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More Than Just Dictionaries: Exploring the Incorporation and Use of Linguistically Inclusive Materials in a Middle School Library Media Center

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MORE THAN JUST DICTIONARIES: EXPLORING THE INCORPORATION AND USE OF
LINGUISTICALLY INCLUSIVE MATERIALS IN A MIDDLE SCHOOL LIBRARY MEDIA CENTER

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ABSTRACT

The school library media center (SLMC) is a space in schools that can be overlooked when trying to reach students. The English language learner (ELL) population is a sector of the student population that is growing in the United States, and growing at faster rates in the state of South Carolina. With a growing population of ELL students, there are also misconceptions about the incorporation of native language materials in the academic setting. Being able to offer ELL students the opportunity to utilize their home languages can encourage the use of the SLMC. This study implemented an intervention to determine if the incorporation of native language materials for ELL students increased their participation in the SLMC.

This study implemented a convergent parallel design with a mixed methods approach. The study included an observation of a middle school library media center to track movements through spaces created by the library media specialist (LMS). This study also relied on interviews with critical stakeholders in the school and circulation data for the SLMC's literary collection, specifically the native language materials checked out during the observation. I also utilized a parental survey with ELL parents to include the perspective of this important population.

DEDICATION

I dedicate this dissertation to my wife, daughter, son, and mother. I want to especially thank my wife for all her help and support throughout this entire process. I was lucky enough to come to Clemson to meet you.   You have saved my life and I would not be where I am without you and our children!

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Chapter 1

Introduction

There are many different methods and approaches that educators use to educate students in Pre-Kindergarten to 12th grade settings who are labeled English language learners (ELL). Unfortunately, there is very little uniformity in the education, outreach, and integration of native language materials for English language learners. The School Library Media Center (SLMC) is one space in the school that could serve as a focal point for instructional collaboration and native language access—thus, helping to unify outreach for English language learners. Conceiving of the SLMC as a dedicated place for ELL instruction and resources can help to establish a new identity for the space as an appropriate tool/location to engage ELLs. This case study of a middle school SLMC explores the ways in which school library media centers can aide ELLs in language acquisition. The primary goal of this study is to explore the ways ELLs interact and engage with the SLMC while on the path to English language acquisition.

Background of the Study

Language acquisition is an essential field of study within education. How educators approach students that differ from native language students can make a difference in the process of language acquisition (Antón & DiCamilla, 1998; Appel & Lantolf, 1994; Chamberlin-Quinlisk & Senyshyn, 2012; Collier, 1995; Cook, 2001; Cummins, 2007; Del Valle, 2003; Ellis, 2005; Escamilla, 2006; Hall & Cook, 2012; Jiménez, 2003; Krashen, 1989; Moll, 1992; Palmer & Martínez, 2013; Ricento &

Hornberger, 1996; Ruíz, 1984; Storch & Wigglesworth, 2003; Swain & Lapkin, 2000; Turnbull, 2001). Experts in the field have suggested supporting the language acquisition of ELLs through socio-cultural engagement, such as mediation, scaffolding, communities of practice, and activity systems.

U.S. schools have a growing population of learners whose native language is not English. There is a high percentage of ELL students arriving to the state of South Carolina. This population change in South Carolina schools require individuals to better understand this *demographic imperative* (García, Jensen, & Scribner, 2009). According to Thomas and Collier (2002), there will be a projected 40% increase of school-age English language learners in the United States by the 2030s. While an SLMC is more likely than a classroom to expose students to reading and research (American Association of School Librarians [AASL], 2007; Church, 2008; Coleman, 2016; Lamb, 2011; Michie & Holton, 2005; Todd & Kuhlthau, 2005), the SLMC can also be a support for classrooms through collaboration and increase children's literacy and learning for all students.

SLMC and the LMS. The SLMC has a lasting impact on the research habits and comprehension of the students it serves (AASL, 2007; Church, 2008; Coleman, 2016; Lamb, 2011; Michie & Holton, 2005). A library media specialist (LMS) is a graduate-level trained professional who assists patrons with research, information gathering, and overall comprehension of available resources. Ideally, library media specialists encourage teachers to participate in the SLMC as part of a collaborative environment that directly affects children's interests. Stockham & Collins (2012)

writes that a LMS "has an opportunity to model. . . the use of information seeking skills, . . . [and] the collaboration potential for teachers and school librarians" (p.3). Many LMSs are willing and able to assist with developing curriculum in the school for the benefit of students. Other LMSs may instead help develop the resources that may not be readily available to students. Either way, the LMS can "positively influence students' research-skills development, their motivation for inquiry, reading skills development, and nurture student reading interests" (Lamb, 2011, p.34). The SLMC is an evolving learning environment that is directly impacted by the individual LMS utilizing the depth of knowledge they have related to the needs in schools. In helping students correctly search for information, the LMS can become "their schools' premier information experts." (Neuman 2011, p. 25). The LMS maintains their position as information expert at elementary and secondary levels of education.

A functioning SLMC, as defined by this study, should be the hub of information and research in schools. Contemporary SLMCs are not merely book depots, but instead they are spaces that are "both a place and placeless learning laboratory" (Lamb, 2011, p. 34). The 21st century conception of the SLMC space is one "whose focus is increasingly on media and especially digital media. [The] use of digital media . . . in the school means that the SLMS . . . has to help teachers determine how to use them effectively in the classroom" (Cooper & Bray, 2011, p. 51). SLMCs allow for the dissemination of "21st Century skills. . . [that] are vital in a knowledge-based economy. [LMS] are uniquely qualified to teach students how to

transform isolated bits of information into knowledge, how to evaluate sources, and how to think critically" (Francis & Lance, 2011, p.63).   Many researchers attempt to validate SLMCs as student resources by framing their success in terms of measuring academic test scores. While existing literature attempts to connect LMS viability to state test scores, researchers have not fully explored the impact of school library media centers and library media specialists to specific student populations. When SLMC and LMS are absent in school systems, students are missing an important collaborative space . . . Ideally, an LMS who collaborates closely with classroom teachers can bridge information gaps that sometimes occur in day-to-day classroom lessons by providing additional digital and print resources. It is documented that "the most successful school library media specialists are those who collaborate with teachers as full partners in the instructional process" (Cooper & Bray, 2011, p. 48).

SLMC and native languages. In South Carolina, SLMCs do not have to work within rigid guidelines of curriculum standards or state regulations. Instead of strict guidelines, the South Carolina Department of Education merely mandates that SLMCs have collections that align and assist with the school curriculum (South Carolina Department of Education [SCED], 2017). The only specific guidelines provided by the SC Department of Education for ELL learners is that schools should maintain a foreign language resource (i.e. dictionary or thesaurus) in order to ensure that minimum ELL assistance levels are being met (SCED, 2017, p. 7). In these same standards, the state of South Carolina outlines that the SLMC add at least one dictionary for any language being taught in said schools. With only those loose

requirements dictating the content of SLMC collections, the LMS has more freedom than classroom teachers to make a center that is open and educational for different subject areas and student interests (Kimmel, 2012; Lamb, 2001; Neuman, 2004).

In South Carolina, given the recent increase of ELL students to the state, (Park, O'Toole, & Katsiaficas, 2017) SLMC collections should have proportional representation of native language materials for students who speak languages other than English; i.e. a portion of an SLMC's holdings should reflect the home languages spoken by students in that particular school. Accordingly, this strategy would fit with South Carolina state standards which say that the "collection of [SLMC] resources [should be] aligned with the school's curriculum to support the instructional program of the school and district" (SCED, 2017, p. 7). As the state of South Carolina is similar to many public schools across the nation where there is an increasing population of English language learners (National Center for Education Statistics [NCES], 2017), then it stands to reason that increased native language resource materials would help meet the needs of ELL student populations. How the LMS chooses to stock SLMC shelves should reflect the school's understanding of the student population they are servicing. Likewise, patrons should see themselves invested in the material available for them to choose from (Corona, & Armour, 2007). Access to native language resources aides in the educational success of children (Collier, 1995; Coral Way Bilingual K-8 Center, 2016; Corona, & Armour, 2007; Del Valle, 2003; Elley, 1989; Escamilla, 2006; Jiménez, 2003; Koskinen, et al., 2000; Ruíz, 1984) and English language learners are encouraged to participate in

school when they can see, in print, that the school values their native language. Research shows that student participation increases and that children are more likely to "respond to a book with greater emotional engagement when they find themselves in the book" (Singer & Smith, 2003, p. 22).

SLMC and collaboration. SLMCs have long been overlooked as a source for instruction in schools, often because teachers perceive the curriculum and pedagogy of the SLMC as different from the curriculum and pedagogy of their own classrooms. The success that the SLMC brings to a school depends upon the size and the quality of the resources offered. Research shows that these elements are "significant predictors of reading and academic achievement" (McQuillan, 1998, p. 49). As access to books is one proven predictor of educational success (Lance, Rodney, & Hamilton-Pennell, 2000; McQuillan & Au, 2001; Michie & Holton, 2005; Michie & Chaney, 2009; Neuman, 2001), it is important to also acknowledge that the access to resources in native languages is equally as important for success for ELL students (Del Valle, 2003; Elley, 1989; Green E. J., 1997; Koskinen, Baker, Blum, Bisson., Phillips, & Creamer, 2000; Moll, 1992; Ruíz, 1984). In the following eight states: Alaska, Pennsylvania, Colorado, Oregon, Iowa, New Mexico, North Carolina and Texas (Michie & Chaney, 2009, p. 7), SLMCs have positively impacted their state's schools in multiple subject areas, like ELA and writing scores. LMSs should take the opportunity to curate collections that reflect the diverse interests of their student population, and this should help foster student interest in education (Bradburn, 1999, p. 43).

SLMCs in South Carolina should provide platforms in native languages for all students, thus expanding and increasing participation in literacy. Often SLMCs have certain restrictions put upon them by school administration, including limited scheduling availability and the inability to use of the space for expanded uses other than book checkout. These sorts of restrictions are counterproductive to the benefits the SLMCs can provide (E. Green, 1997; Grigsby, 2015; Lance et al., 2000; Michie & Chaney, 2009). The success of an SLMC, then, depends partly upon school administrators and classroom teachers' willingness to collaborate with the library media specialist. Research has shown that LMSs "who play an active instructional role in their schools positively affect student learning" (Church, 2008, p. 24). Securing new and more efficient ways of promoting educational success outside of the traditional classroom is an important undertaking, commonly seen among outgoing and collaborative LMSs (Grigsby, 2015; Kimmel, 2012; Lamb, 2011; Lance et al., 2000).

Problem Statement

ELL students should have the opportunity to learn a second language while also fostering growth in their native language(s). The ability for a student to use his or her native language is critical to success in schools (Collier, 1995; Coral Way Bilingual K-8 Center, 2016; Corona & Armour, 2007; Del Valle, 2003; Jiménez, 2003; Koskinen et al., 2000; Ruíz, 1984). Access to native language resources for both ELL students and their teachers is essential for educational programs that provide the means to acquire information in a second language. SLMCs can meet this need by

providing native language resources and collaborative spaces for ELL populations. Research shows that first language use advances second language education (Canagarajah, 2007; Collier, 1995; Ellis, 2005; Jiménez, 2003; Krashen, 1989; Moll, 1992; Ruíz, 1984); therefore, schools must make a credible attempt to ensure that all materials needed for success are available to students

Language policy in the United States is reflected in the choices made at a local level in schools. In order to address issues with language acquisition, educators have to consider that the "conditions under which language minority children come into contact with English. . . [has] profound effects on the acquisition of a second language" (Green, 1997, p. 150). The reality is that there is a cultural loss for populations due to language suppression. Since language is a fluid demonstration of a person's culture, suppression of native language materials in education can also suppress a student's "social action, [and] agency" (Ahearn, 2001, p. 112).

English is the predominant language of the United States and, consequently, is used for educational purposes. There are certain states that have official status for more than one language such as Alaska (20+ indigenous languages) and Hawaii (Hawaiian). In these states, bilingual programs are allowed and encouraged. Growing populations of non-English speakers in recent years have opened the door for discussions to expand the expectation for use of languages other than English in schools. A majority of American schools are discovering that a substantial portion of their ELL population are now American-born (García et al., 2009; NCES, 2017). Additionally, the most recent statistics show 83 percent of elementary ELL students

in the United States are citizens by birth (Sugarman & Lee, 2017). Because of the variety of implementation methods for bilingual programs in schools (Canagarajah, 2007; Collier, 1995; Del Valle, 2003; García et al., 2009), there is a growing call for federal uniformity in bilingual programs—a call which many see as incompatible with tenth amendment states' rights.

ELL students and South Carolina. The state of South Carolina saw a documented increase in the ELL student population by approximately 827 percent between the years of 1998-2008, and once again from 2006-2011 the ELL population steadily continued to rise (Readiness Matters, 2014). In 2017, the number of ELL students in South Carolina was 40,575, exceeding previous projections of ELL student populations in the state (United States Department of Education [USDOE], 2017). This number equates to approximately nine percent of the total student population. With such exponential growth, the state of South Carolina has become a typical *new destination state* (Migration Policy Institute, 2011). *New destination state* is a label given to states where ELL populations either did not exist or were not significant portions of the population. This should strengthen the argument and expectation for LMSs to include culturally relevant materials in their collection development. This reality for ELL students should be a great rationale for affording these students with multiple avenues of language acquisition (Collier, 1995; Del Valle, 2003; Sugarman & Widess, 1974).

The lack of nationwide uniformity in procedures and expectations for educating ELL students means ELL classrooms will look very different across state

lines (Del Valle, 2003; Sugarman & Widess, 1974; United States Department of Justice [USDOJ], 2015). There are some static forms of uniformity in the direction of English language learners where federal bureaucracies such as Title III and the Equal Educational Opportunity Act (EEOA) provide focus to schools for services and equality in the classroom for English language learners. The accelerated influx of ELL students in South Carolina has resulted in a large number of teachers who are not prepared with strategies to engage ELL students. The state has tended to focus on a pull-out model of language learning, which has not necessarily been successful in meeting the needs of English language learners.

South Carolina Department of Education regulations stipulate that schools are "to help ensure that children who are limited English proficient, . . . attain English proficiency. . . and meet the same challenging State academic content and. . . standards as all children are expected to meet" (SCED, 2017). In the state of South Carolina, the ELL student population is consistently falling almost seven percent below the state average for student graduation rates in 2014 and 2015 (USDOE, 2017). With a graduation rate lagging behind native English speakers, it is clear that ELL students are underperforming in the classroom and need to be assisted.

The SLMC Potential. Research shows "that the size and quality of school [SLMCs] . . . are significant predictors of reading and academic achievement" (McQuillan, 1998, p. 49). As a result, it is important to also acknowledge that parents of ELL "students often use the school. . . [SLMCs] considerably less than [parents of] English-only speakers" (McQuillan, 1998, p. 49). Additional research is needed to

determine why ELL students' parents utilize the SLMC less than their native-English speaking counterparts and how the SLMCs can become more accessible to community members. Research studies show that language is a determining factor in the access people have to services from schools and information about educational expectations. Outside of the home, ELL students can benefit from having classrooms and SLMCs working in partnership to include the use of native languages in school (Bauer & Manyak, 2008; Conteh-Morgan, 2002; Elley, 1989; Elley & Mangubhai, 1983).

The role each SLMC plays in its' school is not uniform. Some schools espouse a more progressive view of SMLCs, exemplified through a deeper collaboration with teachers as well as adding to the instructional responsibility of the LMS and curriculum success school wide (Church, 2008; Grigsby, 2015; Lance et al., 2000; Michie & Chaney, 2009; SCED, 2017). Building and maintaining these programs is possible, but it requires the assistance of educational professionals in the schools. According to the American Library Association (2006), "the success of any school library program, no matter how well designed, ultimately depends on the quality and number of the personnel responsible for managing the instructional program". Each element of education is not separate from the other; the inability to speak a language cannot be a dividing factor or discriminatory rationale for excluding native language resources. If the student population has varied demographics, then SLMC materials should proportionally reflect the student population. (Corona & Armour, 2007). The LMS then takes on a new role in the

schools by focusing on "making connections" (Kimmel, 2012, p. 12). When a connection of language and interest is made for students, inevitably, there will be a better chance for student participation in the SLMC. Encouraging use of a student's native language will strengthen an academic understanding. Given the way schools are structured, there is an expectation that students understand "formal terms and subject-specific vocabulary in order to comprehend their lessons. . . word recognition and the ability to decode fluently are the keys to enabling ELLs to . . . construct meaning from class texts, learn new concepts, and master local and state requirements" (Corona & Armour, 2007, p. 36). This power structure can be daunting for those who have not had the access to navigate through education with the use of their native languages.

Purpose of the Study

This case study analyzes the effects of an intervention that adds native language materials and collaborative spaces to one SLMC in an Upstate South Carolina middle school. This particular SLMC has an opportunity to address and meet the needs of a growing population of English language learners because of an administration, staff, and LMS who are open to cultural differences and aiding language learning through multiple means of success. This SLMC has eschewed negative labels that are unfairly placed upon ELL students, one being that they come with a learning disability. More specifically, this SLMC will approach language learners from a positive lens, by agreeing to incorporate native language resources for English language learners into the existing collection.

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Theoretical Framework

I view this research through a sociocultural lens utilizing theories from Engeström (2001), Moll (1992), and Vygotsky (1978) while maintaining a pragmatic view. The pragmatic view has the benefit of deciphering truth. This means viewing "knowledge as tentative and as changing over time. What we obtain on a daily basis in research should be viewed as provisional truths" (Johnson & Onwuegbuzie, 2004, p. 18). The discovery of truth is fluid and through the research, I intend to answer questions, but not establish an irrefutable truth. According to Kalolo (2015) the function of research is the discovery of truth and coming to conclusions from varying points of view is essential. Most importantly, there is no absolute truth in a pragmatist view.

According to Levykh (2008) "Vygotsky contended, [cultural reorganization] can only take place through the use of cultural tools as mediators" (p. 86). This indicates the belief that to learn something you have to relate to it. The use of native languages assists in understanding and, more specifically, participation in the SLMCs activities and social language learning. Levykh (2008) states that a "child's cultural development within the dialectical paradigm is directly connected to the relation between learning and development" (p. 88). The SLMC can ensure that children have the opportunity to develop appropriately with cultural indicators that should be present. The SLMC should consider students' interest and prioritize the curricular needs of the school. One should consider that the mission of the LMS is to "collaborate with others to provide instruction, learning strategies, and practice in

using the essential learning skills needed in the 21st century" (AASLMC, 2007). Following the theories of Vygotsky, the SLMC should foster the collaborative processes needed for learning. The traditional SLMC ideas of silence and individual reading go against the social environment that fosters interest and participation. LMSs are there to assist all stakeholders. With regard to ELL students and language access, the SLMC can refer to Vygotsky's Zone of Proximal Development (ZPD) to understand "the functions that are still in the process of developing" (Levykh, 2008, p. 90). The question then focuses on what a child can accomplish without assistance. Since children can benefit from the different takes on education the space in the SLMC can offer, which is an enhancement to content area understanding. The ZPD, in this case, is a pillar for ensuring access and education for students. The SLMC is a natural fit for fostering social interaction with an academic purpose outside of the self-contained classroom.

Moll's research (1992) sheds a great amount of light on sectors of a student's life that is many times overlooked. Specifically, Moll (1992) shatters the conception that the home lives of ELL students are inferior and lacking literacy practices. Having the students gain access through culturally relevant resources is key to their success. The SLMC can become a bridge between what students know (native language resources) and what students are learning (curriculum). By bringing these familiar resources to students and, by extension, providing a familiar social network through the use of native language use, the participation level of students in SLMC activities should increase.

The research also looks to the physical layout of the SLMC and the activity involved in each individual interaction within this space. I utilize Yrjö Engeström's (2001) work around *activity theory* to identify the role a SLMC plays in the middle school setting. Engeström (2001) says that activity theory is an extension of "Vygotsky's idea of cultural mediation of actions. . . commonly expressed as the triad of subject, object, and mediating artifact" (p.134). Having the ability to measure more than one aspect of cultural interaction is a beneficial element to understanding use and perception with the specific ELL population in a SLMC. The ELL population is already underrepresented in terms of resources offered in their native language, and the research should reflect their experience in their path to language acquisition. In the everyday practice, the tools people use are the basis for the activity theory.

It is the activity theory that "provides a rich, holistic understanding of how people do things together with the assistance of sophisticated tools in complex dynamic environments where socially constructed, collective knowledge is the predominant source of learning, creativity and innovation" (Hashim & Jones, 2007, pg. 12-13). Activity theory is a lens that can grant the researcher insights on how the interactions of daily life shape human activity. Scanlon & Issroff (2005) point to a beneficial use of activity theory in order to focus the analysis on the ways in which "there are problems with the learning setting" (p. 437). Moreover, the theoretical framework of activity theory allows for a "focus on not just the tool, but also the

rules (student expectations) and the division of labor (the way in which teaching and learning is arranged)" (Scanlon & Issroff, 2005, p. 435).

Research Questions

This research study intends to gauge if ELL participation in a middle school library media center increases when there is access to materials in students' native languages. The following primary research question provides the direction for this single case study investigation: How do students, teachers, and parents engage with native language resources for English language learners in a school library media center; and, what do parents, teachers, and administration think about the inclusion of those resources and the media center overall?

The following are the secondary research questions in this study: (1) Does the addition of a section in a school library media center offering primary language resources for English language learners alter student participation through resource checkout, in school use, and computer assisted language learning (C.A.L.L.)? (2) Does marketing of the availability of native language resources to parents and teachers encourage participation through SLMC visitation, resource check-out, and home read-alouds?

Significance of the Study

Unlike many studies which focus on language learning in the classroom, this research looks at the impact and importance of a SLMC as it pertains to English language learners. When given the opportunity, it is better for students to have

options in native languages to enhance language acquisition through *prior knowledge* (Moll, 1992). The legitimacy of languages increase when stakeholders are able to use their prior knowledge in educational practice (Buxton et al., 2009; Collier, 1995; Coral Way Bilingual K-8 Center, 2016; Del Valle, 2003; Jiménez, 2003; Ruíz, 1984).

This study will help a LMS better serve the needs of a growing ELL population and strengthen the connections between the families of ELLs and their schools. Maintaining a repository of language resources in native languages can not only aid in ELL participation, but can also expose all students to culturally diverse resources. The American Library Association has stated that they, as an organization, do not endorse and are not in favor of English-only legislation, especially when "bilingual and literacy education is affected" (Jeng, 1997, p. 337). Staying ahead of the issue rather than being reactive will itself be of great benefit to schools because it will allow for curriculum to evolve as needed based on the population the school services.

Language is a cornerstone of cultural identity. The lack of any resources in a student's native language has a direct effect on the choices available to the student. When native language resources are missing from a SLMC, there is an implication that native languages are unimportant to educational practice; this alienates students and exacerbates the risk of ELL students falling behind academically from their native language counterparts (SCED, 2017). Language can be a source of oppression or power. Immigrant populations may have little luck in

achieving the "American Dream" without the benefit that being fluent in the majority language may provide.

Assumptions

The primary assumption in this study is that ELL students will increase their participation with certain measures being met such as recorded visitation and material rental. If native languages resources are offered and students have the ability to use their native language, they will predictably increase their visitation/use/participation of the SLMC (Coral Way Bilingual K-8 Center, 2016; Corona & Armour, 2007; Del Valle, 2003; Escamilla, 2006; Jiménez, 2003; Koskinen et al., 2000; Ruíz, 1984). I also assume that with a continuation of native language access in the aforementioned school, along with an increase in the materials offered, there should be a noticeable increase in participation. ELLs typically do not experience the same access to educational materials as native English language speakers (Canagarajah, 2007; Collier, 1995; Del Valle, 2003; García et al., 2009; Gutiérrez et al., 2002). I would like to identify specific stakeholders that utilize the SLMC and analyze their different perspectives.

Limitations

The proposed study investigates students within a single middle school environment and does not follow them throughout their academic career. It is likely that there might be longitudinal effects of increased native language support that

would become evident over the course an ELL's secondary education. There also could be an instance of the *Hawthorne Effect* (Levitt, & List, 2011) where the people participating in the study, knowing they are being surveyed about their co-workers, are not entirely forthcoming with negative opinions.

I will be a participant observer in this research. As I am the LMS at the SLMC being observed, I will rely on the guidance provided by self-study research (Bullough & Pinnegar, 2001; Hamilton & Pinnegar, 2000; Hamilton, Smith, & Worthington, 2008). There can be certain limitations when attempting to convey findings from the research acquired from this perspective. Bullough & Pinnegar (2001) stated that self-study research "is the balance between the way in which private experience can provide insight and solution for public issues and troubles" (p.15). This ability to look inward and help to explain phenomena in schools is important for professional growth. In the field of education, it is essential for self-reflection and to take a look at how educators are performing in the field. The research demonstrates that "if we do not study the impact of our teaching on the thinking and practice of our students. . . we [cannot] improve the experience of children in classrooms" (Hamilton & Pinnegar, 2000, pg. 239).

Definition of Terms

I have adopted the following definitions of these specific terms for use throughout this study:

Computer Assisted Language Learning (CALL): Refers to the multiple online and

multimedia formats that exists to aide students in acquiring fluency in a

second language (Hubbard, 2008; Leu & Zawilinski, 2007; Liu, Lee, Tsai, &

Lee, 2011).

English language learner (ELL): This is the term used by the state of South Carolina

to identify the specific population of students not proficient in the English

language. (South Carolina Department of Education, 2017).

Limited English Proficiency (LEP): This a term used by the Federal government and

Title III publications to refer to students in school enrolled in attaining

English proficiency (United States Department of Education, 2017).

Library Media Specialist (LMS): A term that defines the professional who staff the

school library at every level from elementary to secondary

education. Researchers sometimes refer to this position as *school librarian*,

but for this study I maintain the term used by the state of South Carolina

(South Carolina Department of Education, 2017).

Native Language: This term is used to describe the language used by stakeholder's

in their household with consistency and fluency (Canagarajah, 2007; Capps,

Fix, Murray, Ost, Passel, & Herwantoro, 2005; Collier, 1995).

School Library Media Center (SLMC): A term that defines the location in the school

for housing resources available for check-out and use. (SCED, 2017; ALA,

2006; Michie & Holton, 2005; Michie & Chaney, 2009). For the purpose of this

study, the SLMC will break from the classic perception of only being a book

depot that comes with the term. Library is not the correct term to describe the SLMC in this study.

Resources: For the purposes of this study, materials encompass all items available in circulation in the SLMC, rather than limiting the focus to just one specific source (i.e. Books) (ALA, 2006).

Chapter 2

Literature Review

In Chapter 2, I review literature that focuses on the connections between ELLs and the SLMC. More specifically, I present a synthesis of the research that explores how primary language use and acceptance in the school setting impacts the interest of ELLs in school and their use of SLMC materials. This review highlights literature that demonstrates the ways that the connection between the SLMC and ELLs is important to the experience of ELLs. This chapter explains the role primary languages play with students learning English in U.S. schools and the specific laws and policies affecting the education of ELLs. This chapter also summarizes research that demonstrates how court cases have impacted the role that SLMCs have on ELLs and the community.

The majority of ELLs are born in the United States—either as children of immigrants or, in some cases, as children with native-born parents. At the elementary school level, 59 percent of. . . students were second-generation" (Capps et al., 2005, p. 17). When language learners are treated as outsiders or thought of as having a lack of mental ability, ELLs cannot flourish (Adamich, 2009; Del Valle, 2003; Buxton et al., 2009; Escamilla, 2006; Freire, 2000; García et al., 2009; Jiménez, 2003; Moll, 1992; Ricento & Hornberger, 1996; Warinner, 2008). The SLMC has the opportunity "to engage in collaboration with ELL students and English as a second language (ESL) teachers" (Green, 2013, p. 24) which would increase the importance that the SLMC has to the school and, in turn, its' students. Unfortunately, there is

"minimal preparation" (Green, 2013, p. 24) during teacher education programs to teach new teachers how to engage in collaboration with other professionals in the building. Green (2013) places a great deal of importance on the job provided by librarians as stewards of information.   In American classrooms, the expectation on these students is to acquire English, while simultaneously stay on or excel at grade level standards (Cummings, 2009; Dailey, Giles, & Jansma, 2005; Fry, 2007; Gallo, Link, Allard, Wortham, & Mortimer, 2014; Ruíz, 1984). The research provided by Fry (2007) states that with "national standardized testing scores . . . about 51% of 8th grade ELL students are behind whites in reading and math, meaning that the scores for one out of every two will have to improve for the group to achieve parity" (pg. 1). The disparity does not only exist in math; Mardis (2007) makes the claim that strong and established SLMC programs can further achievement in their schools.

Research shows that the instructional benefit of the LMS toward ELL students can end in "promoting student creation, contribution and collaboration" (L. Green, 2013, p. 24). While a difficult task, the collaborative presence of the LMS can augment language learning for students. There is an increase in the chance for success for ELLs when there is cooperation of their parents and use of their primary language (E. Green, 1997; L. Green, 2013; Moll, 1992). The research shows that this type of coordination aids in language development, especially the coordination between parents and professional educators. If cooperation is a benefit, being able

to consult with educators in the building can be truly beneficial for language learners (Teale, 2009, p. 701).

Tapping into the first language.

There are studies that outline an expectation for native language use in the classroom. Beginning with Antón & DiCamilla (1998) where they state that "learners' collaborative speech, L1 is deployed to provide scaffolded help in the ZPD. By means of the L1 the students enlist and maintain each other's interest in the task throughout its performance" (pg.272). This in turn creates the interest in learning that is required for the educational process. They continue to suggest that teachers should allow "learners also use L1 as a tool to evaluate and understand the meaning of a text in L2." (pg.238). These students are in a position to utilize different tools than those in a native English classroom, and relying on peers in the same cultural sphere is invaluable. Furthermore, the use for native languages in language learning is seen "within a sociocultural perspective. . . use of L1 is beneficial for language learning. . . in the completion of meaning-based language tasks by performing three important functions: construction of scaffolded help, establishment of inter-subjectivity, and use of private speech" (pg. 245).

The research done by Ellis (2005) makes the claim that "language learning . . . is a slow and laborious process" (p.217). In these scenarios, the ELL students have an opportunity in learning a new language through social contexts with their native language such as "when a communication problem arises and learners are engaged in negotiating for meaning" (p. 219). Krashen (1989) outlines the success of

language acquisition outside of instruction. Krashen (1989) asserts very clearly that "acquisition can occur without learning" (p.442). This allows for more than just the learning to occur outside of the classroom. Krashen (1989) goes on to say that an increase in vocabulary through reading is beneficial to language learning. The more words that one knows the better one will be at attaining a new language. The ELL students know that they need a larger vocabulary for success; it is why ELL students "carry dictionaries with them, not grammar books" (Krashen, 1989, p. 440). It is Krashen (1989) that goes on to state that "spelling and vocabulary are developed in second languages as they are in the first language, by reading" (p. 454). The reading component, especially free reading, is where an SLMC can come in to provide resources in native languages to encourage language knowledge and learning.

Palmer & Martínez (2013) studied the "growth of dual language programs throughout the United States represents the potential for an exciting shift in language ideologies from 'language as a problem' toward 'language as a resource' "(pg. 274). This includes an understanding of the importance of the ELL students' language. They argue that in ELL classrooms the student's native language should be considered an asset, which is "to consider bilingualism as an asset to be developed in school" (pg. 274). Not having uniformity on the ideals of language learning translates into classrooms looking very different from school district to school district.

Swain & Lapkin (2000) identify the need for L1 use in ELL settings. They argue that students needed to utilize their L1 in order to complete tasks in L2

learning (pg. 267). The study continues to confirm that the language learning

students benefit from the use of their L1. By making these implications "the L1 will

be used in . . . classrooms, [and] . . . the use of the L1 should not be prohibited in. . .

classrooms" (pg. 268) and when this is allowed there is a benefit to L2 learning. As

the study demonstrated, there are certain tasks that can greatly benefit from the

ability to utilize their L1. These inclusions are a benefit best used in further L2

understanding. That means allowing for access to the L1 can greatly increase L2

learning and comprehension.

Swain & Lapkin (2013) attempted to identify that when students use "one

language. . . , among other purposes, to focus attention, [students] solve problems

and create affect" (pg. 105). There are elements in language learning that are not

only "a means of communicating what is in one person's head to another person.

Rather, language serves to construct the very idea that one is hoping to convey" (pg.

105). To be understood fully can have better results when students attempt to learn

new things. It is this full manner of expression that their use of L1 will be a benefit.

They also reaffirm the ideals of the ZPD and sociocultural constructs that say that

"L1 use and function, as Vygotsky would predict. . . .as a tool that mediated their

understanding of task and content, and that supported their co-construction of the

target language" (pg. 110). Students when given the opportunity of L1 use can

thrive and navigate L2 classrooms.

Schools provide a chance for success with ELLs when a student's native

language is utilized when creating second language acquisition (Moll,

1992). Research has shown that this form of coordination and collaboration aides in language development. It is important to recognize that "the timing and conditions under which language minority children come into contact with English can have profound effects on the acquisition of a second language" (Green E. J., 1997, p. 150). When languages are excluded in the acquisition process, the research has shown that "in U.S. schools where all instruction is given through the second language (English), non-native speakers of English with no schooling in their first language take 7-10 years or more to reach age and grade-level norms of their native English-speaking peers" (Collier, 1995, p. 7).

It is these nuances in language learning that allows for a better understanding to facilitate smoother language acquisition for ELLs. Encouraging exploration is a positive aspect of education and it is in the SLMC that we can see a "discovery learning through thematic experiences across the curriculum . . . to provide the kind of social setting for natural language acquisition to take place" (Collier, 1995, p. 6). Certain changes can be a helpful addition to ELL education because there is an "ever-increasing challenge of educating students who do not speak English as their first language. Many second-language learners are failing to keep pace with mainstream native English speaking students in educational achievement" (Koskinen, et al., 2000, p. 23). When given the opportunity, it is better for students to have access to native language books for improving their literacy (Agosto, 2007; de Souza, 2016; Jiménez, García, & Pearson, 1996; Lambson, 2002; Mestre, 2009; Vardell, Hadaway, & Young, 2006). Stocking SLMCs with appropriate

resources in all languages represented in the schools allows for improvements in ways that a classroom may not be able to accommodate. Research demonstrates that "repeated reading allows students at many different instructional levels to participate in the same activity and improve at their own pace" (Koskinen et al., 2000, p. 24). In the study provided by Genesee, Lindholm-Leary, Saunders, & Christian (2005) they note that "L1 features that are related to literacy and/or academic or higher order cognitive uses of language are more influential in English-L2 literacy development than more general aspects of L1 oral development" (pg. 371). By providing the materials for ELL students, they can improve their L2 literacy.

Language identity.

Language is an important facet of life and is a component of culture. The comfort found in hearing one's first language in school may prompt a student's educational motivation to inquire about a lesson and explore new interests to expand on the tenants of language learning (Hall & Cook, 2012; Palmer & Martínez, 2013; Shuchi & Islam, 2016). The knowledge of free communication within a native language is akin to an acknowledgement of a shared experience (Antón & DiCamilla, 1998; Donato, 1994; Menken, Kleyn, & Chae, 2012; Swain & Lapkin, 2013). Language learning can look very different from student to student; "different ways children learned to use language were dependent on the ways in which each community structured their families, defined the roles that community members

could assume, and played out their concepts of childhood that guided child socialization" (Heath, 1983, pg. 416-418).

Language exists everywhere with or without governance and it is true that "wherever there are people there is language" (Hoff, 2005, p. 40). Unfortunately, some languages are not as privileged as others. It is a normal practice in U.S. schools to prioritize English over other languages. The academic interest of students is strengthened and reinforced by having parents involved in their student's education as "each generation learns to speak the language it hears spoken by others" (Hoff, 2005, p. 40). ELLs have the challenge to simultaneously "negotiate a linguistic message. . . also. . . [assign] social meaning" (Hall, Smith, & Wicaksono, 2011, p. 30) while doing well in school.

It can be easy to say that language is the crux of failure among ELLs, but there are deeper elements at play. Language can help identify social phenomena that occur throughout the learning process. Though we can observe a "symmetrical relationship between language and society" (Fairclough, 2014, p. 23), in the classroom there can be invisible agents curtailing language acquisition. Within communities, language determines much of an individual's future association, success, and, ultimately, cultural identity. A student's "linguistic identity encompasses the way an individual uses language to represent his or her social, cultural, and linguistic reality" (Buxton et al., 2009, p. 51).

Language traverses almost all elements of society, determining power structure and members' roles. The research shows that "language has become

perhaps the primary medium of social control and power" (Fairclough, 2014, p.

3). Students are directly affected by the actions and languages of their schools and

the power structures that exist, "the 'problem' of English Learners typically gets

framed as some kind of comparison with a presumed 'mainstream' norm" (Gutiérrez

& Orellana, 2006, pg. 505). If a sizable population only speaks the language

understood by the custodial staff, with no meaningful attempt to incorporate

positive feelings, it will be inevitable that students will start to perceive underlying

biases. Students will not be able to envision themselves as the teachers or

principals until their language and their identity is valued in the educational setting

(Gutiérrez & Orellana, 2006; Lambsom, 2002; Paganelli & Houston, 2013; Pucci,

1994; Reese et. al. 2000). These social constructs depend on the socio-cultural

adaptations that accompany culture and community. In the U.S., the benefits

afforded citizens is often done through one, considered official, spoken language,

offering little access for ELLs.

Language policy.

Laws regarding language access and use in U.S. classrooms have left room for

interpretation and ambiguity, instead of uniform educational implementation. The

United States Supreme Court has had a direct impact on educational equality for

English language learners. *Lau v. Nichols* (1974) and *Plyer v. Doe* (1982) were

landmark cases to further access of equal education for immigrant and non-English

speaking students. There have also been cases that have restricted progress and

promoted the exclusion of English language learners in U.S. classrooms. The case of

Castañeda v. Pickard (1981) created a three prong criteria for bilingual instruction, which cultivated ambiguity instead of federal uniform application. There are also federal agencies that provide guidelines and regulations; these list certain expectations schools must adhere to. For example, in Section 1703(f) of Equal Educational Opportunity Act (EEOA) titled "Educational Opportunities Section"; it is required that "state educational agencies (SEAs) and school districts. . . take action to overcome language barriers that impede English Language Learner (ELL) students from participating equally in school districts' educational programs" (US Dept. of Justice, 2015). Ironically, the same section states "that the EEOA does not require schools to adopt a particular type of language acquisition program such as an English as a Second Language" (US Dept. of Justice, 2015).

   Lau v. Nichols (1974). The initial protections for English language learners in American classrooms originate with the case *Lau v. Nichols* (1974). This federal case mandated an extension of equal protection under the law for non-English speakers in English only classrooms. It was under the protections provided by the court case *Brown v. The Board of Education* and the 14th Amendment that the definition of equality was expanded to include language learners. It was proven, through *Lau v. Nichols* (1974), that "the. . . decision to conduct classes only in English discriminates against non-English-speaking children on the basis of a trait which is linked both to their national origin and to their race" (Sugarman & Widess, 1974, p. 164). This decision forced policymakers to acknowledge the plight of ELLs. Case transcripts clearly outline the fundamental issue facing ELLs: "basic English skills

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are at the very core of what these public schools teach. . . we know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful" (Justia, 2016). In order for schooling to be meaningful, children have to understand what is being taught.

Castaneda v. Pickard (1981). The court case *Castaneda v. Pickard* (1981) framed the standard for English language education that is implemented today. The case established a three-part test (Del Valle, 2003, p. 245) to determine compliance by school districts. Although there were no federal mandates created to guide bilingual education, each state was expected to do its part to aid English language learners. This kind of federal guidance was not universally sought after or appreciated. The US Secretary of Education under President Ronald Reagan said that a federal mandate equates to "an intrusion on state and local responsibility" (Del Valle, 2003, p. 246), though within the same quote he makes mention of "protecting the rights of children who do not speak English well". It seems to be left to the discretion of each local "school district to use anyway that has proven to be successful" (Del Valle, 2003, p. 246). Unfortunately, with no federal mandate, each state would be expected to use good faith to define what they consider successful English language learning programs. Following the Castaneda rule, there are three expectations of a school district. According to Del Valle (2003) the Castaneda rule outlines these three elements of education:

- Must be based on a sound educational theory;
- Must be implemented effectively with sufficient resources and personnel;

- After a trial period, the program must be effective – students must be learning English. (p. 246)

There are several issues that arise with these factors. One such issue with this rule is the lack of a constant timetable of any program progress, which is worrisome for accountability or uniformity across state lines (Wixom, 2014). The Castaneda rule is highly important in the discussion surrounding ELLs as the EEOA strictly adheres to these guidelines. The differences in each states' funding of their ELL programs demonstrates there is a lack of uniformity for ELL curriculum. The ELL programs implemented have a wide range of funding issues. These issues can be seen with "states with lower ELL funding levels, schools and districts must absorb the extra costs of educating ELLs (Wixom, 2014, pg.4). The Castaneda rule has allowed for varying ways to teach language to second language learners based on the community they are serviced in: be it immersion, pull out, dual language model, or bilingual education.

Three Perceptions of English Language Learning. Many scholars have debated the question: How should English language learners be taught (Antón & DiCamilla, 1998; Appel & Lantolf, 1994; Cook, 2001; Ellis, 2005; Krashen, 1989; Swain & Lapkin, 2000; Swain & Lapkin, 2013)? Court cases and policies have outlined the protections offered to children whose instruction is delivered in an unfamiliar language, but more information is required to know how programs are implemented in classrooms nationwide. Language development for second language learners adheres to certain perspectives that can be useful for

understanding current language policy. According to Ruíz (1984) policies that

exist today originated from three perspectives: "language as a problem, as a right, or

as a resource" (p.15).

     Language as a Problem. When language is viewed as a problem, teachers

regard language based on a perception of status and, as a result, ELL children are at

a disservice from the beginning (Ruíz, 1984). The understanding or knowledge that

a student may have prior to entering the classroom is known as the "funds of

knowledge" (Moll, 1992), which details all things that add to literacy that students

possess, but may be overlooked because of an English language

deficiency. However, many educators are not aware that they are creating

"constructs based on monolingualism and homogeneity" (Canagarajah, 2007, p.

934). This leads to inequality in these communities where, not knowing English

creates inequalities that are more notable.   If not corrected, the students in the

classroom may fall victim to the "application of semilingualism . . . as bi-illiteracy"

(Escamilla, 2006, p. 2330), the label of which can plague students throughout the

course of their education.

     Language as a right. The strategy "language as a right" (Ruíz, 1984, p.20) in

education is the strategy used by bilingual educators. This form of education

provides the "right for students to use their own language" in the classroom (Ruíz,

1984, p. 22). This is an essential part of learning, not just because of its inclusive

nature, but also because it challenges the notion of superiority due to

language. Jiménez (2003) notes that "dual-language programs. . . have . . .

demonstrated to be effective for both mainstream and language minority students, yet not many students have access to them" (p. 125). One argument made against this strategy is that languages must be seen as equals. This manifests itself where monolingual policies appear in schools and districts around the nation.   Barker and Giles (2004) states that "English-only policies represent strategies undertaken by the dominant . . . majority to maintain the status quo in language and social status" (pg. 79). This is seen as a demand to forgo one language use for another, "often leading to confrontation, since a claim to something is also a claim against something" (Ricento & Hornberger, 1996, p. 404). When English is challenged, nativism sentiments are often evoked and incomplete dual language programs emerge as "'Band-Aid' approaches into teaching and learning practices" (Warriner, 2007, p. 356). These language learning approaches do not last the test of time (Canagarajah, 2007; Del Valle, 2003; García et al., 2009; Gutiérrez & Orellana, 2006; Jiménez, 2003; Warriner, 2008).

Language as a resource. Schools should be concerned with ensuring ELLs are educated in an environment that allows them to succeed. When language is utilized as a "resource", (Ruíz, 1984, p. 24) it can be a benefit for students and teachers. Educators can then have the freedom to view the "local languages as resources . . . and to seek their cultivation" (Ricento & Hornberger, 1996, p. 404). This method adds to the understanding of the students' experience, allowing for students to bring relatable tools into the learning process. There has to be an understanding of the ELL experience by teachers (Chamberlin-Quinlisk & Senyshyn,

2012; Gallo et al., 2014; Palmer & Martínez, 2013) for ELLs to buy into the language learning process. If teachers take the time to prioritize the cultural and linguistic attributes students possess, there is a greater chance of success in learning. Mapping out the learning any teacher hopes to achieve is a required and important element of learning. Within language learning "Vygotsky wrote that one principle of development is that whatever outcome you want to develop has to be present in some form from the beginning of the activity" (Gutiérrez et al., 2002, p. 335).

Language policies of many public school districts in the United States remain a contentious issue. Many scholars have argued for the need to alter or expand the expectation for use of languages other than English in schools (Antón & DiCamilla, 1998; Cummins, 2007; Cummins, 2009; Edstrom, 2006; Ellis, 2005; Guo, 2012; Lantof, 1997; Swain, & Lapkin, 2000). Identifying the facets of language that have power in society can help manage the oppression of the other languages in schools. A contention facing ELL education is focused around the language used in the classroom as a source of power, even though there have been many sources that outline the importance of acknowledging a student's native language and culture in the educational process. The United Nations Educational, Scientific, and Cultural Organization (UNESCO, 1958) states that "in societies with majority language school systems, it is widely accepted that 'education is best carried on through the mother [and father] tongue of the pupil" (p. 7). If schools ignore the native language, there can be dire consequences. Language can also be an "identity [that] encompasses the

ways an individual uses language to represent his or her social, cultural, and linguistic reality" (Buxton et al., 2009, p. 51).

In language learning, there is an understanding that the native language can be a building block for learning any subsequent language (Buxton et al., 2009; Canagarajah, 2007; Coral Way Bilingual K-8 Center, 2016; Escamilla, 2006; Moll, 1992; Ruíz, 1984; UNESCO, 1958). If the native language is ignored, some students can fall so far behind in their language acquisition that they do not experience further success in language learning. As stated in Collier (1995) ELL students who encounter their second language with negative ramifications tend to create a "7-10 year" (p.7) to reach grade level understanding of their second language. The approach that includes native languages and experiences in the educational process; where each and "[e]very student brings to the starting line of his educational career, different advantages and disadvantages" (Sugarman & Widess, 1974, p. 162). There has to be a realization that language exclusion is not in any way a positive for language learning because native language exclusion is "a denial of a minimum education, [and] equal educational opportunity is surely denied" (Sugarman & Widess, 1974, p. 175).

The challenge for educators and media specialists is to no longer view "[students] as academically and linguistically handicapped", but instead "be viewed as a necessary and welcome addition to the school curriculum" (Jiménez, 2003, p. 125). Instruction is best when it takes into consideration "the importance of drawing upon students' cultural background and previous knowledge as student

interest is closely related to personal history" (Green L. S., 2013, p. 25). It becomes a harder fact to explain a lack of academic achievement when there are American citizens that we are not properly servicing.

The School Library Media Center.

A partnership between classrooms and SLMCs benefits all children who are in the process of learning in schools (Elley, 1989; Grigsby, 2015, Henry & Simpson, 2001). SLMCs "are no longer simply curators of print resources but teachers whose classroom has become the community center of the school" (Grigsby, 2015, p. 104). With this new shift in the use of the SLMC taking place to develop better instances for learning, schools are tasked with a challenge of servicing diverse populations. As the LMS looks to assert his or her role as educator, changing how the role is perceived in schools "the focus on complex interrelations between the individual" (Engeström, 2001, p. 135) and the school is an essential one. Collaboration of LMSs and teachers is a planning process following several different activities and "this sort of collaboration has been hailed . . . as our most effective tool for improving instruction" (Kimmel, 2012, pg. 2). The collaboration taking place in SLMCs between teachers and LMSs impacts the school in a broader sense (Cooper & Bray, 2011; Grigsby, 2015; Kimmel, 2012; NCES, 2005). These new spaces are driven by media specialists who "work closely with teachers to integrate information seeking and use activities into curriculum" (Michie & Holton, 2005, p. 5).

According to Michie & Holton (2005) on a national level, SLMCs located in schools grew from 40 percent in 1953 to 86 percent in 2000 (p. 6). As school SLMCs break away from the traditional ideals of space and learning, the SLMC becomes a "space for considering. . . topics, they can provide scaffolds for more complex, canonical texts, to forge meaningful connections with the curriculum, and to have students think critically" (Azano, 2014, p. 63). An important job of the LMS is to correctly demonstrate how to successfully navigate this growing space in the SLMC. The research provided by Small, Snyder, & Parker (2009) suggest that the LMS "plays an important role in their schools" guiding patrons to better research and literacy habits. The certified LMS is the professional that alters the space in schools to foster education, "selecting materials for their library collections that represent different points of view" (p.16). This is a clear indication that "the SLMC is the hub of school innovation and change, [and] a media specialist must be on the cutting-edge of innovative thought" (Lamb, 2011, p. 31).

It is in this environment of freedom that LMSs can allow children to explore and further interests that they may have prior to entering the classroom. LMSs allow for access and provide the students options for learning outside the classroom (AASL, 2007; ALA, 2006; Lance et al., 2000; Mardis, 2007; Michie & Holton, 2005). The SLMCs "will continue to enjoy relevance by becoming the space where the learning community comes not just to retrieve but to create" (Grigsby, 2015, p. 104) if the space is allowed to expand and flourish in schools.

Collaborations with the SLMC. The power of the LMSs to inspire students

and foster success is becoming more and more evident in schools around the nation

(AASL, 2007; ALA, 2006; Bradburn, 1999; Green L. S., 2013; Mardis, 2007; Moreillon,

2013; Neuman, 2001). The SLMC provides the outreach requested by students and

instructional staff together. The LMS can be an important ally for educators and

students, extending services across curriculum and subjects. The research by

Mardis (2007) clearly indicates that students have to rely not only on classroom

instruction but also previous knowledge and individual interest to further

literacy. SLMCs are a great source of instructional development and conduct

outreach to students through an "inquiry-based, active environment . . . . [and]

hands-on, multimodal learning that can take place in the. . . media center during

group activities . . . [to] build the creative, open thinking required to thrive in

inquiry-based situations" (pg.3). We also see that SLMCs can provide "classes. . .

that are highly interactive, emphasizing student problem-solving and discovery

learning through thematic experiences across the curriculum . . . to provide the kind

of social setting for natural language acquisition to take place" (Collier, 1995, p.

6). Jeng suggests that media specialists use the concept of proportional

representation (1997, p. 335), which is derived from multicultural education

literature. This is where the collection is equal in proportion to the cultures and

languages present in the school. If you have a population of 10 percent of

Vietnamese speakers, 10 percent of your collection should be related to the

Vietnamese culture and language. Media specialists who use proportional

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representation in their SLMCs better understand the needs of the students and their culture by asking "what is the population you serve, and if that population is a significant percentage of the school body, why wouldn't they require a similar percentage of literature in the SLMC" (Jeng, 1997, p. 337).

Coleman (2016) describes design thinkers as "experimentalists, who are constantly asking questions and looking for creative solutions to problems, rethinking and reworking ideas" (pg. 64). As design thinkers, LMSs function as professionals who unite several different classes and topics to benefit the students' daily lives. In the research done by Moreillon (2013) the LMSs are "instructional partners, the work of school librarians is integrated into the academic program of the school, increasing their potential to affect student achievement significantly" (pg. 55). It is essential that ELLs have a basic understanding of their native language in order to succeed with second language acquisition (Collier, 1995; Corona & Armour, 2007; E. Green, 1997; L. Green, 2013; Riley, 2008). Understanding the rules of a language helps one to better understand and acquire new languages.

Access, equity, and the SLMC. The media specialist has the freedom to make a space that is both inviting and educational for diverse populations (Neuman, 2001). SLMCs are particularly important to educational programs that target low SES students who do not have consistent access to information and resources. SLMCs have the ability to effectively create and maintain information access in educational environments where economics have erased it (AASL, 2007; ALA, 2006; Michie & Holton, 2005; Michie & Chaney, 2009). SLMCs provide

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"equitable physical and intellectual access to the resources and tools required for learning . . . . and . . . collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed" (AASL, 2007). The SLMC is the space that students "can be observed negotiating . . . resolutions during ongoing activity" (Grigsby, 2015, p. 104). This achievement allows for access to be center stage for students to succeed. Within the SLMC, students have to have access to a free flow of information and the "flow of information leads to knowledge, [and]. . . leads to control of societal power," (Doctor, 1994 p. 2). Consequently, this can help low-socioeconomic students receive at least part of the equitable access that they are entitled to.

Computer assisted language learning (CALL) and the SLMC. One of the ways that SMLCs can foster the development of 21$_{st}$-century skills is through the promotion of digital resources and technology, including game-based learning approaches. In schools, the SLMC offers the space and technology to meet these new demands. As a result of these new demands, "the role of the school librarian is becoming more technical as s/he becomes an expert in digital tools, resources, and pedagogy in which those tools and resources are used in the classroom" (Grigsby, 2015, p. 104). How can the SLMC promote motivation and language learning through the use of technology? When SLMCs become centers that support self-directed student learning, they make a meaningful impact on the students serviced who are utilizing technology as the new tool of learning (Best, 2014; Davidson & Goldberg, 2009; Ericsson, Sung Yoon, & Boot, 2014; Huang & Johnson, 2009; Iacob,

2009; Miller & Hegelheimer, 2006; Purushotma, 2005; Reniali, 2008; Schaffer, Halverson, Gee, & Squire, 2005).

Media specialists are now tasked to "shift thinking from reacting to outside forces toward modeling innovative thinking and inquiry" (Lamb, 2011, p. 31) for students at their schools. Research reveals that technology, games, and game based learning are the new tools of learning (Davidson & Goldberg, 2009; Ericcson et al., 2014; Iacob, 2009; Miller & Hegelheimer, 2006; Purushotma, 2005; Reniali, 2008). Games and individualized learning are different from traditional pedagogical strategies because "virtual worlds aren't about memorizing words, or definitions, or facts" (Schaffer et al., 2005, p. 5). When media specialists embrace digital learning, they have to keep up with the strategies that are occurring outside of the classroom, and teachers have to adjust their understanding of participation and learning by students (Barab & Squire, 2004; Davidson & Goldberg, 2009). This amount of user ownership has to be harnessed by SLMCs for the benefit of students. In particular, SLMCs utilize digital platforms integrated with language learning in order to promote self-directed education. In the research by Iacob (2009) he asserts that "language learners have unprecedented opportunities for developing second language literacy skills and intercultural understanding, in multimedia computer-assisted language learning environments" (pg. 141). A great benefit that CALL can offer students is outlined as their, "control over the computer assisted learning process, they can decide on the pace of learning which offers a solution to the problems raised by the differences between the slow or the fast learners" (pg. 143).

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The study by Miller & Hegelheimer (2006) identified how the SIMs would aide in language learning and they determined a great benefit because "computer simulations include the ability of the computer to present scenarios in real time and give instantaneous feedback" (pg. 313). Within the same study one sees that ELL "practitioners should be made aware of the potential of computer simulation games in order to capitalize on the technological and educational advances surrounding them" (pg. 323). The research allows teachers to recognize that technology is the new tool for student improvement.

Ranalli (2008) furthered the argument by asserting that "computer simulation games might be able to provide context-rich, cognitively engaging virtual environments for language learning" (pg. 2). Games and game based learning can change the way information is given and education takes place. Purushotma (2005), while looking toward the same SIMs learning activity, found that ELL students when undertaking these tasks will reduce "extraneous effort and stress on the part of the learner, provides repeated interactive exposures to words" (pg.86). A factor in digital media as a form of education is to provide the benefit of "motivating" populations of ELL students (Lin, 2010, p. 42). With language learning, this new approach can add to lessons that are already in progress to improve student understanding.

Chapter 3

Research Design

In this chapter, I describe the research design for a case study of language access in a middle school library media center in the Southeastern United States. I used a convergent parallel design mixed methods approach to provide a comprehensive view of the school library media center under study.

Methods

A convergent parallel design is the best approach for answering these research questions, which ask about topics appropriate for both qualitative and quantitative research (Creswell & Plano Clark, 2011, p. 76). Creswell and Plano Clark define a convergent parallel design as an analysis of "both quantitative and qualitative data during the same phase of the research process and then merges the two sets of results into an overall interpretation" (Creswell & Plano Clark, 2011, p. 77). Convergent parallel designs have many data points and achieving integration during analysis can enable "a more holistic and contextual portrayal of phenomena, which may enrich understanding" (Casey & Murphy, 2009, p. 42). This model should allow for the completed research to "reflect the multiple ways of establishing truth" (Golafshani, 2003, p. 604).

This research followed a "simultaneous triangulation" (Creswell & Plano Clark, 2011, p. 77) and stayed true to the "view that mono methods are used at the same time. . . drawing inferences from quantitative and qualitative findings" (Netanda, 2012, p. 47). According to Jick (1979), a convergent parallel design is

"most useful when compared with content analyses or interview results" (p. 606); this research utilized four different data sources: SLMC observations (movement maps and observation journals), catalog data, semi-structured interviews, and a parental survey.

Figure 1. Flow Chart
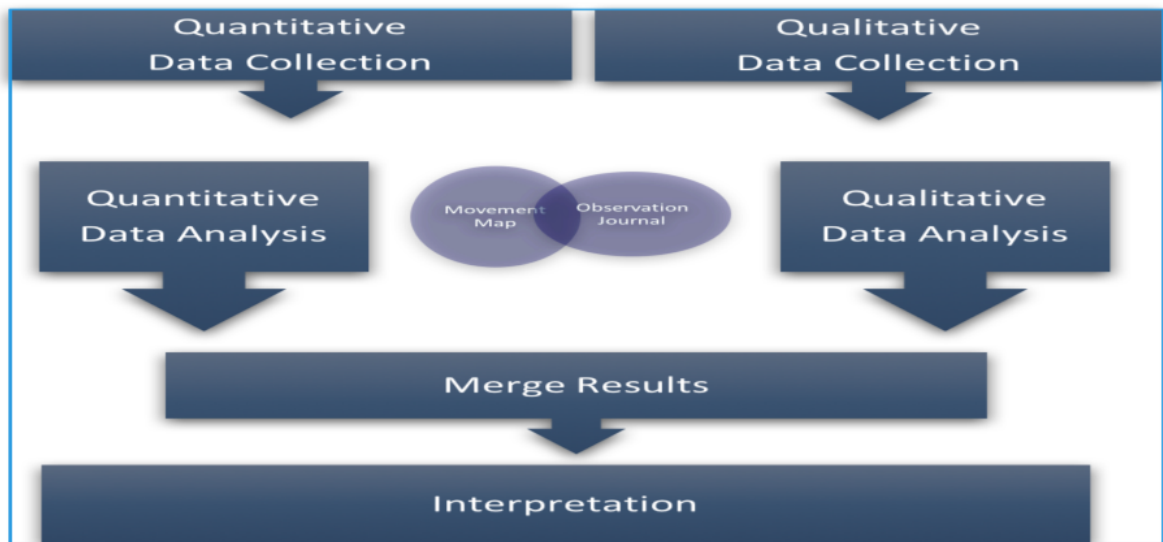
Figure 1. This was the mixed methods approach to the study of the English language learner participation in the school library media center.

I merged data during the results phase of the research in order to show how the data converged and/or diverged, all the while taking into consideration that both the qualitative and quantitative data have equal emphasis. I collected, analyzed, interpreted, and summarized the qualitative and quantitative data separately with the exception of the movement maps and observation journals. During the quantitative portion data analysis phase, I referenced the qualitative observation journal for the reinforcement of the observation.

There are certain "priorities for a mixed methods research agenda" (Creswell & Plano Clark, 2011, p. 8). According to Creswell and Plano Clark (2011) some of

these priorities are: decision in practice, pragmatism, and the strengths/limitations of data collection. Giddings (2006) refers to mixed methods research as the "best of both worlds" (p. 195). Mixed methods research has the ability to answer complex questions in ways that go beyond the normative assumptions of utilizing single data points. Because of this, mixed methods approaches can go further in researching within social science settings (Creswell & Plano Clark, 2011; Hesse-Biber, 2015; Johnson, Onwuegbuzie, and Turner, 2007; Onwuegbuzie & Leech, 2006; Onwuegbuzie, Johnson, and Collins, 2009; Yin, 2013).

Onwuegbuzie and Leech (2006) offer definitions and questions germane to mixed methods research design. Researchers must consider expectations for both quantitative and qualitative studies, including the appropriate questions to ask and the expected research outcomes. Onwuegbuzie and Leech (2006) explains that the best fit for mixed methods research is when "quantitative and qualitative research questions are most aligned . . . when both questions are open-ended and non-directional in nature, and they both seek to discover, explore, or describe a particular participant" (p. 486). According to Johnson, Onwuegbuzie, and Turner (2007) the four reasons to engage in mixed methods research are: participant enrichment, instrument fidelity, treatment integrity, and significance enhancement.

According to Collins, Onwuegbuzie, and Johnson (2012) the mixed method approach represents a "challenge [where] the researcher manages the process of extracting adequate meaning from multiple data sources comprising both narratives and numbers" (p. 851). In order for a mixed methods approach to work, the design

needs to align and must be "suitable for responding to the research question" (p. 853). Onwuegbuzie sees mixed methods research as a new "radical middle" unique epistemological space, rather than a passive mixing of epistemological stances from qualitative and quantitative research (2012, p. 194). Onwuegbuzie (2012) calls this "radical middle" the "new theoretical and methodological space in which a socially just and productive coexistence among all research traditions is promoted actively" (p. 194).

Hesse-Biber (2015) notes that the power of mixed method research is its ability to "[cross] over paradigmatic, disciplinary, and methods divides" ensuring for the success of the research and the researcher (p. 786). These multiple avenues of interpretation make mixed methods an invaluable tool for research in social and school settings. Mixed methods approaches allow researchers to offer broad, meaningful understandings of complex phenomena using varied forms of data. In this study, I explored the uses of the SLMC under specific conditions to study the phenomenon as a whole. I focused on the experiences of stakeholders as applicable to this study.

Designed intervention. In order to better understand this particular phenomenon, I implemented very specific changes within the SLMC under study to determine what, if any, outcomes occurred. This intervention involved the creation of specialized Quadrants within the SLMC. Each Quadrant had a different focus –Reading, Learning, STEM, and Professional Development. First, I reorganized the space within each Quadrant to provide ample room for collaboration. Then I added

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new materials in each Quadrant: e.g., writable surfaces in Quadrant 1, native language books in Quadrant 2, hands-on building tools (e.g. LEGOs) in Quadrant 3, and professional development books in Quadrant 4. I also utilized marketing techniques to promote these new Quadrants to students, classroom teachers, and parents. Collins, Joseph, and Bielaczyc (2004) wrote that by designing interventions or experiments, researchers could "carry out formative research to test and refine educational designs based on theoretical principles derived from prior research" (p.18). Working off the principles of Engeström (2001) I applied his *activity theory* to gain a better understanding of the phenomenon. I accomplished this by identifying important points in the SLMC and placed them in the activity triangle aligning them to their corresponding point of interaction. Collins, Joseph, and Bielaczyc (2004) wrote that implementing designed interventions in an "educational setting" can allow for the researcher "to observe carefully how the different elements are working out . . . [requiring] both qualitative and quantitative observations" (p. 19).

As the intervention takes place, researchers must be aware that, much like case studies, there needs to be an understanding of observational techniques. These observational techniques can be achieved by "either . . . producing field notes while observing the intervention in practice, or collecting video records of the intervention and scoring those records subsequently" (McKenney, & Reeves, 2013, p.7). McKenney and Reeves (2013) go on to state that the main rationales for undertaking design research are most notably to: solve a problem, put knowledge to

innovative use, and/or increase robustness and systematic nature of design practices (p. 7). All of these reasons can be important to gain a better understanding of this phenomenon and show others the educational importance of this study.

Paradigmatic stance. Creswell and Plano Clark (2011) relate pragmatism to mixed methods research in that pragmatism "focuses on the consequences of research, on the primary importance of the question asked rather than the methods, and on the use of multiple methods of data collection to inform the problems under study" (p. 415). In fact, Johnson, Onwuegbuzie, and Turner (2007) refer to pragmatism as the "primary philosophy of mixed research" (p.113). Maintaining a pragmatic viewpoint was particularly beneficial for data collection and analysis within an evolving setting. Acknowledging that truth is not static, but rather changes with research and analysis can assist a researcher in approaching topics with an open mind. Undertaking this study without a pre-existing concept of "what truth is" allows for a fuller and better understanding of the realities of each of the stakeholders. Creswell and Plano Clark (2011) explained, "mixed methods research is 'practical' in the sense that the researcher is free to use all methods possible to address a research problem" (p. 13). The pragmatic view allowed me to employ what was best suited to have questions answered, without the limitations that might come with an explicit preference of either qualitative or quantitative methodology (Creswell, Plano, and Clark, 2011; Johnson, Onwuegbuzie, and Turner, 2007).

Research Questions

- How do students, teachers, and parents engage with native language resources

for English language learners in a school library media center and what do parents, teachers, and administration think about the inclusion of those resources and the media center overall?

- o Does the addition of a section in a school library media center offering primary language resources for English language learners alter student participation through resource checkout, in school use, and computer assisted language learning (C.A.L.L.)?

- o Does marketing of the availability of native language resources to parents and teachers encourage participation through media center visitation, resource checkout, and home read-alouds?

Qualitative Method.

   Case study. Yin (2013) states that a "case study is preferred when examining contemporary events" and would further require that each case study include "direct observation of the events being studied and interviews of the persons involved in the events" (p. 12). Case studies are an appropriate choice when a researcher desires to understand the real world contexts and the surrounding conditions that may be relevant. Yin (2013) explains that the chief benefit of a case study is in the context itself, which becomes critical to the observation and analysis of the data. Researchers can then begin to distinguish "a phenomenon from its context" (p. 16). Yin (2013) argues for the use of case study research is quite effective in any "field of interest, [and] . . . arises out of the desire to understand complex social phenomena" (p. 4).

I have conceptualized the qualitative portion of this research as a descriptive case study. In this instance, I attempted to understand the role that native language access played in the participation of ELL students within the specific setting of the SLMC in Deland Middle School (DMS). Baxter and Jack (2008) reaffirm the use of descriptive case studies to "describe an intervention or phenomenon and the real-life context" (p. 548). This case focused on student time spent in the SLMC and how specific factors alter their experience as stakeholders. This began with an in-depth look of daily activities within the SLMC of DMS for the entirety of a nine-week period. I employed a holistic case study design with the main unit of analysis, the SLMC at Deland Middle School, and how ELL students interact within each uniquely purposed Quadrant of the SLMC. This observation included what, if anything, occurred with the addition of native language materials and subsequent marketing of materials and services to students, parents, and teachers.

Holistic case studies draw upon the experiences of stakeholders closely involved with the SLMC. For this study, the stakeholders were defined as the ELL students, ELL teacher, the principal, and ELL parents. I gathered data over the course of a nine-week period, interviewing the ELL teacher and the principal at DMS, as well as conducting a take-home survey for the parents of ELL students at DMS. The stakeholders chosen at DMS had direct knowledge about ELL students and had an ability to affect change to this specific student population.

Description of proposed intervention. I employed the use of *activity theory* in this educational intervention as it allows stakeholders the opportunity to be

"given roles as learners, critics, or revisers in formative evaluation of materials" (Eri, 2012, p. 12). I developed the intervention as the LMS within the SLMC at Deland Middle School. I was mindful of my role as an "active participant observer" (Farrell, 2001; Johnson, Avenarius, & Weatherford, 2006; Labaree, 2002; Tedlock, 1991). This approach allowed for a more intimate understanding of the context of native language access within an SLMC. My role as an active participant afforded me "privileged eavesdropping" (Labaree, 2002, p. 104) within this particular setting. This constant involvement allowed me to closely observe how ELLs used the space and interacted with native language resources and materials.

As an active participant, I designed four specialized Quadrants within the SLMC, including dedicated sections devoted to: Reading, Learning, STEM, and Professional Development. I also designed and implemented the marketing of the sections to students, teachers, and parents. I did not use any a priori coding schemes for the qualitative portion of this study; rather, I analyzed data through the constant comparative method and identified any themes that emerged (Farrell, 2001). I did not intend for my analysis of the SLMC at DMS to serve as a program evaluation. I did not make a recommendation related to student performance issues to the faculty at DMS, as the intent of this research was not related to the improvement of the school or student performance.

Site selection. I chose the Deland Middle SLMC as the specific site for this study. The school had a sufficient distribution of English language learning students, even though there are a small number of foreign languages spoken with

frequency in the Upstate of South Carolina (U.S. Department of Education Institute of Education Sciences National Center for Education Statistics, 2017). Deland Middle thus serves as a representative case of a typical middle school in South Carolina with a rising population of English language learning students. Although the primary reason for choosing DMS is because it is a representative case, this site also served as a convenient case. While I was not employed at DMS when I began crafting the research design for this study, I was hired as the LMS at Deland Middle School before the research design was finalized.

I relied upon overall district numbers for the initial selection. I then sought out individual school information after narrowing down research sites to a pool of potential schools (SCED., 2014). The school district chosen for this study has approximately 600 ELL students (NCES, 2017), which is approximately three percent of the district's total student population. Seventeen percent of the district's student population is identified as an ethnicity or race other than "Caucasian" (NCES, 2017). This district was a worthy setting for this study as it presented an opportunity to observe stakeholders during a period of time when the number of English language learners in the district is on the rise. Because the immigrant population has been steadily increasing in the Southeastern United States, the site that I have chosen might also serve as a critical case, particularly for its likelihood to present opportunities for gathering data germane to my research questions.

Deland Middle School. Deland is a middle school located in South Carolina, serving students in grades 6-8.   The school offers all classes required by the state of

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South Carolina. In addition to the general education classes, DMS offers electives such as music, Spanish, and communication. The school day begins at 8:10 am and ends at 3:10 pm. The school operates on a six period day with approximately 55 minutes in each period.   According to the NCES (2017), there are 782 students enrolled in the school. DMS is identified as serving a rural setting and serves 252 students who are either eligible or are receiving free or reduced lunch (NCES, 2017). The population of the school breakdowns as follows:

Table 1							
Student Demographics							
	American Indian/ Alaska Native	Asian	Black	Hispanic	Native Hawaiian/ Pacific Islander	White	Two or More Races
Students	0	43	69	48	0	624	42
(NCES.ed.gov, 2019)							

Table 2			
Students by Grade Level			
	6th	7th	8th
Students	270	278	278
(NCES.ed.gov, 2019)			

These statistics are similar to other middle schools in the district. The statistics for

the entire district are as follows:

Table 3	
School District Numbers	
Total Students	16,378
Classroom Teachers	1,011
Student/Teacher Ratio	16.76
ELL Students	554
(NCES.ed.gov, 2019)	

The ELL population of the district is approximately three percent of the total

student population. The combination of students that have been identified as

English language learners and students who speak languages other than English at

home at DMS meets and exceeds the three percent threshold set by the district.

    Sampling. As I am currently employed as the LMS at Deland Middle School, I

have fostered professional relationships with the faculty at DMS; in doing so, I

readily identified the individuals who would be in the best position to help explain

and understand native language access at this school site. The ELL teacher at DMS

was able to offer viewpoints regarding the participation of ELL students in school

activities. The school principal was an invaluable source, since his decisions directly

impact the level of student participation in the SLMC as well as the school's focus on

native language access.   I was the LMS in this study and had a role as an active

participant in this research.

Interviews were essential for documenting the administrative and specialist

teacher's perspectives on the needs of the ELL population. I utilized purposeful

sampling to conduct my research. Creswell and Plano Clark (2011) define

purposeful sampling as when "researchers intentionally select (or recruit)

participants who have experienced the central phenomenon or the key concept

being explored in the study" (p. 173). My purposeful sampling criteria are as

follows: 1) the selected participants have key knowledge of the experiences of ELL

students within Deland Middle School in the Upstate of South Carolina. 2) there

exists an identified specific ELL population within the school that is the target for

analysis.

Data collection, plans, and procedures. I completed pre-planning activities

in order to coordinate the academic calendars and the availability of stakeholders

prior to all school observations. In order to ensure that qualitative and quantitative

data retain equal priority in the research design, the research did "emphasize the

fact that each data collection method must have rigor and be complete in itself"

(Casey & Murphy, 2009, p. 47). In accordance with Lincoln & Guba (1985) I was

mindful in all data collection in order to ensure rigor during the qualitative portion

of the study.

Observation of intervention. I observed two days per week during the nine-

week data collection period. In order to capture both free use and scheduled SLMC

time, one observation each week was a day that ELL students were scheduled to come in with their ELL classes, while the second observation took place on a free day that rotated through all grade levels. I recorded the movement data using four security cameras mounted in each corner of the space; these cameras provided ample lines of sight for observing all Quadrants of the space with no blind spots. As the security cameras were monitored and managed by Deland Middle School, I used an administrator's laptop to view and note movement paths from each observation day. I also maintained a journal during the observed days to help me better understand the recordings; I found this particularly helpful as there was no sound accompanying the security camera recordings.

I recorded movement for groups of five or more students rather than individual students as students tended to move in groups and settle based on the location of friends. Each line in the movement maps represents these group paths. I also identified important instances of ELL movement through the Quadrants. The ELL movements were not identified by a dedicated color on each map, but rather each movement line containing ELL students was identified with a label on the movement map and reinforced by my observation journal notes. The colors help to differentiate group movement, as each movement map was a recording of several periods in a day, twice a week. Each color represents a different class period or time. Within Quadrant 1 (Learning) I looked for patrons who were collaborating with an academic purpose. I arranged this Quadrant in a way that would foster group work among patrons so that students could provide assistance to each other

during learning. This differs from the second Quadrant (Reading), where I looked for students who were taking advantage of literature provided by the SLMC. Specifically, I looked for literature/books guiding conversation. This was the Quadrant where the foreign language materials in print were located. The third Quadrant (STEM) includes LEGOs and Virtual Reality (VR) experiences. I looked for students who were conversing and collaborating, while using LEGOs and computer coding apps as catalysts for increased language use. The fourth Quadrant (Professional Development) is reserved for teachers and parents and houses professional resources and instructional guides. I was able to observe how teachers and parents come to search out professional resources in the SLMC.

Interviews. I completed interviews with the four key DMS stakeholders: the school principal, the ELL teacher, and two ELL parents. I conducted pre- and post-interviews with the DMS staff members to see what, if any, change occurred with the perceptions of these particular stakeholders over the course of the intervention. The ELL parents were interviewed one time during the intervention. The interviews were semi-structured, which allowed the interviewee to expand upon their answers or lead the conversation to questions and discussion points that I, as the interviewer, may have overlooked. Each interview was conducted in a secure and private location to allow each interviewee full freedom to respond as they wished, without fear of being overheard by friends or colleagues.

Trustworthiness. This intervention was fully established with the research

showing: credibility, transferability, dependability, and confirmability (Lincoln &

Guba, 1985).

Credibility and transferability. Based upon Lincoln & Guba's (1985) work, I

established credibility by implementing prolonged observations of the media center

as well as through the use of triangulation. Triangulation, as explained by Creswell

and Plano Clark (2011), is the "data drawn from several sources" (p. 211). My four

sources of interview data were the principal, two ELL parents, and the ELL teacher

at Deland Middle School. With these different perspectives, I ensured the results in

this study were as credible as possible. I achieved transferability through thick

description of the setting at the school under study and events that occurred in the

SLMC. My observation and field notes also aided my understanding of the

applicability of the process and results.

Dependability. I ensured that my research is consistent and repeatable

through member checking. Once my research was completed, I had the participants

member check their interview transcripts as well as my initial interpretation of the

data. This helped ensure that my results were consistent with my data, both in the

clarity of my writing and in my interpretation of participants' thoughts.

Confirmability. To address the issue of confirmability, I maintained

transparency regarding my biases throughout the research study, making use of

research journals, memo-writing, and peer de-briefing as techniques for identifying

how my bias influences the data collection, analysis, and presentation of the

findings. Creswell and Plano Clark (2011) suggest that in order to maintain confirmability one should safeguard "the accuracy of the account [by] conducting multiple levels of data analysis" (p. 267). In addition to the online survey data and the case study, I maintained an observation journal of SLMC observation data. This data was further supplemented by documentary evidence including catalogue inventories, American Library Association standards, literacy learning objectives, opportunities for hands on experiences, evidence of student utilization of media center materials, and student attendance. I believe that this contextual information is necessary in order to describe any outcomes of qualitative findings and provided context for the conclusions with regards to perceptions of the use of second language materials for instructional purposes.

Limitations. Since I am the LMS in this study, I was sure to maintain field notes and recordings of the observations in the SLMC to maintain accuracy for interpretation of data. As a participant observer, I had a "distinctive opportunity. . . .to gain access to events or groups that are otherwise inaccessible to a study" (Yin, 2013, p. 116). I was careful to acknowledge the shortcomings that arose because I had to be careful not "to manipulate minor events" (Yin, 2013, p. 117). Because I am currently an employee of Deland Middle School, my two faculty interviewees are also my professional colleagues; thus, the Hawthorne Effect may have limited this study. This occurs when the participants in the study, knowing they are being surveyed about their professional lives, may not be totally forthcoming about their opinions and experiences within the profession. I maintained in-depth records as

well as video recordings, which helped to mitigate instances of bias or misinterpretation. Another limitation was the difficulty associated with being the participant-observer, as I "may find it difficult to be at the right place at the right time" (Yin, 2013, p. 117). I was aware this may be an issue and made sure to review film of each observable day. I utilized an observation journal to better understand moment in the footage that I was looking at and separate those I may have missed.

A final limitation of this study is the small sample of participant survey responses and participant interviews as I was dependent on parent volunteers to take the survey. As only 48 percent of Deland Middle School ELL parents were willing to participate, the number of parents in the study was small. I also found that parents might not have enough background knowledge of English language learners and native language material to answer all questions successfully.

Ethical considerations. I strove to protect the anonymity of participants and security of the data. I ensured that the data collected from the interviews, observations, and field notes were kept in a locked file cabinet as well as a password-protected laptop. Participants were given the opportunity to select pseudonyms, and I gave the school site a pseudonym as well—Deland Middle School (DMS). Since I am also the Library Media Specialist at DMS, full anonymity of the school district and school name may not be possible; however, there is no reason for the participants to experience negative effects due to their involvement in this study. At the completion of the study, I deleted all of the recordings. The transcripts

may be retained, with anonymity, so that the study might be applied to further research at a later date.

Quantitative Method

The quantitative portion of this research study used a self-created survey to determine the perceived role of and effectiveness of the native language access in schools.

Parental survey. The parents of ELL students in the school were given a survey to complete regarding the proposed intervention and their knowledge of native language use in schools. The survey was 15 questions long and was delivered in print so that it could be returned to school easily with the students. This survey served as an indicator of the perceptions and needs of parents of ELL students and their native language access. Each survey was individualized, upon request of the ELL student, in the home language.

The survey provided evidence of parental awareness of native language use in schools and the availability of materials in native languages within the SLMC. Parents who completed the survey and the parent interview were entered in a raffle for two $50.00 Amazon gift cards. The survey introduction offered an explanation of the overall study, as well as an informed consent document with signatures that complied with IRB procedures. The survey and catalogue inventory data was exported to SPSS, Version 26.

Catalogue inventory report. The inventory report of the participating SLMC contained a detailed description of resources available to all stakeholders. I used

the library catalog Destiny v16.5.1.01 database to identify these materials. Through

the Destiny database, I generated reports on circulation, material availability, and

language. I used specific search terms in order to isolate desired results from each

search; these searches identified materials in the languages that are representative

of the school population.

    Movement report. Movement reports were a helpful way to "study

environmental influences on behavior" (Cox, Loebach, & Little, 2018, p. 4). I

approached movement mapping in the SLMC similarly to the way researchers have

used geographic mapping to study human movement patterns in outdoor spaces.

Specifically, I looked for the ways in which in my intervention in the space altered

use, participation, flow, and settlement in the SLMC (Lovasi, Jacobson, Quinn,

Neckerman, Ashby-Thompson, & Rundle, 2011; Marušić, & Marušic, 2012). Similar

to the SOPLAY method of analysis (McKenzie, Marshall, Sallis, & Conway, 2000), I

looked for group activity in the SLMC—particularly in terms of physical student

activity within the defined space (Cosco, Moore, & Islam, 2010; Cox, Loebach, &

Little, 2018; McKenzie et al., 2000; Orellana, Bregt, Ligtenberg, & Wachowicz, 2012).

Unlike McKenzie et. al., I am interested in the movement patterns in "usage-spatial

relationship" (Marušić, & Marušic, 2012). Consequently, I gave prominence to the

efficient use of the space, Quadrants, and technology. When designing the spaces in

the SLMC, I attended to the "consideration of the 'social structure' of a place"

(Marušić, & Marušic, 2012, p.130).

In addition to movement paths, I also looked for the physical use of materials, particularly in both the STEM Quadrant and the Learning Quadrant (e.g. LEGOs, and Oculus). I analyzed movement around the SLMC to determine if the intervention altered movements of stakeholders. This data was gathered through security camera video of the space, which allowed documentation of path-level movement data of how groups of students moved through each SLMC Quadrant within a given period of time. The cameras were set in the four corners of the room, arranged in a way where there are no blind spots in the SLMC.

I looked for patron movement in the SLMC in groups of five patrons at a time. On each day that I accessed path-level data from security footage, I also maintained a researcher observation journal to compare my perception of space utilization with the quantitative movement maps. I followed paths that these groups would travel in their visits in the SLMC. The paths highlighted the areas where ELL students would congregate. Identifying these groups was made a little easier with my observation journal. As I made observations of the recordings, I would annotate each visit on a movement map. The maps were analyzed and transferred to a digital format for each week observed. The maps allowed me to see the movements in each class period of the observed days.

Data collection and analysis. I utilized descriptive statistics to create frequency charts that detailed student utilization of SLMC resources. I utilized a paired T test to show correlation from pre- and post- circulation data of native language materials in the SLMC. As I also wanted to determine if there was any

significant change in the perception of native language access offered in the SLMC

over the course of the nine-week intervention, I used parent survey data to

determine if any correlations existed between the perception of native language use

in schools and the status of English as the official language of the United States.

Parent survey data and Destiny catalogue inventory data was analyzed with SPSS,

Version 26 statistical software.

   Validity. I ensured that external validity was maintained in the quantitative

portion of this study.   The results of the quantitative portion of my study can be

generalized to similar populations because of my deliberate choice of Deland Middle

School as a representative case.   Furthermore, in this chapter, I carefully described

the research design so that other researchers might replicate the results.

   In order to strengthen this cause and effect relationship, I maintained

rigorous content-related evidence for the implementation of the movement maps

and catalogue data. Creswell & Plano Clark (2011) define internal validity as "the

extent to which the investigator can conclude that there is a cause and effect

relationship among variables. . . correct cause and effect inferences [occur] if

threats, such as participant attrition, selection bias, and maturation of participants,

are accounted for in the design" (p. 211). I directly took catalogue data on the day

and time of the material checkout to make sure that the content data precisely

reflected what it intended to measure. This catalogue data was not exclusive to the

ELL population being observed. I collected all data relating to book circulation for

the entire school. By reviewing the circulation data, all patrons at DMS were

represented. The opportunity to visit and checkout materials were open to all patrons. All of the procedures for checkout and classroom scheduling were not exclusionary. The data collected should be generalizable as to use of a SLMC in the area.

I also ensured external validity by patterning my research design after other researchers who successfully used movement mapping in other projects. When I created the instrument used to measure movement in the SLMC, I followed mapping procedures created by Goličnik, & Thompson (2010) who used GPS to measure movement in a public park and also referred to research by Arsan, & Kepez (2017) who studied the use of classroom space during a workshop. Since most studies that utilize behavior mapping do so in an outdoor environment, they use GPS tools to most accurately pinpoint location on GIS maps. Since the SLMC in my study is indoors, I pinpointed location by landmarks and duplications in movement patterns. I divided the SLMC into four Quadrants where these landmarks are located, which helped me more accurately represent the location of patrons. I did not for exact coordinates, but instead looked for general Quadrant use. As with Arsan, & Kepez (2017) I used digital data sources, but created manual maps for the representation of data.

Chapter 4

Data Presentation and Analysis

This mixed methods study investigated stakeholder perceptions of native language materials in a school library media center (SLMC) in Deland Middle School and if the addition of these materials affected English language learner (ELL) participation at the SLMC. I analyzed the quantitative phase of this study first, using the statistical results of a survey completed by Deland Middle School ELL parents and circulation data retrieved through the Destiny platform in the SLMC. I also used path-level movement data that mapped space utilization of SLMC patrons, which I supplemented with qualitative researcher journal observations. The qualitative portion of this study involved a pre- and post- semi-structured interview with the ELL teacher and principal of Deland Middle School. I also completed a semi-structured interview with two ELL parents at Deland Middle School.

SLMC Intervention

Within the SLMC, I observed the movement of student patrons in different sections of the space. I documented the movement through each Quadrant of the SLMC using the four cameras located in the SLMC. I also maintained an observation journal for the two days each week in which I observed patron movement in the SLMC. On observation days, the SLMC had students coming in as early as 7:40 am and visiting the SLMC until 3:20 pm. In the morning hours before the beginning of school, students had the opportunity to use the space freely. For each week of observation, I was able to ensure that one day would have ELL students coming in,

to contrast with days that did not have guaranteed ELL students assigned to come to

the SLMC that day.   As an active participant observer, I was the LMS on each day

and might be checking out books, giving recommendations, or leading lessons with

other teachers. I kept an observational journal to help me better understand what

the video footage was showing me after each selected observation day. Each

Quadrant has a special purpose (counter clockwise, starting from the top right):

Quadrant 1: Learning, Quadrant 2: Reading, Quadrant 3: STEM, Quadrant 4:

Professional.

☐ Figure 2. Learning Quadrant

Figure 2. This Quadrant was made to facilitate learning and collaboration. The Quadrant has whiteboard surfaces, television, and Promethean Board access.

The Learning Quadrant is where collaboration and instruction take place.

This Quadrant is equipped with a Promethean Board, which allows for multimedia

presentations and group instruction. As part of the intervention, I added 13

whiteboard wall surfaces to the Quadrant. Each of these surfaces provides

opportunities for students to collaborate and create. There are no specific rules

regarding how students were allowed to use the wall, except that they not use

permanent marker. Here, I observed students creating art, writing poems, and

working out Chinese Kanji. I also added an Oculus VR station that allowed for

immersive learning experiences. I added four whiteboard tables that created the

potential for collaborative moments. The four whiteboard table tops were

completely mobile allowing students to move them or form larger tables to

accommodate their groups. The ability to move and manipulate how large of a table

one needed was a great motivating factor in choosing to come the SLMC. These

elements encouraged exploration and collaboration. They also had the potential to

generate interest in the SLMC, which in turn increases participation.

☐ Figure 3. Reading Quadrant

Figure 3. This Quadrant was to allow for social and literary outcomes. The space has comfortable seating, fiction titles and the foreign language books.

The Reading Quadrant is a location that maintained some of the traditional

functions of a school library by having rich print literature sources available for

students. For the intervention, I changed both the layout of the space itself and the

seating. I added cafe-style seating—high top tables and seating, with four high chairs at each table, for a total of eight high chairs. I chose this design because it allowed for standing students to be at eye level with students seated in chairs when talking to each other.   I repurposed eight large comfortable chairs, oversized for middle school students. The chairs were a popular choice and proved to be a coveted place for students were looking to read. I also added 10 individual square pleather couches. These couches allowed students to rearrange and customize the space to their liking; they could sit on one couch individually or put several together to form larger squares for seating.   Near the couches were two mini lap desks, popular seating for students who were collaborating with others using tablets or laptops.   I removed some bookcases that impeded collaboration and conversation, which eliminated hiding spots behind bookcases and gave the students more space. My intention was for this open space to make students feel more at ease conversing with each other, potentially encouraging impromptu book talks.   I also reorganized the placement of foreign language (FL) books. These books were previously in the regular fiction section, but I moved them to be prominently showcased on two top shelves at eye level, clearly visible from the entrance of the SLMC.

Figure 4. STEM Quadrant

Figure 4. This Quadrant allowed for exploration. Specifically the use of LEGOs.

Within the STEM Quadrant students could collaborate and explore with hands-on manipulatives while practicing problem solving. I added approximately 500 LEGOs to the Quadrant and repurposed a low, flat rectangular coffee table as a building surface. I added a one-inch wooden lip to the table's sides and added four average building boards and one oversized building board for patrons to build on. I intentionally removed any instructions or boxes that guided students how to interact with the LEGOs. I did not want the images to influence behavior or box students in to a particular plan or design. I also added four Utopia 360 VR headsets. These were portable VR devices similar to Google cardboard viewers. They required a mobile device, which the SLMC provided, in order to explore digital platforms. This section also contained the student printer, where students are allowed to print designs and work that they created during the day.

Figure 5. This Quadrant allowed for teachers and administrators to have a dedicated space in the school library media center. The Quadrant has whiteboard surfaces, professional reading materials and a 3D printer.

The Professional Development Quadrant is intended for parents and teachers. Within this Quadrant, I added white board paint to a large portion of the existing wall. This Quadrant, much like in the Learning Quadrant, can be a collaborative space; teachers and instructional coaches may use the space to work out or develop strategies for instruction. In addition to this white board space, I included four chalkboard surfaces and a poster marker. I also repurposed a round table with four padded chairs for seating. In order to support faculty looking for resources related to the profession of teaching, I added a section of professional development books. Deland Middle School's instructional coach also maintained a selection of book choices in this section, intended for teachers.

SLMC Layout

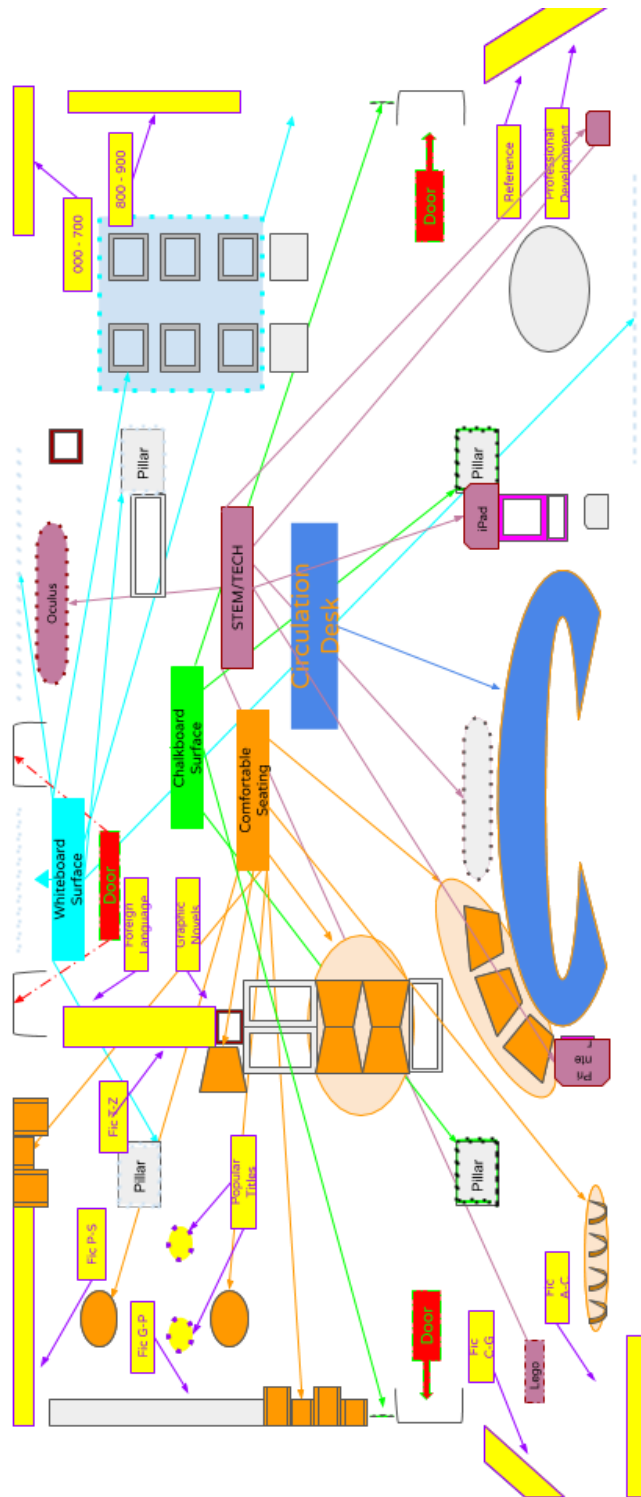Figure 6. School Library Media Center Layout Map

Figure 6. The school library media center (SLMC) is color coded. Yellow = Books. Red = Doors. Orange = Comfortable seating. Blue = Circulation desk. Light Blue = Whiteboard surfaces. Green = Chalkboard surfaces. Purple = STEM items. .
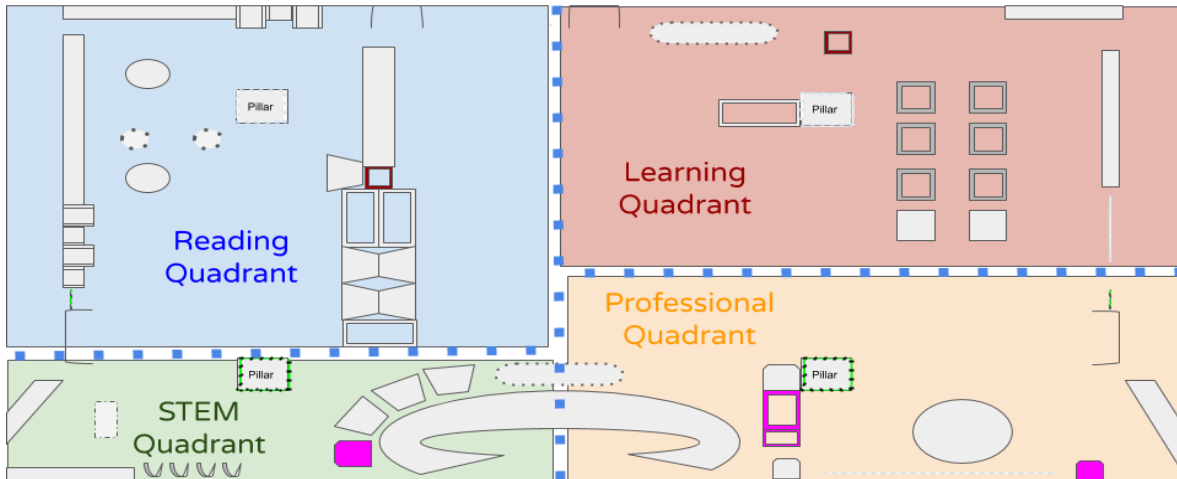
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Figure 7. School Library Media Center Quadrant Map

Figure 7. The school library media center (SLMC) quadrants are color coded. Red = Learning. Orange = Professional Blue = Reading. Green = STEM. .

Survey Data

I investigated how ELL parents in Deland Middle School perceived native

language access in their students' SLMC, their students' classrooms, and in everyday

use. The results from a survey distributed to parents of ELL students supported

existing scholarship that demonstrates that ELL students and parents can benefit

from the inclusion of native language materials (Au, 2001; Auerbach, 1993; Carlo,

2004; Cummins, 2011; Gersten, & Jiménez, 1994; Krashen, 2000; Pucci, 1994;

Quiocho, & Daoud, 2006). Parents held close to unanimous support for offering

native language materials in the SLMC even though approximately 60 percent of

parents are in favor of English being made the official language of the United States.

The survey exposed how the SLMC fell short with advertising events and native

language access with patrons. Parents reported in the survey that the SLMC did not

highlight any multicultural achievements. Approximately 40 percent of the parents

surveyed did not agree that the SLMC reserved space for patrons to learn about

multicultural achievements. Parents agreed on other questions about the uses of

native languages in schools, the SLMC, and how ELL students use the space.

| Table 4					
Descriptive Statistics					
	N	Minimum	Maximum	Mean	SD
The School Library Media Center has culturally relevant materials in languages other than English.	15	0	1	0.9333	0.2582
The School Library Media Center provides multicultural literature.	15	0	1	0.9333	0.2582
The School Library Media Center showcases cultural materials in addition to literature.	15	0	1	0.8667	0.35187
The School Library Media Center provides grade level reading materials in languages other than English.	15	1	1	1	0
The School Library Media Center uses space to highlight multicultural achievements.	15	-1	1	0.5333	0.63994
The School Library Media Center's selection of books in languages other than English for on-the-spot reading is satisfactory.	15	0	1	0.8667	0.35187
English should be the official language of the United States.	15	0	1	0.6	0.50709
An ELL student should use her/his native language in school.	15	0	1	0.7333	0.45774
The school should provide materials for ELL students in their native languages.	15	0	1	0.8667	0.35187
Teachers should receive support and materials from the School Library Media Center when ELL students are enrolled.	15	1	1	1	0
The School Library Media Center should provide digital resources in languages other than English?	15	0	1	0.8667	0.35187
Is it necessary to use languages other than English in school to define new vocabulary?	15	0	1	0.9333	0.2582
Is it necessary to use languages other than English in school to explain different concepts or ideas?	15	0	1	0.8667	0.35187
Is it necessary to use languages other than English in school for students to socialize?	15	0	1	0.9333	0.2582
Table 4 Descriptive Statistics					

Table 5		
English should be the official language of the United States.		
	Frequency	Percent
No	6	40
Yes	9	60
Total	15	100
	Table 5 Official Language	

Table 6		
The School Library Media Center uses space to highlight multicultural achievements.		
	Frequency	Percent
NA	1	6.7
No	5	33.3
Yes	9	60
Total	15	100
	Table 6 Multi Cultural Achievements	

SLMC Mapping

Movement maps created from SLMC video data provided a visual representation of

individual students' typical movement paths in the school library media center. This

path-level movement data illustrated patterns of behavior of media patrons over

time—identifying both heavily used and under-used areas as well as particular

areas of interest. I have created nine behavioral movement maps, one for each week

of the intervention study. Each map is accompanied by a discussion that describes

the map data in more detail, supplemented with observations from the researcher

journals that I recorded each week during the intervention.
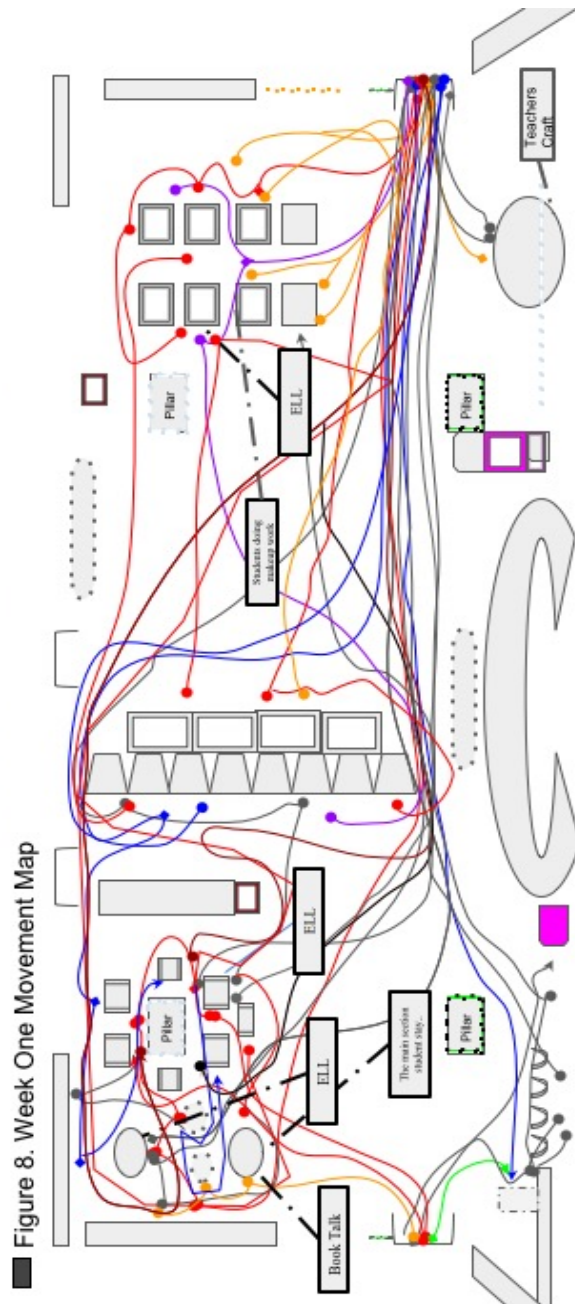
Figure 8. Week One Movement Map

Figure 8. Students explored the new space for the first time during week one. Students tended to move in groups. They searched for books at eye level unless otherwise looking for a particular title. At first the students have free use, but teachers seem to separate students during visits. Essentially, determining which student could use the space freely. The majority of the movement is found in the Reading Quadrant

Week One (January 10th and 11th): Students explored the new space for the first time during week one. Before the start of school on the first observation day, a group of students came into the SLMC and I gave these students a chance to freely explore the new space for the first time. During the first part of the day, I observed one group of five students enter the SLMC and go to the series of desks facing the main door. At these desks the students were working through homework issues. Three of the students were ELLs and received help from non-ELL students.

During the first period of the first day of observation, the ELL students came in with their ELL class and dispersed through the space as represented on the week one movement map [Figure 4] by the blue line track on the movement map that goes to the back of the space. They entered through the front door, walked through the Learning Quadrant, and traveled to the beginning of the Reading Quadrant. Once they were in the Reading Quadrant on the week one movement map [Figure 4], the group of ELL students looked at the foreign language (FL) materials and sat at the comfortable chairs in front of the FL books. They searched for books at eye level unless a student was looking for a particular title. When the ELL teacher asked me where the FL books were, I showed the teacher and the students all of the FL new titles and where to locate them. At first the ELL teacher directed the students to explore and have free use of the space, but later separated groups of students for behavior management reasons. On the week one movement map [Figure 4] following the same blue line, you can see that ELL students who were separated by

the teacher looked for a book at eye level in the fiction (FIC) section "S". They each

took a book and looked for a seat in the Reading Quadrant.

This first week was indicative of a recurring theme that I noticed more often

in the coming weeks. Teachers dissuade students from talking or socializing in the

space and require silent reading. When required to select a book, the ELL students

checked out native language materials. According to the week one movement map

[Figure 4], the majority of the movement is found in the Reading Quadrant.
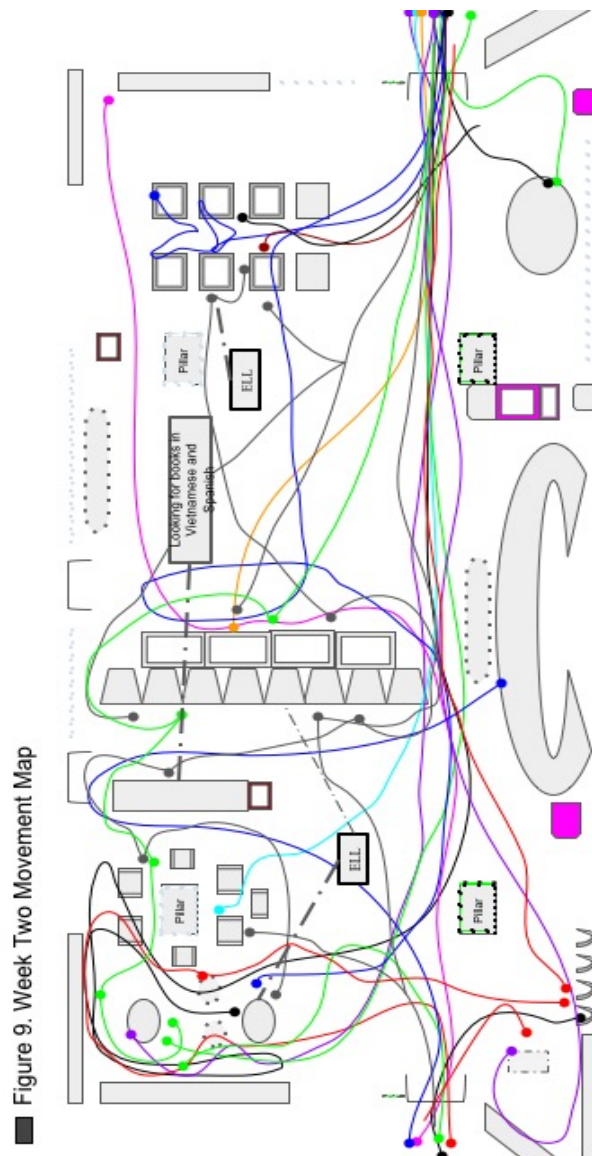

Figure 9. Week Two Movement Map

Figure 9. The majority of students were still coming in with their classes to do their weekly reading with their grade level. More students visited the new titles section of the school library media center, which included books new to the school library media center both in foreign languages and in English.

Week Two (January 16th and 17th): On January 16th, the movement in the SLMC was slow. This was a free use day, which meant that there were no classes scheduled to come in and visit the space. The patrons that came in on January 16th did so by choice or individual need. Throughout the day, the busiest time was during the fourth period/lunch, which is the same time period. The two groups of students that came in visited the space in order to read and do work for their classes. During the lunch period, two students from the first group looked for a book. The students had a book talk which ended with one student recommending a book the other student should get for his or her weekly reading in his or her grade level. According to the week two movement map [Figure 5] the path taken by this group is visible as the black line that came through the main door by the Learning Quadrant heading to the Reading Quadrant. The group passed by the square couches and browsed the FIC section starting at "S-T" moving toward "D-H" facing the STEM Quadrant. It was on the book carousel next to the cafe table that they found a title one of them had read and recommended for checkout that day. They each grabbed books off the carousel and sat at the cafe table at the edge of the reading section.

On January 17th, 6th grade students visited the SLMC along with the 6th grade ELL students. As indicated on the week two movement map [Figure 5], I observed that these groups visited the carrousels by the cafe tables which featured some of the new titles to the SLMC. They also visited the FL section in front of the couches in the Reading Quadrant. The carrousels featured new books to the SLMC

both in foreign languages and in English. A very popular title that was requested throughout the day was *The Hate You Give* (Thomas, 2017). This is a fiction title about the police shooting of an African American adolescent. The story seems very relatable due to current concerns many have about police interaction with African Americans and has become a highly requested title in the SLMC.

ELL students came in and checked out books, but they did not check out any foreign language books this week. No ELL students made the attempt to look for titles in their native language. A Spanish version of *Diary of a Wimpy Kid* (*Diario de Greg*) was requested by a non-ELL student who stated "I wanna learn Spanish". This anecdote is a good example of the effectiveness of advertising what is available in the SLMC because this student came in to specifically read this title.   As can be seen in the top left corner of the week two movement map [Figure 5], students still moved in groups and gravitated towards the comfortable seating located in the Reading Quadrant; these chairs are found in front of the FL section by the whiteboard pillar adjacent to the cafe tables. The cafe tables are included as comfortable seating because they were very popular with students.

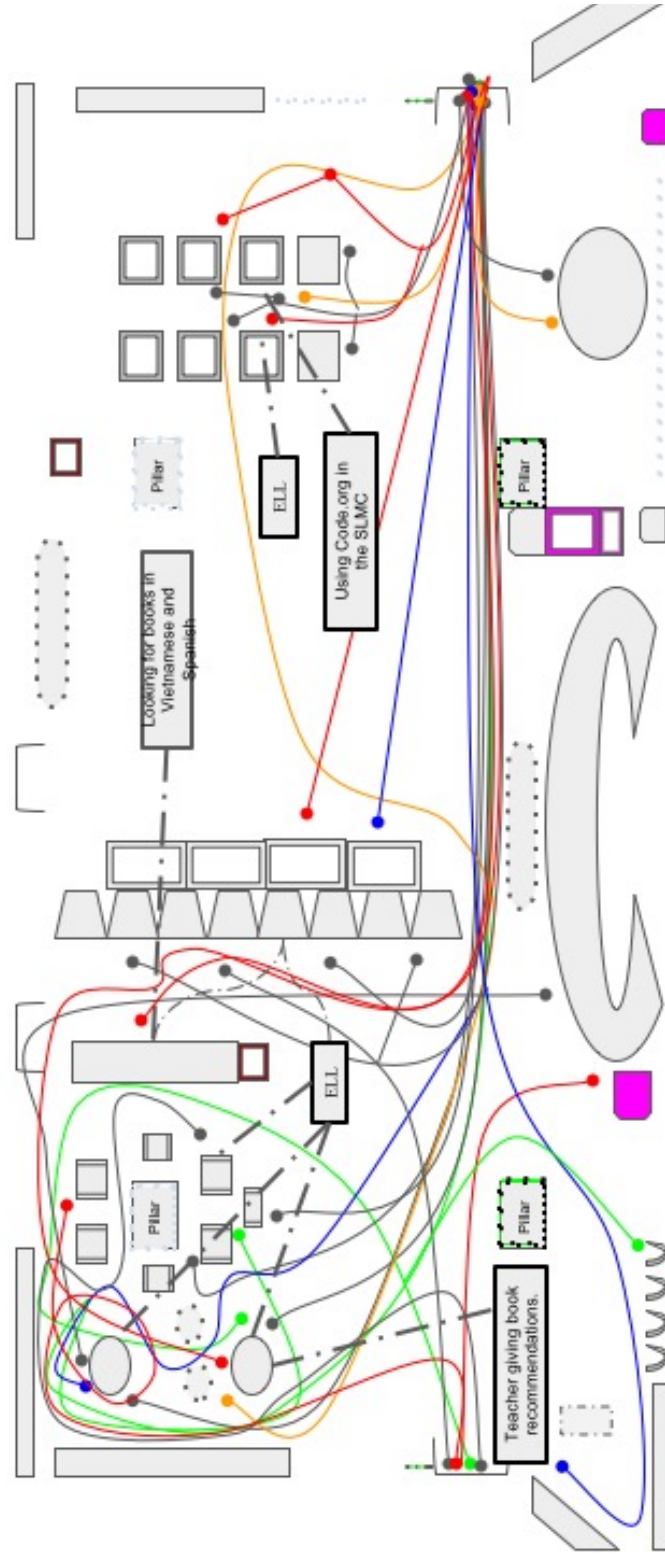Figure 10. Week Three Movement Map

Figure 10 The students came in the space to use Code.org to write code in different application and tasks. This form of language use and learning could be seen in the Learning Quadrant. Interested students came to the school library media center to learn how to use this language of their own volition.

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Week Three (January 22nd and 24th): This week, fewer students visited the SLMC. On January 22nd, there were two separate groups of students waiting outside the SLMC before it opened. When I opened the SLMC, three students from the first group moved directly to the Professional Development Quadrant. That movement on the week three movement map [Figure 6] was made clear by the black line, moving from the Learning Quadrant door to the Professional Development Quadrant. After seating themselves in the Professional Development Quadrant, the students completed homework. The students were engaged in learning and I felt they would not return if they were told to move to the Learning Quadrant. During the lunch period on this day there were only two students who came in to read. This is noted on the week three movement map [Figure 6] with the green line, where the students make their way around the FIC section and moved to the STEM Quadrant to read. This is a notable decrease from the previous week. During fifth period, the 7th grade class came to the SLMC for book checkout. When the class arrived, they went through the Learning Quadrant to the Reading Quadrant. The teacher in this period used the time to satisfy silent reading requirements; they stayed for 20 minutes. During that time, students spent the most time in the Reading Quadrant sitting in the comfortable seating. The most visited section in the SLMC according to the week three movement map [Figure 6] is the Reading Quadrant is the FIC "G-S" with students mainly viewing eye level books.

On January 24th, there were not as many students waiting outside for the SLMC to open. When I opened the SLMC the same group of students from the day

before moved straight to the Professional Development Quadrant. Another group of students moved to the Learning Quadrant. In the Learning Quadrant, the students began to use Code.org to write code in different applications and tasks. This form of language use and learning is an appropriate use of the materials available in the Learning Quadrant. There were no specific class assignments for these students to use the coding software; interested students came to the SLMC to learn how to use this language of their own volition. Notably, one of the students in the coding group is an ELL student. With this student in particular, the SLMC has provided access to materials in multiple languages (native language, English, and coding).

On January 24th, there were two ELL students (within a group of six) that moved to the FL section in the Reading Quadrant and selected books to read. One ELL student checked out Harry Potter in simplified Chinese during this time. This movement on the week three movement map [Figure 6] is denoted by the red line traveling in front of the FL section. The group of ELL students were helping each other to read passages in different books. While not all of the ELL students were using native language materials, there were instances where I observed them helping each other navigate the space, such as a student showing other students where English titles are located within the SLMC, specifically the *Goosebumps* book series.
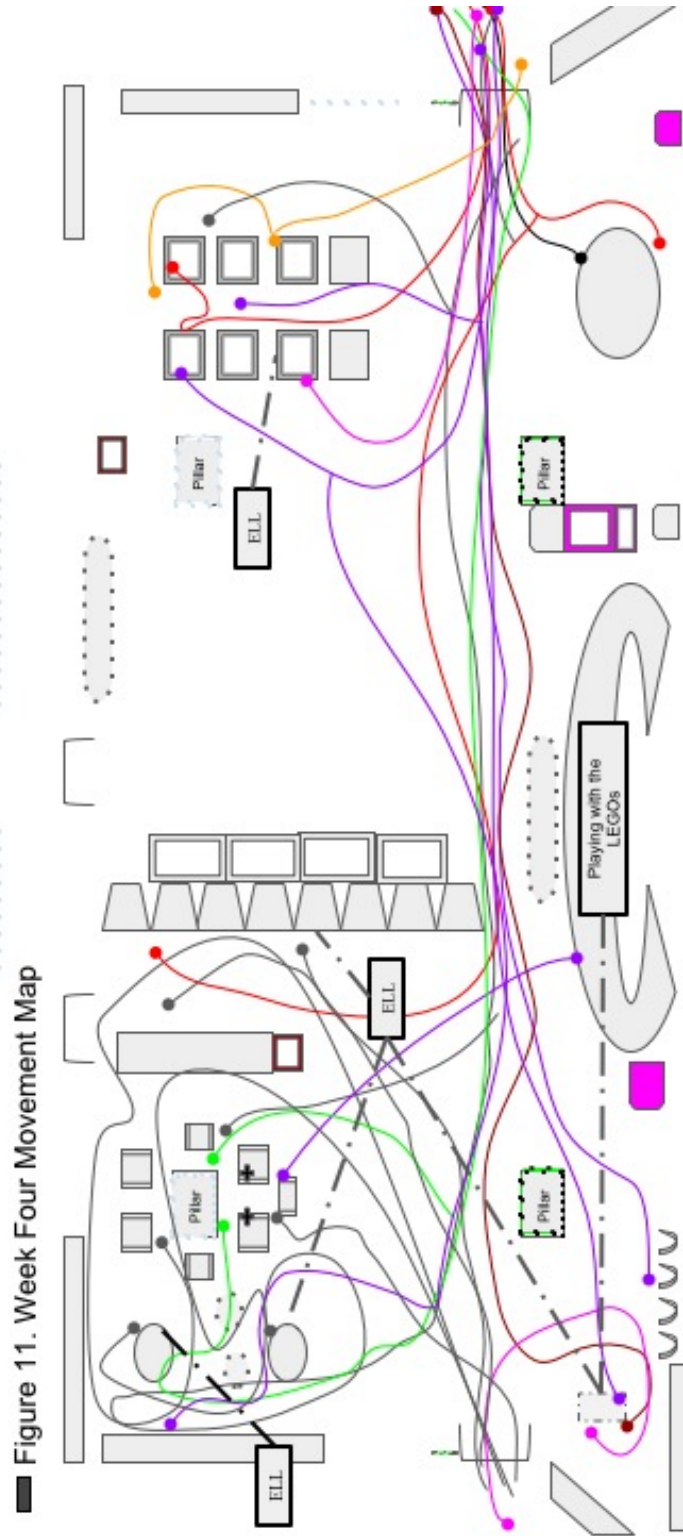
■ Figure 11. Week Four Movement Map

Figure 11. Several students visited the STEM Quadrant this week to use the LEGO station. The students were engaged in conversation and group-work. English language learner students practiced English language acquisition during this STEM group work and, in some cases, code switching with two or more students with the same language knowledge.

Week Four (January 30th and 31st): On January 30th, students were not

waiting outside for the SLMC to open, but did begin to move in when I opened the

SLMC at 7:40am. When the groups began to come in, they moved to familiar places

in the SLMC. That morning before the first bell rang, eight groups moved through

the space. On the week four movement map [Figure 7] the purple line moving from

the front door through the Learning Quadrant, and branched out to both the

Reading and STEM Quadrants represents a group containing ELL students. The

same group represented by the purple line purposefully visited the STEM Quadrant

to use the LEGO station. This instance stood out in the observation because the

students requested instructions or the LEGO box (with the image of the finished

product) to use as they worked with the LEGOs. This instance of students asking for

directions or a pictorial guide occurred a few more times during the intervention.

Because students were not given directions or a picture of a finished product, their

LEGO builds turned into an experience of free exploration and creative thinking.

On the second day, there were four groups of students in the Learning

Quadrant who were engaged in conversation and group work, with one group of

ELL students finishing an assignment from the ELL teacher. As the ELL students

finished their work, they moved from the Learning Quadrant to the STEM Quadrant.

In some of the observed interactions, the ELL students were code switching when

the students spoke the same native language.

The movements this week were confined to the Learning Quadrant and the

Reading Quadrant. The movement on the week four movement map [Figure 7] is

becoming predictable with groups following similar patterns: looking for books at eye level and finding seating to accommodate up to two groups of 10 students in one particular spot. The most popular seating choices were the square couches by the pillar next to the FIC "T-Z" section. I observed that from these positions students tended to select the first book at eye level and sit to clandestinely converse. While some students viewed the SLMC's foreign language section, no students checked out any titles. The number of students actually interested in the FL titles was somewhat deceiving because the FL section was situated in front of the comfortable couches.

Because of the predictability of the movements in the SLMC, at the end of week four, I moved the seating options around in the Quadrants. This gave newcomers to the space a better view of the FL section; it also provided me with a clearer picture of the interest in each Quadrant, especially with the FL books. This week the main areas of movement on the week four movement map [Figure 7] were in the Reading and Learning Quadrants, but for the first time the STEM Quadrant was almost as populated as the other two frequently visited Quadrants. Now that students knew they could use the LEGOs freely, I saw an uptick in interest in the STEM Quadrant.
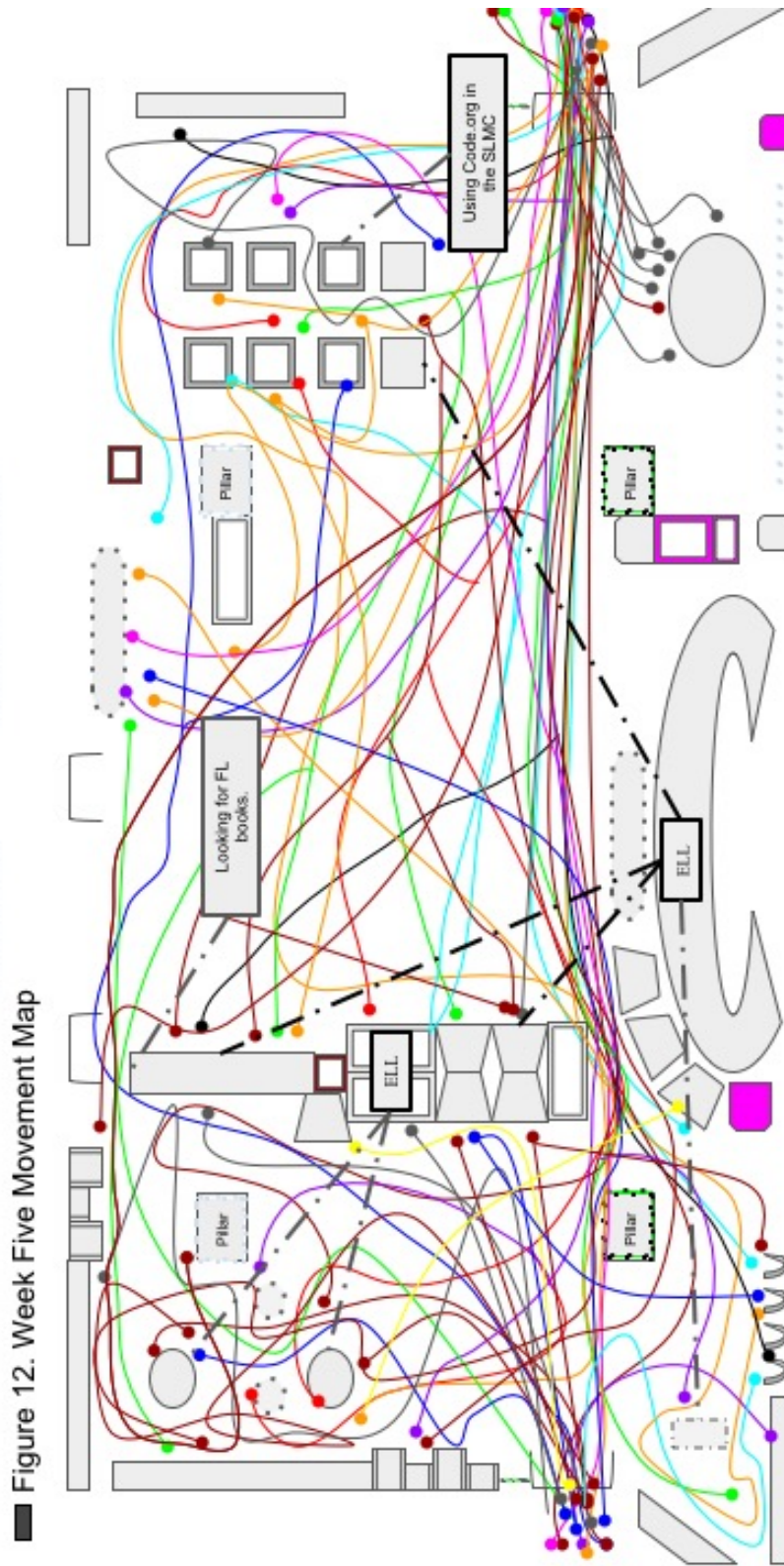
Figure 12. Week Five Movement Map

Figure 12. During this week after the alterations to the space, more students visited the foreign language section.

Week Five (February 7th and 8th): This week there was a lot more movement in the SLMC. In fact, this period was the busiest week in the entire intervention. Because of the change in seating arrangements that I made before opening the space this week, students could better utilize the space. In previous weeks, I observed a number of students moving to the STEM Quadrant where seating was limited. On the week five movement map [Figure 8] the light blue line is demonstrative of the movements directly from the main door to this Quadrant. There were also students crowding and sitting in front of the FL section. In previous weeks this crowding can be clearly seen, with students choosing the seating farthest from the door or the circulation desk. I had also observed that not many students visited the foreign language section. In order to alleviate this crowding, I rearranged the seating directly in front of the FL section and added additional seating to the STEM Quadrant. More specifically, the main alterations were to move the couches from directly in front of the FL section and place them to the side of the FL bookcase and in the STEM Quadrant. The square couches were placed along the walls of the Reading Quadrant.

These alterations made a more open space for students to travel through. This was evident on the week five movement map [Figure 8] with the red lines in the Reading Quadrant indicating where there was more exploration and purpose in students' movement. When I observed the Reading Quadrant, it was much clearer that students were able to move through the space with fewer obstacles. Looking at the week five movement map [Figure 8], using the pillar in the middle of the

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Reading Quadrant as a reference point, the movement paths indicate traffic flowing more smoothly. Books were more visible now that seating did not encourage congregating in front of the books. I saw this as an opportunity to advertise the new space for students and showcase Book Trailer Competition books during this re-arrangement. I needed to be sure that, as a participant observer, I could showcase the offerings of the SLMC along with the changes without requiring that students' checkout books.

One thing to note on February 7th with the ELL students visit was that the students were coming into the SLMC with a book already in hand. Their teacher told them to find a book and find a seat to read. The two groups of students during the first period were moving from the main door to the cafe seats and the square couches by the FIC "G" bookshelf. When the students were not reading, they were directed to find a book. When a student would ask for a book recommendation, the ELL teacher would recommend books in English.

The next day 6th grade came in the SLMC with approximately five groups of students moving through the Quadrants. On the week five movement map [Figure 8] the light green lines show that students were segregated by the teacher before they came into the SLMC. There were two groups that went directly to the Learning Quadrant to do make-up work for the year. Teachers directing students to complete make-up work during their SLMC time would continue to occur in the coming weeks until the end of the intervention. As indicated by the week five movement map [Figure 8], I noted one group came in and went straight to the STEM Quadrant in

order to use the LEGOs.   Teachers accompany their classes to the SLMC during instructional time and, in this case, The students' teacher redirected them to stop playing with LEGOs and find a book to read silently. It seemed that the teacher's idea of the SLMC was that the space is not for playing, but instead exclusively for reading. Since the teachers visiting the SLMC this week came in and stayed with their classes, there was very little that I could do, as the LMS, when instances like the LEGO redirection occurred. This is different from times when students enter the space during free use time without a class and there are no classroom teachers present.   The presence of classroom teachers could affect the student use of the space, particularly student ability to have free choice time within the space.

■ Figure 13. Week Six Movement Map

Labels within the figure:
Using Code.org in the SLMC
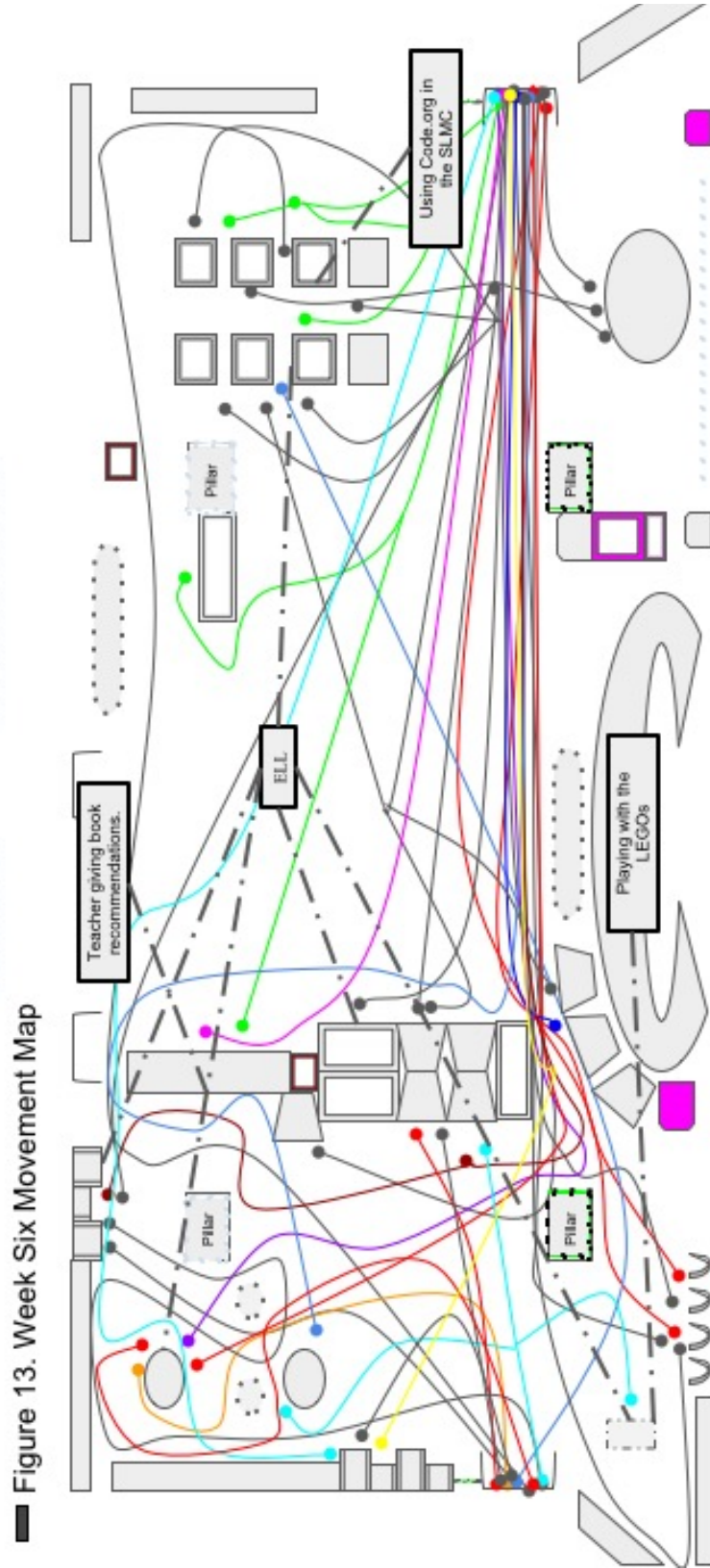Teacher giving book recommendations.
ELL
Playing with the LEGOs
Pillar
Pillar
Pillar
Pillar

Figure 13. This week, seventh grade social studies students presented collaborative research on WWII and the Holocaust. Some students moved to find more comfortable seating, rather than to explore different spaces of the school library media center.

Week Six (February 13th and 14th): On February 13th, the SLMC hosted a

7th grade social studies class to complete a collaborative research project about

WWII and the Holocaust. During each of the two social studies periods, there were

four groups of students who came into the SLMC and moved directly to the Learning

Quadrant, as noted on the week six movement map [Figure 9] by the light green

lines. They remained there until the instructions were given and then they were

free to move to any Quadrant in the SLMC. In the first period class once they had

their task, all of the students stayed in the Learning Quadrant. They utilized the

whiteboard table tops for collaborative note taking. In the second period class,

some students moved after the instructions were given. One group went to the

seating at the edge of the Reading Quadrant for more comfortable seating rather

than exploring different spaces of the SLMC.

Much of the movement in the SLMC this week occurred before school or

during lunch. The ability to have free use of the space not during instructional time

was a key draw for students who wanted to code or learn coding. On the week six

movement map [Figure 9] the black line moving from the front door to the Learning

Quadrant also splinters with groups looking to sit at the edge of the Reading

Quadrant. The environment was open and welcoming to that type of learning,

providing tables and space for collaboration. Deland Middle has a one-to-one

initiative with student devices; every student is assigned a Chromebook. When

these coders came into the SLMC, they sat primarily in the Learning Quadrant.

When students do come into the SLMC for reasons other than using Code.org, they

primarily stayed in the Reading Quadrant. The cafe tables and square couches were the most visited sections of the SLMC this week. Very little to no interest was shown in the Foreign Language section of the SLMC, due to low attendance for book checkout, making it a much slower week. The most popular Quadrant this week was the Reading Quadrant.
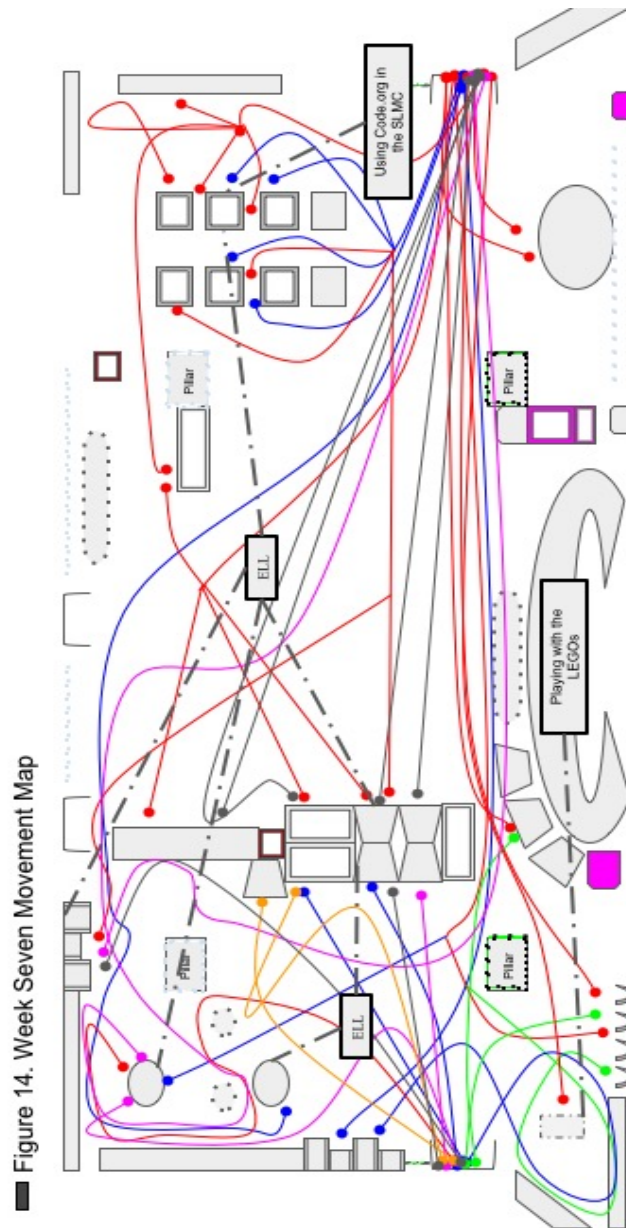

Figure 14. Week Seven Movement Map

Figure 14. During week seven, the space hosted a Black History Month presentation for 6th grade. The presentation again had the unintended consequence of minimizing patronage outside of those who attended the presentation. Both the FIC sections and the comfortable seating were the popular locations for visiting students.

Week Seven (February 19th and 20th): The SLMC hosted a Black History Month presentation for 6th grade on February 19th. On the week seven movement map [Figure 10] the presentation evidenced by the blue lines indicating student movement directly to the Learning Quadrant. There were four class periods that came in on the 19th to hear the presentation on Black American athletes. The presentation took up the entire class period, which meant that students had no free time to move through the SLMC space. Like the week prior, this presentation again had the unintended consequence of minimizing patronage of the SLMC outside of those who attended the presentation.

Within the Reading Quadrant, both the fiction sections and the comfortable seating were the popular locations; visiting students looking for free reading time used this space, as well as students sent in from classes to finish work. The week seven movement map [Figure 10] indicated how students took straight lines from the secondary entrance (across from the main entrance) to comfortable seating to accomplish the tasks they were coming in to do. I observed that in classes which required silent reading, many students grabbed random books off the shelves and pretended to read while actually socializing in their groups. More students came in with their own materials this week; this was due to an overlap in checkout. Students were allowed to checkout materials for a month, which reduced student searches for new titles as well as student renewals. This week, many of the 6th grade ELL students requested "scary books" and were directed to the *Goosebumps* series by RL Stine. The most popular Quadrants this week were the

Reading and STEM Quadrants.

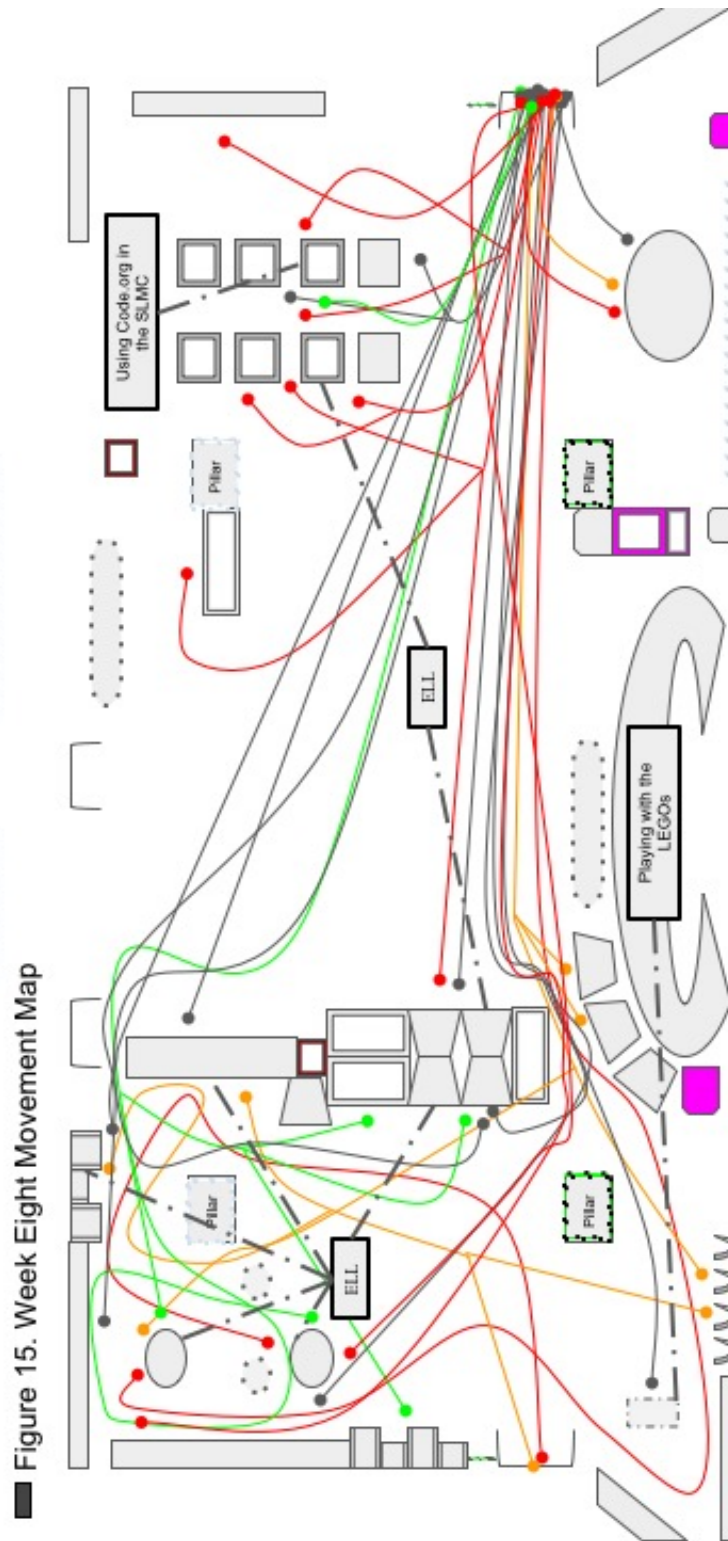Figure 15. Week Eight Movement Map

Figure 15. Regular checkout returned to typical levels and students explored all Quadrants. This week, the school library media center debuted a VR station for students to check out.

Week Eight (February 25th and 28th): There were no special presentations this week, which caused regular checkout to return to typical levels. Students explored all Quadrants of the SLMC. This week, the SLMC relocated the Oculus VR station to Learning Quadrant in an effort to highlight world travel and exploration. For the end of Black History Month, teachers requested from the LMS a tool that could allow students to digitally explore foreign cultures. I suggested the Oculus as a way for students to go somewhere else virtually, in order to see what the world looks like outside of their familiar surroundings. I intended for this student experience to support classroom lessons on different cultures. The unfortunate reality was that only one group of students came in to use the Oculus. The Oculus was set up next to the pillar in the Learning Quadrant; the group who used the Oculus were represented on the week eight movement map [Figure 11] by the red line. While at this station, students utilized Google Maps to traverse the world virtually. While some students were excited about the new station, others simply passed it by.

With a renewed interest in material checkout, I observed an increased interest in the foreign language section with students looking at *Diario de Greg*. The group of students interested in the FL section went straight to the shelf. A group of students came in and asked for non-fiction material on sports. This group was the largest cluster of students to look in the non-fiction book section. On the week eight movement map [Figure 11], the red line from the front door to the non-fiction section demonstrates this student interest. The non-fiction section was more popular this week than in previous weeks.. According to the week eight movement

map [Figure 11], the Reading Quadrant attracted more students looking for new books this week. As this week occurred at the end of the month, many students had previously checked out books with expiration dates so students sought replacement books.
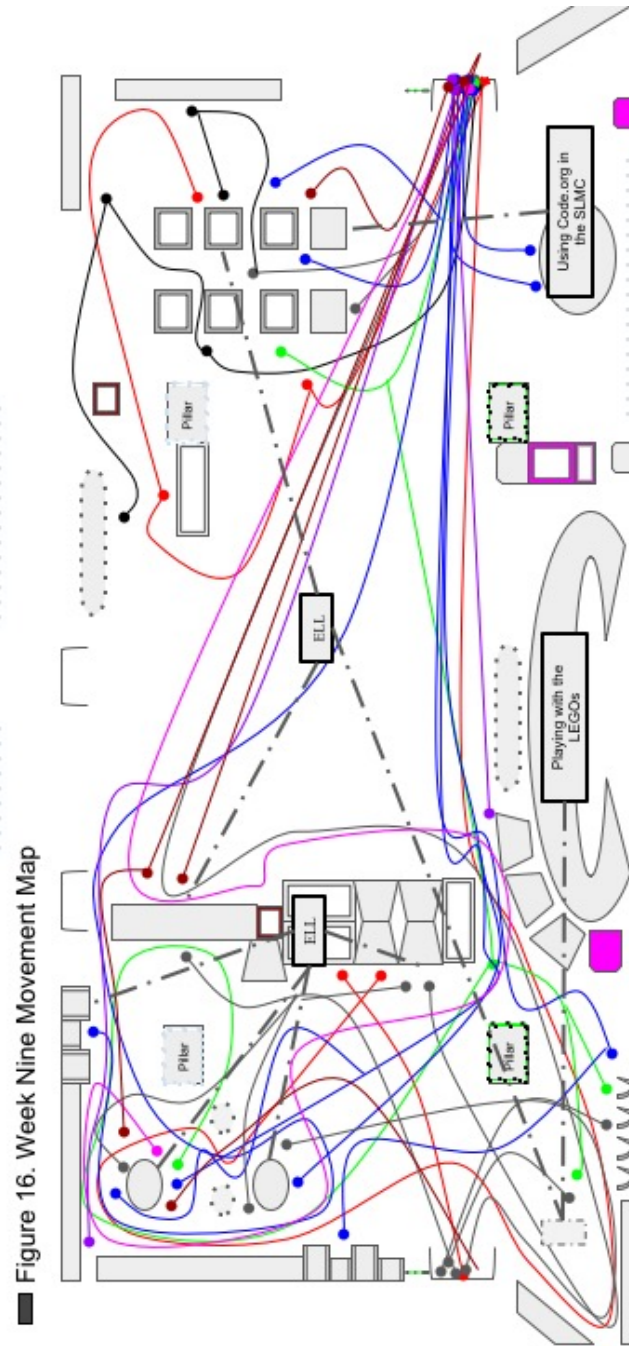
Figure 16. Week Nine Movement Map

Figure 16. During the final week of the intervention, more students looked through each quadrant. Students gravitated toward the LEGO station in the STEM Quadrant

Week Nine (March 8th and 9th): This was the final week of the

intervention. During this week more students looked at the foreign language

section than in previous weeks. The purple line on the week nine movement map

[Figure 12] indicates how students, as they entered the space to checkout books

moved from the Learning Quadrant to the FL section of the Reading Quadrant. On

the week nine movement map [Figure 12], the red line shows that a second group

went to FL section right away. I observed that this week, as with weeks prior, the

ELL students tended to check out English language books based on the

recommendations of the ELL teacher. The ELL teacher was not alone as I also

observed the regular classroom teacher make similar recommendations. This week,

five different groups came into the SLMC from their classrooms to finish work and

for free use. I observed that three of the five groups traveled from the auxiliary door

closest to the Reading Quadrant to go through that space. The remaining two

groups moved to the STEM Quadrant mainly for LEGOs, with the exception of one

group who was printing an assignment for a classroom presentation.

This week I observed four groups of students, at the LEGO station in the

STEM Quadrant. Both days I observed students (including ELL students) came in

and continued an ongoing build with a group of friends. The green line on the week

nine movement map [Figure 12] demonstrates an instance during the week where

the students in the STEM Quadrants not only came for LEGOs, but also sought out

comfortable seating if they were not looking for a specific title to check out. Another

observation this week was the continuation of students looking toward the non-

fiction section in the Learning Quadrant. This was evident with the 14 different groups that moved in and through the Learning Quadrant. The groups were not only using the Code.org, but also checked out non-fiction books.

Student Group Movement and Choropleth Map. The choropleth map [Figure 13] showcased the popularity of areas within the SLMC. Yellow shading indicated how many students traveled through the space, with the darker shading denoting more popular areas and the lighter shading denoting less popular areas. As with the movement maps, I recorded the movement of SLMC patrons in clusters of five individuals. Without providing an analysis of a rationale for student behavior, the choropleth map indicated that, more than any other service offered, movement through and appeal of the SLMC seemed to be driven by social spaces and comfortable seating with other services having less appeal. I observed that the Reading Quadrant outperformed other Quadrants. As Figure 13 demonstrated, there was much more movement in the Quadrants that provided more comfortable seating that facilitated collaboration amongst the patrons.

Table 7 indicated the final Quadrant destination of groups visiting the SLMC. Initially, the overall patronage of the SLMC increased greatly during the first week of the intervention compared to pre-intervention levels, but after that patronage decreased gradually until week five. The largest influx of patrons visited the SLMC in Week 5, but again patronage continually decreased until the end of the intervention. Table 7 shows that students participated in the SLMC at higher levels when something was new or novel in the SLMC as indicated by week one patronage.

Again, when there was novelty in the SLMC in week five (new seating options), patronage increased again, but then decreased as novelty wore off. The LMS should not expect to implement a single intervention and expect to see patronage increase steadily across a long period of time.

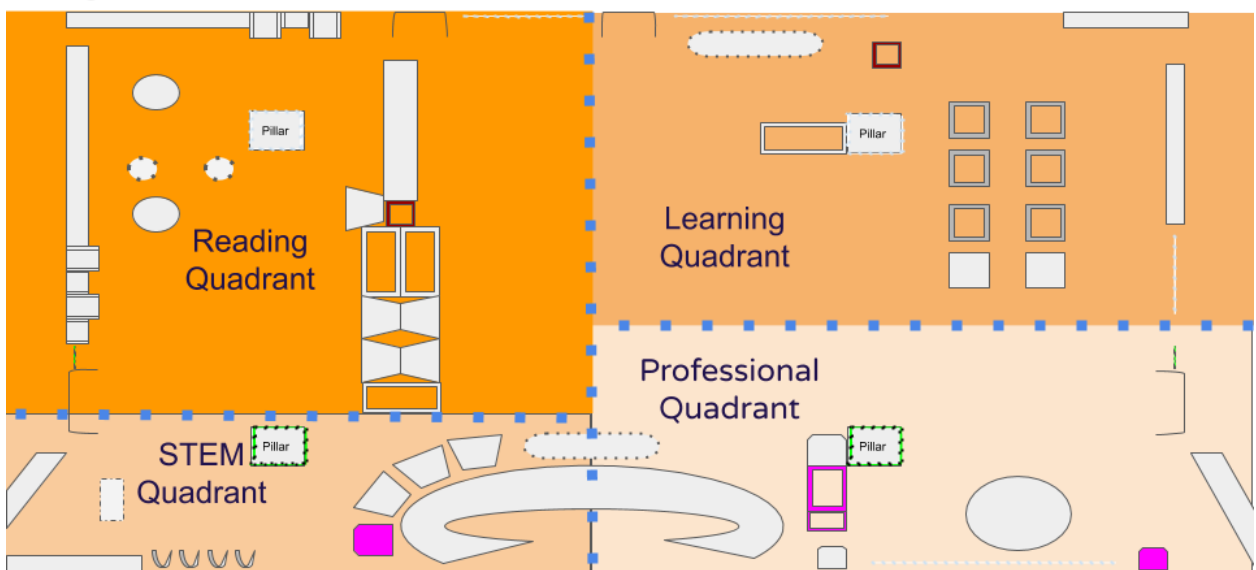| Table 7									
Student group movement through the SLMC Quadrants									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Reading	41	17	16	12	35	23	24	15	20
Learning	18	12	11	7	23	12	13	8	14
STEM	8	5	3	4	12	7	7	4	6
PD	8	2	2	2	7	3	2	3	2
Note. The number of patrons = N * 5.									
Table 7 Group Movement									

Figure 17. Most Traveled Quadrants

Figure 17. The school library media center (SLMC) is color coded for how frequently patrons visited a particular Quadrant of the SLMC. ▌= Most visited.. ▌= Second most visited. ▌= Third most visited. ▌= Fourth most visited.

Figure 18. Most Traveled Spaces in Each Quadrant
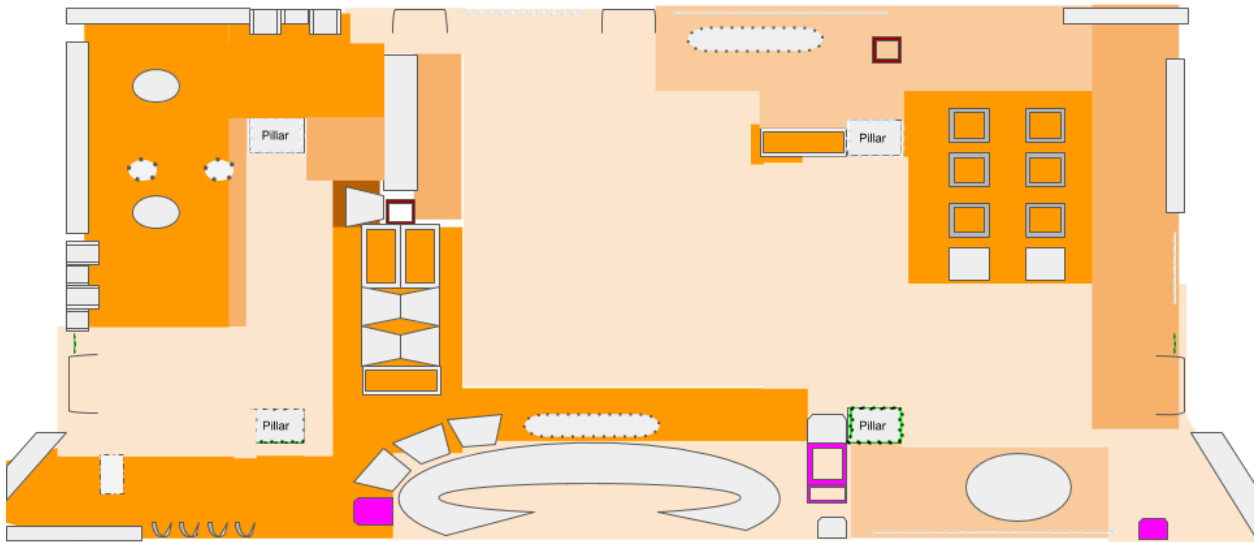
Figure 18 SLMC is color coded for how frequently patrons visited a particular area of the SLMC. = Most visited. = Second most visited. = Third most visited. = Fourth most visited . = Did not stay for any real period of time.

Catalogue Data

I used catalogue inventory data from the Destiny v16.5.1.01 database to determine if there was any change in the use and checkout of native language materials. I set the parameters to before and after the nine-week intervention and divided the data into a pre-intervention dataset (August 20th, 2018 - December 17th, 2018) and a post intervention (January 7th, 2019 -March 15th, 2019) dataset.

I looked at the ELL students enrolled and determined the number of times each one of them checked out any of the 69 different titles in foreign languages in the SLMC. Popular titles in languages other than English (e.g. *Harry Potter, Diary of a Wimpy Kid*, and *Hunger Games*) were highlighted for interested students by locating and grouping them together, then placed at eye level on the shelf that was immediately visible from the main door.

I ran a paired T-Test to determine what, if any, difference there was in the circulation of the native language titles before and after the intervention. I found that there was a rejection of the null hypothesis that the intervention would aid in increasing the participation and checkout of native language materials by students. The t value was 1.134, which fails to show a significant difference from the standard 0.05 value. The intervention did not seem to motivate ELL students to improve or keep circulation at the same levels as before the changes were put in place.

Table 8					
Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Intervention	0.35	69	0.837	0.101
	Post-Intervention	0.23	69	0.573	0.069
Table 8 Paired Statistics					

Table 9				
Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-Intervention & Post-Intervention	69	0.32	0.007
Table 9 Paired Correlation				

Table 10									
Paired Samples Test									
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	S.D.	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Intervention - Post-Intervention	0.116	0.85	0.102	-0.088	0.32	1.134	68	0.261

Table 10 Paired T Test

There was a general interest in 8th grade native materials prior to the intervention that did not pick back up after the intervention concluded. Eighth grade ELL students checked out 42.9 percent of the native language books before the intervention, which dropped to 0 percent after the completion of the intervention. On the other hand, 75 percent of the total number of native language books checked out in 7th grade this academic year occurred after the intervention.

Destiny catalogue data also indicated that non-ELL students checked out a number of foreign language books. These checkouts were by native English-speaking students interested in learning a new language. In some cases, these students would checkout the English title to go along with the native language book. As observed in the intervention, students would match up the specific volumes of the *Diary of a Wimpy Kid / Diario de Greg.* Non-ELL students did their best to match up pages to decipher what words meant.

Figure 19. ELL Circulation

Figure 19. This was the number of books checked out during the intervention.

Figure 20. Non-ELL Circulation

Figure 20. This was check out for native English speakers.

Figure 21. Foreign Language Checkout

Figure 21. This was the total number of Non-English books checked out.

Interview data

I interviewed several key stakeholders about the inclusion of native language materials in a SLMC and their general perceptions of SLMC services for ELL students—the school principal, the school ELL teacher, and two parents of ELL students.   Each participant chose pseudonyms to help protect their anonymity.   I also asked the interviewees about experiences of ELL students at Deland Middle School and language access for these students.

Bill is a Caucasian male in his mid-40's from Upstate South Carolina. Before becoming a principal of a middle school, he worked as a middle school social studies teacher and assistant principal. He has a BA in Social Studies Education, a Master's degree in Curriculum & Instruction, and an Ed.S. in Educational Administration. He has nearly 20 years of experience in education. He has been principal at Deland Middle School for the past six years and was an assistant principal for five years prior to accepting the principal position. His father was also an educator, teaching social studies as well as English in China. Bill is monolingual, but is able to understand basic French, as he was a foreign exchange student in Paris as an undergraduate in college.

Jenn is a white female in her mid-40's from Louisiana who is currently working as the ELL teacher at Deland Middle School. She moved to South Carolina five years ago and has been active in the education field since that time. She has a BA in Elementary Education with a minor in English and Social Studies. Jenn worked as a part-time teacher in both Louisiana and Mississippi for four years prior

to moving to South Carolina. She has a Masters in Library and Information Science (MLIS). Jenn does not speak any languages other than English. While she has not received any degrees in ESOL, she possesses a South Carolina endorsement for English for Speakers of Other Languages and has attended several district professional development sessions on ESOL teaching.

Tom is a Hispanic male in his 50's. He is from Mexico City, Mexico and has lived in South Carolina for the past 20 years. Tom has three children—one in middle school, one in high school, and one in community college. All three of his children attended Deland Middle School. He has a high school equivalent education level and is conversational in English.

Beth is an Asian woman in her 40's. She is from Southern China and is an instructor at a nearby university who is spending an academic year in South Carolina as a visiting scholar. English is her second language and she is academically fluent from her work in a university setting. Beth's daughter is in middle school and attends Deland Middle School. She invested financially in English lessons for her child before coming to the United States. She expressed positive opinions about the year her daughter is spending in South Carolina learning English and will likely be returning to China with her daughter at the end of the summer.

Awareness of SLMC Services

The school employees were more aware of the types of services and communications distributed by the SLMC than were the ELL parents. School principal Bill made a case for communication:

I would say that most parents are going to know that there are books. . .

Well, I guess if they are following us on social media they are going to see

how we put out information about what our students are doing in your area

[the SLMC] . . . So I would say the larger area that maybe a lot of people do

because of how involved you are from an instructional standpoint. I would

say the average Joe Blow parent probably not so much about the technology

part that goes along with that the instructional support for teachers.

He stated several times the need for social media and websites for outreach and

information, "obviously through social media through websites. . . so that parents

can see what they have access to". In the post interview, he reiterated the

importance of the school website, stating that "things [are] posted on our website

for information purposes".

The Role of the SLMC

Each of the stakeholders had different opinions about the function of the

SLMC in the school. Both parents were adamant that the main function of the school

library media center was to recommend and loan books to students. The ELL

teacher, Jenn, and parent Beth had a more expansive view of the SLMC, stating that

it is a center for information. Jenn identifies "the role" of the SLMC as an antiquated

one. Beth stated that the SLMC "is to provide some provide some papers or books

that for the student to read to get some information about how science or socialize

out of the scientific knowledge". Yet, like the parent participants, Beth's conception

of the SLMC is a place that provides tangible, physical resources to students. This

view of an SLMC is a somewhat antiquated perception of what a SLMC should be; in this view, the only purpose is to provide books for research and checkout.

ELL teacher Jenn echoed some of this notion saying that is "important to promote reading from kindergarten all the way till 12th grade". However, she also pointed out that "it's not just about reading anymore. There are a lot of programs that go on that encourage students to think". This acknowledges the new role the SLMC has in the school building. Bill expanded upon this notion:

I would say that in a typical school that a library media center provides access to resources that students don't typically have access to at their own home. I would say as a district, we are very lucky to have especially online technology type resources that are really not available to students outside of our building.

Bill pointed to a new expectation on the profession and the space; he noted that the library media specialist should be providing "instructional support [and] that's not just come and check out a book and then take your book back. There is an opportunity to interact with [the LMS] in a teacher type of role, not just a person that sits behind a counter and methodically checks out things". Ideally, the space should, as Jenn put it, meet the "needs of all the students that are in this school and not just the English only students".

Native Language Access

At Deland Middle School there was a sense, expressed most strongly by Jenn, that the school and the SLMC "[should] provide accordingly to their needs" no

matter what the ethnicity or languages spoken at home by students. The sentiment of the administration was one where native language materials are accepted. When asked when an ELL student should use his or her native language at school, Bill responded "I think there are some opportunities for that . . . I would say as they are conversing with other students in formal situations, whatever they feel more comfortable with. He went on to say that "being able to find information in their native language, if they can understand better and it helps them be able to complete the assignment, I don't see why there is any problem with that.''

Each interviewee discussed the utility of translation, specifically the web-based Google Translate service. Jenn pointed out that if the students have "the information. . . on their computer they can translate it with Google Translate, even though it is not a perfect translation. . . . they rely on that a lot". Bill noted that most information was digital where students are "able to translate things more effectively . . . That's just part of the new world we live in when it comes to that". This overwhelming reliance on the Google Translate changes the dynamic of ELL students in the classroom. Beth explained that when her daughter reads new titles "she always is using some you know translate software and then she can read the, she can remember the English word quickly", but later in the interview she said that during a regular school day teachers "permitted [her] daughter to use a translated language but when she get the test or exam, the big exam, she cannot. She cannot use any translator". This seemed to contradict the benefit of the application, but aligns with the narrative that native languages interfere in the acquisition of English.

Instructional Perspective

Bill believed that allowing the instructional staff access to digital tools could do a lot to help ELL students with native language materials. Bill noted that because the students are assigned a Chromebook they "can use that technology to change the language to whatever language they need it to be to be able to meet the needs of their students". ELL teacher Jenn noted a barrier to native language use, explaining that in her opinion the native language use is discouraged, "because the teachers cannot understand what they're saying and so they feel like they don't have all the control, or have the control they need". In this sense, it is each classroom that had the autonomy and control over their students.

This is where more outreach needs to be done to encourage uniformity in language learning. Jenn mentioned "teachers who come from schools where they have had a high population of diversity and teachers who are new teachers, like their first year of teaching, will definitely reach out and look for resources for those students". Previous experience working with diverse cultural groups allows teachers to better understand the complexities of native language access. Increased access to and availability of native language materials in the SLMC could potentially encourage classroom teachers to incorporate or recommend these titles.

English as an Official Language

During the stakeholder interviews, I explicitly asked each participant if they thought English should be the official language of the United States. Tom argued that the creation of an official language is exclusionary:

Yes. . . (laughter) I am not sure because that is more political. President Trump wants it to be. He has said that it should be the language, but now I think, No! Because, it would be closing the door on some children. If they want to destress and speak in a different language well not all of us have the words to say what [we mean].

ELL Parent Beth disagreed:

Yes, English is the official language in the United States. I do not think other languages is imp[ortant] . . . In China we always view Chinese and English during . . . school. We spend, all the parents, all the kid's parents, will spend much more money to send their kids, much more energy, and much more time to learn English. Yes.

These two parents have very different views on English as the official language, and the extent of native language use in schools. Interestingly, they had the same goal for their children—to learn English. More so, it demonstrated a misconception of the status of the English language.

The importance and prestige placed on the English language made parents think that English is the only language that allows for success in adulthood. When one has such rigid views of language importance, this view affects endorsement of native language in schools. Tom stated that "those that speak more languages will have more opportunities.'' With this statement, Tom acknowledged that multiple language learning is beneficial. This is unlike Beth, who explained how Chinese parents want their children to learn English to have a better chance at success.

ELL teacher Jenn stated that these groups of students have a different experience and different perceptions of language access and use. I asked her how English, being made the official language of the United State would change teaching. Jenn replied, "English is the predominant language here and students are taught . . . in South Carolina. Jenn went on to say that the school system does not "have bilingual classes for students who come over". It is due to this that Jenn acknowledged, "it is pretty much English only . . . The students do receive accommodations and resources to use . . . [but] they're really immersed in the language day one".

Both Jenn and Bill saw language as a unifying factor and acknowledged that having one language might facilitate communication in some ways. Jenn explained that "we do need one official language, just because of communication, [but] I think that you know the more languages one can speak the better". Bill is an advocate for the official language due to "constant communication". Bill added that "you can look around the world. . . see that language helped to unite people . . . It's so that people can understand each other and understand the benefit of it". He goes on to say that the lack of native language access for ELL students may sometimes "prevent them from maybe learning English as quickly because they are not kind of, hate to say this, but placed into a survival situation where you have to [learn]". Bill's explanation was indicative of the sink or swim mentality prevalent in language learning. The SLMC included the native language materials in an attempt to aide

language learners, instead of having students feel like they are doomed if they do not acquire English quickly.

ELL Experiences

Interviewees stressed that active language access in the SLMC should reflect the spirit of the school. Beth related a story about her Deland Middle School ELL student who was able to checkout out *Harry Potter* in Mandarin.   She saw this as a positive experience; "she watched the movie about the *Harry Potter*. She heard the voice and read the book. . . . She adjusted herself to a non-native language". Tom reiterated the benefit of mastering more than one language, "with the more languages someone can speak there will be more open doors easier wherever they want".

ELL teacher Jenn stated that these groups of students have a different experience and with the perceptions of language access and use. Jenn argued that showcasing materials in foreign languages was not the only answer because it was too simplistic of a notion. She explains that ELL students that "were born over here. . . they're very aware of course their culture, but reading and writing in their home language, they don't know how to do that". Hinting that native language access was an important piece for students to reference cultural identity. Jenn went on to say that these ELL students who do not know their home language fluently "are not going to pick up a book in their home language because it is not, they don't know how to use it you know". Research has shown that most ELL students today are

American-born citizens and thus may not have native-like fluency in their home languages because of their exposure to English in the school system.

Foreign language materials support native-language learning and give parents the ability to be part of the learning process. Jenn elaborated that "allowing them [ELL students] or giving them permission to read in their home language and to feel comfortable that both languages are okay and you don't have to delete one [language] ignored to have the other". This is where the SLMC could meet the needs of ELL students by incorporating native language materials and access to technology. ELL Parent Tom offered an example to support Jenn's statement:

> You see it with someone like my wife their mother, she cannot hardly read or write. Not even in Spanish and less in English. So she cannot help them with their work and I used to work all day. It was much more complicated. They have learned to speak English, but have lost reading and writing in Spanish".

When asked when an ELL student should use their native language in school, Beth had a different opinion regarding native language use in schools.

> I just want to improve my daughter's English language and English language proficiency. Maybe a newcomer will come here. I think my daughter can help her or him to a time, maybe. . . . when my daughter communicates with her. . . she can speak Chinese to help. But, [any]other time I only want her to have more communication [in] English [with] people.

These statements highlight the divide among parents regarding acceptable reasons for an ELL student to use his or her native language in a school setting. This

difference of opinion might account for the lack of support from all parents

regarding participation in the SLMC.

Engström Activity Triangle
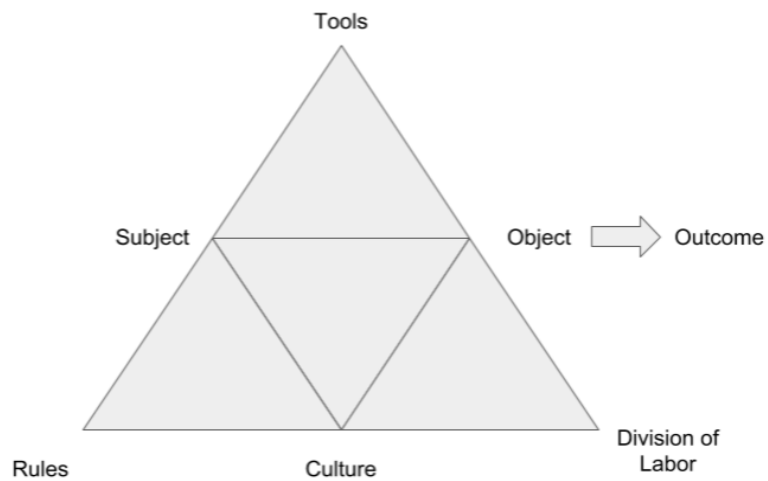
Figure 22. Engström Activity Triangle

Figure 22. This was a model for the intervention.

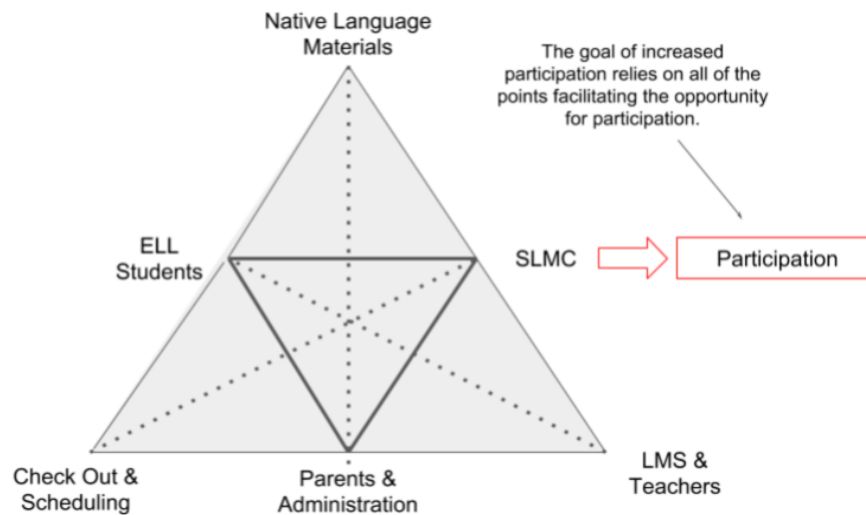Figure 23. Intervention Engström Activity Triangle

Figure 23. This is an example of the intervention used in the school lbrary media center.

The Engström Activity Triangle proved helpful in the design of the intervention; it helped to emphasize how reliant any social activity is on others for success. Each point on the triangle had a direct effect on the design of the intervention, which in turn depended on all points of social action working. The Engeström Activity Triangle also helped me implement the intervention in the SLMC.   Below, I provide an idea of how I used the Engeström Activity Triangle framework to support the changes I made during the study's intervention at the SLMC.

Exterior Triangle

Native Language Materials -- ELL Students. ELL students needed to utilize native language materials in the SLMC, and these materials were the artifacts that encouraged ELL student participation.   To address this, I acquired 41 new foreign language titles and make them available for all students to checkout at their leisure. The 41 new titles were representative of languages spoken in the school to encourage ELL use.

ELL Students -- Checkout and Scheduling. Typically, ELL students are bound by the same visitation schedule and rules for checking out materials as non-ELL students. Thus, checkout and scheduling affected ELL student participation by limiting when these students were allowed to visit the SLMC and how many materials they could borrow from the SLMC at any given time. To address this, I scheduled ELL students to visit the SLMC with their ELL classroom and with their regular classroom. This gave them four extra times per month to visit the SLMC.

Checkout and Scheduling -- Parents and Administration. Checkout procedures and scheduling also played a role with parents and administration. As part of this intervention, I opened the SLMC at additional times to allow parents to come in before and after school. This was different pre-intervention where the times and hours of operation were different. For the intervention, I also asked parents and administrators to endorse particular foreign language titles that were available for student checkout.

Parents and Administration -- LMS and Teachers. Parents and administration must encourage and support the LMS and teachers. Similarly, the LMS and teachers should enact the culture approved of and put in place by parents and administration.   While I attempted to address this in the intervention by increasing native language materials in the SLMC, most classroom teachers did not offer their support. In fact, I observed on several occasions where classroom teachers gave book recommendations to ELL students. When this occurred, the book titles were always in English. This illustrated a weak point in the portion of the triangle that affected student participation; LMS communication with classroom teachers about ELL native language resources should have increased during the intervention.

LMS and Teachers -- SLMC. Both the LMS and classroom teachers provided guidance about the services and information available within the SLMC. To address this, I provided more options for native language material usage. The LMS did more to encourage teachers to come into the SLMC. This was an attempt to extend learning and collaboration with these educators. This give and take could guarantee

that a steady stream of patrons would come into the SLMC. I was also looking for collaborative or reciprocal endorsement of native language material usage in the Quadrants in the SLMC.

SLMC -- Native Language Materials. The SLMC houses the native language materials to attract new patrons and students to the SLMC.   To address this, I attempted to improve visibility of native language materials in the SLMC. I placed native language books on the top shelves, making them increasingly visible from the main entrance of the SLMC. I also increased the advertisements for native language materials through social media.

Interior Triangle

SLMC -- ELL Students. ELL students were encouraged to use the SLMC space for information, entertainment, and native language materials. The ELL students rely on the SLMC to provide safety, information, and entertainment. To address this, I made sure that the SLMC space encouraged socialization and language use by focusing on comfort and sociability in the space. If patrons felt like they could interact with the space, they were more likely to be social. The addition of social seating, more comfortable chairs, collaborative writing surfaces, and manipulative tools such as LEGOs would allow ELL students to have the opportunity to come with their social groups separate from regular educational classes.

SLMC -- Parents and Administration. The SLMC as a space needed to reflect the entire school to encourage participation from all patrons. One aspect that should be noted is the Professional Quadrant addition to encourage use of the SLMC.

Moreover, the Professional Quadrant housed a reference section and communal space for development and collaboration. From the whiteboard wall to the poster maker, this Quadrant encouraged administrations to view the SLMC as a location to help professionals grow. This Quadrant also benefited parents for the same reasons. This point in the triangle is an important one because it provided a high level endorsement which teachers can take notice of.

Parents and Administration -- ELL Students. Deland Middle School parents and administration rely on ELL students to patronize the SLMC, both by checking out materials and by using resources while in the SLMC. Likewise, ELL students rely on parents and administration to provide literacy support and endorsement by encouraging the use of native language materials. As indicated before, I made sure that the administration had given the endorsement to native language access; however, parents of ELL students disagreed on the utility of daily native language use. While parents showed close to unanimous support for native language access, parents disagreed about if native language access is a detriment or help to the language learning process.

ELL Students -- LMS and Teachers. ELL students rely on their teachers and LMS to provide guidance and suggestions that will encourage student participation in the SLMC. To address this, as the LMS, I made sure that I was not the sole provider of book recommendations for students; I set up situations where teachers also had the opportunity to give students book recommendations. Teachers would very rarely recommend books in the ELL student's native language, but instead

would recommend familiar books in English. This can be seen as a weak point in the triangle with native language books not being a first thought for recommendations in the minds of teachers.

Parents and Administration -- Native Language Materials. The SLMC relies on parents and administration to encourage the entire student body to participate in the SLMC. To address this, I made sure that Deland Middle School administration acknowledged and, to a degree, supported the addition of a section for native language materials. Both the school's principal and the ELL teacher thought that, ideally, an SLMC should have approximately 10 percent of the overall number of titles in languages other than English. With this in mind, when I added native language titles to the Deland Middle School SLMC collection as part of the study's intervention, I attempted to meet the administration's target number of approximately 10 percent of the overall collection.

SLMC -- Checkout and Schedule. The SLMC had procedural rules for material checkouts and an established schedule; still, it is important that the check out and scheduling processes reflect the needs of the SLMC's target population. To address this, I altered the established schedule to better accommodate the student population by making the SLMC available at more popular times. Therefore, I opened the SLMC earlier each morning to meet student demand. I also changed the length of time each book was checked out for as well as removed any late fines.

Designing the intervention for this study with the Engström Activity Triangle in mind strengthened the research design by allowing me to visualize the moving

parts that I needed to be mindful of. When I implemented the intervention, I

attended to each point on the triangle; in turn, these points on the triangle then gave

me points to focus on during the observation. The relationships, as indicated on the

triangle, were reliant on one another to succeed. Therefore, if one or more points on

the triangle failed to accomplish what they were designed to do, the participation

that I sought during this intervention became more difficult to obtain. Importantly,

when I revisited the triangle during the analysis phase of the study, I realized that

the point: "Parents and Administration -- LMS and Teachers", "Parents and

Administration -- ELL Students", and "ELL Students -- LMS and Teachers", were all

points that reduced the opportunity for students to achieve active engagement with

native language materials in the SLMC..

Chapter 5

CONCLUSIONS, IMPLICATIONS, AND FUTURE RESEARCH

This study demonstrated that there is little uniformity in the understanding of how native language materials can aid ELL students in an academic setting. As stated in previous chapters, researchers have asserted that student access to culturally relevant materials is important (Moll, 1992) to their academic development, as is the encouragement of reading at home. Households that seek native language resources to benefit their ELLs should have access to those materials (Canagarajah, 2007; Collier, 1995; Jiménez, 2003; Moll, 1992; Ruíz, 1984). The SLMC can bring native language resources to the students that need them. These resources are important to native language speakers of all languages. In South Carolina, for example, Spanish is the most spoken second language in the state, but the languages offered in bilingual programs are usually languages that do not have the same number of speakers locally, such as French.

The challenge for educators is to steer away from viewing language as a problem (Ruíz, 1984). In the SLMC, inclusion of native language materials function as a social benefit; the SLMC is a place where ELL students and English speaking students can view native language books as an important resource, equal and not inferior to English language materials. Access to native language materials can increase the chances for second language acquisition across the board (Au, 2001; Auerbach, 1993; Carlo, 2004; Collier, 1995; Corona & Armour, 2007; Cummins,

2011; Gersten, & Jiménez, 1994; E. Green, 1997; L. Green, 2013; Krashen, 2000;

Pucci, 1994; Quiocho, & Daoud, 2006; Riley, 2008).

Conclusions

Three research questions guided this study. The data collected proved

insight into the way(s) in which stakeholders viewed the inclusion of native

language materials in school media library centers. With this in mind, I have

revisited each of my original research questions below.

How do students, teachers, and parents engage with native language resources for

English language learners in a school library media center; and, what do parents,

teachers, and administration think about the inclusion of those resources and the

media center overall?

The patrons in the SLMC engaged differently than I had previously

hypothesized. What I observed, supported by Table 7, was that many of the patrons

were drawn to the Reading Quadrant, which consistently drew more patrons than

the other Quadrants. While students were engaged in the Reading Quadrant space

and frequenting the area more often than before the intervention, it did not result in

an increase in FL book circulation. In Figure 16, the data demonstrates that the ELL

students in the 6th and 8th grade did not check out more FL books after the

intervention. While there was an increase in the 7th grade FL book checkout, this

increase can be attributed an incoming group of ELL students from China that joined

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the 7th grade class during the intervention period.   Even though native language material book circulation did not increase, I did observe regular instances of ELL students participating in collaborative book talks and reading through foreign language material. This kind of social behavior was good to see in these Quadrants.

There were clear differences in movement in each Quadrant of the SLMC. Figures 13 and 14 indicate how SLMC student patrons used the space. In the SLMC, the portions of each Quadrant most used most often were those portions that had seating or writable surfaces. As indicated in Figure 14, movement concentrated around spaces that invited collaboration. This indicates that library media specialists who wish to create popular areas for middle school students should arrange spaces that invite social interaction.

The language of instruction at Deland Middle School is English. Consequently, how teachers and administrators viewed the use of native languages in school library media centers was important to understanding how a SLMC affects the daily lives of English language learners—including their sense of belonging to the school community. School faculty and parents identified accommodation as the key element for ELLs in SLMCs. ELL students should have access to the same types of resources in their native languages as non-ELL students.   Parents believed that if a school's LMS provided resources for all students, this would equalize the playing field for ELL students—moderating linguistic barriers that might exist for these students. In some cases, the classroom teacher might provide these resources. As Beth noted, "some teachers you know they customize, [when] my daughter cannot

understand the lesson". As the principal of the school, Bill showed support for ELL students in the instructional setting by stating that when his teachers offer native language access "it helps meet the needs of their students. I think it helps them to be able to understand their students".   However, since not all classroom teachers provided ELLs with access to native language resources, stakeholders identified the SLMC as an important place where accommodation can happen.

Deland Middle School faculty members that were interviewed suggested that the school's SLMC currently devotes 10 percent of the current collection to resources in languages other than English. This specific 10 percent marker was not a mandate, but was an interesting criterion that suggested by all the interviewees. This indicates a level of endorsement at Deland Middle School by parents and faculty for native language access. The 10 percent mark closely aligned with the current percentage of students who speak languages other than English in the school. This was a positive step toward native language acceptance in the school setting.

Deland parents noted that since bilingualism is a great advantage to all students, the inclusion of native language materials in the SMLAC would benefit not only ELL students, but native English speakers as well. Beth notes that parents in China "spend, much more money. . . much more energy and much more time to learn English", and Tom stated that "it would be [great] for all the students so that they can learn several languages".   Beth related a story about her Deland Middle School ELL student who was able to checkout out *Harry Potter* in Mandarin.   She saw this

as a positive experience; "she watched the movie about the *Harry Potter*. She heard the voice and read the book. . . . She adjusted herself to a non-native language". Tom reiterated the benefit of mastering more than one language, "with the more languages someone could speak there will be more open doors easier wherever they want".

ELL teacher, Jenn, stated an additional benefit that emerged when the SLMC provided native language materials. She suggested that increased native language access in the SLMC helped to foster a positive spirit in the school and the local community.

Jenn explained that a SLMC should:

> meet the needs of all the students, not just the English speaking students, but really welcome students that are bilingual, or multilingual students. Also encouraging their parents too. By having books that are in their home languages, it encourages parents to read to their kids even in middle school. I think that's still important and it kind of helps them feel included in their child's education.

By providing literature in students' native languages, SLMCs provided encouragement to homes that might otherwise be overlooked or forgotten. Rather than making the SLMC an exclusionary place, access to native language materials helped to increase trust and a sense of welcome in both the school and the surrounding community.

Does the addition of a section in a school library media center offering primary language resources for English language learners alter student participation through resource check-out, in school use, and computer assisted language learning (C.A.L.L.)?

Patron interest in non-English titles at the Deland Middle SLMC actually declined after the intervention.   Specifically, there was a general interest in 8th grade with native language materials prior to the intervention that did not continue after the intervention concluded. Eighth grade ELL students checked out 42.9 percent of the native language books before the intervention, which dropped to 0 percent after the completion of the intervention. One explanation for this decline could be the demographics of the students themselves. In the beginning of the year, before the intervention, there were more ELL students with little to no English language knowledge than at the conclusion of the intervention. Furthermore, SLMC collaboration with the 8th grade teachers was not steady or reliable. For example, there was an occasion where the 8th grade teacher did not come as a class, but instead sent groups of students to the SLMC. This sort of action is detrimental to the SLMC, because it might appear to students that classroom teachers see little value in the SLMC. It could be this lack of endorsement or consistent patronage attributed to the decline in the 8th grade checkout.

On the other hand, 7th grade students increased their checkout of native language materials during the intervention period. In fact, they continued to checkout native language books at an increased level after the intervention ended. The likely reason for this increase was that during the intervention, several new 7th

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grade Chinese-speaking ELL students enrolled in Deland Middle School. These students were excited to see materials in their native language and checked out a number of books from the SLMC.

Destiny catalogue data indicated that non-ELL students checked out a number of foreign language books. These checkouts were by native English-speaking students interested in learning a new language. In some cases, students would pair the foreign language book with the corresponding English title. For example, several students matched up specific volumes of the *Diary of a Wimpy Kid / Diario de Greg* in English and Spanish. These non-ELL students would read both copies simultaneously, doing their best to match up pages to decode words in the unfamiliar language. Social media advertisements and marketing within the SLMC encouraged these new non-ELL patrons to visit the foreign language materials section.

Does marketing of the availability of native language resources to parents and teachers encourage participation through media center visitation, resource check-out, and home read-alouds?

As part of their marketing strategies to teachers and parents, LMS should place an emphasis on the positive benefits a student's first language has on second language acquisition which needs to be disseminated in schools (Canagarajah, 2007; Collier, 1995; Jiménez, 2003; Moll, 1992; Ruíz, 1984). The ALA (2006) supports literary access for all students, not just those who speak, read, and understand

English. In an attempt to promote cooperative instruction experiences, language access programs, and native language materials available at the SLMC, I used both social media advertising and word of mouth to advertise SLMC resources with the students coming into the SLMC. The word of mouth advertisement consisted of instances where I, as the LMS, would direct students to the options available in the FL section. I also directly communicated to teachers with ELL students in their classes information about new and existing FL books. There were occasions where students did seek recommendations from their classroom teachers. In these cases, it was left to the classroom teacher to give their recommendations for their students.

While Bill encouraged the use of social media as a way to communicate SLMC resources, Jenn's opinion differed. While she acknowledged the availability of information on Deland Middle School's website, she instead advocated for a SLMC paper newsletter, which "is something that people, librarians, have done in the past". Parent comments supported Jenn's stance that the school website might not be an effective means of communication with ELL parents. Tom stated that he relied on his children to explain what was available in the SLMC and Beth acknowledged her ignorance of SLMC resources. Both parents relied on their students to convey information about the SLMC and were not at all aware of any social media or website presence.

SLMC access was not directly tied to the classroom. While that gives the SLMC special affordances, it also meant that it could be difficult to encourage

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student use. Typically, there is no mandate that students must visit a middle school

SLMC, so the LMS depends heavily on classroom teachers and administrators to

express a desire to come to the SLMC of their own volition. For those SLMCs who

consider parents as patrons as well, it becomes increasingly difficult to get

advertising to relevant audiences. By the end of this intervention, the SLMC had 100

Instagram followers (about 12 percent of the school) and was regularly re-posted by

the school's official Instagram account. This did little to increase native language

material checkout by ELL students, although it did help to motivate English

language speaking students to explore non-English materials.
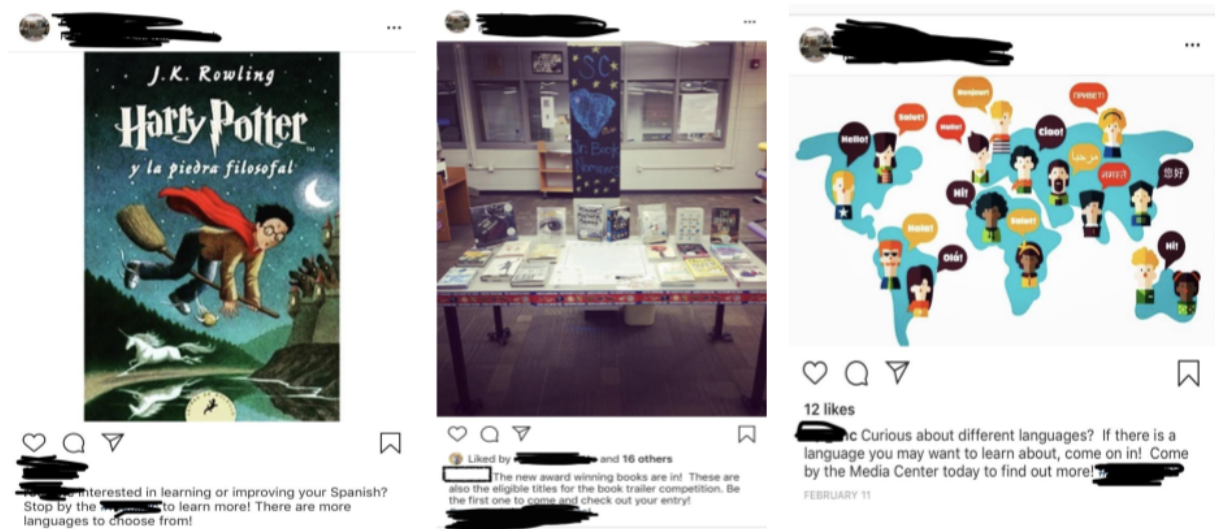

Figure 24. Instagram Advertisements

Figure 24. This was the social media outreach program used by the school library media center.

Implications

The intervention was implemented to determine if adding native language

materials to the SLMC could increase participation with ELL students. In order to

facilitate this, I made modifications to the SLMC by adding comfortable seating,

LEGOs, and collaborative spaces. The intervention did not prove to be enough to encourage a notable increase in the circulation of native language materials to the ELL student population. As noted in the interviews and observations, there was no uniformity in the support for native language use in schools. The instances where teachers suggested English language books or discouraged conversation and play in the space added to the lack of participation in the SLMC. In future attempts, there has to be a more concerted effort to include all faculty in understanding the benefit of the native language access.

This research study attempted to mainstream the use of materials in languages other than English in a middle school SLMC. One goal of this study was for ELL students to see titles in their native languages sitting in a place of prominence alongside books in English—thus, removing any stigma of "that's not supposed to be here" regarding native language literature.   A related goal was to help understand why some languages are deemed acceptable in school settings, while others are seen as lacking positive standing.   While I had hoped that a targeted intervention in the SLMC might demonstrate to ELL students the importance of native language materials and the school's commitment to native language literacy, I can now say that the perceptions of any language does not begin or end with the SLMC. Despite the intervention, there were numerous instances where ELL students declined to check out any books in their native languages.

While it may not guarantee success in increasing participation, educating the entire school population, including students, faculty, and staff, on the importance of

native language use could further the understanding of the educational benefit of allowing native language use by ELL students. Native language access is a benefit that many educators may not be familiar with. In the interviews, there was an indication that not all teachers endorse native language use. The unanimous endorsement of native language use is an important element for successfully encouraging ELL students to participate in the SLMC. Because students take their cues from their parents and teachers, future interventions should focus on a larger sample of teachers and parents to provide better information on whether or not the hesitation to use native language materials is more prevalent in the school, the school district, or even the state. More so, further interventions should include non-ELL parents to try to diminish any stigma associated with foreign language use in schools.

These results indicate that valuing native language literacy needs to be a school-wide effort. Language is a defining element of culture (Hoff, 2005) and, in many U.S. schools, native languages are not given the same level of social respect as English—they tend to be overlooked and/or given a negative stigma. In some cases, this stigma is so severe that teachers, administrators, and parents have the misconception that language learning is actually a learning disability (Del Valle, 2003; Buxton et al., 2009; Escamilla, 2006; García et al., 2009; Jiménez, 2003; Moll, 1992; Ricento & Hornberger, 1996; Warinner, 2008). I If teachers do not endorse native language literacy, or, if parents minimize its value for the sake of a different language (e.g. English versus Spanish), then LMS efforts could be undermined. The

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LMS can be the catalyst for ending the stigma of native language access in schools, but cannot be the only support system for ELL students in schools.

So, what can a SLMC do to support language acquisition, in both native languages and in English? Research shows that ELL students perform better at acquiring a second language when they have access to their native language (Escamilla, 2006; García et al., 2009; Jiménez, 2003; Moll, 1992). The SLMC provides the opportunity for exploration. Omitting materials in languages that students understand curbs this exploration (Agosto, 2007; de Souza, 2016; Jiménez, García, & Pearson, 1996; Lambson, 2002; Mestre, 2009; Vardell, Hadaway, & Young, 2006

The SLMC can promote the exploration of both native language materials and the space as a whole. In order to do so, an LMS should take appropriate steps to rearrange the space in order to promote exploration by ELLs in the SLMC. One recommendation from the results of this study that I find important is the creation of open spaces, which can encourage social behavior. In this intervention, for example, I consolidated bookcases to remove any obstacles in the way of student exploration. New additions and rearranged spaces conducive to exploration can motivate all patrons and improve their participation in the SLMC space—not just ELLs. In this study, native English speaking patrons became interested in foreign language books—not just English language learners., The non-ELL students in this study took advantage of all the s in the SLMC, from the LEGOs to the writable surfaces. In each of these instances, both ELL and non-ELL students explored the space and resources contained within it.

In order to stay relevant, the SLMC must constantly be evolving—i.e., implementing new strategies, technologies, and even space modifications on a regular basis in order to continue to draw patronage. Based on my findings on SLMC patronage as evidenced by Table 7, patrons' participation in the SLMC increases when there is something new and novel introduced into the space. The effectiveness of this novelty seemed to be present whether the change was logistical—like a new seating arrangement or the additional of more comfortable seating—or if it were the introduction of new materials and technologies into the SLMC—like the VR headset or the LEGO table. LMSs must be prepared to change and modify the SLMC's physical environment throughout the school year. LMSs must be prepared to implement new strategies and technologies into the SLMC, while also being willing to change the physical arrangement of the space and add new space modifications as they would be beneficial to the student population. LMSs could plan for this type of ongoing innovation at the beginning of the school year and strategically incorporate a novel element when they notice a slight decrease in their weekly patronage. Importantly, LMSs who want to implement this strategy would need to monitor their patronage data weekly. Making the SLMC an ever-evolving environment helps to encourage the collaborative and welcoming atmosphere that modern SLMCs need to convey in order to remain a relevant, vibrant part of the school setting.

I intended to promote the SLMC and all of its offerings to ELL students. I attempted to achieve this by providing extra time for them to come into the SLMC

with their ELL class. I thought this would allow for students to select materials they

wanted without a feeling of embarrassment. With this extra time, the ELL students

did not have to worry that their non-ELL peers would ridicule them for selecting

books that were not in English. Word of mouth and a more direct form of

advertisement seemed to function better for students who did not have a native

language fluency in the language spoken in their home. In many cases, when the

student was not fluent in the language spoken in the home, they tended not to check

out books in that language. What came to light in the interviews was that there was

an instance where one parent in the household is unable to read in the family's

native language. This parental illiteracy can hinder student use if they cannot get

the help they need to read at home. I recommend that library media specialists look

to incorporate outreach to parents during events such as Back-to-School night.

During these events, LMS can speak to all parents in person, letting them know from

the beginning of the school year all of the services that are offered in the SLMC.

One thing that stood out about these findings was that social media

advertisements were relatively unsuccessful in terms of increasing ELL student use

of the space. This is a very common form of advertisement for SLMCs that may

receive more credit than it is due. I used the Deland Middle School SLMC Instagram

account to promote the space through social media. Throughout the intervention, I

steadily increased Instagram followers and had attained 100 total followers by the

end of the study. These followers included a variety of SLMC patrons and

stakeholders like students, parents, teachers, and community members; however, of

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these 100 Instagram followers, only two were ELL students and/or families. When I posted events and advertisements I regularly received likes, but unfortunately that did not translate to an increase in patronage. These results indicate that advertising for an SLMC requires more outreach through a wider variety of media.   Developing paper newsletters, a strategy suggested by the Deland Middle School ELL teacher, also seems like a reasonable way to communicate with families that does not involve social media. By doing this, LMS can regularly send information out school wide about what I can offer the community and school.

Future Research

This study suggests several different avenues for future research.   One important implication of this study is that teachers and parents need to support library media specialist's efforts to encourage native language literacy. Future studies may be able to address how the benefits of ELL teachers working in collaboration with the LMS to highlight native language materials within SLMCs can improve participation of ELL students.   This research also determined that social media communication alone is not enough to inform parents of ELL students about the services a SLMC offers; i.e. educational professionals cannot simply assume that "likes" translate into SLMC usage.   Future research might address the question that if digital spaces and social media are the conduits of communication in the future, what is the best way for LMS to contact and inform parents of ELL students? Most importantly, this research has demonstrated the need for library media specialists to combat misconceptions about the uses of native languages in education.   LMSs

should be advocates for native language literacy and can provide much needed clarity on the positive benefits that arise from native language use. More research on strategies that LMSs can use to improve the perception of native language access throughout the school—not just within the SLMC space—is needed.

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Home Survey
Perceptions of Native Language use in Schools

1. **The School Library Media Center has culturally relevant materials in languages other than English.**
   o   Yes   o   No

2. **The School Library Media Center provides multicultural literature.**
   o   Yes   o   No

3. **The School Library Media Center showcases cultural materials in addition to literature.**
   o   Yes   o   No

4. **The School Library Media Center provides grade level reading materials in languages other than English.**
   o   Yes   o   No

5. **The School Library Media Center uses space to highlight multicultural achievements.**
   o   Yes   o   No

6. **The School Library Media Center's selection of books in languages other than English for on-the-spot reading is satisfactory.**
   o   Yes   o   No

7. **English should be the official language of the United States.**
   o   Yes   o   No

8. **An ELL student should use her/his native language in school.**
   o   Yes   o   No

9. **The school should provide materials for ELL students in their native languages.**
   o   Yes   o   No

10. **Teachers should receive support and materials from the School Library Media Center when ELL students are enrolled.**
    o   Yes   o   No

11. **The School Library Media Center should provide digital resources in languages other than English?**
    o   Yes   o   No

12. **Is it necessary to use languages other than English in school to define new vocabulary?**
    o   Yes   o   No

13. **Is it necessary to use languages other than English in school to explain different concepts or ideas?**
    o   Yes   o   No

14. **Is it necessary to use languages other than English in school for students to socialize?**
    o   Yes   o   No

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