THE MACRO- AND MICRO-LEVEL FACTORS AFFECTING LATINO IMMIGRANT PARENTS’ ATTITUDES TOWARD BILINGUAL EDUCATION

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by

Shannon Renee Zavala

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Graduate and Professional Studies in Education
Abstract

of

THE MACRO- AND MICRO-LEVEL FACTORS AFFECTING LATINO IMMIGRANT PARENTS’ ATTITUDES TOWARD BILINGUAL EDUCATION

by

Shannon Renee Zavala

Statement of Problem

According to research, students must remain in a 90/10 bilingual program until sixth grade to receive the full benefit of the program (Thomas, Collier, & Center for Research on Education, Diversity, and Excellence, 2002). Some Latino immigrant parents are pulling their children out of the Spanish immersion program (e.g., before third grade), before students are able to receive the full benefits of the program. This is a problem for many, including the students themselves, the school they are removed from, their parents, the school they will subsequently be placed in, and the community as a whole. For the students, who have only been taught up to this point to read and write in Spanish, being abruptly moved to an English-only classroom can be very traumatizing and have a negative effect on their academic future. For the school they are removed from, which may already be struggling with a “thinning out” of students in the Spanish immersion program as they approach the upper grades due to transiency, this only exacerbates the problem and makes it more difficult to replace these students. Their
parents, who may not speak any English, may find it much more difficult to be involved in their child’s education being in an English-only class where the teacher most likely will not speak Spanish. The school/class they will subsequently be placed in may struggle to meet the needs of a student who has received no literacy instruction in English and will be entering in to a third grade English-only classroom. And finally, the community as a whole will suffer the consequences of losing the valuable asset of empowered Latino students that are both bilingual and biliterate. Research shows that these kind of bilingual programs serve not only to build students’ language abilities (Thomas et al., 2002), but for Latino students they also strengthen their self-identity and confidence (López, 2010).

Sources of Data

The data will be obtained through surveys and semi-structured interviews with Latino immigrant parents who have experience with the bilingual program at the research site, specifically those who pulled their children out before third grade.

Conclusions Reached

The quantitative and qualitative data obtained supported the hypothesis that linguicism in America is a factor in Latino immigrant parents’ attitudes toward bilingual education. It also shed light on other macro-level factors that affected their decision making, such as NCLB policy regarding schools labeled as “low performing”, lack of availability of quality bilingual programs, and lack of transportation. The micro-level factors that were discovered through the research were the individual attitudes of the
participants based on their personal experiences, which in many cases leads to comments being made to other parents to try to sway them in one way or another about whether or not to place their children in the bilingual program, or even remove them. However, even the experiences of the participants, who were almost entirely Latino immigrants, were influenced by the attitude of the larger American society toward language and how people speak English, which confirms the linguicism theory.

_______________________, Committee Chair
Dr. Albert S. Lozano, Ph.D.

_______________________
Date
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I would like to acknowledge everyone who contributed to this thesis, including God, for giving me the inspiration, skills, and passion to follow through with my work; my professors, especially Dr. Lisa William-White, Dr. Albert Lozano, and Dr. Forrest Davis, for giving me the knowledge and guidance needed to complete my thesis; the participants, especially my interviewees, for being willing to open up to me about their experiences; my family, for their patience and accommodations; friends, for hearing me out when I was frustrated; and my Sunriver church family, for praying for me and supporting me throughout this journey.
DEDICATION

I would like to dedicate this to my husband, Luis, and my three sons, Luisito, Joseph, and Daniel for their sacrifice during this time, and being accommodating of my work and class time. Also, to all of those students and parents that need someone to speak for them and fight for what’s best for their future in this country. Hopefully, we will someday be able to close the “opportunity gap” that exists for so many underserved students.
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Chapter One

INTRODUCTION

Background

The term “bilingual education” means many different things to different people. It is almost impossible to provide a complete definition in just a couple of sentences, especially with the development of such a wide variety of programs all throughout the United States and the world. Depending on different people’s experiences with bilingual programs, as well as knowledge of (or lack of knowledge about) bilingual education pedagogy, they may have a positive or negative perception of bilingual education. Bilingual education goes beyond just learning a second language, it involves issues of identity development, heritage preservation, and diversity (Dorner, 2011; Farruggio, 2010; Gerena, 2010; López, 2010; Palmer, 2010; Pimentel, 2011; Whiting & Feinauer, 2011). This broad spectrum of issues lead to a broad spectrum of problems that arise concerning bilingual education policy, pedagogy, parent education, teacher preparation, and student achievement. This thesis will focus mainly on Latino immigrant parent attitudes toward bilingual education, and the factors affecting the decisions they make about their children’s educational placement, specifically why they choose to place them in bilingual classes and subsequently change them to English only classes.

Every year, there are students that are removed from the bilingual program at the Choice Language Academy1 and placed in English-only classes either at the same school

1 Pseudonym
or at a different school. This leads to a “thinning out” of the bilingual classes in the upper grades, since it is very difficult for students to enter the bilingual program after 1st grade due to the prerequisite of a high level of Spanish literacy skills in the upper grades. In order for students to receive the full benefit of a 90/10 bilingual program, they should remain in the program from kindergarten through 6th grade (Thomas et al., 2002), but in many cases this does not happen due to a variety of factors. Sometimes a family needs to move, and there is no comparable bilingual program available in their new neighborhood, or they may even have to leave the country. Other times, parents simply decide to remove their children for a variety of reasons as well. This can lead to a very inconsistent educational experience for these children, even more than normal student transiency due to the different languages of instruction the students have experienced.

The bilingual teachers at Choice Academy are approached on a regular basis with questions about the bilingual program, and sometimes they are ill equipped to handle all of the questions being asked of them by parents regarding aspects of the bilingual program or current research supporting bilingual education. The administration at Choice Academy has never provided the teachers with training or up-to-date information about current bilingual education research to relay to the parents when questions arise. This has also lead to inconsistencies in the information given to parents, whether by office staff, teachers, or administrators. Many times parents rely on other parents for information about the bilingual program, which can lead to misunderstandings and misconceptions about the program itself. Sometimes parents that have already enrolled their children in the bilingual program at Choice Academy feel pressure from family members and friends
to remove their children from the program and place them in English-only classes, according to prior interactions this researcher has had with the parents. As stated by Slavin and Cheung (2003),

Native language instruction is often seen as an easier, more appropriate placement for ELLs who are struggling to read in their first language, while students who are very successful readers in their first language or are felt to have greater potential are put in English-only classes (p. 6).

This sentiment appears to be felt by both parents and some teachers according to interactions this researcher has had with both, especially after first grade when certain students have learned to read fluently in Spanish and their parents think it would be “more challenging” to place them in English-only classes. The Choice academy also offers the unique combination of one bilingual class and one English-only class at each grade level, which provides for more opportunity for parents to interact with other parents that may not agree with their decision to place their children in the bilingual classes. It also leads to increased facility to change their children from the bilingual program to the English-only program without having to go to a completely different school.

**Statement of the problem**

According to research, students should remain in a 90/10 bilingual program until sixth grade to receive the full benefit of the program (Thomas et al., 2002). Some Latino immigrant parents at Choice Academy are pulling their children out of the Spanish immersion program too early (e.g., before third grade), before students are able to receive the full benefit of the program. This is a problem for many, including the students
themselves, the school they are being removed from, their parents, the school they will subsequently be placed in, and the community as a whole. First, for the students, who have only been taught up to this point to read and write in Spanish, being abruptly moved to an English-only classroom can be very traumatizing and have a negative effect on their academic future. Second, for the program they are being removed from, which may already be struggling with a “thinning out” of students in the Spanish immersion program as they approach the upper grades due to transiency, this only exacerbates the problem and makes it more difficult to replace these students. Third, their parents, who may not speak any English, may find it much more difficult to be involved in their child’s education being in an English-only class where the teacher most likely will not speak Spanish. Fourth, the school/class they will subsequently be placed in may struggle to meet the needs of a student who has received no literacy instruction in English and will be entering a second or third grade English-only classroom, before they have developed a strong foundation of literacy in their native language. And finally, the community as a whole will suffer the consequences of losing the valuable asset of empowered Latino youth that are both bilingual and biliterate.

**Purpose of the study**

The purpose of this study is to shed light on the macro- and micro-level factors affecting Latino immigrant parents’ attitudes toward bilingual education. This will help bilingual programs to design parent outreach/education that directly addresses these factors as well as questions Latino immigrant parents may have specifically about the 90/10 bilingual program. Also, this study will examine the decisions by some parents to
initially place their children in the bilingual program at Choice Academy and subsequently remove them, and what factors may have affected those decisions. By educating Latino immigrant parents about topics such as linguicism and heritage preservation, schools can help create a “critical consciousness” (Freire, 1993) about how society works and maybe help them to transform it.

**Theoretical Framework**

The theoretical frameworks upon which this research is based are Latino Critical Race theory (LatCrit), Sociolinguistic theory (specifically linguicism), and Second Language Acquisition theory. LatCrit provides a lens through which data can be analyzed for the ways in which attitudes about language and race affect Latino parents’ decisions about their children’s education. By denying children access to education in their native language, they are in fact being subordinated by the majority language group (Nieto, 2013). Even though the parents are making the decision to place their children in English-only classes, institutionalized linguicism present in American society may play a role in those decisions. As Leeman, Rabin, and Román-Mendoza (2011) stated in their article,

This institutionalization of linguistic subordination not only can lead to lowered self-esteem and a sense of disempowerment, but it also reinforces linguistic discrimination and reduces the chances of attaining educational and societal success (p. 482).
This is why it is important to view this research with a sociolinguistic lens, to better understand the effects of this “linguistic subordination” on Latino immigrant parents and their children.

Second language acquisition theory is also important to this research because a knowledge of how students acquire a second language and the best educational context for becoming a “balanced bilingual” (Thomas et al., 2002) can help to understand the potential effects of parental decisions about their children’s educational placement. Calderón and Cummins (1982) also stated that most people develop conversational skills (BICS) in a second language fairly quickly (about two years), but that developing academic language proficiency (CALP) can take five to ten years. This is why the 90/10 bilingual program is so effective for native Spanish speakers, since it gives students time to gradually acquire academic English while still providing core instruction in Spanish.

**Background of Bilingual Education**

Ever since the Federal Bilingual Education Act, which mandated bilingual education, was enacted in 1968, it has taken on many shapes and forms in the United States. In spite of many obstacles and efforts to eliminate it, such as Proposition 227 in California, bilingual education is still being implemented in many forms. There are many different bilingual program designs; however, they may be classified in the following three categories: dual immersion programs, transitional programs, and maintenance programs (Roberts, 1995). Dual immersion programs (also known as two-way immersion or TWI) have become increasingly popular in recent years (Whiting & Feinauer, 2011), especially in more middle- to upper-class communities. The student ratio is very
important in TWI programs, with a need for half of the students to be native English
speakers and half to be native target language speakers. In transitional programs, the goal
is for students to exit the program as soon as possible, usually after one or two years;
therefore, the native language is used only as a tool to expedite the acquisition of English
language skills, with no focus on developing literacy in the native language (Roberts,
1995). Another distinction between these programs is that unlike a TWI, all students in a
transitional program are language minority students. Finally, in maintenance or
developmental bilingual programs, the students all speak the target language and the goal
is to maintain students’ native language as long as possible while developing their second
language (L2) more gradually. The goal of both TWI and maintenance programs is to
have fully bilingual/biliterate students by the end of sixth grade (Roberts, 1995). In both
of these types of programs, the students who speak the target language are considered an
asset, also known as the “additive” theory of bilingualism. Whereas in transitional
programs, students’ native language is viewed more as a hindrance, which leads to labels
such as “at-risk” (Pimentel, 2011), which would be an example of the “subtractive”
theory of bilingualism.

Within the categories of dual immersion and maintenance bilingual programs,
there are also subcategories, such as 50/50, 90/10, and early exit. In a 50/50 program,
instruction is delivered in both languages 50% of the time from day one. In a 90/10
program, instruction is delivered in the target language 90% of the time in kindergarten,
10% of the time in English; the ratio then changes by about 10% every year until fourth
grade, where it maintains a 50/50 ratio until sixth grade. In a 90/10 program, literacy is
developed in the target language only until second or third grade, and English is
developed more gradually with a focus on oral language development in kindergarten and
first grade and formal English literacy skills taught beginning in second grade (Roberts,
1995). Both TWI and maintenance programs follow either the 90/10 or 50/50 model,
although the 90/10 model is usually more successful in developing the minority language.
Understanding the program design of a specific program helps analyze what dynamics
may be at play depending on the setting and ratio of language minority to language
majority students (Palmer, 2010) and the politics that may surround a specific program
design, such as maintenance bilingual programs (Hempel, Dowling, Boardman, &
Ellison, 2012).

Recent legislation in California shows an increased appreciation for bilingualism
and biliteracy, as AB 815 (2011) has created a “State Seal of Biliteracy” that recognizes
high school graduates who have attained a high level of proficiency in speaking, reading,
and writing in one or more languages in addition to English. The award can go to a
student whose native language is English and acquires proficiency in a foreign language
or to an English learner who is fluent in another language—and becomes proficient in
English. More than 165 school districts currently offer the award. In the 2013-14 school
year, over 24,000 high school students were identified as eligible for this award
statewide, of which only 54 were from Sacramento City Unified School District
(Californian’s Together, 2014). Also, San Francisco Unified School District and
Glendale Unified School District were two school districts awarded the Seal of Biliteracy
in 2014 for their efforts in developing bilingual education avenues throughout their
schools. This is why it is so important for Latino immigrant parents to be informed about the decisions they make regarding their children’s educational placement, and not make rash decisions that could jeopardize their academic future such as removing them from a program that has been proven to be effective, such as a 90/10 maintenance bilingual program. So often, the case is that families who would best be able to support their children in a bilingual program due to the fact that they themselves speak the target language, are the ones that choose to place their children in English-only classes.

**Benefits of Bilingual Education**

Much controversy exists over the benefits and disadvantages of bilingual education, which is frequently lumped together in one category without taking into account the fundamental differences in the various types of programs. In a longitudinal, large-scale nationwide study by Thomas et al. (2002), various kinds of bilingual programs in varied contexts throughout the United States were examined in-depth to determine the effectiveness of these programs on language minority students’ long-term academic achievement. The findings showed the most effective model to be the 90/10 dual immersion or maintenance bilingual program in conjunction with a socioculturally supportive school environment. Thomas et al. (2002) showed the importance of building a strong foundation in a student’s native language, to better facilitate acquisition of academic English. The amount of time needed to build this foundation is five to seven years (Calderón & Cummins, 1982; Thomas et al., 2002).

Maintenance programs are also important for positive identity development for Latino students, as shown in López’s (2010) study of Latino students in disparate
educational contexts. Students enrolled in Structured English Immersion (SEI) and transitional bilingual programs in Arizona and Texas gave themselves lower scores in self-perception of scholastic competence than students enrolled in dual immersion. Findings showed the teachers in the SEI and transitional programs held subtractive theories about their EL students, whereas the teachers in the dual immersion program held additive theories regarding their EL students (López, 2010). Subtractive theories claim that students’ first language (L1) is a detriment to their success in school, whereas additive theories claim that students’ L1 are an asset that should be drawn upon to strengthen learning in L2. Clearly bilingual programs that emphasize maintenance of EL students’ native languages are more beneficial for Latino students both academically and socio-emotionally (Calderón & Cummins 1982; Genesee, Lindholm-Leary, Saunders, & Christian, 2005; Slavin & Cheung, 2003; Thomas et al., 2002), which is why ELs’ removal from these programs needs to be prevented and reasons for removal need to be examined.

Over the years, multiple studies have shown that English learners are more successful in bilingual programs than in English-only classrooms. For example:

- A meta-analysis by Willig (1985) of bilingual education research showed that “...children in the bilingual programs averaged higher than the comparison children on criterion instruments” (Willig, 1985, p. 312).

- Another meta-analysis of bilingual education research by Greene (1997) showed that “the use of at least some native language in the instruction of limited English
proficient children has moderate beneficial effects on those children relative to
their being taught only in English” (Greene, 1997, p. 103).

- Slavin and Cheung (2003) found that “existing evidence favors bilingual
approaches, especially paired bilingual strategies that teach reading in the native
language and English at the same time” (Slavin & Cheung, 2003, p. v).

are more successful when they participate in programs that are specially designed
to meet their needs (ESL, bi-lingual, etc.) than in mainstream English classrooms”

**Misconceptions**

The Latino immigrant parent population at the Choice Academy appears to hold
some misconceptions about the bilingual program at the school. Whether those
misconceptions are due to a lack of education about the program or an outside influence
remains to be seen. One main misconception seems to be that parents think the sole
purpose of the bilingual program is to teach students Spanish, when in reality the goal is
to teach them English *through* their native language, Spanish. In fact, the 90/10 model
design, which requires that English language development focus strictly on oral language
development in the first three years of the program, is supported by the latest research
that shows the importance of oral English language development first: “The development
of L2 oral language is vital to the school success of ELL students” (Gennesee, Lindholm-
Leary, Saunders, & Christian, 2005, p. 366). Also, there is a misconception among
parents that if they place their children in English-only classes, they will “learn English
faster”, which is contradicted by research: “...even students who are in all-English instruction do not begin to show higher intermediate levels of English proficiency for at least four years (i.e., grade 3 or later)” (Goldenberg, 2008, p. 12). Even the California Department of Education recognizes the need for primary language instruction for English learners, as is shown in Appendix A: Foundational Skills for English Learners (CDE, 2014). This document supports much of the research findings previously mentioned, as part of a framework that is to be implemented in all schools in California that serve English learners. Along with the Seal of Biliteracy, this seems to be a step in the right direction on behalf of the government to support bilingual education and the maintenance of students’ native languages.

There are many factors at play that influence parents’ decisions to remove their children from these programs, both at a macro- and micro-level, that must be examined.

**Research Questions**

The research questions addressed through this study are:

1. What are Latino immigrant parents’ experiences with both bilingual and English only classes?
2. What made them decide to place their children in either bilingual or English only classes?
3. How did their family and friends react to their decisions?
4. Is being bilingual and biliterate important to them, and why?
5. If they removed their child from the bilingual program, what factors affected their decision?
Limitations

Some limitations in this study include the fact that the qualitative data cannot be generalized, since every person is different and their experiences affect their responses. Also, the position of the researcher as a teacher in the bilingual program cannot be denied, so some participants may feel hindered in their responses due to this fact. The nature of the survey tool as a self-reporting device is also a limitation, since data could be skewed by inaccurate responses. Lastly, time was a factor, since this is being written as a thesis and not a full-time research project, and therefore needed to be completed within a reasonable amount of time.

Delimitations

Some of the delimitations found in this study include the focus population, which intentionally excludes other groups due to the nature of the research questions. Also, by only performing semi-structured interviews there is a limited amount of time to collect data samples, whereas a case study or ethnography could have provided a much more in-depth look at the problem.

Definition of terms

*Bilingual:* A person who can speak two languages at a functional level even if he/she may be more proficient in one than the other.

*Bilingual education:* any use of two languages in school – by teachers or students or both – for a variety of social and pedagogical purposes (National Association for Bilingual Education, 2014).

*Biliteracy:* the state of being literate in two or more languages in speech and writing.
**English-only class:** A class where English is the only mode of instruction for all students.

**English-Language learner:** A person who is in the process of acquiring English and whose first language is not English.

**Language acquisition:** The process of learning a native or a second language, without the help of a teacher.

**L1:** A person’s native language, which was learned first according to social and cultural context, also known as mother tongue.

**L2:** The second language that will be acquired by the minority language individual.

**Latino:** A person of either Mexican, Mexican-American, Chicano, Central American, or South American descent.

**Immigrant:** An individual who was not born in the U.S. but is now residing in this country.

**90/10 program:** A bilingual program usually implemented from kinder through 6th grade, where instruction begins in kinder 90% in Spanish, 10% in English, and the English portion increases by 10% each year until reaching 50% of both languages, which is maintained from fourth through sixth grade.

**Linguicism:** Prejudice based on a person’s language or manner of speaking.

**Linguistic profiling:** The analysis of a person’s speech or writing, especially to assist in identifying or characterizing an individual or particular subgroup.

**Macro-level:** On a level that is large in scale or scope, in this case society as a whole.

**Micro-level:** On a level that is small in scale or scope, in this case family or community.
Organization of the remainder of the thesis

The remainder of this thesis will present relevant literature to the problem at hand (Chapter Two), explain the methodology used (Chapter Three), how the data was collected (Chapter Four), conclusions reached and recommendations related to the research problem (Chapter Five).
Chapter Two

LITERATURE REVIEW

Introduction

Many nuances in bilingual education must be considered when performing any kind of research in this field. There are many differences in program design, purpose, demographics, setting, funding, and community support (Roberts, 1995). No two programs are exactly alike, as stated by Walker and Tedick (2000), “The unique features of particular language communities and the variety of factors that comprise a given school program...guarantee that no one program will exactly resemble another” (p. 6). Therefore, a thorough description of all components is necessary when studying a certain program. As in any educational context, racial and ethnic identities are factors that affect decision-making for all stakeholders, whether they acknowledge it or not (Solórzano & Delgado Bernal, 2001). When considering a problem such as Latino immigrant parents removing their children from a Spanish immersion program before the third grade, many factors not easily measured through surveys and test scores need to be considered (Dorner, 2011; Gerena, 2010; Palmer, 2010; Pimentel, 2011). Also, what effect does this removal have on an emerging bilingual student’s academic future and identity development? It is of utmost importance to educate parents, educators, administrators, and other stakeholders as to the nature of such programs, creating a “critical consciousness” (Freire, 1993) regarding decision-making, and the role race plays in decisions affecting student enrollment and the availability of quality bilingual programs. Critical Latino Theory is included in this discussion because it is the best perspective
from which to consider the racial factors at play in the field of urban bilingual education in the United States (Solórzano & Delgado Bernal, 2001). Also, the role of race in bilingual education, parental motivations for choosing bilingual programs, linguicism, and second language acquisition theory are discussed.

**Critical Latino Theory**

Emerging from the Critical Race Theory (CRT) of education, Critical Latino Theory (LatCrit) focuses specifically on the struggles Latino students face today in education in regard to race, phenotype, culture, identity, immigration, sexuality, and language, and the intersections of these areas (Solórzano & Delgado Bernal, 2001). As in CRT, LatCrit follows the same five basic tenets:

1. **The centrality of race and racism and intersectionality with other forms of subordination**

   This tenet shows how racism is present in education, and needs to be addressed before any kind of decision can be made involving children of color. By denying children access to education in their native language, they are in fact being subordinated by the majority language group (Nieto, 2013).

2. **The challenge to dominant ideology**

   The recent emphasis on “English only” education as the dominant ideology has been very damaging to language minority communities, affecting identity formation and academic achievement of language minority children (López, 2010).
3. The commitment to social justice

By teachers and parents advocating for their language minority students, they are showing a commitment to social justice and at the same time setting an example for their students to do the same (Dubetz & de Jong, 2011).

4. The centrality of experiential knowledge

Quality bilingual programs should have an emphasis on experiential knowledge, a proven practice in successful bilingual programs (Thomas et al., 2002). Bringing students’ experiences into the classroom helps with engagement and also helps the teachers realize the assets their students bring to the table (López, 2010; Pimentel, 2011) and helps raise student achievement.

5. The interdisciplinary perspective

A study involving a LatCrit perspective integrates various disciplines, such as sociology, psychology, history, and of course, education.

These tenets provide a structure to a study about issues involving Latino students in bilingual education, especially in regards to the role that race plays in decision making by parents, teachers, and administrators.

Role of Race

Although there were many studies available regarding parental motivations in bilingual education, not one even mentioned race as a factor in decision-making. Very few studies even examined race at all, and mostly in the context of the program. A study by Pimentel (2011) examined the racialization of language within different bilingual programs. She discovered that within a transitional bilingual program, a native Spanish
speaker’s language can be viewed as a detriment to their academic success and cause them to be labeled as “at risk,” whereas simply changing programs to a dual immersion program can change the label to “gifted” in the span of just one year, as was her experience with her own child, Quetzin (Pimentel, 2011). Even though her child was light-skinned and had fair hair, the fact that he only spoke Spanish in effect “racialized” his language and put him in the same category as his dark-skinned peers. This study also showed how a decision by a parent to change their child to a different program can change their educational experience dramatically. Pimentel also discovered that the parameters of whiteness and negative language ideologies serve to racialize students’ native languages, which can affect their long-term academic achievement. Educators must be critical of how Two-Way programs operate from a white frame of reference, and ensure that students’ native languages are used as valuable academic resources. Students’ native languages are important reflections of students’ cultural identities, not just for display.

Another study examining race in bilingual education was a qualitative ethnographic study by Palmer (2010) that showed how a dual immersion program within an urban elementary school can serve to further segregate African American students through “colorblind” educational policy that ignores the negative effect of “winnowing down” the number of white and Latino students in English-only classes (Palmer, 2010). The study involved seven parents and eight staff at the school who participated in semi-structured interviews, as well as observations of the students in the second grade dual language classroom over the course of one school year. It was discovered that there was
only one African American student and one biracial student in the focus classroom. The study revealed unexamined biases of teachers in the English-only classes toward their African American students, as well as among other school staff regarding African American students’ abilities to participate in the dual immersion program. The mainstream teachers’ and other school personnel’s attitudes regarding who is suitable for TWI seemed to affect the low enrollment of African-American students in the program. This study highlighted the reasons why a race-conscious approach is needed when studying bilingual programs.

**Parental Motivations**

Many studies have been done involving the reasons parents choose bilingual education for their children, especially dual immersion programs. In 2011, Dorner completed a three-year ethnographic study exploring Mexican immigrant families’ journeys toward understanding educational policies and choosing bilingual programs (Dorner, 2011). The participants included six Mexican immigrant families with children enrolled in a Two-Way Spanish immersion program in a large, diverse, resource-rich suburb of Chicago. Theories of life course and sense-making with a developmental approach were used. The experiences of the families with differing experiences with Transitional bilingual education and Two-Way immersion were compared through domain analysis charts and case study portraits. The families’ developmental timing, life course situation and educational choices were analyzed to compare their sense-making of educational policies and bilingual programs. Dorner discovered that how families make
sense of Two-Way immersion is shaped by their historical time/place and developmental timing.

Another ethnographic study by Gerena examined parental rationales, values, and motivational constructs in a dual immersion setting (Gerena, 2010). The participants included the parents of 15 children who had participated in an urban dual immersion program in Southern California. The parents were either native Spanish speakers, native English speakers, or came from Spanish speaking backgrounds but had lost the language themselves. The data were collected through focus groups, parent satisfaction surveys and participant observations. Responses were analyzed as either mutually held (both sets of parents), culture specific (Spanish-speaking parents), or utilitarian (English-speaking parents). Gerena discovered that the groups of parents differed in their motivations for enrolling their children in the bilingual program. The findings showed that the Spanish-speaking parents wanted to maintain their heritage through the program and future job opportunities, whereas the English-speaking parents desired that their children be exposed to more cultures and also have an advantage for future job opportunities.

There are studies that show the number one reason for choosing bilingual education among Latino parents is heritage preservation (Farruggio, 2010; Whiting & Feinauer, 2011), although there is some variation among this group depending on where their children are actually placed. According to a mixed-methods study by Farruggio, Latino immigrant parents feel the most strongly about heritage preservation, and that a high level of heritage support correlates to the families’ location in Latino immigrant communities as well as the parents’ awareness of their own sociopolitical context
Farruggio examined different groups of Latino parents, some who had children in bilingual education and some who were in English-only programs. He found that the parents who had children in bilingual programs felt the school should play a role in heritage preservation, whereas those parents of children in English-only programs did not feel it was the schools’ responsibility to help maintain heritage.

Whiting and Feinauer discovered that second-generation Latinos also want their children to recover some of the language and culture they themselves may have lost (Whiting & Feinauer, 2011). Some people also have the misperception that Latino immigrant parents are not involved in decision making regarding their children’s education, but a study by Dorner (2011) showed otherwise. She discovered that many Latino immigrant parents actively seek out information about the programs that are available, although not always through the avenues one might think (Dorner, 2011). Most of the parents found out about the bilingual programs by word of mouth, or through informal conversations with school staff. However, this can be problematic if the parents are in an area that does not have a high concentration of Latinos or cannot communicate with school staff.

**Linguicism**

One reason why some Latino immigrant parents choose to place their children in English-only classes could be fear of their children experiencing linguicism. Linguicism is a form of linguistic discrimination based on an individual’s use of language (Medvedeva, 2010). In her article, Medvedeva (2010) stated that “perceived discrimination may also have a direct impact on English language proficiency by drawing
boundaries between social groups” (p.942). Latino immigrant parents’ desire for their children to learn English “as quickly as possible” may be an attempt to avoid being discriminated against in the future based on an accent when speaking English. Unfortunately, this choice is made by parents without knowledge about how children’s language development occurs, and may even make the likelihood of future linguicism greater, since research has shown that the best placement for English learners is native language instruction (Genesee, Lindholm-Leary, Saunders, & Christian, 2005) to increase academic achievement. Medvedeva’s research showed that students with lower academic achievement level also perceived more linguistic discrimination, despite the fact that they spoke English “well” according to self-reported ratings.

**Second Language Acquisition Theory**

There have been many studies performed in the past 30 years regarding how children acquire a second language. As Calderón and Cummins (1982) stated, “The term acquisition means learning a language without the benefit of a teacher, and the term learning means learning with a teacher” (p. 23). Some of the more important findings pertain to academic language versus conversational language, called “CALP” (Cognitive/Academic Language Proficiency, also known as “academic language”) and “BICS” (Basic Interpersonal Communicative Skills, otherwise known as “social language”), respectively. In the same article, Calderón and Cummins (1982) stated that everyone develops BICS in a second language fairly quickly (about two years), but that developing CALP can take five to ten years. Calderón and Cummins also showed the “iceberg model”, which illustrates his theory of “CUP” (Common Underlying
Proficiency), which affirms that people maintain knowledge about content areas and are able to express it in any language; they do not have to “re-learn” it. This is important in the case of bilingual education, since students can learn important content and skills in their native language (L1), which they are later able to express in their second language (L2). Also, many people including parents, teachers and school staff may be “fooled” by a student who may have strong BICS, yet struggles with their academic achievement due to their lack of CALP, which can lead them to think that the child does not need language support anymore.

Summary

Given the scarcity of studies examining the role of race in bilingual education and parental decision making, an in-depth study is needed to discover what role race plays in parents choosing either bilingual programs or English-only programs and the consequences of those decisions. There is also no research involving students who left immersion programs before third grade and the effect this could possibly have on their future academic achievement as well as identity development. A mixed-methods study to collect social demographic data, academic achievement data, enrollment data, and qualitative data would help provide a clearer picture of the dynamics at play in parental decision making regarding bilingual programs. This in turn would help schools and administrators have an honest and open dialogue around race as a factor when educating parents and teachers about bilingual programs when attempting to provide the best education possible for our most neglected students. As shown by all the aforementioned research, the best possible choice for academic success and positive identity formation
for Latino students is 90/10 maintenance bilingual programs, which is why a focus on
race is necessary to shed light on the factors involved and to prevent the removal of
students from such a beneficial program.
Chapter Three

METHODOLOGY

Overview

A mixed methods phenomenological approach was used for this research to obtain both quantitative data through an attitude survey, as well as qualitative data through more in-depth responses from parents about the factors involved in their decisions about their children’s educational placement. The phenomenon being analyzed was the parents’ experience with their children being enrolled in both English-only classes and bilingual classes.

Setting

The Choice Language Academy is located in an urban school district in Northern California, in an area that has a high immigrant population, and has experienced a demographic shift in the last 15 years. The percentage of Hispanic/Latinos in the Choice Academy zip code increased from 23.8% in 2000 to 33.6% in 2010, 28% being of Mexican origin, and the percentage of families at or below the poverty level was 24.5% in 2012 (U.S. Bureau of Statistics, 2012). The school has approximately 360 students, half of which participate in the 90/10 bilingual program and the other half participate in English-only classes. The total percentage of English learners at Choice Academy is approximately 85%, and is even higher in the 90/10 strand where it is usually between 90-100% in the K-2 classrooms. The English learner population is approximately 95% Latino.
Researcher’s Positionality

This researcher has been working at the Choice Language Academy for over seven years, teaching first grade in the 90/10 bilingual program. This researcher has a unique positionality in that she has a Euro-American appearance, but speaks Spanish with a native level of fluency. She is also very familiar with the Mexican immigrant culture, due to the fact that she is married to a Mexican immigrant and lives with extended family members who have close ties to Mexico. Through home visits and open communication with parents, this researcher has witnessed first-hand the struggles Latino immigrant parents face when making decisions about their children’s educational placement.

Hypothesis

This study is based on the hypothesis that linguicism in American society plays a role in Latino immigrant parental decisions about their children’s placement in school. Latino immigrant parents want their children to learn English “as fast as possible” so they will not struggle in the future with school or finding a job. The choice to place their children in English-only classes is often made at the risk of the children not being successful in school (López, 2010). The pressures Latino immigrant parents may feel even within their own families and communities cause them to place their children in English-only classes, even when they themselves may not speak English fluently and struggle greatly to support their children with their schoolwork.

Population and Sample

The sample was selected purposefully, through this researcher’s history and experience with families at the research site. First, a survey was sent to all parents of
currently enrolled students (approximately 360), of which 92 were returned. The surveys were sent home with those students whose parents returned the written consent form, with a note saying to return the survey either to their child’s teacher or to myself since I work on site. Second, the prospective interviewees were contacted by phone to explain the purpose of the research and to make an appointment to visit them in their homes or at another location to go over the confidentiality agreement and to perform the interview. The criterion for selection was having experience with the bilingual program at Choice Academy, one who had remained in program and two who had removed their children before third grade. The interviewees were selected through knowledge that this researcher had from working in the bilingual program of parents who had removed their children before third grade, and contact information was obtained through acquaintances of the interviewees. Finally, the interviews were audio recorded and later transcribed.

**Design of the Study/Data Collection**

The study design is mixed methods phenomenological research. First, the quantitative method was used to analyze survey data for relationships between parent demographics and parental attitudes toward bilingual education and decisions about placement. Second, the qualitative method was needed to perform semi-structured interviews of parents that removed their children from the bilingual program before third grade, to be able to investigate more in-depth the motivations behind their decisions and look for any common themes (Merriam, 2009).

The data will be protected by keeping any surveys, student enrollment data, transcriptions, and audio recordings under lock and key in a file cabinet on site. The
surveys were sent home with an unmarked envelope to ensure security of the data upon
being returned to the students’ teachers. The data will only be handled and accessible by
this researcher, and any identifying characteristics were blacked out or coded to prevent
any breach of confidentiality. The data will be retained for seven years, upon which time
it will be destroyed.

Quantitative Data Analysis

Two different non-parametric tests were used to analyze the survey data, the
Kruskal-Wallis and the Mann-Whitney U-test. The demographic questions that had only
two options (dichotomous) were correlated with the attitude questions (#9-17) using the
Mann-Whitney U-test. The other demographic questions that had more than one option
were correlated with the attitude questions using the Kruskal-Wallis test; subsequently a
Mann-Whitney U-test with a Bonferroni adjustment was needed to determine the
categories that were statistically significant (Gall, Gall, & Borg, 2010; Pallant, 2010).

The Mann-Whitney non-parametric U-test was used to analyze the demographic
survey questions one, two, and five along with survey questions nine through 17. The
dependent variables were the attitude survey questions (9-17), and the independent or
grouping variables were the demographic survey questions (1-8). Of the attitude survey
questions (9-17), those that showed statistical significance along were then analyzed to
find the median Likert scale responses according to the groupings. Also, frequencies
were ran for the attitude questions that showed significance, excluding the responses
from the English-only group to focus on the responses from the parents whose children
are in the bilingual classes.
The Kruskal-Wallis one-way analysis of variance was used to analyze the demographic survey questions with more than one group (questions 3, 4, 6, 7, & 8) along with the attitude survey questions (9-17). Again, the independent or grouping variables were the demographic survey questions and the dependent variables were the attitude questions. After finding the effects for the attitude questions, a Bonferroni correction was used to pinpoint exactly which category was significant for each question. The number of comparisons needed for each question was calculated using the equation $G^2 = \frac{G}{2}$. The p value for each question was then calculated by dividing .05 by the number of comparisons needed for each question. Finally, Mann-Whitney U-tests were performed on each pair of comparisons for each attitude survey question that showed significance.

**Qualitative Data Analysis**

A phenomenological ethnographic approach was used in this study to document the attitudes of parents of children enrolled in the Choice Academy, as well as Latino immigrant parents who removed their children from the bilingual program at Choice Academy before third grade. The target population for the qualitative portion of the study was Latino immigrant parents, and the phenomenon they experienced was having their children enrolled in the bilingual program. Four semi-structured interviews were conducted with the parents in Spanish, three of which had removed their children from the program and one who had her children in the program from kindergarten to sixth grade, to compare their responses regarding the bilingual program and the factors behind their decisions to either stay in the program or remove their children from the program.
Chapter Four

DATA ANALYSIS AND FINDINGS

In this chapter, the frequencies of the demographic data collected from the surveys will be presented first to provide a frame of reference for the results. Then, the research questions and hypothesis will be restated, followed by the quantitative data section and the qualitative data section, respectively.

**Demographic Data**

The survey contained eight questions designed to obtain important demographic information from the parents of students currently enrolled at the Choice Academy. The surveys were translated to Spanish as well. The questions were as follows:

1. Which class is/are your child(ren) in?
2. Are you male or female?
3. What is your age range?
4. What is your ethnicity?
5. Were you born outside of the U.S.?
6. If you were born outside of the U.S., at what age did you come to the U.S.?
7. If you were born outside of the U.S., how many years have you been in the U.S.?
8. What is your highest education level?

The survey data was analyzed using SPSS, and the frequencies of the demographic questions was analyzed first. A total of 92 surveys were completed and returned, of which 20 were completed in English and 72 in Spanish. Of the 20 surveys completed in English, only three were from parents whose children were in the bilingual
program, and 17 were from the English-only classes. Of the 72 surveys completed in English, only five were from the English-only classes, and 67 were from the bilingual classes. Approximately 77% of all the surveys were from parents whose children are in the bilingual program, and 23% were from the English only classes (Table 1). The Chi Square indicated a significant difference between bilingual (76%) and English-only (23%), $\chi^2 (1, N = 91) = 26.385, p < .05$. Approximately 30% of the respondents were male and 70% were female (Table 2). The Chi Square indicated a significant difference between male (30%) and female (70%), $\chi^2 (1, N = 92) = 14.087, p < .05$.

Table 1  
*Question 1: Educational Placement*

<table>
<thead>
<tr>
<th>Placement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual</td>
<td>70</td>
<td>76.1</td>
</tr>
<tr>
<td>English only</td>
<td>21</td>
<td>22.8</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>98.9</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 2  
*Question 2: Gender of Respondent*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>28</td>
<td>30.4</td>
</tr>
<tr>
<td>Female</td>
<td>64</td>
<td>69.6</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Upon receiving the surveys, it became apparent that the Spanish translation of question three was a bit confusing, since some parents wrote on the survey whether the question
was directed to them or their child, therefore the data may be skewed. According to the responses, 27% of the respondents were under 18 years of age, 4% were between 18 and 24, 19% were between 25 and 30, 35% were between the ages of 31 and 41, 12% were between 42 and 52, and 3% were over 52 years old (Table 3). However, due to the ambiguity of the Spanish translation, some of the respondents thought the question referred to the age of their child, which explains the high number of respondents showing as under 18 years of age. In the English version of the survey, the question stated, “What is your age range?”, and the Spanish translation that was used stated “¿Cuál es su edad?” In Spanish, the pronoun “su” can refer to either a third person or the formal “you”, which led some respondents to believe the question referred to their children.

Table 3  
Question 3: Age of Respondent

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>25</td>
<td>27.2</td>
</tr>
<tr>
<td>18-24yrs</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>25-30yrs</td>
<td>17</td>
<td>18.5</td>
</tr>
<tr>
<td>31-41yrs</td>
<td>32</td>
<td>34.8</td>
</tr>
<tr>
<td>42-52yrs</td>
<td>11</td>
<td>12.0</td>
</tr>
<tr>
<td>52+yrs</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The survey also showed that 1% of the respondents were Caucasian, 3% were Black/African American, 89% Hispanic/Latino, 4% Asian, and 1% Other (Table 4). The Chi Square indicated a significant difference between Caucasian (3%), Black/African
American (3%), Hispanic/Latino (89%), Asian (4%), and Other (1%), $\chi^2 (4, N = 91) = 279.934, p < .05.$

Table 4

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Black</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>Latino</td>
<td>82</td>
<td>89.1</td>
</tr>
<tr>
<td>Asian</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>98.9</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the 92 respondents, approximately 85% were born outside of the U.S. and 15% were born in the U.S. (see Table 5). The Chi Square indicated a significant difference between not born in the U.S. (85%) and born in the U.S. (15%), $\chi^2 (1, N = 91) = 44.522, p < .05.$

Table 5

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>78</td>
<td>84.8</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>15.2</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of those that were born outside of the U.S., approximately 12% arrived in the U.S. before the age of ten, 17% between the ages of 11 and 18, and 46% over 19 years of age (Table 6). The Chi Square indicated a significant difference between born in the U.S. (23%),
before ten years old (12%), between 11 and 18 (17%), and over 19 years old (46%), \( \chi^2 (3, N = 91) = 24.756, p < .05. \)

Table 6

<table>
<thead>
<tr>
<th>Question 6: Age of Arrival to U.S. of Respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Not born outside U.S.</td>
</tr>
<tr>
<td>Under 10yrs old</td>
</tr>
<tr>
<td>Between 11 and 18yrs old</td>
</tr>
<tr>
<td>Over 19 years old</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Missing</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Also, of those that were born outside of the U.S., none had been in the country for less than a year, approximately 5% had been in the U.S. for 1-5 years, 12% for 6-10 years, 40% for 11-20 years, and 20% had been on the U.S. for over 20 years (see Table 7). The Chi Square indicated a significant difference between born in the U.S. (23%), one to five years (5%), six to ten years (12%), 11 to 20 years (40%), and over 20 years (20%), \( \chi^2 (4, N = 92) = 31.913, p < .05. \)
Table 7

Question 7: Number of Years Residing in U.S.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not born outside U.S.</td>
<td>21</td>
<td>22.8</td>
</tr>
<tr>
<td>1-5yrs</td>
<td>5</td>
<td>5.4</td>
</tr>
<tr>
<td>6-10yrs</td>
<td>11</td>
<td>12.0</td>
</tr>
<tr>
<td>11-20yrs</td>
<td>37</td>
<td>40.2</td>
</tr>
<tr>
<td>20+yrs</td>
<td>18</td>
<td>19.6</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The last demographic question showed that approximately 22% of the respondents’ highest education level was elementary school, 23% only completed secondary school (middle school), 26% completed high school, 22% had some college/vocational school, 2% completed a bachelor’s degree, 2% completed a master’s degree, and 2% completed a doctoral degree (see Table 8). The Chi Square indicated a significant difference between elementary (22%), secondary (23%), high school (26%), some college (22%), bachelor’s (2%), master’s (2%), and doctorate (2%), $\chi^2 (6, N = 91) = 49.692, p < .05$. 
Table 8

*Question 8: Education Level of Respondent*

<table>
<thead>
<tr>
<th>Education level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>20</td>
<td>21.7</td>
</tr>
<tr>
<td>Secondary</td>
<td>21</td>
<td>22.8</td>
</tr>
<tr>
<td>High School</td>
<td>24</td>
<td>26.1</td>
</tr>
<tr>
<td>Some college</td>
<td>20</td>
<td>21.7</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Master's</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Doctorate</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>98.9</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Research Questions**

The research questions that will be addressed through this study are:

1. What are Latino immigrant parents’ experiences with both bilingual and English only classes?
2. What made them decide to place their children in either bilingual or English only classes?
3. How did their family and friends react to their decisions?
4. Is being bilingual and biliterate important to them, and why?
5. If they removed their child from the bilingual program, what factors affected their decision?
Hypothesis

This study is based on the hypothesis that linguicism in American society plays a role in Latino immigrant parental decisions about their children’s placement in school. Latino immigrant parents want their children to learn English “as fast as possible” so they will not struggle in the future with school or finding a job. The pressures Latino immigrant parents may feel even within their own families and communities cause them to place their children in English-only classes, even when they themselves may not speak English fluently and struggle greatly to support their children with their schoolwork.

Quantitative Data

The first eight questions on the survey were designed to collect pertinent demographic data from the respondents. Questions nine through 17 were designed to assess the perceptions of the respondents regarding bilingualism and the role of language. The independent variables in this portion of the study were the demographic survey questions presented before, and the dependent variables were the Likert-scale responses to the following attitude/perception survey questions:

9. When learning English, students should not be allowed to speak in their native language.

10. Bilinguals are more intelligent than those who are not.

11. It is important to know English without an accent to succeed in the America.

12. Those who do not become fluent in English will not succeed in America.

13. English is the official language of the U.S.

14. In the U.S, students should only be allowed to speak English in the classroom.
15. English is a difficult language to learn.

16. English is the most common language in the world.

17. Bilingual classes help students to learn English.

The quantitative data from questions nine through 17 will be presented using the demographic survey questions as a framework.

**Educational Placement**

The first demographic survey questions asked whether the respondent’s child was currently enrolled in the bilingual class or the English-only class at Choice Academy. Using the Mann-Whitney $U$-test, the responses showed that the two groups differed significantly on question 12, “Those who do not become fluent in English will not succeed in America” ($U=520.5$, $Z=-2.013$, $p=.044$, $N=90$) (see table 9). A subsequent test of medians showed a value of $Mdn=2$ (disagree) for both groups (see table 10).

**Table 9**  
**Mann-Whitney U-test: Class**

<table>
<thead>
<tr>
<th></th>
<th>Q12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann-Whitney U</td>
<td>520.500</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>751.500</td>
</tr>
<tr>
<td>$Z$</td>
<td>-2.013</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.044*</td>
</tr>
</tbody>
</table>

Note. *$=p \leq .05$  
a. Grouping Variable: Class
Table 10

Medians for Class

<table>
<thead>
<tr>
<th>Group</th>
<th>Class</th>
<th>N</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bilingual</td>
<td>69</td>
<td>2.000</td>
</tr>
<tr>
<td>2</td>
<td>English only</td>
<td>21</td>
<td>2.000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>90</td>
<td>2.000</td>
</tr>
</tbody>
</table>

Descriptive frequencies for each group showed the bilingual group mostly disagreed with the statement (strongly disagree/disagree 52%, strongly agree/agree 32%, N=69) (see table 11), while the English-only group disagreed even more (strongly disagree/disagree 76%, strongly agree/agree 14%, N=21) (see table 12) with the statement “Those who do not become fluent in English will not succeed in America”.

Table 11

Frequencies for Question 12: Bilingual (group 1)

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>14</td>
<td>20.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>22</td>
<td>31.4</td>
</tr>
<tr>
<td>Undecided</td>
<td>11</td>
<td>15.7</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>21.4</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>98.6</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 12
*Frequencies for Question 12: English Only (group 2)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The difference between the responses of the bilingual group and the English only group could be explained by the experiences the parents in the bilingual group, who are almost entirely Latino immigrants, have had since they arrived in this country. Possible hardships they may have faced due to not speaking English fluently could have affected their perspective, while the parents from the English only group may not have had the same negative experiences. Therefore, they may feel that not speaking English fluently would be not an obstacle to being successful in the United States.

**Gender**

The second demographic question asked for the respondent’s gender. Again, the Mann-Whitney U-test showed that the two groups differed significantly on question 12 ("Those who do not become fluent in English will not succeed in America") ($U=634.5$, $Z=-2.062$, $p=.039$, N=91) (see table 13). A subsequent test of medians showed a value of $Mdn=2$ (disagree) for both groups (see table 14).
Table 13
*Mann-Whitney U-test: Gender*

<table>
<thead>
<tr>
<th>Q12</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann-Whitney U</td>
<td>634.500</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>2714.500</td>
</tr>
<tr>
<td>Z</td>
<td>-2.062</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.039*</td>
</tr>
</tbody>
</table>

Note. *=p ≤ .05
a. Grouping Variable: Gender

Table 14
*Medians for Gender*

<table>
<thead>
<tr>
<th>Group</th>
<th>Gender</th>
<th>N</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>27</td>
<td>2.000</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>64</td>
<td>2.000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>91</td>
<td>2.000</td>
</tr>
</tbody>
</table>

Descriptive frequencies for each group showed that males mostly disagreed with the statement (strongly disagree/disagree 54%, strongly agree/agree 39%, N=27) (see table 15), and females disagreed even more (strongly disagree/disagree 59%, strongly agree/agree 22%, N=64) (see table 16) with the statement “Those who do not become fluent in English will not succeed in America”.
Table 15
*Frequencies for Question 12: Males (group 1)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>50.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>28.6</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>10.7</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>96.4</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 16
*Frequencies for Question 12: Females (group 2)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>21</td>
<td>32.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>26.6</td>
</tr>
<tr>
<td>Undecided</td>
<td>12</td>
<td>18.8</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>15.6</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The difference between the responses of the male and female participants could be explained by the experiences each group has had in this country. Since the majority of the participants were Latino immigrants, due to cultural factors the females are usually limited to interactions with other Latinas, whereas the males may encounter more
hardships in their jobs due to a lack of English fluency. This supports the hypothesis of this study, which states that linguicism in the U.S. is a factor in Latino immigrant parents’ decisions regarding their children’s education. If the husbands do not agree with placing their children in the bilingual program, it can cause friction within the family which can lead to the children being removed from the program.

**Place of Birth**

The fifth demographic question asked if the respondent was born outside of the United States. A Mann-Whitney U-test showed that the two groups differed significantly on questions 11, 12, and 13 (see table 17).

<table>
<thead>
<tr>
<th>Table 17</th>
<th>Mann-Whitney U-test: Born outside U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Q11</td>
</tr>
<tr>
<td>Mann-Whitney U</td>
<td>360.000</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>465.000</td>
</tr>
<tr>
<td>Z</td>
<td>-2.021</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.043*</td>
</tr>
</tbody>
</table>

Note. *=p ≤ .05
a. Grouping Variable: Place of Birth

For the place of birth independent variable, the Mann-Whitney results showed a significant difference on question 11 (“It is important to know English without an accent to succeed in the America”) (U=360.0, Z=-2.021, p=.043, N=90). A subsequent test of medians indicated a difference between the groups on question 11 (see table 18).
Table 18

*Medians for Born outside U.S.*

<table>
<thead>
<tr>
<th>Group</th>
<th>Born outside U.S.</th>
<th>Q11</th>
<th>Q12</th>
<th>Q13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>N 76</td>
<td>77</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>2.000</td>
<td>2.000</td>
<td>4.000</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>N 14</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>1.000</td>
<td>1.000</td>
<td>4.000</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>N 90</td>
<td>91</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>2.000</td>
<td>2.000</td>
<td>4.000</td>
</tr>
</tbody>
</table>

Descriptive frequencies for each group showed that those born outside of the U.S. mostly disagreed (strongly disagree/disagree 64%, N=76) (see table 19), and those born in the U.S. disagreed even more (strongly disagree/disagree 74%, N=14) (see table 20) with the statement “It is important to know English *without an accent* to succeed in the America”.

Table 19

*Frequencies for Question 11: Born Outside U.S. (group 1)*

<table>
<thead>
<tr>
<th>Q11</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>15</td>
<td>19.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>36</td>
<td>46.2</td>
</tr>
<tr>
<td>Undecided</td>
<td>15</td>
<td>19.2</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>10.3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>97.4</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 20

Frequencies for Question 11: Born in U.S. (group 2)

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>57.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>28.6</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The difference between the responses of those who were born in the U.S. and those who were born outside of the U.S. could also be explained by the experiences the groups may have had in this country. Once again, those born in the U.S. may not have experienced the same hardships as those not born in the U.S. due to their accent in English. Approximately 13% of those parents who were not born in the U.S. agreed with the statement, which reflects the negative experiences this group may have had due to their accent in English. This also confirms the hypothesis of linguicism being a factor in Latino immigrant parents’ attitudes toward bilingual education, especially since they do not want their children to speak English with an accent.

For the place of birth independent variable, the Mann-Whitney results also showed a statistically significant difference between the groups on question 12, “Those who do not become fluent in English will not succeed in America” ($U=334.0$, $Z=-2.332$, $p=.02$, $N=91$) (see table 16). A subsequent test of medians showed $Md_{n}=2$ (disagree) for the group born outside of the U.S. and $Md_{n}=1$ (strongly disagree) for those born in the U.S. (see table 18). Descriptive frequencies showed that those born outside the U.S.
mostly disagreed with the statement (strongly disagree/disagree 65%, N=76) (see table 21) and those born in the U.S. disagreed even more (strongly disagree/disagree 71%, N=14) (see table 22).

Table 21

<table>
<thead>
<tr>
<th>Q12</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>57.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 22

<table>
<thead>
<tr>
<th>Q12</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>14</td>
<td>17.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>29</td>
<td>37.2</td>
</tr>
<tr>
<td>Undecided</td>
<td>11</td>
<td>14.1</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>20.5</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>9.0</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>98.7</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The difference between those parents born in the U.S. and those born outside of the U.S. in their responses to the statement “Those who do not become fluent in English
will not succeed in America” could be due to the same factors as question 11, since not being fluent in English and speaking English with an accent can lead to negative experiences for people in this country. Once again, 71% of those parents who were born in the U.S. disagreed, while almost 30% of those parents born outside of the U.S. agreed with the statement, which reflects the belief of immigrants coming to this country that speaking English with native-like fluency is key to being successful in this country. Once again, this confirms the hypothesis of linguicism being a factor in Latino immigrant parents’ decisions about their children’s education, since it seems logical that the more English a child is taught the better and faster they will learn it, which may not always be the case.

Finally, the Mann-Whitney results showed a statistically significant difference for question 13: “English is the official language of the U.S.” (U=327.0, Z=-2.185, p=.029, N=91) (see table 17). A subsequent test of medians showed $Mdn=4$ (agree) for both groups (see table 18). Descriptive frequencies showed that those not born in the U.S. mostly agreed with the statement (strongly agree, agree 80%, N=76) (see table 23), and those born in the U.S. mostly agreed, but to a much lesser degree (strongly agree/agree 50%, N=14) (see table 24).
Table 23
*Frequencies for Question 13: Born outside U.S. (group 1)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>11.5</td>
</tr>
<tr>
<td>Undecided</td>
<td>6</td>
<td>7.7</td>
</tr>
<tr>
<td>Agree</td>
<td>36</td>
<td>46.2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>26</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 24
*Frequencies for Question 13: Born in the U.S. (group 2)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>28.6</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>42.9</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>92.9</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The difference between the responses of those parents who were born in the U.S. and those who were not regarding the statement “English is the official language of the U.S.” could be due to the fact that those who come to this country not speaking English are painfully aware of the importance of English in this country. Those who are born in
this country might not be as aware of the prominence of English in this country, due to the fact that they have always been surrounded by it. This confirms the hypothesis that linguicism is a factor in Latino immigrant parents’ decisions about their children’s education, since they are demonstrating an awareness of the importance of English in society, which in turn devalues languages other than English.

Age of Arrival

The sixth demographic question asked the age of the respondent upon arrival in the United States. A Kruskal-Wallis one-way ANOVA showed that the groups differed significantly on questions 10, 11, 12, and 15 (see table 25).

Table 25
*Kruskal-Wallis: Age of Arrival to U.S.*

<table>
<thead>
<tr>
<th></th>
<th>Q10</th>
<th>Q11</th>
<th>Q12</th>
<th>Q15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>13.803</td>
<td>13.969</td>
<td>12.892</td>
<td>7.932</td>
</tr>
<tr>
<td>df</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.003*</td>
<td>.003*</td>
<td>.005*</td>
<td>.047*</td>
</tr>
</tbody>
</table>

Note. *=p ≤ .05
a. Grouping Variable: Age of Arrival

For the independent variable age of arrival, the Kruskal-Wallis results showed a significant difference on question 10: “Bilinguals are more intelligent than those who are not” (H=13.803, df=3, p=.003, N=92) (see table 25). Then a Mann-Whitney U test (with a Bonferroni adjustment .05/4 = p≤.0125) indicated a statistically significant difference occurred between groups two and four (before 10 years old and after 19 years old, respectively) (U=88.0, Z=-3.208, p=.001, N=58) (see table 26). A test of medians was
performed on the group pairs for question 10, indicating a difference between groups two and four (see table 27).

Table 26

**Mann-Whitney U-test: Age of Arrival, Groups 2 (<10 y.o.) & 4 (over 19 y.o.)**

<table>
<thead>
<tr>
<th></th>
<th>Q10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann-Whitney U</td>
<td>88.000</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>154.000</td>
</tr>
<tr>
<td>Z</td>
<td>-3.208</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.001*</td>
</tr>
</tbody>
</table>

Note. * = \( p \leq .0125 \)
a. Grouping Variable: Age of Arrival, Groups 2&4

Table 27

**Medians for Age of Arrival to U.S.**

<table>
<thead>
<tr>
<th>Group</th>
<th>Age-of-arrival</th>
<th>Q10</th>
<th>Q11</th>
<th>Q12</th>
<th>Q15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not born outside U.S.</td>
<td>N 21</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>2.000</td>
<td>1.000</td>
<td>1.000</td>
<td>2.000</td>
</tr>
<tr>
<td>2</td>
<td>Before 10 y.o.</td>
<td>N 11</td>
<td>11</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>1.000</td>
<td>2.000</td>
<td>2.000</td>
<td>2.000</td>
</tr>
<tr>
<td>3</td>
<td>Between 11 and 18 y.o.</td>
<td>N 16</td>
<td>15</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>3.000</td>
<td>2.000</td>
<td>2.000</td>
<td>2.000</td>
</tr>
<tr>
<td>4</td>
<td>Over 19 y.o.</td>
<td>N 42</td>
<td>41</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>4.000</td>
<td>2.000</td>
<td>3.000</td>
<td>3.000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>N 90</td>
<td>88</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>3.000</td>
<td>2.000</td>
<td>2.000</td>
<td>2.000</td>
</tr>
</tbody>
</table>

Descriptive frequencies showed that those who arrived in the U.S. before ten years old mostly disagreed with the statement “Bilinguals are more intelligent than those
who are not” (strongly disagree/disagree 73%, N=11), while those who arrived in the U.S. after 19 years of age mostly agreed (strongly agree/agree 57%, N=42).

Table 28  
*Frequencies for Question 10: Before 10 Years Old (group 2)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>54.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 29  
*Frequencies for Question 10: Over 19 Years Old (group 4)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>11.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>19.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>5</td>
<td>11.9</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>28.6</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>28.6</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The difference in responses to the statement “Bilinguals are more intelligent than those who are not” between those who arrived in the U.S. before ten years old and those who arrived after 19 years old could be explained by the fact that most children who come to this country before ten years of age assimilate more easily through schooling, and may even lose some of their native language, whereas those who arrive after 19 years
of age are more likely to retain their native language and culture since they are beyond school age. Those who arrived at a younger age may not see as much value in being bilingual, whereas those who were older may value bilingualism more. This confirms the hypothesis of linguicism in American society being a factor in Latino immigrant parents’ decisions, since those who have apparently been more assimilated into American society do not see being bilingual as an advantage, which is reflected in their disagreement with the above statement.

For the independent variable age of arrival, the Kruskal-Wallis results showed a significant difference on question 11: “It is important to know English **without an accent** to succeed in the America” (H=13.969, df=3, p=.003, N=90) (see table 25). Then a Mann-Whitney U-test (with a Bonferroni adjustment .05/4 = .0125) indicated that statistically significant differences occurred between groups one and four (born in U.S. and over 19 years old, respectively) (U=205.5, Z=-3.508, p=.000, N=62) (see table 30).

Table 30

<table>
<thead>
<tr>
<th></th>
<th>Q11</th>
<th>Q12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann-Whitney U</td>
<td>205.500</td>
<td>217.000</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>436.500</td>
<td>448.000</td>
</tr>
<tr>
<td>Z</td>
<td>-3.508</td>
<td>-3.370</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.000*</td>
<td>.001*</td>
</tr>
</tbody>
</table>

Note. *=p ≤ .0125
a. Grouping Variable: Age of Arrival, Groups 1&4
A test of medians was performed on the group pairs for question 11, indicating a difference between groups one and four (see table 27). Descriptive frequencies showed that those born in the U.S. almost entirely disagreed on the statement “It is important to know English without an accent to succeed in the America” (strongly disagree/disagree 81%, N=21) (see table 31), while those who arrived after 19 years of age also disagreed but to a lesser degree (strongly disagree/disagree 56%, N=42) (see table 32).

Table 31  
Frequencies for Question 11: Born in U.S. (group 1)

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 32  
Frequencies for Question 11: Over 19 Years Old (group 4)

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>9.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>19</td>
<td>45.2</td>
</tr>
<tr>
<td>Undecided</td>
<td>11</td>
<td>26.2</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>11.9</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>97.6</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The difference in responses of those parents who were born in the U.S. and those who arrived after 19 years of age to the statement “It is important to know English without an accent to succeed in the America” reflects the perception that speaking English with an accent is an obstacle to being successful in American society. Those parents who were born here may not be aware of the difficulties faced by immigrants who speak English with an accent, which is evidence of linguicism in American society.

For the independent variable age of arrival, the Kruskal-Wallis results showed a significant difference on question 12: “Those who do not become fluent in English will not succeed in America” (H=12.892, df=3, p=.005, N=91) (see table 25). Then a Mann-Whitney U-test (with a Bonferroni adjustment .05/4 = ≤.0125) indicated that statistically significant differences occurred between groups one and four (born in the U.S. and over 19 years old, respectively) (U=217.0, Z=-3.370, p=.001, N=63) (see table 30).

A test of medians was performed on the group pairs for question 12, indicating a difference between groups one and four (see table 27). Descriptive frequencies showed that those born in the U.S. almost entirely disagreed with the statement (strongly disagree/disagree 81%, N=21) (see table 33), while those who arrived after 19 years of age were almost equally divided on the issue (strongly disagree/disagree 45%, strongly agree/agree 38%, N=42) (see table 34).
Table 33  
*Frequencies for Question 12: Born in U.S. (group 1)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>11</td>
<td>52.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 34  
*Frequencies for Question 12: Over 19 Years Old (group 4)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>31.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>7</td>
<td>16.7</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>28.6</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The difference between the responses to the statement “Those who do not become fluent in English will not succeed in America” of those parents who were born in the U.S. and those who arrived after 19 years old could be explained by the same factors as question 11, since speaking English without an accent and speaking English fluently are closely related. However, it is possible to speak English very fluently but with an accent, therefore the fact that those parents who arrived after 19 years of age were almost equally divided on the issue confirms the hypothesis of linguicism being a factor in Latino
immigrant parents’ educational decisions. This group of parents seems to be divided on the issue, which shows the influence of how much English is valued in this country that immigrants feel they cannot be successful unless they master the language.

Finally, for the independent variable age of arrival, the Kruskal-Wallis results showed a significant difference on question 15: “English is a difficult language to learn” (H=7.932, df=3, p=.047, N=91) (see table 25). Then a Mann-Whitney U-test (with a Bonferroni adjustment .05/4 = ≤.0125) indicated that statistically significant differences occurred between groups one and four (born in the U.S. and over 19 years old, respectively) (U=217.0, Z=-3.370, p=.001, N=63) (see table 30).

A test of medians was performed on the group pairs for question 15, indicating a difference between groups one and four (see table 27). Descriptive frequencies showed that those born in the U.S. almost entirely disagreed with the statement “English is a difficult language to learn” (strongly disagree/disagree 71%, N=21) (see table 35), while those who arrived after 19 years of age were almost equally divided over the issue, but more agreed (strongly agree/agree 48%, strongly disagree/disagree 38%, N=42) (see table 36).
Table 35
*Frequencies for Question 15: Born in U.S. (group 1)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>66.7</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 36
*Frequencies for Question 15: Over 19 Years Old (group 2)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>31.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>33.3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The difference in responses to the statement “English is a difficult language to learn” of those parents who were born in the U.S. and those who arrived after 19 years of age could be explained by the fact that those who are born in the U.S. are more likely to learn English at a young age, whereas those who arrived when they were older may have struggled much more to learn English. This confirms the hypothesis, since those who are born in this country may have an attitude that since English is not difficult to learn, they
may not be as understanding of someone who does not speak English well, especially after living here for many years.

**Years of Residency**

Another demographic question asked how many years the respondent has resided in the U.S. The Kruskal-Wallis One-Way ANOVA results showed that the groups differed significantly on questions 11, 12, and 15 (see table 37).

<table>
<thead>
<tr>
<th></th>
<th>Q11</th>
<th>Q12</th>
<th>Q15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>10.658</td>
<td>13.262</td>
<td>8.726</td>
</tr>
<tr>
<td>df</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.014*</td>
<td>.004*</td>
<td>.033*</td>
</tr>
</tbody>
</table>

Note. *=p ≤ .05

For the independent variable years of residency, the Kruskal-Wallis results showed a significant difference for question 11: “It is important to know English without an accent to succeed in the America” (H=10.903, df=4, p=.028, N=90) (see table 37). A Mann-Whitney U-test (with a Bonferroni adjustment .05/6 = ≤.008) showed a statistical difference between groups one and five (born in the U.S. and 11-20 years, respectively) (see table 38). A test of medians was performed on the group pairs for question 11, indicating a difference between groups one and five (see table 39).
Table 38

*Mann-Whitney U-test: Years in U.S., Groups 1 (born in U.S.) & 5 (11-20 years)*

<table>
<thead>
<tr>
<th></th>
<th>Q11</th>
<th>Q12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann-Whitney U</td>
<td>199.000</td>
<td>224.500</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>430.000</td>
<td>455.500</td>
</tr>
<tr>
<td>Z</td>
<td>-2.982</td>
<td>-2.751</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.003*</td>
<td>.006*</td>
</tr>
</tbody>
</table>

Note. *=p ≤ .008

a. Grouping Variable: Years in U.S., Groups 1&5

Table 39

*Medians for Years in U.S.*

<table>
<thead>
<tr>
<th>Group</th>
<th>Years in U.S.</th>
<th>Q11</th>
<th>Q12</th>
<th>Q15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not born outside U.S.</td>
<td>N</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>1.000</td>
<td>1.000</td>
<td>2.000</td>
</tr>
<tr>
<td>2</td>
<td>Less than 1 year</td>
<td>N</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>1-5 years</td>
<td>N</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>2.000</td>
<td>3.000</td>
<td>4.000</td>
</tr>
<tr>
<td>4</td>
<td>6-10 years</td>
<td>N</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>2.000</td>
<td>4.000</td>
<td>2.000</td>
</tr>
<tr>
<td>5</td>
<td>11-20 years</td>
<td>N</td>
<td>35</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>2.000</td>
<td>2.000</td>
<td>3.500</td>
</tr>
<tr>
<td>6</td>
<td>20+ years</td>
<td>N</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>2.000</td>
<td>2.000</td>
<td>2.000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>N</td>
<td>90</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>2.000</td>
<td>2.000</td>
<td>2.000</td>
</tr>
</tbody>
</table>

Descriptive frequencies showed that those born in the U.S. almost entirely disagreed with the statement (strongly disagree/disagree 81%, N=21), while those who
Table 40
*Frequencies for Question 11: Born in U.S. (group 1)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 41
*Frequencies for Question 11: 11-20 Years (group 5)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>63.6</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The difference in responses to the statement “It is important to know English* without an accent* to succeed in the America” by those parents who were born in the U.S. and those who have been in the country for 11-20 years could be explained by the same factors as question 12, especially since those parents who were born in the U.S. seem to be unaware of the negative experiences immigrants have when they speak English with an accent. Also, those parents who have been here for 11-20 years may have assimilated to the point where they do not experience as much discrimination based
on their accent, or may have come to the U.S. at an early age and therefore do not have as much of an accent.

For the independent variable years of residency, the Kruskal-Wallis results showed a significant difference on question 12: “Those who do not become fluent in English will not succeed in America” (H=13.390, df=4, p=.01, N=91) (see table 37). A Mann-Whitney U-test (with a Bonferroni adjustment .05/6 = p≤.008) indicated that a statistically significant difference occurred between groups one (born in the U.S.) and five (11-20 years) (see table 38). A test of medians was performed on the group pairs for question 12, indicating a difference between groups one and five (see table 39). Descriptive frequencies showed that those born in the U.S. almost entirely disagreed with the statement (strongly disagree/disagree 81%, N=21) (see table 42) while those who have been in the U.S. for 11-20 years disagreed, but to a lesser degree (strongly disagree/disagree 51%, N=37) (see table 43).

<table>
<thead>
<tr>
<th>Q12</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>11</td>
<td>52.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 42
_Frequencies for Question 12: Born in the U.S. (group 1)_
Table 43

*Frequencies for Question 12: 11-20 Years (group 5)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>7</td>
<td>18.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>32.4</td>
</tr>
<tr>
<td>Undecided</td>
<td>8</td>
<td>21.6</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>21.6</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The difference in responses to the statement “Those who do not become fluent in English will not succeed in America” by those parents who were born in the U.S. and those who have been here for 11-20 years could be explained by the same factors as question 11, since those parents who were born in the U.S. may not be aware of the discrimination faced by immigrants for their lack of English fluency, whereas those who were not born the U.S. but have been here for some time have had plenty of opportunities to experience discrimination based on their lack of English language skills. This could then cause them to feel pressured for their children to acquire English as quickly as possible, even if they have to sacrifice their native language, which coincides with the linguicism hypothesis.

Finally, for the independent variable years of residency, the Kruskal-Wallis results showed a significant difference on question 15: “English is a difficult language to learn” (H=11.004, df=4, $p=.027$, N=91) (see table 37). Then a Mann-Whitney $U$-test (with a Bonferroni adjustment $0.05/6 = p \leq 0.008$) indicated that statistically significant
differences occurred between groups one and three (born in the U.S. and 1-5 years, respectively) \((U=10.0, Z=-3.046, p=.002, N=26)\) (see table 44). A test of medians was performed on the group pairs for question 15, indicating a difference between groups one and three (see table 39).

Table 44

\[
\begin{array}{lrr}
\text{Mann-Whitney U-test: Years in U.S., groups 1 (born in U.S.) & 3 (1-5 years)} \\
\hline
\text{Q15} & \\
\text{Mann-Whitney U} & 10.000 \\
\text{Wilcoxon W} & 241.000 \\
\text{Z} & -3.046 \\
\text{Asymp. Sig. (2-tailed)} & .002^* \\
\end{array}
\]

Note. \(^*\) \(p \leq .008\)
a. Grouping Variable: Years in U.S., Groups 1&3

Descriptive frequencies showed that those who were born in the U.S. mostly disagreed with the statement “English is a difficult language to learn” (strongly disagree/disagree 71%, \(N=21\)) (see table 45), while those who have been in the U.S. for one to five years agreed entirely with the statement (agree 100%, \(N=5\)) (see table 46).
Table 45
*Frequencies for Question 15: Born in U.S. (group 1)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>66.7</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 46
*Frequencies for Question 15: 1-5 Years (group 3)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The difference in responses to the statement “English is a difficult language to learn” by those parents who were born in the U.S. and those who have been in the U.S. for one to five years could be explained by the fact that those who have been in the country for such a short time are likely in the midst of trying to learn the language therefore would think it is difficult. Those who were born in this country were most likely exposed to the language at a young age and may already be fluent in English, therefore they would not think it is difficult to learn.


**Parent Education Level**

The final demographic question asked the highest education level attained by the respondent. The Kruskal-Wallis results showed that the groups differed significantly on questions 10 and 15 (see table 47).

Table 47

<table>
<thead>
<tr>
<th>Test statistics</th>
<th>Q10</th>
<th>Q15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>12.901</td>
<td>28.494</td>
</tr>
<tr>
<td>df</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.045*</td>
<td>.000*</td>
</tr>
</tbody>
</table>

Note. *=p ≤ .05
a. Kruskal Wallis test
b. Grouping Variable: Education Level

For the independent variable parent education level, the Kruskal-Wallis results showed a significant difference on question 10: “Bilinguals are more intelligent than those who are not” (H=12.901, df=6, p=.045, N=91) (see table 47). Then a Mann-Whitney U-test (with a Bonferroni adjustment .05/7 = ≤.007) did not show a statistically significant difference between any groups. Thus, the initial results may be an indication of a Type I error, which occurs when the null hypothesis is rejected when it is in fact true (Gall, Gall, & Borg, 2010).

For the independent variable parent education level, the Kruskal-Wallis results showed a significant difference on question 15: “English is a difficult language to learn” (H=28.494, df=6, p=.000, N=90) (see table 47). Then a Mann-Whitney U-test (with a Bonferroni adjustment .05/7 = ≤.007) indicated that a statistically significant difference occurred between groups one and four (Elementary and Some college, respectively) (U=78.0, Z=-3.458, p=.001, N=43) (see table 48). A test of medians was performed on
the group pairs for question 15, indicating a difference between groups one and four (see table 49).

Table 48
Mann-Whitney U-test: Parent Education Level, Groups 1 (elementary) & 4 (some college)

<table>
<thead>
<tr>
<th></th>
<th>Q10</th>
<th>Q15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann-Whitney U</td>
<td>175.500</td>
<td>78.000</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>385.500</td>
<td>288.000</td>
</tr>
<tr>
<td>Z</td>
<td>-.678</td>
<td>-3.458</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.498</td>
<td>.001*</td>
</tr>
</tbody>
</table>

Note. *=p ≤ .007
a. Grouping Variable: Parent Education Level, Groups 1&4

Table 49
Medians for Parent Education level

<table>
<thead>
<tr>
<th>Group</th>
<th>Education Level</th>
<th>N</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Elementary</td>
<td>20</td>
<td>4.000</td>
</tr>
<tr>
<td>2</td>
<td>Secondary</td>
<td>21</td>
<td>4.000</td>
</tr>
<tr>
<td>3</td>
<td>High school</td>
<td>23</td>
<td>2.000</td>
</tr>
<tr>
<td>4</td>
<td>Some college</td>
<td>20</td>
<td>2.000</td>
</tr>
<tr>
<td>5</td>
<td>Bachelor's</td>
<td>2</td>
<td>2.000</td>
</tr>
<tr>
<td>6</td>
<td>Master's</td>
<td>2</td>
<td>4.500</td>
</tr>
<tr>
<td>7</td>
<td>Doctoral</td>
<td>2</td>
<td>2.500</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>90</td>
<td>2.000</td>
</tr>
</tbody>
</table>

Descriptive frequencies showed that those parents whose highest level of education was elementary school mostly agreed with the statement “English is a difficult language to learn” (agree/strongly agree 60%, N=20) (see table 50), while those parents
whose highest level of education was some college mostly disagreed (strongly disagree/disagree 80%, N=20) (see table 51).

Table 50
*Frequencies for Question 15: Elementary (group 1)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>50.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 51
*Frequencies for Question 15: Some College (group 4)*

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>65.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The difference in responses to the statement “English is a difficult language to learn” by those parents whose highest level of education was elementary school and those who had attended some college could be explained by the fact that people with only a sixth grade education might struggle more to learn another language, since they may not have enough literacy skills or vocabulary to be able to acquire another language. On the
other hand, parents who have completed high school and some college are more likely to have the literacy skills and vocabulary needed to acquire another language, therefore it would not seem as difficult for them. Also, it could be that some of those parents with more education may have even gone to school in the U.S., which would explain why they do not think that English is a difficult language to learn. However, this could contribute to the linguicism factor in the hypothesis, since those parents with less education may feel more of a sense of urgency for their children to learn English as quickly as possible, since they feel that it is a difficult language to learn.
Qualitative Data

Interview Questions

The following interview questions were used in a semi-structured interview format, which allowed for more in-depth conversations with the interviewees (Merriam, 2009). The questions were as follows:

1. What has your experience with bilingual education been like?
2. What has your experience with English only education been like?
3. What made you decide to place your child(ren) in bilingual classes?
4. What did your family/friends think about your decision?
5. What made you decide to place your child(ren) in English only classes?
6. What did your family/friends think about your decision?
7. Is being bilingual important to you? Why?

The interview transcriptions were analyzed for emerging themes, and several common themes were found. The interview questions will be used as a framework to present the data. First, a more in-depth description of each interviewee is needed to understand the factors behind their decisions.

Interviewee #1

The first interviewee is a Latino immigrant woman in her forties who arrived in the U.S. approximately 20 years ago. She is a mother of three children, all of whom attended the bilingual program at Choice Academy from kindergarten through sixth grade. She is a strong supporter of bilingual education, and has an extensive family network in both the school and the community.
**Interviewee #2**

The second interviewee is a Latino immigrant woman in her early thirties who arrived in the U.S. approximately 12 years ago. She is a mother of three children, the oldest of which attended the bilingual program at Choice Academy for approximately three years, from kindergarten through part of second grade. The removal of her child from the bilingual program was not entirely voluntary, but due to the fact that the family moved and she had no transportation to bring her daughter to the school.

**Interviewee #3**

The third interviewee is a Latino immigrant woman in her mid- to late thirties who arrived in the U.S. approximately 13 years ago. She is a mother of three children, the oldest of which attended the bilingual program at Choice Academy for two years, from kindergarten through the end of first grade. The removal of her child from the program was voluntary.

It is notable that of the two interviewees who removed their children from the bilingual program, none of them had prior experience with bilingual education, or even education period (as a parent) since their children were all the firstborn of their families. Since the removal of their eldest child from the program, they have all had experience with English-only education with their other children. Also, all of the children of the interviewees that were enrolled in the bilingual program had above-average achievement while they were in the bilingual program.
1. **What has your experience with bilingual education been like?**

   All of the interviewees reported positive experiences with the bilingual program, especially in regards to the ease of communication with the teachers and school staff, as one of the interviewees stated: “...todo mundo hablaba en español, digo iba uno a la oficina y español, iba con los maestros puro español, dije yo me sentía con confianza de ir a preguntar algo” (“...everyone spoke Spanish, I mean you would go to the office and Spanish, I would go with the teachers and they all spoke Spanish, I felt very comfortable to go and ask something.”) (Sylvia interview, line 76). “...bueno porque yo no hablo inglés y para mí fue muy importante iniciar la preparación de mis hijos, desde el preschool, en español” (“...well since I don’t speak English, for me it was very important to begin my children’s preparation, since preschool, in Spanish”) (Maria interview, line 2).

2. **What has your experience with English only education been like?**

   One interviewee stated that it has been very difficult since her daughter has been in English only classes: “Un poquito difíciles porque pues es el puro inglés, y a uno pues a lo mejor uno no se puede comunicar como con el personal de la escuela, como uno debiera, porque a veces se le hace a uno difícil porque no habla uno el idioma”. (“A bit difficult because it’s all in English, and maybe one can’t communicate with the school staff like one should, because sometimes it’s difficult because we don’t speak the language, and it’s a little difficult.”) (Sylvia interview, line 14)

   Another interviewee stated that she has been pleasantly surprised with her experience with English-only classes: “Bueno, hasta el momento excelente porque este,
yo creí que al moverlos a mis hijos, de español a inglés, ellos iban a necesitar, principalmente el mayor porque es el que ya hablaba mejor y leía el español, iba a necesitar un tutor, pero fue perfecto porque no lo necesitó.” (“Good, until now excellent because I thought that by moving my children from Spanish to English-only, they would need, especially the oldest since he’s the one that spoke the most and read Spanish, that he would need a tutor, but it was perfect because he didn’t need it.”) (Maria interview, line 14)

Another interviewee stated she has had some negative experiences at her children’s school: “...a veces hay reuniones, o hay convivios, o hay así, pero si no hay interprete dice uno ¿a qué voy? ¿A qué voy si no voy a entender?” (“...sometimes there are meetings, or events, or something, but if there is no interpreter I think, why should I go? Why should I go if I won’t understand?”) (Sylvia interview, line 56); “Aquí te dicen, ‘Va ser la conferencia para su hijo, y no hay interpretes disponibles, puedes traer el tuyo’...Y a veces se la hace a uno difícil porque no halla a quién decirle que vaya...” (“Here they tell you, ‘There is going to be a conference about your child, there are no interpreters available, so you can bring you own’... And sometimes it’s hard because you can’t find someone to go with you.”) (Sylvia interview, lines 60 & 62).

3. What made you decide to place your child(ren) in bilingual classes?

Every one of the interviewees stated that they valued bilingualism, and wanted their children to begin their education in their native language, Spanish, or as one interviewee stated, “agarraron bien los cimientos” (“they get the foundation right”) (Paula interview, line 6).
One interviewee also felt like it was an easier transition for her son going into kindergarten: “...que no se traumaran tanto con el segundo idioma y que no les fuera a agarrar miedo también a ir a la escuela.” (“That they wouldn’t be so traumatized with the second language, and they also wouldn’t be scared to go to school.”) (Paula interview, line 8). “...a mi me daba miedo meter a mi hijo [en puro inglés] sin saber ni una palabra de inglés...no va a entender lo que le expliquen, y más en esa escuela que eran puros maestros que no hablaban español” (“...I was scared to put my son [in English-only] without speaking a word of English...he’s not going to understand what they explain to him, especially in that school where the teachers didn’t speak Spanish.”) (Paula interview, line 36).

Another interviewee stated her decision was based on a recommendation from family members: “...la decisión que tomamos fue principalmente por los consejos de los familiares, por haber pasado por la misma situación...” (“...the decision we made was mainly because of advice from family, who had been through the same situation...”) (María interview, line 8).

4. What did your family/friends think about your decision?

Initially, the respondents all gave positive responses to their family and friends’ reactions to their decision to place their children in bilingual classes, as one interviewee stated, “me decían que estaba muy bien, porque no iba a perder su idioma” (“they told me it was very good, because she wasn’t going to lose her language”) (Sylvia interview, line 24), but upon further questioning it was discovered that there was some criticism, especially by those whose children were not in bilingual classes: “...dicen que si viven en
Estados Unidos tienen que saber puro inglés...” (“...they say that if they live in the United States they should know only English...”) (Paula interview, line 10). “...la persona que iba me preguntó también, ‘¿por qué lo tienes en bilingüe?’ y le dije por eso, porque quiero, y me dijo ‘María, es muy importante que tu niño llegue a nivel de secundaria con el inglés al 100, si no le das esa oportunidad, está bien que lo tengas allá, pero aunque por mucho que digamos la gente el que habla dos idiomas vale mucho, estamos en un país donde el inglés siempre va a ser prioridad.’” (“...the person that came also asked me, why do you have him in bilingual? and I told her that, because I want to, and she told me ‘María, it’s very important that your son gets to the middle school level with English 100%, if you don’t give him that opportunity, it’s fine that you have him there, but as much as we say that the people that speak two languages is worth a lot, we are in a country where English is always going to be a priority’”) (María interview, line 26)

5. What made you decide to place your child(ren) in English only classes?

One interviewee stated she was concerned her son was not learning enough English in the bilingual program: “...que mi Danielito no habla inglés, yo veo que no está aprendiendo el inglés...” (“...my Danny doesn’t speak English, I see that he is not learning English...”) (María interview, line 26). The same interviewee also expressed a concern that her son was not receiving the academic support needed at the bilingual program because of the school’s status: “...de qué sirve de que el niño sea tan inteligente, que le eche tantas ganas, si la escuela no tiene un nivel académico deseable, pues es como quien dice, ‘el listo entre los burros’” (“...what good is it that my son is intelligent,
that he tries so hard, if the school doesn’t have an academic level that is desirable, like they say, ‘the smart one among the dummies’”) (María interview, line 20).

Another interviewee stated that they had to move her daughter to English-only classes out of necessity, since they moved and there was no bilingual program available nearby: “...fue porque nos movimos... ya no teníamos transportación para ir a la escuela” (“...it was because we moved...we didn’t have transportation to go to the school”) (Sylvia interview, lines 46 & 48).

6. What did your family/friends think about your decision?

One interviewee stated that her family understood her decision, since it was out of necessity, but that she wishes she could still have her children in the bilingual program: “...de hecho a mí me hubiera gustado que siguiera en una escuela bilingüe” (“...actually I would have liked for her to still be in a bilingual school”) (Sylvia interview, line 26).

7. Is being bilingual important to you? Why?

All the interviewees expressed their desire for their children to be bilingual, with varying reasons: “...para mi es muy importante que ellos no pierdan, o que no hablen con acento, ni en un idioma, ni del otro, que lo hablen perfecto...” (“...for me it is very important that they don’t lose it, or speak with an accent, in either language, that they speak perfectly”) (María interview, line 20). “Un niño siendo bilingüe es más inteligente, tiene mejor capacidad de aprender...” (“...a child that is bilingual is smarter, with more capacity to learn...”) (María interview, line 20). “...a ellos les sirve porque ya ahorita así como ya está Estados Unidos que dondequiera buscan quién hable español...” (“...it’s useful for them right now because the way United Sates is,
everywhere they want people that speak Spanish...”)(Paula interview, line 10). “Pues porque ser bilingüe, al saber más idiomas te da más ventajas, le digo ya este el simple hecho de saber español e inglés a lo mejor tienen un trabajo mejor.” (“Well because being bilingual, knowing more languages gives you more advantages, I mean the simple fact of knowing Spanish and knowing English you’ll probably have a better job.”) (Sylvia interview, line 52).

Also, one interviewee felt it was important to be bilingual to be able to communicate when they visit Mexico: “...hace un año fue de vacaciones a México, uy y ella feliz porque allá ella todo entendía, y le digo que si hubiera sabido puro inglés hasta para pedir algo que ocupaba, ¿como lo hubiera de haber pedido?” (“...a year ago she went on vacation to México, and she was happy because she could understand everything, and I tell her if she only spoke English even to ask for something she needed, how would she have asked for it?”) (Sylvia interview, line 40).
“...la persona que iba me preguntó también, ‘¿por qué lo tienes en bilingüe?’ y le dije por eso, porque quiero, y me dijo ‘María, es muy importante que tu niño llegue a nivel de secundaria con el inglés al 100, si no le das esa oportunidad, está bien que lo tengas allá, pero aunque por mucho que digamos la gente el que habla dos idiomas vale mucho, estamos en un país donde el inglés siempre va a ser prioridad.’” (...the person that came also asked me, why do you have him in bilingual? and I told her that, because I want to, and she told me ‘María, it’s very important that your son gets to the middle school level with English 100%, if you don’t give him that opportunity, it’s fine that you have him there, but as much as we the people say that he who speaks two languages is worth a lot, we are in a country where English is always going to be a priority’”) (María interview, line 26)

Conclusions

The conclusions from this research study will first be presented following the theoretical framework presented in Chapter Two, then they will be broken down as either micro-level or macro-level factors, and finally the hypothesis for the study will be revisited.

Critical Latino Theory

Many of the findings from both the surveys and the interviews support the five tenets of Critical Latino Theory:
1. The centrality of race and racism and intersectionality with other forms of subordination
2. The challenge to dominant ideology
3. The commitment to social justice
4. The centrality of experiential knowledge
5. The interdisciplinary perspective

The fact that Latino immigrant parents view English as more important than their native language, Spanish, supports the idea of linguistic subordination (Nieto, 2013). Those parents are willing to remove their children from an environment that supports the maintenance of their native language, and relegate it to only being learned at home is a sign of linguistic subordination. Even though many of them said they valued bilingualism, their actions say otherwise. Both the survey and interview data showed that many Latino immigrant parents value bilingualism. The responses to question 10 “Bilinguals are more intelligent than those who are not” showed that 57% of those parents who arrived in the U.S. as adults agreed with the statement. The sentiment was repeated in an interview as well (María interview, line 20). However, some parents seem to feel that the key to bilingualism is not bilingual education, but English-only education. This shows that many immigrant parents are susceptible to the dominant ideology of English-only education (López, 2010; María interview, line 26). Also, the fact that the perception that the English-only school is “better” just because it is not bilingual shows linguistic subordination as well. This perception has served to perpetuate a very damaging pattern of Latino children losing their language and thus much of their identity,
as well as greatly affecting the academic achievement for many Latino students (López, 2010). The interdisciplinary perspective is also very important to this study, which is why educational, sociological, psychological, and historical information is needed to understand the experiences of immigrants coming to the United States. That is why the demographic questions were designed to obtain information about the age of the participants, as well as their age of arrival to the U.S. and how long they have been in the U.S. All of these are historical and sociological factors in their individual experiences and perspectives. The interviews were designed to attempt to examine more of the psychological effects of their decisions and experiences, mainly from the reactions of their family and friends. Through the interviews it became apparent that even casual encounters could lead to lasting effects from conversations concerning bilingual education and education in general.

**Role of Race**

Even though it was not mentioned specifically, certain aspects of the conversations with one of the interviewees showed her awareness of race as a factor in trying to find “something better” for her children. When her son told her he did not want to go to the middle school by their house, she said she did not want to name a group of people, but that there was a lot of “delinquency” (María interview, line 20). One could assume that the school has a high number of minority students, due to this researcher’s familiarity with the demographics of the area in question. This could have also been a factor in her removal of her son from the bilingual program, since there was also a high number of minority students at the Choice Academy. Also, the fact that her son had such
a different experience, albeit better, by moving to an English-only school (being classified as GATE, receiving many academic recognitions) only after fully acquiring English (María interview, line 16) could be a confirmation that learning English is a prerequisite to gaining any kind of academic recognition, regardless of that student’s academic level in their native language. This aligns with the findings from a study by Pimentel (2011) that showed how students are racialized by their language, since a student who is fair-skinned but speaks Spanish would be classified as “at-risk” because of their language (Pimentel, 2011). Therefore, the opposite would also be true, only if a student is able to acquire English they could then be classified as “high achieving”, or conforming to whiteness ideologies.

**Parental Motivations**

Parental motivations were the main focus of this study, and the data collected showed that Latino immigrant parents do value heritage preservation, as well as increased job opportunities for the future for their children, which is why some of them chose to place their children in bilingual classes (Gerena, 2010). However, the role of the school in maintaining their heritage through language instruction varied, since the parents who removed their children seemed to accept the responsibility of continuing their native language instruction at home, whereas the parent who kept her children in the program looked to the school to maintain her children’s native language (Farruggio, 2010; María interview, line 20; Sylvia interview, line 38; Paula interview, line 20). Farruggio (2010) also discovered that a high level of heritage support correlates to the families’ location in Latino immigrant communities as well as the parents’ awareness of their own
sociopolitical context. The data collected through the interviews showed that those parents who removed their children from the bilingual program were somewhat isolated in their location in the community. Most of the Latino families in the bilingual program at Choice Academy live within the immediate vicinity of the school, whereas the two interviewees lived much farther away, which was also a factor in their decision to remove their children. However, another big motivation for those parents is that their children learn to speak English without an accent, especially if they were born in the U.S., since they feel it could be detrimental to their success in the future (María interview, line 66; Nieto, 2013; Pimentel, 2011). Also, the concept of developmental timing seemed to be a factor, since the one interviewee who kept her children in the program felt that having seen the success of her first child in the program helped give her the confidence to follow through with her other two children, and not be so easily swayed by others’ opinions (Dorner, 2011; Paula interview, line 20). Dorner (2011) discovered that how families make sense of bilingual education is shaped by their historical time/place and developmental timing. On the other hand, the other two interviewees did not have any prior experience with the bilingual program, which may have been a factor in them being easily influenced by others’ opinions.

Linguicism

As was demonstrated in Chapter Four, linguicism appears to have played a major role in Latino immigrant parents’ decisions regarding their children’s educational placement, especially the fear of their children not learning English “fast enough” or without an accent. Linguicism is a form of linguistic discrimination based on an
individual’s use of language (Medvedeva, 2010). One interviewee even expressed a fear that her child would not be able to pass a test to go to college if he stayed in the bilingual program, based on an anecdote she heard from a friend (María interview, line 66).

Judging from the survey data, linguicism seems to be a major issue in Latino immigrant communities. Therefore, it seems logical that those same parents would consider linguicism as a factor in their decisions about their children’s educational placement. However, considering the fact that most of the survey participants were parents whose children are currently in the bilingual program, shows that those parents have been able to overcome this fear and keep their children in the program. In response to survey question number 12 “Those who do not become fluent in English will not succeed in America”, 71% of those parents who were born in the U.S. disagreed with the statement, while almost 30% of those parents born outside of the U.S. agreed with the statement, which reflects the belief of immigrants coming to this country that speaking English with native-like fluency is key to being successful in this country, whereas speaking English with an accent can lead to negative experiences (Leeman, Rabin, & Román-Mendoza, 2011; Medvedeva, 2010). Also, the responses to question 11 “It is important to know English without an accent to succeed in the America” showed support for the linguicism hypothesis. Roughly half of the respondent who came to the U.S. as adults disagreed with the statement (56%), whereas those respondents who were born in the U.S. almost entirely disagreed (81%). Those respondents who came to the U.S. as adults were mostly undecided or agreed with the statement, which testifies to their experiences with linguicism in this country.
Second Language Acquisition Theory

Obviously most Latino immigrant parents are not familiar with second language acquisition theory, which was made apparent in the interviews. The fact that one interviewee believed that it was not necessary to keep her child in the bilingual program until sixth grade, despite the recommendations otherwise, showed a lack of understanding of second language acquisition theory (María interview, line 62). Also, the belief that either the students themselves or the families can maintain a satisfactory level of academic language in their native tongue is erroneous (Sylvia interview, line 38; María interview, line 20). The survey data showed that many Latino immigrant parents believe that learning English is a nearly insurmountable task, based on the survey question number 15 “English is a difficult language to learn”. Descriptive frequencies showed that those born in the U.S. almost entirely disagreed with the statement “English is a difficult language to learn” (strongly disagree/disagree 71%), while those who arrived after 19 years of age were almost equally divided over the issue, but more agreed (strongly agree/agree 48%, strongly disagree/disagree 38%). This difference could be explained by the fact that those who were born in the U.S. were more likely to have learned English at a young age, whereas those who arrived when they were older may have struggled much more to learn English, if at all. This perceived difficulty could be a factor in Latino immigrant parents removing their child from the bilingual program, or placing them in English-only from the beginning, since they want to give their children the best chance possible to learn English. However, Thomas et al. (2002) showed the importance of building a strong foundation in a student’s native language, to better facilitate acquisition
of academic English. The amount of time needed to build this foundation is five to seven years (Calderón & Cummins, 1982; Thomas et al., 2002). Bilingual programs that emphasize maintenance of EL students’ native languages are more beneficial for Latino students both academically and socio-emotionally (Calderón & Cummins 1982; Genesee, Lindholm-Leary, Saunders, & Christian, 2005; Slavin & Cheung, 2003; Thomas et al., 2002). Also, being in English-only classes does not necessarily mean that a child will learn English faster, as it will still take at least four years (Goldenberg, 2008). This is why the schools need to do a better job of educating parents about this type of information, so they fully understand the rationale behind such recommendations.

**Micro-level factors**

According to the survey data, a micro-level factor that plays a role in the decisions of Latino immigrant parents is their attitude about bilingual education and the relationship between the level of English language acquisition and being successful in the United States. The survey data showed that there were many differences between the different demographic groups, which shows the influence individual experiences may have on a parent’s perspective on education.

According to the interview data, a big factor in the decision to either remove or keep their children in the program appears to be their spouses. The interviewee who kept her children in the program reported strong support from her husband to keep their child in the program, even when she herself was doubting her decision due to her son’s distress at not speaking English like his friends and cousins at first, although she reported that he eventually “passed them up” in his English skills. Another interviewee reported
comments from her husband that made her reflect on whether or not the school was academically rigorous enough for her child.

Another micro-level factor was the comments made by family and friends regarding their decision to place their children in bilingual classes. One parent reported having received recommendations from some family members to place her child in the bilingual program, since they had also placed their children there. Some parents felt confident in their decision and were able to ignore any criticisms, whereas others felt less confident and therefore were easily swayed by comments and criticisms. One parent reported having a change of heart due to comments from someone she viewed as a teacher at a parenting class she attended, who suggested that she was not giving her son the best opportunity to learn English by having him in the bilingual program.

Macro-level factors

Even though the students in the bilingual program at Choice Academy eventually outperform their English-only counterparts, and the school’s API (Academic Performance Index) was at 790, which was extremely high when compared to schools with similar student demographics, the school as a whole had been labeled as a “PI school” (Program Improvement). Having worked at the school as a teacher, this researcher was acutely aware that the state test scores were always higher for the bilingual classes after fourth grade, therefore the PI status was due to the performance of the English-only classes. A huge macro-level factor affecting Latino immigrant parents’ attitude toward bilingual education, more specifically the bilingual program at Choice Academy is the NCLB (No Child Left Behind, 2002) Act. Under NCLB, every school
that is in PI status is required to send letters home to all the parents informing them of the status of the school, and offering them the option to move their children to another school. These letters appear to have had an effect on one of the interviewee’s perception of the school, and was a factor in the removal of her child from the program.

Another macro-level factor in the removal of their children from the bilingual program appears to be the extreme scarcity of bilingual programs in the area, and a lack of transportation for parents who would rather keep their children in the bilingual program but cannot due to where they live. This was caused by legislation passed in 1998 called Proposition 227 that eliminated many bilingual programs in California.

Finally, the biggest macro-level factor affecting Latino immigrant parents’ attitudes toward bilingual education appears to be the emphasis American society places on speaking English fluently and without an accent in order to be successful in this country (Medvedeva, 2010; Nieto, 2013). Many immigrant parents fear that their children will experience hardship if they do not achieve a native-like level of English fluency, which may be due to the negative experiences they themselves have had as immigrants in this country, especially those that emigrated as adults. This is an issue in American society as a whole, and is caused by widespread institutionalized linguicism that leads to negative experiences for immigrants and their children in this country (Leeman, Rabin, & Román-Mendoza, 2011; Medvedeva, 2010). Therefore, many Latino immigrant parents choose to place their children in English-only classes to give them what they perceive as a better opportunity to learn English fluently, so they will not be discriminated against for their language use.
Hypothesis

This study was based on the hypothesis that linguicism in American society plays a role in Latino immigrant parental decisions about their children’s placement in school. Latino immigrant parents want their children to learn English “as fast as possible” so they will not struggle in the future with school or finding a job. The pressures Latino immigrant parents may feel even within their own families and communities cause them to place their children in English-only classes, even when they themselves may not speak English fluently and struggle greatly to communicate with the teachers and support their children with their schoolwork.

The data collected strongly supports the hypothesis that linguicism plays a role in Latino immigrant parents’ attitudes toward bilingual education. This is evident in both the survey and interview responses, since there is such a difference between parents who were born here and those who emigrated to this country as adults. This difference could be explained by the fact that as adults, immigrants are much more aware of the inequalities they are faced with based on their language, whereas those who were born here may not be as aware of these difficulties. As with many of the “-isms” in American society, many times only those who actually experience the discrimination are aware that it exists, and it is a conglomeration of attitudes in society as a whole that contributes to the existence of such conditions that actually serve to perpetuate a cycle where underserved students continue to be underserved by not receiving the services they need to be successful in school.
Anticipated Benefits

This research could potentially benefit many people, such as students, parents, teachers, administrators, and even the community as a whole. As stated by Goldberg (2008), “Whatever the explanation for these achievement gaps, they bode ill for English learners’ future educational and vocational options. They also bode ill for society as a whole, since the costs of large-scale underachievement are very high” (p. 11). By researching the reasons some Latino immigrant parents remove their children from the immersion program, it sheds light on possible reasons other Latino immigrant parents opt for English-only education for their children. Also by highlighting the long-term benefits of commitment to the program, and possible negative outcomes for leaving the program too early (or not enrolling at all), hopefully parents can make a more informed decision about their children’s education. Teachers in immersion programs will benefit from this research by having evidence to show parents that are struggling with their decision to enroll their children in the program. Students of the immersion program will benefit from this study by their parents being informed and not removing them, so they do not have to suffer the consequences of being moved to an English-only class before they have acquired the necessary level of English literacy and language skills to be successful in such an environment. Also, administrators will be better equipped with information on which to base parent orientations, and hopefully avoid losing students for lack of information or commitment on behalf of the parents.

This research will bring the importance of immersion education for native Spanish-speaking English learners to the forefront, especially by highlighting the benefits
of the program and the negative outcomes associated with leaving the program too early or not attending at all. In many cases, out of necessity families have to move to a different area where no similar immersion programs are available, which is why there needs to be more availability of such programs. The community and even society as a whole would benefit from more immersion programs being available, since the Latino population is growing exponentially and more and more Latino students are not succeeding in school. Quality immersion programs help to strengthen Latino students’ cultural identity through language, while at the same time producing higher levels of academic achievement and motivation. The more Latino students that can succeed in school through immersion education, the less they will be pushed out of school into the prison system or worse.

Those that would be disturbed by this study would be people suffering from xenophobia, or who have an ethnocentric outlook on education and ascribe to the “English only” model, or subtractive theories of language development. As shown in the study by Hempel, Dowling, Boardman, and Ellison (2012) sometimes the majority population feels “racial threat” when large populations of people of other races move into their communities, and oppose programs such as bilingual education. These attitudes may then be transferred among the minority populations themselves, when faced with difficulties obtaining a job or discrimination based on their language.

**Recommendations**

Many recommendations can be made based on the data collected in this study, but there are two key recommendations to be made: 1) That more quality bilingual programs
be created to allow for more students to attend and benefit from such programs; and 2) To
design parent outreach that specifically addresses the concerns raised by the participants
of this study, as well as presenting current research that emphasizes the purpose and
benefits of bilingual education, namely 90/10 programs. Also, to offer these parent
outreach opportunities on a regular basis, so parents can have many opportunities to be
informed and to not be swayed by the uninformed opinions of others.
APPENDIX A

CONSENT TO PARTICIPATE IN RESEARCH
Consent to Participate in Research

Dear Parents/Guardians,

You are being asked to participate in research which will be conducted by Shannon Zavala in the Bilingual/Multicultural Education Department at California State University, Sacramento. The purpose of the study is to investigate the factors affecting parental decisions regarding their children’s education. This information is important because it provides information about parental perceptions of the bilingual program at XXXXX.

Certain people will be interviewed by Mrs. Zavala about their experience with the bilingual program and to share their reasons for changing their child to a different school. The interview will be audio recorded for better analysis. The responses will then be transcribed to include in the research. The interviews will be completely confidential.

A survey will be sent to home with the students to those that consent to participate in the research. This survey will be anonymous and no identifying information will be shared by Mrs. Zavala to anyone either at XXXXX or at the university. The survey consists of 17 questions and should take no longer than 20 minutes to complete.

You may not personally benefit from participating in this research. However, this study may lead to a clearer understanding of parents’ decisions regarding their children’s education to be able to design parent education strategies that could benefit students and empower parents to make informed decisions about their children’s education.

Your survey responses, interview recording, and transcript will be labeled in a way that it cannot be traced back to you by anyone that reads this study. Your participation in this study will also be kept confidential. However, the results of the study as a whole may be shared with the education community and become a matter of public record. Once your responses have been analyzed, they will be kept under lock and key to be destroyed at a later date.

There will be no compensation for participation in this research, other than contributing to a better understanding of parents’ decision making.

If you have any questions about this research, you may contact Shannon Zavala at (XXX) XXX-XXXX or by e-mail at xxxxxxxxxx@xxx.com.

You may decline to be a participant in this study without any consequences. If there are any survey or interview questions that you do not want to answer, you may decline to answer without any negative consequences. Your signature below indicates that you have read this page and agree to participate in the research.

_____________________________  ____________________
Signature of Participant       Date
Consentimiento para participar en una investigación

Estimado padre de familia,

Se le está proponiendo participar en una investigación educativa por parte de Shannon Zavala del Departamento de Educación Bilingüe y Multicultural en la Universidad Estatal de Sacramento, California. El propósito de la investigación es para determinar los factores que afectan las decisiones de padres de familia acerca de la educación de sus hijos. Esta información es importante para proveer información acerca de las perspectivas de los padres de familia hacia el programa bilingüe de XXXXX.

Algunas personas serán entrevistadas por la Señora Zavala acerca de su experiencia con el programa bilingüe y para compartir sus razones por cambiar a un/a a otra escuela. La entrevista será grabada en audio para mejor análisis. Luego la entrevista será pasada al escrito para estar incluida en la investigación. La entrevista será totalmente confidencial.

A las personas que deciden participar en la investigación se les mandará una encuesta con sus hijos a casa. La encuesta será anónima y ninguna información acerca de su identidad será compartida por la Sra. Zavala ni en XXXXX ni en la Universidad. La encuesta consiste de 17 preguntas y no debe tomar más de 20 minutos para ser completada.

Usted no beneficiará personalmente de esta investigación. Sin embargo, esta investigación proveerá un mejor conocimiento de las decisiones tomadas por los padres de familia acerca de la educación de sus hijos, y para poder diseñar estrategias de educación para los padres de familia que podrían beneficiar a los estudiantes y también que los padres de familia tomen decisiones informadas acerca de la educación de sus hijos.

Su encuesta, la grabación de su entrevista y la transcripción serán nombrados de tal forma que usted no podrá ser identificado/a por cualquier persona que vaya a leer esta investigación. Su participación también será confidencial. Sin embargo, los resultados de esta investigación en sí serán compartidos con la comunidad educativa y será un récord público. Una vez que su entrevista sea analizada, estará asegurada bajo llave hasta que podrá ser destruida en un futuro.

No habrá ninguna compensación por participar en esta investigación, aparte de contribuir a un mejor entendimiento de las decisiones tomadas por los padres de familia.

Si tiene alguna pregunta acerca de esta investigación, podrá comunicarse con Shannon Zavala al (XXX) XXX-XXXXX o por correo electrónico a xxxxxxxxxxxx@xxx.com.

Usted se puede negar a participar en esta investigación sin ninguna consecuencia. Si hay algunas preguntas en la encuesta o la entrevista que no quiere contestar, puede negarse sin ninguna consecuencia negative. Su firma abajo indica que ha leído esta carta y está de acuerdo de participar en la investigación.

_____________________________  ______________________
Firma del participante  Fecha
APPENDIX B

PARENT SURVEY TOOL
Parent Survey

1. Which class is/are your child(ren) in?
   A. Bilingual (Spanish immersion)
   B. English only (Conversational Spanish)

2. Are you male or female?
   A. Male
   B. Female

3. What is your age range?
   A. Under 18
   B. 18-24
   C. 25-30
   D. 31-41
   E. 42-52
   F. 52+

4. What is your ethnicity?
   A. Caucasian
   B. Black/African American
   C. Hispanic/Latino
   D. Asian
   E. Other

5. Were you born outside of the U.S.?
   A. Yes
   B. No

6. If you were born outside of the U.S., at what age did you come to the U.S.?
   A. I was not born outside of the U.S.
   B. Before 10 years old
   C. Between 11 and 18 years old
   D. Over 19 years old

7. If you were born outside of the U.S., how many years have you been in the U.S.?
   A. I was not born outside of the U.S.
   B. Less than one year
   C. 1-5 years
   D. 6-10 years
   E. 11-20 years
   F. 20+ years
8. What is your highest education level?
   A. Elementary school
   B. Secondary school (middle school)
   C. High school
   D. Some college/vocational school
   E. Bachelor’s degree
   F. Master’s degree
   G. Doctoral degree

*For the following questions, circle whether you strongly agree or strongly disagree, or somewhere in between.

9. When learning English, students should not be allowed to speak in their native language.
   - Strongly disagree
   - Disagree
   - Undecided
   - Agree
   - Strongly agree

10. Bilinguals are more intelligent than those who are not.
    - Strongly disagree
    - Disagree
    - Undecided
    - Agree
    - Strongly agree

11. It is important to know English **without an accent** to succeed in the America.
    - Strongly disagree
    - Disagree
    - Undecided
    - Agree
    - Strongly agree

12. Those who do not become fluent in English will not succeed in America.
    - Strongly disagree
    - Disagree
    - Undecided
    - Agree
    - Strongly agree

13. English is the official language of the U.S.
    - Strongly disagree
    - Disagree
    - Undecided
    - Agree
    - Strongly agree

14. In the U.S, students should only be allowed to speak English in the classroom.
    - Strongly disagree
    - Disagree
    - Undecided
    - Agree
    - Strongly agree

15. English is a difficult language to learn.
    - Strongly disagree
    - Disagree
    - Undecided
    - Agree
    - Strongly agree

16. English is the most common language in the world.
    - Strongly disagree
    - Disagree
    - Undecided
    - Agree
    - Strongly agree

17. Bilingual classes help students to learn English.
    - Strongly disagree
    - Disagree
    - Undecided
    - Agree
    - Strongly agree
Encuesta para padres de familia

1. ¿En qué clase está(n) su(s) hijo(s)?
   A. Bilingüe
   B. Inglés solamente

2. ¿Cuál es su sexo?
   A. Masculino
   B. Femenino

3. ¿Cuál es su edad?
   A. Menor que 18
   B. 18-24
   C. 25-30
   D. 31-41
   E. 42-52
   F. 52+

4. ¿Cuál es su grupo étnico?
   A. Europeo
   B. Afroamericano
   C. Hispano/Latino
   D. Asiático
   E. Otro

5. ¿Usted nació fuera de los Estados Unidos?
   A. Sí
   B. No

6. Si nació fuera de los Estados Unidos, ¿a qué edad llegó a este país?
   A. No nací fuera de los Estados Unidos
   B. Antes de los 10 años de edad
   C. Entre los 11 y 18 años de edad
   D. Después de los 19 años de edad

7. Si nació fuera de los Estados Unidos, ¿cuántos años lleva viviendo en este país?
   A. No nací fuera de los Estados Unidos
   B. Menos de un año
   C. 1 a 5 años
   D. 6 a 10 años
   E. 11 a 20 años
   F. Más de 20 años
8. ¿Cuál es su nivel más alto de educación?
   A. Escuela primaria
   B. Escuela secundaria
   C. Preparatoria
   D. Un poco de colegio/escuela vocacional
   E. Bachillerato
   F. Maestría
   G. Doctorado

*Para las siguientes preguntas, favor de seleccionar si está muy de acuerdo o muy en desacuerdo, o en medio*

9. Mientras aprenden inglés, los estudiantes no deben ser permitidos a hablar en su idioma natal.
   Muy en desacuerdo  No de acuerdo  Indeciso  De acuerdo  Muy de acuerdo

10. Personas bilingües son más inteligentes que personas que no son bilingües.
    Muy en desacuerdo  No de acuerdo  Indeciso  De acuerdo  Muy de acuerdo

11. Es importante saber hablar inglés sin acento para salir adelante en los Estados Unidos.
    Muy en desacuerdo  No de acuerdo  Indeciso  De acuerdo  Muy de acuerdo

12. Personas que no aprenden Inglés completamente no saldrán adelante en los Estados Unidos.
    Muy en desacuerdo  No de acuerdo  Indeciso  De acuerdo  Muy de acuerdo

13. Inglés es el idioma oficial de los Estados Unidos.
    Muy en desacuerdo  No de acuerdo  Indeciso  De acuerdo  Muy de acuerdo

14. En los Estados Unidos, los estudiantes solo deben ser permitidos a hablar Inglés en el salón de escuela.
    Muy en desacuerdo  No de acuerdo  Indeciso  De acuerdo  Muy de acuerdo

15. Inglés es difícil de aprender.
    Muy en desacuerdo  No de acuerdo  Indeciso  De acuerdo  Muy de acuerdo

16. Inglés es el idioma más común en todo el mundo.
    Muy en desacuerdo  No de acuerdo  Indeciso  De acuerdo  Muy de acuerdo

17. Las clases bilingües ayudan a los estudiantes a aprender Inglés.
    Muy en desacuerdo  No de acuerdo  Indeciso  De acuerdo  Muy de acuerdo
APPENDIX C

PARENT INTERVIEW QUESTIONS
Interview questions

8. What has your experience with bilingual education been like?
   ¿Cómo ha sido su experiencia con la educación bilingüe?

9. What has your experience with English only education been like?
   ¿Cómo ha sido su experiencia con las clases de puro inglés?

10. What made you decide to place your child(ren) in bilingual classes?
    ¿Qué le hizo decidir poner a su(s) hijo(s) en clases bilingües?

11. What did your family/friends think about your decision?
    ¿Qué pensaron sus amigos/familiares de su decisión?

12. What made you decide to place your child(ren) in English only classes?
    ¿Qué le hizo decidir poner a su(s) hijo(s) en clases de puro inglés?

13. What did your family/friends think about your decision?
    ¿Qué pensaron sus amigos/familiares de su decisión?

14. Is being bilingual important to you? Why?
    ¿Ser bilingüe es importante para usted? ¿Por qué?

15. Where or when is it better to speak English or Spanish? Why?
    ¿Dónde o cuándo es mejor hablar en inglés o en español? ¿Por qué?
APPENDIX D

INTERVIEW TRANSCRIPTIONS
Sylvia Audiorecorded interview transcription (Spanish)
11/1/14

S=Sylvia
SZ=Shannon

1. SZ: ¿Cuál fue su experiencia con la educación bilingüe, o el programa bilingüe?
2. S: Pues para mi la experiencia fue muy bonita porque me gustó como mi niña aprendió.
3. SZ: ¿Cuánto tiempo estuvo ella en el bilingüe?
4. S: En el bilingüe estuvo tres años.
5. SZ: ¿De kinder, primero y segundo?
7. SZ: OK, entonces sí le gustó. ¿Y por qué razones le gustó?
8. S: Porque aprendió los dos idiomas, que es el idioma natal español y el idioma de aquí y de estados unidos, el inglés.
9. SZ: ¿Y siente que también a la niña le gustó?
10. S: Sí, y de hecho todavía lo sigue practicando.
11. SZ: Qué bueno, qué bueno. ¿Y cómo sintió también en el programa bilingüe, como por ejemplo la comunicación con los maestros, o algo así el personal de la escuela?
12. S: Muy bueno, yo me vine muy contenta de esa escuela.
13. SZ: Y ahora, ¿cómo ha sido su experiencia con las clases de puro inglés?
14. S: Un poquito difíciles porque pues es el puro inglés, y a uno pues a lo mejor uno no se puede comunicar como con el personal de la escuela, como uno debiera, porque a veces se le hace a uno difícil porque no habla uno el idioma, y es un poquito difícil.
15. SZ: ¿Y no le han tocado maestras o maestros que hablan español?
16. S: Unos, pero no lo hablan el 100% como en la otra escuela.
17. SZ: ¿Y siente que eso le ha afectado la comunicación?
18. S: En parte sí, como a nosotros de padres yo pienso que sí, porque como nosotros no hablamos el inglés, a lo mejor a veces nos quedamos con alguna duda.
19. SZ: OK, ¿y la niña también cómo tomó ella la transición?
20. S: De primero a ella se le hizo muy difícil, porque ella hablaba se podría decir el 80% puro español, y cuando fuel el cambio fue un cambio bien drástico, porque ella fue, se le hizo bien difícil hasta para las tareas y todo. Porque ella estaba aprendiendo más español que inglés, de primero se le hizo bien difícil. Pero tuvo mucha ayuda de sus maestros. Mucha ayuda, que la hicieron salir adelante.
21. SZ: ¿Qué bueno, OK, y también otra cosa que me gustaría preguntar, cuando de primero puso a la niña en el programa bilingüe, cuando entró a kinder, ¿qué pensaron sus amigos o familiares acerca de su decisión?
22. S: Pues allí no, sus amiguitos fueron los que preguntaban por qué la ibamos a cambiar, familiares ellos entendieron por qué la ibamos a mover.
23. SZ: Pero como cuando la puso en el bilingüe, cuando entró a kinder pues, que la metió en el bilingüe, no recibió como críticas o personas que decían “¿por qué la pusieron allí?”
24. S: No, al contrario me decían que estaba muy bien, porque no iba a perder su idioma, que fue su idioma.
25. SZ: Y durante el tiempo que estuvo allí, ¿nunca escuchó allí personas diciéndole, “ay por qué, mejor cámbiala” o algo?
26. S: No, al contrario, toda la gente me decía que era muy buena, de hecho a mí me hubiera gustado que siguiera en una escuela bilingüe.
27. SZ: No más que no hay muchas.
28. S: Es que no hay, no hay muchas aquí en la escuela donde yo cambié a mi niña dicen que había bilingüe, pero creo que con el tiempo lo quitaron, y ahora ya no hay.
29. SZ: Es que hubo una ley...pues quien sabe en el futuro, pues ahora para que pongan un programa bilingüe en una escuela es muy difícil, tanto los padres como los maestros y todos tienen que luchar para ponerlo, pero sí había...
30. S: Sí, sí, como le digo mi niña ella habla muy bien el inglés como el español, y también igual, lo sabe leer, lo sabe escribir, los dos idiomas, y en cambio mi otro niño, el sabe no más el puro inglés, y al él le digo que debe de hablar el español, es su idioma, y él dice que prefiere que se le olvide el español que se le olvide el inglés, y le digo que no, que tiene que hablar los dos idiomas.
31. SZ: Ey, entonces sí le sirvió mucho a la niña sus tres años en el bilingüe.
32. S: Y yo le digo que ella tiene que practicar mucho para que no se le olvide.
33. SZ: Sí, porque sí se le olvida.
34. S: Le digo porque si no tiene un futuro se te olvida todo lo que aprendiste en español, se te va a olvidar, y ella está muy contenta, de veras, por haber ido a esa escuela, porque de hecho ella fue al catecismo, de español, y ella era, ella bien contenta porque era de las únicas que sabía leer el español, que se podría decir que casi perfecto.
35. SZ: Sí, sí, yo me acuerdo que leía muy bien.
36. S: Sí, le digo casi perfecto, ahora a la mejor ya muchas ya se le olvidaron, o ya no las dice bien, pero ella está contenta porque en el catecismo pues la mayoría no sabía leerlo o escribir el español.
37. SZ: Sí, sí, porque hay unos pero es que ay, luego me hace bien curioso porque digo unos sí saben hablarlo muy bien, pero no lo pueden ni leer ni escribir.
38. S: No lo saben leer ni escribir, y ella sí, todavía siguió, y todavía sigue, y todavía le digo, “sigue practicándolo porque se te va a olvidar”.
39. SZ: Y lo bueno que va a tener mucha ventaja porque como ahora mi hijo el mayor, entró a la secundaria, y le dieron un exámen de español, y él ni lo habla.
muy bien, lo habla bien mocho, y él no estuvo en programa bilingüe pero sí lo llevábamos a una clase los sábados de español, y allí fue donde aprendió a leer y a escribirlo, y sí, y le dieron el exámen y este, sí lo pusieron en una clase pero que para hispanohablantes, y él es casi uno de los únicos en la clase que sabe leer y escribir, pero no tiene mucho vocabulario, y los otros muchachitos sí tienen mucho vocabulario pero no saben leer ni escribir, así que...

40. S: No, y le digo que ella está muy contenta por saberlo porque hace un año fue de vacaciones a México, uy y ella feliz porque allá ella todo entendía, y le digo que si hubiera sabido puro inglés hasta para pedir algo que ocupaba, ¿como lo hubiera de haber pedido?

41. SZ: Sí, no y luego es bien triste cuando no tienen esa relación con su misma familia, pues así mis hijos, aquí mi suegra vive con nosotros y no se pueden comunicar con ella muy bien porque no saben hablar bien.

42. S: Sí, y es lo que pasa

43. SZ: Y como ellos fueron en puro inglés siempre, por eso digo ay yo, yo también cometí el error de no ponerlos en bilingüe, se me hacía muy difícil pues para llevarlos hasta allá.

44. S: Sí, a una escuela, sí pero le digo ella siempre está muy contenta, y yo también estoy contenta porque yo veo que con nosotros cualquier, se puede comunicar muy bien

45. SZ: Ay qué bueno, y entonces pues ya me dijo que cuando la cambiaron a puro inglés que todos la comprendieron, porque ustedes fue por necesidad, ¿no?

46. S: Sí, fue porque nos movimos

47. SZ: Aja, aja, y ya no tenían transportación

48. S: Sí, ya no teníamos transportación para ir a la escuela

49. SZ: OK, entonces obviamente usted piensa que sí es importante ser bilingüe

50. S: Sí

51. SZ: Y, ¿por qué?

52. S: ¿Por qué? Pues porque ser bilingüe, al saber más idiomas te da más ventajas, le digo ya este el simple hecho de saber español e inglés a lo mejor tienen un trabajo mejor.

53. SZ: Y también me gustaría preguntarle que si sabe usted, pues habíamos hablado un poquito de poner un programa bilingüe en una escuela, pero como ¿por qué piensa usted que es necesario tener un programa bilingüe en una escuela?

54. S: En una escuela yo pienso que es importante porque como a nosotros de padres hispanos, podemos entender más a nuestros hijos. Porque hay muchos por decir, yo conozco muchas familias mexicanas, que sus hijos hablan puro inglés. Entonces yo, es donde digo ¿y los papás? ¿Cómo les entienden a sus hijos? Y en cambio si hablaran ya, si tuvieran los dos, a lo mejor hubieramos de entender más a nuestros hijos.
55. SZ: ¿Y cree que eso también ayudaría para que los padres hispanos puedan participar un poco más en la educación de sus hijos?
56. S: Sí, la verdad que sí, porque uno como de padre, a lo mejor se debiera de relacionar más en la escuela, le digo porque yo lo digo en mí, que yo este a veces hay reuniones, o hay convivios, o hay así, pero si mo hay interprete dice uno ¿a qué voy? ¿A qué voy si no voy a entender?
57. SZ: O hasta las conferencia que tienen luego
58. S: Pues las conferencias, aquí en la escuela de mis niños no hay interpretes
59. SZ: ¿No?
60. S: Aquí te dicen, “Va ser la conferencia para su hijo, y no hay interpretes disponibles, puedes traer el tuyo
61. SZ: Andale
62. S: Y a veces se la hace a uno difícil porque no halla a quién decirle que vaya, le digo, y otra cosa que las clases de adultos de inglés, también ahorita en cualquier escuela ya no hay disponibles
63. SZ: Ey, recortaron muchos
64. S: Podemos ir nosotros de padres a aprender inglés, le digo también es lo que se nos hace a nosotros difícil, porque sí hay escuelas, pero si no tenemos transporte y si nos queda retirado, no vamos
65. SZ: No y sí está difícil, y tiene que haber ese apoyo pues, tanto de parte de las escuelas como, pues no sé, de todos lados pues, debe haber un apoyo
66. S: De hecho aquí, por decir, en la escuela de mi niño yo voy o tengo una cita, o tengo algo, en la oficina es puro inglés
67. SZ: Entonces no tienen tampoco, ¿no tienen a alguien allí?
68. S: Le digo entonces hasta en eso se le hace a uno difícil a veces, porque tiene que llenar el papel de salida o eso, y es que yo no sé o eso, es donde a uno se le hace difícil
69. SZ: Sí, sí, claro, y es lo que mucha gente no comprende, como pues a mí me han hecho comentarios pues, del tiempo que estuve allí trabajando, también en mi nueva escuela todavía no es bilingüe, pero queremos poner un programa bilingüe porque debe haber más, pero
70. S: Debe haber más
71. SZ: Sí pero luego gente ignorante, digo yo pues, que dicen “¿y por qué no más esos papás no aprenden inglés?” y digo si toma mucho tiempo, digo, yo cuando aprendí español fueron cinco años que estuve casi 100% del tiempo aprendiendo el español porque pues miraba televisión en español, escuchaba radio en español, iba a mi escuela a estudiar español, y aún así, afuera practicando con gente y todo, en el trabajo, con mi esposo, con su familia, y aún así cuesta mucho tiempo
72. S: No y sí yo digo a lo mejor si hubiera más oportunidades así, en varias escuela lo quitaron, por ahorita por la economía, clases de adultos, pero a lo mejor si
hubiera, que uno pudiera yo pienso que sí también porque uno también le debiera
de gustar aprender
73. SZ: Sí, claro, pues si dijimos bilingüe es mejor, también los papá podrían
aprender, pero es difícil cuando está uno ya grande, porque dicen que la edad
ideal es de menores de 10 años para que aprendan dos idiomas, y este pues ya uno
con los hijos, el trabajo, que la casa y todo eso pues
74. S: Ya se le hace a uno difícil
75. SZ: Está difícil, sí, porque
76. S: Pero ya le digo yo, a mi cuando yo estaba allí en la escuela, yo me sentía como
si estuviera en escuela mexicana, pero yo me sentía que estaba en una escuela,
porque ya ve todo era en el idioma, todo mundo hablaba en español, digo iba uno
a la oficina y español, iba con los maestros puro español, dije yo me sentía con
confianza ir a preguntar algo
77. SZ: No y es lo que yo miraba pues allá que casi todos los papás participaban, iban
y me ayudaban, pues diario diario iban, pues cómo se portó mi niño, esto y lo otro
así, y digo ni modo que todos los días traigan interpretas, digo tiene que ser una
comunicación constante, y yo miraba la otra maestra de primero, que ella no habla
español pero casi la mayoría de sus estudiantes eran también hispanos, y este, y
no, no se arrimaban las mamás, para nada
78. S: No, sí, le digo por, como yo si voy a ocupar algo de mi niño, o quiero preguntar
como va y eso, yo tengo que esperar a que mi esposo vaya, porque digo si yo voy
a ir y ni me va a entender ni le voy a entender, y le digo mejor, le digo te toca, y le
preguntas esto y le preguntas este otro, y le digo que no, pues yo sí me gustó
mucho el bilingüe
79. SZ: Pues qué bueno que no tuvo esa presión, porque yo he escuchado de muchas
mamás que dicen que oh, que luego luego las criticaban, que para que lo ponías
allí, que mejor
Sylvia Audiorecorded interview transcription (English)
11/1/14

S=Sylvia
SZ=Shannon

1. SZ: What has your experience been like with bilingual education, or the bilingual program?
2. S: Well for me the experience was very nice because I liked how my daughter learned.
3. SZ: How long was she in bilingual?
4. S: She was in bilingual for three years.
5. SZ: For kinder, first and second grade?
7. SZ: OK, so you liked it. And why did you like it?
8. S: Because she learned both languages, which is the native language Spanish, and the language from here and the United States, English.
9. SZ: Do you feel like your daughter also liked it?
10. S: Yes, actually she still practices it.
11. SZ: Very good, very good. And how did you feel about the bilingual program, for example the communication with the teachers, or maybe the school staff?
12. S: Very good, I came away very happy with that school.
13. SZ: And now, what has your experience been like with the English-only classes?
14. S: A bit difficult because it’s all in English, and maybe one can’t communicate with the school staff like one should, because sometimes it’s difficult because we don’t speak the language, and it’s a little difficult.
15. SZ: Has she had any teachers that speak Spanish?
16. S: Some, but they don’t speak it 100% like at the other school.
17. SZ: And do you feel this has affected the communication?
18. S: Yes, in part because we as parents I think yes, because since we don’t speak English, maybe sometimes we are left with some questions.
19. SZ: OK, and how did your daughter handle the transition?
20. S: At first it was very difficult for her, because you could say she spoke about 80% Spanish, and the change was very drastic, even the homework was hard for her. Because she was learning more Spanish than English, at first it was difficult for her. But she had lots of help from her teachers. Lots of help, which helped her be successful.
21. SZ: Very good, OK, and also another thing I would like to ask, when you first put her in the bilingual program, when she started kinder, what did your family and friends think of your decision?
22. S: Well not there, her friends were the ones that asked why we were moving her, but our family understood why we were moving her.
23. SZ: But when you put her in bilingual, when she started kinder, and you put her in bilingual, did you get any criticism or people saying, “why did you put her there?”
24. S: No, actually it was the opposite, they told me that it was good, she wouldn’t lose her language, that it was her language.
25. SZ: And during the time she was there, you never had people say to you “oh no, you should move her” or something?
26. S: No, on the contrary, everyone told me it was very good, actually I would have liked for her to still be in a bilingual school.
27. SZ: But there aren’t very many.
28. S: There aren’t, not many, here at the school I moved her to they say there used to be a bilingual program, but I think over time they got rid of it, and now there isn’t one anymore.
29. SZ: It’s because there was a law...who knows in the future, but right now to create a bilingual program at a school is very difficult, so the parents, teacher, and everyone has to fight to create one, but there used to be...
30. S: Yes, yes, like I told you my daughter speaks very well both English and Spanish, and also she can read and write it, both languages, but on the other hand my son, he only knows English, and I tell him he must speak Spanish, it’s his language, and he says he would rather forget Spanish instead of English, and I tell him no, that he needs to speak both languages.
31. SZ: Yeah, so it was good for your daughter the three years she was in bilingual.
32. S: And I tell her she needs to practice a lot so she doesn’t forget it.
33. SZ: Yes, because they do forget.
34. S: I tell her because if not in the future you will forget everything you learned in Spanish, you’re going to forget, and she’s very happy, really, because she went to that school. Because she actually went to catechism in Spanish, and she was very happy because she was one of the only ones that knew how to read Spanish, you could say almost perfectly.
35. SZ: Yes, yes, I remember she could read very well.
36. S: Yes, I say almost perfectly, right now maybe some words she has forgotten, or she doesn’t pronounce them well, but she is happy because at catechism most of them didn’t know how to read or write in Spanish.
37. SZ: Yes, yes, because there are some, it seems very strange to me because I mean some know how to speak it very well, but they can’t read or write it.
38. S: They don’t know how to read or write, and she did, and still does, and I tell her “keep practicing because you’re going to forget it.”
39. SZ: The good thing is that she is going to have more advantage because right now, my oldest son started middle school, and they gave him a test in Spanish, and he doesn’t speak it very well, he speaks very broken, and he wasn’t in a bilingual program but we did take him to a Spanish Saturday school, and there he learned to read and write it, and yes, and they gave him the test and they put him
in a class for Spanish speakers, and he is one of the only ones en the class who knows how to read and write, but he doesn’t have much vocabulary, and the other students do have the vocabulary but they don’t know how to read or write, so...

40. S: Oh yes I know and she is very happy because she knows it, a year ago she went on vacation to México, and she was happy because she could understand everything, and I tell her if she only spoke English even to ask for something she needed, how would she have asked for it?

41. SZ: Yes, and then it’s so sad when they don’t have a relationship with their own family, like my children, my mother-in-law is here and lives with us and they can’t communicate with her very well because they don’t speak it very well.

42. S: Yes, that’s what happens.

43. SZ: Since they were always in English-only, that’s why I think maybe I made a mistake by not putting them in bilingual, but it was hard for me to take them all the way there.

44. S: Yes, to a school, like I told you she is always very happy and me too, because I see that with us for anything, she can communicate very well.

45. SZ: That’s so good, so you already told me that when you moved her to English only that everyone understood, because for you it was out of necessity, right?

46. S: Yes, it was because we moved.

47. SZ: Uh-huh, and you didn’t have transportation.

48. S: Yes, we didn’t have transportation to go to the school.

49. SZ: OK, so obviously you think it is important to be bilingual?

50. S: Yes.

51. SZ: Why?

52. S: Why? Well because being bilingual, knowing more languages gives you more advantages, I mean the simple fact of knowing Spanish and knowing English you’ll probably have a better job.

53. SZ: I would also like to ask you if you know, like we talked a little about creating a bilingual program at a school, but why do you think there should be a bilingual program at a school?

54. S: In a school I think it is important because for us Hispanic parents, we can understand our children more. Because there are many, I mean I know many Mexican families that their children speak only English. And I think, what about the parents? How do they understand their children? On the other hand if they spoke both, maybe we could understand our children more.

55. SZ: And do you think that this would also help the Hispanic parents to participate more in their children’s education?

56. S: Yes, that’s true, because as a parent, maybe I could be more involved with the school, but I mean I speak for me, that sometimes there are meetings, or events, or something, but if there is no interpreter I think, why should I go? Why should I go if I won’t understand?
57. SZ: Or sometimes even for the conferences they have.
58. S: For the conferences, here at my children’s school there are no interpreters.
59. SZ: No?
60. S: Here they tell you, “There is going to be a conference about your child, there are no interpreters available, so you can bring you own”.
61. SZ: Wow.
62. S: And sometimes it’s hard because you can’t find someone to go with you, I mean, and another thing is that the adult English classes, there aren’t any available at all schools.
63. SZ: Yeah, they cut a lot of them.
64. S: We as parents can go to learn English, I mean it’s hard for us too, because there are schools, but if we don’t have transportation and it’s far away, we can’t go.
65. SZ: Yes it’s hard, there needs to be support from both the schools and I don’t know, from everybody I guess, there should be support.
66. S: Actually here, to say, at my son’s school if I go or I have an appointment, in the office it’s only English.
67. SZ: So they don’t have someone there either?
68. S: I mean even for that it’s hard, because you have to fill out the early dismissal form, and I don’t know how, and that’s why it’s hard.
69. SZ: Yes, yes of course, and so many people don’t understand, like they’ve made comments to me like, the time I was working there, and also at my new school that is not bilingual yet, but we want to create a bilingual program since there should be more, but--
70. S: There should be more
71. SZ: Yes, and sometimes ignorant people, I’m just saying, they say “Why don’t those parents just learn English?” and I say it takes a lot of time, I mean, when I learned Spanish it took five years and I was practicing almost 100% of the time, I watched T.V. in Spanish, listened to the radio in Spanish, I studied it at school, and still, even practicing outside with people and everything, at work, with my husband, his family, it still took a long time.
72. S: I know and I say that if there were more opportunities like that, in several schools they got rid of it, because of the economy, the adult classes, but maybe if there was, that one could go, I think that I would also like to learn.
73. SZ: Yes, of course, if we say bilingual is better, also the parents should learn, but it is hard when you are older, because they say the ideal age is before 10 years old to learn two languages, and when you already have kids, work, the house and everything, well...
74. S: It’s harder for us.
75. SZ: It’s hard, yes because--
76. S: But like I told you, for me when I was at the school, I felt like I was at a Mexican school, I felt like I was at a school, because you see everything in your
language, everyone spoke Spanish, I mean you went to the office and Spanish, you go to the teachers and hear all Spanish, I mean I felt confident to go and ask something.

77. SZ: Oh yes I noticed that almost all of the parents would participate and help me out, almost every day they would come, like how did my child behave, this and that, and I think it’s impossible for them to bring interpreters every day, I mean it has to be a constant communication, I would see the other first grade teacher, that doesn’t speak Spanish but most of her students were Hispanic, and the mothers wouldn’t come near, not at all.

78. S: I know, I mean if I need something for my child, or I want to ask how they are doing or something, I have to wait for my husband to go, because I think why should I go if they aren’t going to understand me and I’m not going to understand them? I mean I tell him, you go and ask this or that, and that’s why I liked the bilingual more.

79. SZ: Well it’s good you didn’t have that pressure, because I’ve heard of lots of mothers that say they would get a lot of criticism, like why did you put them there,
Ma María Audiorecorded interview transcription (Spanish)
11/2/14

M=María
SZ=Shannon

1. SZ: La primera pregunta es, ¿cómo fue su experiencia con las clases de educación bilingüe?
2. M: Pues, bien, bueno porque yo no hablo inglés y para mí fue muy importante iniciar la preparación de mis hijos, desde el preschool, en español.
3. SZ: ¿Y siente que tuvo buena comunicación con los maestros y todo por esa razón?
5. SZ: ¿Y a su hijo también le gustó las clases bilingües?
6. M: Si le gustó, igual a mi porque también inició hablando el idioma español.
7. SZ: Y cuando decidió ponerlo en la escuela bilingüe, cuando entró a kinder, ¿qué pensaron sus amigos o familiares acerca de esa decisión?
8. M: La mayoría fue, la decisión que tomamos fue principalmente por los consejos de los familiares, por haber pasado por la misma situación.
9. SZ: Entonces sí estaban de acuerdo que lo pusiera en bilingüe.
10. M: Totalmente, le digo fue la recomendación de ellos por la que tomamos la decisión de ponerlo primero en bilingüe.
11. SZ: Entonces no tuvo como durante el tiempo que él estuvo en bilingüe, ¿no hubo personas como criticándola o algo, como “ay para qué lo ponía ahí” o algo?
12. M: Pues sí, sí hubo, porque no todos los conocidos o familiares tienen a sus hijos en escuelas bilingües, entonces sí hubo uno que otro comentario, que no era bueno, porque no iban a agarrar bien el inglés, pues nosotros decidimos que era mejor tomar el español desde chiquitos, primero con mi primer hijo, con Daniel, porque nosotros simplemente no sabíamos si él podía tener un mejor conocimiento de español.
13. SZ: OK, entonces ya luego que decidieron ponerlo en clases de puro inglés, ¿cómo ha sido su experiencia con las clases de puro inglés?
14. M: Bueno hasta el momento excelente porque este, yo creí que al moverlos a mis hijos, de español a inglés, ellos iban a necesitar, principalmente el mayor porque es el que ya hablaba mejor y leía el español, iba a necesitar un tutor, pero fue perfecto porque no lo necesitó. Y él entró al segundo grado en la escuela de inglés e inmediatamente empezó a agarrar promedios buenos de la lectura y escritura en inglés, el siguiente año ya fue reclasificado, y empezó a aprender los dos idiomas al mismo tiempo.
15. SZ: Entonces sí hablaba, o sí aprendió rápido el inglés.
16. M: Demasiado rápido Ms. Zavala, demasiado. Daniel de hecho ya fue clasificado como niño GATE, del programa, ha tenido reconocimientos por el distrito de Elk
Grove. Cuando no, este, la mayoría de los niños no lo tienen, de su salón de hecho fueron dos niños de su clase, él y otro. De empezar del más grande, del nivel ahorita que tiene él, es bilingüe 100%. El otro niño empezó, desde chiquito ha estudiado en escuelas de puro inglés, Jeremy que tiene siete años, empezó preschool en bilingüe, luego en inglés, igual que el otro ha tenido muchos reconocimientos, lee el doble de las palabras requeridas por minuto en inglés, y sólo y con la ayuda de nosotros ha aprendido el español. El también ya lee, no perfecto como Dani en español pero ya, diríamos lee un 80% bien, el menor.

17. SZ: Pues qué bueno que lo pudieron ayudar también, para que tuviera esa ventaja

18. M: Y sí o sea más que nada no, yo pienso que más que la escuela es el niño porque como en toda escuela hay niños que no avanzan igual, o que necesitan tutor, que necesitan más apoyo para estudiar, de programas, y mis hijos gracias no han, o sea, no han necesitado, ni con la ayuda de nosotros, lo único que hacemos es ponerlos a trabajar en la casa con su tarea, y ellos solitos lo han hecho.

19. SZ: Mi esposo siempre dice también, dice, “no importa adonde vaya, si el niño quiere salir adelante, o sobresalir en el estudio, lo va a hacer, y si no quiere, no importa si lo ponen allá que la escuela muy buena o lo que sea, dice, no lo va a hacer”.

20. M: Eso sí es cierto, pero también es cierto Ms. Zavala que si el niño está, y lo ve uno que le echa ganas, y que puede más, también es bueno buscarle algo más, más mejor, porque como mi esposo también una vez me comentó, de qué sirve de que el niño sea tan inteligente, que le eche tantas ganas, si la escuela no tiene un nivel académico deseable, pues es como quien dice, el listo entre los burros. Entonces, mi niño también, Daniel, está pensando en ir a la secundaria, y el niño me dice, “Mami”, o sea Danielito va en cuarto grado, y él ya me dice, “mamá, yo no quiero ir a la middle school que está a la vuelta de la escuela”, que es la que le tocaría, pero él solo me lo dijo porque dicen que hay mucha delincuencia. Que hay mucho, para no nombrar gente pues, no sé, que “hay mucha delincuencia mami, yo quiero que tú me lleves, que escojas una area mejor para mí, porque yo quiero estudiar”, no sabe para qué va a estudiar pero él le gusta. Daniel es muy empeñoso en lo que haga, y se me hace imposible que él en cuarto grado ya tenga la idea de que no sea una area adecuada porque él sí, quiere estudiar. Por eso también pienso que también es necesario que los papás nos preocupemos un poquito, yo sé en dónde vivo, yo mientras el niño aprendió español, porque yo lo quise, yo manejaba Ms. Zavala, como a, me levantaba un poco más temprano, porque la escuela donde los tengo ahorita está a la vuelta de mi casa. Ni siquiera tengo que agarrar el carro, y los llevo caminando, pero yo siempre fui de esos tres años que tuve a mi niño allá, porque yo quería que el niño aprendiera, entonces a veces siento también los padres que se hagan un poquito más responsables desde que ellos esten chiquitos, después ya no porque nosotros ya decidimos que era tiempo de que el niño tomara el inglés mejor, porque pensamos que también tiene
que aprender el inglés bien. Como lo que decidimos nosotros que como era
ciudadano americano, pues necesita hablar bien. Y el trabajo de bilingüe lo
hemos seguido haciendo en casa, porque ellos no hablan inglés en mi casa, ha de
ser mucho que yo les diga “hijo, no me hables inglés, hablen en español, para que
la niña también aprenda español”, aunque yo no aprenda Ms. Zavala, yo estuve
yendo a la escuela, para yo aprender a leer y escribir, para mi es muy importante
que ellos no pierdan, o que no hablen con acento, ni en un idioma, ni del otro, que
lo hablen perfecto. Los estamos corrigiendo todo el tiempo, que no se dice así en
español, ¿como se dice mami? pues se dice así. ya hasta eso hicimos más que
nada Ms. Zavala, yo creo que se está perdiendo bastante, bastante eso en las
familias Latinas. Es increíble como hay niños Latinos que ya no hablan español,
en lugar de los papás no hablan inglés, yo digo ¿cómo te comunicas con tu hijo?
Y ellos dicen “Sí, si me entiende”, y les digo pero nosotros haciendo nada para
que ellos tengan un futuro mejor, es muy importante. Un niño siendo bilingüe es
más inteligente, tiene mejor capacidad de aprender, y es increíble Ms. Zavala yo
tengo mucha gente cercana que yo sé que los niños le entienden a lo mejor pero
no sé que, y nosotros lo estamos continuando Ms. Zavala porque los niños
también hablan perfecto el español, hasta para traducir, desde bien chiquitos me
dicen “me dijo esto, y eso” y digo wow, pues gracias a eso a que no le hemos
dejado de hablar en español. Ver tele en español, le encanta ver novelas conmigo,
preguntan en español, todo es muy importante, en mi casa es mucho español
21. SZ: ¿Y en la escuela donde está ahorita no hay muchos niños que hablan español?
22. M: Sí hay, no hay muchos, tal vez un 20% de niños que hablan español, pero no
quieren los niños hablar español en la escuela, porque yo le digo a los niños, “¿tú
hablas español?” y ellos me dicen “sí”, y le digo “¿y por qué no me hablas en
español?” por que me contestan en inglés, “no sé, no sé” yo les digo a mis niños,
dicen “mami, ese niño sí habla pero no quiere”, en la escuela no quieren, no
quieren hablar español, ni mis hijos hablan español en la escuela. Por lo mismo,
porque digo “OK, en la escuela aprendes inglés, y en casa aprendes en español”. 
Ese es un trabajo México, Ms. Zavala, de las familias, usted sabe que cuando los
reclasifican es precisamente por lo bilingüe, por los dos idiomas, y a nosotros nos
han felicitado en la escuela, no felicitan mucho por eso, por el labor de casa,
saben que si no fuera por eso los niños no fueran bilingües, si no fuera por eso, y
usted también yo creo lo sabe por sus niños, si uno hablara en inglés o ignorara al
español en casa los niños no hablarían el español, o lo hablarían muy corto, muy
mal
23. S: No y pues yo aquí en mi casa es un batallar porque mis niños nunca fueron a
bilingüe, y a pesar de que en mi casa mis suegros no hablan inglés, y aquí entre
los adultos es puro español lo que hablamos
24. M: Y nunca los he dejado en programa después de escuela, porque no lo
necesitan, lo que les van a enseñar en el programa lo puedo hacer yo, yo los tengo
comiendo bien, nos ponemos a hacer la tarea, todos juntos, y yo veo a los niños que van llegando hasta las seis de la tarde del programa, y yo si trabajara a lo mejor, y pues los que hacen allá lo hago yo en mi casa

25. S: No y con más atención

26. M: Con más atención, descansan, juegan en la yarda, pasan tiempo como hermanos, como familia, me he fijado que mi niño me pedía que lo dejara después de escuela, y le digo ¿para qué? Para jugar con mis amigos, y le digo “no, yo si trabajara y tuviera la necesidad, lo haría mi amor” y estarían bien en la escuela, mejor que encargados con otra persona, pero mi niño dice “mami pero tú no sabes que allí nos ponen a hacer la tarea y dicen mis amigos que es muy divertido”, pero esa es otra situación que yo no estoy de acuerdo. También la razón que decidimos cambiarlo de allí de la escuela, de la Bowling Green, fue un poquito por eso, por él, porque había unas clases que iba para mejorar mi función como mamá, en un programa que me metí, y la persona que iba me preguntó también, “¿por qué lo tienes en bilingüe?” y le dije por eso, porque quiero, y me dijo “María, es muy importante que tu niño llegue a nivel de secundaria con el inglés al 100, si no le das esa oportunidad, está bien que lo tengas allá, pero aunque por mucho que digamos la gente el que habla dos idiomas vale mucho, estamos en un país donde el inglés siempre va a ser prioridad”. Entonces yo me metí eso a la cabeza Ms. Zavala, alguna vez se lo comenté a usted, que mi Danielito no habla inglés, yo veo que no está aprendiendo el inglés, y decídimos verlo con miedo, con bien mucha tristeza, mi niño me lloraba, llegaba a la casa, por qué me hiciste eso, por qué me quitaste de con mis amiguitos, y yo le dije “por tu bien, mi amor”. Por qué también, sin decir nombres, una maestra de allí, de la Bowling, me dijo que para empezar bilingüe no era necesario dejarlo seis años, porque ella en su experiencia con uno de sus hijos se dio cuenta que la regó, que a lo mejor también fue que su hijo no le echó ganas, como ella pensaba, porque dice que cuando el muchacho tomó un exámen para entrar a college, no pasó el exámen de inglés, y que ella se sorprendió dijo ¿qué? ¿cómo si habla inglés? como dice usted no es lo mismo hablar, leerlo y escribirlo. Y el muchacho tomó un exámen de inglés de escritoy leído, y no lo pasó. Y no lo pasó y el muchacho se decepcionó y dijo “pues ya no quiero ir a college y ya no quiero estudiar, y ya no quiero” y ella le preguntó “¿por qué no sabes, por qué?” y él dijo “pues yo siempre puse atención, no lo entiendo, no sé por qué no paso”, eso es otra de las situaciones, los papás mexicanos, o más, los mexicanos, o los que hablan español, pensamos que si el niño habla inglés, ya lo sabe.

27. S: No, y no es lo mismo, el inglés son dos tipos, el conversacional le llaman, y el académico, y digo en la casa se habla de una forma, y en la escuela pues está aprendiendo de otra forma

29. S: Y es igual, el español también, porque digo, en la casa pues no van a usar tantas palabras así, como académicas, pues tampoco
30. M: Hablar correcto es en español o en inglés. Y es lo que muchas veces los niños mexicanos dicen, mi hijo si habla inglés, yo siempre he pensado, no es lo mismo, que hable el niño si no lo sabe leer. Porque yo veo, yo veo que Jeremy por ejemplo tiene que leer 53 palabras por minuto en el primer grado, y Jeremy está leyendo 120 palabras por minuto, se está pasando, o sea, está super super bien Jeremy. Y yo lo veo leer Ms. Zavala, y yo le lee rápido y le pregunto a Danielito “¿y sí las dice bien las palabras?” y dice “Sí mami, sí las dice bien” entonces allí es donde yo me doy cuenta de que Jeremy no es nada más aprendiendo a hablarlo, también está aprendiendo el nivel académico, como usted dice la forma académica. Y muchos papás no ponen atención en eso, y dicen “pues así está hablando, yo lo oigo que habla”, y eso es lo que no quería que me pasara Ms. Zavala, no quería que mis hijos nada más supieran hablar inglés. Yo quería, yo quiero que si ellos deciden estudiar una carrera, y ellos, en estados unidos nosotros necesitamos motivarlos a estudiar, para que ellos puedan seguir adelante. Porque no les podemos pagar una carrera, porque nosotros ni juntar dinero ni desde ahorita Ms. Zavala, ni para los libros. Entonces necesitamos inculcarles que estudien para que ellos solos puedan llegar, si no, no. Si no, no, porque en México es diferente, en México es gratis, lo único que pagan son los camiones Ms. Zavala. Mucha gente se va de aquí a estudiar una carrera a México, pero aquí no, aquí si el niño quiere ser doctor o quiere ser lo que sea, pues no va a poder si no estudia.
31. S: No, pues son sabe cuántos miles y miles de dólares, ey.
32. M: No, muchísimo, ni en nuestra vida, Ms. Zavala, aunque trabajaramos lo podíamos lograr. Entonces la única forma, por consejo de un maestro de allí de Boweling Green, que fecuentaba mucho a mi cuñada Paula, yo le pregunté un día le dije “oiga, ¿cómo yo como papá puedo desde ahora ahorrar para la universidad de mis hijos?” y se rió y dijo, “no podrías” y le dije “¡por qué no?” y dice “ ni para los libros podías juntar María” y le dije “¿tan difícil es?” yo no sabía Ms. Zavala, yo creí que era fácil. Abrir una cuenta y depositar cada cheque.
33. S: No pero sí ayudaría un poquito. No más le quiería hacer una pregunta más, entonces como usted en su percepción, este ¿siente que la clase de puro es más, como más difícil o más exigente que la clase de bilingüe? ¿o no?
34. M: No, no lo considero así, no pienso que es lo mismo, si no más es cuestión del niño que haga, pues yo no he sentido que Danielito, yo hablo por como lo he visto en mis hijos, pero yo no he sentido que a él se le haya hecho difícil una que otra, más bien cada grado que pasa él siente que es más pesada la tarea, pero igual él llegaba y hacía la tarea en español, en el bilingüe, que en inglés. Yo no lo creo.
35. S: Porque yo he escuchado de eso pues, así como usted pues con Dani, tengo de vez en cuando mamás que dicen “pues ya mi niño va muy bien en español, mejor
lo voy a cambiar a inglés, y sabe leer en español, ya mejor pues ya no necesita pues como el bilingüe”, que sienten así, y yo digo pero por qué será, porque para nosotros los maestros, es más trabajo que un niño este en el bilingüe porque tiene que hacer doble trabajo. Este, y tienen que leer en inglés y en español, y escribir y hacer todos sus trabajos pues, todavía en primero sí es mucho español pues pero ya conforme van subiendo pues ya se va haciendo como más exigente, pero yo dije pues será que...

36. M: Es que eso le repito Ms. Zavala, ese trabajo lo hacemos en casa, o sea en casa los pongo a leer, me hacen cartitas, o así cosas en español, claro que no es al 100, claro que no, no es lo mismo la escuela que casa, no es lo mismo, porque si fuera así pues sí sería más trabajo una escuela bilingüe, si es cierto con dos, pero de alguna forma, a lo mejor estoy equivocada porque cuando tenga años me voy a dar cuenta del error que cometí, pero este a lo mejor no sé pero por lo menos ahorita yo Daniel y Jeremy, se ponen a hacer, a escribir cartas, y lo hacen en español, y digo en casa, ven programas en inglés, como la lucha, pero de repente lo ponen y ven novelas en español conmigo que veo.
María Audiorecorded interview transcription (English)
11/2/14

M=María
SZ=Shannon

37. SZ: The first question is, how was your experience with the bilingual classes?
38. M: Well, good, because I don’t speak English and it was very important for me to begin my children’s preparation, beginning in preschool, in Spanish.
39. SZ: And do you feel like you had good communication with the teachers for that reason?
40. M: Yes, very good communication.
41. SZ: And did your child also like the bilingual classes?
42. M: Yes he liked it, as I did because he started speaking in Spanish.
43. SZ: And when you decided to place him in the bilingual school, when he began kinder, what did your family and friends think about that decision?
44. M: Most of it was, the decision we made was mainly because of advice from our family, who had been through the same situation.
45. SZ: So they were okay with you putting him in bilingual.
46. M: Totally, like I said it was because of their recommendation that we made the decision to put him in bilingual first.
47. SZ: So you didn’t have during the time he was in bilingual, there weren’t people criticizing you or something, like “why did you put him there” or something?
48. M: Well yes, there was, because not all of our friends or family have their children in bilingual schools, so there were a few comments, that wasn’t good, because they weren’t going to learn English well, but we decided that it was best that they get the Spanish when they’re little, first with my oldest son, with Daniel, because we simply didn’t know if he would be able to have good knowledge of Spanish.
49. SZ: OK, so then when you decided to place him in English only classes, how has your experience been with the English only classes?
50. M: Well up till now excellent because, I thought that by moving my children, from Spanish to English, they would need, especially the oldest because he is the one that spoke and read better in Spanish, that he would need a tutor, but it was perfect because he didn’t need it. He started second grade in the English school and immediately began to get good grades in reading and writing in English, the next year he was reclassified, and he began to learn both languages at the same time.
51. SZ: So he did speak, or he learned English quickly.
52. M: Very quickly Ms. Zavala, very. Actually Daniel was classified as a GATE student, the program, and he has had recognitions from the Elk Grove district. When not, most of the children do not have it, of his class there actually were two
students, him and another. Starting with my oldest, of the level he is at now, he is 100% bilingual. My other son began, since he was little in English-only schools, Jeremy is seven years old, he started preschool in bilingual, then in English, just like my other son he has had many recongnitions, he reads twice as many words a minute in English that are required, and only with our help he has learned Spanish. He also reads it, not perfectly like Dani en Spanish but he is at maybe 80%, my youngest.

53. SZ: Well that’s good that you could help him also, so he would have that advantage

54. M: And yes I mean more than anything I think that it’s more than the school it’s the child also because in all schools there are children that don’t progress the same, or that need a tutor, that need more support to study, from programs, and my children thankfully have not needed it, not even our help, the onlything we do is make them work on their homework at home, and they have done it by themselves.

55. SZ: My husband has always said too, he says “it doesn’t matter where they go, if the child wants to succeed in school, they will do it, and if they don’t want to, it doesn’t matter if you put them over there in a good school or whatever”, he says, “they won’t do it”.

56. M: That is true, but also it is true Ms. Zavala that if the child is, one sees that they work hard, and can achieve more, also it is good to find something more for them, more better, because as my husband also commented to me once, what good is it that the child is so intelligent, that he works hard, if the school doesn’t have a desirable academic level, it’s like they say, “the smart one among the dummies”. So my son also, Daniel, is thinking about going to middle school, I mean Danielito is in fourth grade, and he says to me, “mom, I don’t want to go to the middle school that is around the corner from the school”, which is the one he would go to, but all by himself he told me because they say there is a lot of delinquency. That there is alot of, to not name people, I don’t know, that “there’s a lot of delinquency mom, I want you to take me, to choose a better area for me, because I want to study”, he doesn’t know what he will study yet but he likes it. Daniel is very hardworking in what he does, and it seems impossible to me that in fourth grade he already has the idea that it’s not a good area because he, he does want to study. That is also why I think it is also necessary for us parents to worry a bit, I know where I live, while my child learned Spanish, because I wanted him to, I would drive Ms. Zavala, I would get up a little earlier, because the school I have them at now is right around the corner. I don’t even have to drive, and I walk with them, but I went anyways the three years I had my son over there, because I wanted my son to learn, so sometimes I also feel that the parents should be a bit more responsible from when they are little. After no because we decided that it was time for my child learn English better, because we thought that
he also needs to learn English well. So we decided that since he is an American citizen, he should speak it well. And the bilingual work we still do it at home because they don’t speak English in my house, it’s not hard for me to say “son, don’t speak to me in English, speak in Spanish, so my daughter learns it too” even if I don’t learn Ms. Zavala, I was going to school, so I could learn to read and write, it’s very important to me that they don’t lose it or speak with an accent, in either language, that they speak it perfectly. We are always correcting them, “that’s not how you say it in Spanish”, “how do you say it mommy?” “well you say it like this”. That is what we do more than anything Ms. Zavala, I believe it is being lost too much, in Latino families. It’s incredible that there are Latino children that don’t speak Spanish anymore, and the parents don’t speak English, I say “how do you communicate with your child?” And they say to me, “yes, they do understand me”, and I tell them we are not doing anything for them to have a better future, it’s very important. A child that is bilingual is more intelligent, they have a better learning capacity, and it’s incredible Ms. Zavala I have many people close to me that I know their children understand them maybe but I don’t know, and we are continuing Ms. Zavala so my children will speak Spanish perfectly, even to translate, that since they were little they tell me “they said this and that” and I saw wow, thanks to that we haven’t stopped speaking Spanish. Watch T.V. in Spanish, they love to watch soap operas with me, they ask questions in Spanish, it is all very important, in my house it is a lot of Spanish.

57. SZ: So in the school he is at now there aren’t many children that speak Spanish?
58. M: There are, not a lot, maybe 20% of the children speak Spanish, but the children don’t want to speak Spanish at school, because I said to one of the children, “do you speak Spanish?” and they say “yes”, and I say “why don’t you speak to me in Spanish?” because they answer me in English, “I don’t know, I don’t know”, and I say to my children, they say “mommy, that child speaks it but doesn’t want to”, at school they don’t want to speak Spanish, even my children don’t speak Spanish at school. Because of that, because I say “OK, at school they learn English, and at home they learn Spanish”. That is the work, Ms. Zavala, of the families, you know when they reclassify them it’s precisely for that, for being bilingual, for both languages, and they have congratulated us at the school, they congratulate us a lot for that, for the work at home, they know that if it wasn’t for that the children would not be bilingual, if it weren’t for that, and you also know I believe know it from your children, if you speak English or you ignore the Spanish at home the children won’t speak Spanish, or they will speak it very badly.

59. S: No and well in my house it’s a struggle because my children never went to bilingual, and even though in my home my in-laws don’t speak English, and between the adults it’s only Spanish that we speak.
60. M: And I have never left them in the afterschool program, because they don’t need it, what they are going to teach them in the program I can do it, I have them eating well, we do the homework, all together, and I see the children coming home at six in the afternoon, maybe if I worked, but what they do there I can do in my home.

61. S: No and with more attention.

62. M: With more attention, they rest, they play in the yard, they are together as brothers, as a family, I’ve noticed that my son used to ask me to leave him after school, and I asked him, “why?” “To play with my friends”, and I say to him, “no, if I had to work and I had the need, I would do it, my love” and they would be fine at school, better than leaving them with another person, but my son says “mommy but you don’t know that they help us with our homework and my friends say it’s really fun”, but that is another situation that I do not agree with. Also the reason we decided to move him from the school, from Bowling Green, was, a little because of that, for him, because there were some classes I would go to to become a better mother, a program I began, the person that came also asked me, “why do you have him in bilingual?” and I told her that, because I want to, and she told me “Maria, it’s very important that your son gets to the middle school level with English 100%, if you don’t give him that opportunity, it’s fine that you have him there, but as much as we say that the people that speak two languages is worth a lot, we are in a country where English is always going to be a priority”. So I stuck that in my head, Ms. Zavala, one time I told you about it, that my Danielito didn’t speak English, I see he’s not learning English. And after we saw him scared, very sad, my son would cry and come home asking “why did you do that to me, you took me away from my friends” and I told him, “for your good, my love”. Because also, without naming names, a teacher over there told me that to begin the bilingual program it was not necessary to leave them six years, because she told me about her experience with one of her children she realized she messed up, that maybe her child didn’t work hard, like she thought, because she told me that when her son took a test to enter college, he didn’t pass the test in English, and she was surprised and said “what? How if he speaks English?” Like you said it’s not the same speaking, reading and writing it. And her son took the test in English, written and reading, and he didn’t pass it. He didn’t pass it and he felt disappointed and said “I don’t want to go to college anymore, and I don’t want to study, I don’t want to anymore” and she asked him “why don’t you know, why?” and he said “well I always pay attention, I don’t understand, I don’t know why I can’t pass it”, that is another of those situation, Mexican parents, or just Mexicans, or us who speak Spanish, we think that if the child speaks English, they know it.
S: No, it’s not the same, English has two types, the conversational as it’s called, and the academic, I mean at home you speak one way, and at school they are learning another way.

M: Another way, yes.

S: And it is the same, Spanish too, because I mean, at home they aren’t going to use words like that, like academic ones either.

M: Speak correctly in Spanish or in English. And that is what sometimes the Mexican parents say, my child does speak English, and I have always thought, it’s not the same, that the child speaks if they don’t know how to read. Because I see that Jeremy for example has to read 53 word a minute in first grade, and Jeremy is reading 120 words a minute, he’s past that, I mean, Jeremy is super good. And I see him read Ms. Zavala, and he reads fast and I ask Danielito “is he saying the words right?” and he says “Yes mommy, he’s reading them right” so that is where I realize that Jeremy is not just learning to speak it but he is also learning the academic level, like you say the academic type. And many parents do not pay attention to that, they say “well he’s speaking it, I can hear him speak it”, and that is what I didn’t want to happen to me Ms. Zavala, I didn’t want my children to only speak English. I wanted, I want if they decide to study a career, that they, in the United States we need to motivate them to study, so they can be successful. Because we can’t pay for their schooling, because even if we saved money starting now Ms. Zavala, not even for the books. So we need to ingrain in them to study so they can get there on their own, if not, no. If not, no, because in Mexico it’s different, in Mexico it’s free, the only thing they pay is for the buses Ms. Zavala. Many people go from here to study a career in Mexico, but here no, here if the child wants to be a doctor or whatever, well he won’t if he doesn’t study.

S: No, well it’s who knows how many thousands and thousands of dollars, yeah..

M: No, so much, not even in our lifetime, Ms. Zavala, even if we work we can’t make it. So the only way, by advice from a teacher at Bowling Green that visited my sister-in-law Pati a lot, I asked him one day I said “Hey, how can I as a parent start saving right now for my children’s college?” and he laughed and said, “you can’t” and I said “why?” and he said “you can’t even save up for the books, María” and I said “it’s that difficult?” i didn’t know Ms. Zavala, I thought it was easy. Open an account and make a deposit every check.

S: No but it would help a little. I just wanted to ask you one more question, so from your perspective, do you feel that the English-only class is like harder or more demanding than the bilingual class, or no?

M: No, no I don’t think so, I don’t think it’s the same, instead it’s more a matter of the child doing it, well I haven’t felt that Danielito, I speak for how I’ve seen my children, but I haven’t felt that it has been more difficult for him that the other, it’s more like every grade he passes he feels like the homework is harder,
but he still came home and did the homework in Spanish, in the bilingual, and now in English. I don’t think so.

71. S: Because I have heard, like you with Dani, sometimes I have parents who say “well my child is doing good in Spanish, maybe I should move him to English, and he knows how to read Spanish, maybe he doesn’t need the bilingual”, they feel that way, and I say but why is that? Because for us teachers, it’s more work for a child to be in bilingual because they have to do twice the work. And they have to read in English and Spanish, and write and do all the work, in first grade it is a lot of Spanish but as they move up it becomes harder, so I thought maybe it’s that...

72. M: That’s what I repeat to you Ms. Zavala, that work we do at home, I mean at home I make them read, they write me letters, things like that in Spanish, of course it’s not 100%, of course not, it’s not the same at home as in school, it’s not the same, because if that were so well it would be more work a bilingual school, it’s true that with two, but in some way, maybe I’m mistaken because later on I will realize the error I committed, but maybe I don’t know but at least right now Daniel and Jeremy, they make, they write letters, and they do it in Spanish, I say at home, they watch shows in English, like wrestling, but then all of a sudden they put it on and watch Spanish soap operas with me that I watch.
Paula Audiorecorded interview transcription (Spanish)
7/24/14

P=Paula
S=Shannon

1. S: La primera pregunta es: ¿Cómo ha sido su experiencia con la educación bilingüe?
2. P: Pues me ha gustado porque desde que estaba Christian hace ¿qué? ya tiene veinte años entró a los cinco años, quince años que tengo en la escuela bilingüe y le ha servido más para ya cuando entra o sea en la primaria no es tanto lo que le sirve porque agarran el inglés hasta tercero o cuarto. Pero ya cuando entran al siete ya le sirve mucho más porque como que agarran más la base de todo o sea las matemáticas y todo eso es igual pero de todas maneras lo entienden ya más, porque lo entendieron en su idioma lo agarraron más bien a que si hubieran entrado a puro inglés no agarran igual todas las materias y después a América también le sirvió mucho porque ha avanzado más. Conozco amigos que han estado en puro inglés, y van más atrasados que los míos. Pero es por eso porque como que ellos aprendieron primero al 100% en su idioma y ya después ellos lo traducen al inglés y les ha ayudado para ir mejor en las clases.
3. S: ¿Y siente también que pudo tener más comunicación con los maestros?
4. P: Y hay más comunicación con los maestros, como yo o sea lo que no entendía o ellos no entendían ya yo iba y les preguntaba a los maestros en mi mismo idioma para poderles ayudar en la tarea.
5. S: Sí, así es. Y aquí dice que por si acaso hubiera tenido experiencia con las clases de puro inglés o bueno tal vez en la secundaria, que ¿Cómo ha sido su experiencia con las clases de puro inglés?
6. P: Pues de puro inglés allí ellos van bien por eso porque le digo que agarraron bien los cimientos como quien dice en la primaria fueron los cimientos y lo agarraron más bien pero yo batallé porque no les entiendo. O sea ya no les puedo ayudar en las tareas que me preguntan y ya no puedo ayudarles. Más bien el que les ayuda es la computadora.
7. S: Lo bueno que no fue pues en la primaria. Y luego dice: ¿Qué le hizo decidir poner a sus hijos en clase bilingüe?
8. P: Primero porque como aquí en la casa no hablaban nada inglés, para que ellos no fuera tan traumante entrar a kinder o primero en inglés y sin saber o sea sin saber de lo que estaban hablando. O sea que no se traumaron tanto con el segundo idioma y que no les fuera a agarrar miedo también a ir a la escuela.
9. S: Ah sí, y también de eso, ¿Qué pensaron sus familiares y amigos de su decisión?
10. P: Muchos no están de acuerdo porque dicen que si viven en Estados Unidos tienen que saber puro inglés, pero ya ahorita como está la situación que ya ve que les ha servido más el haber ido a escuela bilingüe porque aparte de que nos
ayudan a nosotros como papás a entenderlo y también a ir aprendiendo el inglés, a ellos les sirve porque ya ahorita así como ya está Estados Unidos que dondequiera buscan quién hable español, ellos tienen bien cimentada las dos idiomas.

11. S: Y llevan la ventaja de los dos idiomas
12. P: A ja, llevan la ventaja de que hablan perfectamente los dos idiomas, y escriben y leen los dos idiomas no nada mas los hablan porque tengo sobrinos que hablan el español, están en clases de puro inglés pero no saben leer ni saben escribir o vienen con estos que si sí está bien las tareas que tienen.
13. S: También es muy diferente el lenguaje académico como sí podrán saber conversar pero ya cuando se trata como de ya un lenguaje más avanzado...
14. P: Ya no
15. S: Ya no lo van a saber, sí. Y como cuando de recién cuando tenfa a Christian en kinder y primero, segundo, así, ¿no recibió críticas de personas que decían ‘Ay porque lo pones allí?’
16. P: Sí, porque sus primos como le digo entraron a escuelas de puro inglés y ellos hablaban el inglés y Christian no. Y me decían ‘Ya está en segundo y no habla el inglés’ y hablaba poquito. Y ya después como que ya en tercero o cuarto y después los arrebasó. O sea los arrebasó al hablar el inglés a los otros que iban en puro inglés.
17. S: Pero nunca tuvo usted así como un momento de duda, de decir ‘Ay...’
18. P: Sí, al principio me ponía o él se avergonzaba de que todos hablaban inglés y él no. Y me decía ‘Es que mami ya estoy en segundo y todos hablan inglés y yo no’ y ya a veces sí estuve tentada como dos o tres veces o sea de sacarlo de allí y ponerlo en puro inglés, pero también pues mi esposo es el que también me decía ‘Paula no allí van a agarrar el inglés’ dice, ‘Después hasta con los mismos amigos lo agarran’ dice, ‘Pero el español’ dice ‘si no se lo enseñas ahorita, si no lo agarran perfectamente ahorita ya no lo van a agarrar.’
19. S: Entonces tenía el apoyo de su esposo.
20. P: Él también estaba de acuerdo en que fueran a bilingüe. Y ya con Cristina pues ya me sirvió más la experiencia de los otros dos, vi que funcionaron y qua han sobresalido más en la escuela también ya ahora en la secundaria y en la preparatoria les ha funcionado más el haber estudiado español, pues haber estado en escuela bilingüe
21. S: Entonces, ¿siente usted que lo que le ayudó a resistir esa tentación de sacarlos fue de su esposo?
22. P: De mi esposo, sí de que decía que no porque si no los dejaba en bilingüe que ya no iban a...
23. S: Entonces no, porque digo ay se me hace que sí sería muy difícil para algunos papás sobrellevar esas críticas, y más entre familia y todo así
24. P: Y más cuando también los niños, le digo que les da vergüenza de que no hablan el inglés y Christian fue más difícil todavía porque fue el más grande, fue
el primero y nosotros no hablábamos nada el inglés, mi esposo ni yo. Entonces ya después mi esposo empezó ya a hablar más el inglés y yo pues lo entiendo pero no lo hablo, o sea pues todavía me da como miedito hablarlo. Pero él hablaba puro español, entonces se me hizo más fácil meterlo también así a español, ya después que fuera agarrando el inglés.

25. S: Entonces, ¿estaban ustedes como recién llegados aquí al país?
26. P: Sí, yo cuando llegué, Christian tenía cuatro años
27. S: Oh entonces ¿fue poquito antes de entrar el kinder?
28. P: Sí, llegó y no más entró al kinder.
29. S: Andale, oh wow.
30. P: Llegó directamente al kinder más bien, y allá pues iba a puro español, el preschool lo hizo en español. Entonces llegar aquí y cambiarle el idioma también como que iba ser muy difícil para él, recién llegado a otro país y otro idioma y todo.
31. S: ¿Y su esposo ya había estado aquí?
32. P: Sí, o sea él sí ya hablaba más inglés pero aquí puro español nos hablaba, entonces ni Christian ni yo agarramos, no y llegamos y como a los tres meses entró a la escuela, o a los dos meses, entró ya al kinder.
33. S: Lo bueno que usted sí supo lo del programa, ¿o sí existía?
34. P: Sí el programa sí existía también, o sea que estaba cerquitas porque vivíamos antes en la Bowling entonces yo fui a buscar escuelas, fui primero a la de este lado que era la de puro inglés
35. S: ¿A la Pacific o la Parkway?
36. P: Allí mismo de la Bowling pero era puro inglés, y este ellas mismas una secretaria de allí me dijo porque yo le dije que a mí me daba miedo meter a mi hijo sin saber ni una palabra de inglés, le digo no va a entender lo que le expliquen, y más en esa escuela que eran puros maestros que no hablaban español. Y ya me dijo que estaba la bilingüe
37. S: A penas la habían empezado, ¿no?
38. P: Sí, tenía poquito, y ya le dije ¿y los maestros hablan español? y ella dijo ¡pues les enseñan en español!
39. S: ¡Tienen que saberlo!
40. P: Entonces yo le dije ¿puedo apuntarlo en aquella escuela? y ya me dijeron que tenía que apuntarlo allí pero que para la otra escuela, para la bilingüe. Y ya lo anoté y sí, apenas tenía creo que dos o tres años esa ecuela la bilingüe
41. S: ¿Y sí pudo entrar, sí había cupo?
42. P: Sí
43. S: Ah, sí tuvo suerte entonces
44. P: Y en el kinder que estaba más lleno, pero mucha gente no los quería meter precisamente en bilingüe porque todavía no conocían el programa.
45. S: Entonces al principio no era como ahora que dicen que se llena de rápido
46. P: No, en ese tiempo no porque sí Christian llegó o sea ya estaban toda la lista de los que ya iban a entrar, y si me lo aceptaron todavía en el bilingüe. Y ya después que ya como a los dos o tres años ya no había cupo.

47. S: Entonces, ¿Ser bilingüe es importante para usted? ¿Y por qué?

48. P: Sí, o sea ser bilingüe es más importante que hablar puro inglés porque así ya tienen más oportunidades de trabajo y cuando ya estén más grandes tienen más oportunidades de hablar con más gente.
Paula Audiorecorded interview transcription (English)
7/24/14

P=Paula
S=Shannon

49. S: The first question is: What has your experience been like with bilingual education?

50. P: Well I have liked it because since Christian was what? he’s twenty now, he began at five years old, so fifteen years now I’ve been at the bilingual school and it's been more useful for when they begin, I mean in elementary it’s not as much because they get the English until third or fourth grade. But then when they go to seventh grade it’s much more useful because since they got the basics of everything like math and all of that is the same, but either way they understand it more, because they understood it in their language, they got it better than if they had been in English only, they don’t get all of the subjects, and later with America it was also very useful because she has advanced more. I know friends who have been in English only, and they are more behind than mine. But that is because they learned first 100% in their language and then they translate it to English and it has helped then do better in their classes.

51. S: And do you feel that you were able to have more communication with the teachers?

52. P: And there is more communication with the teacher, like me I mean whatever I didn’t understand or they didn’t understand I would go and ask the teachers in my own language to be able to help them with their homework.

53. S: Yes, that’s right. And here it says that in case you have had experience with English only classes or maybe in the middle school, how has your experience been with English only classes?

54. P: Well in English only they are doing well because like I said they got the foundations like they say in elementary it was the foundation and they learned it better but I struggle because I don’t understand. I mean I can’t help them with their homework anymore that they ask me and I can’t help them anymore. Instead what helps them is the computer.

55. S: The good thing is that wasn’t so in elementary. And then it says, what made you decided to put your child in bilingual classes?

56. P: First because here at home they didn’t speak English, so for them it wouldn’t be so traumatizing starting kinder or first grade in English and not knowing or I mean without knowing what they were talking about. I mean so they wouldn’t be traumatized with the second language and they wouldn’t be afraid to go to school as well.

57. S: Ah yes, and also about that, what did your family and friends think about your decision?
Many did not agree because they say if they live in the United States they should know only English, but right now with the situation that you see it has been more useful for them having gone to a bilingual school because aside from that it helps us parents to understand it and also to learn some English, it’s useful for them because right now the way the United States is everywhere they look for someone who speaks Spanish, and they have a good foundation in both languages.

And they have the advantage of both languages.

U-huh, they have the advantage of speaking perfectly both languages, and they write and read both languages they don’t only know how to speak it because I have nephews and nieces that speak Spanish, but they are in English only classes and they don’t know how to read or write or they come to these guys and ask them if their homework it correct.

It’s also very different the academic language like they might be able to have a conversation but them when it comes to a more advanced language...

Not anymore

They won’t know anymore, yes. And when you first had Christian in kinder and first or second grade, did you receive any criticism from people saying, “why did you put him there”?

Yes, because his cousins like I said went to English only school and they spoke English and Christian no. And they would say, “he’s in second grade and he doesn’t speak English” and he only spoke a little. And then later when he was in third or fourth he passed them up. I mean he passed them up in speaking English more than those who were in English only.

But you never had a moment of doubt, of saying ‘Ay...’

Yes, at the beginning I would feel or he would be embarasses that everyone spoke English and he didn’t. And he would say, “Mommy I’m already in second grade and everyone speaks English and I don’t”, and so sometimes I was tempted to take him out and put him in English only, but also my husband is the one who would say “No Paula, they’ll learn English there”, he would say “Later even with their friends they’ll get it”, he said, “But Spanish” he said, “if you don’t teach it to them now, if they don’t get it perfectly now they won’t get it”.

So you had your husband’s support.

He was also in agreement that they be in bilingual. And with Cristina it was useful the experience I had with the other two, I saw that it worked and they were more successful in school also in middle school and in high school it has been unseful that they studied in Spanish, for being in a bilingual school.

So, do you feel like what helped you resist that temptation to take them out was your husban?

From my husband, yes that he said no because if I didn’t leave them in bilingual they were going to...
71. S: So no, because I mean it seems like it would be difficult for some parents to overcome those criticisms, especially with family and all.
72. P: And more when the children also, like I told you they feel embarassed to not speak English and Christian was the hardest because he was the oldest, he was the first and we didn’t speak English at all, my husband or myself. So then later my husband started to speak more english and I can understand it but I don’t speak it, I mean I’m still scared to speak it. But he spoke only Spanish, so it weemed easier to me to put him in Spanish, and later he would start learning English.
73. S: So, you were recently arrived here to the country?
74. P: Yes, when I arrived, Christian was four years old.
75. S: Oh so, it was a little bit before starting kinder?
76. P: Yes, he arrived and started right away.
77. S: Oh wow.
78. P: More like he arrived directly to kinder, and it was all Spanish there, he had already done preschool in Spanish. So to arrive here and change the language too would be very difficult for him, recently arrived to another country and another language and everything.
79. S: And your husband was already here?
80. P: Yes, I mean he already spoke more English but here he would only speak Spanish to us, so neither Christian nor I learned it, and we arrived and like three months later he started school, or two months later, he started kinder.
81. S: The good thing is that you knew about the program, or did it exist yet?
82. P: Yes the program existed also, I mean it was close by because we used to live on Bowling so I went to look for schools, I went first to the one on this side that was English only.
83. S: To Pacific or Parkway?
84. P: Right there at Bowling but it was English only, and a secretary from there told me because I told her I was afraid to put my son in without speaking a word of English, I told her he wouldn’t understand what they tell him, especially in a school where none of the teachers spoke Spanish. So she told me that there was bilingual.
85. S: They had just started it, right?
86. P: Yes, it had been there for a short time, and I told her “do the teachers speak Spanish?” and she said “Well yes, they teach them in Spanish!”
87. S: They have to know it!
88. P: So I told her “Can I sign him up in that school?” and they told me that I had to sign him up there but for the other school, the bilingual. And I signed him up and I think it had only been around for two or three years the bilingual.
89. S: And he got in, there was room?
90. P: Yes
91. S: Ah, so you were lucky then?
92. P: And in kinder it was more full, but many people didn’t want to put them in bilingual because they still didn’t know the program.
93. S: So in the beginning it wasn’t like now where they say it fills up quickly?
94. P: No, at that time no because when Christian arrived I mean the class list was already made of who was going to be there, and they still accepted him in the bilingual class. And then later after two or three years there was no more room.
95. S: So, is being bilingual important to you? And why?
96. P: Yes, I mean being bilingual is more important than speaking only English because they have more opportunities for jobs and when they are older they will have more opportunities to talk with more people.
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