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LOYOLA MARYMOUNT UNIVERSITY

Organizational Assimilation through Heritage Language Programming:

Reconciling Justice and Bilingualism

by

Ricardo José Pedroarias

A dissertation presented to the Faculty of the School of Education,

Loyola Marymount University,

in partial satisfaction of the requirements for the degree

Doctor of Education

2011

Organizational Assimilation through Heritage Language Programming:

Reconciling Justice and Bilingualism

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by

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This dissertation written by Ricardo José Pedroarias, under the direction of the Dissertation Committee, is approved and accepted by all committee members, in partial fulfillment of requirements for the degree of Doctor of Education.

September 1, 2011
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DEDICATION

This study is respectfully dedicated to my wife Lourdes, my sons Andrew and Daniel, my parents Ivette and Genaro Pedroarias, my brother Pablo, my sisters Teresa and Lourdes, my godmother Alina Maldonado, and my godfather Hector Martín for their love, support, understanding, and guidance. Thank you for the ways you have taught me to continue to develop as a person of faith and conviction. I am blessed by your presence in my life.

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ABSTRACT

Organizational Assimilation through Heritage Language Programming:

Reconciling Justice and Bilingualism

By

Ricardo José Pedroarias

The purpose of this mixed-methods study was to analyze the effectiveness of a heritage language Spanish program from the standpoint of organizational, curricular, and co-curricular practices. In this study, *heritage language study* was defined as having an emphasis on maintaining cultural awareness and language needs (Beaudrie, 2009) through cultural mediation, in which the experiences and identity of students are developed as areas of strength in the educational experience (Bennett, 2003; Gollnick & Chinn, 2004; Lovelace & Wheeler, 2006). The setting for this mixed-methodology study was an all-male Catholic secondary school. The participants in this study numbered 78 students in the heritage language courses and 10 faculty and administration members. The data collected pointed to significant areas for growth in the school's distinction between heritage language learners and native speakers.

The findings suggested the prevalence of the following themes: class and racial discrimination, student internalization of deficit thinking, and the power struggle between the power structure and Latino student population. The implications of this study were that the program would benefit from greater teacher preparation in terms of degree background, increased emphasis in activities that promote student verbal communication

in the heritage language, and greater incorporation of varied classroom practices in order to empower students to achieve a proficient level of bilingualism and biculturalism.

CHAPTER I

INTRODUCTION AND BACKGROUND OF THE STUDY

This study sought to examine the instructional, organizational, and curricular goals of the heritage language program at an academically elite all-male Catholic high school. The Spanish program at Ignatius College Preparatory (ICP) was the primary organizational entity for this dissertation. At the time of this study, the student demographic at the school had continued to change over 10 years, especially in terms of an increasing Latino population. However, the instructional, organizational, and curricular practices did not mirror the changing culture of the school community. Peyton (2008) wrote that language learning "should take place within a meaningful context that prepares students to succeed at home, in the workplace, and in society" (p. 249). Specifically, the school needed to view the curricular program as a way of establishing an appreciation for each student's cultural identity as a speaker of Spanish. Cohen and Gómez (2008) wrote that research on immersion programs "has found that students' use of what is known as *academic language* is not as developed" as a native speaker or heritage language program would suggest (p. 289).

In order to meet the needs of the varied levels that Spanish students bring to the classroom, the program at ICP was divided into three tiers. The first tier was a native speaker track that began with *Honors Spanish I: Native Speakers* and culminated in *Advanced Placement Spanish Literature*, which was identified as a native speaker course in the Spanish language. A second tier was meant for students with exposure to the language in the past, primarily through classroom instruction. This level began with

Honors Spanish II: Non-Native Speakers and culminated with *Advanced Placement Spanish Language*. The third tier was labeled the regular *Spanish I: Non-Native Speakers* and culminated with *Spanish III* or *IV*. In between each tier was a second and third-year course. Students were placed in each tier based on the results of a testing program that involved a multiple-choice exam, a brief interview, and a short writing sample.

The class enrollment was limited by the administration and language department to approximately 25 students per class, and the honors native speaker class was offered in only one section during the freshman year. As a result, the school administration and language department had limited the number of freshmen that entered the honors native speaker track in Spanish. While this practice was the norm for three decades, the demographics of the school population changed significantly over the 10 years leading up to this study and the Latino population of the school increased to 26%, while the organizational practices did not change to reflect the changes in demographics. Moreover, the curricular practices were not adapted to address the increasing heritage language Spanish-speaking population. The instructional practices continued to focus on teaching language, while not being informed by prevailing research on how heritage language students learn Spanish within the context of socialization and cultural practices.

The rich traditions and backgrounds of the numerous nationalities represented in this study promoted a sense of diversity, which was vital to the educational mission of a Catholic school in the inner city of a metropolitan center and also to the heritage language program in that particular school, as the school's mission focused on challenging

inequalities and preconceived cultural limitations. Indeed, Lenski (2006) noted the importance of acknowledging diversity in education:

> An extensive knowledge of two or more cultures is enriching for students in schools, and bilingual paraprofessionals who have become certified teachers need to be cognizant of the value of their cultural knowledge. Keeping current in the knowledge of two cultures takes extra effort on the part of the bilingual paraprofessionals. (p. 109)

Kloss (1998) acknowledged the reality that the mother tongue or "the principal language spoken in the house is not necessarily the dominant language in school and social settings" (p. 9). Therefore, this study sought to analyze the dynamic in a heritage language Spanish program between heritage language knowledge and dominant language influence, while taking into account organizational, curricular, and co-curricular practices and the context of social justice.

Background of the Study

Heritage Language Spanish Students

This study examined issues regarding heritage language Spanish students, including the heritage language learner's relationship to the target language, linguistic educational history in the United States, and specific students' experiences at ICP. Lacorte and Canabal (2005) defined the term *heritage language learner* as an individual studying a language in which he or she has demonstrated proficiency and a connection to the culture. A heritage language learner has been described by some foreign language educators as a student who is raised in a home where a language other than English is

spoken, who speaks that language, understands that language, and who is, to some degree, bilingual in that language and in English (Valdés 2000a, 2000b). Kloss (1998) highlighted this definition by writing that the term "'mother language' in this context refers to the language spoken in the person's home when he was a child. But for the vast majority of originally non-English-speaking persons, English has become the principal language" (p. 15). In private and public education in the United States, English has been the predominant language of schooling; thus other languages have been labeled as foreign languages. A student taking one of these other languages has typically been identified as a foreign language learner. However, the reality is that some of these students might have been studying a language spoken at home, in which they had a level of proficiency, thus making them heritage language learners. Other students may have been heritage language learners who were exposed to the language in the home or social settings but did not regularly use it. Because of the ethnic diversity in the United States, many students in this country can be labeled as heritage language learners.

Two primary issues in heritage language study are cultural awareness in heritage language students and language maintenance needs. Beaudrie (2009) noted that the maintenance of a minority language has posed challenges in situations of language and social contact. This is particularly true in the United States where an unequal power relationship between English and other languages has existed. Fishman (1991) argued that the transmission of the mother tongue at home has been the primary way to develop heritage language competence from generation to generation. Moreover, this power relationship in schools has been magnified further in terms of the immigrant experience

in these institutions. Immigrant children balance the learning of the dominant language with their background in the home language and culture; thus the families in these situations attempt to pass on the heritage language and culture to their children. Portés & Rumbaut (2001) argued, “of all the distinct legacies transmitted across generations, language is arguably the most important, but it is also the most difficult to transmit because of strong opposing forces (p. 114).

Language acquisition is rooted in cultural norms; therefore, one facet of heritage language students is the relationship with the cultural aspects of the mother language. Beginning in 1972, the study of ethnic heritage became a focal point of the educational experience in schools (Kloss, 1998). At the time, the laws noted that “the Nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group” (Kloss, 1998, p. 45). The dynamic that potentially occurs in a heritage language classroom is characterized by a relationship to a language and culture with which the student has a familiarity, linguistic ties, and a cultural bond. As a result, instruction in the language has contributed to the larger effort to pass on culture to younger generations (Fishman, 2001; McCarty, 2002). The heritage language learner may also be viewed as different from the traditional foreign language student due to the “developed functional proficiencies in the heritage languages” (Valdés, 2001a, p. 38). Thus, it can be asserted that programs need to “develop and disseminate relevant curriculum materials for use in elementary and secondary schools and in higher education” (Kloss, 1998, p. 45).

At ICP, the school's leadership viewed heritage language or proficient students as honors or Advanced Placement candidates. These expectations solidified the academic assimilationist goals of the heritage language program. The teachers and students also viewed the courses as primarily language development classes with particular emphasis on the cultural dimension of language study, which is an *additive schooling* dimension. However, the heritage language student's expectations were focused on attaining proficiency at a bilingual and bicultural level. Thus, the program attempted to teach Spanish at the native speaker level, but failed to focus on heritage language learning. Abu El-Haj (2006) discussed the potential role that Spanish classes have in the cultural and academic development of Latino students, asserting that "education that is assimilationist—that aims to fit students from racially oppressed communities into the dominant schools without a transformation of those institutions and the larger society within which they operate—has been shown to further educational inequalities in contradictory ways" (p. 6).

At ICP, the honors curriculum focused on the academic challenges and quicker pacing of the curriculum. It did not necessarily serve as a vehicle for truly bilingual and bicultural educational opportunities for the heritage language students. Indeed, as the school's Latino population increased, the organizational practices remained the same in terms of testing, placement, and research concerning new areas of heritage language instruction. In order to meet the needs of the students, the organizational model would benefit from an overhaul of its ideology in the area of language acquisition. This would

help the curricular and co-curricular practices to move beyond the practical approaches to instruction and identify current trends in linguistic theory.

Bilingualism and Biculturalism

Lynch (2003) wrote that average heritage language learners were born and educated in the United States, and their family members used Spanish almost exclusively. These students have been typically considered to be both *bilingual* and *bicultural*, terms that captured the functional abilities of individuals in dual linguistic and cultural environments. The bilingual and bicultural individual has also been defined by societal influences. Lynch (2003) stated:

> In recognizing the impact of increasing numbers of Spanish-speaking migrants and immigrants in the US, the increasing monetary value of speaking Spanish, and the rapidly expanding visibility of Spanish in much of the country, these principles attempt to account for the complex arrangement of sociolinguistic factors that affect individuals in important, different ways, regardless of speaker generation or language preference. (p. 40)

The challenges faced by bicultural and bilingual students have been defined by analyzing the academic and social contact between language learners in scholastic settings. One of the key elements in this conflict has been the choice of language: English or Spanish. These students have typically recognized the importance of using English in social settings in order to learn the language and master it because a primary social concern of the Latino immigrants has appeared "to be their low status as a group in relationship to the other ethnic groups on campus" (Norrid-Lacey & Spencer, 2000, p. 45). Findings in the area of heritage language study underscored "a discursive pattern between home and the typical *passive-*

receptive school interaction styles, which can have a negative impact on CLD (culturally and linguistically diverse) students' academic achievement" (Lovelace & Wheeler, 2006, p. 306). The negative academic impact may also be a result of the superficial relationships that develop between students and teachers.

Valenzuela (1999) concluded that the schooling of immigrant students in certain school settings has been based on the concept of *subtractive schooling*. Subtractive schooling is the result of a lack of care and superficial relationships between the schools (teachers, administrators, and counselors) and immigrant students who do not find a cultural reference in their day-to-day experiences at school. Thus, schools preach the success of students in American society, but they do not give them the necessary tools to be successful. In other words, honors programs have given Latino students limited access to the dominant culture's curricular programs and have not emphasized their strengths as bilingual and bicultural individuals. The students have been taught as American youth, while their experiences have been those of another nationality and cultural background. Valenzuela (1999) indicated three factors that have led to this problem, including the reality of subtractive assimilation, in which the student's identity may be compromised for the sake of assimilation; the historical context of bilingual study in American schools; and the relationship between caring and education. These factors also lead to considerations regarding the social justice aspect of heritage language programs.

Thus an important question arises: Is the school looking for Spanish-speakers only, regardless of their academic abilities, and taking into account the *funds of knowledge* (González, Moll, & Amanti, 2002) these students bring to the classroom?

This is an important question given the titles of "College Preparatory" and "Advanced Placement" for these classes. González et al. (2002) wrote that in their research, English instruction did not demonstrate an ability to "capitalize on the children's Spanish-language abilities, especially their reading competencies" (p. 4). The argument pertained to the need for language instruction to take into account the knowledge base students possess in the heritage language, the cultural foundations, and their experiences. They argued that this type of instruction could lead to greater development of Spanish usage and comprehension on the part of the students; moving students closer to the goal of attaining Spanish capabilities at a truly academic and bilingual level. Moreover, this instruction could move the system away from a deficit-model approach to a stronger focus on the knowledge base possessed by students that is enhanced by a bilingual and bicultural program in the heritage language.

Additionally, a college preparatory school needs to offer advanced courses for students who excel academically, and ICP boasted of strong performances on the College Board examinations. In 2009, 1,141 Advanced Placement examinations were completed by ICP students with an 83% pass rate with a score of *3*, *4*, or *5* (College Board Advanced Placement Reports, 2009). The use of these test scores to label and categorize certain students meant that the goals of the heritage language program at the school were primarily focused on continued academic prowess, while bilingualism appeared to be a secondary consideration. In the case of these heritage language learners, the students were placed due to performance or exposure to the home language outside the classroom.

The study of Spanish.

Valenzuela (1999) identified subtractive assimilation as an identity crisis for students of varying generational connections to Mexico. If students are not White, they are considered Mexican, however if they do not speak Spanish, their peers see them as "not Mexican" or "americanizados". Therefore, some students struggle with cultural identity as they consider themselves to be neither bicultural nor bilingual. The loss of language, in this case Spanish, was a source of identity crisis for students in studies presented by Valenzuela. Students were typically challenged to become socially active with students of many backgrounds, including students from Mexico who spoke Spanish; however, in school, they were not challenged to be bilingual, so they lost this sense of linguistic identity. Consequently, Valenzuela's data indicated that first and second generation Mexican students typically academically outperform students from the third generation and beyond. Valenzuela analyzed this point by indicating that the earlier generations of immigrants sought to maximize their academic opportunities in the United States, while later generations experienced issues with their ethnicity and cultural identity that had some foundations in the schools.

One area of importance here is the academic background of the students in question. The first-year students at ICP tested very high (85th percentile and above); thus the college preparatory goals of the curriculum were clearly understood. Cummins (1996) supported these findings by writing that the "education of bilingual and bicultural students should be based on a 'additive' approach, building on the language and social skills they already have"

(p. 246). Thus, the students could be motivated as potentially high achievers in the heritage language.

Social Justice

From a social justice standpoint, the dignity of the person as a human being is important in that demeaning treatment has the negative effect of dehumanizing persons. The dominant culture often treats minorities and the poor as inferior human beings. Buetow (1985) wrote that Catholic school tradition is founded on educating the voiceless, the powerless, and minorities, and stated "Catholic schools teach that the virtues of the good life are not the reward of work, or even the way to salvation, but rather the fruits of a life permeated by divine grace" (p. 54). Thus, a school offers more than an academic opportunity. The educational opportunity is a socially conscious attempt to bring dignity to the human person as he or she becomes fully human in his or her dignified spiritual development, regardless of socioeconomic status.

In this justice-based model, two areas frame the research questions for this study, including the organizational aspects of language study that give full access and acceptance and the curricular practices that advance heritage language classes toward a level of bilingualism and biculturalism that result in a fully independent thinker in the dominant and heritage languages. At ICP, the school leadership structure and instructional practices did not provide an additive curricular model for heritage language learners in terms of their bilingual and bicultural development. Instead, the organizational structure was geared toward fitting heritage language students into a model with the primary goal of success on standardized Advanced Placement testing. Therefore, the student bilingual and bicultural experience was

not developed. Instead, the label of success was given when the student passed the College Board examinations. However, socialization is not a process of acquiring a unitary culture, rather it is better conceived as involving the development of capacities for the conduct of diverse cultural/linguistic practices through a succession of apprenticeships across the entire life course. Thus, individuals join in a variety of local and discrete communities of practice, participating recurrently in the practices of those communities (Erickson, 2002).

One of the most important components of Catholic school education is the focus on justice and care. Justice is defined as equity in which the individual is respected in terms of rights and practices. Caring is connected with interpersonal relationships and how one might best nurture the personal and social growth of each individual (Litton & Stephens, 2009). All children, regardless of background, bring to school the cultural knowledge, primary discourses, and accumulated information that exist in households and neighborhoods, and that are used by members of the community for successfully negotiating everyday life (Stanton-Salazar, 1997). In a heritage language program, the focal point should be on developing the bilingual characteristics of the students in order to meet their cultural and linguistic needs. A strong sense of pride and ability develops when students relate to their teachers and to each other. A bilingual and bicultural emphasis also serves to solidify the identity and strength of the individual's language and the culture

This language and cultural knowledge produces a learning environment that allows students to maximize their learning experiences by utilizing their funds of knowledge (González et al., 2005b) as Latino students. In other words, their background

and experiences become a source of strength from which the curriculum may benefit; thus the classroom lessons become student-centered. The native speaker program in Spanish does serve to assimilate students into the college preparatory curriculum at an institution such as ICP. However, the cultural component could also serve to develop a sense of Latino/Spanish-speaker identity; thus strengthening the students' bicultural identity, which is not assimilationist, but emblematic of the pluralistic multiculturalism espoused by proponents of social justice in education. Indeed, Martin and Litton (2004) stipulated that Catholic schools have been important vehicles in the establishment of programs and curricula that demonstrate an appreciation of cultural differences and issues dealing with gender, class, and needs. A heritage language program that is based on the goal of bilingualism and biculturalism would offer the potential for a socially just curricular model that allows students to be competent within the knowledge base they bring to school (González et al., 2002), exemplifying what Martin and Litton (2004) labeled as a culturally sensitive model of instruction. Ultimately, Catholic schools have a mission to meet the needs of all students, to be inclusive, and to open a broad umbrella to welcome all students (Martin & Litton). The challenge for the program at ICP then is to effectively recognize the changes in demographics and the needs of heritage language learners; thus focusing on current instructional practices that would benefit the heritage language learners in their bilingual and bicultural pursuits.

Human engagement is the basis of social justice in these bicultural and bilingual perspectives. Bryk, Lee, and Holland (1993) wrote that the "daily life in these schools is itself a source of considerable meaning for members. For students, the school constitutes

a network of caring relations that binds them to the place, its people, and its programs. For teachers, meaning is found in the lives they touch" (p. 306). The power of Catholic schools then is evident in their ability to engage the participants in the educational process. Heritage language students have the opportunity to engage in a process that unifies the home language, the school experience, and the cultural identity in a model that educates the whole person.

The Ignatius College Preparatory Experience

ICP saw a significant increase in the Latino population over the10 years leading up to this study. Table 1 illustrates this increased minority population at the school.

Table 1. *School Demographics at Ignatius College Preparatory, 2000-2010*

Year and Ethnicity	Caucasian	Latino	Other Minority
2000	58%	17%	25%
2005	51%	23%	26%
2010	49%	25%	26%

According to the demographics available during 2009-2010, the percentage of students who identified themselves as Latino increased from 17% in 2000 to 25% in 2010. This increase in the student population from a Latino background could potentially increase the number of students eligible for heritage language study in Spanish from the standpoint of bilingualism and biculturalism, rather than merely an honors or Advanced Placement approach. It is important to note that the number of students in the honors native speaker program participating in the Advanced Placement examinations in Spanish

literature decreased in recent years, while the Spanish language class fluctuated. Table 2 shows this decline:

Table 2. *Advanced Placement Testing Reports in Spanish at Ignatius College Preparatory, 2000-2010*

Year and AP Class	AP Spanish Language	AP Spanish Literature
2000	38	13
2005	36	8
2010	45	12

The declining trend in student participation in the Advanced Placement Literature program in Spanish Language and Literature was noteworthy given the increase in the Latino student population at the school during the same time period (2000-2010). During this time, the Advanced Placement testing results for the school as a whole placed in the 80% range on a consistent basis. As Table 3 indicates, the Advanced Placement program in Spanish traditionally scored higher than the school average.

Table 3. *Advanced Placement Spanish Examination Pass Rates in Relation to School Pass Rates at Ignatius College Preparatory, 1995-2008*

Year and Pass Rates	AP School Pass Rate	AP Spanish Literature Pass Rate	AP Spanish Language Pass Rate
1995	83%	100%	97%
2000	84%	100%	100%
2005	76%	100%	90%
2008	82%	53%	90%

Note. Adapted from College Board Advanced Placement Reports, 1995-2008.

The recent trend demonstrated a decline in the Advanced Placement results in the Spanish program. The language and literature results recently declined from 100% for both tests in

2000 to 90% and 53% in 2008 on the language and literature exams respectively. Thus, the school average was higher than the literature scores in Spanish and nearly equal to that of the language program in Advanced Placement Spanish.

Heritage language goals at Ignatius College Preparatory

The starting point for instruction should be the students' funds of knowledge (González et al., 2005b), or the knowledge that students bring to the classroom, a concept that has attempted to build a bridge between home and school. González (2004) discussed this relationship between home and school by addressing discourse and power:

> In the attempt to discover household knowledge on its own terms rather than as a reflection of group knowledge, teachers and parents engage in open-ended interviews that detail the life histories of the households. As parents responded with personal narratives concerning their own unique and singular life courses, a heightened historical consciousness began to emerge. (pp. 41-42)

A strong sense of pride develops when students relate to their teachers and to each other. A bilingual and bicultural emphasis also serves to solidify the identity and strength of the language and the culture.

In the course descriptions for Spanish classes at ICP, ample indication was included of linguistic mastery as the primary goal of heritage language study. The goal of the heritage language Spanish program at ICP focused on the achievement of articulation and proficiency in the target language through grammatical mastery, development of writing skills, and vocabulary enhancement. Specifically, the honors courses in levels I and II professed the following in the ICP Foreign Language Department Handbook:

- This course is for students who have some grammar school experience in Spanish or who have knowledge of Spanish because of their home environment. Admission to this course is by written examination, oral examination and by recommendation of the department chairperson. At the end of this course, students will be able to use and comprehend various facets of Spanish. Articulation and proficiency will be achieved through the study of accent rules, the 19 indicative and subjunctive tenses, the parts of speech, essay writing, reading comprehension skills, and vocabulary enhancement.
- This is a restricted course for students that have taken Honors Spanish I or its equivalent. Hispanic students that have finished their foreign language requirement in another language and wish to take Spanish usually qualify for this course. The course stresses the correct writing of the language and the course is conducted solely in Spanish. The use of idiomatic expressions is stressed during the second semester and oral reports are required of the students. This course has two sections: one for native speakers and one for non-native speakers with prior experience in honors Spanish. A third section of Honors Spanish II is comprised of students who excelled in regular Spanish I, passed a placement exam, and received the recommendation of their Spanish I teacher.

Therefore, these classes were not defined as heritage language courses; rather they primarily focused on student achievement in linguistic study. Further study of the problem raises the issue of course work that does not focus on cultural knowledge or bilingual emphasis, emphasizing instructional and co-curricular practices.

California world language standards.

In preparing for this study, the curricular model of heritage language courses at ICP was chosen because there was a need to evaluate the manner in which heritage language Spanish learners were taught in the heritage language. The California World Language Standards for Public Schools recognized a connection between the learning of language and the culture students know (Zaslow et al., 2009). The course descriptions at ICP referred to the cultural background of the students who were eligible to enroll in the honors native speaker courses, but not to cultural study; thus the potential funds of knowledge (González et. al, 2005b) students brought to the classroom were very likely being underappreciated. The California standards further refined classroom practices by stating that immersion and accommodations for the heritage language learners should be part of the curricular preparation:

> Programs for heritage and native speakers can include immersion, specialized courses designed to meet learner needs, and accommodations for these learners within the foreign language classroom. The standards provide an organizing principle to ensure the continuous development of student proficiency, irrespective of the multiple points of entry and exit from California's language programs. (Zaslow et al., 2009, p. 3)

Specifically, the standards articulated the need to see the curricular program as a way of establishing the connection between native speaker Spanish teachers and students through an appreciation for each student's cultural identity as a speaker of Spanish.

Thus, the California standards specifically recognized the connection between language and culture. Zaslow et al. (2009) stated, “In order to understand the connection between language and culture, students discern how a culture views the world. Students comprehend the ideas, attitudes, and values that shape the target culture” (p. 10). The heritage speaker brings the funds of knowledge to the classroom. Thus the role of the instructor and the program as a whole is to fully develop the bilingual and bicultural foundations of the student’s background.

Organizational Theory

Organizational practices at Ignatius College Preparatory.

The organizational ideas of Frederick Taylor dealt with practical and scientific approaches to management. Taylor spoke of four main areas of management that formed the basis of his scientific approach, as explained by (Owens & Valesky, 2007):

- The adoption of scientific approaches to problem-solving in order to avoid guesswork and dissect the job into sections or tasks.
- The use of systematic methods for hiring employees to work in specific roles or jobs.
- The responsibilities in a particular organization being clearly divided and each individual keenly aware of his/her task, where the management and worker relationships are clearly delineated.
- The establishment of discipline that allows management to set goals and achieve a level of cooperation from the workers.

The high school's administration in this study reflected Taylor's organizational management principles. The registration and placement programs were structured in such a way that administrators, faculty, staff, students, parents, and alumni communities all functioned under the umbrella of school community, but with specific roles that reflected Taylor's assertions. Specifically, Taylor addressed this division of tasks and labor in his description of clearly defining the roles of an organization's workers and managers in order to establish clear tasks (Owens & Valesky, 2007). ICP's program in honors Spanish allowed for a limited amount of student participation due to enrollment restrictions. Moreover, the course offerings were determined by an administrative body, rather than by the needs of the students. The administrators were the managers who oversaw implementation of policy and the management of people. The teachers carried out the curricular programs and handled the testing and placement of students (Owens & Valesky, 2007).

The school administration theorized that students in Spanish were educated effectively if they were tracked by proficiency level. This emphasis on academic assimilation meant that the honors nature of the Spanish courses was emphasized. This may have led to some of the initial conflict that arose when students were tested and placed in the honors/native speaker track. Also, some apprehension was observed in the fall when students were identified as native speakers by a test, by an interview, or by surname. This practice seemed to exist in contrast to a reflective approach to education in that the information available (testing, interview, and student knowledge) may not have served to offer the best solution for the students (Owens & Valesky, 2007). Some families

potentially may have felt that they did not fit the label, and students were placed in a native speaker track in order to maximize or comply with the management principles that resulted in the orderly process of placement.

These program practices indicated that the administrators at the school focused on the honors aspects of the classes. In the past, members of the administration focused on the academic challenges and quicker pacing of the courses. They acknowledged that there may have been the need to look at the placing of students in honors courses simply because they were identified as native speakers. However, the ultimate goal should be to adequately meet the needs of the students that the Spanish classes served, rather to place them based on a test or Spanish surname, making it important to consider organizational change toward better defining the goals of the program. The question is thus raised: should the school focus on the cultural aspects of language study for native speakers or provide a level of language study that is primarily academically challenging? Making changes to a system involves what Evans (1996) called *unfreezing* established organizational practices, adapting the previous structure to better serve the students. Unfreezing refers to "[with] the chance to revise and broaden the framework by which we understand things, our need to preserve continuity moves us to incorporate a change into our pattern of meaning and adapt to it" (Evans, 1996, p. 59).

Owens and Valesky (2007) discussed the idea of increasing the autonomy of schools to move away from a model similar to ICP, where emphasis is based on assimilationist academics. This model is what they called *site-based management*, which is "an effort to decentralize decision making in the system by shifting some important

decisions from the central office of the state or the district to the school" (p. 414). Owens and Valesky (2007) further examined the benefits of shared decision-making and site-based management by saying:

> Layers of bureaucracy are stripped away, decisions are made close to where the work is done, less time is devoted to bureaucratic paperwork and delays, and the happy result should be that the school is more responsive, more nimble, more quickly adaptable, and more effective. (p. 414)

In a model like this at ICP, the department would take an active role in determining the appropriate placement of students in their own departmental programs, the administration would allow for this testing and placement to occur, and the school leadership would accept the recommendations of the department members. Indeed, there were aspects of shared leadership and decision-making between the school's leadership and the department members in testing and placement of students, a collaboration that had the potential to continue moving the program in a positive direction. However, the department was heavily influenced by the administration, which was driven by assimilationist principles. Thus, students' needs could not be adequately met.

The background of the problem, therefore, was two-fold. First, the heritage language program focused on assimilation into a scholarship community that primarily emphasized test scores on Advanced Placement exams. Second, the program limited the bilingual and bicultural heritage language experiences for students who were accepted into the program by presenting a curricular program that offered entry into the dominant culture solely for the purpose of organizational and curricular assimilation. Therefore,

bilingualism and biculturalism were subtractive practices instead of serving additive pieces to the issues of student identity and linguistic development for Latino students.

Organizational practice in language education.

In terms of organizational practices, it is beneficial for a school's academic profile to have students who excel in an honors or Advanced Placement level Spanish curriculum, especially if they have a background in the target language. However, Colombi and Roca (2003) wrote that many times certain factors in heritage language instruction are not considered when placing students in honors level heritage language courses. For example, some heritage learners of Spanish "may understand basic informal communication but may have limited repertoires and registers and be unable to speak with much confidence in Spanish without resorting to English, their dominant language" (pp. 3-4). Thus, the problem pertains to going beyond placement and testing and focusing more on developing heritage language instruction that enhances the students' bilingual and bicultural needs in an additive model. This is a fundamental problem echoed by Colombi and Roca (2003):

> With so many complex variables, proficiency levels, and varied cultural backgrounds, how can heritage language instruction best serve these students who need to recover and/or develop and build upon the language abilities and cultural knowledge that they bring into the classroom? (p. 4)

As a result, Valdés et al. (2000a; 2000b) maintained that the majority of schools have not been successful at identifying students who are gifted as heritage language Spanish students and "developing programs that might enhance the unique abilities of

these youngsters" (pp. 43-44). In other words, bilingualism and biculturalism have been secondary goals in these linguistic programs. From an organizational standpoint, this study focused on the value placed on Spanish by the school's administration, along with its practices and programs.

Statement of the Problem

This study critically evaluated the organizational, curricular, and co-curricular practices of a native speaker program in Spanish. In a very real sense, the organizational practices at the study school instituted instructional and co-curricular practices that did not incorporate recent research trends in language socialization and acquisition. The current research trends have indicated a connection with the cultural funds of knowledge in native speaker homes, social interactions, and academic settings that bond students with family members, peers, and teachers (Hornberger & Wang, 2008; Moll, Amanti, Neff, & González, 1992). In the case of ICP, two questions emerged from the initial stages of this study: (a) Are the instructors heritage language speakers that can teach the class at a level with which they can foster heritage language learner language study in the academic and cultural realm? (b) Will the students relate to a greater degree with heritage language teachers given the cultural nature of language study and the bond of Latino and Hispanic culture in the city in which the study was conducted?

At the time of this study, the number of students enrolled in the heritage language learner classes at ICP had remained steady at approximately 8% of the 330 students in the freshman class. At the same time, the percentage of Latino students at the high school had increased to approximately 25%. Therefore, the native speaker program had

maintained its typical size, while the number of students who could have benefited from heritage language instruction increased. In addition, of the 25 students who started the program as first year heritage language learners, approximately 9 to 15 students continued and took Advanced Placement Spanish Literature as seniors. The program model demonstrated a low retention level of students in the heritage language honors track. In some cases, the schedules may not have permitted the Advanced Placement class to be taken, but other issues caused students to opt out of taking the College Board exams and discontinue language study prior to their senior years.

Moreover, the language department was selective about the students it admitted into the Advanced Placement classes, which further limited the number of students taking the upper level courses. The problem was that these students should have been able to enter an Advanced Placement class and succeed as they were identified as honors students in Spanish, yet they were not able to gain entry into the Advanced Placement curriculum. From the standpoint of organizational practice, it is important to evaluate why a program with academic strengths was losing students as they progressed in their high school careers. From a social justice perspective, it is necessary to question whether subtractive schooling practices in the heritage language track were adversely affecting the students the program purported to benefit.

Additionally, the issue of heritage language learning in Spanish has been an important issue in the US overall, as the Spanish-speaking population has continued to grow in public and private schools. Colombi and Roca (2003) stated that, "the populations of Spanish-speaking U.S. Latinos and newly arrived Latin American groups

have continued to grow, resulting in increased use of the Spanish language" (p. 1). As indicated in the 2000 census, Spanish-speaking students made up over 70% of English language learners in American schools (Colombi & Roca, 2003). As a result of this demographic trend, multiculturalism and heritage language education in Spanish have become increasingly regular practices and necessities in schools. Students who are heritage speakers of Spanish have spoken the language and may have interacted in both English and Spanish prior to arriving into a Spanish classroom (Colombi & Roca, 2003).

Heritage speakers may be placed in advanced level Spanish courses or native speaker courses based on this background knowledge of the language, which adds to the richness of the heritage language cultural and linguistic experience students bring to the classroom. However, at ICP the model of instruction was geared toward making the students proficient in preparation for Advanced Placement examinations, instead of developing bilingual and bicultural abilities. Understanding language study in this framework indicates a subtractive schooling versus additive schooling model. Students who learn in a bilingual and bicultural framework have the potential to become more proficient in conversational and academic-level Spanish, thus developing a greater desire to use the language at home, in academic settings, and during informal conversations with peers.

Purpose of the Study

The basis for this study can be summarized by two definitions for heritage language learners. First, heritage language learners are individuals who have historical or personal connections to a language that is not taught in schools, which could be an

endangered language or an immigrant language. Second, heritage language speakers are raised in homes where a non-English language is spoken, and they appear in a foreign language classroom seeking to study that language (Valdés, 2001b). These individuals are to some degree bilingual in English and the heritage language. This study evolved from these definitions and emphasized the potential of a heritage language program that allows students to fully develop their linguistic capabilities in Spanish. This development could be achieved through a program that emphasizes student mastery of academic language in the areas of verbal, audio, and written communication, while at the same time taking into account the cultural background students bring to the classroom that these programs could simultaneously help them develop. Such a program would prove to be an invaluable educational tool for student academic achievement. Furthermore, emphasizing cultural funds of knowledge (González et al., 2002) could positively reinforce the social justice educational model of a heritage language Catholic school program.

Significance of the Study

The results of this study could have a transformative impact on the language study for heritage language learners in Spanish at ICP. The principal at the school asked that the findings be shared with the principal, the administration, and the language department in order to assist in the establishment of clearer criteria for honors, native speaker, and heritage language programs in Spanish. The support of school leaders is critical to the success of these programs and the placement of students, while teacher participation is critical in placement testing and preparation for classroom practices as these are the

cornerstones of a successful curricular model. The rich traditions and backgrounds of the numerous nationalities represented in native speaker classes promoted a sense of diversity that was important in the educational mission of ICP, which was to challenge inequalities and preconceived cultural limitations. The administration and faculty realized that heritage language teachers brought a richness of knowledge and experience to the native speaker classroom, which has the potential to produce a learning environment that allows students to maximize their experience in the target language and culture by engaging in their funds of knowledge as Latino students. In other words, their background and experiences could become a source of strength from which the curriculum would benefit.

Identity and Bilingualism

The question of bilingualism as an additive characteristic in an individual's experience is an important aspect of education for Latino students in their heritage language. Valdés et al. (2000) asserted that researchers have "sought to demonstrate the strengths, rather than the deficiencies, of bilinguals" (p. 45). In other words, the education of heritage language learners should focus on the additive qualities of language education, rather than looking at the individuals as lacking in some capacity. The ability to move beyond a deficit model of education is critical in order to build on the knowledge base Latino students bring to the classroom as heritage language learners. These children are called "balanced" as they have a connection and equal distribution of language use in both languages, English and Spanish (Valdés et al., 2000)

Holloway-Friesen (2008) interviewed second-generation Latino and Latina immigrant students in college to gauge the perspectives of the students toward their cultural reality with a focus on the students' self-perceptions about being bicultural. Based on their interviews, they developed the term *1.5 Generation* to refer to immigrants who arrived in the United States as children or young adolescents. The term "distinguishes these individuals from first generation immigrants, who came to the United States as adults, and second generation Latino/as, who were born in the United States" (Holloway-Friesen, 2008, p. 38). Other researchers have also noted these differences. Indeed, Peyton (2008) observed that native speakers "whose personal sense of identity and worth develop in the formative years, generally strive to be accepted and valued by those around them" (p. 244). Moreover, the impact of this observation could influence the school community as "students who are comfortable in more than one language and culture can promote cross-cultural understanding and tolerance" (Peyton, 2008, p. 244). Thereby, language is a key factor in the development of social bonds between different cultural groups.

There were two factors in the overall native speaker experience at ICP. First, there were the organizational practices and ideologies of the administration and language department, which focused on academic success based on the ability of students to test into a native speaker track and prepare for Advanced Placement exams in the junior and senior years. Second, the student experience and perspectives about heritage language study may have been in conflict with the academic assimilationist tendencies of the Advanced Placement curriculum. In this view of the educational experience, the students

were primarily given language study for the sake of success on standardized testing programs that positively influenced the academic record of the school, and thus the dominant culture.

Research Questions

The following questions guided this study:

1. What are the organizational and instructional practices with Spanish heritage language learners in an inner city all male Catholic high school?
2. To what extent do heritage language speakers become bilingual and bicultural in an honors level bilingual Spanish program through classroom lessons in the target language?
3. To what extent is the native speaker Spanish program at this school attaining the goal of bilingualism and biculturalism in terms of student interaction in the heritage language through travel immersion programs and service project interaction?

Theoretical Framework

The theoretical framework for this study was grounded in language socialization (Bayley & Schecter, 2003) and the culturally responsive educator (Gay, 2000) conceptual frameworks. This study sought to evaluate how a heritage language Spanish curriculum can reconcile the tension between the organizational focus on academic assimilation through enrollment in honors and Advanced Placement courses and the linguistic and cultural focal points of heritage language learners. The study focused on the triangulation of instructional practices, program practices, and heritage language. The driving

framework of this study was the importance of bilingualism and biculturalism as additive components of student identity. The additive model could challenge the deficit-model thinking, which resists full student access into the dominant culture while giving the impression that assimilation is rooted in a meritocracy. Language socialization (Bayley & Schecter, 2003) and the culturally responsive educator (Gay, 2000) theories focused on unifying the educational experience of heritage language learners in the language classroom with their family and cultural backgrounds. Indeed, one research group stated: "The language socialization patterns of children from culturally and linguistically diverse (CLD) groups often differ from that which they encounter upon entry into the mainstream school environment" (Lovelace & Wheeler, 2006, p. 304).

Sociocultural theory contributed to the theoretical framework as it included "the premise that learning takes place within the social interactions of learners and more capable others and seeks to understand the cultural and historical influences on learning" (Lavadenz, 2009, p. 118). Certain points identify key tenets of sociocultural theory, including the ideas that learning precedes development; language is the main vehicle (tool) of thought; mediation is a central concept of learning; social interaction is the basis of learning and development; and internalization is a process that transforms learning from the social to the cognitive (individual) plane (Lavadenz, 2009). Sociocultural theory also maintained that language is the primary vehicle for thought and interaction, while social interaction forms the basis for development and knowledge (Lavadenz, 2009).

Language Socialization

Language and culture are part of a person's identity; thus the educational experience from a bilingual and bicultural perspective is developed from the dual frameworks of responsive educator and language socialization. Villegas and Lucas (2002) noted that student:

> strengths and needs vary widely and are constantly changing, thus teaching does not lend itself to the application of a prescription for effective teaching. The use of a decontextualized teaching formula assumes that children are so much alike that they will respond similarly and predictably to a common treatment. (p. xviii)

The culturally responsive educator enhances the students' learning experiences, as the home does, by realizing that identity is connected with "loved ones, community, and personal identity" (Delpit, as cited in Villegas & Lucas, 2002, p. 98).

The problem arises when the study of heritage language does not focus on educating the students from a bilingual and bicultural additive perspective. Indeed, as Villegas and Lucas asserted, "culturally responsive teachers value bilingualism—that is, fluency and academic competence in bilingual socialization. They encourage students to continue to develop their native language ability while becoming fluent in English" (p. 98). Initial language socialization occurs in the home, but in schools, the socialization has the potential of adding to the bilingual and bicultural experience or representing a tension between the educational experience and the knowledge students bring to the language classroom. Shi (2007) wrote about classroom socialization:

> Unlike child language socialization, which normally takes place in a supportive environment, the process of second language socialization frequently occurs within a much less favorable ecology. Being socialized to draw on their home and community linguistic and sociocultural repertoires, second language learners will inevitably experience cross-cultural communication difficulties, to different degrees, when they plunge into the host cultural environments where communicative interactions are governed by the target cultural behavioral standards and cultural values. (p. 233)

Culturally Responsive Educator

When teachers serve as culturally responsive educators, they challenge students to further develop the knowledge they bring to the classroom, especially in language acquisition. The Responsive Educator Conceptual Framework (2007) from Jackson State University College of Education emphasized providing "the basis for sensitivity to the ongoing need to equip educators, not merely as delivery technicians, but as "cultural brokers,'" (pp. 5-6). Thus, teachers in the responsive educator framework are attuned to the needs of students from a diversity and cultural background perspective. Lovelace and Wheeler (2006) noted:

> Teachers, as cultural mediators, encourage students to speak from their own experiences and allow students to make sense of subject matter within their own realities (Gollnick & Chinn, 2004). Typically the discontinuity between the home and school interaction style in the classroom relegates many students from CLD

groups to be silent or disruptive in the classroom because their voices are not accepted as legitimate or do not match that of the school environment. (p. 307)

The heritage language program that seeks to attain bilingualism and biculturalism as its primary goals, thus resulting in fluency, will take into account the need for continuity between home and school. This program will attempt to genuinely gain from the experiences of the students, linguistically and culturally, thereby enhancing the educational process. As González et al. (2005a) noted when discussing the funds of knowledge theoretical practices: "The underlying rationale for this work stems from an assumption that the educational process can be greatly enhanced when teachers learn about their students' everyday lives" (p. 6).

In order to emphasize the bilingual and bicultural goals of heritage language education, it is important to develop the framework from the standpoint of educators that draw from the students' heritage language experiences for the purpose of student achievement in the target language from a linguistic and cultural point of view. As previously noted, Lovelace and Wheeler (2006) indicated that teachers are cultural mediators that affirm the knowledge that students bring to the educational experience. Specifically, "the cultures and experiences of students as strengths and reflects students' cultures in the teaching process (Bennett, 2003; Gollnick & Chinn, 2004).

Literacy develops from the additive approaches of bilingualism and biculturalism as goals. Heritage language learners benefit from resources that add to these knowledge backgrounds. Among these are resource materials in primary languages, peer interaction (allowing students to use the home language or the dominant one), and bilingual

professors and/or volunteer parents (Lavadenz, 2009). Thus, culturally responsive teaching uses "various implicit and explicit cultural ways of knowing and understanding in educating students from both mainstream and diverse populations" (Lovelace & Wheeler, 2006 p. 306). The triangulation of data collection in this study further developed the theoretical framework and critically challenged the analytical basis of culturally responsive educator pedagogy.

Methodology

This mixed-methodology study incorporated data triangulation, including observation, interviews, and surveys. The qualitative research was based on teacher interviews, administrator interviews, and observations of classes using the observation protocol of Lavadenz and Armas (2009) called the Observation Protocol for Academic Literacies (OPAL), while the quantitative portion involved a student survey and analysis of statistics collected using the OPAL for classroom observations. The qualitative nature of the study, especially in terms of observation, formulated the grounded theory of this research project. The researcher made some generalizations about the nature of heritage language Spanish classes and determined which patterns emerged from the classroom setting. The researcher's values framed the inquiry and the values challenged the existing power structures in terms of the practices employed by the administration and language department for testing, placement of students, and curricular practices (Hatch, 2002). Figure 1 illustrates the triangulation of methods.

Figure 1. Triangulation of topics in relation to data collection, including interviews, archives, observations, and surveys

Instrumentation

The design of this study focused on students, administrators, and teachers in terms of their experiences at an urban Catholic all-male high school. The quantitative research surveyed students enrolled in the honors native speaker program at ICP. The questions allowed for a unified explanation of phenomena and were categorized into four areas reflecting the domains of the OPAL classroom visitation model: rigorous and relevant curriculum, connections, comprehensibility, and interactions (Lavadenz & Armas, 2009). The OPAL (Lavadenz & Armas, 2009) allowed for a statistical rating scale for each domain of the observation protocol in terms of classroom practices. A second area of data collection involved the surveys generated through Qualtrics. The students enrolled in the honors native speaker track answered questions based on home experience, language use, background, curricular practices, and co-curricular engagement in the target language and culture. The data collection allowed for the data to be gathered and analyzed in terms of

the current practices at the school. Hatch (2002) wrote that this analytic process requires "repeated confirmation of potential explanatory patterns discovered in the data" (p. 26). The rigorous methods of interview, observation, document review, data analysis, surveys, and document analysis formulated the triangulation process for data collection.

The qualitative research was based on interviews and observations of classes. In preparing this study, the researcher interviewed members of the administration and faculty. This range of perspectives allowed the researcher to determine how the curricular and cultural needs of the students were met. This is the model the researcher used in establishing the context for the interviews with each person. The researcher stated that he was studying the native speaker Spanish programs with a particular emphasis on practices, instruction methods, and individual perspectives. Although the questions were generally similar in terms of overall focus, there were some distinct inquiries for each group.

The researcher began the interview by stating that he was preparing to evaluate this topic as a dissertation thesis, so he appreciated their time and would be willing to question them further in the future. The researcher also asked if they had any questions or concerns prior to beginning the interview. The researcher sent consent forms to the school and to the parents prior to classroom observations. The students were given the opportunity to see the materials and to disengage from the study at any time. The parents were asked to read the forms and sign them in order to give their approval for the participation of their sons.

The survey was given to students during their scheduled Spanish class period. Each level of the heritage language programs at Ignatius College Preparatory was invited to

meet in the school's computer laboratory. Each student had access to a laptop or desktop computer, and the survey was organized online using Qualtrics. After a brief introduction to the topic, the students were asked to log into my webpage, which had the link to the survey. Each student read the introductory section, which offered details about answering each question, gratitude for their participation, assurance of their anonymity, and the opportunity to decline participation in the survey. After each class period, the data was saved online for review and analysis.

Limitations

The standardized measure of the quantitative portion allowed for the results to be minimally affected by changes in the instrument once the study has begun. As a result, this consistency represented a positive aspect of the study. However, there were three threats to the internal validity of this study. First, the number of teachers and administrators was a relatively small number in relation to the school as a whole. Second, the best-case scenario of random selection was not available as the study specifically targeted honors native speaker classes at ICP, which involved four teachers and approximately 76 students in a school of 1,200 males. Third, there was a limited population available for selection. The students were all males in a private Catholic school, where the students were high achieving and course standards were college preparatory in nature; thus the population and the given educational setting were not representative of the overall educational experience for most students.

The qualitative design was developed through interviews of administrators and teachers in terms of their experiences at ICP. The research was based on interviews and

observations of classes. Some generalizations about the nature of native speaker Spanish classes was made in order to determine which patterns emerged from the classroom setting. The values that framed the inquiry attempted to challenge the existing power structures of placement and emphasis on testing and standards (Hatch, 2002). Ultimately, this study challenged the notion of how students learn language in an academic and social setting, and thus this study took a more critical perspective.

Delimitations

While the organizational structure and curricular practices yielded an informative research study, the generalizability of the results represented an issue that needed to be addressed. The reality is that the honors Spanish program at the school involved four instructors in a language department that included seven Spanish teachers, so the practices did not involve all the instructors. These teachers were not necessarily representative of every heritage language Spanish teacher in the field of secondary education. Thus, the self-imposed delimitations entailed observation of four classes: Honors Spanish I, Honors Spanish II, Honors Spanish III, and Advanced Placement Spanish Literature. These courses composed the honors tier of Spanish study at ICP. In addition to interviews, the study entailed observations of four Spanish teachers in the heritage language track, while one department chair, one veteran Spanish teacher, and four administrators were also be part of the interview process.

At ICP, multiple nationalities were represented among the participants, students and faculty alike. The intention was to focus on the diversity of Latino students in a school heritage language Spanish program. The current research in heritage language

instruction may be narrowly focused as it has highlighted one or two Latino groups in particular. For example, the study presented by Valenzuela analyzed the experiences of Mexican and Mexican Americans in one high school in Houston. Although this data was applicable to Seguin High School in Houston, it may not be applicable in other US cities, where the Latino population may not be overwhelmingly Mexican or Mexican American. Similarly, the data may be narrowly presented when focusing on primarily Mexican American and Puerto Rican students as Quiroz (2001) did in Chicago. Peyton (2008) noted that in the 2000 census, the Hispanic population in the United States demonstrated the following representations: 66% Mexican, 14% Central American, 5% Puerto Rican, and 4% Cuban. The teachers in this study were of Mexican, Cuban, Salvadoran, and US American backgrounds.

Outline of the Dissertation Content

Chapter I has provided a background of the study by discussing the concepts of heritage language; bilingualism and biculturalism; social justice; the Ignatius College Preparatory experience; organizational theory, the theoretical framework, and the methodology. Also discussed were the statements of the problem and purpose, the significance of the study, the research questions, and the limitations and the delimitations. The chapter ends with a section that provides definitions of key terms. This study continues in Chapter II by analyzing the current literature on the topic of heritage language learning, bilingualism, and biculturalism. Chapter III presents the methodology and instrumentation, Chapter IV presents the research data, and Chapter V provides a

discussion on the findings, with recommendations and propositions about future areas of research.

Definitions of Key Terms

- *Additive Schooling*: Valenzuela (1999) wrote that additive schooling is about helping assimilate linguistically and culturally diverse students into the education system, and entails starting with the skills these students already possess and building on this level of success. This is a pluralistic model of schooling that recognizes the bilingual and bicultural experiences of students as sources of strength, which results in greater conversation, participation, respect, and success.
- *Bilingualism*: Bilingual individuals are those who internalize two linguistic knowledge systems in each of their languages "internalized two implicit linguistic knowledge systems, one in each of their languages" (Valdés, 2005). Bilingual individuals are able to utilize two languages on a daily basis with those who are monolingual and/or bilingual in both languages (Valdés, 2005). Bilinguals are "in states of activation of their languages and language processing mechanisms that are either monolingual or bilingual" (Grosjean, as cited in Valdés, 2005).
- *Funds of Knowledge*: The "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll et al., 1992, p. 72). The funds of knowledge theory represents a positive "view of households as containing ample cultural and cognitive resources with great potential for classroom instruction (Moll et al., 1992, p. 72).

- *Heritage Language Learners*: Heritage language learners are students of diverse populations with multiple language abilities in multiple languages. The educational setting is a source of minority or heritage language maintenance as students learn syntax and culture, making the heritage component clearer. In academic terms, the instructional pedagogy must take into account the needs of the minority language communities and of particular language learners, thus adapting the pedagogical approaches in order to maximize student academic success (Valdés, 2001b). Kagan (2009) indicated that one important factor in heritage language learning is distinguishing between the narrow and broad definitions of the term. The narrow definition relates specifically to the ability to speak and communicate in the language, while the broader definition refers to the linguistic and cultural relationship with the mother language.
- *Honors Native Speakers*: At Ignatius College Preparatory, the Spanish program is divided into three tracks based on student performance and testing. The honors native speaker track is the track for native speakers and heritage language students. A native speaker at the school is identified as a student who has knowledge of Spanish because of their home environment. The Honors Spanish I Native Speaker course at Ignatius College Preparatory is for such students. Admission to this course is by written examination, oral examination and by recommendation of the department chairperson. At the end of this course, students are able to use and comprehend various facets of Spanish. Articulation and proficiency is achieved through the study of accent rules, the 19 indicative

and subjunctive tenses, the parts of speech, essay writing, reading comprehension skills, and vocabulary enhancement.

- *ICP*: Ignatius College Preparatory
- *Social Justice*: The social justice component of heritage language education is developed from the perspective of service toward a diverse student population. Martin (1996) discussed the role of the Catholic school in educating students from backgrounds other than the dominant culture. The first step is to begin an ongoing conversation about bringing scholarship and practice together in the educational mission of Catholic schools, while the challenge is to focus on how Catholic schools in the 21st century work to educate students in this country that are increasingly diverse (Martin, 1996). Catholic social justice represents working and teaching as Jesus worked and taught. He worked with the poor and marginalized, and he worked with a diverse population that extended beyond the dominant culture of the time. Indeed, His mission was to serve all people (Samaritans, sinners, tax collectors, lepers, and prostitutes) (Martin, 1996). The reality is that educators are being challenged to meet the demands of a changing demographic in student population, and multicultural programs and curricula need to be founded in strong sociological and theoretical principles of dealing with multilingual and multicultural students. Martin (1996) noted that multicultural education "remains so controversial because it deals with values and the question of whose voices our students will be allowed to hear (p. 10). Multicultural education allows students to see themselves in the experience of the classroom

and schooling in general; thus there is a greater awareness and pride in one's human identity.

- *Subtractive Schooling*: Subtractive schooling refers to educational practices where teachers are preoccupied with imparting knowledge. This knowledge base has been transmitted through teacher training programs and bureaucratic dogma. Thus it reflects the values espoused by the dominant culture (Valenzuela, 1999). The students in many schools are diverse and reflect the values of their linguistic and cultural backgrounds. However, school practices may not reflect a similar diversity. When educational leaders and instructors are not bilingual and not educated on the needs of Spanish-dominant youth or those who are culturally marginal, schooling continues to subtract from the resources students bring to the educational venue (Valenzuela, 1999).
- *Theory X*: Organizational theory that rests on the premise that the average individual dislikes work, thus needing supervision in a closely directed manner. In this model, coercion and punishment may be needed. In this culture of organization, formal direction from supervisors is necessary in order to achieve the desired organizational goals (Owens & Valesky, 2007).
- *Theory* Y: Organizational theory that embraces the belief that individuals will work due to the inherent satisfaction of the job. These employees will demonstrate initiative and self-direction due to their commitment to the organization (Owens & Valesky, 2007).

- *Theory Z*: Organizational theory that is identified as a set of management principles that is holistic in emphasizing people and the working environment. Employees are "treated as integral and given an active role in decision-making and self-governance" (Barnhardt, 2008, p. 18).

Conclusion

The literature in the field addressed the connections between student achievement, bilingual goals, bicultural goals, teacher and institutional practices, and the elements of social justice in heritage language education. As a result, the instructors have the power to influence the worldview students develop. This study challenged the notion of how students learn a heritage language through interaction with each other and their relationships and achievements based on bilingual and bicultural goals with each other and their instructors. Heritage language programs allow the students and teachers to "view culture learning as a developmental process in which learners progress from an ethnocentric view of the world to one in which they acknowledge the existence of different cultural perspectives, learn to accept cultural differences, and perhaps even integrate them into their own worldview" (Bateman, 2002, p. 319).

This study continues in Chapter II with a review of the pertinent literature in the area of heritage language study, Latino student experiences in the United States, and the impact these realities have on bilingual and bicultural identity. The literature points to scholastic programs and instructional practices that are characterized by student achievement issues, organizational theory components, and teacher preparation practices. Moreover, the topics of assimilation and acculturation are further developed by analyzing

the historical literature in the area of language instruction in the heritage language classroom.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the relevant literature regarding heritage language study, social justice in reference to the practice of teaching Spanish to heritage language speakers, the historical context of bilingual education in the United States, organizational practices in relation to the dual theoretical framework for this study, and the preparation of teachers for the effective instruction of heritage language learners. First, the researcher offers an overview of Jesuit and Catholic school traditions in social justice and an overview of the historical context for bilingual education in the United States. Second, the researcher connects the dual theoretical framework for this study, language socialization and culturally responsive educator, to the practical elements of Theory Z in organizational practice. Third, the researcher thematically triangulates the literature findings in order to align socialization and bilingualism, curricular practices, and co-curricular practices to the data collection methods. Fourth, the researcher considers the Latino student experience in relation to heritage language education. Finally, the researcher presents limitations in the current literature in relation to heritage language instruction.

The current research in the field of organizational practices and heritage language study in Spanish has dealt with numerous themes offering a broad overview of the topics, while exemplifying the triangulation model of program practice, instructional practice, and teacher perspectives discussed in the methodology section in Chapter I. Four themes were identified in the triangulation, including program practice, instructional practice,

assimilation issues, and acculturation issues, which were transcribed into the three areas of organizational, curricular, and co-curricular practices as stated in the research questions. The topics of student achievement, organizational theory, teacher preparation practices, cultural issues, and linguistic practices were thematically presented in the pertinent literature for this topic. Moreover, each theme had a strong relationship to social justice and the mission-based educational philosophy of Catholic schools. From the perspective of unifying the themes, bilingualism, biculturalism, and social justice were three overriding components of the literature that united the research in a manner that developed from the theoretical framework of culturally responsive educator theory and language socialization.

Jesuit and Catholic School Tradition of Social Justice

Jesuit schools have held a tradition of educating students in an academically rigorous tradition, while combining the philosophy of educating the whole person (Au, 1976). Ignatius College Preparatory (ICP) was grounded on the foundation of educating the whole person. The school's mission statement indicated that it offered a challenging experience of academic, co-curricular, and religious opportunities. A second element of the mission statement indicated that the school was located in a major metropolitan city and was "a Catholic college preparatory school for young men who represent the racial, ethnic, and socio-economic diversity" of the city. The Mission Statement also addressed issues such as diversity, Jesuit foundations, educational challenges, and moral development. The vision articulated in this mission statement demonstrated the life skills that the students were challenged to attain as they progressed through the school's four-

year experience. One of the most striking statements related to the diversity that the school attempted to maintain in its student body. This was a conscious effort in the last 10 years as the percentage of students who identified themselves as African American, Latino, Asian American, and other groups was 51%; thus the school was attempting to reflect the ethnic diversity of the city in which it resided.

One of the most significant components of Catholic school education is the focus on justice and care. Justice is defined as equity in which the individual is respected in terms of rights and practices, and caring is connected with interpersonal relationships and how one might best nurture the personal and social growth of each individual (Litton & Stephens, as cited in Litton & Martin, 2009). All children, regardless of background, bring to school the cultural knowledge, primary discourses, and accumulated information that exist in households and neighborhoods, and that are used by members of the community for successfully negotiating everyday life (Stanton-Salazar, 1997). In a heritage language program, the focal point should be on developing the bilingual characteristics of the students in order to meet their cultural and linguistic needs at a level that is additive—instead of deficit—based in its presentation.

Heritage Language Learning and the Context of Bilingual Education Policy

García (2005) described *heritage language* as a relatively new term in educational fields and contended that holding onto a heritage language connotes a remembrance of the past, another country, or another culture. This can be a limiting perspective as it does not recognize the need to look at the present and project into the future. While García (2005) argued that using the term heritage language may “signal a losing of ground for

language minorities" (p. 602), it is also a reality that the use of the term in education "provides a way to 'crack' today's homogenous monolingual schooling of very different children in the United States, providing a space for the use of languages other than English in educating children" (García, 2005, p. 602).

The study of Spanish has indeed progressed from the realm of bilingual education to heritage language study in recent decades. Bilingual programs that intended to offer a transitional learning environment for students whose English skills were secondary to their native tongue began as sources of empowerment. As English-only movements began to gain momentum in the 1990s and early 2000s, bilingual education became a term that seemed to demonstrate a negative connotation. That is, these students were lacking in terms of certain linguistic skills, because English was not their primary language.

Cobb and Rallis (2005) wrote that "the richness of our plural society with people from many different backgrounds, cultures, and ethnicities" (p. 95) is a source of diversity and exemplary of what makes the United States a truly unique society. However, they also pointed out that our national policy should "be designed to ensure that these values are realized "(p. 95). The reality is quite different and the historical context for immigration and linguistic policy in the United States has been characterized by varied philosophical perspectives that take shape in four realities: a deficit model, in which immigrant students are considered lacking in skills; subtractive schooling, in which student backgrounds are diminished and replaced with the dominant culture's

values; empowerment of the students by equal opportunity access; and social justice considerations rooted in Church teachings.

Bilingual Educational Context

Language and education are indelibly linked in the history of the United States. In recent decades, this relationship has been the focal point of local, state, and federal debate. The reason for this historical perspective is the strong immigration background of the country. Historically, the United States has had a long tradition of bilingual education. Acuña (2003) commented, “In reality, bilingual education has been part of the European immigration tradition. Newcomers often enrolled their children in bilingual or non-English-language public and private schools. They wanted to keep their native languages alive (p. 57). Indeed, in 1839, Ohio established a new bilingual education law that authorized German-English instruction when parents requested such instruction. In 1847, Louisiana allowed for the teaching of French and English. In 1850, Spanish and English were taught in the New Mexico territories. Bilingual education laws were passed by a dozen states at the end of the nineteenth century in the United States in languages such as Italian, Polish, Cherokee, Spanish, Czech, Norwegian, and German (Acuña, 2003).

In the 1960s, the number of students completing school in parts of the United States was related to demographics. For example, Mexican Americans in the Southwest completed an average of 7.1 years of schooling, while Anglos in the same region completed 12.1 years (Salomone, 1986). In California in 1960, more than 50% of

Spanish speaking males and nearly 50% of females had not gone beyond eighth grade (Salomone, 1986). This was a time when a deficit-model perspective was firmly accepted as a cause for this discrepancy. The numbers were "attributed to the language barrier faced by Spanish-speaking children when they entered school, a barrier that only grew more insurmountable with each succeeding year of academic failure" (Salomone, 1986, p. 88). The progressive movements of the 1960s attempted to address these issues:

> The Bilingual Education Act that emerged in 1968 clearly represented an ambiguous commitment to that approach and reflected the undeveloped state of the art. The intended beneficiaries of the Act were children of limited English-speaking ability (LESA) between the ages of three and eighteen whose families fell within the Title I poverty guidelines. (Salomone, 1986, p. 88)

In 1974 amendments were added to the act. This series of additions to the original act served the purpose of defining bilingual instruction. The methodology of education in the student's native tongue and in English became a common practice. Also, the bicultural components of language instruction became an integral part of bilingual education for the first time (Salomone, 1986). In 1978, a second set of amendments was added, which further defined bilingual education to include teaching methodology. Instruction in the native language was part of a greater goal to seek student achievement and competence in English (Salomone, 1986). Therefore, the movement progressed from focusing on the students and their linguistic backgrounds to addressing teacher preparation and organizational practices. Once again, however, the goal was based on a deficit model in that the result of language acquisition was secondary to academic

achievement in English instruction and curriculum. This study proposed to look at this change in perspective and challenge the deficit-model thinking of the dominant culture.

Anti-Immigrant and Anti-Bilingual Education and Policy

In the historical consciousness of the United States, the study and use of languages other than English have been sources of debate. The period following World War I saw the development of a strong anti-immigrant and suspicious sentiment toward the increasing immigrant population. Anti-German sentiments in the period of World War I "led most states to enact English-only laws designed to Americanize foreigners. People of German extraction even changed their last names to Americanized versions, and local school boards banned the study of foreign language in the early grades, which courts declared unconstitutional in 1923" (Acuña, 2003, p. 59).

In the 1920s, bilingual education programs were dismantled and the English only sentiments of educational institutions became public policy. Acuña (2003) stated, "Teachers often punished Latino students when they broke the no-Spanish-spoken rule. Schools called this method of teaching English sink-or-swim, or the immersion method" (p. 59). As European ethnics moved into the third- and fourth-generations in the United States, English became the primary social and academic language. Latino immigrants, especially Mexicans and Puerto Ricans, "remained isolated in rural and urban enclaves where many received limited schooling. School boards segregated many Latino students from English-speaking children, which also retarded the Latinos' learning of English" (Acuña, 2003, p. 59). There is a relation here with the theoretical framework of this study, which focused on immersion and language socialization practices.

In the history of the United States, bilingual schooling and policy practices have varied. Genzuk (1988) noted that bilingual schools have existed since the 1550s in North America. During these earlier periods, these schools existed for religious instruction and conversion; thus the role of today's Catholic Church in the immigration debate is not novel. In the 1800s, public school instruction in a bilingual format attempted to preserve the native languages of the country's growing immigrant communities. Finally, in the latter years of the 19th century and in the first half of the 20th century, European languages, Asian languages, and Native-American languages were spoken in the United States. This period of economic growth and two world wars became a period of restrictive policy in the history of bilingual education (Genzuk, 1988).

National policies have focused on and dealt with diversity in various ways. In today's society, immigration policy is debated in the calls for reform, amnesty, or increased vigilance of our borders. However, this is clearly not a new issue as education policy has reflected the values of the society during a particular point in history. In 2003, the United States Conference of Catholic Bishops published a pastoral letter regarding immigration, which stated:

> Since its founding, the United States has received immigrants from around the world who have found opportunity and safe haven in a new land. The labor, values, and beliefs of immigrants from throughout the world have transformed the United States from a loose group of colonies into one of the leading democracies in the world today. ("Strangers No Longer," p. 6)

Numerous historic examples of our education policies appear to have reflected espoused values including public education theory, equity in school curriculum, laws that promote equal access, and attempts to manipulate English-only sentiment during times of national crisis (Cobb & Rallis, 2005). In the context of a changing American demographic and greater influence from immigrant representative groups, Acuña (2003) noted:

> Bilingual education had two goals: the development of academic English and school success and the development and maintenance of the student's first language. Educator Stephen Krashen argues it makes no sense to let students sit in a class and have a limited grasp of the subject matter while they learn English. (p. 56)

In 1998, the voters of the state of California passed Proposition 227, which called for the elimination of bilingual education and the teaching of English to all students in schools. The law mandated that the state spend 50 million dollars on adult education per year for the teaching of English. Even bilingual education critics conceded that bilingual education was "a special effort to help immigrant children learn English so that they can do regular schoolwork with their English-speaking classmates and receive an equal educational opportunity" (Acuña, 2003, p. 55).

As a result, two perspectives have resulted. First, the "defenders of bilingual education claimed that Proposition 227 had nothing to do with education and everything to do with politics. They alleged that it was an attack on immigrants overall and Latinos and Asians in particular" (Acuña, 2003, pp. 55-56). Second, the supporters of the proposition argued that bilingual education practices adversely affected the students it

aimed to assist because it did not educate the students in an assimilationist manner in language education (Acuña, 2003).

Bilingual education policy has also transcended the political decisions and laws passed by the government of the United States. The Bilingual Education Act of 1968 was the result of a growing immigration movement and the era of civil rights legislation. Federal funding for the incorporation of native-language instruction approaches increased and many states also enacted laws on bilingual education programs in the classroom. During this time, many Latino leaders in the US countered the sentiment forwarded by these policies. Acuña (2003) observed, "many U.S. Latino leaders countered that Americans had a low opinion of the Spanish language and culture, and that the best way to counteract this ethnocentrism was to give Spanish language and culture greater importance in the educational scheme" (p. 60). This was a time in policy-making when bilingual education became a source of empowerment, instead of a deficit-model approach to education:

> The notion came from President Lyndon Johnson, who, according to former U.S. Rep. Edward R. Roybal, raised the idea of bilingual education on an Air Force One flight. Johnson based his concern on his teaching experience in a Mexican school where he observed that the Mexican children were smart, but that they did not know how to speak English. (Acuña, 2003, p. 59)

However, in the 1960s, Mexican American educators noted that Mexican students were often punished for using Spanish at school. In addition, studies indicated that schools

labeled some Mexican American students as retarded given their limited knowledge of English (Acuña, 2003).

The English only instruction model continued to gain momentum in the 1970s and 1980s as teachers of English-speaking backgrounds became teachers and "resented that many school districts were requiring some knowledge of Spanish, and said if people live in the United States, they should speak English. They believed it was up to the students to adjust to the system" (Acuña, 2003, p. 60). In the 1980s and 1990s, strains in nativist sentiments fueled the backlash against programs such as bilingualism in educational policy. Economic effects such as taxes and decreasing availability of manufacturing and skilled labor resulted in an increasingly declining middle-class. Thus, one of the areas that came under scrutiny was the educational system. As a result, the reforms of the 1960s came into question with a growing resentment toward immigrants and bilingual education as a negative consequence (Acuña, 2003).

In California, a series of propositions in the 1990s directly addressed immigrant and affirmative action issues. In 1994, Proposition 187 was an anti-immigrant initiative. In 1996, voters challenged affirmative action through Proposition 209, while Proposition 227 challenged bilingual education initiatives in California schools. Once again, national sentiment had an impact on the educational policy toward immigration, social interaction, and language policy. In this void, the heritage language study program may be able to fill the void of empowerment that has been lost in the bilingual education sphere as English-only programs began to take hold on public sentiment and policy practice.

Theoretical Framework

Four themes were identified in the triangulation of this dissertation: program practice, instructional practice, assimilation issues, and acculturation issues. The driving theoretical framework of this study was based on language socialization (Bayley & Schecter, 2003) and the culturally responsive educator (Gay, 2000) in relation to bilingualism and biculturalism as additive components of student identity. Furthermore, this study also applied organizational Theory Z (Barnhardt, 2008) to the curricular and co-curricular practices at ICP.

Language socialization in schooling practices has reflected the importance of linguistic assimilation to the identity of this country. Portés & Rumbaut (2001) discussed the unifying aspects of language usage:

> In the United States, in particular, the pressure toward linguistic assimilation is all the greater because the country has few other elements of which to ground a sense of national identity. Made up of people coming from many different lands, lacking the unifying symbols of crown or millennial history, the common use of American English has come to acquire a singular importance as a binding tie across such a vast territory. (p. 114).

However, this unifying perspective of English has been an area of conflict in the field of education as freedom of expression and exchange of ideas are vital to the classroom. The educational process is one of interaction between teacher, student, and subject matter. In the case of language study and this study of heritage language curriculum, the theoretical framework that formulates the critical lens is the culturally responsive educator (Gay,

2000) theory. At the core of this theory is the funds of knowledge theoretical practice promulgated by González et al. (2005), which emphasized mediated learning practices within assessment models and the use of cooperative instruction practices focusing on social interaction.

As a program of study becomes infiltrated by the dominant culture, the implications of bilingualism and biculturalism begin to fade as English is the primary communication tool in formal and informal academic and social conversation. That is, it is easier to develop a lesson and ensure its comprehension by speaking in the language of comfort. As one theoretical perspective noted, “The language socialization patterns of children from culturally and linguistically diverse (CLD) groups often differ from that which they encounter upon entry into the mainstream school environment” (Wolfram, Adger, & Christian, 1999, p. 304).

Therefore, it is of greater importance to see the development of language instruction in heritage languages as a similar process to the teaching of English to students in the United States. In this curricular model, the students are challenged to excel at perfecting academic language through speaking, writing, and comprehension skills.

Culturally Responsive Educator

One of the theoretical frameworks for this study is the culturally responsive educator. Gay (2000) asserted that “culture is dynamic, complex, interactive, and changing, yet a stabilizing force in human life” (p. 10). It can be argued that cultural characteristics are dynamic in their expression through behaviors such as speaking, writing, and thinking. Gay (2000) continued:

> Culture, like any other social or biological organism, is multidimensional and continually changing. It must be so to remain vital and functional for those who create it and for those it serves. As manifested in expressive behaviors, culture is influenced by a wide variety of factors, including time, setting, age, economics, and social circumstances. (p. 10)

For the culturally responsive educator, this dynamic of culture may be developed fully in the classroom by interactions focused on student-teacher relationships. For example, the transformative potential of a heritage language program that builds upon student knowledge in the language and in the culture may be able to allow for a bridge in the learning potential between home and school.

Educators have good intentions in terms of helping students reach their potential in a curricular setting. Gay (2000) noted that, in general, teachers have wanted to act in a just manner by giving students the best possible educational opportunity. However, it can also be argued that a proactive approach to heritage language study, which proactively strives for proficiency at an academic level, is the basis of social justice when teaching students in their home language. That is to say, it truly does require a commitment on an institutional level to go beyond the curricular goals. In this instructional dynamic, the teacher provides the opportunity for culture to serve as an additive component to language study.

According to Gay (2000), going beyond the curricular goals is paramount to accomplish the goals of educating the whole person, as is key in Catholic education:

> Learning experiences and achievement outcomes for ethnically diverse students should include more than cognitive performances in academic subjects and standardized test scores. Moral, social, cultural, personal, and political developments are also important. All of these are essential to the healthy and complete functioning of human beings and societies. (p. 15)

Two primary developments reflect Gay's quote. First, there is the need to emphasize educational success that surpasses academic achievement as its primary goal. Second, is the issue of social justice in that educating the whole person is a foundational piece in Catholic social teaching, which emphasizes the full intellectual development of each person as a fundamental human right (Bryk et al., 1993).

Lenski (2006) identified the individuals who help students recall their histories and to appreciate the new culture as *border crossers*. Bicultural educators "tend to do more than teach students how to survive in a new educational arena. Border crossers also help students see the value in respecting more than one culture and in honoring their traditional values along with the values of their new culture" (Lenski, 2006, p. 108). While the educational system may view bilingual students as low achievers, these are the young people who are called upon to be interpreters for family members. Lenski wrote that "knowledge of two or more cultures is enriching for students in schools, and bilingual paraprofessionals who have become certified teachers need to become cognizant of the value of their cultural knowledge" (p. 109). This is the key aspect of the additive nature of developing the heritage language learner's bilingual and bicultural perspectives.

Language Socialization

Language socialization theory was the second critical lens that formulated the basis for this study. When language socialization occurs in the schools, students "acquire tacit knowledge of principles in social order and systems of belief (ethnotheories) through exposure to and participation in language-mediated interactions" (Ochs, 1986, p. 2). In other words, language socialization in an academic setting occurs through curricular and potentially non-curricular means. The resulting dynamic is one in which the students potentially develop linguistically and socially. From a sociocultural perspective, language socialization theory is developed through the funds of knowledge model, cultural identity, and the dynamic of language maintenance.

Language socialization theory has focused on unifying the educational experience of heritage language learners in the language classroom with their family and cultural backgrounds. Educationally, this is a similar approach to what occurs in schools with the dominant language, English. From the standpoint of language socialization, which begins in the home, the school and its curricular aims will develop learning patterns through the primary communicative tool of language. Students are socialized in English as the dominant language in the United States, and thus they listen to, speak in, and write in English. However, students learn to become socialized to the curricular goal of academic English. Thus they are capable of developing superior communication skills and proficiency in the dominant language.

Pease-Alvarez (2003) emphasized a link between Spanish language and Mexican American identity as a predominant dynamic in Eastside (city pseudonym), California.

Some parents in this study "expressed this connection in a variety of ways. For most parents, regardless of immigration group, Spanish is a valued feature of their heritage that comes with being born in Mexico or having Mexican kin" (p. 12). Moreover, the actual words of these parents could be seen as a vehicle for a greater appreciation of the importance language plays in the maintenance of culture:

> It's a shame if they forget Spanish, because you carry your roots in Spanish and it's your language and to lose it, to not take advantage of it as you grow, I think not. Later I think they will regret it. It's important for them to continue their roots, the culture and that they feel proud of us and of themselves because they are Mexican. They aren't born here. (Pease-Alvarez, 2003, p. 13)

As previously noted, language socialization begins at home. Thus the knowledge of linguistic, cultural, and social interaction begins in the home with family roots. The significance of a heritage language program is important in maintaining language and identity. It is also transformational in helping maintain the rich diversity of people in the United States.

Language maintenance is a component of language socialization in that it emphasizes the potential benefits of bilingualism. Pease-Alvarez (2003) wrote that in her interviews with parents of bilingual children, there was a strong feeling of affirmation for a child's knowledge of English and Spanish. In a multilingual society, the benefits of maintaining both languages, Spanish from the home and English in the social context, was appealing to parents. The participants in the study commented that, "Spanish/English bilinguals enjoy economic and social benefits that are not available to

monolinguals, including the greater likelihood of obtaining high-paying jobs in the United States and Mexico" (Pease-Alvarez, 2003, p. 12).

Organizational Theory Application

From the standpoint of an organization model, ICP was rooted in Catholic teachings. Indeed, the call for justice and equal opportunity for its students is critical in Catholic social teaching. Fullan, Hill, and Crevola (2006) addressed a model that was similar to the core of the native speaker honors program at ICP, that of *personalization*. In describing personalization, Fullan et al. wrote that this notion "puts each and every child at the center and provides an education that is tailored to the students' learning and motivational needs" (p. 16). Thus in this model the language department and teachers would understand that the program should serve the needs of students from an academic point of view, but moreover, should also focus on the cultural identity of the students. Fullan et al.'s ideas about *precision* also fit the organizational model of the program from the standpoint of the administration. In describing precision, Fullan et al. noted that assessment and feedback, which are at the core of the placement testing and interview process typically emphasized by administration, are required to improve instructional practice. They also wrote that "standards must be communicated and be available to students. In an educational setting, this presupposes that the teacher already possesses the knowledge of what is expected for given learners" (2006, p. 19).

Theory Z.

The communicative practices Fullan et al. (2006) discussed ran counter to the traditional models for school organizational practices. Barnhardt (2008) wrote that

school administrative practices are rooted in the industrial model. In this model, the educator is seen as the sole "proprietor of useful knowledge" (Barnhardt, 2008, p. 16). The reality is that the knowledge imparted by educators is valuable; however, it represents only one piece of the knowledge puzzle students attain. In the school model studied by Barnhardt (2008), the usefulness of Theory Z, a theory that provides an alternative management and decision-making structure, was evident in the increased responsiveness of Alaska natives in the structure of decision-making:

> One of the principal avenues by which this increased responsiveness has been sought has been through an increase in the presence of Native people themselves in the school, as teachers' aides, bilingual instructors, and, to a more limited extent, as certified teachers and administrators. (p. 17)

In the Theory Z model, the change in leadership and decision-making reflected the "changes in another sphere of organizational development beyond Alaska, that of national and multinational corporation management" (Barnhardt, 2008, p. 17).

One of the key elements of Theory Z is management style, which is holistic in its emphasis on the human being, especially in the person's relationship to the environment (Barnhardt, 2008). This theoretical model for organizations coincides well with the funds of knowledge practices that draw on the background experiences of students (Moll et al., 1992). Moreover, in the school organizational model, the students are the employees or constituents who play the active role in the education practices espoused by the school. Barnhardt (2008) elaborated:

> Employees are treated as integral and central elements in the organization and are given an active role in decision-making and self-governance. Employment is viewed as a long-term mutual commitment in which the organization takes responsibility for the social as well as the economic well-being of its employees. The theory behind Theory Z is that employees who develop a sense of ownership in and commitment to the organization in which they work will be more dedicated to the goals of the organization and thus will become more productive contributors. Theory Z is not limited. (p. 18)

Thus, Theory Z entails ownership by the constituents and commitment by the organization.

There is the potential for a strong impact of teachers beyond curriculum standards. Certainly, teachers need to focus on these curricular areas, but ultimately, the teachers that bond with students meet with them outside the classroom and they also go beyond lesson plans to deal with students as human beings. This occurs due to the relationship between leader and follower in the transformational sense, which reflects the works of Jesus and social justice in the work of schools and teachers of Catholic schools. Jesus was a servant for all people in His ministry. Martin (1996) wrote that Jesus "always treated them (the people) with dignity and respect. The hero of the good Samaritan story turns out to be a member of the ethnic group most despised by the dominant majority" (p. 32). Thus, cultural diversity may be defined as simply accepting all realities and asserting that there are no commonly held values. The standard should be in terms of Catholic values, rather than assimilation (Martin, 1996). Jesus met people

where they were and he challenged them to accept their realities and to see what following Him would do for their lives. Martin continued, “He challenged them every step of the way: to think more reflectively and live lives that modeled justice and compassion. He never did so by coercion. His method was attraction and invitation” (p. 32).

Language Acquisition and Bilingualism

The language user incorporates various linguistic practices when speaking, listening, and engaging in communication (De Groot, 2011). Psycholinguistics has examined the mental processes and types of knowledge used in understanding and producing language in both oral and written linguistic forms, and it attempts to understand the relationship between linguistic and non-linguistic cognition, that is, the connection between language and thought patterns. De Groot (2011) discussed the ways that psycholinguistics moves beyond analyzing the phonological or morphological units of language and instead focuses on the “pragmatic area of linguistic knowledge . . . the study of how people use language differently in different contexts, taking world knowledge and knowledge about the specific communicative circumstances into account in choosing the exact wording” (p. 2).

Through this lens, De Groot (2011) acknowledged that language can influence thought processes in powerful ways:

> The view that language influences thought also incorporates the idea that specific languages influence thought in specific ways, with the effect that speakers of different languages might think and perceive the world differently (p. 3).

Hence, in a very real sense, the linguistic skills of listening, speaking, reading, and writing were considered vital in "trying to discover the cognitive machinery and knowledge structures that underlie these skills and what role they play in linguistic behavior" (De Groot, 2011, p. 2). For example, a person could use various slang words or communication patterns when interacting with peers in an informal setting; however, a more formal setting may result in the choice to use more formal vocabulary. This might include talking with a superior. A third pattern would include the choice "to use some indirect form of language such as irony to maximize the communicative effect" (De Groot, 2011, p. 2).

Bilingualism

Related to psycholinguistics, the study of bilingualism can be divided into three areas of practice: comprehension, production, and acquisition (De Groot, 2011). In a bilingual model, language acquisition "deals with the simultaneous acquisition of two languages from birth and how it compares with acquiring just one language" (De Groot, 2011, p. 4). Taking dimensions of classification into account, four linguistic skills can be distinguished: listening, reading, speaking, and writing. De Groot explained, "the first three of these have established a clear presence on the agenda of bilingualism researchers, but studies on the writing skills of bilinguals are still sparse" (De Groot, 2011, p. 4).
As a result, the considerations in the literature point to important connections between the abilities of language speakers to listen, read, and speak. The greater proficiency levels may well be obtained when the writing process comes to fruition. Given these stated limitations in some of the current literature, it is important to note that research in

bilingual studies has also "investigated the processing of words instead of larger linguistic units such as complete sentences or texts" (De Groot, 2011, p. 4).

When considering the dimensions of bilingualism, competency in both languages is the primary point of emphasis. A distinction is established between balanced and dominant bilinguals. The balanced bilinguals have degrees of proficiency that are apparent in both languages, while the dominant bilinguals have a higher level of proficiency in one language over another: "Balanced bilingualism does not necessarily imply a high competence in both languages (De Groot, 2011, p. 4). What follows in the bilingual process is the age of acquisition, which refers to the manner in which language is acquired, committed to linguistic memory, and the meaning, which is associated with language. Thus, early bilinguals are those who acquire both languages in childhood, whereas late bilinguals became bilingual beyond childhood (De Groot, 2011, p. 5). Early bilingualism is further divided into categories, which distinguish how the child has been exposed to both languages. Simultaneous bilingualism means that exposure to both languages from birth has been the norm, while sequential bilingualism refers to exposure to exclusively one language since birth, their native language, which is followed by exposure and a level of proficiency to a second language as the child grows and socializes (De Groot, 2011).

Furthermore, De Groot (2011) wrote that bilingual memory organization contributes in a major way to ultimate proficiency levels. This organization of language in one's memory can be organized into two groups: compound bilingualism, which stipulates that "two word forms of a translation-equivalent word pair map onto one and

the same meaning representation in memory" (p. 5) and subordinative bilingualism, where "the word form of the weaker language does not map directly onto this meaning representation but via the word form of the stronger language" (De Groot, 2011, p. 5).

Additive and subtractive bilingualism.

Valenzuela (1999) wrote about subtractive schooling practices in ethnically and culturally diverse academic environments. That is, a situation in which the dominant culture attempts to assimilate minority populations into a linguistically and culturally dominant umbrella. As a result, the loss of identity and culturally diverse backgrounds are often apparent in multiple ways, one of which is language. The ability to fully develop as a bilingual and bicultural individual becomes more challenging in such an environment. Therefore, the current research points to a split in identifying bilinguals into two categories, additive and subtractive bilinguals. De Groot (2011) explained the differences between these two categories:

> Additive bilingualism is thought to arise in circumstances wherein both languages are socially valued, whereas subtractive bilingualism results from a situation in which one of them, usually the child's native language, is devalued in his or her environment and there is social pressure not to use it. (p. 5)

De Groot continued by relating these findings to psycholinguistics, explaining that "additive bilingualism is considered to be beneficial for cognition and cognitive development, whereas subtractive bilingualism is thought to hamper them" (p. 5).

Curricular and Instructional Practices

Student Achievement

Recent reforms around raising standards have maintained the structures that have typically worked for middle-class mainstream students and have been mostly focused on the student side of the equation. These reforms include many high-stakes consequences for individual performance, most notably placing students in tracks, withholding promotion, or preventing graduation for failing grades (Deschenes, Cuban, & Tyack, 2001). Children learn values, language, and world-view in early childhood. They learn their society's rule systems and then as adults they conduct their everyday lives by following the general societal rules. Different cultures have differing, internally consistent sets of rules to be learned (Erickson, 2002). One of the identified causes for student drop out in the United States is the negative student-school relationship, which may result from conflicts between the culture of the school and the culture of the home. The resulting alienation is a significant factor in low student achievement and ultimate drop out (Wayman, 2002).

Despite the beliefs of the standards movement, though, there will always be a number of children who do not or cannot accomplish what their schools expect them to accomplish (Deschenes et al., 2001). A strictly standardized testing program focuses on a deficit-model approach to education by evaluating students in terms of areas that are lacking in the prescribed academic standards. Certainly the achievement-based system where testing is required serves an important purpose. However, there is a second level when speaking about language acquisition and biculturalism. The improper use of test scores can reinforce inequalities. The use of these test scores to label and categorize

certain students as failures would ensure that the standards movement is a direct descendant of other educational movements that have structured failure, intentionally or not, into their goals:

> Compared to their predecessors, reformers in the standards movement have been making a rather radical argument: that all students can learn and that all students should be held to a high standard of performance. Though many educators have held these beliefs, never before has an educational movement incorporated these tenets so fully into its reform strategy. (Deschenes et al., 2001, p. 525)

Deficit Model and Subtractive Schooling

Valenzuela (1999) developed her thesis by focusing on assimilation issues, historical context, relationships, and personal student experiences. Beyond the assimilation students were challenged to undertake, the schools developed curricula that subtracted student resources and made their successes less of a possibility. School relationships were also presented through a politics of indifference. In terms of personal relationships at school, Valenzuela (1999) noted the conflict between the power structure and the students. The primary issue Valenzuela (1999) touched upon was that first-generation families would receive an education in the United States that would probably be unavailable to them in some countries due to economic and social constraints. However, as a result of some students' lack of understanding in classes, they would possibly fall behind with language barriers or the lack of connection with teachers playing major roles. Valenzuela (1999) cited an example where a student was placed in a mathematics class that was beyond her level of comprehension at the time. The

frustrated teacher said to the principal in front of the class that the student did not belong in his class. The resulting bitterness had less to do with the fact that the teacher was Anglo and more to do with the lack of respect shown the student (Valenzuela, 1999).

The challenges faced by bicultural and bilingual students can be further defined by analyzing the academic and social contact between language learners in an academic setting. One of the key elements in this conflict is the choice of language, English or Spanish. The immigrant students recognize the importance of using English in social settings in order to learn the language and master it. However, immigrants are often ridiculed by other students for speaking English in social situations, and possibly move beyond the ESL programs (Norrid-Lacey & Spencer, 2000). The primary social concern of the Latino immigrants appears "to be their low status as a group in relationship to the other ethnic groups on campus. Particularly painful to these students [is] the hostile and demeaning treatment they often receive from the dominant group on campus, the Chicano students" (Norrid-Lacey & Spencer, 2000, p. 45).

From a social justice standpoint, the dignity of the human person is important in that demeaning treatment has the negative effect of dehumanization of persons. The dominant culture often treats minorities and the poor as inferior human beings. Buetow (1985) wrote that Catholic school tradition is founded on educating the voiceless, the powerless, and minorities: "Catholic schools teach that the virtues of the good life are not the reward of work, or even the way to salvation, but rather the fruits of a life permeated by divine grace" (Buetow, 1985, p. 54). Thus, the school offers more than an academic opportunity. Instead, the educational opportunity is a socially conscious attempt to bring

dignity to the human person as he or she becomes fully human in his or her dignified spiritual development, regardless of socioeconomic status.

Teacher Preparation for Heritage Language Instruction

One important organizational issue in the teaching of native speaker students is the preparation of teachers for these courses. As previously discussed, there is a bond that develops between the students and the teachers that goes beyond curricular achievement. Bollin (2007) noted that successful teachers of Hispanic children "include cultural sensitivity, an understanding of the challenges of second-language acquisition, and a commitment to nurturing students' self-worth, high expectations, and respect for parents" (p. 178). The appreciation for culture needs to be part of the overall organization of the curriculum. The students and teachers develop a relationship that is founded on a similar identity if the individuals are of similar cultural backgrounds.

The cultural pride and personal identity that develops from heritage language study indicate that the cultural element of language study is important for native speaker students because of the pride that develops in their cultural identity. Peyton (2008) noted that native speakers "whose personal sense of identity and worth develop in the formative years, generally strive to be accepted and valued by those around them" (p. 244). Moreover, the impact may be on the school community as "students who are comfortable in more than one language and culture can promote cross-cultural understanding and tolerance" (Peyton, 2008, p. 244). The role of the teacher is an important part of the success students in heritage language programs can attain. Teachers that share common

cultural and ethnic bonds will be more adept at identifying with students on a level that goes beyond academic interaction of the classroom.

Inadequate Attention to the Individual

Valenzuela (1999) indicated that the reality of public school education for many Mexican students in the United States is a trying experience. The schools are characterized by overcrowding, a language barrier, and the constant assaults on culture that make the students doubt their own identity, as they are not Mexican and they are not American. Valenzuela (1999) further contended that the school systems are designed to minimize and, in many cases, erase the cultural background of students. Thus, the Mexican youth have resources such as language and culture that are taken away. As a result, the chance for failure increases as students find a void in their identity as students in this country. This is an example of subtractive schooling in that there is an attempt to take away from, rather than empower the students.

The role of educators in promoting a socially just learning environment cannot be underestimated. A more inclusive curriculum plan can promote diversity and excellence in academic programs and extracurricular programs, and can help the school remain true to Catholic identity (Martin & Litton, 2004). In a heritage language program, this can occur through shared cultural and linguistic experiences that enhance bilingualism and biculturalism. The resulting care for the students as individuals promotes justice by valuing the individual as a human being worthy of dignity. The literature points out "that promoting justice without care is inadequate" (Noddings, as cited in Martin and Litton, 2004, p. 88).

Communication and Co-Curricular Practices

Communication

Speech networks are identified as sets of people who are closely associated in terms of appropriate and understood uses of communication styles. Erickson (1987) explained that the networks are divided by boundaries that run "along the lines of major social divisions in modern mass societies, such as class, race or ethnicity, and first language background" (p. 337). Thus groups in the United States are members of differing speech networks. The communication process explains that cultural differences in ways of listening, speaking, and interpreting language are reasons for misunderstanding between the student's speech network and that of the instructor. This leads to "systematic and recurrent miscommunication in the classroom" (Hymes, as cited in Erickson, 1987, p. 337).

Gutierrez and Rogoff (2003) addressed the challenges of cultural variation in the arena of education, specifically focusing on "how to characterize regularities of individuals' approaches to their cultural background" (p. 19). There is a contention that a single way of teaching foreign language may account for success at a superficial academic level such as testing, but will not attain the ultimate goal of bilingual and bicultural proficiency. However, teaching styles and attention to the funds of knowledge students bring to the classroom become more effective tools for success (González et al., 2005b). Built-in identity based on testing and placement in an honors class becomes a secondary consideration when the goal of proficiency in Spanish is the true measure of

the program. Guitierrez and Rogoff (2003) further draw conclusions on the importance of instructional practices by stating:

> Within a styles approach, a single way of teaching and learning may be used with a particular group without accounting for individuals' past experiences with certain practices or without providing instruction that both extends those experiences and introduces new and even unfamiliar ways of doing things. (p. 20)

The point is further considered when the community background is presented:

> By focusing on the varied ways people participate in their community's activities, we can move away from the tendency to conflate ethnicity with culture, with assignment to ethnic groups made on the basis of immutable and often stable characteristics such as Spanish surname or country of birth. (p. 21)

Thus, the authors argued that it is better to focus on the students' backgrounds—families, communities, schooling, and mannerisms—rather than on a built-in cultural identity, thus sustaining the individualism of the person. The OPAL (Lavadenz & Armas, 2009) further enhances this perspective by focusing on "access to comprehensible, rigorous, and relevant content instruction and opportunities to link content with prior knowledge through active classroom participation that maximizes engagement" (Lavadenz & Armas, 2010, p. 9).

Teaching a Heritage Language

Bollin (2007) maintained that children who speak English as a second language and share the cultural values of that language are different from mainstream American

culture. A teacher of heritage language students needs specific qualities “that have been identified as necessary for successful teacher of Hispanic children [including] cultural sensitivity, an understanding of the challenges of second-language acquisition, and a commitment to nurturing students’ self-worth, high expectations, and respect for parents” (Marshall, as cited in Bollin, 2007, p. 178). Hence, a quality that is needed by multicultural educators is positive empathy for different cultural and language backgrounds. Bollin (2007) cited that 76% of multicultural teachers noted that a closer relationship develops between students and tutors in a similar language setting. This result is the finding that the dominant culture can create a sense of alienation as noted by Bollin (2007):

> Seventy-seven percent of the students came to understand and appreciate the culture of the children and their families. Underlying this appreciation is a more critical awareness of the values of the dominant majority in the United States. The students’ newfound awareness that there is a White culture in the United States was perhaps even more significant than their increased understanding of the Hispanic culture in their growth as multicultural teachers. (p. 183)

Teachers and students learn to look at the cultural relationship of language study in a diverse and complex manner, which is carried into the classroom experience in a native speaker or heritage language course.

The teaching of a heritage language is an intersection between second language acquisition and the teaching of language in general. Valdés (2005) argued that there needs to be an evaluation and an expansion in the area of second language acquisition

and noted that to view second language acquisition "as engaged in basic rather than applied research and in contributing, not to the teaching of language, but to the understanding of the workings of the human mind" is one of the key components of heritage language teacher preparation (p. 410). Therefore, heritage language study is defined as "linguistic minorities who are concerned about the study, maintenance, and revitalization of their minority languages" (Valdés, 2005, p. 411). The role of language study for the sake of maintaining culture is a personal connection with the mother tongue. The traditional method of teaching foreign language in the United States has to be reconsidered and evaluated given the increase in Spanish speakers entering the country and the school system. Indeed, in some cases, heritage language students may be more knowledgeable about the language than the teacher.

Funds of Knowledge

The term funds of knowledge refers to "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functionality and well being" (Moll et al., 1992, p. 72). In the funds of knowledge theoretical model, the teachers participate in the lives of their students outside of school and develop a level of familiarity with the backgrounds of their students that may translate into greater opportunity for achievement in the classroom (González et al., 2005a). In offering an applicable approach to the classroom experience, the approach was explained by González et al. (2005a) in this manner:

> The more that participants can engage and identify with the topic matter, the more interest and motivation they will have. What does not work is a top-down

> classroom style approach in which participants can learn methodological technique, but that strips away the multidimensionality of a personal ethnographic encounter. (p. 9)

The main focus of this practice is to develop varied instructional strategies to capture the successes that are inherent in the cultural, linguistic, and social backgrounds of the students. Upon building on these successes, the ability to excel academically will continue to grow. This is particularly true in the area of heritage language instruction and acquisition as the knowledge base in the home language is present; thus the model here is to build on that base and further attain proficiency.

Latino Students and Heritage Language Education

Acculturation and Assimilation

> Historically, a second generation of American students is not a new phenomenon: Growing up American with foreign parents is not an unusual experience. It is the stuff of which innumerable films, novels, and personal retrospectives have been made. The experiences of descendants of Jewish, Italian, Polish, and German immigrants occupy a central place in twentieth-century American literature. On the other hand, the experiences and situation of children of the more recent arrivals are less well known. (Portés & Rumbaut, 2001, p. 18)

The relationship between scholastic success and parental expectation serves as an initial motivation. Indeed, Portés and Rumbaut (2001) discussed the positive relationship between academic success and parental aspirations in terms of a co-existence between expectations and the results that are stimulated by these aspirations. While this is an

initial reality, evidence indicates that there is an adjustment in the aspirations if the children of immigrant parents do not meet the standards set at home:

> Hence, for example, a positive relationship between school grades and high parental aspirations may be due to the greater motivation for achievement spurred in the child by ambitious parents or, alternatively, to the adjustment of parental expectations to the child's actual performance. (Portés & Rumbaut, 2001, p. 23)

There are second-generation immigrants that transition smoothly into mainstream society in the United States due to the reality that "ethnicity will soon be a matter of personal choice" (Portés & Rumbaut, 2001, p. 45). That is, it is a matter of convenience to maintain one's bilingualism and biculturalism. This is where the importance of a heritage language program that emphasizes a mastery of linguistic elements and cultural precepts will serve the greater good of a diverse society. The challenge is to attain the goal of proficiency in Spanish that is considered academic in its propensity. In the same sphere of success, it is important to consider the characteristics of culture that are part of a person's identity. The later is the hardest challenge, given what Portés & Rumbaut, (2001) called "strong opposing forces" (p. 114) present in the dominant culture.

The patterns of acculturation and assimilation are typically as follows. The first generation will speak the home language, while learning English. The second generation begins to speak English in social contexts such as school. By adulthood, English has become the primary language for communication at work and at home. Thus, by the third generation, "residual proficiency in the foreign language is lost since it is supported neither outside nor inside the home" (Portés & Rumbaut, 2001, p. 114). This process of

assimilation is not necessarily in the interest of the children or of society at large. As Portés & Rumbaut (2001) stated, “In the present global context, it is not clear that language acculturation and bilingualism are mutually exclusive or that preservation of foreign language skills represents a negative outcome” (p. 115).

Language and Identity

Language is the marker of national and ethnic identity from the perspective of globalization. Pomerantz (2002) applied this theory to the study of Spanish as a heritage language. Specifically, as learners construct a level of expertise in the Spanish language, the ideology of Spanish as a foreign language takes a lesser role. Within the United States, there is a shift in language study from solely English to others, such as Spanish. The reasons are increasingly economic, in addition to the cultural and educational reasons of the past (Pomerantz, 2002). The relationship between language study and identity is developed as “people are able to position themselves, among other things, as competent and legitimate members of the foreign language classroom” (p. 279). Students who are potential doctors, lawyers, and other professionals look to serve a wider spectrum of the population and the study of Spanish is important (Alalou, 2001; Dahl, 2000). Indeed, “The proximity of the US to Central and South America and the presence of roughly 35 million Latinos in the US has led to an awareness among some college students that expertise is Spanish is one key to professional success both abroad and at home” (Roca, as cited in Pomerantz, 2002, p. 276).

Farr and Dominguez Barajas (2005) stipulated that, “the denial of a language is inevitably a denial of identity” (p. 57). Within a Latino bilingual network, the need for

comprehension and proficiency in both Spanish and English is important in that both languages have a role to play in the internal and external functions of the family unity and peer circles:

> All network members stress the need for the mastery of both Spanish and English, as Spanish is essential as the language of the home, the extended family, and their homeland. English is necessary because it is the language of public transportation, official matters, and most schooling in the United States. The need for bilingual fluency is considered more important for the children in the network than for their parents. (Farr & Dominguez Barajas, 2005, pp. 52-53)

The implication is clear in that both languages form part of the daily functions of a bilingual individual's practices. The native language is used at home and in family interactions. At the same time, the daily interactions in the dominant language cannot be negated; thus the identity of the person is rooted in bilingualism and biculturalism.

Further considerations deal with the relationship between maintaining Spanish as a source of identity for bilingual individuals and the question of fluency. Farr and Dominguez Barajas (2005) addressed these considerations by looking at identity. They stated:

> The passionate appeal for the maintenance of Spanish seems firmly grounded in the idea that identity must be consciously fashioned and pursued in order to preserve the cultural ties that define a group. The importance of language for identity formation is not limited to national-level languages but extends to the

> nonstandard variety or dialect that characterizes the network members' place of origin. (p. 54)

The implication is that maintenance of the native language and culture is a perceived necessity in order to further formulate an identity that views bilingualism and biculturalism as the result of mutually beneficial linguistic proficiencies. In this case, we are speaking of Spanish and English. The use of the dominant language does not lead to a denial or minimization of the native tongue.

In addition, the literature further discusses family concerns for using language and using overall communication skills as means to success for children in bilingual homes:

> Network members realize that language-based problems are due not only to a lack of English but to the dialect of Spanish, or English, that one speaks. Their aspirations for their children stem from this awareness. Most repeatedly stress their children to be fluent in the standard form of both languages, because they recognize that their children's upward social mobility depends in great part on linguistic ability. (Farr & Dominguez Barajas, 2005, p. 54)

Thus, English and Spanish mastery is an integral part of upward social mobility. Given the predominance of English as the language of the dominant culture, Spanish continues to be the language of the family. Given the influence of teacher expectations on student success, "research such as this can inform and, perhaps by informing, contribute to a positive disposition on the part of teachers and others who interact with people such as those presented here" (Farr & Dominguez Barajas, 2005, p. 59).

Latino Students, Future Success, and Self-Identity

The importance of future aspirations is an important factor "in the development outcomes of adolescents" through individual and contextual factors that form the basis of these aspirations (Sirin, Diemer, Jackson, Gonsalves, & Howell, 2004, p. 437). The literature in the area of Latino student success, specifically male students, has pointed to the development of social capital, the impact of social class and identity, domains of future success, and self-perception in relation to external forces. According to Coleman (1988), "social capital refers to supportive relationships among structural forces and individuals that promote the sharing of societal norms and values" (Coleman, as cited in Sirin et al., 2004, p. 439). The importance of using social network connections in achieving resources, or social capital, is a key link element in obtaining one's educational and occupational objectives (Lin, as cited in Sirin et al., 2004). Valenzuela's (1999) work with Latino/a students has found that although social capital has some positive effects on their school achievement, the effects of social capital are influenced by social structures (Sirin et al., 2004, p. 440). In relation to the context of schooling, structures exist in which "minority students encounter difficulties in developing social capital and, as a result, their academic and vocational attainment suffers" (Sirin et al., 2004, p. 440).

During adolescence, individuals are concerned about their future plans, as future aspirations can be conceptualized as the educational and vocational "dreams" they have for their future work lives. A large body of research indicates that adolescents' future aspirations, in the areas of career, education and family, significantly impact their later life experiences (Sirin et al., 2004, p. 438). The opportunities provided for students in

school, along with the opportunities provided by parents and caretakers, help prepare these young people for future societal roles. Indeed, Sirin et al. (2004) stated:

> Each adolescent's goals for his/her future, or future aspirations, are influenced by a number of factors that fall within the domains of individual abilities and social context. These domains are particularly important areas to consider for urban ethnic minority adolescents. (p. 437)

Research has further suggested that "the educational and occupational dreams adolescents have, and the expectations of what occupations they will actually *attain* differ for White adolescents and adolescents of Color" (Sirin et al, 2004, p. 438). A consistent finding in the literature is that urban adolescents have lower expectations than their more privileged peers (Sirin et al., 2004).

Further, McWhirter (1997) "found that Mexican-American students were more likely to perceive future barriers to their educational and career goals than their European-American counterparts" (Sirin et al., 2004, p. 440). Mexican-American participants were also more likely to confront barriers in school and beyond; thus they tended to feel less confident in their ability to overcome these barriers than European-American students. However, "the idea of becoming 'more serious' in the future was prevalent among one-third of the statements made by students in their goal maps and questionnaires" (Sirin et al, 2004, p. 446). One-third of the participants stated that in five years they wanted to be focused on their future plans with greater intensity. This theme was mentioned in relation to one's maturity, education and level of responsibility. A similar theme also emerged during the focus group (Sirin et al., 2004, p. 446).

Limitations in the Current Literature

Monolingual Psychoanalysis

One problem that arises in the current literature is the monolingual bias that permeates the research, especially as it pertains to psycholinguistics. The reality is that the linguistic background of participants in research studies may be ignored if it is beyond that of the dominant language (De Groot, 2011). As a result, it is important to question to what extent the cultural practices and traditions are considered. In past research, the participants who have been asked to perform language tasks represented "typically native speakers of the test language and it is implicitly assumed—possibly mistakenly—that they lack knowledge of any other language(s)" (De Groot, 2011, p. 3). The information available to date represents a monolingual orientation of psycholinguistics that has "led to an incomplete conception, possibly even a false one, of human linguistic ability and language processing as knowledge of more than one language may impact how each language is processed and represented in communicative situations (De Groot, 2011, p. 3). Taken further, De Groot (2001) stipulated that the connection between language and thought is a necessary point of discussion when analyzing psycholinguistics; thus the monolingual approach is simply insufficient for a complete picture of bilingual individuals:

> If specific languages influence thought in specific ways, a person who masters more than one language may live in different worlds of thought depending on the language currently used. Alternatively, this person's way of thinking may be

> based on a merger of the worlds of thought associated with the separate language he or she speaks. (De Groot, 2011, p. 3)

Representation of Multiple Spanish-Speaking Nationalities

The body of research in the area of organizational practices and heritage language learning programs at the secondary level is limited in terms of the overall representation of Latin American nationalities, the limited analysis of grammatical study in heritage language learning, and the relationship between heritage language learning and social justice. The majority of the studies and the available literature is related to the Mexican American and Puerto Rican experience. There is extensive representation in the United States from other countries such as Cuba, El Salvador, Guatemala, and others, yet the literature has focused on the two predominant cultures. A more complete picture of the adolescents' academic experiences and their behavior would be best obtained by including more Latino minority groups in future studies. Roca and Colombi (2003) supported this point by differentiating the Spanish-speaker experience in cities like Los Angeles with a strong Central American population and Miami with a heavy Caribbean influence. They insisted:

> As language instructors we need to take into account the attitudinal and sociohistorical factors affecting students in the environment in which we teach. We should understand that teaching Spanish as a heritage language in Los Angeles can and will vary widely from the experience of teaching it in Miami. Even if there are many similarities in the objectives of such instruction,

> community attitudes toward Spanish and attitudes toward those who use the language may be very different in certain settings and contexts. (pp. 4-5)

Students and adults could report on other values or efforts that may be unknown to the students yet still play a significant role in their school achievement. Although growing in interest, the literature in heritage language Spanish study is limited in two areas: representation of nationalities and the impact of grammar and other language study characteristics.

The current research is narrowly focused when it highlights one or two Latino groups in particular. For example, the study presented by Valenzuela (1999) analyzed the experiences of Mexican and Mexican Americans in one high school in Houston. Although this data was applicable to Seguin High School in Houston, it may not be applicable in other US cities, where the Latino population may not be overwhelmingly Mexican or Mexican American. Similarly, the data may be narrowly presented when focusing on primarily Mexican American and Puerto Rican students as Quiroz (2001) did in Chicago. In this study, ICP had a diverse student body. In the case of Quiroz (2001), the author indicated there was an increasing Central American Latino population at the school, yet this group was not part of the study. Brinton, Kagan, and Bauckus (2008) noted that in the 2000 census, the Hispanic population in the United States demonstrated the following representations: 66% Mexican, 14% Central American, 5% Puerto Rican, and 4% Cuban. These numbers are consistent with the demographics in the native speaker program at ICP, as 60-70% of the students were of Mexican descent, yet there

was a 30-40% representation from Central America, the Caribbean, and South America. The teachers in this study were of Mexican, Cuban, and American backgrounds.

The importance of evaluating a greater variety of nationalities may assist in the realm of language use and socialization. Portés and Rumbaut (2001) analyzed the nationality issue and its relation to language acculturation by looking at Mexican American and Cuban American respondents to their longitudinal study:

> In the case of Cuban Americans, preference for English reflects a longer period of settlement in the country, including a large proportion (70%) of respondents born in the United States. For these children, growing up under the protection of solid ethnic institutions may allow an easier and more confident shift into the cultural mainstream. Mexican Americans, on the other hand, are more likely to be foreign born (40%) and commonly live in working-class communities subject to much outside discrimination. Growing up under these conditions may trigger a reactive process, where parental language and culture become symbols of pride against external threats. (p. 124)

The resulting perspective emphasizes the reality that immigrant families become assimilated with the language when the cultural traditions become part of the United States as the dominant society.

However, it is also important to consider the socioeconomic consideration when looking at nationalities and use of the Spanish language. Portés & Rumbaut (2001) pointed out that it is:

reasonable to expect that Cuban students attending bilingual private schools in the heart of the Miami enclave would display a strong preference for Spanish. On the other hand, Mexican immigrants' greater contact with mainstream society because of the need to find jobs and the desire of children to climb the US socioeconomic ladder may be expected to lead to a stronger preference for English. (p. 124)

Thus, the one Latino immigrant group that attends a bilingual school in its enclave of a community will naturally be drawn to a prolonged use of Spanish, while a person of differing Latino background, who does not live in an isolated community will experience acculturation at a greater rate due to the impact of assimilation in economic and educational settings.

Academic Spanish and Language Mastery

The limited analysis of the impact that grammatical study can have on heritage language study is an important point to note. The issue needs to be analyzed in terms of whether a native speaker course is focused primarily on grammatical study or on an overall cultural impact, and the influence these have on student achievement. Gutierrez-Clellan and Simon-Cerejido (2007) began to address the topic in terms of "children who are bilingual may vary in their achievements in the two languages, and to ensure that these children were not tested in their weaker language, English dominance was determined using a direct measure of grammatical proficiency based on spontaneous narrative samples" (Gutierrez-Clellan & Simon-Cerejido, 2007, p. 974).

In terms of specific solutions Valdés (2001a) has advanced a program for heritage language learning that entails four areas of study and mastery: language maintenance,

expansion of bilingual range, acquisition of dialect in the second language, and literacy skill transfer (Martínez, 2007). The literature in this area is limited, especially in terms of the transfer of literacy skill from the dominant to the heritage language. As *Valdés* noted, the influx of immigrant school populations and the differing language needs appears to open an area of research that needs further study. Heritage language learners "nourish their writing in both Spanish and English by using rhetorical strategies that correspond to both of these learners" (Martínez, 2007, p. 33). In the classroom, the multiple facets of language study, speaking, listening, and writing, are developed through curricular means, but also through the cultural experiences students bring to the schools.

Conclusion

The literature in the field of heritage language education focused on language acquisition, curricular practices, communication practices, and the theme of identity among Latino students. While the traditional elements of language education have involved grammatical analysis, vocabulary memorization, and cultural lessons, the instruction of heritage language students involves an encompassing model of instruction that includes linguistic, cultural, and social modalities. This is the primary reason for selecting a dual theoretical framework of language socialization and culturally responsive educator. Language is a powerful tool for empowerment and self-expression that potentially allows students of minority groups to challenge the status quo of education inequalities. The curricular practices, co-curricular practices, and organizational practices that framed the research in this study were founded on numerous years of repetition. As the school moves forward and serves a changing demographic, the research in the field of

heritage language study, rooted in language socialization and culturally responsive educator theoretical frameworks, will assist the leaders and faculty in moving forward with progressive educational models.

Although the philosophical nature of the school in this study was grounded in the Jesuit educational philosophy of educating the whole person, each individual would have different perspectives to share based on their experiences. The teachings of the Catholic Church promote social justice in the realm of diversity by emphasizing that the institution is to be a welcoming place where all individuals are recognized as brothers and sisters. This puts the Scripture into practice by articulating the moral purpose of Catholic schools. Martin and Litton (2004) wrote that Catholic values are universal or shared values that go beyond denominational rifts. The ministry of Jesus was noted as the primary example of this caring for all people. Jesus was available to all people of his time and his missionary work often focused on minorities and disenfranchised, such as Samaritans, sinners, tax collectors, and lepers (Martin and Litton, 2004). Here, there is a connection between the missionary work of Jesus and the necessary openness of Catholic schools. These institutions have a moral obligation to look at new pedagogy, plurality of perspectives, and teaching of the poor and disadvantaged in order to teach as Jesus taught (Martin and Litton, 2004).

The qualitative research was based on interviews and observations of classes. The qualitative nature of the study, especially in terms of observation, formulated the grounded theory of this research project. The researcher made some generalizations about the nature of heritage language/native speaker Spanish classes and determine which patterns

emerged from the classroom setting. The quantitative research paradigm surveyed students in the native speaker classes. The data collection allowed for the information to be gathered and analyzed in terms of the current practices at the school. Test scores of previous placement exams and a study of student attrition from the first year of the native speaker honors track through the fourth year Advanced Placement course allowed for an evaluation of the effectiveness of the practices.

CHAPTER III

METHODOLOGY AND INSTRUMENTATION

The research questions in this study focused on evaluating the selection process for the honors native speaker track, the curricular practices of the courses in the program, and the perceptions of heritage language Spanish students at Ignatius College Preparatory (ICP). In order to meet the needs of the varied levels of Spanish some students bring to the classroom, the program at this school was divided into three tiers at the time of this study. The first tier was a native speaker track that began with Honors Spanish I Native Speakers and culminated in Advanced Placement Spanish Literature. The second tier was a non-native speaker honors track that began with Honors Spanish I Non-Natives and culminated in Advanced Placement Spanish Language. The third track was the regular level that began with Spanish I and culminated with Spanish III or IV. In between, each tier had a second and third year course. The requirement for graduation was three consecutive years of one language; therefore, some students chose not to advance to a fourth year. The selection process for each tier was a testing program that involved a multiple-choice exam, a brief interview, and a short writing sample.

In order to obtain a broad knowledge about the relationship between organizational structure, social justice, and heritage language Spanish study at the secondary-school level, a mixed-methodology approach was implemented. Through the conceptual framework of culturally responsive educator (Gay, 2000; Villegas & Lucas, 2002), language socialization, and the funds of knowledge model (González et al., 2005b), the data was collected and evaluated to determine the extent to which

bilingualism and biculturalism were viable goals for heritage language study in Spanish at ICP.

The term heritage language learner describes individuals studying languages in which they have a demonstrated proficiency and a connection to the culture. A heritage language learner was described by some foreign language educators as a student who is raised in a home where a language other than English is spoken, who speaks that language, understands that language, and who is, to some degree, bilingual in that language and in English (Valdés, 2000a, 2000b). In private and public education in the United States, English is the predominant language of schooling, thus other languages are labeled as “foreign languages”. A student taking one of these other languages is a “foreign language learner.” The reality is that some of these students may be studying a language spoken at home and in which they have a level of proficiency.

The research questions in this study offered a lens for a critical analysis of a Catholic school heritage language program by focusing on organizational practices, curricular practices, co-curricular practices, and the social justice foundations on which the school was rooted. Indeed, the questions presented an opportunity for analyzing the sociocultural and linguistic foundations of study in foreign language. Moreover, the research questions allowed the researcher to formulate the potentially transformative nature of this study in the areas of bilingual and bicultural education.

Research Questions

The research for this study was guided by the following questions:

1. What are the organizational and instructional practices with Spanish heritage language learners in an inner city all male Catholic high school?
2. To what extent do heritage language speakers become bilingual and bicultural in an honors level bilingual Spanish program through classroom lessons in the target language?
3. To what extent is the native speaker Spanish program at this school attaining the goal of bilingualism and biculturalism in terms of student interaction in the heritage language through travel immersion programs and service project interaction?

Methodology and Data Collection

This study analyzed the data in three stages in order to answer the three research questions. The first level involved looking at the organizational structure of the school's native speaker Spanish program. This data was analyzed qualitatively through interviews of the school's administrative leaders. The second stage involved analyzing classroom lessons and practices, which were coded qualitatively through interviews of teachers and observations of classes in the heritage language track. Also, this stage involved quantitative student surveys that looked at student perceptions of proficiency, classroom learning, co-curricular use of the language, particular teacher lesson planning, and class year of the students. Finally, the third stage involved the question of co-curricular practices. In order to evaluate the heritage language program at this school in areas beyond the classroom lessons, a mixed-method approach was used that included student

questionnaires about Spanish use outside the classroom and qualitative data coded through interviews that addressed practices outside the instructional periods.

The collection of data provided an overview of student performance in the heritage language classes, the students' perceptions about the bilingual and bicultural nature of the program, and the perspectives of the administration and members of the language department. These patterns may have been influenced by student grade level, as well as by secondary factors such as family, social attitudes, academic performance, and nationality. The research that has examined the relationship between educational achievement in heritage language classes and Latino student has been primarily empirical. A primary criticism in the area of student decorum issues and academic achievement among Latino students is that the research has dealt primarily with Mexican American and Puerto Rican students rather than looking at other nationalities of Latino background in the United States. In the surveys and interviews, the researcher inquired about the nationalities of students in order to build on the diverse backgrounds in a heritage language program.

The dependent variables of this study were bilingualism and biculturalism as additive components in a heritage language Spanish program. Thus the language acquisition program at the school was analyzed from the standpoint of organizational, curricular, and co-curricular practices. Tse (2001) noted that true bilingualism is "so rare that it is difficult for the public to grasp" (p. 43) a concept like the additive power of dual linguistic and cultural immersion; that is, the ability to learn the second language and maintain fluency in the first. Moreover, this additive component was presented in the

context of administration and teacher perspectives regarding the heritage language Spanish program, along with student perceptions of fluency levels and their relationship to a challenging curricular model. Lenski (2006) wrote that cultural and linguistic knowledge enhances the classroom experience for students and teachers. Indeed, making connections with the students' cultural and linguistic experience enhances the educational experience. Thus it is not a matter of replacing American culture with the culture of the heritage language. Rather, the latter should be an additive component for the former in terms of experience and identity.

Research Site

ICP, founded in 1865, is an all-male, four-year, Catholic college-preparatory school conducted by the Society of Jesus (Jesuits). Typically, 99% of the graduates have gone directly to higher education and 96% to four-year colleges. Enrollment at the time of this study was 1,210 individuals, including a senior class of 290.

Table 4. *Student Population Size at Ignatius College Preparatory by Grade Level, 1995-2005*

Grade	1995	2000	2005
Grade 9 Students	302	308	313
Grade 10 Students	292	299	312
Grade 11 Students	285	294	295
Grade 12 Students	274	272	290
Total Students	1153	1173	1210

At the time of this study, ICP had 93 faculty members and administrative staff and all held professional degrees. The entire staff included seven faculty members at the doctoral level, 60 at the master's level, 45 faculty members who hold a California State Teaching Credential, and others who held another type of credential. Ignatius' faculty

and administrative staff were composed of 70 Catholic and 23 non-Catholic personnel and were composed of four Jesuit priests, 65 laymen, and 24 laywomen. Ethnically, the following were represented in the faculty: 73 Caucasians, 11 Hispanics, 4 Asian Americans, 4 African Americans, and 1 of Middle Eastern background.

ICP was located in central urban location on the West Coast and drew students from many areas in the city and suburbs. ICP strove to incorporate the diversity of the city and the local community. At the school, 85% of the student population was Roman Catholic and 74% of the parents were college educated with either a bachelor's or graduate degree. The parents tended to be professional workers with 85% of the families having a household income of at least $70,000. Forty-nine percent of families had a household income of at least $150,000. Approximately 2.5% of the families reported an annual household income of under $30,000. For the 2004-2005 school year, over $900,000 of financial aid was awarded to approximately 200 students, which represented 18% of the student body.

Admission was determined by results of an entrance examination of the High School Placement Test HSPT administered by the Scholastic Testing Service, teacher/principal recommendations, and elementary school grades. Typically, 125 elementary schools, public and private, were represented in the freshman class drawn from an applicant pool of over 225 schools. Admission was highly competitive and selective. Approximately 780-800 students would typically apply for 305 places. Normally, Ignatius would accept 345 students to fill those 305 slots. Between 86% and

90% of those accepted chose to enroll. The average admissions test score of those admitted in 2005 was in the 89th percentile nationally.

The 2005 freshman class was selected from 128 different elementary schools: 79 Roman Catholic, 28 private, and 21 public schools. From a survey of parents given in September 2005, 91.45% of the parents identified English as the primary language spoken in the homes of Ignatius students; however, there did appear to be a great diversity of languages spoken in some homes. From the same survey, 41% of the fathers and 46% mothers indicated they spoke another language. ICP's tuition was low compared to other private schools. The endowment, financial aid, and fund-raising programs enabled ICP to attract students from a wide variety of socio-economic backgrounds. Approximately, 49% of the students were Latino, African American, Asian, or Filipino, distinguishing and enriching the school by this wide social, economic, and ethnic diversity. In 2010, that percentage increased to 51% students of Latino, African American, Asian, or Filipino backgrounds. Table 5 provides a comparison of the demographics and ethnic diversity in both the county of the study city and ICP.

Table 5. *Demographics in the Study County and Ignatius College Preparatory, 2000 and 2005*

	Year 2000		Year 2005	
	Ignatius	Study County	Ignatius	Study County
White	58.4%	33.5%	50.9%	31.1%
Latino	17.3%	43.9%	22.8%	44.6%
Asian	17.9%	12.3%	15.7%	11.9%
African-American	6.1%	10.0%	10.0%	9.8%
American Indian	0.2%	0.3%	0.2%	0.8%

Participants

In conducting this study, the researcher interviewed or surveyed the following members of the ICP educational structure: heritage language Spanish students, heritage language Spanish teachers, members of the school's administration, and the Foreign Language Department members. The list of participants was as follows: school president, school principal, former principal, assistant principal, department chairperson, Spanish faculty, and heritage language Spanish students enrolled in the honors program. Approximately 76 students were enrolled in the four Honors Native Speaker courses. This student sample was the largest of the participant groups. The adult participants included 6 faculty members and 4 members of the school administration. The students and faculty participated in the surveys, interviews, and observation portions of this study.

Job titles represented were: 5 Spanish teachers, 1 department chair, 1 director, and 3 administrators. The adult sample was also divided by the following ethnic breakdown: 4 Latino and 6 Caucasian. The years of employment at the school ranged from over 50 years to 3 years among the sampling group. Among the faculty sample, 3 were heritage language speakers, while none of the administrators were fluent in Spanish. Among the 76 students in the sampling, most self identified as heritage language speakers at home.

Design

This study was designed as a mixed-methods inquiry into the bilingual and bicultural elements of a heritage language program using interview data, survey data, and classroom observation data to answer the research questions. Figure 2 provides an illustration of the mixed-methods design.

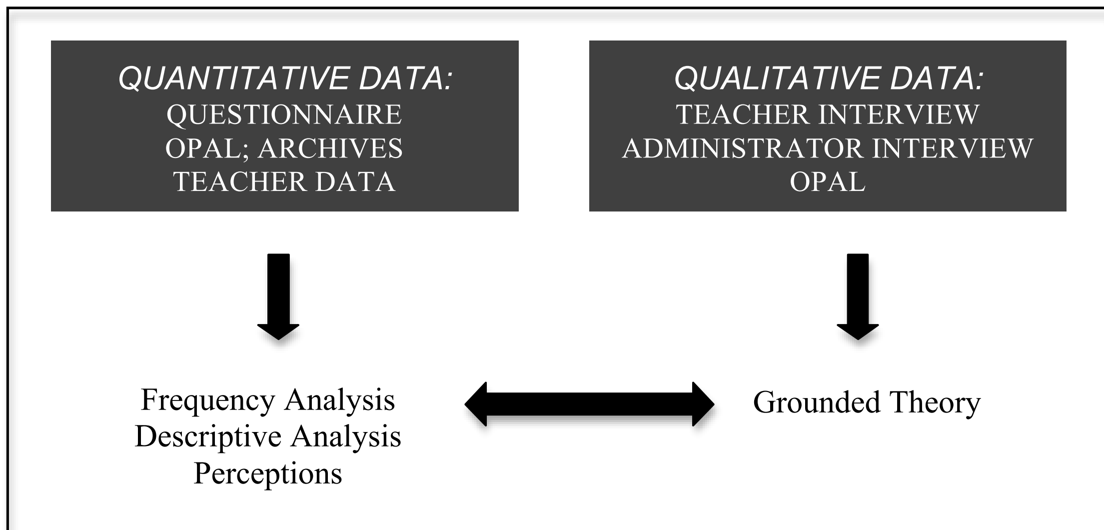

Figure 2. Triangulation Model Illustrating the Mixed-Methods Analysis
Note. Adapted from Creswell (2009). Study used grounded theory for the analysis of qualitative data and inferential and descriptive statistics for analysis of the quantitative data.

The *concurrent triangulation* strategy (Creswell, 2009) was used to analyze the quantitative and qualitative data in one phase. Creswell and Plano Clark (2007) described this strategy by saying, "it is more than simply collecting and analyzing both kinds of data; it involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research" (Creswell & Plano Clark, 2007).

The design of this study focused on students, teachers and administrators in terms of their experiences at an urban Catholic all-male high school. The adult population interviews and observation notes formulated the qualitative data, which was analyzed through the lens of grounded theory. The surveys were organized to gain student perceptions and the statistical analysis of the classroom observation data formed the

quantitative portion of this study. This portion was analyzed using frequency and descriptive statistics.

Concurrent triangulation.

In this study, the framework supported the research design by focusing on the socialization skills that develop in the curricular practices of the program, while analyzing teacher practices to determine to what extent these take into account student needs at the bilingual and bicultural levels. As this project unfolded, the qualitative and quantitative databases were connected with concurrent triangulation in order to fully develop the research phase of the project. In this strategy, the researcher concurrently collected the quantitative and qualitative data, after which collection the information was analyzed to determine areas of similarity and overlap (Creswell, 2009). While it was possible to have one methodology predominate, the goal of the researcher was to give an equal amount of attention to the data collected quantitatively and qualitatively. Test scores of previous placement exams and a study of student attrition from the first year of the native-speaker honors track through the fourth year Advanced Placement course allowed for an evaluation of the effectiveness of the current practices. The selection process was deliberate with a convenience sample comprised of those students who were currently registered in the honors Spanish program at ICP. The selection of classes to observe was also limited to the four classes in the honors native-speaker level of Spanish in the school.

The sequential approach for this study was the *concurrent transformative* approach, which was "guided by the researcher's use of a specific theoretical perspective

as well as the concurrent collection of both quantitative and qualitative data" (Creswell, 2009, p. 215). The theoretical frameworks of language socialization and culturally responsive educator influenced and guided the creation of the survey material for quantitative data, the questions used in the interviews, and the observation protocol. This concurrent transformative approach fit the triangulation of program practices, instructional practices, and the Latino student experience in the heritage language classroom, which formed the foundation of this study. Moreover, this triangulation was translated into the three topics raised by the research questions: organizational, curricular, and co-curricular practices. The data collection was a representation of this triangulation in that the data collected for each characteristic of the study, program practice, instructional practice, and teacher perspective, had a mixed-methods focus. For example, the interviews involved three multiple-choice questions for the faculty to identify the classroom language skills they prioritize: listening, speaking, reading and writing, vocabulary, and grammar (Appendix A). They were also asked about how often they worked on verb tenses and grammatical topics in their classes (Appendix A). The students were also asked one question at the conclusion of the survey, which asked them to identify their nationality (Appendix B). The classroom observation protocol used a quantitative rating system 1 through 6, in which 1 to 2 was low, 3 to 4 was *medium*, and 5 to 6 was high, in order to measure each section of the four domains. There was also a selection, *NO*, which referred to data that was "not observable." The OPAL also included areas for qualitative observation notes for each classroom visit (Appendix C) (Lavadenz & Armas, 2009).

Instrumentation

Qualitative

From a qualitative standpoint, the interview questions were prepared for teachers and administrators at the school (Appendix A and Appendix D). Moreover, the researcher observed first and fourth year level heritage language classes. The qualitative research was based on interviews and observations of classes (Appendix C). Grounded theory assisted in developing the thematic representation of the findings. This was especially evident in the coding process for the observation data.

Grounded theory, as a qualitative approach, begins with an assumption that the demographic imperative will profoundly impact and transform dimensions of people's experiences in relation to interaction with others (Green, Creswell, Shope, & Clark, 2007). The potential transformative nature for the qualitative analysis in this study was to set a standard for the education of heritage language learners in a program based on culturally responsive education and language socialization theory. In this way, the study attempted to produce knowledge that addressed the changing demographics in a single school, but these changes were a reflection of the changing landscape of a diverse city, where Spanish has become a major language, equal to English (Green et al., 2007).

Interviews.

The interview process was the primary data collection tool for the qualitative portion of this study. Teacher interviews (see Appendix A) and Administration interviews (see Appendix D) were created to assist the researcher in analyzing the organizational, curricular, and co-curricular practices of the native speaker/heritage

language program at ICP. The interviews included open-ended questions, which allowed for an ongoing process that involved continual reflection on the part of the researcher about the data collected (Creswell, 2009). In this way, the analysis was grounded in the information gathered from the data. The interview questions inquired about the relationships established in the classroom and in social situations among students, faculty, and parents or caregivers. Furthermore, the questions also attempted to tell a story of the organizational model, which was driving the school's selection process for entry into the honors program. The researcher wanted to see if the practices were grounded in academic assimilation practices or considerations for the needs of heritage language learners.

In terms of organizational practices, the interview questions focused on three areas, including teacher background and preparation, school educational philosophy, and the process for enrollment in the heritage language/native speaker track at ICP. In the teacher interviews (Appendix A), the instructor educational and teaching experience were discussed in questions 1 (Do you have a degree in Spanish? What is the level of your degree?), 2 (How long have you been teaching?), 3 (How long have you been teaching high school?), 4 (How long have you been teaching Spanish?), 16 (What qualities does a native speaker teacher need?), and 17 (What qualities does an honors teacher need?). The school's educational philosophy and service to an ever-increasing Latino population was analyzed by looking at teacher interview question nine (Appendix A) and administration interview questions 1 (What is the educational philosophy of the school?), 2 (Tell me about the community this school serves.), 3 (What are the Latino demographics at this

school?), and 4 (Could you discuss the reasons for the increase in Latino student demographics at this school in recent years?) (Appendix D). Finally, one of the primary areas in the organizational practices of the school's language program involved student placement. The process for selection of students for the native speaker track was considered in questions 5 (Could you tell me about the Spanish program at this school?), 8 (What is the process for student enrollment in the native speaker track?), and 9 (What linguistic competencies are evaluated in the selection process?) from the administration interview (Appendix D).

In terms of curricular practices, the interview questions focused on four areas, including bilingualism and biculturalism; identification of native speaker/honors students; classroom interactions; and the goals of the program. In the teacher interviews (Appendix A), the bilingual and bicultural characteristics of students were considered in questions 5 (How do you define bilingual?) and 6 (How do you define bicultural?). The definitions of native speaker, heritage language learner, and honors student were discussed in the teacher interview questions 10 (Define the term "native speaker" or "heritage language learner"), 11 (Define the term "honor student"), and 12 (What is a "native speaker" and "honor student"?) (Appendix A), and they were also asked in the administration interview questions six (Define the term "native speaker" or "heritage language learner") and seven (Define the term "honor student") (see Appendix D).

The classroom interactions were analyzed in the teacher questions 7 (What are the cultural components you teach in your class?), 8 (What do you think are the assets of being bilingual?), 13 (In a language class, what type of dynamic and/or interaction do you

hope to foster between teacher and student?), 14 (In a language class, what type of dynamic and/or interaction do hope to foster between student and student?), 15 (How do you think students see native speaker classes-native speaker or honors class?), and 18 (Do you have students interview Spanish-speaking relatives?) (see Appendix A). Questions 12 (In a language class, what type of dynamic and/or interaction do you hope we foster between teacher and student?) and 13 (In a language class, what type of dynamic and/or interaction do you hope we foster between student and student?) asked about classroom interaction in the administration interview (see Appendix D). Finally, the goals of the Spanish program were evaluated in the administration interview (see Appendix D) in questions 10 (What are the curricular goals of the honors native speaker track in Spanish?) and 11 (What are the linguistic goals of the native speaker program?).

In terms of the co-curricular practices, the interview questions focused on use of the language outside the classroom, travel immersion programs, and community service programs that allow for use of the language. The teacher interview (Appendix A) offered questions 19 (What language do you use to communicate with students outside the classroom?), 20 (What relationship do you see between travel and language learning?) and 21 (Would you participate in a travel program to Latin America? Why?) in order to obtain this data. The administration interview (Appendix D) considered this topic through question 15 (What relationship do you see between travel and language learning?). The qualitative focus involved interviews and observations of the administration and the Spanish teachers. The questions involved inquiries about ICP's

placement practices, organization of students, curricular goals, and understanding of terminology.

The OPAL (Lavadenz & Armas, 2009) was an important protocol piece for triangulation of interview and classroom qualitative observation data. The OPAL domain of connections indicated areas for teachers to help students connect students' experiences with the curriculum. Specifically, domain 2.1 (Relates instructional concepts to social conditions in the students' community) and domain 2.3 (Builds on students' life experiences and interests to make the content relevant and meaningful to them) focused on bicultural experiences in a manner that mirrored the interview questions. The OPAL domain of interactions also indicated areas for teachers to vary instructional practices in order to increase student engagement with the subject matter. Specifically, domain 4.2 (Makes decisions about modifying procedures and rules to support student learning) and domain 4.4 (Uses flexible groupings to promote positive interactions and accommodations for individual and group learning needs) focused on the importance of adaptive practices in order to place students in courses that could maximize their ability to comprehend, participate, and succeed at a bilingual level.

The interview process was organized in order to help the participants schedule their time frame and minimize the potential for interruption during the meeting. The researcher prepared for each interview by having the questions printed, the voice recorder set for the duration of the discussion, and the researcher sat across from each participant in order to gauge facial expressions and possible reactions to the questions. The participants were asked if a voice recorder was acceptable and each one answered

affirmatively. The interviewer also indicated that the participants could ask questions for clarification at any time. In addition, the participants were told that they could refuse to answer any question at any time.

Observations.

The classroom observations for this study were conducted using the OPAL observation protocol (Lavadenz & Armas, 2009). This tool was selected because of its emphasis on measuring classroom practices, teacher-student interactions, and its focus on how teachers engage students in linguistic practices (Lavadenz & Armas, 2010). The theoretical frameworks that formed the foundation for the OPAL were language socialization and sociocultural theories. Thus it was a tool that aligned with this study and its theoretical framework of language socialization and culturally responsive educator. The classroom practices in the OPAL were measured in four areas: rigorous and relevant curriculum, connections, comprehensibility, and interactions (Lavadenz & Armas, 2009).

The OPAL allowed for a mixed-methodology approach to data collection of classroom observation information. The observer collected data quantitatively on a 6-point scale. From a qualitative standpoint, the data was coded in terms of the four areas of rigorous and relevant curriculum, connections, comprehensibility, and interactions (Lavadenz & Armas, 2009). In this study, four teachers were observed in the honors native speaker program. The courses were Honors Spanish I, Honors Spanish II, Honors Spanish III, and Advanced Placement Spanish Literature. Three classes were observed per level in Honors Spanish I, Honors Spanish III and Advanced Placement Spanish IV

Literature. In Honors Spanish II, the researcher observed two classes; thus a total of 11 classroom visits were conducted. Each class visit lasted between 35 and 45 minutes.

In the OPAL model, the researcher observed classroom practices from the standpoint of problem solving skills, critical thinking, thematic organization of topics for greater student understanding, and the ability to relate the instructional material to the students' social realities (Appendix C). The four domains of the OPAL were considered and empirical data was collected for each area: rigorous and relevant curriculum, interactions, comprehensibility, and connections (Lavadenz & Armas, 2009).

Quantitative

Survey.

The quantitative portion of this study was conducted via an online survey using Qualtrics. The surveys were written and given to the students during one school day via a link to a webpage. The four teachers brought their classes to the school's computer lab. The students were given a brief introduction to the research project, which included the following information: an overview of the research questions for this study, an overview of the mixed-methods approach for this study, and the role of the survey in this study. The students were also given introductory remarks to inform them of the consent form, the types of questions on the survey, and the anonymous nature of the survey.

The quantitative research methodology was conducted in a survey (Appendix B) of the 76 students enrolled in the honors native speaker program at ICP. The survey inquired about student experience in a heritage language class, home language use, and instructional practices. From an organizational perspective, the survey was structured by

categories that mirrored the OPAL domains of rigorous and relevant curriculum, connections, interactions, and comprehensibility. The survey was given to the four native speaker classes in a computer lab under the direction of the researcher and the laboratory technician. The students were given laptops in order to access the Qualtrics survey. The students read a consent form (Appendix E) in which they were given the opportunity to respond affirmatively in terms of participation in the survey. There were 76 students who attended the lab sessions, and 75 students agreed to participate. Prior to the surveys and classroom observations, the students were given consent forms (Appendix E), which were reviewed and signed by the students and their parent(s).

The introductory and contextual sections of the survey inquired about high school year of study, level of Spanish course, background experience in the language, and language ability. The first set of questions were multiple choice responses, while the context section used a Likert scale ranging from *Strongly Disagree* (1), *Disagree* (2), *No Opinion* (3), *Agree* (4) to *Strongly Agree* (5) in order to measure descriptive statistics. The section on rigorous and relevant curriculum used a similar Likert scale for descriptive statistical analysis and measured student perceptions of their classroom language experience. The section on Connections used a Likert scale ranging from *Never* (1), *Rarely* (2), *Sometimes* (3), *Often* (4), *and Always* (5) to measure frequency. This frequency analysis was also applicable to the sections on interactions, which measured teacher-student interactions in the classroom, and comprehensibility, which measured student perspectives regarding instructional practices. A final section on connections was also used to gain a perspective on student perceptions of their use of Spanish in co-

curricular situations, such as employment, community service, immersion programs, and places of worship. This was also measured using a Likert Scale ranging from *Never* (1), *Rarely* (2), *Sometimes* (3), *Often* (4), *and Always* (5) to study frequency data. However, for this last section, a final category, *Not Applicable* (6), was used in order to allow a response from those students without experiences in these areas (Appendix B). Finally, as part of the procedures, each group was read the following script before taking the quantitative survey:

> You have been specifically selected to be part of this experimental survey. It is not a test and you will not be identified as it is completely anonymous—do not write your name anywhere on the survey. You are asked to take your time in answering each question and most importantly, please be completely honest with each question...The more truthful you are the better. Should you be confused on any item, please inquire for clarification. You may begin now (see Appendix B).

Observations.

Each area of the OPAL (Lavadenz & Armas, 2009) was coded based on a rating system 1-6 in which 1-2 was *low*, 3-4 was *medium*, and 5-6 was *high*. There was also a selection, *NO*, which referred to data that was "not observable (Appendix C) (Lavadenz & Armas, 2009). The curricular analysis of the observations used this coding system to observe student engagement, access to materials, organization of knowledge into instructional themes, and opportunities for students to transfer knowledge to the target language. The OPAL allowed for analysis of how teachers used concepts that were identifiable in the students' social conditions, which included linguistic and cultural

exchanges. Comprehension was analyzed through instructional practices such as scaffolding and classroom material presentation (Lavadenz & Armas, 2009). Finally, interactions were analyzed in the classroom by coding how teachers encouraged student autonomy, modified the lesson to support student learning, and communicated in the target language (Appendix C).

Piloting of the Instruments

When the Loyola Marymount University Institutional Review Board approved the project, it was pilot tested among a group of ICP alumni who were enrolled in the heritage language Spanish program in the last twenty years. These participants were members of the Latino Alumni Society (LAS) of ICP. The researcher was also a member of this organization; thus it was a group that was available to participate and assist in the pilot testing of the instrumentation. The researcher contacted 10 members of the LAS in order to send them the surveys, perform the interviews, and gather data about their recollections about the study of Spanish at the school. It was hoped that the data collected would inform the researcher about the potential success of the research design and indicate any modifications that needed to be done. The researcher was able to collect responses from 7 out of the 10 participants in the pilot test. There were no significant concerns or difficulties with the comprehensibility of the instrument. The final piece of the data collection protocol to be finalized was the survey. The questionnaire was organized on Qualtrics and the researcher pilot tested it by asking a university professor to volunteer as a participant. This step produced no significant difficulties with comprehension or completion of the survey.

Internal and External Validity

One of the limitations in this study was the relatively small participant pool due to the one school sampled and the fact that one program, honors heritage language Spanish, formed the foundation for the research. The question of how well these findings would be applicable to the greater population was a threat to the validity of the study. The mixed-methods design of this study strengthened its internal validity by giving varied forums for the three contingencies, administration, teachers, and students, involved in this study. Furthermore, by allowing for pilot testing of the instrument with the alumni of ICP who had been enrolled in the native speaker program, the researcher was able to obtain baseline measures prior to the actual start of the research phase in the native speaker program (Gay, Mills, & Airasian, 2009). There was also the issue of a small portion of the overall faculty and staff population at the school being interviewed and/or observed. This could have potentially presented an issue with the external validity of the study. However, even though the number of instructors and staff members participating was relatively small, the interviews allowed for in depth responses dealing with organizational structure, instruction practices, beliefs, and perceptions, and co-curricular considerations.

The primary issue with the external validity of the study involved the generalizability of the results given the small number of participants. As Gay et al. (2009) noted a "criticism of single-subject research studies is that they suffer from low external validity; in other words, results cannot be generalized to a population of interest" (p. 280). While this is worthy of recognition, this study did focus on one specific school

and one specific population of educators and the program practices that influenced the classroom interaction, teaching techniques, and organizational decisions that were conducted as part of the native speaker program. As such, the results informed the teaching of heritage language students in Spanish in a secondary education private institution. From this perspective, the goals of the research study were clear in terms of the population addressed.

Data Analysis: Qualitative

The data generated by participant observation included observation notes, survey data, interviews, placement testing results, and handbooks. The data was gathered and were analyzed in the manner described by Creswell (2009) in terms of the open-ended nature of participant research methods. The qualitative data revealed themes, perspectives, and common threads among the participants. A study of student attrition from the first year of the native speaker honors track through the fourth year Advanced Placement course allowed for an evaluation of the effectiveness of the current practices (Appendix F). The quantitative data gave insight into classroom and co-curricular practices in the use of Spanish.

The triangulation of this study framed the analysis of the data collected during research. The school's archives provided information on test scores, Advanced Placement results, honors placement testing results, the current course outlines, and goals for the native speaker courses. The qualitative methodology involved coding of data from interviews and classroom observations. Finally, student and faculty questionnaires framed the quantitative analysis of the study. The data provided a thorough snapshot of

the current state of the heritage language/native speaker courses at this school. The data collected allowed for the community members (students, teachers, and administrators) to tell a story that was interpreted through the lens of linguistic socialization and culturally responsive educator considerations.

The assumption that rigorous methods can be used to discover approximations of social reality that are empirically represented in carefully collected data (Hatch, 2002) formed the basis of the grounded theory approach. That is, the data collection allowed for an interpretation by the researcher that linked the actions of the participants with the social realities that influenced those actions (Gay et al., 2009). Thus, the research was grounded in the reality of the student experience in the native speaker Spanish program, service and immersion programs at this school, and their experiences outside of school. In some cases, respondents discussed aspects of their racial/ethnic or cultural identity, bouts with racism, and experiences of immigration and settlement, making the analysis of such phenomenon more accessible (Gunaratnam, 2003). Therefore, the three research question topics of organizational, curricular, and co-curricular practices were addressed through the qualitative and quantitative data collection methods.

Analysis of Classroom Observation Data

The protocol focused the classroom observation on the components of empowering pedagogy. Specifically, the data was collected and categorized based on the evidence of effective teaching that engaged students and made the curriculum relevant with connections to the students' lives and histories. When considering this context, funds of knowledge (González et al., 2005b) methodology was a foundational component

of the data analysis in this dissertation. Thus, teachers may have been able to shift from "a 'deficit view' of 'linguistically and culturally diverse' students, to a positive view that considers the wealth of household knowledge that is too often overlooked" (Messing, 1995, p. 185).

The OPAL for classroom observations allowed for analysis of student engagement in higher levels of critical thinking and resources for learning:

> Content refers to a variety of age and proficiency appropriate activities, topics, and analytical lessons. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity from stage to stage. (Zaslow et al., 2009, p. 3)

Moreover, the OPAL (Lavadenz & Armas, 2009) facilitated evaluation in terms of the funds of knowledge curricular model by focusing on the use of techniques that take into account student strengths and use of the target language. The OPAL (Lavadenz & Armas, 2009) also allowed for observations in which the researcher looked for connections between the lesson and the students' experiences with Spanish inside and outside the classroom.

Analysis of Teacher and Administrator Interviews

The interviews were coded for connections with the literature themes of Catholic social justice teaching, program practices, instructional practices, and the experiences of Latino students in heritage language instruction. Specifically, the interviews were analyzed through the lens of grounded theory in which the organizational models, the curricular experiences, and co-curricular practices were evaluated from the standpoint of

bilingual and bicultural goals for the students. The interviews were open-ended and dealt with topics such as bilingualism, biculturalism, and the use of the home language in school, at home, and in social settings. Moreover, the questions delved into the area of relationships in the native speaker classes. The observations were organized by what was observed, the curricular practices demonstrated, and the connections made between the curriculum and the students.

The formal interviews of faculty and administrators inquired about the terms native speaker, heritage language learner, and honors student. The questioning developed the relationship between native speaker study, heritage language learning student, and teacher interactions, along with the bilingual and bicultural goals of a native speaker/heritage language program. Grounded theory assisted in the open coding of the data collected in the interviews. Open coding, as a process for breaking down data, organizing it into units, and applying meaning to them (Goulding, 1999), allowed the researcher to work from the patterns that developed during the data collection process.

Summary

The work of this project involved analyzing the interview data and establishing generalizations, patterns, and descriptions on the organizational practices, curricular pedagogy, and co-curricular interactions in a secondary school native speaker Spanish program. The researcher used grounded theory to help understand the experiences, voices, and issues relevant to three particular groups, including administrators, instructors, and students. In the case of this study, the primary groups were those involved in the Honors Native Speaker program of study at ICP. Given the increasing

percentage of Latino students at the school, the racial and ethnic diversity at the school has increased as well (Appendix G). Green et al. (2007) noted that with the increase in racial and ethnic diversity in certain communities, social issues such as economic inequality, racism, and immigration pressures would emerge to a greater degree. Grounded theory research may play an important role in creating new theories that integrate ethnic and racial diversity in analyzing human interaction.

Data Analysis: Quantitative

The quantitative analysis in this dissertation was evaluated with inferential (ANOVA) and descriptive (frequency) statistics. That is, the researcher made a determination as to the likelihood that the results obtained from a sample would yield the same results that would have been obtained from the entire population (Gay et al., 2009). The questionnaire in this study (Appendix B) focused on background questions dealing with language and culture, along with inquiries about the Spanish classroom experience. A second area of focus was proficiency, especially in terms of target language use by students and classroom instruction in Spanish. A third set of questions dealt with cultural considerations that took into account instruction on history, geography, and culture. The survey was further organized into the domains of the OPAL: rigorous and relevant curriculum, connections, comprehensibility, and interactions (Lavadenz & Armas, 2009).

Analysis of Data Using Inferential Statistics

An inferential statistical analysis allowed for a sampling group that was relatively close to the population as a whole. In this study, the student population was composed of heritage language speakers in a high school setting that reflected the Spanish-speaking

population of the urban center in which the school was located. The likelihood that a sample population for a study would be exactly identical to its population was unlikely. Even "when random samples are used, we cannot expect that the sample characteristics will be exactly the same as those of the population" (Gay et al., 2009, p. 326). An analysis of variance was the chosen method of statistical analysis of the data. A one-way "analysis of variance (ANOVA) is a parametric test of significance used to determine whether scores from two or more groups are significantly different at a selected probability level" (Gay et al., 2009, p. 341). Given that this study analyzed the experiences and perspectives of high school freshmen, sophomores, juniors, seniors, and instructors, it was important to offer a group comparison for analysis. An ANOVA offered an effective way to do this analysis. An *F* ratio was computed using SPSS. This ratio ensured that group differences were not just due to sample errors, but were due to actual statistical differences among the groups (Gay et al., 2009). In terms of the student questionnaires, the researcher analyzed the *F* ratio in the following comparisons: student level of fluency-class year and student level of fluency-instructor assigned.

The OPAL gave the researcher an opportunity to quantitatively analyze the data in two areas. First, the evaluation components, 1.1 (engages students in problem solving, critical thinking and other activities that make subject matter meaningful), 1.2 (facilitates student and teacher access to materials, technology, and resources to promote learning), 1.3 (organizes curriculum and teaching to support students' understanding of instructional themes or topics), 1.4 (establishes high expectations for learning that build on students' linguistic and academic strengths and needs), 1.5 (provides access to content

and materials in students' primary language), and 1.6 (provides opportunities for students to transfer skills between their primary language and target language), specifically addressed the second research question in the areas of instructional and classroom practices, that is, critical student thought, teacher/student access to resources, curricular practices, expectations, and the opportunities for students to transfer skills from primary to target language (Lavadenz & Armas, 2009). The third research question dealt with heritage language opportunity and use beyond the classroom; thus areas 2.1 (relates instructional concepts to social conditions in the students' community), 2.2 (helps students make connections between subject matter concepts and previous learning), and 2.3 (builds on students' life experiences and interests to make the content relevant and meaningful to them) of the OPAL gave the researcher a tool to measure the extent to which teacher practices engaged students beyond the classroom instruction (Lavadenz & Armas, 2009).

The OPAL classroom observation instrument also allowed for a quantitative analysis of the curriculum in terms of classroom practices and the connections made between classroom practices and external practices for students. A rating scale between 1 and 6 was used to observe teacher practices, interactions, and sociocultural contexts (Appendix C) (Lavadenz & Armas, 2009). The ratings for each sub-section of the OPAL's four domains were added and an average rating between 1 (*low rating*) and 6 (*high rating*) in each area of classroom observation data was calculated.

Analysis of Data Using Descriptive Statistics

The frequency measured the amount of times students responded to a particular prompt (Gay et al., 2009). By analyzing a series of questions that asked students about Spanish usage in the classroom and in social situations, the survey allowed the researcher to answer the second and third questions of this study. Hence, the researcher gauged student perceptions about how frequently they used the language in social and academic settings. Furthermore, the design of the study attempted to gauge the perceived extent of co-curricular opportunities for use of Spanish, such as service and immersion placements, available through the ICP experience. Specifically, the student questionnaire sections on connections, interactions, and comprehensibility were designed to deal with frequency. Four primary areas were evaluated using frequency, including speaking Spanish, classroom interactions, classroom teacher instructional strategies that employed the target language, and the number of opportunities for using Spanish in immersion and service programs.

Summary

This study attempted to triangulate the quantitative data in order to analyze the contextual framework of the Spanish program at ICP by questioning students in a survey format and visiting classes with a linguistically based observation protocol. Proficiency in communication skills and cultural knowledge formed the foundation of the inquiries presented in the surveys. This student voice was instrumental in framing the overall perceptions of the program on the part of the clientele served by the school. Finally, the

structures and settings of the program were evaluated through the surveys and observations.

Merging the Data with the Social Justice Component

ICP was a Catholic school with foundations in faith-based and mission-based initiatives in social justice. The interview questions referred to issues of culture and identity; thus the dignity of the human person was paramount in considering the additive nature of bilingual and bicultural education, especially in that the person's background was identified and appreciated by the instructor and the organization. The quantitative questions continued this focus on social justice by inquiring about the student's home experience and the rights of students to register for native speaker programs.

The potential exists for a strong impact of teachers beyond curriculum goals and standards. Certainly, teachers need to focus on these curricular areas, but ultimately, the teachers that bond with students meet with them outside the classroom and they also go beyond lesson plans to deal with students as human beings. This occurs due to the relationship between leader and follower in the transformational sense. This reflects the works of Jesus and social justice in the work of schools and teachers of Catholic schools. Jesus was a servant for all people in His ministry. Martin (1996) wrote that Jesus "always treated them [the people] with dignity and respect. The hero of the good Samaritan story turns out to be a member of the ethnic group most despised by the dominant majority" (p. 32). Cultural diversity means accepting all realities and that there are no commonly held values; thus in a school with a changing demographic, this diversity would be a valued and celebrated social reality. The standard should be based

on terms of Catholic values such as equity and justice, rather than assimilation (Martin, 1996). Jesus met people where they were and he challenged them to accept their realities and to see what following Him would do for their lives. Martin (1996) stated, "He challenged them every step of the way: to think more reflectively and live lives that modeled justice and compassion. He never did so by coercion. His method was attraction and invitation" (p. 32). This perspective contextualized the research questions to a Catholic school.

Limitations

While the organizational structure and curricular practices yielded an informative research study, the generalizability of the results was an issue and a limitation. The inability to generalize the findings was due primarily to the single-sex population of the school and the limited population numbers in terms of teachers, administrators, and students. The reality is that the honors Spanish program for native speakers at the school involved four instructors in a language department that included seven teachers, so the practices did not involve all the instructors. These teachers were not necessarily representative of every heritage language Spanish teacher in the field of secondary education. A delimitation of this study was the limited representation of a wider population group. The same can be said of the organizational structure in that there was a clear delineation between job responsibilities with minimal administrative intrusion other than the establishment of the goals for the program.

The standardized measure of the quantitative portion allowed for the results to be minimally affected by changes in the instrument once the study began. As a result, this

consistency represented a positive aspect of the study. However, there were two threats to the internal validity of this study. The number of teachers and administrators was a relatively small number in relation to the school as a whole. Second, the best-case scenario of random selection was not available as the study specifically targeted honors native speaker classes at ICP, which involved 4 administrators, 6 teachers, and 76 students in a school of approximately 1,210 males.

A further limitation was the somewhat limited population available for selection. The students were all males in a private Catholic school where the students are high achieving and course standards are college preparatory in nature. Thus, the population and the given educational setting were not representative of the overall educational experience for most students. In order to strengthen the validity of the study, the surveys were given to a group of ICP alumni. The faculty member and the administrator at this school were contacted on a previous occasion and had participated in a previous study with the researcher. This pilot study assisted the researcher in refining the questions and evaluating the initial data collected. If there was potential confusion regarding the questions, this was minimized by running a pilot study.

The researcher entered this study with the belief that there was a disconnect between the stated mission of educating heritage language students to be bilingual and bicultural in Spanish and the reality of the program outcomes. The reality was that the program has been primarily focused on achieving success in an Advanced Placement track. Thus the test results after Advanced Placement Spanish Language and Literature examinations had become the primary evaluation tool for the success of the program.

The researcher noted that there was a need for placement and testing in order to determine the ability of students to enter a heritage language program; however, the fundamental practices once students entered the program needed to continue to foster the development of bilingual and bicultural students. Lacorte and Canabal (2005) noted that Latino students "may need to go through some kind of placement test or interview, especially if they have low level of proficiency in Spanish" (p. 83). Villegas and Lucas (2002) stipulated that the needs of students in the academic setting are changing constantly; thus "teaching does not lend itself to the application of a prescription for effective teaching" (p. xviii). The idea that students are similar in level of comprehension and ability is not conducive to achievement in the area of language acquisition. At ICP, the placement testing procedures were established to allow for students to use their previous knowledge in Spanish for proper placement in the language curriculum.

The other limitations in this mixed-methods approach dealt with time and volume of information. Creswell (2009) noted that this type of research design requires a great deal of time on behalf of the researcher to gather and analyze the data thoroughly. In reality, the study required two analyses of the data, quantitative and qualitative. In terms of the volume of information collected, Creswell (2009) argued that the amount of information gathered could result in discrepancies while comparing results; thus numerous reviews of the data and the pertinent literature will mostly likely be necessary in the future.

Conclusion

In conclusion, this study analyzed the data in three stages in order to answer the three research questions. The first level involved looking at the organizational structure of the school's Honors Native Speaker Spanish program. This data was analyzed qualitatively through interviews and classroom observation. The second stage involved analyzing classroom lessons and practices, which were coded qualitatively through observations and interviews. Also, this stage involved quantitative student surveys that looked at student level of proficiency, classroom learning, co-curricular use of the language, and class year. Finally, the third stage involved the third question. In order to evaluate the Honors Native Speaker program at this school in areas beyond the classroom lessons, a mixed-methods approach was used that included student surveys involving questions about Spanish use outside the classroom and qualitative data coded through interviews that addressed practices outside the instruction periods. The end result was to offer a thematic qualitative analysis of the organizational, curricular, and co-curricular practices, while offering an inferential and descriptive statistical analysis of the classroom practices and social realities of the Honors Native Speaker Spanish program at ICP.

CHAPTER IV

SUMMARY OF DATA COLLECTED AND ANALYZED

The Honors Native Speaker in Spanish at ICP has historically developed students who succeed in the realm of Advanced Placement examinations. As the data on test scores has indicated, the students in Advanced Placement Spanish Language and Advanced Placement Spanish Literature have received passing scores in the 93% and 89% ranges respectively in the last 15 years (College Board Advanced Placement Reports, 1995-2010). However, testing is only one aspect in determining the level of success this honors native speaker program has attained in meeting its educational goals. This study was designed to identify the organizational, curricular, and co-curricular practices inherent in this program at an all-male Catholic secondary school. The focus was on student perceptions, faculty and administrator philosophies, and classroom practices. This mixed-methods study was conducted by triangulating data, and the research questions were addressed by gathering information in teacher interviews (Appendix A), administrator interviews (Appendix D), student surveys (Appendix B), classroom observations (Appendix C), department document and handbook review, testing data, and placement data. Figure 3 provides an illustration of the triangulation of data.

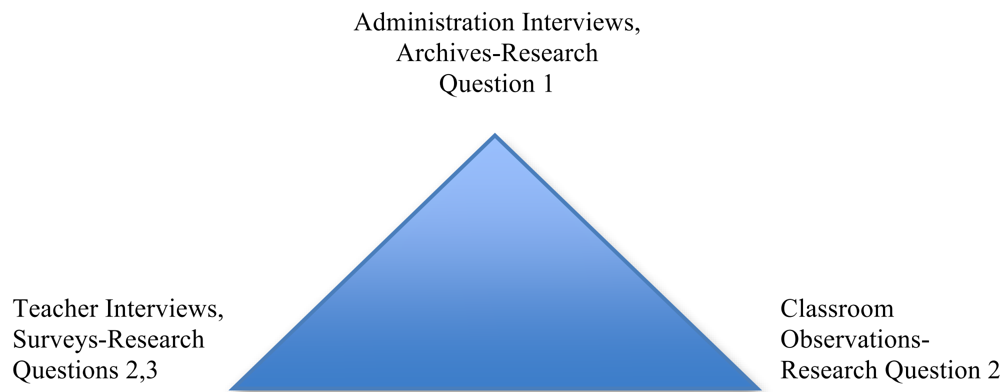

*Figure 3.*Triangulation of data in relation to the research questions. This study included data gathered through interviews, archives, observations, and surveys.

The data collected in this study pointed to four themes that developed from the interviews, surveys, and classroom visits. Among the major issues raised, the themes focused on organizational, cultural, academic, and linguistic points. The themes discussed in this chapter and supported by the data are class discrimination views by the dominant culture, racism inherent in Eurocentric cultural practices evident in deficit-model thinking, internalization by students of subtractive schooling, and the struggle for power in a changing demographic setting. In this study, the demographic setting was presented on a limited level, an inner-city Catholic school. However, the overall results may be applicable to the greater national setting of racial, linguistic, and social interactions in the United States.

Research Questions

By analyzing the survey, interview, observation, and archive data, this study proposed to answer the following research questions:

1. What are the organizational and instructional practices with Spanish heritage language learners in an inner city all male Catholic high school?
2. To what extent do heritage language speakers become bilingual and bicultural in an honors level bilingual Spanish program through classroom lessons in the target language?
3. To what extent is the native speaker Spanish program at this school attaining the goal of bilingualism and biculturalism in terms of student interaction in the heritage language through travel immersion programs and service project interaction?

Answering the Research Questions

The three research questions in this study dealt with the organizational, curricular, and co-curricular practices at ICP and asked to what extent these practices have achieved the goal of bilingualism and biculturalism. The questions were driven by the curriculum at ICP, where the students were tracked due to their initial proficiency in the heritage language. As the program became further infiltrated by the dominant cultural practices of language and academic goals, the challenge to bilingualism and biculturalism was part of the organizational, curricular, and co-curricular practices.

The enrollment in the native speaker program at Ignatius College Preparatory was as follows: 17 students in Honors Spanish I, 24 students in Honors Spanish II, 21 students in Honors Spanish III, and 16 students in Advanced Placement Spanish IV Literature (Student surveys, November, 2010). The curriculum focused on preparing students to excel at an honors level and to ultimately succeed on the Advanced Placement

examination in Spanish language at the end of the third year and Spanish literature in the fourth year. In order to analyze the curricular practices of the native speaker program at ICP, teacher interviews, classroom observations, and student surveys were used to gather data.

These questions were addressed by collecting evidence to identify the program practices at ICP to determine to what extent the native speaker/heritage language Spanish program went beyond academic assimilation goals and challenged students to become bilingual and bicultural. Moreover, the questions were developed with a greater goal of looking at the impact of this program on its students. In looking at this issue of identity in a heritage language program, the research pointed to understanding developmental tasks and engagement of students at varied levels of critical thought. Indeed, Coomes and DeBard (2004) wrote that personality types influence how students develop and it is important to emphasize the individual in studies.

In Chapter II, the literature pointed to an important organizational practice in the teaching of native speaker students or heritage language learners. There has been a bond that has developed between students and teachers that goes beyond the curriculum and this impacts student identity as students connect with teachers. Bollin (2007) stipulated that successful teachers of Latino students demonstrated cultural sensitivity, an understanding of second language acquisition, and a nurturing commitment to the self worth of students. The identity of students as bicultural individuals has been further nurtured through the relationship between teachers and students of similar backgrounds.

Peyton (2008) wrote that personal identity and pride develop from heritage language instruction through linguistic and cultural study.

Summary of the Findings

Study Site

ICP was an all-male Catholic school located in an urban setting. The school was a private institution run by a religious order and it enrolled approximately 1,250. Graduates have typically matriculated to institutions of higher education, with recent data indicating that students go to four-year colleges at a 96% rate. The school has served an economically diverse population that has traveled from various parts of Southern California to attend high school. Recent data has also indicated that 135 elementary schools, private and public, were represented in the student body at the time of the study. The curricular program has consistently been college preparatory in terms of its requirements, with eight semesters each of English and Social Science, six semesters each of Mathematics, Foreign Language, and Theology, four semesters of Science, and one semester each of Physical Education, Health, and Fine Arts. The school has offered a diverse co-curricular program in athletics and activities, while the community service program has required a commitment of 135 hours during the four years of high school.

Participants

The interviews (Appendix A) for this study involved six members of the Spanish faculty at ICP and four members of the school's administration. In terms of nationalities, four members of the faculty interviewed were Latinos or Hispanic, while the remaining six members of the faculty and administration interviewed were Caucasian.

The student sample in this study included 75 participants in the Honors Spanish I, Honors Spanish II, Honors Spanish III, and Advanced Placement Spanish Literature courses at ICP. The participants were given consent forms (Appendix E), which the students and their parents completed. The student survey (Appendix B) was given to the participants online using Qualtrics. There were 76 students who arrived to take the survey and one potential participant did not respond affirmatively to the online consent form; thus the student did not offer his perspectives for this study. The participants included 19 freshmen (25%), 21 sophomores (28%), 19 juniors (25%), and 16 seniors (22%). In terms of enrollment in the year's Spanish courses, there were 18 in Honors Spanish I (24%), 23 in Honors Spanish II (31%), 19 in Honors Spanish III (25%), and 15 in Advanced Placement Spanish Literature (20%) (Student surveys, November, 2010).

The students were asked to participate in the quantitative portion of this study using a survey on Qualtrics. The surveys were given to the students during one school day when the four teachers brought their classes to the school's computer lab. The students were then given a brief introduction to the research project, which included introductory remarks to inform students of the consent form, the types of questions on the survey, and the anonymous nature of the survey. The portion of the student survey for the community service and language use did not involve all 75 participants as one of the possible responses was "Not Applicable" because some participants had not completed community service projects or had not been employed at the time of the survey. In the area of co-curricular practices, the student surveys offered information about student self-perceptions regarding language use in service, employment, and church venues. The data

were analyzed with frequency statistical analysis. In terms of frequency, a Likert Scale was used with scoring between 1 and 5.

Student Nationalities

In terms of nationalities, the students indicated their family backgrounds as part of the survey process. The data were divided into two categories: students who identified with a single nationality (Table 6) and those who identified with multiple nationalities (Table 7).

Table 6. *Number of Students who Identify with a Single Nationality*

Nationalities	Number of Students
Mexico	27
El Salvador	8
Guatemala	3
Peru	3
Dominican Republic	1
Spain	1
Cuba	1
Venezuela	1
United States	1

Note. Adapted from the student surveys given in November, 2010.

Table 7. *Number of Students who Identify with Multiple Nationalities*

Nationalities	Number of Students
Mexico/United States	5
Mexico/El Salvador	4
Mexico/Puerto Rico	2
Guatemala/El Salvador	2
Mexico/Spain	2
Ecuador/El Salvador	1
Mexico/Cuba	1
Mexico/Costa Rica	1
Spain/Nicaragua	1
Mexico/Guatemala	1
Guatemala/Costa Rica	1
Mexico/Colombia	1
Colombia/Brazil	1
Guatemala/United States	1
Cuba/Italy	1
Panama/Mexico	1
Spain/Viet Nam	1
Mexico/France/Spain	2
Peru/Germany/Sweden	1
Italy/Argentina/Bolivia	1
Mexico/Guatemala/Spain	1
Mexico/El Salvador/Guatemala	1

Note. Adapted from the student surveys given in November, 2010.

This data presented in Tables 6 and 7 point to a great deal of student diversity in the Honors Native Speaker Spanish program at ICP. There were 46 students who identified with one nationality and of those, only 1, the United States, was a non Hispanic/Latin American country. There were 33 students who identified with multiple nationalities and most were Hispanic/Latin American countries.

This diversity among student nationalities was another factor in the demographic realities at ICP. Colombi and Roca (2003) wrote that language instructors need to account for "attitudinal and sociohistorical factors affecting students in the environment in which we teach" (p. 4). As a result, the organizational considerations need to take into

account the fact that the linguistic, cultural, and personal experiences of the students in the heritage language program are more diverse than just ethnic identification. That is, the 25% of Latinos at the school further represented numerous nationalities. Colombi and Roca (2003) asserted that "teaching Spanish in Los Angeles can and will vary widely from the experience of teaching it in Miami" (p. 4). As a matter of consideration, the objectives in the heritage language program were similar for all students, but the attitudes of the community in question, various Spanish-speaking background students, may have been very different based on their cultural backgrounds. Colombi and Roca (2003) elaborated on this diversity saying, "The majority of Spanish speakers in California are of Mexican background and have a very different history from, say, today's Puerto Ricans and Dominicans in New York and Cubans and Colombians in Miami (p. 5).

In Chapter II, the literature review discussed studies that focused on a larger demographic representation in a particular area of the country, where the problems of Latino students has been a fairly wide-ranging. Most studies in this area, however, have focused primarily on the two Latino groups Mexican and Puerto Rican. In the case of Quiroz (2001) for example, the author recognized an increasing Central American Latino population at the school site studied, yet his group was not part of the study, while Valenzuela (1999) studied the Mexican American experience in Texas. Brinton et al. (2008) noted that in the 2000 census, the Hispanic population in the United States demonstrated the following representations: 66% Mexican, 14% Central American, 5% Puerto Rican, and 4% Cuban. These numbers were consistent with the demographics in the heritage program at ICP as the students were of primarily of Mexican descent, yet

there was also significant representation from Central America, the Caribbean, South America, and from mixed nationalities.

Ignatius College Preparatory Student Ethnic Diversity

ICP has boasted of a diverse student body that is a reflection of the city in which it resided. The school's available 2009-2010 demographic data demonstrated a population that is 51% students of color (Latino American, Asian American, African American, and other ethnic backgrounds), while 49% of students identified themselves as Caucasian. In relation to this study, the percentage of students who identified themselves as Latino increased from 17% in 2000 to 25% in 2010. This data coincided with the general demographic trends in the United States:

> Indeed, it is estimated that 82 percent of the babies born in El Paso, Texas between 1997 and 2000 were of Hispanic origin. In San Antonio, Los Angeles, San Diego, and Miami, the percentage of Hispanic babies born during this period were 66 percent, 53 percent, 37 percent, and 33 percent, respectively. (Carreira, 2003, p. 54)

This increase in student population from a Latino background has the potential to increase the number of students who are eligible for heritage language study in Spanish from the standpoint of bilingualism and biculturalism, rather than merely an honors or Advanced Placement approach.

Context of Educating the Whole Person

If the only goal for the native speaker program at ICP was academic assimilation, in which students were prepared for success on standardized Advanced Placement

examinations, then the program may well have been serving an important purpose. However, if the goal was to go beyond academic performance and educate the whole person (mind, body, and soul), then it is the researcher's contention that program needed to review its practices. As the administration interviews emphasized on three different occasions, the educational philosophy of ICP was to educate the whole person, with an emphasis on overall growth in spirituality and academics. Three samples from the interviews emphasize these points:

> *Question*: What is the educational philosophy of the school?
>
> *Response 1*: Um, a three-pronged approach to educate the entire young man, mind, body, and spirit so to speak, so we pay particular attention to the academic program, the co-curricular program, and the spiritual program.
>
> *Response 2*: The educational philosophy of the school is grounded in, in the statement of, well, the mission of the school, ah, as well as how the Grad-at-Grad defines, ah, teaching in a Jesuit school. So, as you well know, it's not strictly a focus on academics, but rather on the overall growth, spiritual, and academic aspects of the student's life.
>
> *Response 3*: We educate the whole person. We educate, we try to translate the spiritual exercises of Saint Ignatius of Loyola into the format of education, which means, ah, Ignatius exists to give everybody who's part of this community, but especially our students, the most intense life-transforming experience of God possible. (Administration interviews, July, 2010)

Based on these responses, it is appropriate to consider the importance of educating the whole person in terms of the opportunities afforded these students to develop fully as critical thinkers and men grounded in social consciousness. In terms of this, the social capital manifested in the experiences of these young men becomes increasingly important and is related to the social justice aspect of education at a mission-based secondary school.

In Chapter II, the literature pointed to a tradition of nurturing and caring that is inherent in Catholic school education. In particular, Martin (1995) indicated that the Jesuit school tradition of rigorous academic education in a holistic approach is the foundation of educating the whole person. Likewise, the focus on justice and care is one of the major components in Catholic education. The development of bilingual and bicultural characteristics in a heritage language program fits into these traditions of educating the whole person.

Sirin et al. (2004) noted that social capital develops as students view their educational opportunities in terms of future success. That is, educational and occupational opportunities are intertwined in the mindset of students. The research has suggested that social capital "has a strong influence on the future aspirations and subsequent occupational attainment of adolescents and, in particular, urban adolescents" (Sirin et al., 2004, p. 440). However, the interviews indicated that the leadership at ICP has been geared toward an educational philosophy that goes beyond simply occupational success. There has been a higher order intrinsically motivating the educational goals of the school, which have been grounded in educating the whole person. Bryk et al. (1993)

reiterated this point by noting that Catholic schools take “seriously the ideal of advancing the common good based on a larger conception of a properly humane social order. The formation of each student as a person-in-the-community is the central educational aim of these schools” (p. 289).

Moreover, from the standpoint of grounded theory analysis, the data pointed to a changing demographic at ICP in the10 years leading up to this study, with significant growth in the Latino population. When discussing demographic changes as an instrumental point in the changing stories of the student body, Coomes and DeBard (2004) wrote that each generation’s voice “tells the story of how the personality of the generation is shaped and how that personality subsequently shapes other generations (p. 8). The identity of the changing demographic story at ICP has been one of a more diverse voice. Thus when discussing the education of the whole person, the school’s leadership has been indicating a need to have a greater understanding of how the voices of non-dominant culture have been expressed.

The literature review pointed to the importance of an inclusive curricular plan that promotes excellence and diversity in academic programs (Martin & Litton, 2004). As the data suggested, in a heritage language program, this diversity and excellence can occur through linguistic and cultural experiences that will serve as additive approaches to bilingualism and biculturalism. The resulting ambiance of caring education values the individual based on his or her human dignity.

Class Discrimination

Spanish and Employment

The teachers were asked to address their perceptions of the assets of bilingualism. Interestingly, the primary theme that emerged in their responses dealt with bilingualism in relation to work and financial considerations for the future. This practical consideration about the importance of language study suggested a reflection of how the students were perceived within the power structure of the school. While there were many reasons for language study and many assets to bilingualism that may focus on identity, intellect, communication, power, and self-determination, the stereotypical response in the data pointed to the workplace.

> *Response 1*: Depending on the two languages spoken, it is a great marketing tool. It definitely makes someone more desirable in the job market.
>
> *Response 2*: Um, you-if you have functioning in two languages, then you know, on a financial side, you could market yourself better, um, for a multitude of jobs, as opposed to maybe just narrowing yourself to one thing.
>
> *Response 3*: Well, certainly if you're out in the business world, it, uh, that is definitely—or just down in—in a job force, that's definitely an advantage. I can only give you an example of one-uh, one of my sons, uh who works for the bank, uh, Bank of America, took Spanish, but kind of, uh, never really pursued it, you know.

Response 4: Not just that, but in the workplace, um, you can—you can be a liaison between parties, um help translate. You can, um, travel much more easily. Um, there are so many advantages.

Response 5: And we know that Latino American—the Latin Americans are really hard workers. So we want them to—to do the hard work. And so their children are becoming aware of issues. And they're very bright individuals, especially—they have proof already that—that bilingual education was very successful, that the top students in the universities were bilingual.

Response 6: Uh, I would say also, uh to the—in job related, uh purposes, they're going to have they're going to be competitive completely, and they're going to be able to expand-know more people by speaking two languages. They're going to cover more, and they're going to know more, I guess. (Teacher interviews, July, 2010)

Banks (1991) discussed the empowerment of education based on its transformative qualities. From the standpoint of curriculum, empowerment means that the students develop knowledge, skills, and values needed to make decisions based on a critical perspective of their realities (Banks, 1991). Therefore, two areas for discussion pertain: the reality of financial opportunity and the importance of language in student empowerment. The opportunities for Latinos, especially those with bilingual abilities, are certainly greater given that "the professional opportunities available to bilingual Hispanics are rapidly proliferating in this country, as well as in the global market" (Carreira, 2003, p. 63). There are opportunities for heritage language learners to hone

their Spanish skills due to the increased economic opportunities available to those who speak two languages. The second area dealt with the empowerment possibilities when students have a strong voice and communicative ability. The responses suggested that there has been a lack of consideration regarding the empowerment of language and identity development. This opportunity for expression and active learning begins at an early age, and it should continue when studying Spanish at the academic level. However, there are teachers across the country who continue to focus on the analysis of grammar and emphasize language paradigms. This limited linguistic educational paradigm may limit the development of the heritage language, instead of enhancing it. Lynch (2003) stated:

> Daily class themes should not be ones like 'los participios pasados' or 'comparación de los adjetivos,' but rather ones like 'la inmigración mexicana en California' or 'movimientos feministas en Latinoamérica' or 'la raza en el Caribe.' The needs of HL learners are best and most appropriately served by discourse-level activities that are based on a particular content and the expression of experiences, feelings, opinions, or arguments, be they academic or personal, formal or informal. (p. 42).

Minority Language Study

Rather than making assimilation its focal point, study of a heritage language has the potential to "cancel out the external assimilationist effects and promote the prestige of the minority language" (Beaudrie, 2009, p. 87). Furthermore, as the research in Chapter II indicated, the assimilationist tendency is one that pervades the national consciousness:

> In the United States, in particular, the pressure toward linguistic assimilation is all the greater because the country has few other elements of which to ground a sense of national identity. Made up of people coming from many different lands, lacking the unifying symbols of crown or millennial history, the common use of American English has come to acquire a singular importance as a binding tie across such a vast territory. (Portés & Rumbaut, 2001, p. 114)

Researchers have also asserted a further danger to heritage languages, in that only speaking the heritage language at home dooms it to extinction as it loses its spontaneous and cultural uses. Indeed, Beaudrie (as cited in Fishman 1991) wrote that "even in contexts where bilingualism at the societal level is stable, individual bilingualism across generations is not . . . The bulk of research in language maintenance consistently suggests that the shift to the dominant language is frequently completed within three generations" (p. 85). Furthermore, in the United States bilingualism and biculturalism have represented critical aspects of the educational debate as the question of assimilation, while maintaining the mother tongue and traditions, has been an important part of immigrant culture. Beaudrie (2009) specified Spanish as the language that "appears to enjoy a special status due to the large and increasing size of the Spanish-speaking population and the constant immigration of Spanish speakers" (p. 86).

The demographic transformations in immigration to this country have brought a change to the traditional second language learners in the United States and its schools. Montrul (2008) wrote that language classes have recently had to accommodate an increasing number of heritage language learners. The research has discussed the fact that

many language teachers and practitioners find a level of disorientation when addressing the linguistic and cultural needs of heritage and bicultural learners (Montrul, 2008). Therefore, it is important for the organizational structure to recognize and address these realities in seeking to attain achievement for the heritage language learner. One key to ensure greater success is to consider the relationship between the teacher and the students in native speaker classes. Indeed, the teacher interview data pointed to the importance of establishing a rapport with their students based on confidence, trust, encouragement, personal attention, and a comfort level on a communicative level:

> *Question*: In a language class, what type of dynamic and/or interaction do you hope to foster between teacher and student?
>
> *Response 1*: One of trust; learning a language is challenging and requires students to try and often to fail, especially in terms of speaking and comprehension. They need to trust that the teacher will guide them in a way that they will improve and that it's okay to make mistakes but to keep trying regardless. Also important is an environment in which exploration is encouraged so that the students are learning to think at a higher level and ask the "why" and be more analytical about what they're learning; furthermore an environment where they can begin to make connections between their course subjects and see the "bigger picture" of their education as a whole.
>
> *Response 2*: Uh, I think you have to try and establish a one-on-one connection with each student, uh, so that you know—I guess, in general, but especially in

honors classes, you know how they learn, uh, so that you know how to better teach them.

Response 3: Yeah, uh, I—I—I kind of like to make it fun for them. I like to bring in humor into—into the class, you know, and things like that. I like to make it fun. Uh, I like to, uh, put—put some humor in there, you know, and, uh, I, uh—I like to share a lot of my experiences with my students, you know, 'cause I believe that, uh, that as instructors, we should be somewhat role models for them.

Response 3: Uh, well communication is ideal—in and out of the classroom. Um, respect is number one. Uh, of course respect is number one. Honor is number—you know, up there. Um, so I—from day one I—I—I—I make that clear to the guys or any student, right, that you cross that line, it—it's going to be a—you know, hard to—to dig yourself out of that hole. Now, of course, once you establish the honor and—and the respect, um, um, then we can start the dialogue, the communication. We can, um, start the—the—the—it's a warm dynamic. It's—it's a comfortable dynamic. It's—it's one in which I'm not going cut off your head if you make a mistake.

Response 4: Um, what I hope is that I communicate well—uh, uh, I—I can communicate very well with them and then they can do the same thing that they learn, but also I can learn from their—from them. Their kind of mistakes sometimes that they may do, and—and they will learn, and we can all learn together. And my interaction would be all sorts of methods, uh, from—from writing things on the board to do a Socrates method where I can really put 'em in

circles, "Let's talk sincerely about things." And sometimes I even go further with even I'll ask them about a different topic to be open and as we talk about it we—there's also going to be something that we are going to expand later on of course.

Response 5: I would say that it takes me—it takes me one month—I have like—like brief discussions about different issues. The first week, I teach them: how do we learn the psychology behind it? And that they are gifted children and gifted students that come into my class with all these gifts. Whether they're excellent in writing and excellent in memorization skills—I—I—I make sure that they understand: this is how we learn. (Teacher interviews, July, 2010)

Likewise, in the classroom observations, the interaction domain of the OPAL (Lavadenz & Armas, 2009) focused on the interpersonal relationships in the classroom. Although the teachers spoke highly of the importance of establishing an atmosphere based on communication and comfort level in the classroom, the researcher noticed that the interaction in the native speaker classes focused on what the OPAL (Lavadenz & Armas, 2009) would label as *medium* levels of thinking and analysis of language and culture.

In terms of interactions, the classroom observations produced quantitative data that indicated ratings in the *medium* category based on the OPAL's rating system.
In component 4.1 (facilitates student autonomy and choice by promoting active listening, questioning, and/or advocating) (Lavadenz & Armas, 2008), the average rating of the four teachers was 3.80 out of a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *medium* level. In component 4.2 (makes

decisions about modifying procedures and rules to support student learning) (Lavadenz & Armas, 2009), the average rating of the four teachers was 3.88 out of a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *medium* level. In component 4.3 (effectively communicates subject matter knowledge in the target language) (Lavadenz & Armas, 2009), the average rating of the four teachers was 5.18 on a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *high* level. In component 4.4 (uses flexible groupings to promote positive interactions and accommodations for individual and group learning needs) (Lavadenz & Armas, 2009), the average rating of the four teachers was 2.15 on a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *low* level (Classroom observations, September-October, 2010).

As a result of the data collected, the question that needs to be considered deals with the value the school has placed on bilingualism and the study of languages. Moreover, when the language is a heritage language, to what extent is a curricular program serving a group of students by enhancing their knowledge in the language? These are important considerations given the results of the data collected, which pointed to Spanish teachers who do not have a degree in Spanish, teachers who do not prioritize speaking skills, and an organizational practice that does not label a course appropriately as Advanced Placement, thus further minimizing the commitment and abilities of the students in the program. In relation to the issue of Advanced Placement courses, the following question was posed during the Administration and Teacher interviews and the answers to the questions are detailed following the question:

Question: One more topic that you kind of touched on briefly. Hopefully, that every student might continue the AP literature, but there is a drop off from level 3 to 4. What do you think is the reason for this phenomenon?

Response 1: I, I don't know, um, I've, I've been quick to blame the teacher as, as just, um, being too restrictive in terms of enrollment, but I don't I don't know, you know, how many expressed an interest in moving on. Um, I think we could look at schedules and it's conceivable that there are some who, ah, need to fulfill other graduation requirements, so they need to fit it into their schedule.

Response 2: I, I think there's some students who, ah, think that they're going to be more competitive for college admission if they take AP government and AP Econ, instead of an AP language. Um, that's definitely something that I see, you know, in Latin and French. Um, that's what they say, um. I don't know, um, what the real reason is. Ah, in those other languages, a lot of times it's the same teacher and it's the same teacher that they've had for three years, and um, you know, I think that they could just be tired of it. Um, you know, Spanish doesn't have that situation because we've got, you know, different teachers at all three levels.

Response 3: Um, so I, I don't really know why we don't have more kids taking the AP Spanish literature exam. Um, you know, we've got um, I would guess it's about a 50% fall-off rate. Um, I'm disappointed in that. Um, not for the purposes of this paper, but I also, I'm disappointed with our scores. Um, you know, the, I

> think we should, we should have more kids involved and we should perform better on that test. (Administration and teacher interviews, November, 2010).

These responses gave voice to members of the school leadership and faculty team. There were three examples of "I don't know" answers in these responses, which may have pointed to a genuine response expressing a less than informed point of view or an area of critical analysis in that this program of study has not had the full attention of the dominant culture, which has included the organizational structure. In the literature analysis of Chapter II, Gay (2000) wrote that teachers are not driven by a conscious desire to minimize the educational experiences of their students. Indeed, teachers want to act in a just manner and give students positive schooling programs (Gay, 2000). However, the approach needs to be empowering and proactive. Responses such as "I don't know" indicated a less than proactive attitude, instead it became more reactive to given circumstances. An approach that proactively strives for proficiency is the basis for social justice, especially when teaching students in a heritage language as linguistic, cultural, and identity characteristics are fostered and thrive. Thus, a focus on heritage language truly requires a commitment at an institutional level to go beyond assimilationist goals.

Racial Discrimination

The Foreign Language Department at ICP offered examinations in the spring of each year for appropriate placement of students in its regular, honors, and Advanced Placement courses the following fall semester. In the course description for Honors Spanish I Native Speakers, the wording specifically addressed this examination practice:

"Admission to this course is by written examination, oral examination, and by recommendation of the department chair. At the end of this course, students will be able to use and comprehend various facets of Spanish. Interestingly, this course description placed emphasis on student achievement on an examination and on an external recommendation by the department chair. Although this is an organized way of conducting this placement process, it did not serve to internalize the process to the experience of the students, nor did it address the connections students made with their home language beyond their performance on an examination and in an interview. The course description from the Foreign Language Department Handbook further indicated the curricular practices of the Honors Spanish I Native Speaker course: "Articulation and proficiency will be achieved through the study of accent rules, the 19 indicative and subjunctive tenses, the parts of speech, essay writing, reading comprehension skills, and vocabulary enhancement."

External Evaluation and Assimilation

The data generated from the interviews demonstrated the perception that external evaluation tools primarily determined where students were placed. In three responses, the administrators noted that school recommendations, examinations, and classroom performance determined how students were placed in the honors track:

> *Response 1*: But it was basically, you know, recommendations, how well he had performed, what his schedule looked like, and, and balancing that schedule with his co-curricular involvements and, and what else he aspired to do and to become.
>
> *Response 2*: All the students are tested in the summer by [the] Spanish teachers. They're given an interview. They're given an oral exam. They are given, ah, a

listening exam. They are given a written exam. And based on those results, we place them where we feel best.

Response 3: I would say in a generic way, um, selection for class – for ah, higher-level classes, honors and AP's, add several criteria. Ah, ah, from how well the student performed in their, in the regular track of class in his previous year, to ah, teacher recommendations, to counselor recommendations which I must say was really important to me when I was principal that I, I wanted our chairs of our departments who were making selections into those honor's and AP tracks, to really consider, ah, input from the counselors. (Administration interviews, July, 2010)

While there was a fairly strong understanding of the external cues that measured student performance, the administration's ability to identify criteria that held deeper meaning, such as culture or identity, was more difficult to express and understand. This was evident in two responses that addressed self-identification and Hispanic identity:

Response 1: We've tried a lot of different things. I think, one thing is just self-identification, you know, who identifies themselves as speaking Spanish at home? Um, I mean that tells you something there.

Response 2: Um, a sit-down Scantron test won't tell you much, and that's why in the past we always tried to identify those students by an interview. I've gotta believe it's somewhat you're, you're looking at them and you're looking for Hispanic traits, you know, in their facial features. Um, but, ah, so I, I think one of

the challenges for the department is to find a good way to identify these students. (Administration interviews, July, 2010).

Student Social Capital and Deficit Thinking by the Dominant Culture

As indicated in earlier portions of this study, the Latino population at ICP has increased significantly in the last decade, from 17% in 2000 to 25% in 2010. When asked about this change in the demographic composition of the school's population, members of the administration responded in the following manner:

> *Response 1*: Well, I think that's what our mission and, and vision is, is to educate any young man who has a desire to attend this school, to not withstanding is socio-economic standing. Um, ah, ah, I think we want to make sure we have a, a diverse student body so that our, our students ah, don't leave here after four years, I, I would almost use the word "sheltered" in any way. That they're exposed to all kinds of opinions from all kinds of different types of people and ah, that clearly is the mission of Ignatius College Preparatory.
>
> *Response 2*: I would say that those numbers, a, as far as our student body are concerned, have increased ah, I wouldn't say dramatically, but have increased, I guess I'd probably be safer to say during the time that I was principal from 1998 to 2006, I would venture to guess that we probably increased the Latino population by 5 to 6%. It, it probably stands somewhere right now, hopefully about 28% or so, maybe it's slightly less. (Administration interviews, July, 2010)

On the one hand, there was the recognition that the school still had work to do in order to attain a truly representative demographic identity as it was striving to reflect the

demographics of the city in which it resided, and there was also room for growth as the school continued to face its changing population. One factor facing the school as its demographics changed was the amount of *social capital* of students in an organizational structure that was still controlled by an ethnically dominant Caucasian culture. Indeed, Sirin et al. (2004) defined social capital as referring to:

> supportive relationships among structural forces and individuals that promote the sharing of societal norms and values . . . structural constraints prevent urban adolescents from accumulating forms of 'capital' (such as social contacts and supportive relationships), which provide access to resources that facilitate educational and occupational attainment . . . The importance of using social network connections in achieving resources, or social capital, is the key link in obtaining one's educational and occupational objectives. (Sirin et al., 2004, p. 439)

How did the issue of social capital impact academic achievement and socialization at ICP? Valenzuela (1999) found that although social capital has positive effects on the academic achievement of Latino/a students, the effects of social capital are influenced by dominant social structures. Sirin et al. (2004) elaborated on this point saying, "Because of the manner in which school structures often reflect a sexist, classist and racist society (Fine, 1991), minority students encounter difficulties in developing social capital and, as a result, their academic and vocational attainment suffers" (Sirin et al., 2004, p. 440). Thus, the potentially negative impact goes beyond the school experience. As indicated by McWhirter (1997), Mexican-American students were more

likely to perceive future barriers to their educational and career goals than their Caucasian counterparts. Indeed, "Mexican-American participants were also more likely to feel less confident in their ability to overcome these barriers than European-American students" (Sirin et al., 2004, p. 440).

This dynamic, as outlined in Chapter II, has had a historical foundation in the history of this country. Beginning in the 1900s, bilingual education programs, which had been prevalent, were replaced by English-only programs. These sentiments were transferred to schooling practices. Acuña (2003) indicated that students had to assimilate into English-only practices. Indeed, immigrant students from Latino backgrounds were isolated in rural and urban enclaves where schooling was limited. Furthermore, Latinos were segregated from English-speakers (Acuña, 2003). Although there may be greater tolerance for diversity in the country today, there is still a significant impact on an organization's power structure when demographics change. This was the case at ICP, where the Latino population had become the dominant minority group.

While the data in these interviews represented a recognition of the demographic changes in the Latino population and the representation was indicative of the effort to have a diverse student body, there was still a sense of deficit-model thinking in which the perceived lack of qualified Latino students has been one cause for a still smaller Latino population in relation to the school's Caucasian student body (25% to 49% as of 2010). One administrator noted:

> I don't know what our current percentage is. I'm going to guess somewhere 22, 24%, um, you know, and we're kind of proud of that, but the bottom line is it, it's

> not, um, you know, it should be higher. One of the things, to be honest, is you know, even though I said we, we want an outreach. We want to bring in, ah, we want to reflect the Catholic population of [the city], but I'm going to say the Hispanic numbers, test scores, grades, ah, aren't where they need to be. Um, and, ah, you know, we, we, we need more qualified Hispanic candidates. (Administration interviews, July, 2010)

It is also important to note how this quote indicates that the perceived lack of qualified Hispanic students is measurable strictly in grades and test scores. Hence, external evaluation tools defined a qualified student in the organizational model at ICP. If this was indeed the case, then the same would have been transmitted to the Spanish program at the school. Thus students who struggled to excel, even in native speaker Spanish courses, would have the blame placed at their feet. As the prevailing research indicates, students learn values and a world-view in early childhood and it is reinforced in socialization practices at school. They learn the rule systems of their social circles and conduct their everyday lives by following these societal rules. Indeed, Erickson (2002) wrote that different cultures have differing, internally consistent rules that are learned. In the dynamic at ICP, the cultures were the organizational, curricular, and co-curricular practices and the Latino student population that was part of the native speaker program.

In a very real sense, the data indicated a deficit-model thinking that can pervade an organization that is driven by academic assimilation and Eurocentric thinking. Shor (1992) challenged this notion that the reason for lower academic performance is due to the student's lack of skills. In a school where Latinos are still a minority, some students

may feel a sense of alienation, which "lowers their productivity in class and on the job" (Shor, 1992, p. 20). The institution that simply perceives a lack of academic achievement as a lack of qualifications is thus falling into the abyss of racial and economic inferiority. Shor (1992) indicated that the result is a minimization of the performance of students:

> Nonparticipatory institutions depress the performance levels of people working in them. Mass education has become notorious for the low motivation of many students (and the burnout of many teachers). Large numbers of students are refusing to perform at high levels, demoralizing the teachers who work with them . . . In classrooms where participation is meager, the low performance of students is routinely misjudged as low achievement. But the actual cognitive levels of students are hard to measure in teacher-centered classrooms where students participate minimally. (p. 21)

Indeed, what results from deficit-model thinking is actually an artificial representation of what students are truly capable of.

The deficit-model thinking, in which students lack certain skills to be academically adept even in their first languages, is a theme that presented an obstacle for some members of the school leadership at ICP. While much was said about celebrating diversity and the importance of developing the language that was first spoken at home, the students of a heritage language background have not been valued in the same manner as those honors students in other academic subjects:

> *Response 1*: To, to separate out those students who have more experience, more native speaking experience, maybe the language spoken at home, um, gives an

opportunity I think to really accelerate their Spanish learning, um, and to drill down on some of the fundamentals that, um, are lacking, um, surprisingly lacking.

Response 2: I think, ah, we have a group of students who have years of experience speaking Spanish without the formal education of the language, so while they're speaking and, listening may be very strong, their vocabulary, their grammar, um, is not significantly better than the Anglo speaker who's had a couple years of Spanish in his elementary school. (Administration interviews, July, 2010)

Cultural Deficiency

One interesting aspect of the interview process involved the notion that students have been deficient in their cultural upbringings and their abilities to excel at the level emphasized by the curriculum. It is interesting to note that the perspectives discussed here focused on how the program was not at fault for possible lack of student success; rather it was the heritage language learner who was found to be deficient. This thinking was evident in some of the teacher interview responses:

Response 1: Um, which, uh, makes literacy a little bit more challenging, um, because sometimes the non-native students are much more on top of wanting to learn the—the—the—the literacy foundation that this student doesn't have.

Response 2: Um I taught my native speakers that um when they walk in – I asked them, "Do you prefer hamburgers or tacos?" And they all want hamburgers. I say, "You guys aren't native speakers. Because you don't really know even your own foods." And—and native speakers, I think there's a little bit of culture, a little bit of traditions from the values—and including the games that we play.

> *Response 3*: Um, also knowing in a—be aware of both, um, histories and being able to be proud of those both histories. Um, and, um, and also being able to assimilate to both. (Teacher interviews, July, 2010)

Indeed, in an educational model where there is a group with its practices clearly established, it is part of the routine to maintain social capital in the realm of the dominant group. As a result, diverse groups are "perceived to be lacking in cultural capital and are therefore not prepared to deal with academic challenges presented in schools (Martin & Litton, 2004, p. 33).

Based on this data, areas such as literacy and food choices were determinants of heritage language cultural criteria. While these were not the only considerations, they were important factors when it came to analyzing the school community and its ability to teach, accept, and empower students of diverse cultural backgrounds. Therefore, the school was not adhering to "an approach to teaching and learning that capitalizes on the knowledge and experiences that all learners bring into the learning process" (Martin & Litton, 2004, p. 37). Interestingly, these comments were coded in interview data provided by the teachers of the students, not the school leadership personnel, which means that the individuals who interacted on a daily basis with the Latino students saw them through a deficit-model perspective.

When considering the theoretical frameworks for this study, language socialization and the culturally responsive educator were connected to the funds of knowledge model. As Martin and Litton (2004) wrote:

> Since learning in sociocultural theory occurs through dialogue, language plays a very important role in knowledge construction. . . The funds of knowledge construct is especially significant for ethnic minority, language minority, and immigrant students because the knowledge they bring may differ greatly from that of the dominant majority of students in a school. Teachers can utilize funds of knowledge in building a bridge from students' experience and home culture to the school culture. (pp. 38-39)

The school needed to consider its instructional practices in order to better serve the community of students, who formed the constituents of the organization. Dialogue and practice were two ways for this evolution of the funds of knowledge approach to occur in the curricular practices at ICP.

Racial Implications of Dominant Culture Leadership

Thematically, the responses in this area of the importance of Spanish dealt with the predominance of language in the study city, the broadened course work in Spanish study at the school, and biculturalism and bilingualism. This interview question asked the administrators to reflect on this program within the organizational structure of the school:

> *Question*: Could you tell me about the Spanish program at this school?
>
> *Response 1*: Um, and, I think we've, we've broadened the scope of offerings in Spanish to include, more challenging offerings, especially to the native speakers who, in the past, would have found our, our curriculum frankly, I think, a little less challenging. Ah, but we've amped that up quite a bit to the point where I

think any young man who wants to take Spanish, no matter what his background is, or what his expertise in language is, will be challenged, here, ah, in any class he could take.

Response 2: Ah, we've also had a, a department that, um, promotes a very rigorous course of study, um. When I look at transfer students coming in to Ignatius College Preparatory, where the most difficulty in placing them, ah, quite honestly, is in foreign language because, you know, our Spanish III isn't necessarily a continuation of their old Spanish II. You know, our Spanish II isn't, you know, Math and English, History, it's pretty, you know, approximately equal. Um, but foreign language, I think is part of what we expect, what we demand at all levels in all languages is above the norm.

Response 3: I think it is a natural that California has, that kids in [this state] take Spanish, I think, that, I mean they're surrounded. We are, our roots are Spanish, Mexican, so they're—and Spanish is in the names of places and all that kind of stuff, too, plus the population is so ah, Hispanic. I think, ah, I think it's a language that kids can use in their day-to-day lives in ways that they can't French and, of the other languages, Latin, German. So, so I think it's important that it's a huge part of who we are.

Response 4: Oh, I think, I wish I were bilingual. I think, ah, ah, well, I think from a developmental standpoint and an educational standpoint, if you—if you're bilingual you are using parts of your brain. Your brain is further developed. You are a, I think you process all kinds of things better because, you're, you're able to

process them in two different languages, and therefore use different parts of your brain and you're a wider, have a wider ah, opening for information coming in, and all that kind of stuff. (Administration interviews, July, 2010)

These responses pointed to four areas that address the research of this study. Response 1 spoke to the practical need for Spanish in the study city. Response 2 pointed to the academic rigors of the Spanish program in a college preparatory curriculum and how the rigors presented a challenge for placement of students. Response 3 dealt with the cultural aspects of Spanish language study. Finally, Response 4 addressed the bilingual nature of the city and the developmental theory of dual language immersion.

One of the main dynamics in this research study was the changing demographic structure at ICP. Given the increase in racial and ethnic diversity in developed countries and ensuing social issues of greater economic inequality, racism, and immigration pressures that accompany such global changes (Law, Phillips, & Tunney, 2004; O'Neil, Creswell, Shope, & Plano Clark, 2007; RAND, 2000), "grounded theory researchers have an opportunity to create new theories that explicitly integrate a racial/ethnic diversity focus while addressing issues of process that may yield theoretical perspectives germane to diverse populations" (O'Neil et al., 2007, p. 473). Racial implications are one potential element of grounded theory. The administrators interviewed for this study were all Caucasian males, and the study challenged them to look at the organizational practices of the native speaker program with a viewpoint that delved beyond the academic assimilation perspective. The fact that class and race were components of the overall perception of Latino students and the study of Spanish was not easily perceived by a

group of leaders who may have had a limited perspective of racial and linguistic dynamics pointed to the negative racial implications of Spanish in the curricular framework of the school. O'Neil et al. (2007) elaborated on this point in their discussion of one grounded theory study:

> The influence of race is there but there is little acknowledgement . . . the White participants 'exhibited a general lack of awareness of racism or racial issues, which is perhaps not surprising given the privilege associated with being a part of a majority culture' . . . Hence while a discussion of race was not a part of the White participants' responses, the silence communicated that their majority racial status benefited their career development. (p. 485)

Native Speakers Compared to Honors Students

The final area of discussion that emerged was a deficit-model application based on a perception that native speakers were not academically successful when compared to honors students:

> *Response 1*: A native speaker and an honors student can be the same given that they possess the typical qualities of an honor student. Native speakers who are studying their current native language should demonstrate desire to overcome spelling and written accent issues; show improvement in their reading comprehension and ability to analyze and evaluate provided texts and be able to demonstrate a consistently growing grasp/understanding of the various verb tenses and their uses.

Response 2: I—I get—from experience, I get students who don't have that citizenship and attitude. Um, they don't have—they don't have the effort. Um, they—they, um, they don't have—they don't have a foundation coming in in the first place that they should have as an honors student at the third level.

Response 3: And I also told them, "You have to be aware that you're testing Latin American students. The majority of Mexican students—they have never seen 'vosotros' in their lifetime." And then I exposed them to Central America—they don't use it correctly. South America—they make their own version. (Teacher interviews, July, 2010)

Teacher Background as an Indicator of Organizational Commitment

During their interviews the six faculty members were asked to address their degree backgrounds, years of teaching, years of high school instruction, and years as instructors of Spanish. The teachers had a variety of degrees, including four who had degrees in Spanish (one minor, two BA's, and one MA), one who had a BA in Linguistics, and one who had a BA in Chicano Studies. The six faculty members had a combined 133 years of teaching experience, including 128 of those years in secondary school education. Finally, the teachers had been teaching Spanish for a combined 131 years.

This was an important organizational reality at ICP. The data provided by the teachers interviewed indicated that in the largest language in terms of instructors and student population, other than English, only one instructor had an advanced degree in Spanish. Furthermore, only four of the six had degrees in Spanish. The data pointed to

organizational hiring practices that had not placed a high priority on hiring qualified individuals with degrees in the subject area to teach the native speaker track. This would suggest that the priorities for offering the most advanced and up-to-date pedagogical practices to the Latino students in the program were not prioritized. Webb and Norton (2009) wrote that job analysis is important in terms of providing information about descriptive, prescriptive, and predictive criteria. That is, how a job is conducted, how it should be done, and how well it will be done. In this example, the job analysis would appear to suggest a desire to place faculty that may be able to instruct the students toward an understanding of how to complete exercises, converse in rote drills, and discuss cultural components of Spanish or Latin American history and politics. Simply stated, they speak Spanish. However, the pedagogical functions of language instruction and acquisition at a high level are challenged by the fact that the priority may not be on hiring the most academically qualified individuals. Certainly, the data collected during classroom observations pointed to this problem as the reliance on book exercises and grammar review exercises were predominant practices.

In terms of comprehensibility, three of the four teachers presented the material with an emphasis on verbal communication combined with extensive use of the board for visualization of the subject matter. In Honors Spanish I, the board was used primarily for review of homework assignments, verb conjugations, spelling, adjective and article agreement, and placement of accents. On one occasion, the teacher in level I also used the board to show an overhead slide detailing a debate and a political rally to engage students in a verbal discussion about the role of citizenship in society. In Honors Spanish

II, the teacher used the board for verb conjugations and groupings of *preterite* tense verbs by stem changing categories. However, I noted that the instructor limited the comprehensibility of students to the instructor's own ability to control the lesson and curriculum. In a specific example, the teacher discussed a relatively poor class performance on a conjugation quiz. The teacher began by saying that the students needed to ask themselves why they had performed poorly and followed this up by stating that learning a language is based on mastery of stages, e.g. learning the present tense is the foundation for learning the preterite tense. The teacher concluded by stating, "I have the correct answers." This was a teacher-centered response, which also reinforced the deficit-model thinking that was evident in some of the observations.

In the Advanced Placement Spanish Literature course, the teacher also centered the comprehension practices on his communication of the subject matter. On two occasions, the teacher read a passage from the literature to the students, instead of having them read it silently or aloud, thus creating a passive learning environment. The teacher also used a portion on one lesson to emphasize the linguistic differences between Spanish from Spain, Central America, and parts of the Caribbean. In a similar manner to the levels I and II teachers, the level IV instructor also used the board extensively to outline the lessons, present writing assignments, and define the themes for the literary works (classroom observations, September-October, 2010).

In Chapter II, the literature pointed to the adaptation of specific practices to include more than traditional cognitive performances in standardized curricular practices (Gay, 2000). In this study, the data about teacher degrees pointed to the fact that there

were limited classroom practices to engage students at a bilingual and bicultural level, beyond what the textbooks and other standard language learning practices employed. This is what Webb and Norton (2009) identified as the organization's understanding of where a job fits into the overall structure of a program. Moreover, Carreira (2003) quoted studies where linguists have indicated that a barrier to preserving Spanish as a language in this country is the perception that it is a language spoken in lower socioeconomic classes. This notion may feed into the consideration that Spanish is a curricular subject that may be taught by those with a background in the language but not necessarily an advanced degree in the subject area. The language proficiency of Spanish teachers in these programs varied and represented a wide range of levels in the realm of bilingualism, with some teachers being described as circumstantial bilinguals and other teachers identified as elective bilinguals (Valdés & Figueroa, as cited in Colombi & Roca, 2003).

Internalization

Student Identity

One of the primary themes that emerged from the questioning of teachers regarded the differences between native speakers and honors students. During the interviews, the teachers defined the students as follows:

> *Response 1*: Uh, native. I would say that native is more someone that their descendants have spoken the language, and that particular student has heard language at home and that he continues speaking that language at home, and he actually can really go by or can really go, uh, in and out from it easily without a

problem. And I would say that's how I would define native.

Response 2: Heritage is by heritage. It's like when you—someone, uh, you—gives you—an uncle dies and gives you money, you do what—what—whatever you do with that money, and so you can go as far as that amount. I think that's exactly the same with heritage. If that's—more or less my definition would be that he has been given the tools or he has given the opportunity to listen to that language.

Response 3: A native or heritage speaker is one who learned a language from birth or very early on in life before they were aware of language learning. Their spoken language is rich in colloquial phrases particular to their culture. They understand other speakers of their language with nearly no issues.

Response 4: However, the educated native speaker has often eliminated any of these issues—they don't need to be present to "define" or "separate" the native. At a higher level the native and the bilingual are really only defined by the amount of time they have been speaking the language.

Response 5: To me, one who comes to us with already a great amount of knowledge of who's taking Spanish—Great amount of knowledge, who—of Sp—of the language that they're taking now. You know, so, of course, uh, uh, there are advantages to that, and uh, there could be some disadvantages, as you will.

Response 6: The heritage speaker has Spanish speaking as a component of culture. Has that culture as part of the lineage, as part of—as a part of the heritage, as part of, you know, growing up in, say, a Hispanic community or

growing up in—in a home where mom and dad or grandma and grandpa or even great grandparents, um, had this particular culture as their heritage. (Teacher interviews, July, 2010)

The second theme that emerged dealt with the linguistic considerations in a native speaker, as opposed to a heritage language learner:

Response 1: Native speaker is, um, is someone who learns, or practices, or is in the process of learning a second language, where that second language happens to be the language of their parents or grandparents.

Response 2: Heritage language is, uh, a language that you practice, or trying to learn, that specifically comes from your descendants or ancestors.

Response 3: Well, to me, native speaker would be someone who, basically, was brought up in a single language, uh, uh, in—in—at—at home, was raised in, perhaps, whatever language of—whether it be, uh, Spanish, or whether it be, uh, Mandarin, or whatever. Uh, and that—that would be their primary language, is what I would think we would consider to be a native speaker.

Response 4: Who has Spanish as a first language and shows proficiency in its use, um, along with of course being able to juggle a second language, say English.

Response 5: And so I've actually had some students approach me and say, "I'm not a native speaker. Yeah, mom is Mexican, but that doesn't mean that I'm a native, so I'm in the wrong class." But then I say, "Well, if I put you in—in the class with the non-natives, I cater to them in a different way than I do you guys because you have—you do have," I'm like, "I know. I've talked to your mom.

I've met grandma. You know, you have this as—just, you know, you have this as a heritage, and you're gonna find that you're bored in the non-native."

Response 6: A native speaker is a student that um—that is introduced to the language as a baby, um whether it's Spanish, French, Chinese, whatever—his native tongue from the parents. And that's the first language that he's exposed to. To me, that's a native speaker. (Teacher interviews, July, 2010)

Limited Classroom Interactions

The classroom observation data suggested that the students see a varying pattern developing in their classroom and co-curricular experiences. The participants noted that they did not consider themselves beginners in Spanish, instead, they self-identified as fluent speakers. Furthermore, while they indicated a propensity to speak at home, the data gathered suggested that the classroom practices were mixed in terms of how often they interacted in Spanish. They indicated that teachers used the target language during instruction, but that their opportunities for pair work or cooperative learning activities in the target language was limited.

In the area of curriculum, the student surveys offered information about student self-perceptions regarding background and ability in relation to classroom practices. The data were analyzed with frequency and descriptive statistical analysis. In terms of frequency, a Likert scale was used with scoring between 1 and 5. The initial set of survey items attempted to establish the context for the study as students were asked background questions. The data established a context in which the students demonstrated a perception of their identity as fluent in the language. The survey data indicated that 74

of 75 (*Mean*=1.23, *SD*=0.51) students strongly disagreed or disagreed with the statement: "I consider myself a true beginner in Spanish language study" (student survey, November, 2010). The survey also indicated that 71 of 75 (*Mean*=1.28, *SD*=0.56) students strongly disagreed or disagreed with the statement: "I consider myself a relative beginner in Spanish language study as I do not speak it and have relatively little exposure to it outside the classroom" (student survey, November, 2010). In Q4, the data indicated that 45 of 75 (*Mean*=3.68, *SD*=1.09) students agreed or strongly agreed with the statement: "I consider myself fluent in Spanish as I speak it exclusively at home and outside the classroom" (student survey, November, 2010). In Q5, the data indicated that 61 of 75 (*Mean*=4.15, *SD*=0.98) students agreed or strongly agreed with the statement: "I speak Spanish and English interchangeably" (student survey, November, 2010). When considering their reading and writing capabilities, the students indicated a varied level of frequency when asked about their need to use a dictionary to comprehend the language. In Q6, the data indicated that 52 of 75 (*Mean*=3.80, *SD*=0.85) students agreed or strongly agreed with the statement: "When I read in Spanish, I am able to understand the material without having to use a dictionary or other aids to comprehend" (student survey, November, 2010). In Q7, the data indicated that 49 of 75 (*Mean*=3.59, *SD*=0.87) students agree or strongly agree with the statement: "When I write in Spanish, I am able to share my ideas without the use of a dictionary or other aids" (Student survey, November, 2010).

The second set of quantitative survey data was aligned with the OPAL (Lavadenz & Armas, 2008) category of Connections. This series of frequency questions asked about

student experiences speaking Spanish inside the classroom, outside the classroom, with family members, and with peers. In Q1 (I speak Spanish in school activities outside of the Spanish classroom), the data indicated that 36 of 75 students responded *never* or *rarely*, while 26 responded *sometimes* (*Mean*=2.55, *SD*=0.99) (student survey, November, 2010). In Q2 (I speak Spanish at home and/or with relatives), the data indicated that 59 of 75 students responded *often* or *always*, while 11 responded *sometimes* (*Mean*=4.16, *SD*=0.92) (student survey, November, 2010). In Q3 (I speak Spanish with my friends), the data indicated that 41 of 75 students responded *never* or *always*, while 28 responded *sometimes* (*Mean*=2.35, *SD*=0.92) (student survey, November, 2010). In Q4 (I speak Spanish with my family), 58 of 75 students responded *often* or *always*, while 11 responded *sometimes* (*Mean*=4.13, *SD*=0.99) (student survey, November, 2010).

The third set of quantitative survey data was aligned with the OPAL (Lavadenz & Armas, 2008) category of Interactions. This series of frequency questions asked about teacher-student interactions in the Spanish class. In Q1 (The teacher speaks Spanish in class during informal discussions), the data indicated that 67 of 75 students responded *often* or *always* (*Mean*=4.48, *SD*=0.72) (student survey, November, 2010). In Q2 (The teacher speaks Spanish in class during formal instruction and lessons), the data indicated that 71 of 75 students responded *often* or *always* (*Mean*=4.63, *SD*=0.69) (student survey, November, 2010). In Q4 (The teacher involves all students more or less equally), the data indicated that 62 of 75 students responded *often* or *always* (*Mean*=4.11, *SD*=1.05) (student survey, November, 2010). In Q6 (The students in my Spanish course interact in pairs during the class), the data indicated that 54 of 75 students responded *sometimes*,

rarely, or *never* (*Mean*=2.97, *SD*=0.82) (student survey, November, 2010). In Q7 (The students in my Spanish course interact in groups during the class), the data indicated that 59 of 75 students responded *sometimes*, *rarely*, or *never* (*Mean*=2.76, *SD*=0.91) (student survey, November, 2010). In Q8 (The students in my Spanish course speak Spanish in class during informal discussions), the data indicated that 67 of 75 students responded *sometimes*, *often* or *always* (*Mean*=3.72, *SD*=0.97) (student survey, November, 2010).

As a result, the internalization of classroom practices, which minimized the importance of speaking to one another in the target language, became an expectation for the students. They began the program with expectations of proficiency, but the practices in these courses fit into the traditional classroom pedagogy of language study that centered on teacher lessons, while limiting the ability of students to recognize the power of communication through linguistic practice.

Justice in Academic Course Credit

One organizational practice that impacted the curriculum at ICP involved a systematic labeling of coursework. In the native speaker track, the third-year and fourth-year courses culminated in Advanced Placement tests in Spanish language and literature, respectively. While the fourth-year class was called Advanced Placement Spanish Literature, the third-year course was labeled Honors Spanish III. This was an important indication of the lack of connection between the school leadership, the faculty, and the students' needs. Certainly, the curricular practices were more important than an organizational labeling of a course title; however, the students' transcripts would indicate that they had taken an honors level course in the third-year even though they had taken

course work at an Advanced Placement level and taken the examination in Advanced Placement Spanish Language. From the standpoint of equity and justice, the students deserved appropriate academic credit for the work completed and the course listings on their transcripts, which colleges would evaluate during the application process.

One area of investigation involved collection of data to address the issue of honors versus Advanced Placement labeling of the third-year native speaker Spanish course at ICP. In the curricular guide and course descriptions (Appendix H), Honors Spanish III was the only class at the school, which was not labeled Advanced Placement, yet the students took the Advanced Placement examination in Spanish language each year. I interviewed the administrators to inquire about this inequality in relation to the impact on student transcripts and appropriate Advanced Placement credit for completing the required coursework:

> *Question*: What are your thoughts about the level III class called honors instead of Advanced Placement when the students take the AP exam as part of the course curriculum?
>
> *Response 1*: Well, um, I think it should be called AP, but we, our hand may be forced in this, ah, issue simply because I know the, ah, the College Board is, is very picky and prickly about this. So, um, if it's an AP level course that results in an AP test, I, I think it should be called AP. Why it isn't, I'm not sure, but I hope to find out. We have sophomores taking AP exams.
>
> *Response 2*: Yeah. The, I, I've thrown it back to the department multiple times. I've thrown it back to the teacher as recently as you know, last February, March,

or April. Um, so, you know, um, I can forward you the email. Again, I, I, I told her I want this discussed at the departmental level with the departmental recommendation. Um, I have no, I mean it makes sense for me to call it AP Spanish language. (Administration interviews, July, 2010)

In the case of the teachers, the data pointed to a stronger assertion that the class should be called Advanced Placement; however, there was also the focus on standards. If a student was doing honors level or AP level work, then the appropriate credit should have been given. Moreover, there was one response that began to address the issue of discrimination, but stopped short of indicating this fully. However, it was hard to reject this notion completely. Spanish was not held in high esteem by the dominant culture. As one teacher seemed to indicate when responding that other languages, such as Chinese and English are held to a higher level:

Response 1: We could argue about that. Because, um, if I'm—I think it depends on the standards—that the way we see them. We have to set up standards. What is an honor student? If a student is in an honor class, and he has his workload—because he's in honor—he's in honor class.

Response 2: And the bilingual—the native speaker also is on the—the level or maybe more advanced. He has the workload. He should be credited with an honor class. Because he's doing a lot of work. And in my opinion, um, I would not—I would again see it not as discrimination, but in a way….

Response 3: Like why do we judge them so hard? We don't give them the credit, because they're already talented in two languages. They should get the credit. To

me, it's the—it's the way um—the way um bilingual students are seen in—in—in this society. If you speak Chinese and English, oh great. But if you speak Spanish and English, it's not the same valuation.

Response 4: Um, we could argue about other issues. But definitely, um, I think a lot of the students that are bilingual are cheated, in a way, in many schools—because it's Spanish and English. (Administration and Teacher interviews, November, 2010)

While there was no strong sentiment to prevent the school from properly labeling the third year course Advanced Placement considering the AP curriculum, there had been no immediate move to accomplish this goal. One important point to make about the responses was how the administration did not take direct responsibility for this issue. In one response, one individual talked about how the College Board may be the impetus for changing the course title. The second response indicated that it was the department's responsibility to make this change in course title.

Martin and Litton (2004) presented a discussion of culture in relation to power and identity, which may explain the inherent equity and justice issues that surfaced in this area of labeling the course in level III at ICP:

> Culture is the lens through which we view the world . . . Culture is a product of the lived experiences of people in a society. We have to acknowledge that certain cultural characteristics are used in society to give privilege to some individuals. The same cultural characteristics may be used to oppress other groups (p. 3).

The data suggested that there was an equity issue in this inappropriate labeling of an Advanced Placement level course, as this was the only course involving an Advanced Placement exam that was not labeled AP at the school. While there may have been many reasons for this reality, it was difficult to ignore the fact that it was a Spanish class in the heritage speaker track, thus the majority of the students were of a Latino background. Martin and Litton explained, “The issue is not whether there are standards that all students are held to, but whether or not all students have access to the curriculum and opportunities to learn” (p. 51). When coupled with the issue of how many heritage language teachers did not have degrees in Spanish, the data pointed to a diminished importance for Spanish on behalf of the organizational structure. Martin and Litton (2004) wrote that “standards for a less privileged student should be the same as a student from a more privileged background” (p. 51).

Passive Student Learning Practices

The teacher interview data produced information that helped answer the research question dealing with curricular practices by giving voice to the themes of bilingualism and biculturalism. The data analysis of the teacher interviews was organized into themes that addressed communication skills, cultural components, deficit thinking, educational philosophy, and identity of the students (Teacher interviews, July, 2010).

One area of teacher curricular practices that served as a framework for the data analysis of classroom activity was teacher rating of language skills assessed. As part of the interview process, teachers were given a form that requested a rating of language practices used in their classrooms. The rating categories included: listening, speaking,

reading and writing, vocabulary, and grammar. The rating system was 5 (highest) to 1 (lowest) in terms of priority. In this study of curricular practices in a language classroom, the data indicated that teachers rated listening (24 points), vocabulary (24 points), and grammar (24 points) as the skills that they considered most important. Reading and writing were next (23 points), while the lowest priority was speaking (18 points). One teacher of the six who participated indicated that speaking was the skill they rated highest in their classroom lessons (Teacher interviews, July, 2010).

In terms of connections, the classroom observations produced quantitative data that indicated ratings in the *medium* category based on the OPAL's rating system.
In component 2.1 (relates instructional concepts to social conditions in the students' community) (Lavadenz & Armas, 2009), the average rating of the four teachers was 4.05 out of a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *medium* level. In component 2.2 (helps students make connections between subject matter concepts and previous learning) (Lavadenz & Armas, 2009), the average rating of the four teachers was 4.38 out of a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *medium* level. In component 2.3 (builds on students' life experiences and interests to make the content relevant and meaningful to them) (Lavadenz & Armas, 2009), the average rating of the four teachers was 3.28 out of a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *medium* level (classroom observations, September-October, 2010).

The observation data pointed to curricular practices that were consistently rated in the *medium* range, while the average qualitative scores demonstrated course work that was *average* in the four levels of the OPAL. The relationship between majority and minority language groups in terms of status, immigration, and language policy were central points in considering classroom practices. One of the key domains of the OPAL involved the implementation of a rigorous and relevant curriculum. Lavadenz and Armas (2010) noted:

> Teachers need to maintain high expectations for student learning while organizing curriculum that builds students' understanding of universal themes. Expectations are established based on content and performance standards as well as knowledge of students' academic, developmental, and linguistic needs. (p. 11)

While the OPAL considered the importance of a high level of curricular practices, the observation data in this study showed pedagogical practices that did not rate as highly as one might anticipate based on an honors curriculum. Moreover, this is a disturbing conclusion, given the interview data, that indicated a sense that the students did not succeed at a native speaker level, and the teachers see the students as the source of the blame for this lack of achievement. The real issue may have been with the ability to teach the course material in a way that is comprehensible. The OPAL also included a domain on comprehensibility of classroom instruction:

> Teachers should identify key vocabulary for content and language development. It is critical to provide multiple opportunities for students to use and internalize academic vocabulary as well as language structures. This maximizes

comprehensibility during directed instruction and scaffolds comprehension during independent reading. (Carlo et al., as cited in Lavadenz & Armas, 2010, p. 14)

The classroom observation data produced information in the four areas of the OPAL categories: rigorous and relevant curriculum, connections, comprehensibility, and interactions. These factors were evident in relation to the OPAL category of rigorous and relevant curriculum. In the observations, the teachers utilized extensive instruction of grammatical topics as a primary component of their lesson planning. The classes the researcher observed covered topics including use of adjectives and articles, agreement of adjectives in gender and number, conjugation of present tense irregular verbs and stem-changing verbs, the uses of *ser* and *estar*, the conjugation of preterite tense verbs utilizing stem-changes, and the rules for written accents in Spanish. These review activities involved activities in the textbook such as workbook exercises and textbook exercises. In Honors Spanish I, the teacher reviewed assigned homework exercises verbally with the students in order to reinforce the material. In Honors Spanish II, the teacher used the board to categorize the preterite stem-changing verbs and demonstrate the third person singular and plural *e to i* and *o to u* changes (classroom observations, September-October, 2010).

The classroom observation data produced information in the four areas of the OPAL categories emphasizing four areas of curricular practices that the instructors in this program used, including book activities, board activities, cultural components, and engagement beyond the text. Theoretically, this conclusion could be rooted in two realities. First, the teachers in this program did not have advanced degrees in the subject

they were teaching. One teacher had a bachelor's in Spanish, one had a dual bachelor's in Chicano Studies and Physical Education, one had a Master's in Linguistics, and one had a minor in Spanish. In reality, the data stated that in the highest Spanish track in this school, one teacher had a bachelor's degree in the language being taught. As a result, class instruction time focused on grammatical topics such as verb conjugations and agreement of adjectives, literature topics from the Advanced Placement curriculum, and cultural lessons.

In Chapter III of this study, I indicated that an analysis of variance was employed in order to analyze the perceptions of fluency across the freshman, sophomore, junior, and senior participants. An ANOVA computes the *F* ratio, which enabled the researcher to study level of fluency based on class year in high school. The data analysis in this study was concurrent; thus the qualitative and quantitative results served mutual purposes in analyzing the information on an equal plane and in a concurrent timeline. Moreover, as grounded theory formed the basis of the qualitative framework, the data collection drove the analytical framework of this study. Thus, as the classroom observations were conducted, I noted distinct teaching styles and curricular practices among the four teachers in the native speaker program at ICP. As a result, the researcher also ran an ANOVA to compute the *F* ratio to study the perceived level of fluency based on the participants' current Spanish teacher. This data provided information as the whether the student perceptions were due to teacher effectiveness.

Moreover, the students perceived that there was no connection between year of study or language instructor and their perception of fluency. That is to say, even with the

recognized attempts to use the target language, the courses and instructional practices may not have developed the level of linguistic proficiency to a truly bilingual and bicultural level. As a result, the statistical data emphasized the shortcomings of the program. In terms of perception of fluency and its relationship to year in high school, no significant differences were found in student reporting of perceptions of greater fluency across grade level: $F\,(3,71) = 1.40$, p = *NS*. (student survey, November, 2010). Table 8 provides mean and standard deviation of fluency by class year.

Table 8. Mean and Standard Deviation of Fluency by Class Year

Class Year	Mean	Standard Deviation
Freshman	3.63	.895
Sophomore	3.71	.561
Junior	3.53	.841
Senior	4.00	.365

Note. Adapted from the Student Surveys, November, 2010.

In terms of perception of fluency and its relationship to year current Spanish teacher, the statistics in this study, as shown in Table 9, indicated no significant difference in student reporting and perceptions of greater fluency across teacher: $F\,(3,71) = 1.86$, p = *NS* (student survey, November, 2010).

Table 9. *Mean and Standard Deviation of Fluency by Teacher*

Teacher	Mean	Standard Deviation
Teacher 1	3.61	.916
Teacher 2	3.70	.559
Teacher 3	3.53	.841
Teacher 4	4.07	.258

Note. Adapted from the Student surveys, November, 2010

Shor (1992) offered a critical perspective, which allowed for a contextual framework for the teacher prioritization of goals in the native speaker classes. Specifically, the areas that the teachers valued at ICP showed an adherence to traditional

educational practices in which the teacher was the focal point of the instruction and imposed the lesson plan, goals, and practices as he or she saw fit. The opposite of this practice would be the empowering teacher model, where a language program professes a mutual respect for and understanding of the language traditions teachers and students share. This model would best fit the funds of knowledge that students bring to the classroom experience. A teacher who empowers students "does not fill students unilaterally with information but rather encourages them to reflect mutually on the meaning of any subject matter before them" (Shor, 1992, p. 85).

The teacher determination of goals and priorities in the native speaker classes pointed to a program that focused on passive student learning, whereby listening was the primary linguistic practice employed. Moreover, the other priorities demonstrated a traditional model, which allowed the teacher to drive the curricular interaction through the study of vocabulary and grammar, along with the skills of reading and writing. Speaking, which gives students a real voice for self-expression and communication, was valued less. Moreover, this data pointed to a clear disconnect with the importance of speaking in terms of fluency and empowerment. In order to demonstrate fluency, spoken dialogue with varied speech patterns was a sound indicator. Wood (2001) wrote that "speech and articulation rates increased with overall fluency or correlated well with evaluations of fluency, time spent learning the language, or composite measures of overall fluency" (p. 575). Thus mutual discussions simultaneously created dialogue between teacher and students, which valued the linguistic contributions students bring to the classroom (Shor, 1992).

Power Struggle

The theoretical framework for world language pedagogy is based on a cognitive view of language learning. This view argues that the context of a learner's intellectual development should be a primary focus in language acquisition, a framework that implicitly enhances the notion that students in an honors native speaker/heritage language program are culturally and linguistically strengthened by the dual identity inherent in their home culture and language. Thus, teachers have the potential to act as cultural mediators and adopt pedagogical practices that affirm the bilingual and bicultural identity of the students (Gollnick & Chinn, as cited in Lovelace & Wheeler, 2006). The OPAL reinforced this perspective in one of its domains by critiquing teacher practices through the connections students make during the lesson plan. The ability for students to make "meaningful connections" between their cultural life experiences and the core curricular principles (Lavadenz & Armas, 2010) is a measuring tool of successful culturally responsive education.

The classroom observation data in this study pointed to an effort to bring cultural lessons and discussions into the lesson plans. However, the connections were external in the Honors Spanish I and Advanced Placement Spanish IV classes. The instructors discussed literature topics from the Advanced Placement curriculum, including *Don Quijote*, *Garcilaso, Lazarillo de Tormes,* and *Mario Vargas Llosa*. However, the level of connections remained at the external literary analysis level of poetic devices, plot summary, character development, and symbolism. While important for completion of the Advanced Placement curricular goals, these assimilationist practices did not offer

“essential subject matter learning so that students can engage in and reflect on how this new learning is relevant to their context (Lavadenz & Armas, 2010, pp. 12-13). In level II, there was more of an attempt to connect the curriculum and lessons with student experiences. In Honors Spanish II, the teacher discussed the story of success in the United States by emphasizing areas around the school where immigrant businesses have flourished. Moreover, the teacher was able to allow students to make connections with current events, such as the federal debate over the Dream Act and the topic of immigration. This raised the level of discussion in the class by allowing the student-teacher conversation to move beyond a textbook.

Academic Assimilation

Portés and Rumbaut (2001) maintained that political practice in the United States in the area of linguistic dominance has been driven by an assimilationist tone. That is, in a diverse country such as this one, one of the few elements on which a national identity may be founded is language. With a people from a multitude of countries as citizens, a unifying linguistic symbol may fill the void of national identity. This is a perspective that places the issue on a national basis. From the standpoint of this one heritage language program in one Catholic school, the issue is not too different. While the national identity question does not fall under the umbrella of linguistic unity, the issue at ICP was one of academic performance, which was one of the most unifying aspects of the school’s culture. The test scores on the SAT, PSAT, Advanced Placement exams, and other standardized tests were important statistics for the school’s profile. There was certainly no problem with success in this area of the school’s profile; however, it was a limited

perspective of the school's success, especially when considering the social justice components of educating the whole person.

The interview data focused on the primary purpose of the native speaker program at the school, specifically in relation to doing well on the Advanced Placement exam or becoming truly bicultural and bilingual:

> *Response 1*: Um, on this one I'll be interest—I'll be straightforward, and it's—and probably I'll—it'll sound kinda political in a way. But my main one is to, again, be . . . but I know I have to take care of the AP exams and also that being able to whenever they go to college they go in to take a placement exam and they feel that their money—their time was worth it here. The, uh—someone who doesn't understand language will always go into what the test scores are, and—and that's why we're tied into whatever AP, um—AP results are especially for—for a school like this. Um, but what I always understand as a teacher, as a person, as, uh, someone who believes also like in the, uh, uh—on the, uh, teachings of this institution, being Jesuit, is that we really need to give these kids a form of confidence, trust, and what I always tell them, "I believe in you."
>
> *Response 2*: Cause if they don't hear that, "I believe in you," you can give them whatever tests, whatever high tests, but if you don't tell them, "I believe in you," they're not gonna do well for the rest of their life. And sometimes it takes just one person, and I do believe that I—I—I feel that I have that responsibility because I look like their parents. Sometimes their parents don't tell them that. Because I might look like their uncles or I might look like the—the people that

they always see mowing the lawn or doing some labor work, but at least I'm giving them hope that if they see me here, that if I tell them, "I believe in you," they can really do more than I, and I do believe that—that—that will be the main thing other than just focusing on a test or AP results. They're gonna do it anyway. (Administration and Teacher interviews, November, 2010).

Defining Honors Students

In addition to focusing on the term native speaker and its perceived characteristics, a second interview question asked the participants to discuss what is understood by the term *honors student*. In discussing this particular term, which was prevalent at ICP in reference to students who were enrolled in academically challenging courses with a more rigorous curricular focus, the administrators who were questioned focused on the following themes: discipline, highly developed engagement, and curricular immersion. The responses below painted a portrait of these themes in relation to a portion of the student body at ICP:

Response 1: To me, an honor's level class is, is ah, a class in, in the particular discipline that is, is more than just a notch above what is being taught in that particular discipline, or even in that particular segment of that, of that discipline. Ah, it's not just more work, but it's, it's more of a challenge. There would be ah, deeper critical thinking challenges to critical thinking. There would be ah, discussions on a much higher level.

Response 2: I, ah, ah, it, in one level an honor student is a student who wants to achieve above, you know, the course requirements. Then so that application

could apply to any class or a student just, you know, gets fired up and excited about something and just takes his know—you know, his gaining knowledge to a new level.

Response 3: Today it, it's, it's a class that's got a more accelerated curriculum, a more in-depth curriculum populated by students who don't necessarily have a passion for that subject but in the competitive world of college admission feel that they need to perform at a higher level. And, it's somewhat to say that, or to admit that, um.

Response 4: I think an honor student is a student who really is able to engage in the material in a mature, ah, ah, ah, ah, and well-developed, highly-developed way that, that takes you above and beyond just, ah, you know, the, the, the survey kind of engagement with the, with the material. I think it has to be a way in which an honor student should immerse himself into that subject matter in a subject matter that, that, they can really swim around in it and let the, let the material form them, as well as they are, you know, performing or agreeing with the material kind of thing, too. (Administration interviews, July, 2010)

The themes developed in these responses infused the curriculum with rhetoric that spoke to the rigorous academic nature of the honors programs at ICP. The native speaker program in Spanish was one of many such tracks in the honors curriculum. Therefore, the focus was on using an approach that was rich in critical thinking skills, based on an achievement variable that was measured by testing, a pacing that was accelerated in comparison to other courses, and served an academically mature audience.

However, the honors program in Spanish for heritage language learners also had a component of bilingualism and biculturalism that was not necessarily present in other programs at the school. The reality is that students enrolled in the program may have been identified as worthy of enrollment as much for their background in the language as for their academic aptitude in the language. Moreover, the organization's perceptions of the students may have influenced how they were challenged in the program and to what extent bilingualism and biculturalism became realistic goals. The interviews produced two responses by administrators that delved into the area of whether a native speaker was an honors student in relation to this program in Spanish at ICP:

> *Response 1*: An honor student is somebody who has had Spanish in grammar school, ah, but may or may not be a—a native speaker, um, so that they don't need the basics of Spanish because they, they've mastered some of those in grammar school. However, they are not advanced enough to progress into Spanish II and beyond.
>
> *Response 2*: Ah, you know, I think a combination of testing—make sure that they have a real, ah, working ability of the language. And I think also, ah, you know, evaluation from the faculty and all that kind of stuff too. I think that you have to have both. It has to be a two-tiered thing. I think it, it really should be, I, I think a lot of our kids can do honor's stuff, but I also think we need to make sure that they really do have a real sense of, of what it is that they're going to be getting into in an honor's course, too. (Administration interviews, July, 2010)

When considering these pieces of data, the speakers indicated two key points. First, the students were recognized for a certain level of background knowledge in the language, given a possible sequence of study experience in the past. Second, they were considered worthy of the honors label due to an evaluation protocol that the school determined would successfully identify native speakers and honors students. This protocol involved a multiple-choice exam, an interview, a listening exercise, and a writing sample. However the study of Spanish in grammar school and the evaluation tool were limited avenues for determining the ability of students to excel, because they were founded on the premise that academic performance and achievement were the ways to measure bilingualism and biculturalism. This study was addressing the multiple variables that determine such an identity for speakers of Spanish, and the research indicated that more factors were involved than those mentioned by the interview responses.

The data also supported the contention that various factors beyond the traditional curricular practices were in the mix. However, the data pointed to curricular practices that were primarily traditional in their focus on grammatical exercises, verb conjugations, cultural lessons, and textbook exercises. In terms of rigorous and relevant curriculum, the classroom observations produced quantitative data that indicated ratings in the *medium* category based on the OPAL's rating system. In component 1.1 (engages students in problem-solving, critical thinking and other activities that make subject matter meaningful) (Lavadenz & Armas, 2009), the average rating for the four teachers was 3.50 on a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *medium* level. In component 1.2 (facilitates student and

teacher access to materials, technology, and resources to promote learning) (Lavadenz & Armas, 2009), the average rating for the four teachers was 2.98 on a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *low* level. In component 1.3 (organizes curriculum and teaching to support students' understanding of instructional themes or topics) (Lavadenz & Armas, 2009), the average rating of the four teachers was 3.60 on a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *medium* level. In component 1.4 (establishes high expectations for learning that build on students' linguistic and academic strengths and needs) (Lavadenz & Armas, 2009), the average rating of the four teachers was 3.30 on a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *medium* level. In component 1.5 (provides access to content and materials in students' primary language) (Lavadenz & Armas, 2009), the average rating of the four teachers was 4.88 on a possible 6-point schedule, thus placing the classroom practices in the OPAL implementation scale at a *medium* level. In component 1.6 (provides opportunities for students to transfer skills between their primary language and target language) (Lavadenz & Armas, 2009), the average rating of the four teachers was 3.88 on a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *medium* level (classroom observations, September-October, 2010).

In terms of comprehensibility, the classroom observations produced quantitative data that indicated ratings in the *medium* category based on the OPAL's rating system. In component 3.1 (uses scaffolding strategies and devices to make subject matter

understandable) (Lavadenz & Armas, 2009), the average rating of the four teachers was 3.03 on a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *medium* level. In component 3.2 (amplifies student input by: questioning/ restating/ rephrasing/ expanding/ contextualizing) (Lavadenz & Armas, 2009), the average rating of the four teachers was 4.15 on a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *medium* level. In component 3.3 (explains key terms, clarifies idiomatic expressions, uses gestures and/or visuals to illustrate concepts) (Lavadenz & Armas, 2009), the average rating of the four teachers was 4.30 on a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *medium* level. In component 3.4 (provides frequent feedback and checks for comprehension) (Lavadenz & Armas, 2009), the average rating of the four teachers was 4.20 on a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *medium* level. In component 3.5 (uses informal assessments of student learning to adjust instruction while teaching) (Lavadenz & Armas, 2009), the average rating of the four teachers was 3.90 on a possible 6-point scale, thus placing the classroom practices in the OPAL implementation scale at a *medium* level (classroom observations, September-October, 2010).

In terms of connections, the observations offered the opportunity to see how the four teachers employed lessons on culture and linguistics in their curriculum. In Honors Spanish I, the teacher presented an activity based on the Spanish painting *Las Meninas*. In this lesson, the students were given a historical context for this painting and then focused on interpreting the themes of the work and the characters in the painting. The

students viewed an overhead with the painting and offered feedback on the characters and history of the work. In Honors Spanish II, the teacher discussed the recent gubernatorial candidates' debate in terms of the current state of education. Specifically, the teacher asked the students to consider the opportunities offered by and the justice components of the Dream Act. The teacher related a personal story as an immigrant as well as the students' roles as the sons of immigrants in a number of cases. In Honors Spanish III, the teacher helped the students make connections by considering the role of music in political dialogue. Moreover, the teacher was able to refer to hip-hop music in Spanish to help students make connections with a musical genre they understood in relation to then-current political topics. In another class activity, the Honors Spanish III teacher assigned an essay topic that challenged students to analyze a quote about what choices in friends can say about an individual. This activity was related to the personal experiences of students as they were asked to relate their personal experiences with friends and relationships. In Advanced Placement Spanish Literature, the teacher used the literary works, picaresque novels, *El Conde Lucanor*, the poetry of Garcilaso de la Vega, and *Don Quijote*, to discuss themes such as social justice when dealing with hunger, honesty in personal relationships, respect for women, church practices, and hypocrisy (classroom observations, September-October, 2010).

In terms of interactions, in three of the four courses observed, the target language was used exclusively. The students interacted with the teacher using Spanish, and the teacher used the language to explain grammatical, cultural, and literary topics. In Honors Spanish I, however, the teacher did use English to explain topics such as definite articles,

indefinite articles, descriptive adjectives, and determinant adjectives. In Honors Spanish III and Advanced Placement Spanish Literature IV, the teachers used video, hip-hop music, and an interview with Mario Vargas Llosa, to further offer interactions in the target language. In other words, the teacher use of the target language appeared to be the OPAL category in which the teachers seemed to thrive from a curricular standpoint. However, the opportunity for student use of the target language was limited to lesson plan materials and exercises. The level of and opportunity for student autonomy in terms of the curriculum was an area of focus in the data collected. In Honors Spanish I and II, the students were not placed in cooperative learning groups during the class visits. In Honors Spanish III, the only pair activity that allowed for interaction between students involved a challenge for organization of class notes and assignments with no conversation component in the target language. Finally, in Advanced Placement Spanish Literature, the examples of active engagement were clear in discussions about thematic elements in the works and plot analysis (classroom observations, September-October, 2010).

Appendix I provides the spreadsheet for the OPAL quantitative data. The ratings were not calculated for one level II class due to the fact that the instructor was absent the day of the scheduled visit. The researcher did not immediately reschedule this particular class and continued with other avenues of data collection. Additionally, Appendix J provides the qualitative and quantitative research matrix.

Fluency in Communication

When the teachers were asked to define someone who is bilingual, the themes that emerged focused on communication skills, culture, and fluency:

> *Response 1*: To me, bilingual is a person that could speak and write both languages. I'm not trying to say perfect, but both languages. And it contains some, um—I would say regional speech from different backgrounds.
>
> *Response 2*: Someone that can speak two languages at the same level: understanding, reading, comprehending; being able to know it culturally, too, in both; in both levels at the same level.
>
> *Response 3*: I would say that reading a piece of literature if they can do the transition, if they, for example, if they read *Don Quijote* and can they do that same thing in Shakespeare when they read the, for example, *Romeo and Juliet* or *Macbeth*? And so they can really do that transition.
>
> *Response 4*: Bilingual, to me, would be a person who can communicate, you know, fairly, uh, well in both English and Spanish, or—or—in—in either language—in two languages, not to be English and Spanish. In this case, that's someone who's also fluent in either of the two languages. (Teacher interviews, July, 2010)

These responses dealt with the reality of language study in terms of communication at various levels of fluency, writing, speaking, and reading. These points aligned with the teachers' own prioritizing of language learning skills. As previously stated, the teachers identified listening, vocabulary, grammar, and reading as the most important areas of

practice in their curricular lesson plans. An important theme that emerged in the interviews coincided with this prioritizing as the teachers spoke about speaking two languages fluently and transitioning from one language to another (teacher interviews, July, 2010).

One particular section of the quantitative survey data was aligned with the OPAL (Lavadenz & Armas, 2008) category of *comprehensibility*. This series of frequency questions asked about instructional practices in the current Spanish class. In Q1 (The class taught almost exclusively in Spanish), the data indicated that 72 of 75 students responded *often* or *always* (*Mean*=4.56, *SD*=0.62) (student survey, November, 2010). In Q2 (The students use Spanish for discussions in the classroom), the data indicated that 70 of 75 students responded *often* or *always* (*Mean*=4.41, *SD*=0.62) (student survey, November, 2010). In Q4 (The teacher uses cooperative learning or group activities that encourage communication in Spanish), the data indicated that 64 of 75 students responded *sometimes*, *often*, or *always* (*Mean*=3.53, *SD*=1.04) (student survey, November, 2010). In Q5 (The teacher uses multimedia materials in Spanish), the data indicated that 56 of 75 students responded *often* or *always*, while 17 responded *rarely* (*Mean*=3.25, *SD*=1.03) (Student survey, November, 2010).

The teacher data regarding these varied aspects of language study offered important information regarding which characteristics were valued in the language program at ICP. Specifically, the research pointed to the areas of fluency and empowerment as two areas of contention and disconnect on behalf of the power structure. The ability to speak with appropriate pauses and conversational fillers was an indicator of

proficiency and fluency. Wood (2001) indicated that fluency incorporates numerous and varied speech intervals, which are "linked to psycholinguistic aspects of performance and production" (p. 574). Spoken fluency in language study can be determined by patterns of pauses and hesitations in connection with brain processing and functionality of language usage. Wood (2001) analyzed this connection as integration of "automaticity and formulaic language unites into classroom practice" (p. 574).

Cultural Components

When the teachers were asked to define biculturalism, the themes that emerged focused on awareness, history, and the relationship between culture and language:

> *Response 1* (Awareness): I would say one who understands and participates and has an understanding of multiple—in this case two—cultures. Perhaps in many cases where two cultures are mixed—overlap as the norm.
>
> *Response 2* (Awareness): Someone that's aware of both—someone that's—that's aware, or practices two separate cultures.
>
> *Response* 3 (Awareness): Um a—a truly bicultural student respects and accepts both lang—both cultures. Like he's aware of his grandpa and the respect that he has to show for him.
>
> *Response 4* (History): A person who has an appreciation and has a heritage in a multiplicity of cultures, in this case two.
>
> *Response 5* (History): It's someone that understands not only his roots, but also he has—he's aware that he's another culture that he's learning. There are fractious

> between—um—and I'm not talking about friction between generations—you know the generation gap.
>
> *Response 5* (Language): But language takes part—if I understand your question, it's like—in everything that we do, every day from the beginning, when we wake up—you know we thank God that we're alive. We ask for so little. And that's very reflective. You know? I mean um, we don't recite things.
>
> *Response 6* (Language): But then on the other hand, you know, out in society with, you know, uh, purely American students or friends, um, and having that that influence or they pick up distinct mannerisms and ways of speaking and, um and, um—and colloquialisms and—and the dialects and whatnot that's distinct from what they know from, say, home or hanging out with their, um, say, Hispanic friends. So, um—but a student who—or a child who—you know, who, um—who might have parents or grandparents, say, in the home or they might be raised in a community, say, that is Hispanic, um, they may not necessarily pick up the language (teacher interviews, July, 2010).

Martin and Litton (2004) wrote that culture is learned, shared, and dynamic. In the teacher responses, the focus on awareness and historical family context were indicative of the connections made in the literature. When discussing the idea of more than one cultural knowledge base, the teachers pointed to the diversity of individuals and their backgrounds. They explained:

> Racial and ethnic identity is not isolated from other cultural factors . . . and is a powerful construct in U.S. society and schools. Both as individuals and as

> members of groups, students and educators identify with various ethnic and racial communities . . . The increasing number of people from mixed racial and ethnic backgrounds, as acknowledged for the first time in the 2000 census, further illustrates the dynamic and changing notion of identity. (Martin & Litton, 2004, p. 11)

In the context of ICP, there was a diverse student body in terms of nationality identification. The teachers referred to biculturalism as an understanding of and identification with more than one cultural background. Furthermore, the bicultural student has an appreciation of both cultures. Martin and Litton (2004) described this appreciation as a freedom of choice to share in cultural practices:

> The group notion of culture emphasizes those shared cultural attributes, beliefs, and behaviors that are held by a group of people. The individual notion of culture emphasizes the way individuals are more or less free to make choices about how much or how little they participate in the shared culture of a group. (p. 14)

While it is admirable that the importance of bicultural identity was recognized, it is important to note that their comments externalized the practices of appreciation. It is the students who were responsible for appreciating both cultures, while little mention was made about the school's role and its practices in this regard. The school and the curricular practices also had a role to play in bicultural appreciation and recognition of identity. Martin and Litton (2004) touched on this point:

> When teachers are not aware of the influence of group cultural norms, these norms appear to be invisible. When this occurs, more than likely, the teachers are

> influenced by the norms of the dominant culture without realizing it. Thus, teachers can participate in the social reproduction of their own normative culture at the expense of other perspectives. Because of the invisible nature of group norms, some educators believe the best approach to education is to be culture-neutral, or color-blind when relating to students. (p. 15)

Racial identity is not an isolated entity when it comes to cultural considerations. As individuals and as groups, students and educators need to identify with communities. This group notion of culture emphasizes the importance of those shared attributes of culture (Martin & Litton, 2004).

Immersion as Empowerment

In order to better garner opinions from the adult community regarding the co-curricular practices, an interview question was presented that asked about the relationship between travel and language learning. In the administrator and teacher responses, one overriding theme emerged, immersion. The adult sampling indicated strong perceptions in terms of the importance of immersion for the students to truly master the language and culture:

> *Response 1*: I think traveling connects a lot of what you read about, and it helps to connect, and really, um, visually see like a lot of the culture that you know about, but that you have never seen, you know, in front of your face.
>
> *Response 2*: Essential. Um, you—you, uh—immersion is definitely the way to go, um, in assimilating the language. Um, and then of course, um, the travel allows you to, um, open up your horizons, like I mentioned earlier, to actually

apply the language to appreciate the culture, um that, you know, has this language as their communication. And it allows a person to get outside of themselves, and to actually work on the listening and work on the communication to see in play as it is in that particular culture and not in the sterile environment of the classroom.

Response 3: It is an excellent opportunity to use the target language. They are motivated and sometimes forced to practice what they have learned.

Response 4: Oh sure, I mean, I don't, I think there's no better way to learn a language than to be immersed in the, in that language, and especially, you know, if you're traveling to a country that predominantly speaks Spanish, or almost solely speaks Spanish, ah, it's almost sink or swim, live or die, but beyond that, you're learning within the culture.

Response 5: It's not in an isolated situation in a classroom where you're relying on the expertise of a teacher or your peers in a classroom, or audio-visual materials or whatever the case would be. You're in real life when you travel, and you're speaking the language that these people are speaking. It's not a classroom for them. It certainly is for you, but they're just living their lives and now, besides having to be able to communicate in that language with them, you're being exposed to their culture and living the life that they're living.

Response 6: Well, I think travel lights a fire, um, and a passion, ah, that's one point. Another point is, um, you know, there's nothing like learning a language to be immersed in and be trapped in it, to be in a situation where you have to use it.

> Um, and you use it daily and it becomes an unconscious part of what you do. (Administration and teacher interviews, July, 2010)

The responses demonstrated the importance of immersion in language and culture. A further question was posed to the six teachers in the participant group. The five who responded to the inquiry were adamant about the importance of participation in travel programs and of their interest in joining such programs. Interestingly, the Spanish program at ICP was not part of a sponsorship plan for travel and immersion programs for the school and for its students. There were immersion, language, and cultural programs to Italy, Greece, Japan, and Germany. However, the largest language at the school in terms of student participants and faculty members did not have a program in travel. The school's Community Service Team ran the only service immersion programs to Spanish-speaking countries, including Baja California, Argentina, Peru, and Uruguay. Ironically, one instructor recognized the void in the Spanish program as it lacked a travel component:

> And a colleague of mine who's also a Spanish teacher, um, went, and it—it helps if the language teachers themselves, you know, accompany students on a certain trip. Um, I know a bunch of students went to Argentina. Um, uh, this summer and I've gotten some positive input about that. Um, and, uh, of course I'd be willing to. It's just a matter of when and how and time and whatnot. But, um, it's even better if a language teacher can accompany the students. (Teacher interviews, July, 2010)

During one of the classroom observations to the Honors Spanish II class, the Director of Community Service arrived to present background information about the upcoming Argentina immersion trip in the summer of 2011. He knocked on the door of the classroom and jokingly asked the teacher, “Is this curriculum important?” (classroom observations, September-October, 2010). The teacher demonstrated the ability to modify the curriculum, as indicated in the OPAL (Lavadenz & Armas, 2008). The teacher stopped the lesson on verb review and pronunciation to allow the Director of Community Service to present the materials. The teacher asked if the materials would be reviewed in Spanish, but the director did not speak Spanish, although used some words in the target language. At one point the director stated “I do not speak” and uttered the word “gringo” (classroom observations, September-October, 2010).

A section of the quantitative survey data was aligned with the OPAL (Lavadenz & Armas, 2008) category of *connections*. This series of frequency questions asked about student experiences in programs like community service, immersion, employment, and place of worship. In Q1 (I have used Spanish in my community service placement sites), the data indicated that 46 of 71 students responded *never*, *rarely*, or *sometimes* (*Mean*=2.82, *SD*=1.21) (student survey, November, 2010). In Q2 (the service immersion programs at this school offer opportunities to work with Spanish-speakers during service projects), the data indicated that 57 of 61 students responded *sometimes*, *often*, or *always* (*Mean*=3.90, *SD*=0.93) (student survey, November, 2010). In Q3 (the foreign immersion programs offer programs that serve in Spanish-speaking countries), the data indicated that 56 of 62 students responded *often* or *always* (*Mean*=4.34, *SD*=0.65) (student survey,

November, 2010). In Q4 (I have used Spanish in my job), the data indicated that 27 of 44 students responded *sometimes*, *often*, or *always*, while 12 responded *never* (*Mean*=2.93, *SD*=1.45) (student survey, November, 2010). In Q5 (I have used Spanish at my church or place of worship), the data indicated that 42 of 70 students responded *often* or *always*, while 19 responded *never* or *rarely* (*Mean*=3.49, *SD*=1.32) (Student survey, November, 2010).

Research Question Summary

The data collected in this chapter enabled the researcher to answer the research questions by formulating a concurrent triangulation model that united the interviews, survey, and classroom observation results. The organization of the data in this triangulation model resulted in the four primary themes of racial discrimination, class discrimination, student internalization of deficiencies, and an inherent power struggle as the school continued moving from the traditional Eurocentric leadership model to a racially, ethnically, and economically diverse population. Each area of the data collection process supported the contention that the school was accepting a student population that was a greater reflection of the urban center it served. On the other hand, the leadership was still primarily Caucasian, while the teachers in the heritage language Spanish program were primarily of Latino backgrounds. However, in this area, these teachers did not necessarily have the degree background in the subject area they taught.

As a result, in the area of organizational practice, the school demonstrated a commitment to have an honors program in Spanish, but it still needs to find the best way to clarify its understanding of the differences between native speakers and heritage

language learners. When this step is taken, the reconciliation with an honors and Advanced Placement curriculum can take place. In its organizational practices, the school power structure also needs to recognize the perspectives students bring to the classroom as a diverse nationality base. Finally, the organizational structure needs to move beyond the perspective that students are lacking in their preparation for academic rigor and challenge students at a level that assists them in attaining a level of academic Spanish proficiency.

Finally, the question dealing with co-curricular practices was more challenging to answer, but the data pointed to an understanding on the part of the school leadership and faculty that immersion trips are vital for learning and mastering a target language. The students supported this assertion by noting that they have had the opportunity to use the language in community service sites, at a job, or at church. This presented an interesting dynamic in that the students were able to find opportunities to use the language. In cases of service immersion trips or community service opportunities, the school gave the students avenues for this phenomenon to occur. The classroom observation data pointed to an example of the Community Service Director's presentation about a trip to South America. However, the Spanish program did not offer opportunities for trips or immersion programs as part of its organizational structure. Therefore, this represented a missed opportunity for engagement beyond the classroom, which was emblematic of the classroom practices. While there was competence in presenting traditional language learning pedagogy, the engagement beyond the textbook and grammatical exercises was an area for continued growth.

In terms of the curricular practices, the observation data suggested that ratings were consistently in the *medium* range in the OPAL scoring guide. There were three scores in the *high* range in rigorous and relevant curriculum, three *high* scores in connections, one *high* score in comprehensibility, and two *high* scores in interactions. The student survey data supported these OPAL findings in that they indicated that the teachers used the target language in the classroom and the students used it with family at home. However, they also indicated that they have had limited opportunity for group work or interactions in cooperative learning pairings. In the classroom, there was a focus on the target language and on the sharing of personal experiences that occurred when there was a cultural bond between teacher-student and student-student. These classes also had peer activities and chances for discussion and interaction. In this way the teachers were demonstrating their ability to be reflective in their classroom instruction. They were going beyond mere lesson planning and focusing on the education of critical thinkers. The instructors were taking the abilities of their students and allowing them to freely develop as Latino young men. Their backgrounds became sources of strength in their educational experiences.

Conclusion

The school administration theorized that students in Spanish were considered educated effectively if they were tracked by proficiency level. The students were placed in the native speaker track due to an interview, exam, and, perhaps, by surname. This practice seemed to exist in contrast to a reflective approach to education in that the information available (testing, interview, and student knowledge) did not always serve to

offer the best solution for the students. The ultimate goal may be to adequately meet the needs of the students that the Spanish classes served, rather than placing them based on a test or Spanish surname.

This study was organized as a contextual analysis of a heritage language program that has labeled itself as an honors native speaker program. In the literature, there was research about further developing a program that meets the needs of its increasing Latino demographic population. The data pointed to themes that challenged the established thinking at this school: racial and class discrimination, student internalization of deficit thinking, and the struggle for power inherent when schooling is a hegemonic practice. This study began as a study of a program with linguistic educational goals. While the primary context for the collection of data and analysis of the problem was a heritage language program, the research pointed to a more global avenue for discussing this topic. Racial and class discrimination are global themes, which play out in our country's debates over immigration and equality, while the student internalization of deficit thinking threatens achievement and engagement in school. Next, Chapter V provides a discussion of the findings and recommendations based on the data.

CHAPTER V

DISCUSSION OF FINDINGS AND RECOMMENDATIONS

The questions for this study began to emerge as the result of an ethnographic study conducted for a class in anthropology in the spring of 2008. The topic of this poster project was "Student-Teacher Interaction in a Native Speaker Spanish Program." The organizational focus was implemented in the fall of 2008 as the study was further developed for a class in organizational theory. This paper, submitted in December of 2008, was titled *The Organizational Structure and the Native Speaker Honors Spanish Program at a College Preparatory School*. The school in both studies was ICP. These studies utilized questionnaires, observations of the classroom, and school records indicating testing data and placement of students in honors Spanish courses. These initial inquiries in the topic of heritage language study at an all-male college preparatory institution suggested that a tension existed between the placement of students in the honors program for the sake of academic assimilation into an Advanced Placement curriculum and a genuine understanding of the necessary tools to achieve success in a native speaker curriculum. A review of the literature for a course on the historical mission of Catholic/Private/Charter schools added the social justice component to this study by evaluating the historically progressive educational mission of these schools.

Restatement of Purpose

The research questions analyzed the heritage language Spanish program at a college preparatory school in a large metropolis. The purpose of the research was to study the organizational, curricular, and co-curricular practices of the school in terms of

the bilingual and bicultural goals of the program. These goals were analyzed in comparison to the academic goals of success in a college preparatory Advanced Placement program.

As a result of the data collected and analyzed, the thematic representation that developed pointed to an academic program that is founded primarily on assimilationist goals and academic achievement. Certainly, in a college preparatory environment, the latter is not a problem. However, it is an issue that needs to be discussed when the focal point becomes academic assimilationist practice instead of a model where academic success can occur as an additive practice to the students' bilingual backgrounds. Indeed Lavadenz and Armas (2010) commented, "Notions such as additive and subtractive bilingualism, either eliminating the first language (subtractive) or augmenting the home languages of students (additive), shape the sociocultural context for learning English (p. 8).

As the data suggested in Chapter IV, a great deal of diversity was present at the school in this study, particularly in terms of Spanish-speaking nationalities. If the school indeed becomes a more accurate representation of the city in which it resides, especially in its diverse nationalities and ethnicities, then the need to allow for students to express themselves in the heritage language and culture is increasingly important. Moreover, such a change will present a challenge to the existing power structure as Spanish is potentially elevated to the higher echelons of academic representation for its strong linguistic and cultural achievements, not merely for its ability to prepare students to take Advanced Placement examinations. Lavadenz and Armas (2010) noted that the

relationship between the majority and minority language groups goes further to reflect a relationship of status based on economics, immigration standing, and political implication.

Findings and Assertions

Challenges at Ignatius College Preparatory

The data gathered in this study pointed to a number of challenges facing the native speaker Spanish program at ICP. The organizational practices were focused on academic assimilation in terms of the performance of students on standardized tests and appropriate academic placement. The curricular practices were primarily driven by activities and interchanges that were teacher-centered and limited in terms of the higher level of critical thought that heritage language learners needed to master fluency in the home language. The co-curricular practices were driven by a desire to expand the experiences of the students, yet limited in the ability to involve heritage language learners in practices that went beyond curricular aims. The theoretical framework for this study was rooted in language socialization and culturally responsive educator, which framed the linguistic and cultural tenets of the subject matter. While initial language socialization occurred in the home, schools have the potential to positively influence the level of linguistic proficiency students attain (Shi, 2007). Culturally responsive educators enhance the ability of students to connect their personal experiences, linguistically and culturally, with their socialization experiences in school and beyond (Villegas & Lucas, 2002). A heritage language program will positively draw connections between what the students experience at home and at school; thus a level of continuity would be evident.

However, in a very real sense, the dual framework model presented thus far does not extract the level of fluency and critical eye needed to view the practices at ICP. In essence, these frameworks may be assisting in the continued mediocrity that plagued the native speaker program at ICP. Indeed, it may have been serving as a tool for enhancing the language experience from a purely academic point of view, but it did little to empower the students to be critical thinkers and men whose bilingual and bicultural identity was fully developed. Moreover, United States "census projections are bound to impact the linguistic practices of future generations of U. S. Hispanics" (Carreira, 2003, p. 55). As the linguistic practices in the country will be influenced by the increased numbers of Latinos, so will a Spanish program at ICP, where the demographic trends are beginning to mirror the population of the study city and the country as a whole:

> These demographic and socioeconomic predictions are likely to have significant repercussions on the general linguistic profile of U.S. Hispanics, as well as that of SNS (Spanish for Native Speakers) students in particular. If the demographic projections are accurate, it is reasonable to assume that as the percentage of foreign-born Hispanics in the total Hispanic population declines, the percentage of foreign-born Hispanics in secondary and postsecondary institutions will also decline. Conversely, as the percentage of second- and third-generation Hispanics in the population rises, so will it rise in these institutions. (Carreira, 2003, p. 54)

The next step in this area of diversity involves assessment regarding the attitudes of Latinos to their ancestral language. Ramirez (2000) stated:

> A national survey of Hispanic youths finds that Cubans in Miami assign more instrumental than integrative value to Spanish. Mexican-Americans in San Antonio, Albuquerque, and Los Angeles, in turn, favor Spanish for instrumental and ethnic reasons. Puerto Ricans in the Bronx and Amsterdam, New York, on the other hand, evaluate Spanish as being less important to meeting instrumental or integrative goals. (as cited in Carreira, 2003, pp. 67-68)

This study, therefore, looked at some of these areas in relation to the academic questions posed. While the organizational, curricular, and co-curricular practices were valuable in terms of capturing a snapshot of one place, ICP, and its population of students, faculty, and administrators, in the heritage language program, the implications were much greater in terms of placing this school and the individuals in the greater context of the linguistic and sociohistorical realities of the United States and its Spanish-speaking population.

Placement Policies

As discussed in Chapter I and Chapter IV, the placement policies of the school's administration and language department determined which students were selected for the honors track in Spanish. These policies were driven by a desire to identify those students with a background in the language, but also those who were initially identified as capable of speaking, writing, and listening to a relatively high level of comprehension. Therefore, as stated earlier, the school placement exam covered sections in reading comprehension, grammar analysis, listening skills, and a brief interview. Interestingly, there was still a deficit-model approach to these students on the part of the power structure at the school even if they were identified as honors students by the placement

policies. Marwick (2004) stated, "The importance of institutional placement policies in determining academic success and goal achievement challenges those involved to find a better solution to this complicated problem. It may be that other measures of academic preparedness, alone or in concert with the placement test score, would be better predictors of academic success than a single test score (Marwick, 2004, p. 267). Thus, institutional placement policies can serve as barriers to enrollment in college-level classes, even though when these policies prescribe necessary remedial instruction they are crucial to student success (Roueche & Roueche, as cited in Marwick, 2004, p. 265).

The classroom practices at this point could reflect one of two directions: teacher-centered or student-centered. The latter was not the obvious practice demonstrated during this study. The teacher-centered approach was understandable when the deficit-model approach was apparent in the data collected. How could the students be fully empowered and have Spanish elevated to the equal status as English when the students were perceived as lacking in academic preparation or the ability to excel in linguistically challenging classes? The answer lies in access to programs that open doors for students, while elevating their cultural and linguistic identity to an equal level with the majority group. Marwick (2004) elaborated:

> But when institutional placement policies prevent students from enrolling in courses in which they could be successful, they often deny access to the instruction that students need to achieve their educational goals. If institutions allocate opportunity based on test scores that do not adequately reflect the skills needed for course success, the mission of the community college to provide

> access to college-level courses for all is threatened. These types of policies are particularly harmful to low-income and minority students who often constitute the majority of students placed in remedial or developmental courses (p. 265).

Connections and Fluency

Wood (2001) described three levels of fluency in linguistic practice, including input, automatization, and production. In the input stage, the learners listen to the speech patterns of a native speaker for an extended period of time on a topic that is spontaneous and of personal interest. The instructor focuses the learners on formulaic language units in speech patterns and grammatical usage (Wood, 2001). This is language in its practical and fluent stage. In the automatization stage, there is a shadowing or imitation activity in which the learners go beyond input and analysis in order to further their fluency. This stage represents an imitation activity that will allow pronunciation to occur in its most practical and conversation level. After the whole group activities involving speech patterns and practices, the class moves to cooperative learning and pair activities. Texts may be read and reviewed in pairs to reconstruct meaning at a fluency level and note structural phrasing patterns (Wood, 2001). A final activity involves a discussion or conversational activity. The production stage focuses on boosting fluency. The students prepare a 4-minute talk and deliver it to partners or the class as a whole. The fluency variables are analyzed in terms of pronunciation, hesitations, modeling, and improvisation (Wood, 2001):

> Classroom activity with a fluency focus must take into account the key element of automatization, as well as provide learners with large amounts of naturalistic

input and opportunities to produce and monitor their own speech. A fluency activity must pay attention to the continuous input and context stimuli which will encourage automatic retrieval. (p. 583)

Native Language Use in the Classroom

Language instruction methodology emphasizes the exclusive use of the target language during classroom interactions especially during communicative activities. As noted by Rolin-Ianziti and Brownlie (2002), research in the classroom has shown that the students' native language may be used in various contextual situations in a foreign language classroom. While instances of English used in the classroom lessons occurred, the overall practice at ICP was the use of Spanish as the primary language in class. The student surveys noted that 67 of 75 students indicated that the teacher used Spanish during informal discussions, while 71 of 75 stated that this was also the case in formal instruction. It is interesting to note that the use of English was perceived to be minimal by students. The classroom observation data supported this finding as the ratings averaged 5.18 out of a 6-point scale, thus rating in the *high* level. Therefore, the teachers would appear to be practicing the methodology of target language use that is important in language acquisition.

One common practice is the use of English or the dominant language when explaining concepts such as grammar, classroom policies, and advanced vocabulary definitions (Rolin-Ianziti & Brownlie, 2002). The teacher practices observed in the classroom pointed to the use of Spanish for classroom discussion, such as literature, music, verb use, adjective agreement, and cultural topics. However, it is also important

to note that the data also noted the use of English when the teacher in Honors Spanish II reviewed a conjugation quiz, when translating words, and when the discussion of the service program in Argentina was discussed. One specific example included the use of English in level I to explain descriptive/determinant adjectives and definite/indefinite articles.

As the program moves forward, one area to consider is the use of Spanish as a way to give students a voice with which to express their potential power. That is, while one can openly applaud the school's efforts to increase its Latino population, as indicated by the data, one unmistakable way to offer the students a true sense of linguistic and cultural assertion would be to overtly recognize the value of bilingualism and biculturalism as additive components of identity. The interactions in the classroom were almost exclusively in Spanish as indicated in the data for three of the four classes observed. The upper level course, levels III and IV, certainly promoted the intense cultural power of Hispanic history, music, and literature. The data noted that teachers employed a video of Mario Vargas Llosa, Spanish hip-hop music, and an analysis of a Spanish painting. These cultural components represented a first step, which can only yield results in bilingual and bicultural empowerment if the teachers continue to focus on connections that students make within their own lives and experiences. As indicated in the data collection section of Chapter IV, the opportunity for student use of the target language was limited to lesson plan materials and exercises. The level of and opportunity for student autonomy in terms of the curriculum was an area of focus in the data collected.

Higher Level Linguistic Use

Student initiated negotiations are possible when the classroom interactions and instructional practices attempt to move from the traditional teacher-centered initiation practices. In the latter practice, the students engage in relatively passive learning as they respond to cues and inquiries from the instructor. In the lessons observed, the teachers centered the instruction in their own realm. That is, the grammatical exercises were driven by teacher review and selection of students to respond to book exercises. In the literature class, the teacher read to the students on two different occasions, while emphasizing student voice when soliciting specific responses to the plot. There were examples of students making connections with their experiences, such as Halloween and the cultural practices of *El Día de los Muertos*; however, these were not as prevalent as book-centered exercises based on grammar and cultural lessons.

Waring (2009) hypothesized that a student who collaborates with the teacher is able to establish "a renewed participation structure that allows for student-initiated negotiations" (p. 796). That is, conversational practices in the language classroom are more conducive to acquisition and allow for the students to participate in managing. Conversation orients the lesson to achievement in each speaker's experience, rather than limiting opportunities to speak in the target language. Waring (2009) wrote that taking turns to communicate in the target language allows for greater understanding of the relevant conversational practices in daily dialogue:

> At the end of each possible turn-constructional unit (TCU; e.g., a word, a phrase, a clause or a sentence), a transition-relevance place (TRP) becomes available,

> which then triggers the application of a set of rules in the order of (a) "the current speaker selects the next speaker," (b) "the next speaker self-selects," and (c) "the current speaker continues." In other words, turn-taking is managed one TRP at a time. (p. 797)

The data collected in the quantitative survey data was a series of frequency questions asked about interactions in the current Spanish class. While the students answered that the teacher used Spanish as the primary language for communication in the classroom, the area of student interaction in the target language showed slight variation from this practice of using Spanish. When asked if the teacher speaks Spanish in class during informal discussions, 67 of 75 students responded *often* or *always*, and when asked if the teacher speaks Spanish in class during formal instruction and lessons, 71 of 75 students responded *often* or *always*. The tone changed when inquiries about student interactions were presented. In responding to an inquiry about student interaction in pairs during class, the data indicated that 54 of 75 students responded *sometimes*, *rarely*, or *never*. When asked if students interact in pairs during Spanish class, 59 of 75 students indicated *sometimes*, *rarely*, or *never*. Interestingly, when asked about student use of Spanish during informal discussions, the data indicated that 67 of 75 students responded *sometimes*, *often* or *always*. This may suggest that the students are prepared to speak and willing to do so during conversation, but the formal opportunities in class were limited. Waring (2009) wrote that conversation is a practice in democratic self-expression; thus the data here indicated that this democratic practice of speech is less expressive and empowering in "less flexible speech-exchange systems such as the classroom" (p. 797).

Student Voice as Expressed in Fluency

Wood (2001) asserted that linguists still believe that construction of creative and complex utterances “is the paramount feature of all language use, it appears fairly certain that utterances of spontaneous spoken language contain phrases and clauses which have been stored as wholes” (p. 580). Simply stated, conceptual links to linguistic thought, phrases, patterns, ideas, and lexical items, are activated by external stimuli in a social situation, and are thus the basis of language socialization theory (Wood, 2001). Given this basis for linguistic maturity of expression, bilingualism may be attained by presenting complex interactive situations in which students can speak and conduct themselves in an atmosphere of immersion, culturally and linguistically. Obviously, the most intensive immersion opportunities are those in which an individual lives in a foreign language environment, such as a foreign country. At ICP, there were limited opportunities for this type of immersion in the Spanish program. During the classroom observations for this study, there was a visit by the Director of Community Service, in which he discussed the summer service immersion trip to South America, Argentina and Uruguay. This trip was limited, however, to a maximum number of approximately eight to 10 students. There was no established travel program to Central America, South America, or Spain.

The interviews demonstrated an understanding that there was a strong relationship between travel and linguistic and cultural immersion. The Spanish program at ICP, the largest of the four languages taught, did not have a plan for travel and immersion programs for the school and for its students. There were immersion, language, and

cultural programs to Italy, Greece, Japan, and Germany. The school's Community Service Team maintained the only service immersion programs to Spanish-speaking countries.

Certainly, there was the very real situation of the school's location in a major metropolitan area, where the Latino population was a major demographic entity in the city. The school did work extensively with schools, shelters, and churches where Spanish was spoken and the opportunity for use of the language and cultural interactions may prove to be extensive. When asked if they worked with Spanish-speaking individuals in their community service placements, 57 of 61 students responded *sometimes*, *often*, or *always,* therefore indicating that the opportunity for an immersion experience existed. However, the data collected in the student surveys noted that the young men did not extensively use the language in these situations. When asked if they used Spanish in their service placement sites, 46 of 71 students responded *never*, *rarely*, or *sometimes*. This disconnect was important as it pointed to a student population that did not speak Spanish when given the opportunity in social settings, and there was evidence in the surveys and observations to indicate that they were not given much opportunity to interact with each other in the heritage language during classroom instruction and activities. The end result was limited confidence in using the language and the inability to successfully function in a bilingual setting. "It seems more and more evident that fluency lies to a great extent in the control of large numbers of formulaic language units and sentence stems" (Wood, 2001, p. 581); thus student voice expressed in dialogues, interchanges, and active learning becomes part of the ideal bilingual lesson planning. Wood elaborated, "Having

a broad and highly automatized store of memorized clauses and clause stems or frames gives the second language speaker a chance of attaining native-like fluency" (p. 582).

By giving students the maximum opportunity for conversation and linguistic exchanges, the speaker is able to formulate pieces of grammatical constructions and lexical models that are appropriate for a given situation. The idea is to proceed beyond pre-planned and limited question and answer discussions in a classroom and move toward complex language socialization interchanges that are characteristic of bilingual thought and sentence patterns (Wood, 2001). There is a connection between the ability to immerse oneself in language and culture and the ability to improve communication skills. The end result may be fluency:

> Thus, a string or frame is needed which links to the concept or part of the concept to be expressed. These prefabricated pieces must be strung together in a way appropriate to the communicative situation. As needed, attention and energy in the speech run is used to plan larger stretches of speech. A great proportion of the most familiar concepts and speech acts can be expressed formulaically, and, if they are automatized and a speaker can pull these readily from memory, fluency is enhanced. (Wood, 2001, p. 581)

Language Acquisition and the Hierarchical Structure of School

When taking into consideration the facets of language acquisition and socialization, the assertion may be made that "linguistic competence requires the mastery of an extremely complex linguistic system which appeals to many sub-skills that all exploit a large database of knowledge (De Groot, 2011, p. 11). As a result, the initial

language socialization that occurs in the home is the basis for communication and interaction in the cultural setting of a person's life. As noted in Chapter II, however, Shi (2007) recognized that second language acquisition is different in that it may not occur in the nurturing and immersive environment of the home. Socialization in the dominant cultural language is not invaded by the cross-cultural and linguistic challenges of multiple language practices. This is the case in schools where the dominant language and culture pervade most areas of life, including academic, social, and co-curricular. Thus, at ICP, the well-meaning goals of academic assimilation actually served to subtract from the heritage language learners' cultural and linguistic foundations in the home language. The data indicated that classroom practices emphasizing grammatical analysis, cultural lessons, and exchanges focused on external connections with Spanish and Hispanic culture and literature. There was little practice in pair communication and conversational activities for young men who were identified as native speakers by the placement program. This was consistent with problematic practices in later language acquisition.

What occurs during the early stages of language acquisition that could benefit the pedagogical practices at ICP and other similar language programs? De Groot (2011) stated that at an early developmental age, children and "babies are sensitive to speech rhythm and to the sequential probability of speech units, syllables and phonemes" (p. 41); thus these abilities would seem to provide clues to word placement and construction in speech patterns and language acquisition (De Groot, 2011, p. 41). In terms of language development and linguistic deprivation:

> According to a strong version of the critical period hypothesis, children who are not exposed to linguistic input during the putative critical period will fail to acquire any language when later in life this state of linguistic isolation is discontinued. (De Groot, 2011, p. 48)

In the heritage language program at ICP, the inference was that the students were at a relatively advanced stage of linguistic development given their background in Spanish. That is, they spoke and understood the language, but the areas that needed attention were reading, writing, and grammatical skills. The teacher responses to their survey question about student practices in the classroom demonstrated this belief. As indicated in Chapter IV, the teachers stated that speaking was the practice they emphasized least, while writing, grammar, writing, and listening ranked higher. The importance of student voice, a foundational piece of identity and empowerment, has been minimized in the identified skills taught by the teachers. Additionally, research supports the importance of vocabulary development and ultimate mastery:

> The chances of getting one's basic needs fulfilled in a foreign language environment are substantially better if the learner possesses some well-chosen basic vocabulary in the language concerned than when, instead, he of she masters the language's grammar flawlessly. (De Groot, 2011, p. 83)

Engagement of students at any level of instruction is at the core of the OPAL's Rigorous and Relevant Curriculum and Interactions components as target language and student primary language are mentioned prominently in these categories. Yet, the data cited in Chapter IV from the classroom observations suggested an inconsistency between

the two categories. Under Rigorous and Relevant Curriculum component 1.6 (provides opportunities for students to transfer skills between their primary language and target language), the school's classroom practices rated *medium* (3.88 out of a possible 6). Under Interactions component 4.3 (effectively communicates subject matter knowledge in the target language), the school's classroom practices rated high (5.18 out of a possible 6). This would appear to suggest an important pedagogical practice in this school's Spanish program: the teachers were at the forefront of the classroom lesson plan. That is, instruction and use of the target language on behalf of the teachers was evident, with these individuals holding the powerbase of the classroom hierarchical structure. However, the individuals who would be beneficiaries of instruction, and who would most benefit from an empowering voice and communicative activities that would facilitate their use of language, were the ones who appeared to be silenced. Thus, the learning was passive to a certain degree. It is what Freire (1970) referred to as the dialogue that mediates the world; thus the interactions and communication opportunities give meaning to the experience. Furthermore, Freire (1970) wrote:

> True dialogue cannot exist unless the dialoguers engage in critical thinking—thinking which discerns an indivisible solidarity between the world and the people and admits of no dichotomy between them—thinking which perceives reality as process, as transformation, rather than as a static entity-thinking which does not separate itself from action, but constantly immerses itself in temporality without fear of the risks involved. (p. 92)

In the classroom, students “learn best when they are actively involved in the learning process and are learning material that is meaningful to them” (Martin & Litton, 2004, p. 37).

The sociocultural roots of the culturally responsive educator framework that serves this study indicates that every participants’ knowledge “is important. While the teacher brings competence, the theory encourages learners to build on what they already know” (Martin & Litton, 2004, p. 37). The teachers in a culturally responsive environment are attuned to the backgrounds, needs, and voices of their students in order to transfer power from the seat in front of the room to the seats facing the board. The students, therefore, are participants in the enhancement of the educational process, which influences their experiences in the classroom. The opportunity for students to participate in open discussions, pair activities, and student-centered dialogues are part of a transformative process. Indeed, Freire (1970) stated that, “If it is in speaking their word that people, by naming the world, transform it, dialogue imposes itself as the way by which they achieve significance as human beings. Dialogue is thus an existential necessity” (p. 88).

The classroom experience was most effective when grounded in a high level of engagement. This was apparent during the classroom experiences as the activities. The OPAL-guided observations produced a rating in the *medium* category (3.50 out of a possible 6) when focusing on student engagement in critical thinking and other activities in order to make the subject matter meaningful. This would give the impression that the

pedagogical practices would not lend themselves to ultimate mastery of the heritage language.

From the standpoint of their perceptions of bilingual abilities, the survey data indicated that 45 of 75 respondents identified themselves as fluent in Spanish, while 61 of 75 respondents indicated that they speak Spanish and English interchangeably. The classroom practices would appear to indicate that the opportunity to truly engage and maximize these bilingual and bicultural students is waning. The OPAL ratings were *medium* (3.28 out of 6) in the component of Connections that emphasizes building on the life experiences and interests of students; thus minimizing the additive cultural aspects of classroom pedagogy. The OPAL ratings were *medium* (4.15 out of 6) in the component of Comprehensibility that emphasizes amplification of student input through questioning, contextualizing, and expanding. Thus the opportunity for students to express themselves in the heritage language would appear to be a secondary practice. The OPAL ratings were *mediu*m (3.80 out of 6) in the component of Interactions that facilitates student autonomy and choice by promoting listening and questioning. Thus interactions among the students who identified themselves as bilingual were not given the chance to use the language fully.

The students could end up losing interest in truly engaging and mastering Spanish further as the opportunity to speak is minimized and the focal points are prioritized in terms of grammatical, written, and reading mastery. All of these areas of language acquisition are important, but should not be emphasized in place of an enhanced

pedagogical model in which students speak the target language, engage in conversation, and feel empowerment by the language.

Spanish and Self-Perception

The data in this study offered an abundance of findings in relation to the role of Spanish in the self-perception of students and faculty, the importance of Spanish as an academic subject at ICP, and the perceived role of Spanish in future employment and success. Indeed, the status of language minority students was an important factor in the development of this study and in the practices at ICP. Moreover, the two areas were intertwined in that the goal of the former was to influence the latter. However, the issue goes beyond the practices at a particular secondary school. Lavadenz and Armas (2010) suggested that perspectives on language minority status of immigrant students “are embedded and manifested in interactions between teachers and students as well as in student-to-student interactions (p. 8). However, the notion of complete equity in school practices may well prove to be a fallacy; Martin and Litton (2004) asserted that the establishment of a color-blind society is to truly act in a way that divorces the student from reality. In effect, this practice challenges the student’s identity as a bilingual/bicultural person, because it asserts that there is only one language and culture that truly matters: the dominant language and culture. From the standpoint of traditional Catholic justice education, under which ICP professed its social justice foundations, the approach of both the group and the individual should be fostered and elevated to a level of maximum recognition (Martin & Litton, 2004).

On a deeper level, language education is one of the key ways to measure equity. How important are the linguistic and cultural tenets of this academic discipline in relation to that of the dominant language? Is Spanish held to the same esteem as English? Are the students aware of the value placed on the study of their heritage language? These points were raised by Martin and Litton (2004) when discussing the issue of fairness and equality. In their assertions, fairness deals with the input students receive and the equity that the input has for all students, regardless of race, color, or background. Therefore, academic assimilation practices are not immediately effective in their focus on making everyone the same, as they are achieved through the assumption that students are on a level playing field. In the case of this study, Spanish would have to hold the same level of esteem as English or other academic disciplines. The fact that only one of the six teachers interviewed had a post-graduate degree in Spanish immediately challenged this assertion. Moreover, the fact that only three other teachers had degrees in Spanish (two Bachelor's degrees and one minor) further shattered the notion that Spanish was held in high regard when compared to the dominant language. The interview data further emphasized this as one teacher mentioned that students who were heritage language learners were not valued for their excellence in Spanish. After all, it is thought, they already spoke the language. Instruction of these heritage language learners presented a wonderful opportunity to connect on a deeper level than academics. As Lavadenz and Armas (2010) noted when discussing this domain:

> Making meaningful connections to students' cultures and life experiences by moving beyond core curricular materials that often do not reflect students' lives is

> another example of differentiating instruction. It also assists in creating opportunities for discussion application of essential subject matter learning so that students can engage in and reflect on how this new learning is relevant to their context. (pp. 12-13)

As the data in Chapter IV indicated, Spanish was considered a potential building block for success. This may seem to contrast with my assertions that the Spanish language was not elevated or valued as English. However, it is important to set the context for this data regarding Spanish as a tool for potential future employment or success. There were two specific responses in the interview process that focused on the ability to be marketable with bilingual abilities: one spoke of how Latin Americans are hard workers, and one response focused on the ability to be more competitive if a person speaks two languages. These responses fall under the realm of domains for future success as described by Sirin et al. (2004) in relation to the reality of social capital. Urban adolescents, such as those portrayed by the sample in this study, may experience tension between their future aspirations and the reality of available opportunities. Thus, it is important to set this contextual backdrop for the statements by the participants interviewed. They are expressing a widely held belief that, especially in certain regions of the country, being bilingual can only present a future job candidate in a positive light. However, it is important to look deeper into the responses and capture the connection made between the Latino students in question and the immediate connection made to work. As Sirin et al. (2004) asserted, “the literature suggests that a consideration of future aspirations among inner-city youth is also a consideration of external barriers to

their future plans" (p. 439). In other words, the researcher contends that when Spanish is regarded as important for future marketability, it is diminished as the potential source of empowerment and power that only a dominant language can attain. There was no mention in the interviews of the impact that knowing English will have on future employment. Therefore, we return to the potential of Spanish as an academic subject elevated to a high degree of respect on the campus, thus elevating the self-esteem and pride the students feel in their heritage language.

Mixed Methodology Effectiveness

Thomas (2003) wrote that mixed-methodology studies blend observations, interviews, factual questionnaires, inventories, tests, and content analysis in gathering information. In this study, observations, interviews, and questionnaires were the primary data collection tools employed. The review of archives and testing information offered secondary materials for answering the research questions. In terms of the ability to triangulate the data, this methodology allowed for effective organization of the varying perspectives. Moreover, the observations, interviews, and questionnaires gave voice to the participants in the study. The observations allowed the researcher to view interactions in the classroom between teacher and students. The interviews allowed administrators and teachers to offer perspectives. Finally, the questionnaires were the primary expression of the students' voices. The primary limitation was the time factor in handling and managing the data collected from the qualitative end. Moreover, this study challenged the ability of the researcher to focus on varied data collection practices and methodologies:

> An important fact about the human perception process is that a person can purposely attend to only one thing at a time (except for activities that have become habitual and automatic, like the acts involved in driving a car). This fact is reflected in the old saw "You see what you look for." Thus, the very general directive "Observe what goes on in a college seminar" serves only a browsing or "messing-around" function. (Thomas, 2003, p. 61)

The data collection methodology was organized in a triangulation model that included interviews of administrators and faculty, observations of classes, and surveys gathered from students. The purpose of the interviews in this study was to offer the teachers and administrators the chance to voice their points of view regarding the native speaker program and the organizational practices of the school in relation to the placement of students. Moreover, the questions in the interviews were open-ended. This loose-question approach was intended "to elicit respondents' interpretation of a very general query" (Thomas, 2003, p. 63). In this process, the researcher "casts questions in a fashion that allows respondents unrestricted freedom to tell what a word or phrase means to them" (p. 63). This approach was effective in that the participants were allowed to offer varied interpretations to the questions being asked. The one-on-one approach exemplified the trust that had been developed between the researcher and the participants:

> And the one-on-one personal relationship that an interview provides is usually more effective in eliciting respondents' sincere participation in a research project than is the impersonal relationship implied by questionnaires that are distributed to a group or sent through the mail. (Thomas, 2003, p. 66)

The interview process gave the researcher more control of the data collected; thus further questioning was possible when a question did not offer sufficient data. As Thomas stated:

> Interviewing provides the researcher with greater flexibility and personal control than do questionnaires. For instance, a respondent who finds the phrasing of an interview question unclear can ask for the interviewer to explain the question—a kind of help rarely available with questionnaires. Furthermore, interviewees can more easily elaborate on their answers than can respondents who complete questionnaires. (Thomas, 2003, p. 66)

Follow-up questions about why only one member of the honors level Spanish faculty held an advanced degree produced responses that further reinforced the notion that Spanish is not as valued as it may need to be considering the number of heritage language learners in the school and the changing demographic. The interviews also allowed the researcher to guide the issue of Honors versus Advanced Placement labeling in the third-year course. The researcher was able to add the issue of justice to the interview, which produced responses that recognized the need to move on this issue of appropriate labeling of courses based on the requirements and curriculum presented. The department and administration still did not have a clear response as to the responsibility for a change such as this. However, as this study was being written, the department announced the change in the third-year course title to Advanced Placement Spanish III.

This study used direct observation, which proved to be an effective way of first-hand views of classroom practices. The OPAL (Lavadenz & Armas, 2008) was used as

the protocol for the class visits as an instrument grounded in language acquisition, language socialization, and culturally responsive educator practices. Indeed, Lavadenz & Armas, 2010 asserted:

> Our results indicate that the OPAL is a valid and reliable observation measure to be used in classrooms with ethnically and linguistically diverse students, including ELLs. The potential contributions of the instrument in K-12 classrooms are immense. Given the national achievement gap between ELLs and their native English speaking peers, the OPAL, when used appropriately in supportive and guided professional development settings, can serve as a vehicle for examining dynamic teaching and learning in schools. (p. 31)

The ability to put the OPAL to practical use in this study was strengthened by three days of training conducted by the creators of the instrument. Lavadenz and Armas (2010) wrote that "studies on classroom observations indicate that skill, bias, and preparation of the observers are essential factors that affect the accuracy of results" (p. 31). These three instructional sessions were based on theoretical and practical applications of the instrument. Thus when the classroom observations began at the study site, the researcher had gained experience in the application and scoring of the observation instrument.

The direct observation methodology had numerous advantages in this study, as formulated by Thomas (2003), including "(a) providing information from spontaneous, unplanned, unexpected events, (b) not requiring any special equipment (audio-recorder, video-recorder), and (c) being amenable to difficult contexts (noisy, crowded settings)" (p. 62). In the end, the primary concern or limitation in this aspect of the methodology

was the ability “to maximize the accuracy of observers’ reports” (Thomas, 2003, pp. 63). In other words, given the volume of data collected during a classroom visit, the question of whether the researcher obtained the necessary and important data to answer the research questions became important.

Thomas (2003) noted that questionnaires have been used to collect data on two levels: opinions and facts. In this study, the questionnaires were given to the students in order to obtain data from those enrolled in the four levels of honors Spanish at ICP. The survey questions included those based on facts and opinions in order to maximize frequency and descriptive statistical data. The frequency questions effectively gathered the perspectives of the students in terms of their opinions about the use of Spanish inside and outside the classroom, in social and academic situations, and with family and friends. The descriptive statistics further allowed students to respond to questions in order to try to establish a relationship between the level of Spanish study, the teacher, and student perceptions of fluency.

One primary reason for using a questionnaire in this study was to maximize the ability for students to give their perceptions on their fluency in Spanish and their opportunities to develop their bilingual and bicultural identities in the Honors Native Speaker Spanish program at ICP. The information gathered was organized to thematically analyze the domains of the OPAL. The data also provided a wide variety of responses that offered the opportunity for respondents “to express their opinions by merely marking one or more items in a list of options” (Thomas, 2003, p. 69). However, there were limitations to this data collection methodology. First, while the survey

allowed the researcher to collect a large amount of data, thus allowing the student group to be the largest participatory group, they were given an objective forum to offer their perceptions. One of the assertions in this chapter involved the importance of student voice in empowerment and identity development throughout the educational process. This questionnaire certainly gave students a strong and representative voice, but further qualitative data from these voices, interview or case study, would yield more clarification of the data.

One factor that definitely influenced all data collection methods of this study was the level of intimacy between the researcher and the study participants. Thomas (2003) noted that too much intimacy "can damage the objectivity that is valued in typical scientific investigations" (p. 78), concluding:

> The closer the observer's relationship with the subjects, the more likely the observer will see, hear, and feel inconspicuous but significant features of an event and will have the background knowledge required for deriving an insightful interpretation of what those features mean. (Thomas, 2003, p. 78)

The researcher in this study was an employee in the school; thus the intimacy factor was present. While the ability to observe classes, obtain interviews, and be present while the survey was given were all advantages, the potential connection between researcher and participants was inevitable. Also, the level of engagement by all parties appeared to be enhanced by the social capital that had been established in this academic environment.

Application of the Theoretical Framework

Curricular and Co-Curricular Opportunities for Linguistic Proficiency

The theoretical framework for this study was based on a dual analysis, language socialization and culturally responsive educator theories. To build an empowering program, the participatory values of the teachers in the learning process were foundations for the cooperation that a truly effective classroom could manifest (Shor, 1992). The seeds for the student-centered, problem-solving, and participatory organizational and classroom practices that this study sought to foster were rooted "in the work of Dewey and Piaget, who urged active, inquiring education, through which students constructed meaning in successive phases and developed scientific habits of mind" (Shor, 1992, p. 31). In a very real sense, these theorists sought to inculcate the classroom experiences with student-centered practices in order to make knowledge meaningful to students, a process that means going beyond routine memorization and drill work. The latter practices were evident in the classroom observations at ICP as the observations rated in the *medium* category in the OPAL's (Lavadenz & Armas, 2009) classroom ratings.

Shor (1992) assessed the problem solving participatory nature of power relations in the classroom by considering these classroom practices as a reflection of societal relations on the whole:

> It considers the social and cultural context of education, asking how student subjectivity and economic conditions affect the learning process. Student culture as well as inequality and democracy are central issues to problem-posing educators when they make syllabi and examine the climate for learning. (p. 31)

This emanates directly from the banking model of education that Freire (1970) considered the foundation of most educational pedagogy, that is, a central bank of capital—cultural, social, and educational—that the school reinforces in its syllabi, course descriptions, and lesson planning. The problem with this model is that it reinforces the deficit-model thinking when dealing with historically minority populations in a particular setting. In the case of ICP, the Spanish program was the largest of the foreign languages and Latinos were the largest minority group in the student body. However, the organizational practices were rooted in an academic assimilationist track that focused on the native speaker/heritage language program as an Advanced Placement track. The interview data articulated this assertion that "the central bank is delivered to students as a common culture belonging to everyone, even though not everyone has had an equal right to add to it, take from it, critique it, or become part of it" (Shor, 1992, p. 32). The theoretical framework application to this study was further pertinent in relation to the transmission and constructivist models of culturally responsive educator and the acquisition of status through language socialization and use.

Knowledge is assumed to be a reality that exists separate from the knower and that has always been "out there" waiting to be "discovered" (Villegas & Lucas, 2002, p. 66). This discovery process of education infuses students with the potential application of scientific rules and procedures that are considered objective bits of knowledge that is supposed to eliminate personal and collective bias (Villegas & Lucas, 2002). School knowledge is a collection of facts, concepts, and principles that were discovered by experts in the different academic disciplines and are applied to various situations in

academic settings. The reality of this practice is that knowledge is considered impartial and external to the learners. In this scenario, the level of internalization on the part of the students and the teachers is limited. Villegas and Lucas (2002) explained:

> Most questions asked in school are thought to have a single “right” answer that has been predetermined by experts. To facilitate the learning process, the content of each school subject is broken down into small bits of information that are then organized in a linear fashion from basic facts and skills to more complex processes and ideas. (pp. 66-67)

Thus, a school’s curricular practices dictate the order of what is taught in a predetermined contextual framework, in which the dominant society’s values are infused and reinforced (Villegas & Lucas, 2002).

The transmission model and constructivist model applications of the culturally responsive educator framework are important considerations when preparing to move from the current practices at ICP. Villegas and Lucas asserted that the role of the student is the key aspect of the tension between traditional pedagogical practices and revolutionary participatory instruction:

> Within the transmission model of education, the role of students is largely that of “receiving” the discrete bits and pieces of knowledge compromising the established curriculum. Knowledge is deemed to originate outside the learners and to reside in teachers (who have already mastered the content of the curriculum) and textbooks (which were written by people who are knowledgeable about the subject matter). (Villegas & Lucas, 2002, p. 67)

In traditional classrooms, the students are considered educated or involved when there is a routine memorization and recording of data from textbooks. When the information is reproduced effectively, the educational process is considered progressive in its aims. This framework was presented and discussed in Chapter IV of this study, where the teacher-centered activities were predominantly observed in the native speaker/heritage language classrooms at ICP. Ample reasons may be advanced to consider the classes observed successful if this was the context for evaluation. The students were able to conjugate verbs, they read aloud from the text, and they took the learning process to a higher level of critical thought when applying concepts. One such example involved considering the company they keep and how this related to character development. However, this is an extremely limiting pedagogical model from the standpoint of linguistic and identity empowerment for the students. Villegas and Lucas (2002) explained that in this method "knowledge and learning are decontextualized from the world outside school. Thus learning is viewed as the consumption, storage, and recall of decontextualized bits of information by individual students" (p. 67).

In this study, the co-curricular practices offered a snapshot of the opportunities for students to assess their use of the language outside of the classroom. Moreover, the students were asked to consider their use of the language in service projects, employment, or religious activities. As discussed in Chapter IV, the students indicated that they spoke Spanish at home and with members of their families. However, the data appeared to point to a lack of use outside of the classroom with peers. At the same time, they indicated that they *sometimes* or *often* speak Spanish at school. If the participants

also indicated that they *never* or *rarely* speak Spanish with peers, then the primary place where they used the target language was in class. However, they further indicated that they interacted in pairs or groups in the classroom *sometimes* or *rarely*. The data here pointed to a disconnect in the ability of the teachers to maximize the communicative abilities of their students. Thus they may not have been equipped with varied pedagogical foundations to utilize the voice of students in the target language.

Curriculum mirrors the values of those who have the power to determine what is important in educational practices. In constructivist theoretical models, the act of knowing and the acquisition of knowledge are inseparable. Hence, curriculum becomes knowledge when it is grounded and infused with meaning. Culturally responsive educational practices may be able to give students that meaning as connections are made between the classroom instructional material, that which is considered knowledge, and what the students bring to the classroom in terms of experiences and context. The OPAL (Lavadenz & Armas, 2009) category of Connections allowed this study to assess the relationships between classroom practices and student linguistic and cultural knowledge. Thus, it may be noted that although "schools have a formal curriculum that includes facts, concepts, principles, and theories, there is growing recognition that this collection of information and ideas is far from being disinterested and neutral" (Villegas & Lucas, 2002, p. 73). This is a conscious effort to move beyond the model where students are passive receptors of knowledge to one in which they are active participants. Furthermore, students bring a valued knowledge base to the curriculum.

These theoretical points further impact the deficit-model curricular and organizational practices that schools such as ICP have used to deal with its changing demographic base. It is true that the changing demographic picture at the school means that the diversity of perspectives and cultural backgrounds represent a need to view the educational experience as additive. The students, therefore, are given knowledge, which can be infused with their existing funds of knowledge base, thus enhancing and adding to their educational experience:

> The result is that students are able to make connections between the knowledge base they have in their experiences with the curricular knowledge of the classroom. Through this connection, meaning is formed. This implies that 'children's preexisting knowledge, derived from personal and cultural experiences, is what gives them access to learning.' (Villegas & Lucas, 2002, p. 73)

The content of the curriculum becomes "knowledge" for students only when they infuse it with meaning. Thus, learning is defined precisely as that process by which students "generate meaning in response to new ideas and experiences they encounter in school" (Villegas & Lucas, 2002, p. 73).

The Spanish Program and Bilingual Educational Experiences

In Chapter II, the literature on language policy and educational policy were presented to set the framework for understanding the power relationships between the dominant linguistic and ethnic majority and the linguistic and ethnic minority in this country. The history of linguistics in the United States marks an area of deep division

and debate in national and local politics. Kloss (1998) wrote that "popular US biases against language diversity, especially against immigrant linguistic minorities, provides a valuable critique of contemporary English-only arguments" in relation to linguistic minorities (p. x). In the early decades of the 20th century, the long tradition of bilingual schooling and educational practices were slowly dismantled. As a result, the English-only sentiments of educational institutions became public policy. Acuña (2003) noted that Latino students were liable for punishment when they broke the no-Spanish-spoken rule. The sink or swim English immersion ideology was prominent at this time for immigrant students (Acuña, 2003). Moreover, this was the period immediately after World War I when the United States had entered a divisive conflict in Europe. The movement toward isolationism was strong in the national conscience.

In particular, two groups became the focal points of the linguistic challenges for the country. European ethnics moved into the third and fourth generations in the United States, and English became the primary social and academic language. Latino immigrants, especially Mexicans and Puerto Ricans were isolated in rural and urban areas where many received limited schooling (Acuña, 2003). There is a relation here with the theoretical framework of this study, which focuses on immersion and language socialization practices. The reasons for this varied perspective on linguistic assimilation is difficult to understand; however, Portés and Rumbaut (2001) presented one possible reason when they discussed the pressure toward linguistic assimilation as an attempt to unify the American identity under the umbrella of English. The reason for this could be that there were and still are few other ways for the identity of this country to unify given

the historical diversity of the populace. Kloss (1998) further argued that the climate of language policy formation throughout the history of the US has fostered *tolerance-oriented* language policies, *promotion-oriented* policies, or *restrictive-oriented* policies. On the whole, United States policy toward linguistic minorities has been tolerance-based. That is, linguistic assimilation has been the accepted norm during much of this country's history; however, there has been little restriction of heritage language or bilingual traditions. Linguistic minority promotion has also been a reality of American history. The bilingual education movements of the 1960s and 1970s are examples of this practice. During this period, there was a concerted attempt by the government in this country to attain a level of equality in linguistic education. The Bilingual Education Act of 1968 was the result of a growing immigration movement and the era of civil rights legislation. Federal funding for the incorporation of native-language instruction approaches increased and many states also enacted laws on bilingual education programs in the classroom (Acuña, 2003).

The challenges and conflicts have occurred in periods of national turmoil. At times, the conflicts have been international, as in the aforementioned decade of the 1920s. Recently, California's continued demographic changes have served as a reason for the restrictive policies of the 1990s. In 1998, the voters of the state of California passed Proposition 227, which called for the elimination of bilingual education and the teaching of English to all students in schools. The law mandated that the state spent 50 million dollars on adult education per year for the teaching of English (Acuña, 2003). In the 1980s and 1990s, strains in immigrant and linguistic minority sentiments during these

decades fueled the backlash against programs such as bilingualism in educational policy. Economic effects such as taxes, decreasing availability of manufacturing and skilled labor resulted in an increasingly declining middle-class. Thus, one of the areas that came under scrutiny was the educational system (Acuña, 2003).

Ignatius College Preparatory and Mission Based Education

Jesuit schools, similar to other mission-based educational institutions, have a tradition of educating students in an academically rigorous tradition, while combining a holistic educational approach. ICP has been grounded in the foundation of educating the whole person. The school's mission statement indicated that it offers a "challenging experience of academic, co-curricular, and religious opportunities." A second element of the mission statement stated that the school is located in a major metropolitan city and is "a Catholic college preparatory school for young men who represent the racial, ethnic, and socio-economic diversity."

True to the mission of Catholic schools, justice and care are focal points of the experience for students. Justice is equity in which respect for the individual's dignity through practices that emphasize the individual value of each person as a child of God. Caring is connected with interpersonal relationships and how one might best nurture the growth of each individual (Litton & Stephens, 2009). In a heritage language program, the focal point should be developing the bilingual characteristics of the students in order to meet their cultural and linguistic needs at a level that is additive, instead of deficit-model based in its presentation.

Recommendations

As the program at ICP has evolved, the tendency has been to view the students in this honors track as native speakers, and the titles of the courses reflect this belief. This study further asserts that at ICP a heritage language learner of Spanish was "generally considered to be someone born and educated entirely in the United States whose family members use Spanish restrictedly" (Lynch, 2003, p. 30). However, the data offered by students in the surveys does not support this contention. In the classification section of the survey, 71% of students identified themselves as heritage language learners from the United States, while only 4% identified themselves as heritage language learners from Latin America. In terms of linguistic identity, 45 of 75 student responses indicated that they agreed or strongly agreed with the assertion that they were fluent in Spanish as it is used exclusively at home and outside the classroom. Therefore, we have data indicating that these students were truly heritage language learners as identified by Lynch (2003).

As a result of this data, "placement should be addressed in light of students' functional abilities in Spanish, independent of students' self-reports and administrators' classificatory debates about who is more 'bilingual' or more 'native'" (Lynch, 2003, p. 30). One area of concern with these terms and the classification of students in these categories, is that the practical placement of students in courses that best suit their needs and will challenge their linguistic competencies is questionable. At ICP, the placement policies had been in place for over two decades at the time of this study. Each May, the students are tested with a placement exam: listening, writing, speaking, and reading skills. The value of practice is the most important way to make the theoretical applicable

to students and their situations, thus avoiding the trap of learners being placed in classes where the level is inappropriate due to the terms "native" and "bilingual," discouraging heritage language speakers from enrolling (Lynch, 2003). The goal should be to ensure that students are properly identified and placed in Spanish courses that enhance their linguistic and cultural backgrounds while devoting time "to developing their orthographic, grammatical, and discourse skills at a level appropriate to their needs" (Lynch, 2003, p. 30). In a very real sense, the recommendations of this study seek to challenge the deficit-model thinking in the school's practices, confront the issue of academic assimilation, address additive curricular practices, and distinguish heritage language learners in the honors program at schools such as ICP.

Theory Z in Relation to Student Engagement and Hiring Practices

In terms of organizational theory, the program at ICP would benefit from an infusion of organizational Theory Z (Barnhardt, 2008) in terms of elevating student engagement and enhancing its hiring practices. Research has indicated that one of the "most significant" factors of Theory Z management is the "holistic" approach to working with individuals (Barnhardt, 2008, p. 18). In this organizational theoretical model, the employees and employers are equally committed and function as equal entities in the organizational environment:

> Employees are treated as integral and central elements in the organization and are given an active role in decision-making and self-governance. Employment is viewed as a long-term mutual commitment in which the organization takes

responsibility for the social s well as the economic well-being of its employees. (Barnhardt, 2008, p. 18)

While the organization theory primarily focuses on business models, the scholastic models in schools may also benefit from a holistic approach such as Theory Z. At ICP, the data pointed to examples of leadership and classroom practices that hold students to a standard that is based on academic success. While one of the primary functions of schools is to help students succeed, the linguistic and cultural benefits of bilingualism cannot be minimized. As a result, this theoretical approach or organizational practice can be applied to the students, faculty, and administrators as partners in the educational process. Barnhardt (2008) wrote of the long-term mutual commitment and responsibility of the organization to its individuals. In a school setting, the relationship is between the students and the school faculty and staff. This establishes that schools are businesses and do function through a business model. Barnhardt (2008) wrote that Theory Z can be applied to areas outside of corporations. In schools, investments are made in students and the communal responsibility between school leadership and students.

The heritage language program at ICP has demonstrated an ability to use an organizational model that is based on Theory X (Owens & Valesky, 2007), where the administration pushes a curricular agenda. The involvement of the language department has demonstrated a willingness to engage the employees or teachers in the structure of the department and honors/Advanced Placement curriculum, which is essentially Theory Y (Owens & Valesky, 2007). Theory Z would help elevate student engagement and move beyond the teacher-centered and assimilationist practices that were evident at ICP:

> While it may be possible to establish a management style such that the internal environment of [the] institution is organizationally coherent, operationally efficient, and employee-sensitive, it will be of no avail if the overall thrust of the institution itself is not perceived by its . . . clientele as consistent with the needs it is intended to serve. (Barnhardt, 2008, p. 18)

A second area of Theory Z application involves hiring practices at ICP. As indicated by the teacher data, the heritage language program faculty had a limited number of advanced degrees in Spanish. Moreover, there were faculty members with degrees in subjects other than Spanish at the bachelor's level. This was an important statement from the institution about the value it places on its heritage language Spanish students. Essentially, the school minimized the importance of a degree to teach Spanish. As part of its future hiring practices, ICP should consider focusing on teachers with degrees in Spanish and advanced degrees in linguistics and literature, which will demonstrate a commitment from the school to elevate the heritage language program.

Academic Spanish and Challenging the Deficit Perspective

Ultimately, this study collected data that appeared to identify a dominant culture perspective that views Latino students from a deficit-model perspective. Before we can begin to address recommendations about the organizational, curricular, and co-curricular practices, we must address the inequity as it is a foundational piece of the justice model that a Catholic school such as ICP has preached and infused into its rhetoric. Martin and Litton (2004) wrote of educational equity as a far-reaching goal that provides each student, regardless of culture, nationality, or ethnicity, the equal opportunity for success.

In order to attain this ideal, the practical tenets of the organization need to move beyond the deficit model. The school needs to go beyond the assertion expressed in the interviews that success in Spanish will lead to good jobs and marketability as this perspective would appear to assert the stereotype of Latinos as workers. Moreover, this challenge to the theoretical deficit-model thinking will move the school leadership from the perspective, as expressed in one interview response, that the Latino students are not receiving equal preparation at their schools when compared with other students. Equity means that the educational power structure will be fair on two levels: educational input and educational output (Martin & Litton, 2004).

Yet, this focus on equity needs to occur even as we note that students will bring different perspectives to the school. The goal needs to be addressing the cultural deficit thinking that has been embedded in the dominant culture. There are two possible ways to address this recommendation: (a) classroom experiences that enhance the background of students and (b) establishing social capital. The former will seek to challenge the genetic inferiority thought process that may blame students for their deficiencies. By focusing on a variety of ways to participate in one's community, the students can create a stable relationship between the home and the school. At ICP, the community service and immersion opportunities are ample ways to address this issue. The survey data indicated that students see the foreign immersion programs as an opportunity for serving Spanish-speaking countries (56 of 62 students responded *often* or *always*), thus using the language extensively. Interestingly, however, the school offered only one immersion trip to Latin America and it was conducted through the Community Service program. During one of

the class visits, the director of Community Service entered the class to present the opportunities to travel to Argentina during the summer with the program. As a recommendation to further this linguistic and cultural opportunity, it would behoove the school to offer travel and immersion programs through the Spanish courses or teachers, as research and interview data affirmed that the teachers see a connection between travel and language acquisition. This challenge to the deficit-model thinking asserts that participation in community activities will assist the students and those in the dominant culture in making a connection between school and community experiences. In this way, the social capital that students may attain will work toward making deficit thinking a relatively obsolete theoretical model.

Academic Assimilation and Reconciliation with the Curriculum

The academic successes at ICP have been extensive. It has been a strong college preparatory environment with numerous honors and Advanced Placement courses in all subjects. As a result, the school leadership has expected that the honors identity of the programs will translate into successful performance on standardized tests such as the Advanced Placement exams. The heritage language track in Spanish serves this assimilationist model by registering students who will take the AP test in language at the end of the third year and the literature examination at the end of the fourth year. Success on these tests, as indicated in Chapter I, has been exemplary for many years; however, recent trends have pointed to a decline in test scores, where the Spanish language and literature results recently declined from 100% for both tests in 2000 to 90% and in 2008 to 53% on the language and literature exams respectively. The organizational

expectations for success have not changed, nor have the placement practices of the program. The demographic changes at the school have been documented in Chapter I with a 25% Latino population in 2010. This student demographic change and the survey data cited earlier in this chapter indicated that students identified themselves as heritage language learners and that Spanish was spoken at home. The school still coins the term native speaker when identifying this increasing Latino population that may enroll in the honors level Spanish courses.

From this standpoint, teachers may assume that heritage language learners bring the same knowledge as native speakers or bring the same needs as second language learners (Lynch, 2003). The reality is far more complex. In both assumptions, the backgrounds of the students are moderately considered, but the lack of perceived abilities becomes the focal point. They are lacking in relation to the advanced linguistic abilities of native speakers who are immersed in the language consistently in school, at home, with family, and with peers. They are also lacking when considered second language learners as this group's educational needs are seen as relatively routine in terms of pedagogical practice: conjugations, reading aloud, and cultural lessons. These practices are noted here as they relate to the classroom observation data collected and reported in Chapter IV.

This discussion focuses primarily on the lived experience of socially relevant curricular practices. This may develop as pronunciation at a native speaker's level, the ability to move from various conversational settings, fluid discourse patterns, and circumlocution (Lynch, 2003). However, the end result is relatively clear in that

"integrative motivation for studying the language, as well as more positive attitudes toward the language in general" may elevate the study of Spanish to a higher academic level among heritage language learners (Lynch, 2003, p. 30). Bollin (2007) maintained that children, who speak English as a second language and share the cultural values of that language, are different from mainstream American culture. Gutierrez and Rogoff (2003) addressed the challenge of cultural variation in the arena of education. The specific focus is "how to characterize regularities of individuals' approaches to their cultural background" (p. 19). There is a contention that a single way of teaching foreign language may account for success at a superficial academic level such as testing, but will not attain the ultimate goal of bilingual and bicultural proficiency. Teaching styles and attention to the funds of knowledge students bring to the classroom become more effective tools for success (González et al., 2005)

Discourse as a Powerful Voice for Student Identity

The key recommendations in this study of heritage language study emphasize the importance of language socialization and the opportunities for students to participate in curricular practices that offer opportunities for active discourse:

> We should integrate the emphasis placed upon *input and interaction, acquisition orders and developmental sequences, cross-linguistic influence, language variability, communication strategies, learner motivations and attitudes*, and the social context of language learning. (Lynch, 2003, p. 31)

Personal identity that develops from heritage language study indicates that the linguistic and cultural element of language study is important for native speaker students because

of the pride that develops in their linguistic and cultural identity. Heritage language learners who develop linguistic and cultural identity demonstrate the language socialization characteristics of exposure to and participation in language-centered interactions (Ochs, 1986). From the standpoint of sociocultural theory, socialization develops through a relationship with the funds of knowledge model. Moll et al. (1992) focused on unification of the heritage language learners' educational experience in the classroom and reconciling it with the experience of the home. In this practice, the school and its curricular and co-curricular practices will develop patterns of learning through the milieu of language.

In order to truly answer the overriding theme of the research questions in this study, the emphasis must be on bilingual and bicultural practices. Lynch (2003) ascertained that further study should expand the definition of *bilingual continuum* in the field of language contact, and begin to focus on empirical exploration of the role of bilingual strategies, such as those discussed by Silva-Corvalán (1995). These strategies include "simplification of grammatical categories and lexical oppositions, over-generalization of forms, development of periphrastic constructions, direct and indirect transfer of forms across languages, and code-switching" (Lynch, 2003, pp. 31-32). The focal points of these considerations are linguistic development in the context of speaker social networks and cross-generational variation (Lynch, 2003). That is, the researchers study and attempt to explain the differences in people who manifest sociolinguistic differences. In other words, those heritage language learners "who demonstrate greater and lesser degrees of language proficiency, yet who may reflect quite similar

sociocultural backgrounds or perhaps even be members of the same social networks" (Lynch, 2003, p. 35).

This context method incorporates vocabulary as part of a sentence or text fragment (De Groot, 2011). De Groot (2011) went further to explain how the target language must become an "autonomous" entity from the native language, stating "to reach this stage, the learner must repeatedly encounter the targeted foreign words in their natural habitat, the foreign language environment (De Groot, 2011, p. 89).
Hence, context studies of foreign vocabulary and structures often mimic real-life immersion situations (De Groot, 2011). In this practice, during the acquisition phase pairs of stimuli are presented. De Groot (2011) explained:

> Complete stimulus pairs are presented during testing and the participant must indicate for each pair whether or not it occurred as a pair during learning. The stimulus pairs as a whole and the separate elements within a pair may vary on a number of dimensions, such as the modality of presentation . . . and the nature of the stimuli. (p. 88)

The types of materials or stimuli used during this process may include visual drawings, shapes, written words, numerals, and single letters (De Groot, 2011). These varied instructional strategies may lead to increased communication activities and opportunities for students of offer discourse in the heritage language. The key element is that this will occur from the standpoint of empowering student voice.

The next step is classroom activities that emphasize fluency in linguistic communication. Wood (2001) explained that classroom activities with a fluency focus

must take into account “automatization, as well as provide learners with large amounts of naturalistic input and opportunities to produce and monitor their own speech . . . A fluency activity must pay attention to the continuous input and context stimuli which will encourage automatic retrieval (p. 583). Wood also wrote that establishing and maintaining a broad automatized store of memorized clauses and language frames gives the second language speaker a chance of attaining native-like fluency. This method emphasizes different input and output, as Wood (2011) asserted:

> For classroom practice, this has implications for the type of input and models to be used. Large amounts of auditory input, which contains a high degree of clause integration, could delay and confuse the establishment of a repertoire of formulaic language units. Samples of real-life, naturalistic discourse with independent clause-chaining and pause patterns could really help to further spoken fluency more effectively. (p. 583)

Thus, communication and pair activities, which were not immediately observed during the data collection phase of this study would enhance the language socialization stage of heritage language students. That is, the students would be able to further put into practice the grammatical and vocabulary lessons, which predominate in the classroom practices. This focus on socialization and dialogue has been affirmed by theorists including Shor (1992) who discussed dialogue as an affirmation of meaning and experience for human beings:

> Dialogue, then, can be thought of as the threads of communication that bind people together and prepare them for reflective action. Dialogue links people together through discourse and links their moments of reflection to their moments of action. (p. 86)

Lastly, the role of the educator in this socialization realm is one of a reciprocal nature in which cooperative learning and student-centered curriculum will enhance the relationship between the power elite and those who are served by the organization. Currently, we may argue that the deficiency is the curriculum that emphasizes teacher-centered approaches where verb conjugations and extensive vocabulary memorization abound; however, the teachers can take part in an educational model that emphasizes the socialization of students and motivates them in their future participation in society. Indeed, Shor (1992) reiterated the role of education in socialization, saying:

> In sum, the subject matter, the learning process, the classroom discourse, the cafeteria menu, the governance structure, and the environment of school teach students what kind of people to be and what kind of society to build as they learn math, history, biology, literature, nursing, and accounting. Education is more than facts and skills. It is a socializing experience that helps make the people who make society. Historically, it has underserved the mass of students passing through its gates. (p. 15)

Organizational, Curricular, and Co-Curricular Practices and Discourse

Lynch (2003) established principles for pedagogically sound instruction for heritage language learners. These may be applicable to the future placement practices at

ICP. If heritage language Spanish speakers develop a greater awareness of their social environment and gain greater understanding about the importance of bilingualism and biculturalism in relation to living in a multicultural geographic center, they will be more likely to use the heritage language. Lynch (2003) elaborated on this point by suggesting that the more present the language is to the students' lives the more likely they are to acquire the language: "Due to immigration, migration, the expansion of Spanish-language media, and the economic globalization of Spanish in North America and the Caribbean, the chances of incidental acquisition of Spanish among [heritage language] speakers in the US are becoming increasingly greater (Lynch, 2003, p. 36). Thus, it is incumbent upon educators to "make learners aware of the longstanding historical and inevitable future presence of the Spanish language within US borders" (Lynch, 2003, p. 38). Likewise, the role of the organization and the heritage language teacher "must instill in learners a sense of pride and prestige relevant to Spanish at the local, national, and world levels" (Lynch, 2003, p. 39).

These organizational and curricular practices work with the co-curricular environment to emphasize "the expanding use of Spanish language in popular culture, the mass media, and the economy of the nation" (Lynch, 2003, p. 39). As a result, heritage language learners "will tend to identify the language less with an elderly generation or with 'nostalgia for the homeland,' and more with a younger, socially and economically active element of the US population" (Lynch, 2003, p. 39). Heritage language learners will expand their linguistic knowledge, repertoire, and use through language socialization

opportunities, both formal, such as classroom work on job-related learning, or informal, such as watching TV or going to church (Lynch, 2003).

The utility principle of discourse is related to language socialization, as the more heritage learners "find the language to be in their immediate and/or broader social context, the more likely they are to seek out opportunities to use it and, in turn, to acquire it both purposefully and incidentally" (Lynch, 2003, p. 38). Teachers of heritage language students should consider integration of "activities that require that learners use Spanish-and develop Spanish literacy skills-beyond the classroom" (Lynch, 2003, p. 38). This would be beneficial as the native speaker/heritage language program considers changes to its honors Spanish program.

The curricular practices revolve around the incidental acquisition and variability principles discussed in the research of Lynch (2003). Heritage language "speakers are likely to expand their linguistic repertoires through incidental experiences with the language, occurring naturally in social context" (Lynch, 2003, p. 36). The variability principle that addresses the grammar and discourse of heritage language speakers is highly variable in nature; therefore the most apt approach to heritage language development aims to build upon this variability.

From a pedagogical standpoint, it is important for teachers to realize that true acquisition occurs in the socialization realm and proficiency grows in situations that do not involve the teachers. Therefore, the maximum conversational environment is ideal. The teachers of heritage language learners must devote instructional time to proper dialect and variations in discourse (Lynch, 2003). In the program at ICP, the primary

classroom practices focused on activities and pedagogical theory that emphasized traditional language instructional techniques. As a result, the opportunity to fully engage the language and other individuals was limited; thus the teacher remained the center of attention in class:

> Discrete-point activities, transformation exercises, grammar paradigms, metalinguistic rules, and long vocabulary lists will likely hinder [heritage language] learners more than help them. Since their experience with the [heritage language] has been purely dialogic and socially discursive from the start, academic proficiency growth is most successful if a discourse-level focus is maintained. (Lynch, 2003, p. 37)

English is the cognitively dominant language of heritage language speakers due to the fact that English is the language of instruction and socialization in US schools. As a result, the Spanish linguistic system of these speakers will reflect a number of grammatical, lexical, and pragmatic simplifications, which may be influenced by the dominant language (Lynch, 2003). Thus, educators need to deconstruct the terms heritage language and native speaker to accurately reflect the difference in each linguistic learner. The former is raised in an environment where the home language is used in contexts of background, some family experience, and cultural practices. The latter term refers to a greater practical immersion in the language on a day-to-day basis. As a result, the practice at ICP of bringing the two groups together in one honors track was not conducive to maximum student achievement, bilingual development, and bicultural appreciation.

Training of Teachers in the OPAL

The purpose for development of a protocol for literacy in the academic realm was to create and validate a classroom observation protocol that allows for teacher reflection and improvement of practice (Lavadenz & Armas, 2010). The researchers framed this measurement instrument around four essential areas of practice, including Rigorous and Relevant Curriculum; Connections; Comprehensibility; and Interactions (Lavadenz & Armas, 2010). These four areas form the domains of the classroom protocol. Ultimately, the need for an observation protocol that focuses on language socialization formulates opportunities to link prior knowledge or funds of knowledge to the current curriculum, thus allowing for connections and interactions in the current academic practices (Lavadenz & Armas, 2010).

Given the place of language instruction in our schools, English language learning, second language acquisition, or heritage language study, it is a necessity that effective instruction, teacher expertise in the subject matter, and effective teacher training are developed (Lavadenz & Armas, 2010). The OPAL allows educators to discuss, observe, reflect, and addresses specific aspects of content area instruction with the types of interactions/tasks (processes) that can yield maximum results for ELLs across language proficiency levels (beginning to advanced), and across the four language domains of listening, speaking, reading, and writing (Lavadenz & Armas, 2010):

> Teachers need to maintain high expectations for student learning. We must be proactive about encouraging [heritage language] learners to experience re-contact, bearing in mind the potential that high nationwide rates of Spanish-speaking

> immigration have for stimulating [heritage language] development among the second, third, and fourth generations. We must aggressively encourage [heritage language] learners to travel or study abroad in the Spanish-speaking world, particularly in nearby Mexico and the Caribbean. (Lynch, 2003, p. 41)

Communication skills represent a primary practice in language acquisition and maintenance; thus the systematic integration of Spanish-language media offers a potentially beneficial co-curricular tool for heritage language learners. Through an observation protocol based on academic literacy, the instructional pedagogy may be able to move beyond grammar rules, accent rules, and translation drills. Thus, expectations should be established based on content and performance standards as well as knowledge of students' academic, developmental, and linguistic needs.

The OPAL is a concrete tool for classroom observation that is based on language pedagogical practice. The domains of the OPAL have a theoretical and practical basis. As Lynch (2003) noted, connections and interactions in the target language "call upon more local, concrete factors such as language utility, social relevance, and the continued acquisition and/or reaquisition of Spanish—at the discourse level—through social interaction" (p. 40). In the next decades, the focus should be on how functions such as discourse and practice affect speakers who demonstrate social and functional abilities in both languages (Lynch, 2003).

Areas for Future Research

Infusion of Critical Theory

The application of critical theory to organizational, curricular, and co-curricular practices means examining the learning process with depth, connecting student realities to larger historical and social issues, encouraging students to see how their experiences relate to academic learning, and challenging social inequalities (Shor, 1992).
The theoretical framework for this study was grounded in two theories, language socialization and the culturally responsive educator. These theories are practical approaches and applications to a study that deals with bilingualism and biculturalism. However, the one realm that is missing in the application of these two frameworks is a critical theoretical approach. Incorporating a level of critical pedagogy to this framework would enhance the foundations of future studies dealing with heritage language study. Indeed, as Lynch (2003) stated:

> Socially and demographically, it is clear that the language we teach is very much unlike the other "foreign" languages taught in the US. As the unofficial second language of the nation and the one with the most significant role in immigration, social transformation, bilingualism, and language contact, it is imperative that Spanish assume a contemporary theoretical framework to provide the basis for future discussions among researchers, teachers, administrators, and politicians. (p. 29)

Language socialization and culturally responsive educator address the linguistic acquisition and sociocultural perspectives evident in the study of language. However,

they do not go far enough in challenging the status quo inherent in the dominant culture's power. In other words, these theories help the researcher view the tension between academic assimilation and bilingualism/biculturalism from the standpoint of the inherent reality. Critical pedagogy offers the opportunity to challenge the status quo and raise the consciousness of the dominant and minority cultures in relation to each other.

Applying a critical perspective to the existing framework would impact learning and pedagogical practice. Shor (1992) asserted that Freire and Dewey challenged traditional curricular models of passive student learning through a "critique of schooling by emphasizing how the banking or pouring-in method is authoritarian politics. Because it deposits information uncritically in students, the banking model is antidemocratic" (p. 33). Likewise, as critical pedagogy is applied, students encounter a new relationship to learning and knowledge, as asserted by Villegas and Lucas (2002):

> As the students assimilate the new ideas into workable knowledge frameworks, they can later access those ideas at will and apply them in different situations. But learning can easily go awry when the new ideas to which students are exposed contradict their preexisting knowledge and beliefs. When this happens, learners must change or reconfigure their mental schemes in order to accommodate the new input. (p. 74)

In relation to the recommendations presented thus far, the application of critical theory may facilitate the assertion that discourse and student voice are true measures of how a language program can move individuals from reflection to action. Freire (1970)

wrote that "to speak a true word is to transform the world" (p. 87). Communication is at the root of human relations; thus if we hope to challenge inequality and focus on how education serves to empower its students, student discourse may play a fundamental role. Education cannot be transformative when students are given opportunities to learn that are fundamentally passive and teacher-centered. Freire (1970) insisted:

> For the anti-dialogical banking educator, the question of content simply concerns the program about which he will discourse to his students; and he answers his own questions, by organizing his own program. For the dialogical, problem-posing, teacher-student, the program content of education is neither a gift nor an imposition—bits of information to be deposited in the students—but rather the organized, systematized, and developed 're-presentation' to individuals of the things about which they want to know more. (p. 93)

As a result, future connections between critical pedagogy and current theoretical models such as language socialization and culturally responsive educator will further advance the study of heritage language learning in relation to giving students the confidence to see their bilingualism and biculturalism as sources of strength in their identities. This kind of perspective will further challenge the established power structure, as Freire (1970 insisted:

> The starting point for organizing the program content of education or political action must be the present, existential, concrete situation, reflecting the aspirations of the people. Utilizing certain basic contradictions, we must pose this existential, concrete, present situation to the people as a problem which

challenges them and requires a response—not just at the intellectual level, but at the level of action. (pp. 95-96)

The current organizational, curricular, and co-curricular practices "utilize the banking concept to encourage passivity in the oppressed" (Freire, 1970, p. 95).

In this proposed unification of critical pedagogy to language socialization and culturally responsive educator, the role of the teacher is critical. As in the OPAL (Lavadenz & Armas, 2009), the instructor serves student needs by connecting the learning process to greater issues in society. Shor (1992) reiterated this point by suggesting that teachers lead and direct the curriculum democratically. Thus, the teacher begins with the students' "language, themes and understandings. . . orienting subject matter to student culture—their interests, needs, speech, and perceptions—while creating a negotiable openness in class where the students' input jointly creates the learning process" (p. 16).

Parental Influence in Language Socialization and Academic Achievement

Schools need to look for ways to involve parents and enrich their experiences in the academic process. Schools may be able to accomplish this by considering cultural and ethnic differences among families. Ramírez (2003) recommended that, "by creating a network of site-specific programs, teachers would be able to recognize differences that may contribute to the knowledge base of each student" (p. 94). Teachers have a greater understanding of students and their backgrounds when they approach their work as learners. They become involved in the students' lives at home and attempt to capture the essence of being a Latino student in the educational system (Ramírez, 2003). The role of

parents as agents in the academic achievement of minority students is seen through two perspectives: passive and active. Numerous misconceptions of Latino parents are held in the school system. One prevailing thought is that parents of minority students need to work more and are unavailable to participate in the school. Therefore, they are excluded and not consulted in school decisions. The other perspective is summarized by research that "has contributed to an increased awareness of parental participation in schools. Although much of this research supports increasing levels of parental involvement, future studies need to address teacher attitudes and how teachers interact with parents" (Ramírez, 2003, p. 96).

A second consideration in the role of parents considers culture and learning in the home and how it is transferred to the classroom. The literature points to culture as a developmental process in which learning progresses from a simply ethnographic view of the world "to one in which they acknowledge the existence of different cultural perspectives, learn to accept cultural differences, and perhaps even integrate them into their own worldview" (Bateman, 2002, p. 319). As would be expected, in the heritage language dynamic, the mother language is an important part of the interaction between students and family members at home. Language, in this case, is a specific example of how culture is developed in the home and transferred to the academic setting in schools. Batemen (2002) argued that culture "is constructed by people in their everyday lives, and language is the chief instrument for doing so. Thus, in order for individuals from different cultures to communicate effectively, they must be open to engaging in the process of negotiating meaning" (p. 319).

Catholic schools offer an opportunity for students to be involved with parents in their educational experience; thus a current trend is confronted. From a justice standpoint, it is the school's responsibility to educate the whole person and to involve the family in the process. Buetow (1985) wrote that "current family trends lessen parental involvement in education and schooling, such as decreasing parental self-confidence regarding child-rearing" (p. 58). Parental participation is critical to the success of students, but schools have an obligation to reach out and involve parents in the process of educating their children. This process is called bridging, in that it unifies the school and home cultures into one experience that benefits the development of the student academically, spiritually, and emotionally (Bryk et al., 1993). Thus, further research on bridging the home culture with the school culture is recommended.

Grammatical Study and the Impact on Academic Achievement

The limited analysis of the impact that grammatical study can have on heritage language study is an important point to note. The specific question needs to be analyzed in terms of whether a native speaker course is focused primarily on grammatical study or on an overall cultural impact, and the influence these have on student achievement. Gutierrez-Clellan and Simon-Cerejido (2007) began to address the topic in terms of "children who are bilingual may vary in their achievements in the two languages, and to ensure that these children were not tested in their weaker language, English dominance was determined using a direct measure of grammatical proficiency based on spontaneous narrative samples" (p. 974).

In the early years of immersion, language programs tended to emphasize evaluation tools that focused little on grammatical structure and high-level cognitive functions (Cohen & Gómez, 2008). As in the case of ICP, Cohen (1998) noted that upper elementary school Spanish students spoke English in the classroom more often than Spanish. An area of research that would further benefit heritage language education is the further focus on discourse, which can result when the students think in the target language. Tomlinson (2000) distinguished the concepts of inner and external voices in language acquisition. Inner speech on an even plane with external voice "mediates thinking" (Cohen & Gómez, 2008, p. 290). In order to fully develop this mediation of thought in the target language, further research into the area of heritage language discourse would reap benefits in the field. Specifically, the following goals could be attained: positive reinforcement of target language use, confidence in target language use even if the response given is incorrect, understanding of meaning when questioned, and increased daily practice in conversational discussions (De Courcy, as cited in Cohen & Gómez, 2008).

In terms of specific solutions, Valdés (2001a, 2001b) has advanced a program for heritage language learning that entails four areas of study and mastery: language maintenance, expansion of bilingual range, acquisition of dialect in the second language, and literacy skill transfer (Martinez, 2007). The literature in this area is limited, especially in terms of the transfer of literacy skill from the dominant to the heritage language. As Valdés noted, the influx of immigrant school populations and the differing language needs appears to open an area of research that needs further study. Heritage

language learners "nourish their writing in both Spanish and English by using rhetorical strategies that correspond to both of these learners" (Martinez, 2007, p. 33). In the classroom, the multiple facets of language study, speaking, listening, and writing, are developed through curricular means, but also through the cultural experiences students bring to the schools. Yet, heritage language students are able to move through language programs using a limited amount of their potential linguistic acumen:

> In addition, Genesee (1987) has concluded that students in bilingual and immersion programs fail to exhibit continuous growth in both their repertoire of communicative skills and their formal linguistic competence, because they are able to get by in school using a limited set of functional and structural skills. (Cohen & Gómez, 2008, p. 289).

Cohen and Gómez (2008) explained that inadequacies in immersion program result in gaps in the proficiency of language learners. It may be observed that immersion students rely on the basic language forms and skills to effectively communicate in the target language. However, this study has raised two major points in terms of communication: the importance of student voice in the discourse of linguistic proficiency and a critical analysis of linguistic programs that minimize the importance of speaking in its prioritization of goals. A reduced list of vocabulary and knowledge of grammatical structures limits advanced student expression in the target language. As a study in Minneapolis of upper elementary grade students showed "the students seemed to have little or no ability to produce certain complex verb tenses such as those necessary for

conditionals and subjunctives in Spanish (Félix-Brasdefer, as cited in Cohen & Gómez, 2008, p. 289). Hence, further research in this area is recommended.

Conclusion

This study has analyzed the organizational, curricular, and co-curricular practices in one honors native speaker/heritage language Spanish program. In establishing the framework, the researcher presented a historical context of Spanish in the United States and historical connections between language minority rights and educational policy. This application of critical theory to the practices at ICP offers a potential way to help students see their experiences as part of a great social connection to their world. The study is an expansion of this initial interest in the connection between heritage language study and an honors track in that language for the purpose of student placement. The initial intention was to study a linguistic program and its impact on the organizational, curricular, and co-curricular practices at ICP. As the study developed, a greater impact became apparent. The purpose now focused on the historical, social, and political implications of Spanish study in the United States and how this impact is evident in one school.

The application of a dual theoretical framework exemplified the complicated topic of heritage language study. Language socialization emphasizes the importance of student linguistic development from a sociocultural perspective, thus involving student practices, perspectives, interactions, internalization of social conditions, and language use. The culturally responsive educator emphasizes the organizational, curricular, and co-curricular practices in the Spanish program at ICP. This study focused on a changing Latino demographic at the school over 10 years, but limited adaptation and growth in the

language program that should build on this change. A greater Spanish-speaking population should result in a dramatically empowering linguistic and cultural program. The data point to limited gains in this area. The program continues to employ dated practices, classroom pedagogy, and attitudes toward Spanish-speakers. The school is growing in the area of diversity in its student body demographics. Thus the hiring practices, teacher training, and organizational practices need to grow as well. From a justice standpoint, one perspective of curriculum is that there is a classic canon of literature and other academic skills that all students must learn; thus multiculturalism will "water down" the curriculum and educational experience. However, the call for cultural pluralism and the reality of its existence in the educational experience means that schools should present multiple perspectives in the curriculum. Western and European cultural tradition should not be ignored, rather there should be an enhancement or additive approach in the educational experience (Martin, 1996).

The school culture should be welcoming for all students. They should see themselves as part of the school community; thus there should be an inclusive nature to the culture and curriculum. Institutional racism imposes the dominant culture on minority students, rather than allowing the heritage language and culture to serve as an additive component of the educational experience (Martin, 1996). Among the many challenges leadership at the educational level entails are management of individuals, structuring of financial matters, academic performance of children, communication with various constituencies, and moral development of character. The role of moral leadership in schools is the ability of principals, faculty, and staff to collaborate in proactive

leadership that results in a holistic education, one that values the context of societal values within school culture, focuses on human rights and social justice considerations, highlights the success in school discipline issues, and encourages reflective reasoning when considering ethical issues. In the traditional school setting, the teacher is an isolated part of the learning experience for the student. There may be little emphasis on connecting with the students on a level that goes beyond the subject matter. However, the role of the teacher involves more than the instruction of the subject matter. The classroom provides a limited perspective when it comes to understanding and learning about the students as human beings. There are opportunities and experiences in which a bond develops that will enhance the learning process. The faculty and students share life experiences and are able to work with each other on a bilingual and bicultural level. The result is a unique experience where the education of the student as a human person is the priority (Owens and Valesky, 2007).

APPENDIX A: Teacher Interview

INTERVIEW WITH:________________________________

JOB:____

DATE:_______________________________

1. Do you have a degree in Spanish? What is the level of your degree?
2. How long have you been teaching?
3. How long have you been teaching high school?
4. How long have you been teaching Spanish?
5. How do you define bilingual?
6. How do you define bicultural?
7. What are the cultural components you teach in your class?
8. What do you think are the assets of being bilingual?
9. What is the educational philosophy of this school?
10. Define the term NATIVE SPEAKER or HERITAGE LANGUAGE LEARNER.
11. Define the term HONOR STUDENT.
12. Is a NATIVE SPEAKER an HONOR STUDENT?
13. In a language class, what type of dynamic and/or interaction do you hope to foster between teacher and student?
14. In a language class, what type of dynamic and/or interaction do you hope to foster between student and student?
15. How do you think students see native speaker classes – native speaker or honors class?
16. What qualities does a native speaker teacher need?

17. What qualities does an honors teacher need?

18. Do you have students interview Spanish-speaking relatives?

19. What language do you use to communicate with students outside the classroom?

20. What relationship do you see between travel and language learning?

21. Would you participate in a travel program to Latin America? Why?

23. Please rate the following language practices used in your classroom. Use the following numbering system (1. Neutral; 2. Strongly Disagree; 3. Disagree; 4. Agree; 5. Strongly Agree)
a._____ listening
b._____ speaking
c._____ reading and writing
d._____ vocabulary
e._____ grammar

24. When studying verb tenses with your students, I focus my lesson plans on conjugations approximately 60% or more of the time in class and homework time.
a. Never
b. Rarely
c. Sometimes
d. Often
e. Always

25. When studying grammatical rules and structures, I focus on written exercises approximately 60% or more of the time in class and homework assignments.
a. Never
b. Rarely
c. Sometimes
d. Often
e. Always

APPENDIX B: Student Questionnaire and Survey

You have been specifically selected to be part of this survey. It is not a test and you will not be identified as it is completely anonymous - do not write your name anywhere on the survey. You are asked to take your time in answering each question and most importantly, please be completely honest with each question...The more truthful you are the better. Should you be confused on any item, please inquire for clarification. You may begin now.

Dissertation- Heritage Language Spanish Study: Reconciling the Tension Between the Organizational Focus on Assimilation and the Goal of Bilingualism and Biculturalism.

1) I hereby authorize Ricardo Pedroarias, M.A., Ed.D. candidate to include me in the following research study: Heritage Language Spanish Study: Reconciling the tension between the organizational focus on assimilationist honors courses and the linguistic and cultural focal points of heritage language learners.

2) The study will last from approximately July 2010 to March 2011. I have been asked to participate on a research project, which is designed to examine the following questions:
a. What are the organizational and instructional practices with Spanish heritage language learners in an inner city all male Catholic high school?
b. To what extent do heritage language speakers become bilingual and bicultural in an honors level bilingual Spanish program through classroom lessons in the target language?
c. To what extent is the native speaker Spanish program at this school attaining the goal of bilingualism and biculturalism in terms of student interaction in the heritage language through travel immersion programs and service project interaction?

3) It has been explained to me that the reason for my inclusion in this project is because I am a person with knowledge of how the heritage speaker Spanish classes are organized, taught, and/or conducted in a classroom setting. I am a student in the honors native speaker courses at this school.

4) I understand that if I am a subject, I will participate in a survey about the heritage language Spanish speaker classes, their influence on the cultural experience of students and the academic challenges that teaching an advanced course has on the administrators, teachers, and students, and my experiences and background in Spanish. The survey contents will be collected online and the results will be kept confidential in digital form and written form in archives in a locked file.

5) The investigator(s) will write a mixed-methods dissertation study based on interviews with students, faculty, staff, and administrators, as well as research of archives and artifacts about the implementation of the native speaker Spanish program at the all-male inner city Catholic high school. The study will be submitted as part of a dissertation in partial requirements for graduation in the Ed.D. program at LMU.

6) These procedures have been explained to me by Ricardo Pedroarias, M.A., Ed.D. candidate, and primary researcher.

7) I agree that the tapes shall be retained for research and/or teaching purposes until the completion of this project and then will be destroyed.

8) I understand that the study described above may involve the following risks and/or discomforts: There are no physical or emotional risks from participation in this study.

9) I understand that I will receive no direct benefit from my participation in this study; however, the possible benefits to humanity include a more thorough understanding of the relationship between faculty members and students in a heritage language Spanish speaker class and the relationship between native speaker and honors courses.

10) I understand that Ricardo Pedroarias, who can be reached at [email address] or 213-381-5121 extension 241, will answer any questions I may have at any time concerning details of the procedures performed as part of this study.

11) If the study design or the use of the information is to be changed, I will be so informed and my consent re-obtained.

12) I understand that I have the right to refuse to participate in, or to withdraw from this research at any time without prejudice to (e.g., my future medical care at LMU.)

13) I understand that circumstances may arise which might cause the investigator to terminate my participation before the completion of the study.

14) I understand that no information that identifies me will be released without my separate consent except as specifically required by law.

15) I understand that I have the right to refuse to answer any question that I may not wish to answer.

16) Some of the information with which I will be provided may be ambiguous, or inaccurate. However, I will be informed of any inaccuracies following my participation in this study.

17) I understand that I will receive no remuneration for my participation in this study.

18) I understand that if I have any further questions, comments, or concerns about the study or the informed consent process, I may contact John Carfora, Ed.D. Chair, Institutional Review Board, 1 LMU Drive, Suite 3000, Loyola Marymount University, Los Angeles CA 90045-2659 (310) 338-4599, John.Carfora@lmu.edu.
19) I understand that I am signing this form because I am 18 years of age or older.

20) In signing this consent form, I acknowledge receipt of a copy of the form, and a copy of the "Subject's Bill of Rights".

21) In signing this consent form, I acknowledge receipt of a copy of this form.

I AGREE TO PARTICIPATE IN THIS STUDY AND TAKE THE FOLLOWING SURVEY (SELECT ONE RESPONSE).

- Yes
- No

SURVEY

The following questions ask about your background. Please select the best answer to describe you. (INTRODUCTION)

I am a member of which class:

- Freshman
- Sophomore
- Junior
- Senior

I am in the following teacher's class in 2010-2011.

- Mr. P.
- Mr. C.
- Ms. K.
- Mr. M.

I was born in the US and so were my parents and grandparents.

- No
- Yes

I was born in the US, as were my parents, but my grandparents were not.

- No
- Yes

I was born in the US, but my parents and grandparents were not.

- No
- Yes

I was born outside the US.

- No
- Yes

My classification: the best description for me of the choices below is__________________.

- ○ a true beginner in Spanish
- ○ a student with experience in the language through study
- ○ a heritage language learner from the United States who does not speak fluently
- ○ a heritage language learner from the United States who is fluent
- ○ a heritage language learner from Latin America who is very fluent

The following questions will ask about your language ability. (CONTEXT)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I consider myself a true beginner in Spanish language study. I have little or no former experience with Spanish.					
I consider myself a relatively beginner in Spanish language study as I do not speak it and have relatively little exposure to it outside the classroom.					
I consider myself a student who has had experience in the Spanish language through studies at the junior high school level.					
I consider myself fluent in Spanish as I speak it exclusively at home and outside the classroom.					
When I read in Spanish, I am able to understand the material without having to use a dictionary or other aids to comprehend.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
When I write in Spanish, I am able to share my ideas without the use of a dictionary or other aids.					
My use of Spanish will differ in the classroom and in conversation. That is, I will use formal Spanish in an academic setting and more conversational Spanish during informal time with family and/or friends.					

The following questions deal with your experiences in your current Spanish class. (RIGOROUS AND RELEVANT CURRICULUM)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The culture and history of Spain is presented and discussed in my Spanish class.					
The culture and history of Central and South America is presented and discussed in my Spanish class.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My Spanish course helps students increase their desire to learn the language for the sake of language acquisition, instead of focusing on success on the Advanced Placement examination or in an honors class.					
My Spanish course helps me identify with my cultural background as a person of Hispanic/Latino descent.					
My Spanish course helps me become more bilingual because I can speak, comprehend, and write Spanish with greater fluency.					

The following questions ask about how often you speak Spanish. (CONNECTIONS)

	Never	Rarely	Sometimes	Often	Always
I speak Spanish in school activities outside of the Spanish classroom.					

	Never	Rarely	Sometimes	Often	Always
I speak Spanish at home and/or with relatives.					
I speak Spanish with my friends.					
I speak Spanish with my family.					
I speak Spanish at school and/or work.					

The following questions ask about the teacher-student interactions in your current Spanish class. (INTERACTIONS)

	Never	Rarely	Sometimes	Often	Always
The teacher speaks Spanish in class during informal discussions.					
The teacher speaks Spanish in class during formal instruction and lessons.					
The teacher calls on the more proficient students more than less proficient students.					
The teacher involves all students more or less equally.					

The teacher calls on the more proficient students more than less proficient students.						
The students in my Spanish course interact in pairs during the class.						
The students in my Spanish course interact in groups during the class.						
The students in my Spanish course speak Spanish in class during informal discussions.						

The following questions ask about the instructional practices your current Spanish class. (COMPREHENSIBILITY)

		Never	Rarely	Sometimes	Often	Always
The class is taught almost exclusively in Spanish.						
The students use Spanish for discussions in the classroom.						
The students speak Spanish in class during informal conversations (before class begins, when the teacher is taking roll, when the						

	Never	Rarely	Sometimes	Often	Always
homework is collected).					
The teacher uses cooperative learning or group activities that encourage communication in Spanish.					
The teacher uses multimedia materials (video, dvd, music, audio) in Spanish.					

The following questions ask you about your experiences in programs like community service, immersion, employment, and place of worship. If you are not participating in these programs, please mark "not applicable." (CONNECTIONS)

	Never	Rarely	Sometimes	Often	Always	Not Applicable
I have used Spanish in my community service placement sites (Freshman, Sophomore, Junior, or Senior service).						
The service immersion programs at this school offer opportunities to work with Spanish-speakers during service projects.						
The foreign immersion programs offers programs that serve in Spanish-speaking countries.						
I have used Spanish in my job (summer or school-year						

			Never	Rarely	Sometimes	Often	Always	Not Applicable
employment).								
I have used Spanish at my church or place of worship.								

Thank you for your time and participation.

One Final Free Response Question:

What is the nationality of your family?

APPENDIX C: OPAL

OBSERVATION PROTOCOL FOR ACADEMIC LITERACIES (OPAL©)

SCHOOL ________________ TEACHER ____________________GRADE LEVEL ______ SUBJECT _______________ LESSON FOCUS _______________

ELD LEVEL (S) __________ TYPE OF PROGRAM _____________ OBSERVER NAME ____________________ DATE __________ TIMEOF VISIT ______

The OPAL is a research-based tool for observing teacher practices, classroom interactions, and educational contexts from sociocultural and language acquisition perspectives. Recorded observations allow educators and researchers to reflect on and deepen knowledge about effective practices that promote student access to rigorous, relevant and empowering learning across content areas. Academic literacies are defined as a set of 21st century skills, abilities, and dispositions developed through the affirmation of and in response to students' identities, experiences and backgrounds.

COMPONENTS OF EMPOWERING PEDAGOGY	Implementation Scale *Low* 1-2 *Med* 3-4 *High* 5-6 **n/o = Not observable**	IMPLEMENTATION EXAMPLES and NEXT STEPS ***[Evidence of effective teaching and recommendations]***
RIGOROUS & RELEVANT CURRICULUM *The curriculum is cognitively complex, coherent, relevant, challenging and appropriate for linguistically diverse populations.*		
1.1 Engages students in problem solving, critical thinking and other activities that make subject matter meaningful	1 - 2 - 3 – 4 - 5 – 6 n/o	**Evidence (specify for which indicator):**
1.2 Facilitates student and teacher access to materials, technology, and resources to promote learning	1 - 2 - 3 – 4 - 5 – 6 n/o	
1.3 Organizes curriculum and teaching to support students' understanding of instructional themes or topics	1 - 2 - 3 – 4 - 5 – 6 n/o	**Next Steps:**
1.4 Establishes high expectations for learning that build on students' linguistic and academic strengths and needs	1 - 2 - 3 – 4 - 5 – 6 n/o	
1.5 Provides access to content and materials in students' primary language	1 - 2 - 3 – 4 - 5 – 6 n/o	
1.6 Provides opportunities for students to transfer skills between their primary language and target language	1 - 2 - 3 – 4 - 5 – 6 n/o	
CONNECTIONS *Teachers are mindful about providing opportunities for students to link content to their lives, histories, and realities to create change.*		
2.1 Relates instructional concepts to social conditions in the students' community	1 - 2 - 3 – 4 - 5 – 6 n/o	**Evidence (specify for which indicator):**
2.2 Helps students make connections between subject matter concepts and previous learning	1 - 2 - 3 – 4 - 5 – 6 n/o	
2.3 Builds on students' life experiences and interests to make the content relevant and meaningful to them	1 - 2 - 3 – 4 - 5 – 6 n/o	**Next Steps:**

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COMPONENTS OF EMPOWERING PEDAGOGY	Implementation Scale *Low* *Med* *High* 1-2 3-4 5-6 **n/o = Not observable**	**IMPLEMENTATION EXAMPLES and NEXT STEPS** ***[Evidence of effective teaching and recommendations]***
COMPREHENSIBILITY *Instruction allows for maximum student understanding and teachers utilize effective strategies to help students access content.*		
3.1 Uses scaffolding strategies and devices (i.e. outlines, webs, semantic maps, compare/contrast charts, KWL) to make subject matter understandable 1 - 2 - 3 – 4 - 5 – 6 n/o		**Evidence (specify for which indicator):**
3.2 Amplifies student input by: questioning/restating/rephrasing/expanding/contextualizing 1 - 2 - 3 – 4 - 5 – 6 n/o		
3.3 Explains key terms, clarifies idiomatic expressions, uses gestures and/or visuals to illustrate concepts 1 - 2 - 3 – 4 - 5 – 6 n/o		
3.4 Provides frequent feedback and checks for comprehension 1 - 2 - 3 – 4 - 5 – 6 n/o		**Next Steps:**
3.5 Uses informal assessments of student learning to adjust instruction while teaching 1 - 2 - 3 – 4 - 5 – 6 n/o		
INTERACTIONS *Varied participation structures allow for interactions that maximize engagement, leadership opportunities, and access to the curriculum.*		
4.1 Facilitates student autonomy and choice by promoting active listening, questioning, and/or advocating 1 - 2 - 3 – 4 - 5 – 6 n/o		**Evidence (specify for which indicator):**
4.2 Makes decisions about modifying procedures and rules to support student learning 1 - 2 - 3 – 4 - 5 – 6 n/o		
4.3 Effectively communicates subject matter knowledge in the target language 1 - 2 - 3 – 4 - 5 – 6 n/o		**Next Steps:**
4.4 Uses flexible groupings to promote positive interactions and accommodations for individual and group learning needs 1 - 2 - 3 – 4 - 5 – 6 n/o		

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APPENDIX D: Administration Interview

INTERVIEW WITH:________________________________

JOB:____

DATE:_______________________________

1. What is the educational philosophy of the school?
2. Tell me about the community this school serves?
3. What are the Latino/Hispanic demographics at this school (students, faculty, staff)?
4. Could you discuss the reasons for the increase in Hispanic/Latino student demographics at this school in recent years?
5. Could you tell me about the Spanish program at this school?
6. Define the term NATIVE SPEAKER or HERITAGE LANGUAGE LEARNER?
7. Define the term HONOR STUDENT.
8. What is the process for student enrollment in the native speaker track?
9. What linguistic competencies are evaluated in the selection process?
10. What are the curricular goals of the honors native speaker track in Spanish?
11. What are the linguistic goals of the native speaker program?
12. In a language class, what type of dynamic and/or interaction do you hope we foster between teacher and student?
13. In a language class, what type of dynamic and/or interaction do you hope we foster between student and student?
14. How do you think students see native speaker classes – native speaker or honors class?
15. What relationship do you see between travel and language learning?

APPENDIX E: Consent Forms

Date of Preparation: April, 2010 page 1 of 2

Loyola Marymount University

CHILD ASSENT FORM

Dissertation- Heritage Language Spanish Study: Reconciling the Tension Between the Organizational Focus on Assimilation and the Goal of Bilingualism and Biculturalism.

1) I allow Ricardo Pedroarias, M.A., Ed.D. candidate to include me in the following research study: Heritage Language Spanish Study: Reconciling the Tension Between the Organizational Focus on Assimilation and the Goal of Bilingualism and Biculturalism.

2) The study will last from approximately July 2010 to March 2011. I have been asked to participate on a research project, which is designed to examine the following questions:

a. What are the organizational and instructional practices with Spanish heritage language learners in an inner city all male Catholic high school?

b. To what extent do heritage language speakers become bilingual and bicultural in an honors level bilingual Spanish program through classroom lessons in the target language?

c. To what extent is the native speaker Spanish program at this school attaining the goal of bilingualism and biculturalism in terms of student interaction in the heritage language through travel immersion programs and service project interaction?

3) It has been explained to me that the reason for my inclusion in this project is because I am a student in the honors native speaker courses at this school. The study will take approximately one hour of my time for my survey participation.

4) I will participate in a survey about the heritage language Spanish speaker classes, their influence on the cultural experience of students and the academic challenges that teaching an advanced course has on the administrators, teachers, and students, and my experiences and background in Spanish.

5) The study will be submitted as part of a dissertation in partial requirements for graduation in the Ed.D. program at LMU.

6) These procedures have been explained to me by Ricardo Pedroarias, M.A., Ed.D. candidate, and primary researcher.

7) I understand that the study described above may involve the following risks and/or discomforts: There are no physical or emotional risks from participation in this study.

8) I understand that I will receive no direct benefit from my participation in this study; however, the possible benefits to humanity include a more thorough understanding of the relationship between faculty members and students in a heritage language Spanish speaker class and the relationship between native speaker and honors courses.

9) I understand that Ricardo Pedroarias, who can be reached at [email address]or 213-381-5121 extension 241, will answer any questions I may have at any time concerning details of the procedures performed as part of this study.

10) If the study design or the use of the information is to be changed, I will be so informed and my consent re-obtained.

11) I understand that I have the right to refuse to participate in, or to withdraw from this research at any time without prejudice to (e.g., my future medical care at LMU.)

12) I understand that circumstances may arise which might cause the investigator to terminate my participation before the completion of the study.

13) I understand that no information that identifies me will be released without my separate consent except as specifically required by law.

14) I understand that I have the right to refuse to answer any question that I may not wish to answer.

15) I understand that I will receive no remuneration for my participation in this study.

16) I understand that if I have any further questions, comments, or concerns about the study or the informed consent process, my parent or guardian may contact John Carfora, Ed.D. Chair, Institutional Review Board, 1 LMU Drive, Suite 3000, Loyola Marymount University, Los Angeles CA 90045-2659 (310) 338-4599, John.Carfora@lmu.edu.

17) I understand that I am signing this form because I am under 18 years of age.

18) In signing this consent form, I acknowledge receipt of a copy of the form, and a copy of the "Subject's Bill of Rights".

_________________________________ ____________________________
Student Signature Date

_________________________________ ____________________________
Investigator Signature Date

Loyola Marymount University

TEACHER/ADMINISTRATOR CONSENT FORM

Dissertation- Heritage Language Spanish Study: Reconciling the Tension Between the Organizational Focus on Assimilation and the Goal of Bilingualism and Biculturalism.

1) I hereby authorize Ricardo Pedroarias, M.A., Ed.D. candidate to include me in the following research study: Heritage Language Spanish Study: Reconciling the tension between the organizational focus on assimilationist honors courses and the linguistic and cultural focal points of heritage language learners.

2) The study will last from approximately July 2010 to March 2011. I have been asked to participate on a research project, which is designed to examine the following questions:

   a. What are the organizational and instructional practices with Spanish heritage language learners in an inner city all male Catholic high school?
   b. To what extent do heritage language speakers become bilingual and bicultural in an honors level bilingual Spanish program through classroom lessons in the target language?
   c. To what extent is the native speaker Spanish program at this school attaining the goal of bilingualism and biculturalism in terms of student interaction in the heritage language through travel immersion programs and service project interaction?

3) It has been explained to me that the reason for my inclusion in this project is because I am a person with knowledge of how the heritage speaker Spanish classes are organized, taught, and/or conducted in a classroom setting.

4) I understand that if I am a subject, I will be interviewed about the heritage language Spanish speaker classes, their influence on the cultural experience of students and the academic challenges that teaching an advanced course has on the administrators, teachers, and students. The interview contents in transcription form, in video form, and in audio-recording form will be kept confidential in digital form and in archives in a locked file. I further understand that my classes will be visited by the investigator in order to conduct the study.

5) The investigator will write a mixed-methods dissertation study based on interviews with students, faculty, staff, and administrators, as well as research of archives and artifacts about the implementation of the native speaker Spanish program at the all-male inner city Catholic high school. The study will be submitted as part of a dissertation in partial requirements for graduation in the Ed.D. program at LMU.

6) These procedures have been explained to me by Ricardo Pedroarias, M.A., Ed.D. candidate, and primary researcher.

7) I agree that the tapes shall be retained for research and/or teaching purposes until the completion of this project and then will be destroyed.

8) I understand that the study described above may involve the following risks and/or discomforts: There are no physical or emotional risks from participation in this study.

9) I understand that I will receive no direct benefit from my participation in this study; however, the possible benefits to humanity include a more thorough understanding of the relationship between faculty members and students in a heritage language Spanish speaker class and the relationship between native speaker and honors courses.

10) I understand that Ricardo Pedroarias, who can be reached at [email address] or 213-381-5121 extension 241, will answer any questions I may have at any time concerning details of the procedures performed as part of this study.

11) If the study design or the use of the information is to be changed, I will be so informed and my consent re-obtained.

12) I understand that I have the right to refuse to participate in, or to withdraw from this research at any time without prejudice to (e.g., my future medical care at LMU.)

13) I understand that circumstances may arise which might cause the investigator to terminate my participation before the completion of the study.

14) I understand that no information that identifies me will be released without my separate consent except as specifically required by law.

15) I understand that I have the right to refuse to answer any question that I may not wish to answer.

16) Some of the information with which I will be provided may be ambiguous, or inaccurate. However, I will be informed of any inaccuracies following my participation in this study.

17) I understand that I will receive no remuneration for my participation in this study.

18) I understand that if I have any further questions, comments, or concerns about the study or the informed consent process, I may contact John Carfora, Ed.D. Chair, Institutional Review Board, 1 LMU Drive, Suite 3000, Loyola Marymount University, Los Angeles CA 90045-2659 (310) 338-4599, John.Carfora@lmu.edu.

19) In signing this consent form, I acknowledge receipt of a copy of the form, and a copy of the "Subject's Bill of Rights".

20) In signing this consent form, I acknowledge receipt of a copy of this form.

______________________________	______________________________
Teacher/Staff Signature	Date
______________________________	______________________________
Investigator Signature	Date

Loyola Marymount University

STUDENT CONSENT FORM

Dissertation- Heritage Language Spanish Study: Reconciling the Tension Between the Organizational Focus on Assimilation and the Goal of Bilingualism and Biculturalism.

1) I hereby authorize Ricardo Pedroarias, M.A., Ed.D. candidate to include me in the following research study: Heritage Language Spanish Study: Reconciling the tension between the organizational focus on assimilationist honors courses and the linguistic and cultural focal points of heritage language learners.

2) The study will last from approximately July 2010 to March 2011. I have been asked to participate on a research project, which is designed to examine the following questions:
    a. What are the organizational and instructional practices with Spanish heritage language learners in an inner city all male Catholic high school?
    b. To what extent do heritage language speakers become bilingual and bicultural in an honors level bilingual Spanish program through classroom lessons in the target language?
    c. To what extent is the native speaker Spanish program at this school attaining the goal of bilingualism and biculturalism in terms of student interaction in the heritage language through travel immersion programs and service project interaction?

3) It has been explained to me that the reason for my inclusion in this project is because I am a person with knowledge of how the heritage speaker Spanish classes are organized, taught, and/or conducted in a classroom setting. I am a student in the honors native speaker courses at this school.

4) I understand that if I am a subject, I will participate in a survey about the heritage language Spanish speaker classes, their influence on the cultural experience of students and the academic challenges that teaching an advanced course has on the administrators, teachers, and students, and my experiences and background in Spanish. The survey contents will be collected online and the results will be kept confidential in digital form and written form in archives in a locked file.

5) The investigator(s) will write a mixed-methods dissertation study based on interviews with students, faculty, staff, and administrators, as well as research of archives and artifacts about the implementation of the native speaker Spanish program at the all-male inner city Catholic high school. The study will be submitted as part of a dissertation in partial requirements for graduation in the Ed.D. program at LMU.

6) These procedures have been explained to me by Ricardo Pedroarias, M.A., Ed.D. candidate, and primary researcher.

7) I agree that the tapes shall be retained for research and/or teaching purposes until the completion of this project and then will be destroyed.

8) I understand that the study described above may involve the following risks and/or discomforts: There are no physical or emotional risks from participation in this study.

9) I understand that I will receive no direct benefit from my participation in this study; however, the possible benefits to humanity include a more thorough understanding of the relationship between faculty members and students in a heritage language Spanish speaker class and the relationship between native speaker and honors courses.

10) I understand that Ricardo Pedroarias, who can be reached at [email address] or 213-381-5121 extension 241, will answer any questions I may have at any time concerning details of the procedures performed as part of this study.

11) If the study design or the use of the information is to be changed, I will be so informed and my consent re-obtained.

12) I understand that I have the right to refuse to participate in, or to withdraw from this research at any time without prejudice to (e.g., my future medical care at LMU.)

13) I understand that circumstances may arise which might cause the investigator to terminate my participation before the completion of the study.

14) I understand that no information that identifies me will be released without my separate consent except as specifically required by law.

15) I understand that I have the right to refuse to answer any question that I may not wish to answer.

16) Some of the information with which I will be provided may be ambiguous, or inaccurate. However, I will be informed of any inaccuracies following my participation in this study.

17) I understand that I will receive no remuneration for my participation in this study.

18) I understand that if I have any further questions, comments, or concerns about the study or the informed consent process, I may contact John Carfora, Ed.D. Chair, Institutional Review Board, 1 LMU Drive, Suite 3000, Loyola Marymount University, Los Angeles CA 90045-2659 (310) 338-4599, John.Carfora@lmu.edu.

19) I understand that I am signing this form because I am 18 years of age or older.

20) In signing this consent form, I acknowledge receipt of a copy of the form, and a copy of the "Subject's Bill of Rights".

21) In signing this consent form, I acknowledge receipt of a copy of this form.

Student Signature	Date
Investigator Signature	Date

Loyola Marymount University

PARENT/GUARDIAN CONSENT FORM

Dissertation- Heritage Language Spanish Study: Reconciling the Tension Between the Organizational Focus on Assimilation and the Goal of Bilingualism and Biculturalism.

1) I hereby authorize Ricardo Pedroarias, M.A., Ed.D. candidate to include my child in the following research study: Heritage Language Spanish Study: Reconciling the tension between the organizational focus on assimilationist honors courses and the linguistic and cultural focal points of heritage language learners.

2) The study will last from approximately July 2010 to March 2011. I have been asked to participate on a research project, which is designed to examine the following questions:
    a. What are the organizational and instructional practices with Spanish heritage language learners in an inner city all male Catholic high school?
    b. To what extent do heritage language speakers become bilingual and bicultural in an honors level bilingual Spanish program through classroom lessons in the target language?
    c. To what extent is the native speaker Spanish program at this school attaining the goal of bilingualism and biculturalism in terms of student interaction in the heritage language through travel immersion programs and service project interaction?

3) It has been explained to me that the reason for my child's inclusion in this project is because my child is a person with knowledge of how the heritage speaker Spanish classes are organized, taught, and/or conducted in a classroom setting. My child is a student in the honors native speaker courses at Ignatius College Preparatory.

4) I understand that if my child is a subject, my child will participate in a survey about the heritage language Spanish speaker classes, their influence on the cultural experience of students and the academic challenges that teaching an advanced course has on the administrators, teachers, and students, and my experiences and background in Spanish. The survey contents will be collected online and the results will be kept confidential in digital form and written form in archives in a locked file.

5) The investigator(s) will write a mixed-methods dissertation study based on interviews with students, faculty, staff, and administrators, as well as research of archives and artifacts about the implementation of the native speaker Spanish program at the all-male inner city Catholic high school. The study will be submitted as part of a dissertation in partial requirements for graduation in the Ed.D. program at LMU.

6) These procedures have been explained to me by Ricardo Pedroarias, M.A., Ed.D. candidate, and primary researcher.

7) I agree that the surveys shall be retained for research and/or teaching purposes until the completion of this project and then will be destroyed.

8) I understand that the study described above may involve the following risks and/or discomforts: There are no physical or emotional risks from participation in this study.

9) I understand that I will receive no direct benefit from my participation in this study; however, the possible benefits to humanity include a more thorough understanding of the relationship between faculty members and students in a heritage language Spanish speaker class and the relationship between native speaker and honors courses.

10) I understand that Ricardo Pedroarias, who can be reached at [email address] or 213-381-5121 extension 241, will answer any questions I may have at any time concerning details of the procedures performed as part of this study.

11) If the study design or the use of the information is to be changed, I will be so informed and my consent re-obtained.

12) I understand that I have the right to refuse to participate in, or to withdraw from this research at any time without prejudice to (e.g., my future medical care at LMU.)

13) I understand that circumstances may arise which might cause the investigator to terminate my participation before the completion of the study.

14) I understand that no information that identifies me will be released without my separate consent except as specifically required by law.

15) I understand that I have the right to refuse to answer any question that I may not wish to answer.

16) Some of the information with which I will be provided may be ambiguous, or inaccurate. However, I will be informed of any inaccuracies following my participation in this study.

17) I understand that I will receive no remuneration for my participation in this study.

18) I understand that if I have any further questions, comments, or concerns about the study or the informed consent process, I may contact John Carfora, Ed.D. Chair, Institutional Review Board, 1 LMU Drive, Suite 3000, Loyola Marymount University, Los Angeles CA 90045-2659 (310) 338-4599, John.Carfora@lmu.edu.

19) In signing this consent form, I acknowledge receipt of a copy of the form, and a copy of the "Subject's Bill of Rights".

20) In signing this consent form, I acknowledge receipt of a copy of this form.

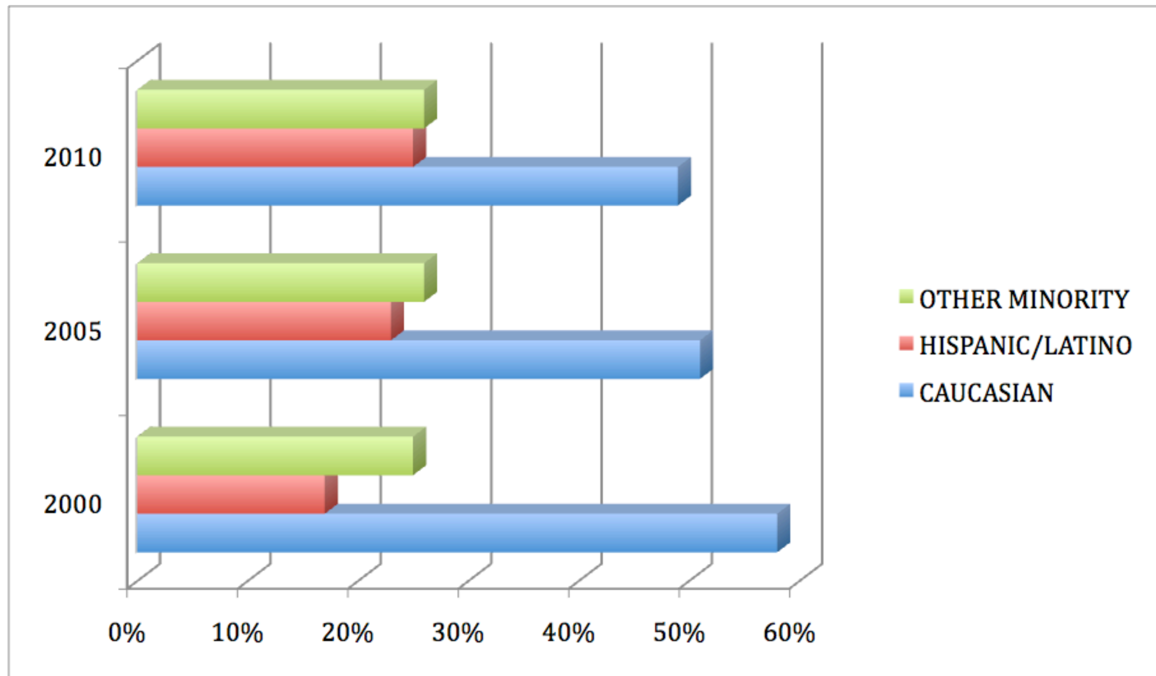
21) Subject is a minor (age_____), or is unable to sign because ___________________________.

______________________________	______________________________
Mother/Father/Guardian Signature	Date
______________________________	______________________________
Investigator Signature	Date

APPENDIX F: Advanced Placement Data

YEAR	AP LANGUAGE	AP LITERATURE
2000	40	14
2001	42	13
2002	46	12
2003	44	12
2004	47	14
2005	37	8
2006	37	10
2007	32	9
2008	30	10
2009	25	6
2010	47	13

APPENDIX G: Population Data



2000

White 58%
Hispanic 17%
Other minority 25%

2005

White 51%
Hispanic 23%
Other minority 26%

2010

White 49%
Hispanic 25%
Other minority 26%

APPENDIX H: Course Descriptions

Honors Spanish I

This course is for students who have some grammar school experience in Spanish or who have knowledge of Spanish because of their home environment. Admission to this course is by written examination, oral examination and by recommendation of the department chairperson. At the end of this course, students will be able to use and comprehend various facets of Spanish. Articulation and proficiency will be achieved through the study of accent rules, the 19 indicative and subjunctive tenses, the parts of speech, essay writing, reading comprehension skills, and vocabulary enhancement.

Honors Spanish II

This is a restricted course for students that have taken Honors Spanish I or its equivalent. Hispanic students that have finished their foreign language requirement in another language and wish to take Spanish usually qualify for this course. The course stresses the correct writing of the language and the course is conducted solely in Spanish. The use of idiomatic expressions is stressed during the second semester oral reports are required of the students. This course has 2 sections: one for native speakers and one for non-native speakers with prior experience in honors Spanish. A third section of Honors Spanish II is comprises of students who excelled in regular Spanish I, passed a placement exam, and received the recommendation of their Spanish I teacher.

Honors Spanish III

In this course the students will learn the use of vocabulary idioms, colloquialisms so as to be able to express himself at a near native level. Sentence writing and structure is

emphasized the first semester. The students will constantly be required to write and give oral explanations to justify his syntax. The second semester is an introduction to Spanish culture, history and literature. The student will read and interpret various selections of outstanding Spanish prose and verse. At the end of the year, the student will be ready for AP Spanish 4 and also be ready to take the achievement examination in Spanish. This course has 3 different and distinct sections.

AP Spanish IV Language

This course is recommended for students who have completed six semesters of Spanish with at least a B+ average. Since the great majority of the students selected have been in the Spanish Honors Program, only a quick review of grammar is needed in the first quarter. The emphasis of this course is fourfold. First, the students are trained to comprehend formal and informal spoken Spanish. Second, they work on the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern Hispanic literature. Third, the students are trained in the ability to write expository passages and fourth, throughout the entire course, the students practice their ability to express ideas orally with accuracy and fluency. Admission to this restricted class is by permission of the Chairperson of the Department. All students must take the AP examination in May.

AP Spanish IV Literature

This course is recommended for all students who have completed Honors Spanish III with a 3.0 G.P.A. At the end of this AP course, the student will have completed the equivalent of a third year introduction to Hispanic Literature course at the college level.

To this end, selected works from the literature of Spain and Spanish America (Miguel de Unamuno, Federico Garcia Lorca, Ana Maria Matute, Jorge Luis Borges and Gabriel Garcia Marquez) will be read and discussed in the classroom. An extensive amount of analytical essay writing and study of critical literature on the five AP authors will enhance the daily readings. Admission to this course is by permission of the Departmental Chairperson. All students will take this course for college credit and must take the AP Examination.

APPENDIX I: OPAL Quantitative Data Spreadsheet

Teacher/Level/ Grade	Rigorous & Relevant Curriculum						Connections			Comprehensibility					Interactions			
	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2	2	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3	4.4
1/1/9	2	3	3	2	3	2	2	3	1	3	4	4	3	3	2	2	3	1
1/1/9	4	3	4	4	4	4	2	4	1	2	4	4	4	4	4	3	5	3
1/1/9	4	3	3	4	5	5	4	4	1	3	4	3	5	3	3	3	3	1
Results	3.3	3	3.3	3.3	4	3.6	2.6	3.6	1	2.6	4	3.6	4	3.3	3	2.6	3.6	2
2/2/10	4	2	4	3	5	4	4	5	4	1	4	3	5	4	5	5	5	1
2/2/10	3	2	3	3	6	4	6	5	5	2	4	5	4	4	3	5	6	3
2/2/10																		
Results	3.5	2	3.5	3	5.5	4	5	5	4.5	1.5	4	4	4.5	4	4	5	5.5	2
3/3/11	4	4	4	5	5	4	5	5	5	5	4	5	4	5	4	5	6	5
3/3/11	3	4	3	2	5	5	4	4	1	4	4	5	3	3	3	4	6	5
3/3/11	4	3	4	3	5	1	4	4	5	3	4	4	5	4	4	4	5	1
Results	3.6	3.6	3.6	3.3	5	3.3	4.3	4	3.6	4	4	4.6	4	4	3.6	4.3	5.6	3.6
4/4/12	4	5	4	4	5	5	5	5	4	4	5	5	4	4	5	3	6	1
4/4/12	3	2	4	4	4	5	4	4	4	5	4	5	5	5	4	4	6	1
4/4/12	4	3	4	3	6	4	4	5	4	3	5	5	4	4	5	4	6	1
Results	3.6	3.3	4	3.6	5	4.6	4.3	5	4	4	4.6	5	4.3	4.3	4.6	3.6	6	1

APPENDIX J: Research Matrix

Analytical Overview:

1. Qualitative:
Grounded Theory – the assumption that rigorous methods can be used to discover approximations of social reality that are empirically represented in carefully collected data (Hatch, 2002). That is, the data collection will allow for an interpretation by the researcher that links the actions of the participants with the social realities that influence those actions (Gay et al., 2009). Thus, the research is grounded in the reality of the student experience in the native speaker Spanish program, service and immersion programs at this school, and their experiences outside of school.
OPAL for classroom observations will allow for analysis of student engagement in higher levels of critical thinking and resources for learning. Moreover, the OPAL will facilitate evaluation in terms of the funds of knowledge curricular model by focusing on the use of techniques that take into account student strengths and use of the target language.
The OPAL also allows for observations in which the researcher will look for connections between the lesson and the students' experiences with Spanish inside and outside the classroom.
The interviews will be coded for connections with the literature themes of Catholic social justice teaching, program practices, instructional practices, and the experiences of Latino students in heritage language instruction. Specifically, the interviews will be analyzed through the lens of grounded theory in which the classroom practices, the co-curricular experiences, and social realities will be evaluated from the standpoint of bilingual and bicultural goals for the students.
Classroom maps will be detailed. Frank (1999) indicates that a classroom map reflects the instructor's philosophy of learning and interaction.

2. Quantitative:
The quantitative data collected will be analyzed with inferential (ANOVA) and descriptive (frequency) statistics.
Given that this study will analyze the experiences and perspectives of high school freshmen, sophomores, juniors, and seniors, it is important to analyze the data in a comparative manner. Thus an ANOVA offers an effective way to do this. An F ration will be computed using SPSS in order to compare student class year and indicated level of proficiency in Spanish.
Frequency will allow the researcher to gauge how often a value occurs in this study. Specifically, the student questionnaire items 28 through 37 will deal with frequency. Three primary areas will be evaluated using frequency, speaking Spanish, classroom teacher instructional strategies that may employ the target language, and the number of opportunities for use of Spanish in immersion and service programs.

Research Questions	Theoretical Framework	Literature Review	Methods/Data Collection	Analysis
What are the organizational and instructional practices with Spanish heritage language learners in an inner city all male Catholic high school?	Culturally responsive educator	Themes in the literature: -Student achievement; program placement and organizational theory; methodology and instructional practice; teacher preparation and practice	-Qualitative - Teacher Interview: #1, 2, 3, 4, 10, 11, 12, 13, 16, 18 -Qualitative- Administrative Interview #1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 -Qualitative- Classroom Observations OPAL; Classroom maps	-Grounded Theory -ANOVA This study will analyze the data in three stages in order to answer the three research questions. The first level involves looking at the organizational structure of the school's native speaker Spanish program. This data will be analyzed qualitatively through interviews and classroom observation.
To what extent do heritage language speakers become bilingual and bicultural in an honors level heritage language Spanish program through instruction in the target language during classroom lessons?	Language socialization Culturally responsive educator	What are schools and language departments to do with students who bring to the classroom various levels of knowledge in the target language? (Roca & Colombi, 2003). Spanish heritage language education as it relates to social justice and the mission-based educational philosophy of Catholic schooling (Buetow, 1985).	-Qualitative – Teacher Interview #6, 7, 8, 9, 14, 15, 17, 19, 20, 23, 24, 25 -Qualitative-Classroom Observations OPAL; Classroom maps -Quantitative-Student Survey #1, 2, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 32 -Quantitative-OPAL Components of Empowering Pedagogy Scale (1.1, 1.2, 1.3, 1.4, 1.5, 1.6)	-Grounded Theory -ANOVA - Inferential -Frequency The second stage will involve analyzing classroom lessons and practices, which will be coded qualitatively through observations and interviews. Also, this stage will involve quantitative student surveys that look at student level of proficiency, classroom learning, co-curricular use of the language, and class year.
To what extent is the heritage language Spanish program at this school attaining the goal of bilingualism and biculturalism in terms of student interaction in the heritage language through home use, peer interaction, travel immersion programs, and service project interaction?	Language socialization	Language socialization theory is seen through the lens of bilingualism and biculturalism as additive components of student identity (Lovelace and Wheeler, 2006). The literature will inform the theoretical framework of language socialization by evaluating student performance, organizational theory, instructional practice, and teacher perspectives in the literature.	-Quantitative-Student Survey #3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 25, 26, 33, 34, 35, 36, 37 -Qualitative – Teacher Interview #21, 22 -Qualitative – Administrative Interview #2, 3, 16 -Quantitative-OPAL Components of Empowering Pedagogy Scale (2.1, 2.2, 2.3	-ANOVA - Inferential -Frequency Finally, the third stage involves the third question. In order to evaluate the heritage language program in areas beyond the classroom lessons, a mixed method approach will be used that involves student questionnaires involving questions about Spanish use outside the classroom and qualitative data coded through interviews that address practices outside the instruction periods.

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