority of half Latino students and half Caucasian students with a small number of African American students. Milagros provides one-on-one intervention on diversity for class. She has a neutral relationship with her colleagues, and the grade-level teamwork with each other to plan with curriculum. The district provides curriculum programs for subjects in Spanish and instructional aids for intervention time. She has also attended DLI symposiums and networked with other teachers. Milagros is specific with parent communication and creates community by having parents in classroom to develop engagement and comfort which allows for students to understand the norms and progress of their students. She defines her role as a coach to students and parents in their language acquisition.

Mercedes

Mercedes currently teaches second grade at George Washington Elementary. She obtained her degrees and BCLAD. She was a substitute teacher in DLI and began her teaching career in DLI. The school day begins with a journal question to practice SEL and transitions into ELD, which is the designated English time. The day continues into Spanish phonics with I Station, physical activity, recess and then silent reading time. Spanish language arts focus on reading and comprehension, which follows into writing, lunch, and ends with the math lesson using I Ready. The subjects taught in Spanish are language arts, writing, math, and science.

The demographics of the class are comprised of majority Latinos, and few Caucasian and African American students. Mercedes acknowledges the cultural and language differences among her students. She has PLC's every week and meets with other grade-level teachers to plan and analyze student assessments. The district funding has provided opportunities to connect with mentors and teachers on assignment (TOA), who help lead the DLI program. Teachers can observe other classes and have mandatory training for Spanish subjects. However, curriculum used in the classroom is not always accurate, or is vague for DLI instruction. Mercedes learned about translanguaging during her credential, but struggles to apply it in her classroom, however, tries to use it when its students are confused to enhance their understanding. She also incorporates a cognate wall and color codes words in languages to differentiate and compare. Mercedes receives support and involvement from parents that facilitates the experience in DLI. She defines her role as helping guide students in providing them with added information and learning from the students herself as well.

Yesenia

Yesenia currently teaches first grade at Dolores Huerta International Academy. She obtained her degrees and credentials with BCLAD. A day at school begins with a phonics lesson, incorporating grammar utilizing the Maravillas curriculum. Then, she transitions into reading comprehension and writing using McGraw Hill. Science is the only subject taught in English, also considered ELD. Science and social studies are instructed using the TWIG curriculum. Yesenia keeps students during ELD and no longer switches with DLI partner. She uses curriculum provided by the district. Yesenia also creates material for IB which the school follows, which changes depending on the units and becomes difficult to find resources for.

The demographics of the class include a variety of mixed races with the majority being Latinos. Yesenia embraces diversity and cultures among her students, and also applies it using IB profiling to guide her curriculum. She meets with grade-level teams and collaborates with them to create ideas and plan assignments. Yesenia is pleased with the administration because they advocate to provide resources and encourage teachers to attend the CAFE conferences and DLI symposiums. However, she believes curriculum materials need to be replaced or updated especially for certain subjects like Math. Yesenia maintains a separation of languages and embraces their language differences but does not code-switch or bridge. She does not have a cognate wall; however, she still makes connections with English words to help them absorb concepts. Yesenia keeps continuous communication with parents through parent square, newsletters, and school events. She defines her role as a facilitator in the student's language acquisition and engagement with the material.

Lesson Plan Review

The lesson plan review sessions provided evidence to reflect their interpretation and implementation of the DLI model in a classroom and how they structure it to have students

develop skills in the target and secondary language. The participants were able to guide me through a lesson plan they created and share how they apply it to a day in the classroom, as well as expand on the assignments and activities conducted with the students.

The teachers provided me with their lesson plans, which I analyzed based on the set of themes initially created. The lesson plan review session gave me the ability to understand the lesson plan material when analyzing and interpreting the existing themes that were found in the planning of the material, the material itself, the collaboration with partner colleagues, and the plan for implementation in the classroom with students.

Table 2

Lesson Plan Theme Elements and Examples

Theme	Dolores Ponce	Ilda Morales	Yasmin
Identity and Perception	Incorporates specific notes about students who need extra help to direct help towards	N/A	N/A
Preparation and Support	Learned organizational structure and format of plan- very detailed and time-oriented	Learned organizational structure and format of plan- time periods and block subject labels	Learned organizational structure and format of plan- very specific, frames, and images of assignments
Design and Implementation	Estrellitas sound and spelling chart and includes standards	Heggerty, Maravillas, includes objectives for letter	Twig lesson for science, Maravillas interactive games, includes objectives for subjects
Design and Implementation	Rhyme songs, Stories embedding linguistic features, math drawing activity	Tree map for butterfly writing, word maps	Includes reading books, informative and engaging videos

Preparation and Support	Includes links to assignments, songs, documents, and presentations, supplies for activities Cultura song- learned from CAFE and applied	Includes links to videos for activity,	Gives clear directions and steps of lesson assignment
Community Circle	Shares responsibility of editing lesson plan with other teachers	Groups of students work together	Collaborates with other teachers, divides duties and sections amongst one another
Socio-Cultural Awareness	Hello Friend Song and Adios Amigos song	N/A	N/A
Language Notions	Includes essential questions, sight words, and sounds in both languages	Science is specified in English and other subjects are in Spanish	Only includes Science lesson and directions in English

Classroom Observations

During the classroom observations, I took written field notes to provide further understanding of their experiences and perceptions shared in their initial surveys, follow-up interviews, and/or lesson plan review sessions. I was able to observe each participant's classroom for two hours. The field notes were coded according to the system set of nine themes used in the previous procedures. The field notes included descriptions of the classroom setting, artifacts within the classroom, classroom atmosphere, and instructional setting, or interaction between the teacher and students (Sun, 2017, p. 52). The classroom observations would provide further analysis of the application of the teacher's preparedness in teaching a DLI classroom.

Table 3.

Classroom Observations Theme Elements and Examples

Theme	Carla Conte	Dolores Ponce	Ilda Morales	Yasmin
Identity and Perception	Has them work independently and then guides them through their completed questions	Facilitates their learning and engagement by inviting them to share their own understandings, can identify	Leads them in reviewing material with them and then leads them to work individually and practice	Forms connections with students by asking about what they did on the weekend, believes DLI program should maintain fully Spanish model to be effective
Design and Implementation	Maravillas phonics lesson	Clever-imagine learning, Estrellitas	Maravillas, Footsteps, I Ready	Maravillas, McGrawHill for story reads
Design and Implementation	Directions given in Spanish, instructs to use poster sentence frames, teacher constantly has them moving from one activity to the next to keep focus, several students had difficulty keeping engaged and were not very present in the material nor with the rest of the students as a class and were very distracted,	Gives instruction completely in Spanish, teacher asks questions and students respond and adds physical movement to maintain engagement, student who answers correctly or follows directions gets to hold the bumblebee, teacher instructs students on service workers and students respond by describing what they do	Consistently speaks in Spanish to students when instructing, students tend to answer in English so describes material in Spanish for them to repeat it, reviewed the use of the tilde and the change in pronunciation of words, She asks how specific words in Spanish are said in English and students respond	Speaks with students full in Spanish, Introduces objectives to students before each subject activity and discusses significance with students, activities include movement to increase engagement, students talk in English amongst themselves, and she directs them back to Spanish

Preparation and Support	Booklets, teacher aid, writing materials for “diario” worksheet, videos on math lesson counting to 100, maps of parts of speech in Spanish, includes Spanish labels on classroom supplies, laptop for independent work	Worksheet for Hiatos with the letter O, laptop for independent work time on Clever, Teacher aid to help small groups and assess student understanding of material, posters of syllables, vocabulary, bubble map posters to create ideas for writing, sentence frames, essential questions posted	Video on 3-dimensional figure for math, laptops for I Ready independent work, white boards, craft assignment activity, shape coloring worksheet	Writing materials for “diario”, has Spanish labels for stations throughout class, maps of parts of speech in Spanish for students to refer to for support, graphic organizers for different writing, interactive games and stories, whiteboards
Community Circle	Students show completed sentences to class, students help one another when practicing questions in group setting, sit in table groups	Students engage in conversation as a class during lesson, Students can help other students answer questions, one student was motivating another student and inviting them to participate,	Allows opportunity for students to assist each other on tasks, sit in table groups, poster showing rules and describing the class as a “familia”, support from student’s parents for classroom	Students work together in pairs for word frame activities and check each other’s work as a class, students move around room and have partner to share work, sit in table groups
Socio-Cultural Awareness	Invites students to share examples or stories of their own to apply to material	Flags on classroom wall from different countries to embrace and recognize	Asks students to share their own examples, students share their connection	Embraces cultural and linguistic diversity and incorporates the from student(s)

		different backgrounds of students in the classroom	with English on material	in class who are Korean, Filipino by allowing them to share words or terms from their language
Language Notions	Cognate wall in both English and Spanish (translanguaging), “I’m a Penguin” activity in both English and Spanish, turns to English when students are confused on concept or wants to correct behavior	Has section of wall dedicated to translanguaging: includes high frequency words and vocabulary in both languages, includes math terminology in both languages, essential questions in both languages	Posters with Spanish and English translanguaging (bridging) including classroom rules, colors, critical thinking questions (why, por qué), Words of the week on wall “con = with”	Does not incorporate translanguaging concepts on classroom walls, Asks if students know the word in English for students to form connections with the material and check understanding

Discussion

The examples in the data collection that aligned with the themes highlighted areas of improvement and challenges within DLI teacher preparation.

In the theme of identity and perception, the patterns demonstrated that the role of teachers can be more defined to give teachers an in-depth comprehension of how they can present themselves amongst the students. This also ties into the aspect of identity with students and their linguistic background. Teachers can motivate students to feel empowered by promoting bilingualism which can cultivate the student’s sense of identity (Alanís, I., & Rodríguez, 2008). When students feel that they can identify or relate to their educators, it creates a welcoming environment for them to express themselves and achieve higher academic achievement.

The concept of preparation and support highlighted the need for early exposure to DLI classrooms for pre-service teachers, especially during the process of obtaining their BCLAD. It gives future certified teachers the hands-on experience to be the most knowledgeable when entering DLI instruction. Language acquisition, specifically grammar and phonics, are also concepts that can be further instructed in courses that are taken by pre-service teachers. Many know the language and can write; however, these are weak areas that can be instructed differently so that they know how to teach the concepts to primary school students. Professional development for in-service teachers is fundamental to their long-term teaching career inside and outside of DLI instruction. Opportunities to attend conferences such as CABE, National Association for Bilingual Education (NABE), and symposiums including those local such as the annual CSUSB DLI symposium. In addition, offering mentorship between new or pre-service teachers and those with more experience in DLI can also be a great way for teachers to have a guide or model in designing their DLI instruction. Having Teacher on Special Assignment (TOSA) with experience in DLI that work with teachers can also give extra support for teachers. They do not give day-to-day instruction and are instead given the duties of providing instructional support to other teachers. If there are TOSA's specialized in DLI for all programs, it can give teachers another advantage by having support in building a classroom instruction Common Core State Standards and the DLI model instruction.

In terms of design and implementation, programs and curriculum used in the classroom need to be updated and modified to fit the demands of DLI instruction and engagement. Curriculum such as Maravillas and Go Math can be improved to better the experience for teachers and students. The materials need to be accurately designed such as stories and poems, so that they facilitate the connection between the material and the students for intentional and high-

quality instruction. Teachers can advocate for materials and should be provided with the best and most efficient tools to use in their classroom. According to the research (Capdevila-Gutiérrez et al., 2020, p.781) consistency in materials of instruction across DLI teachers can give effective learning opportunities. The engagement of students is vital to keep the environment of the classroom driven and lively to allow for active learning to also occur.

The theme of community circle emphasized the important role of parental support, and support and unity among teachers in and outside of DLI. Communication between teachers and the student's parents is a key factor in the child's education, and their success in the DLI program. Teachers can engage in constant communication through various ways to keep the parents informed utilizing paper handouts or online communication applications. The parents should also be actively involved in investing effort into their child by being present and maintaining responsive communication with their child's teacher. Parent involvement and family practices are shown to help students succeed in school rather than other aspects (Lindholm-Leary, 2001, p.144). Communal support also comprises of support amongst colleagues. All teachers, both DLI and English-only teachers must be considered and recognized. There needs to be an understanding of the intention of DLI and for all factors to be identified when it is being implemented at schools so that it does not create separation or negative attitudes towards the program.

The socio-cultural awareness theme underlines the impact of teachers being familiar with cultural and linguistic variations. They can be prepared before teaching and during teaching to recognize and value diversity within their classroom. DLI teachers can help enable students to become more "compassionate and empathetic individuals" (Sun, 2017, p. 134). Teachers can be informed of ways to welcome those differences among their students and create an environment

that allows them to express parts of their linguistic and cultural identity. Prospective and in-service DLI teachers can obtain courses in their certification process as well as obtain workshops or training to help them create and incorporate multiculturalism in their instruction, classroom setting, and materials.

The theme of language ideologies focused on patterns relating to translanguaging. There is a mix of positive and negative attitudes about the theoretical lens that has been introduced in recent years. There are teachers who apply it in their classroom and believe in its effectiveness to help students use their primary language (English) to reinforce their acquisition of Spanish. Translanguaging has shown that students can learn language pedagogy, participate, and construct ideas with more facilitation (Creese & Blackledge, 2010, p. 106). On the other hand, there is also resistance to translanguaging for various reasons such as not approving of more English in the classroom, not knowing enough information on translanguaging, or not knowing how to properly apply it in their classroom.

Conclusion

Pedagogical Implications

There needs to be more preparation for pre-service and in-service teachers to serve the increasing enrollment of students in DLI. Preparation before potential teachers go into the classroom is crucial for them to have the knowledge of concepts and strategies and have the flexibility to adapt when facing challenges in a DLI classroom. They could further strengthen their skills and apply them accordingly. In-service teachers can also be prepared in the DLI programs. Educational needs, ideologies, and student populations are constantly evolving, which requires support and changes to also be modified to meet those needs. This study has also emphasized that when teachers identify with students, it can allow for cultural relativism and language acquisition to occur in the DLI classroom. The connection between educators and students can facilitate the expression of cultural values by students and feel integrated into the classroom atmosphere. It invests and retains the students into the instruction and content. It was also demonstrated that teachers who invest and become part of the school community are intentional and passionate about serving the student population. They maintain connections with the students and their families to further support them. These teachers also take extra steps to enrich their own understanding of the strengths and areas of improvement of the student to assist them to the best of their ability. In terms of design and implementation, modifications in the accuracy of curriculum programs can be made to be more specialized in the content of DLI instruction and the Spanish language to ensure greater student engagement with the language. Under the theme of community circle, the communication between teacher and parents is essential to assist the teacher's role in helping the students because the parents must also be involved and aware of their child's education because they enrolled their child with the intention

of acquiring another language. The support towards DLI teachers can also be provided amongst their colleagues. The district and schools should consider all teachers and communicate the changes and advancements of DLI to create a workplace environment in which DLI teachers and English-only teachers are not separated due to attitudes about the changes made to the school by the DLI program. In the analysis of socio-cultural awareness, the need for teacher familiarization with cultural and linguistic variations can be beneficial to help teachers develop consciousness and openness when teaching students who are different from their background and the majority of the class. It can create the space for the teacher and all students to value their own differences and those of others. An issue that can be addressed in language ideologies is the accepting and resisting of translanguaging. There are teachers who want to apply it in their classroom instruction, while others want to remain speaking in the target language. This can be addressed by educating pre-service and in-service teachers on its purpose and clarifying on what it means to model translanguaging so that is not applied incorrectly.

Limitations

This study provides a qualitative analysis and personal accounts of teacher experiences remotely and in-person. The findings are mostly limited to the experiences of the seven interview participants. The findings are not meant to generalize the perceptions of all Spanish DLI teachers, but to recognize the perceptions of those that are willing to share and highlight ways improve the preparation and support given to teachers in the program. The absence of the testimonies of parents of students in the program can be seen as a limitation. There is no content of the parent's perception of their child being in a DLI program or their relationship with their child's teacher. Another limitation to be considered is the lack of involvement of the students in the study. No students were interviewed or directly observed. Their academic performance or

assessments within the Spanish DLI programs were also not analyzed to compare their performance with the quality of instruction. There is also the limitation of no visual and audio recordings for the interviews or classroom observations. Only field notes were taken for the semi-structured interviews and classroom observations. Therefore, my interpretation of the information can impact the analysis of the data collected.

Future Research

In future research studies, more focus is needed in the curriculum utilized in Spanish DLI programs. The quality and effectiveness of the content and material of the curriculum in Spanish can be addressed to determine whether it is making great advancements in the learning of the second language for students. By finding true and effective tools for these DLI programs, school districts within the region can provide quality instruction in both Spanish and English and successfully expand Spanish DLI programs.

References

- Alanís, I., & Rodríguez, M. A. (2008). Sustaining a dual language immersion Program: Features of success. *Journal of Latinos and Education*, 7(4), 305–319.
<https://doi.org/10.1080/15348430802143378>
- An Educator's Guide to Dual Language Instruction: Increasing Achievement and Global Competence, K-12*. (2016). Routledge.
- Anya, U. (2017). *Racialized identities in second language learning: Speaking blackness in Brazil*. New York, NY: Routledge.
- Baldy View Elementary School*. (2024). Bv.upland.k12.Ca.us. <https://bv.upland.k12.ca.us/>
- California Commission on Teacher Credentialing*. (2016). Ca.gov. <https://www.ctc.ca.gov/>
- Browne, J. R. (1850). *Report of the Debates in the Convention of California, on the Formation of the State Constitution, in September and October, 1849*. JT Towers
- Canagarajah, S. (2011). Codemeshing in Academic Writing: Identifying Teachable Strategies of Translanguaging. *The Modern Language Journal*, 95 (3), 401-417
- Capdevila-Gutiérrez, M., Muñoz-Muñoz, E., Rodríguez-Valls, F., & Solsona-Puig, J. (2020). The time is now! Preparing middle and high school teachers for Dual Immersion Programs (Spanish-English) in California: a readying examination of current practices, needs, and potentialities. *International Journal of Bilingual Education and Bilingualism*, 1–12. <https://doi.org/10.1080/13670050.2020.1844635>
- CDE. (2016). *California Department of Education*. Ca.gov. <https://www.cde.ca.gov/>
- Cervantes-Soon, C. G. (2014). A Critical Look at Dual Language Immersion in the New Latin@ Diaspora. *Bilingual Research Journal*, 37(1), 64–82.
<https://doi.org/10.1080/15235882.2014.893267>

Common Core of Data (CCD). (2019). Ed.gov; National Center for Education Statistics.

<https://nces.ed.gov/ccd/>

Chesnut, C. (2014). “But I’m a Language Teacher!” Dual Immersion Teacher Identities in a Complex Policy Context. *Mid-Western Educational Researcher*, 27(4), 339–362.

<https://eric.ed.gov/?id=EJ1086392>

Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The modern language journal*, 94(1), 103-115.

Dolores Huerta International Academy. (2024). Wwww.fusd.net. <https://www.fusd.net/Domain/15>

Dual Language Immersion Schools | Bilingual Teacher. (n.d.).

<https://sites.uci.edu/bilingualteacher/dual-immersion-schools/>

Dual Language Programs in Riverside County. (2023). Riverside County Office of Education.

<https://www.rcoe.us/departments/educational-services/instructional-services/multilingual-education/dual-language-programs/programs-in-riverside-county>

Dual Language Schools in California. (2015). Resources for Dual Language Schools, Parents, and Teachers. <https://duallanguageschools.org/schools/ca/>

Erickson, F. (1986). Qualitative Methods in Research on Teaching. In M.C Wittrock, (Ed. 3rd) *Handbook of Research on Teaching*. New York: Macmillan.

Facella, M. A., Rampino, K. M., & Shea, E. K. (2005). Effective Teaching Strategies for English Language Learners. *Bilingual Research Journal*, 29(1), 209–221.

<https://doi.org/10.1080/15235882.2005.10162832>

García, O., & Lin, A. M. Y. (2016). Translanguaging in Bilingual Education. In O. García & A. M. Y. Lin (Eds.), *Bilingual and Multilingual Education* (pp. 1–14). Dordrecht, Netherlands: Springer.

George Washington Elementary School. (2024). Washington.cnusd.k12.Ca.us.

<https://washington.cnusd.k12.ca.us/>

Hemet Dual Language Academy. (2024). Hemetdla.hemetusd.org.

<https://hemetdla.hemetusd.org/>

Hopkinson, A. (2017, July 11). *New funds available to train bilingual teachers in California*.

EdSource. <https://edsources.org/2017/new-funds-available-to-train-bilingual-teachers-in-california/584497>

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., Rogers, D., & Center For Applied Linguistics. (2007). *Guiding principles for dual language education*. Center For Applied Linguistics.

International Baccalaureate. (2019). *About the IB*. International Baccalaureate.

<https://www.ibo.org/about-the-ib/>

LeCompte, M. D., & Preissle, J. (1994). Qualitative research: What it is, what it isn't, and how it's done. *Advances in Social Science Methodology*, 3, 141-163.

Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: origins and development from school to street and beyond. *Educational Research and Evaluation*, 18(7), 641–654.

Lindholm-Leary, K. J. (2001). *Dual language education* (1st ed., Vol. 28). Multilingual Matters.

<https://ebookcentral.proquest.com/lib/ucr/detail.action?docID=3007698#>

Maluch, J. T. (2016). Language and identity in a dual immersion school. *International Journal of Multilingualism*, 13(3), 383–385. <https://doi.org/10.1080/14790718.2016.1185828>

Medina, J. (2024). *Bilingual Education | Dr. Jose Medina Educational Solutions*.

Www.drjosemedina.com; Dr. Jose Medina. <https://www.drjosemedina.com/>

Multilingual Education | Riverside County Office of Education. (2024). [Www.rcoe.us](http://www.rcoe.us).

<https://www.rcoe.us/departments/educational-services/instructional-services/multilingual-education>

Multilingual Programs - San Bernardino City Unified School District. (2024).

[Www.sbcusd.com](http://www.sbcusd.com). <https://www.sbcusd.com/departments/educational-services-division/multilingual-programs>

Potowski, K. (2007). Language and Identity in a Dual Immersion School. *Multilingual Matters Ltd*. <https://doi.org/10.21832/9781853599453>

Research on Preparing Inservice Teachers to Work Effectively with Emergent Bilinguals.

(2015). In *Advances in research on teaching*. <https://doi.org/10.1108/s1479-3687201524>

Robledo Montecel, M. & Danini Cortez, J. (2001, August). Successful Bilingual Education

Programs – Criteria for Exemplary Practices in Bilingual Education. *IDRA Newsletter*.

Sun, V. (2016). Dueling Complexities: Experiences of Dual-Lang Immersion Teachers.

ProQuest LLC eBooks. <https://eric.ed.gov/?id=ED578710>

US News. (2023). *U.S. News & World Report: News, Rankings and Analysis on Politics,*

Education, Healthcare and More. [Usnews.com](http://usnews.com); News & World Report L.P.

<https://www.usnews.com/>

Umansky, I. M. (2015, September 30). *ERIC - ED580372 - The Promise of Bilingual and Dual*

Immersion Education. CEPA Working Paper No. 15-11, Stanford Center for Education

Policy Analysis, 2015-Oct. <https://eric.ed.gov/?id=ED580372>.

Umansky, I. M., & Reardon, S. F. (2014). Reclassification Patterns Among Latino English

Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms.

American Educational Research Journal, 51(5), 879–912.

<https://doi.org/10.3102/0002831214545110>

Vallejo, C. (2018). Translanguaging: Language, Bilingualism and Education, by Ofelia García and Li Wei. *Bellaterra Journal of Teaching & Learning Language & Literature*, 11(1), 85. ResearchGate. <https://doi.org/10.5565/rev/jtl3.764>

Appendix 1

Summary of Survey: Inland Empire Dual-Immersion Teacher Preparation

Section 1: DLI Teacher Preparation in the Inland Empire Elementary Schools Survey

- Student Researcher and Faculty Advisor Contact Information
- Purpose of Study
- If you participate in this subset of the study
- Time requirement for participation
- Risks
- Maintenance of confidentiality and minimization of potential risks
- Withdrawal
- Compensation
- Voluntary Participation
- Email Collection
- Consent to participation

Section 2: Biographical Information

- Name
- Age
- Preferred Pronouns
- Did you grow up speaking a second language or more?
- What languages did you grow up speaking?

Section 3: Educational Background

- Why did you pursue teaching in bilingual education?
- What schools have you attended? (CC, CSU, UC, etc.)
- What is the highest level of education you have completed?
- How many degrees do you have?
- What area(s) did you study?
- Where did you obtain your degree(s)?
- Where did you receive your teaching credential?

- Did you add your bilingual authorization through the passing of state exams? Program?
- Did you add your bilingual authorization through a combination of the two options mentioned above? (a blend of tests and programs, etc.)

Section 4: Professional Development

- How long have you been teaching?
- What grade(s) do you teach?
- What school and district do you currently work for?
- What schools and districts have you worked in in the past?
- Do you feel that your preparation for teaching was sufficient to help you teach students in dual-immersion classrooms? Explain why or why not.
- What areas in your teacher preparation helped carry out a thriving learning environment? (having learned them and then applied them in your classroom)
- What concepts can be improved to help teachers be better prepared for dual-immersion teaching?
- Please rate how strongly you agree or disagree with the following statement from a 1-5: “My dual immersion teacher preparation allowed me to be fully prepared for teaching students.” (1 being not having adequate preparation and 5 being fully prepared)

Section 5: Follow-Up

Would you be willing to participate in a follow-up semi-structured interview concerning the survey questions?

Section 6: Survey Completion and Submission

Thank you for participating in the survey!

Appendix 2

Potential Follow-Up Interview Questions

Through the follow-up semi-structured, the researcher will gain in-depth perspective of the experiences of the participants and their identity as teachers, and their passion in teaching Spanish DLI. The initial questions will be elaborated based on the direction of the conversation and information presented.

Teacher Interview:

- Tell me about a working day at school, does it repeat, is it like that during the week?
- How would you describe your comfort level when teaching in a non-English language?
- Can you tell me about skills or knowledge that you gained in your higher education, during your BA or MA, and programs? Any areas that lacked focus?
- If you ever taught anything besides dual immersion, was there anything you applied from that previous experience? What did you have to do to transition into the dual-immersion program?
- Ask about class, is it 80/20, 100, 50/50?
- What are the backgrounds or demographics of your students?
- Do you ever have to google something or ask other students?
- How do you prepare for teaching and your students and the variety of students?
- How do you prepare to report to your superiors?
- Describe your relationship with colleagues.
- Do you and other teachers work together to help one another create ways to give instruction or provide each other with resources? In what ways?

- What preparation or training did you obtain to teach dual immersion? Both positive and negative insights.
- Were you given the necessary teaching tools in a dual-immersion classroom?
- Are you currently given resources to help you provide the best instruction to your students? What are those resources?
- Based on your experience, is there specific preparation or training you would have found helpful for further preparing you for dual-immersion students?
- Did you have preparation for linguistic and cultural variations?
- What are your thoughts about translanguaging? Do you use it in your classroom?
- What do you think about bridging? Do you apply it in your classroom?
- Do you have an activity you have implemented that you feel was successful, and why?
- What are key sections in your lesson plan, and how do you apply them to your instruction?
- How does teacher preparation affect the student's success in dual immersion classrooms?
- How would you define your role as a dual-language teacher?
- Can you tell me about the communal support between you as the teacher, the families of the students, and the school?
 - How does that impact your teaching experience? What is your perception of the student's learning experience?