SPEAK RIGHT: A QUALITATIVE LOOK AT LANGUAGE POLICIES IN MULTILINGUAL CLASSROOMS

by

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Multilingual classrooms, where students and/or teachers of varying linguistic backgrounds come together in the same setting to learn, are common in America's educational landscape. Instructors often strive to create inclusive environments for diverse learners. However, they may unknowingly implement harmful language policies, otherwise known as the linguistic structure a teacher utilizes in the class, without understanding the developmental effect it may have on students.[1] This research details the impact that different language policies have on students who are learning a new language.

I applied a post-structural interpretive interactionism method[2] while conducting seven in-depth interviews with college-aged individuals educated in multilingual (Spanish and English languages) elementary school classrooms. Then, the interview transcripts were qualitatively analyzed to determine the effect the teacher's language policies had on the interviewees' educational and social growth. I also utilized a participant method of observation in two dual language elementary school classrooms and one monolingual elementary school classroom, my notes were then analyzed

through iterative coding to gain insight into the everyday implications of different language policies in classroom settings.

The study finds that comprehensive bilingual policies offer students the most linguistic expression while also ensuring that students practice secondary languages in social and professional settings. Additionally, I give an analysis of the negative social psychological influence that strict monolingual policies have on students. I also discuss the merits and faults of the four language systems I examine in this study. It is my hope that educators may use this research as a base of knowledge to create comprehensive language policies for their multilingual classrooms. It is also my hope that strategic communication of my research will result in educational policy changes lead by public policy professionals.

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Introduction

On August 30, 2016, the Mexican American Legal Defense and Educational Fund (MALDEF) published a one-page memo regarding a teacher in Illinois who banned students from speaking Spanish in her classroom. The school's principal was sent a letter from MALDEF the previous week (see Appendix B, Figure 1). Jennifer Kruger, who taught a third-grade class of English-language learners, made students sit on the bare floor, separate from their peers, as a punishment for speaking Spanish in the classroom. She also told students that they would face further consequences for notifying their parents of her strict monolingual language policy. MALDEF's memo asserts that Kruger's conduct was in violation of Title VI of the Civil Rights Act of 1964 and was unconstitutional based on the Supreme Court's decision in *Meyer v. Nebraska*, 262 U.S. (see Appendix A). Kruger was reassigned to a different classroom but was allowed to continue teaching at the school. The incident demonstrates the enormous amount of freedom American teachers are given to invent and execute their language policies with little to no attention given to the potential consequences they may have on their students.

The issue of linguistically biased education is deeply rooted in American history and begins with European colonization of North America.[3] In 1565, Pedro Menéndez de Avilés brought the first European settlement to what is now Florida and introduced the Spanish language to the indigenous people.[4] Over the next few centuries, Spanish colonizers throughout Mexico and the Southwestern United States used discriminatory language policies in schools as a method of enforcing Spanish as the dominant language.[5] Banning children from speaking their native language was a common

strategy employed by colonizers to assimilate an entire generation of subjects quickly. Similar tactics continued after the United States became a sovereign nation and English, the official language.

On both a formal and informal level, English has been enforced as the dominant language in school settings through discriminatory language policies.[6] Speaking Spanish was illegal in Texas public schools until the 1971 Supreme Court case United States v. The State of Texas established that it was the responsibility of public schools to teach Mexican-American students the English language as well as to educate Anglo students about the Spanish language.[7] While there is a written record of the linguistic discrimination that occurred in Texas, there are also thousands of instances that are not discussed.

Oral history plays a significant role in narrating the experience of those the history books have left out. Zelda Lopez Haro an educator and Chicana civil rights activist, spoke to a SPANISH 218 class at the University of Oregon during the winter of 2016 about ethnicity, language, and identity. She discussed her exposure to problematic language policies in classroom settings while growing up in a small Southwestern town. She specifically recalled an incident in which her elementary school teacher slapped her for singing a nursery rhyme in Spanish during class. The teacher had assumed that Haro was making fun of other students and told her that if she couldn't say what she wanted in English, then she wasn't allowed to speak at all. Anecdotes like Haro's are common amongst Spanish-speaking adults who grew up in America, they are seldom heard in popular culture.[8]

The lack of awareness and reform regarding ambiguous language policies allows modern-day teachers to implement policies that are hurtful to their students. Kruger worked in Berwyn South School District, where more than 80 percent of the district's 3,900 students are Latino. She was not discriminating against a select group of students, since all her students were English-Language Learners. Kruger and thousands of other teachers in bilingual and multilingual classrooms do not understand the damage that strict monolingual language policies can have on their students.

The first language related bill that challenged English as the leading language in the United States was brought before Congress in 1923 by Washington J. McCormick, a Republican Congressman from Montana.[9] The bill would have made "American" the official language of the United States. In the bill, McCormick stated that, "America has lost much in literature by not thinking its own thoughts and speaking them boldly in a language unadorned with gold braid…Let our writers drop their top-coats, spats, and swagger-sticks, and assume occasionally their buckskin, moccasins, and tomahawks." McCormick's bill touches on the connection between language and identity. There is no way of knowing how the bill could have shaped the national discourse of linguistic acceptance both on an institutional and interpersonal level. Nevertheless, acknowledgement of linguistic variation in a national bill would have gotten national discourse started. Although the bill was shot down in the House of Representatives, Illinois used the bill as the foundation for the 1923 "Declaration of "American" as the Official Language of Illinois."

Since the 1920s, a plethora of politicians and political organizations have made strides toward achieving comprehensive gubernatorial language policies, especially in

education. Ralph Yarborough, a democratic Texas senator introduced the Bilingual Education Act (BEA) as a part of the Elementary and Secondary Education Amendments of 1967. The act was significant as it was the first time the federal government acknowledged the need for policies and programs that met the needs of students with limited English speaking ability.[10] The passage of the 2002 bill No Child Left Behind (NCLB) resulted in the BEA being renamed the English Language Acquisition, Language Enhancement, and Academic Achievement Act. NCLB also shifted the primary objective of the BEA from providing educators resources and instructional methods to support students with limited English proficiency to a bill that enforced accountability requirements when it came to the objective of English acquisition.[11] Civilian led task forces have sprouted up around the country to aid politicians in the drafting linguistically inclusive policies. The Language Access Plan Implementation Task Force in California that advises the Judicial Council on what policies they should implement to stay in accordance with the Strategic Plan for Language Access in the California Courts.[12] There are similar organizations all around the country such as English Plus, Center for Applied Linguistics and National Association for Bilingual Education that are focused on advancing the United States educational language policies.

The purpose of this study is to establish an argument for creating comprehensive language policies in multilingual classrooms. By clearly delineating the effects different language policies have on students, this research can inform strategic communication used for pre-service teacher professional development programs as well as uniform administrative communication with students, parents, and teachers.

Conversations regarding language policies effect on students are most effective when educators, families and anyone with direct contact to students are involved. However, to drive widespread change of language policies throughout the country, public leadership needs to draft and pass education policy initiatives specific to language in the classrooms. Public relations professionals play an integral role in facilitating the constitution and implementation of such policies.

Personal Foundation

I have participated in bilingual education since the 1st grade and every single teacher I have interacted with has had a unique language policy. My elementary school, Beach, was a title I school that had a Spanish Immersion program due to the high percentage of Spanish speaking families. Beach had a dual language policy with Spanish teachers that interpreted the policy with a strict lens and English teachers with much more lenient language policies in their classrooms. I attribute my Spanish language fluency to 1st and 2nd grade Spanish teacher's refusal to communicate with me in English. I was exceptionally social as a child and I had to learn Spanish quickly to participate in class and receive the positive affirmation from my 1st grade teacher that I so desperately desired. Every teacher has adopted a language policy based on their own background and linguistic experience. When I reflect on my educational experience, I realize that every language policy influenced my academic growth, some more than others.

In fourth grade, my teacher, Ms. Terbmal (pseudonyms used for all teachers mentioned in research), taught the English and Spanish portion of the class. Ms. Terbmal was a recent graduate from the University of Oregon's School of Education. She is a native English speaker whose Spanish language experience came from the Spanish classes she took at the University and a six-month study abroad program in South América. Ms. Terbmal was the first Spanish teacher I ever had that didn't speak Spanish very well. Her grammar and word choice was often corrected by native Spanish speaking students during the Spanish portion of the day. Her inability to effectively

communicate in Spanish resulted in a lenient dual language policy in which my classmates and I spoke English a majority of the day.

I remember one instance in which Ms. Terbmal became frustrated with my refusal to speak Spanish and sent me to the ESL class. She told me that I would have to speak Spanish there, because students in the ESL classroom don't speak English. I can recall the embarrassment that surged through me as I, a TAG student, walked into the classroom that was traditionally reserved for underperforming students. The ESL teacher, Mr. Gutierrez, quickly switched me back into Ms. Terbmal's class when he realized that I was proficient in English as well as Spanish. Even after I was placed back in my original classroom, I felt ashamed when I thought of the incident.

Looking back, I think Ms. Terbmal was doing what she, a brand-new teacher with very little classroom management skills, thought was best for my linguistic development. However, the power Ms. Terbmal (and thousands of other teachers across the country) has to determine the trajectory of their students' academic career should not be taken lightly. The freedom Ms. Terbmal was given to implement a language policy in the classroom resulted in various problems that set a negative tone for the academic productivity and culture of the classroom. After spending two years in Ms. Terbmal's classroom, my parents pulled me out of my school and transferred me to an International Baccalaureate Middle School, West Sylvan.

If someone told me in fourth grade that my day spent in the ESL class would inspire the main question my undergraduate thesis aims to answer, I would have laughed at them. As a public relations major, it was never my intention to dedicate myself to analyzing language policies in the classroom. However, my research

questions manifested organically as I merged what I was learning about communication with my everlasting interest in improving the American education system.

By looking at the issue of language policies in the classroom with a public relations lens, I am excited for future policy changes that will improve future students' educational experience.

Literature Review

After reviewing various contemporary bodies of research concerned with establishing how different language policies in classrooms affect student's development, it has become apparent that the academic community currently uses a plethora of terms when describing similar language policies. This is not surprising, as linguistic pedagogy is new compared to long-established scholarly topics. For the sake of clarity, I will present definitions of the language policies analyzed in subsequent sections. The following definitions will be instrumental in comparing the conclusions the literature in this section presents.

Four classroom language polices were explored in this study. First, a strict monolingual language policy describes classrooms where students are taught content exclusively in English. Students with limited English language proficiency are not provided linguistic support or resources. In these settings, students may suffer varying levels of disciplinary repercussions for speaking in a language other than English. Alternatively, teachers may diverge from the monolingual content in classrooms with a lenient monolingual policy to accommodate the needs of students in the process of learning English. Although students are taught content exclusively in English, they may freely alternate between two or more languages, otherwise referred to as code-switching, and utilize languages other than English without repercussions. With the same form of leeway, students may freely code-switch without consequences in classrooms with a lenient dual language policy. Unlike classrooms with monolingual policies, here students receive instruction in both English and Spanish separately. There may be a designated English teacher and a designated Spanish teacher who switch

classrooms in the middle of the day and provide content evenly. A single teacher may also utilize such a policy by switching languages in the middle of the day. A strict dual language policy also includes instruction in Spanish and English on any given day, however, unlike classrooms with a lenient dual language policy, students suffer varying levels of disciplinary repercussions for not speaking in the designated language.

Verónica E Valdez, investigates the influence teacher's linguistic lens has on their language policy in the article "In the Latina Early Childhood Teachers Negotiating Language Policies en la Frontera," published in The Journal of the National Association for Bilingual Education in 2014. Valdez utilized a qualitative case study method to analyze the language policies of two preschool classrooms located in Border Town, TX where 68% of residents reported Spanish or Spanglish as their first spoken language. Valdez was specifically interested in defining the relationship between the teacher's linguistic attitudes and experiences with the language policies within their classrooms. Her aim was to see if they tailored the language policy established by the school to align with their personal beliefs on language and if so, how that was expressed linguistically in the classroom setting.

Ms. Moreno, a 25-year-old Latina grew up in multilingual American and Mexican schools with bilingual language policies and learned English in the classroom setting. Alternatively, Ms. Roldán, a 55-year-old monolingual grew up in multilingual classrooms with monolingual language policies. The two shared the goal of teaching students proficiency in English and Spanish. Their approach, however, was drastically different.

Ms. Roldán placed emphasis on English instruction with the rationale that she was preparing them to be successful in future monolingual classroom settings. She also justified her English-leaning monolingual policy with the desire parents expressed for their children to act as their translator in public settings. Contrastingly, Ms. Moreno placed emphasis on Spanish instruction with the justification that it is the language that the students use and understand. Ms. Moreno explained that, by repeating English phrases in Spanish, her students could connect the two languages and eventually linguistically express themselves in both languages.

Valdez noted that neither teacher utilized code-switching or "border talk," which is referred to as Spanglish throughout this research. Valdez found that both teachers described their unique language policies as a combination of the school's institutionalized monolingual language policy and their personal experience with language in classroom settings. Valdez asserts that her research shows a need for professional development programs that allow teachers to reflect on their language beliefs, attitudes, abilities, and motivations for the specific way in which they teach languages in the classroom setting.

The case study illustrates the many ways teachers interpret institutionalized language policies as well as the ways such language policies can play out in the classroom setting according to subjective factors. Teachers have no control over language policies set up by their superiors, but they do have authority over how the policy is implemented. Valdez argues that teachers' linguistic empiricism dictates the structure of their language policy. Valdez doesn't use specific terms to quantify the differences in the teacher's language policy. Nonetheless, her research alludes to the

axis of structure (Appendix E, Figure 2) that is intuitively established by teachers. Valdez's research is useful in illustrating the current educational landscape in which teachers can construct language policies based on inner experiences and beliefs rather than mediated pedagogy but falls short in communicating the effects such policies have on students. It is pointless to require teachers to cogitate the influence their lens has on their language policies without also providing a comprehensive idea of the consequences different language policies have on student's academic and social development. By clearly delineating the effects different language policies have on students, this research can inform strategic communication used for pre-service teacher professional development programs.

Maria del Carmen Salazar explores the impact a school district's language policy has on humanizing pedagogy in, "English or Nothing: The Impact of Rigid Language Policies on the Inclusion of Humanizing Practices in a High School ESL Program." Salazar applies a three-year ethnography to the ESL program at Alpine High School in Northern Colorado to examine the school district's language policy and its effect on humanizing practices within the program. Ninety-five percent of second language learners at the school reported Spanish as their native language. Salazar utilizes the term "humanizing practices" to refer to ESL-specific pedagogy that honors and embraces a student's native language and heritage in the context of building English proficiency. Humanizing practices are contrasted with what Salazar refers to as "rigid language policies" and "dehumanizing practices" and what this research refers to as strict monolingual policies.

Salazar's research highlights the role lenient language policies have on creating an inclusive learning environment for students who lack English-language proficiency. While validating student's lived experience is important in establishing a sense of community, Salazar's ethnography leaves questions unanswered in relation to the effect that humanizing practices and rigid policies have on the development of secondary language proficiency among the subjects. At the core, language policies in classroom settings, and especially in ESL classes, serve as a method of establishing language proficiency among the students. Unlike Salazar's research, part of my goal in analyzing language policies in multilingual classrooms is to inform the most efficient language policies toward generating secondary language proficiency.

As I researched the history of language policies American society, James Crawford's source book, Language Loyalties proved to be invaluable. The book gives a comprehensive look at the United States contemptuous history with language. The historical documents compiled by Crawford highlight the resilience of "ethnic languages" within multilingual communities in the face of a society that enforces monolingual standards. Starting with the inception of our country, "foreigners" were met with contempt from politicians and policy makers when they proudly displayed their linguistic heritage. In the mid-1750s, Benjamin Franklin was alarmed about Germans refusal to speak English and bilingual street signs. Starting in colonial times and persisting today, language is used as a means of promoting nationalistic sentiment. Crawford doesn't give an explicit opinion regarding America's history with language. However, an analysis of the work included reveals a theme of denial. Time and time again, American policy makers have created policies regarding language that dismiss

the linguistically diverse reality of our country. To learn more about the overall effectiveness of language policies related to the BEA I read Claude Goldenberg, Kirstin Wagner's article, "Bilingual Education: Reviving an American Tradition". Specifically, the section titled "Political Support for and Challenges to Bilingual Education" was instrumental in assessing the current state of bilingual education and the policies that frame bilingual classes. The article explains that rigid language policies and lack of bilingual resources for English-language learners has been tied to the achievement gap between Anglo and Latino students in California, Massachusetts and Arizona, among other states. Most shocking is the increases in out-of-school suspensions and dropout rates for most of the five largest non-English-speaking language groups in Boston's public schools after Massachusetts restricted bilingual education.13

In terms of public relations, Adam Kerman-Schloss and Andy Plattner discuss the importance strategic communication with your publics when it comes to education reform in their article, "Talking to the Public about Public Schools". Kerman-Schloss and Plattner stress the importance of understanding your audience and communicating with them in a manner that they already use to communicate. For example, when the audience consists of parents, strategic communicators need to identify what the parents deem as important and successful as well as what resources and individuals in the community the parents already have relationships with. By communicating new information to your audience in a way that is familiar to them, many misconceptions and miscommunications are preemptively dealt with. This allows for respectful, efficient and effective communication.

Research Goal

Teachers in the United States who work in multilingual classrooms are not required to take cross-cultural competency courses nor are they given a set way to structure the language policy in their classroom. As each student has a unique learning style, it is impossible to identify one language policy that works for every student. Instead, my goal is to understand how different language policies in multilingual classrooms affect students learning experience. Also, my aim is to identify aspects of language policies that can be detrimental to the educational and emotional growth of students learning to speak a second language. To reach my goal, I must answer the following research questions:

1. What are the different language policies?
2. How do different language policies inform what we know regarding the benefits and disadvantages to building secondary language proficiency?
3. How can public relations professionals shape the national discussion regarding linguistic policies in education?

Research Methods

Data Coding & Analysis

Data sources include interview transcripts, field notes, and transcripts of seven half-day observations from each of the classroom sites. Data was collected over a seven-week period beginning on January 20, 2017 and ending on March 10, 2017. The field notes and observation transcripts were organized by classroom to identify the language policy in each setting accurately. Interview transcripts were arranged by subjects. Codes were established to directly relate to the research questions (see Appendix E, Table 1). Flowcharts were instrumental in establishing the influence the different language policies in each classroom had on students' secondary language proficiency level as well as on their emotional well-being (see Appendix E, Figure 1). A case-oriented approach to analysis[14] was implemented where the data set from each classroom was analyzed individually first, and then comparative analysis of all the data was used to address the research questions.

Observation Method

I employed a moderate-participant method of observation to gain qualitative data regarding language policies in classrooms around the Eugene and Springfield area. The moderate-participant method of observation allows the observer to interact with the subjects while maintaining enough separation to remain as objective as possible.[15] I took on the role of a class volunteer during my observation sessions. Observing as a volunteer allowed me to play a more active role in the classroom than if I were passively watching. A benefit to this method is that the observer can experience first-

hand the intricacies of the subject's reality. A glaring limitation typical to every form of qualitative data collection is that the observer will always apply their lens when interpreting the data collected. I primarily chose to use this method because being a volunteer is the only way I could legally observe classrooms with such short notice.

My recruitment procedure for observation sites occurred during the last week of December 2016 and the first week of January 2017. I compiled an email list of 47 principals of public, private and charter schools in the Springfield and Eugene area with the goal of identifying multilingual classrooms for observation data collection. On January 14, 2017, I sent a recruitment script (see Appendix C, Figure 1). to the email list.

As I had a limited knowledge of educational leaders in Lane County, a digital recruitment method allowed me to reach a broad audience quickly with very little investigation required. The recruitment script garnered a 27% response rate with 13 individuals responding. Of the respondents, 64% declined my request. Every principal that denied my request expressed interest in the topic but did not think their classrooms would add data to the research. Lizzette Ridgers, the principal at Twin Oaks Elementary, informed me that, "We have two students that would apply to these requirements. Sorry, we can't help you." Of the 46% of principals that showed interest, I chose to meet with the principals of El Camino del Rio/River Road Elementary school in Eugene and Maple Elementary school in Springfield and further discuss which classrooms at their schools may help answer my research questions.

With 27% [16] of students at Maple and 47% [17] of students at El Camino Del Rio/River Road identifying as Latino/a and approximately 13% of students at both

schools enrolled in the English Learner program, these schools gave me the assurance that I would be able to observe multilingual classrooms. Furthermore, El Camino Del Rio/River Road is currently the only school in Lane County that has implemented a Spanish/English dual-language policy in every classroom. I was eager to see how secondary language proficiency evolved throughout the different age groups. After meeting with the respective principals to briefly discuss language policies throughout the school and outline my research questions, I was assigned a 4th and a 1st-grade classroom at El Camino Del Rio/River Road and a kindergarten class at Maple. The selection was made with consideration to my weekly availability as well as to which teachers required additional aid in regard to classroom management.

Interview Method

I utilized a postmodern interpretive interactionism method of interviews to compile qualitative data on college students' experience with language policies of multilingual classrooms in Oregon public schools. The interviewer places emphasis on an interviewee's ability to lead the conversation with postmodern interpretive interactionism interviews. Postmodern interviews are unstructured and rely on the participants' abilities to interpret their experience independently.[18] This method shifts the focus away from the interviewer's research goal and allows the interviewee to give importance to incidents independent from the interviewer's influence. The informal atmosphere of the meeting allows the interviewee to candidly divulge information and the interviewee's ability to guide the conversation. This inherently gives importance to the anecdotes the subject shares. Alternatively, a limitation is that the interviewer must build a rapport with the interviewee for the model to work effectively. I chose this

method because I believe it is important to allow interviewees to have agency over their experience.

I began the recruitment process for interview subjects during the first week of February and utilized a snowball method of recruitment. My target subject was bilingual college-aged individuals that grew up in multilingual classrooms. I recruited the first two interview subjects in a class we shared. I announced a recruitment script in front of the class in which I explained the research goal of my thesis and encouraged any interested individuals to contact me. I was approached by both students after class and was able to schedule a time and date to interview them. Starting with the first two subjects, I relied on an interview subject to recommend another person that would be interested in participating in the research which resulted in seven total interviewees. As having a rapport with interview subjects is crucial in conducting successful postmodern interviews, the snowball method of recruitment was effective in maintaining an inherent concord with each subject as they were recommended by a mutual acquaintance each time. The snowball method of recruitment had a minuscule subject pool of seven compared to the 47 possible participants with the recruitment method used for observation.

Every interview was conducted in person in a variety of locations including subjects' houses, coffee shops and study rooms in the library. Sites were chosen based on the level of privacy and noise, and the convenience for the subject. In addition to recording the interviews, I also took notes on the disposition and facial expressions of the interview subjects. Before I started the interview, I gave each subject a general overview of what language policies are and why I am interested in the effect they have

on students' academic and emotional achievement. I began the interviews by asking open-ended questions regarding the subjects' educational experience. Questions focused on the participants' journey in achieving language proficiency in English and Spanish and how language policies implemented by their teachers may have been helpful or detrimental in that process.

I allowed the subjects to lead the conversation, only referring to question items when the conversation hit an extended silence. For example, one interview subject spoke for eight minutes straight after I asked: "How do you think your art teacher's attitude toward language affected your performance in the class?" By allowing the interview subjects to guide the conversation, each interview was unique regarding what aspect of their educational experience they shared with me. The lack of structure within each interview allowed common themes from the subjects' experience to emerge naturally without any possibility that leading questions were accountable.

Results

General Findings

A language policy found in a multilingual classroom relates to how two languages are integrated into the classroom setting and the structure of the policy. The structure of the plans ranges from strict to lenient while the language integration goes from monolingual to bilingual (see Appendix E, Figure 2). School principals or the school district predetermine a classroom policy's level of language integration with the teacher having no control. On the other hand, the structure of the plan is entirely dependent on the culture that the teacher wants to create in the classroom. For example, every class at El Camino del Rio/River Road Elementary school adheres to a dual language level of integration, but each teacher applies a personal structure to the preset dual language schedule. I observed Spencer Peter' first-grade class which utilized a lenient dual language policy as well as Jose Herrera's fourth-grade class that used a strict dual language policy.

After coding interviews and observations, I organized the different language policies using iterative coding[19]. I began with open coding in which I organized data by strict teachers, lenient teachers, monolingual and dual language indicators and formalized the concept of the four different language policies. The categories of the emotional and educational effect the different language policies have on students emerged from axial coding. Finally, selective coding was used to crystalize the core theme throughout all of the qualitative data which is the effect different language policies have on student's educational experience.

Observational Data

El Camino Del Rio/River Road is unique in that every single classroom from kindergarten until 5th grade adheres to a dual language structure. From the moment I drove into the parking lot, I noticed that all of the signs outside the school were in English and Spanish. When you walk indoors, you have no other option than to go into the main office which is filled with bilingual signs and posters in addition to posters in just Spanish or just English. Both secretaries are bilingual, and in the short time it took me to sign into the volunteer system, I witnessed each of the secretaries communicate over the phone in Spanish then English. The dual language structure can be seen throughout the school with alternating languages for hallway artwork, and two giant calendars hung up outside the cafeteria, on in English, the other in Spanish. The dual language influence is different within the classrooms. In the halls and common areas of the school everything is bilingual, but in the classrooms, you will find Spanish material and English material but not together. The Spanish books are separate from the English books, and the Calendar area is only in Spanish while everything in the art area is in English.

I spent seven Friday afternoons in David Peter' 1st grade classroom. Peter is a white male whose native language is English and who learned Spanish at the University of Oregon. He had a class size of 18 made up of 46% native Spanish speakers. All his students demonstrated English language proficiency. Peter had one student teacher named Thomas who is a graduate Spanish student at the University of Oregon. The class day was split in half with English instruction in the morning and Spanish instruction while I was present. During a typical day of observation, I would arrive in

the classroom around 11:30 am, right as the students came in from recess. We spent 30 minutes on the "carpeta" doing calendar activities where one student would lead the class in reciting the day, month and year in Spanish as well as the day's weather. Then, Peter would lead the class in a math lesson in Spanish. This was when student's linguistic ability or lack thereof began to show. Peter maintains a lenient approach to the dual language setup of the class. He never hesitated to translate a Spanish word to English, as long as his students asked nicely. His lenient policy resulted in a rambunctious class that rarely adhered to the designated Spanish instruction time. There were thirty-four times in which students did not know what was expected of them during a math lesson because they couldn't understand Peter' instructions in Spanish. I observed four times in which students yelled at Peter, demanding he speak in English. Even the native Spanish speakers preferred to speak in English during the designated Spanish time and would almost only speak in Spanish when they didn't know the correct phrase in English. This demonstrates how the language hierarchy that is reinforced by the dominant American culture preferences English above all other languages.

The strict dual language policy in Chavo Herrera's class was drastically different from Peter approach. The 4th-grade classroom had one teacher for 28 students, and nearly all of the students honored the designated language instruction at the time. Herrera is a Latino male whose native language is Spanish. Like 54% of his students, Herrera learned English in a classroom setting. His approach to language policy was by enforcing the distinct instruction time for Spanish and English; students are given an adequate amount of practice to build proficiency. I spent seven Tuesday mornings from

10 am until 11:30 am in Herrera's class which happened to be during their designated Spanish reading time. Students were quiet for the most part, but I was able to observe their linguistic abilities when they occasionally broke into small groups to discuss what they were reading. Every student had a personal English-to-Spanish dictionary that they were encouraged to use during discussion time and throughout the day. Throughout my observation period, I observed six incidents of students speaking English. Two of those times involved students in a fight and the other four times involved a student asking Herrera how to say a word in Spanish. By setting clear linguistic expectations for his students and modeling those expectations, Herrera maintained a mellow learning environment that was conducive to students acquiring secondary-language literacy.

I also spent seven Friday mornings observing Joni Wareham's kindergarten classroom at Maple Elementary school. Wareham's class utilized a lenient monolingual language policy. My observation lasted from 8:30 am until 11 am during which time the kindergartners typically had story time on the carpet, practiced writing and singing the alphabet and then went to lunch. Although I was officially a volunteer in the classroom, I took on the role of a teacher’s aide while simultaneously collecting data. I was one of three adults with 24 students in the kindergarten classroom, not including the consistent parent volunteer. I spent most of my time helping the teacher pass out student's workbooks and answering questions that students had regarding how to write. The decorations around the classroom were entirely in English as were all the books and learning materials. Wareham had one student in the English Learner program. The little girl's family moved to America from Mexico less than a year ago, and she spoke very little English although she seemed to understand when other students spoke to her in

English. As Wareham has no experience with speaking Spanish, she tasked the parent volunteer with acting as a translator for the girl. The parent volunteer happily helped the girl when needed. Wareham's flexibility within a monolingual language policy proved to be very beneficial, as the accommodation transformed the girl from extremely shy during my first observation to a semi-regular participant in the class.

Lenient Monolingual Language Policies (See Appendix F, Tables 1 & 2)

Lax monolingual language policies supplement the narrow nature of monolingual classrooms with resources to help students that identify as English Language Learners (ELL). In a monolingual kindergarten class, I witnessed the teacher allow ELL students to speak amongst themselves in Spanish. This passive approach to a language barrier establishes an inclusive environment where students have free linguistic expression. An interviewee recounted the importance of being allowed to speak Spanish with peers while doing classwork as he was first learning English. Getting clarification about class instructions not only allowed him to complete his work but also established the base of knowledge that would lead to him being fluent in English. Another interviewee spoke of a teacher who made sure she was always partnered with a bilingual student for class activities. The partnership ensured that the girl always had a person available to translate course material for her even though the teacher could not. The central theme that emerged from the research surrounding lenient monolingual policies is that teachers worked around the rigid monolingual structure to ensure that students had the resources necessary to thrive in the classroom setting.

Strict Monolingual Language Policies (See Appendix F, Tables 1 & 2)

Strict monolingual language policies stifle the linguistic self-expression of ELL students. One interviewee recalls a particularly memorable experience in 6th grade when his gym teacher yelled at him and his friend in front of the rest of the class for speaking Spanish. They were engaging in structural linguistic code-switching, which refers to a switch between two languages that naturally blends phrases from two languages to create structurally complex sentences. The speaker must have excellent grammatical dexterity in the two languages to utilize structural linguistic code-switching. An example would be two bilingual speakers candidly changing the language within one conversation and still completely understanding each other. The teacher assumed that the words they were speaking in Spanish were malicious. The students were then banned from speaking Spanish in the class because "[they] may have been talking [badly]" about other students or the teacher. The teacher's reaction was brief, however the effects of the incident have stayed with the interviewee. He remembers feeling embarrassed in the moment and ashamed for weeks after. Also, the interviewee described how the incident created an unfair "power dynamic" between him and the other students. The teacher had implicitly established that in the classroom space, English is of greater importance than Spanish. Another interviewee that was a part of a strict monolingual class during 4th grade spoke about the embarrassment she felt when she was placed in an ELL classroom. The teacher had arbitrarily made the decision to transfer the girl to an ELL track without consulting with her parents or the principal of the school. The girl had been in a traditional classroom setting for her entire academic career leading up to that point. She attributed the transfer to the fact that she had spoken Spanish in the classroom one too many times. However, the teacher's actions inherently

demonstrate how the educational institution allows prejudiced teachers to arbitrarily change a child's learning trajectory with minimal consideration. The central theme that emerged from research on strict monolingual policies is that they don't offer Spanish-speaking students any linguistic outlets for them to express themselves freely.

Lenient Dual Language Policies (See Appendix F, Tables 1 & 2)

While lax dual language policies provide students ample opportunities to practice linguistic freedom, they fall short in providing students the training necessary to become proficient in a language. In a first grade, lenient dual language classroom I observed an English-speaking student attempt to lead the daily calendar exercise in Spanish. When she didn't know a word, her teacher reassured her in English that he was, "going to help her do the whole thing." He then proceeded to say every word in Spanish and had her repeat after him. While his help did reinforce his role as a resource to the students, the girl did not get a chance to create a base of knowledge for herself or practice self-sufficiency. In the same classroom, a different girl yelled, "Say it in English" repeatedly as the teacher explained an activity in Spanish. The teacher code-switched soon after by giving the same instructions in English. It is positive that the student felt comfortable enough in the classroom environment to use her preferred language to express herself. However, she did not learn any Spanish in the process. In another incident in the same class, the teacher used the Spanglish word "chequear" when explaining an activity to students. On one side, utilizing a Spanglish word in a formal setting creates an inclusive environment for students who already speak Spanglish. Alternatively, using an informal, Spanglish word, especially within a dual language classroom, the teacher is modeling an extremely complicated level of

language for students who do not yet have the basic proficiency in English or Spanish to understand the intricacies of Spanglish. In summary, lenient dual language policies hold merit as a system that allows students a fair amount of linguistic expression despite the possibility of blurring the lines between standard English and Spanish structure.

Strict Dual Language Policies (See Appendix F, Tables 1 & 2)

Strict dual language policies force students to be self-sufficient when it comes to developing fluency in their second language. A fourth-grade student used a class copy of an English-to-Spanish dictionary to look up a word he didn't know in Spanish. The student took the initiative to use the dictionary without a teacher or peer prompting him to. The student's initiative demonstrates the resourcefulness on which strict dual language policies operate. In another instance in the same class, a native English-speaking student asked a native Spanish-speaker to help translate "step-brother" to Spanish. Moments earlier, the student had considered asking the teacher for help but then decided against it. An interviewee spoke of one middle school teacher who gave every student a Spanish dictionary so they could look up definitions of words they didn't know. A common theme of strict dual language policies was emphasis shifted away from the teachers as the linguistic resource and towards group collaboration, use of resources and self-sufficiency.

Nevertheless, the rigid structure of such a policy can detract from the possibility of an inclusive environment and stifle students' linguistic self-expression. One teacher called a student out for speaking Spanish during the designated English time, which potentially may have caused embarrassment and other negative emotions that could hurt the student's academic experience. An interviewee recounted a teacher that would

ignore students if they didn’t speak to her in Spanish. Again, the severe action taken by the teacher contributed to a hostile learning environment in which students are afraid to interact with their teachers. A native Spanish speaker told me that he felt more comfortable speaking English in his classroom because the Spanish spoken in the class was, "too formal, nothing like how [he] spoke at home or with friends.” The rigid structure not only limited the linguistic expression to one language at a time, but it also places emphasis on the "correct" way to speak in each language.

Bilingual Language Policies (See Appendix F, Tables 1 & 2)

Bilingual language policies are neither strict nor lenient as they allow students to express themselves with a syncretic mix of languages that allows each student to determine the level of formality. While giving a speech in front of the class, a student in the bilingual classroom engages in structural linguistic code-switching. The student mixed Spanish and English words and phrases to create a fluid linguistic pattern commonly known as Spanglish. Such casual code-switching is only possible for a student who is structurally proficient in English and Spanish. Students in the same classroom also exhibited social external code-switching, as defined by changes in language influenced by the respective social roles of the addresser and addressee, their language preferences, competencies, and the setting. They spoke a casual mix of Spanish and English while doing a group activity but spoke purely in Spanish when they addressed the teacher with a question they had. Again, this advanced form of code-switching is only achievable for students with dual proficiency. Additionally, while adding a point to a class discussion, a native English speaker attempted to speak entirely in Spanish but resorted to English for words and phrases that she apparently didn't

know. At its very essence, this demonstrates the level of linguistic freedom students possesses in bilingual classrooms. The linguistic independence afforded to students in bilingual classes comes with the understanding that the students have been practicing formal language skills in Spanish and English and have gotten to a level of competency that they can comfortably combine both languages in a classroom setting.

Discussion

When teachers start a job at a new school, they adopt the predetermined linguistic structure of the school. Administrators within a school district control whether classes adhere to a monolingual, bilingual or dual language models. The structure of the language policy at a school falls under the influence of a plethora of factors, including the needs of the community, the pool of teachers available for multilingual classrooms and the overall values of the district. However, teachers are responsible for creating a culture within the classroom that approaches the language expectations with an attitude of leniency or rigidity.

When dual language teachers don't make clear distinctions between the Spanish and English time of instruction, students are less likely to practice the designated language. A strict structure is most effective when paired with a dual language level of integration, as students have discrete time to build skills in each language.

The positive implications of an ELL writing group inside of a lenient monolingual classroom are juxtaposed to the negative experience of an interviewee who was pulled out of her strict monolingual classroom and placed in an ELL class. Having a specialist come to the class instead of making students leave a classroom to get specialized instruction lessens the embarrassment that students may feel. Publicly disvaluing a student's academic ability can hurt their academic performance.[20] Also, segregating students based on their linguistic ability creates a hierarchy where English reigns supreme and Spanish is less satisfactory.[21] The lenient monolingual policies method of integrating ELL programming into the student's homeroom class offers

students the resources they need to excel academically while maintaining an inclusive classroom environment.

Every student being able to participate in a class with a bilingual level of integration is the ideal situation because it ensures that everyone, no matter their native language, can express themselves freely while also creating an academically collaborative space. However, bilingual classrooms rely heavily on structural linguistic code-switching and will not work unless the students are proficient in both English and Spanish. Strict dual language programs are ideal for building the knowledge that a student needs to thrive in a bilingual classroom. Lenient dual language classes are less effective at creating the vocabulary and grammar knowledge needed for a bilingual classroom. However, they have similar results to bilingual classrooms regarding students being able to express themselves through language freely.

Conclusion

Recommendations

Each policy works advantageously with a particular age group. It is most beneficial for ELL students to begin their academic career in either a lenient monolingual or lenient dual language classroom where they can learn English while also having the ability to expressly use their mother tongue. Strict dual language policies are most effective when applied to classes with students at an intermediate level of English and Spanish-language proficiency. Students in late elementary years until early high school years can benefit from the opportunity to improve linguistic skills in two languages in distinct classroom contexts. Bilingual policies will work with higher level college courses and advanced high school immersion classes at which point students have developed proficiency in both languages. All primary public schools should avoid strict monolingual policies as they pose an educational and social danger to students learning English.

Public Relations Application

PR practices can be utilized twofold to enact change in how language policies are used in educational settings. A PR communication strategy can guide short-term changes that schools can make to have an immediate impact on the community they serve. Additionally, a strategic PR campaign that focuses on implementing policy changes on the district and state level will have long term effects on how language policies are assessed in educational settings.

Next fall I will start a new job as a 7th-grade English teacher at Heights middle school, a part of Uplift Education, the biggest inner-city charter school district in North Texas. More than 86% of students identify as Latino at Heights, 52% of which have limited English-language proficiency.[22] The results of my research will shape the lenient monolingual language policy I will use in hopes of offering my future students the linguistic tools and resources they need to exhibit academic progress.

Apart from teachers, school administration may also use the framework of the findings detailed by this research to inform their messaging practices for optimal outreach and engagement with the Spanish-speaking community they serve. My overall recommendation to Deborah Bigham, Uplift's Chief Development Officer and the person who oversees all aspects of fundraising and communication strategies for the organization, is to make a concerted effort to permeate the message of linguistic acceptance throughout all communication materials Uplift produces. Regarding comprehensive language policies, a current strength of Heights is their distribution of academic calendars, school handbooks and other important information in every language that is spoke by scholars' families in addition to English. However, the linguistic diversity being limited to informational materials can be seen as the company implementing multilingualism only when it's necessary. At this point, the linguistic diversity of the company is based on a need to make basic materials accessible to families that have limited English proficiency. Heights has an opportunity to expand the scope of inclusive language across all their channels, thus communicating to their Spanish-speaking audience that Uplift honors their linguistic expression.

By demonstrating a commitment to multilingualism in public settings and proudly including Spanish on promotional materials, Heights will set itself apart as a school that embraces linguistic diversity in the face of a monolingual structure. Foremost, hosting town halls to discuss the state of language use in the classroom and the community is an effective way that administrators at Heights can build meaningful relationships with parents and community leaders. After a short presentation on language policies in classroom settings, teachers and students would lead an open, bilingual discussion with the audience about what changes would make the institution a linguistically open place. Moreover, Spanish should be integrated into every single social media channel to ensure that everyone in the community can enjoy the updates about student achievement and access job postings that are often found on their social channels. Finally, as the vast majority of the Heights community speaks Spanish, their press materials made for national media should highlight the linguistic reality at the school. Heights currently utilize Uplift's one-pager media fact sheet when dealing with the national press. Using the Uplift one-pager as a reference, Heights can send a powerful message to the media by integrating Spanish and Spanglish phrases into press materials that will be seen by individuals outside of the community who may not have any knowledge of Heights linguistic diversity. Appropriating the monolingual language policy established by the district to reflect the multilingual reality of the families the school serves, Heights can effectively bolster the sense of community while also adding a unique element to the brand of the school.

Regardless of the initiatives I employ to integrate Spanish and other foreign languages into the Uplift school district’s culture, the linguistic culture within the

classrooms will not change until the school's language policies do. This is where my formal training in strategic public relations plans comes in. Through my research I have identified the negative and positive effects that four different language policies have on the academic and emotional development of students. The goal of my strategic public relations plan is two-fold. First, I would like to inform my target publics, which consists of various public leadership, of my key message that reformation of rigid language policies in school settings is the most important issue in education reform. I will utilize a traditional media kit as well as in-person informational interviews to achieve this goal. My second goal is to motivate my target publics to adopt my key message and utilize their individual platforms to enact change on a policy level.

The strategic campaign would focus on communicating the highlights of the research to public leadership that work in policy. This channel was selected because it has a direct influence on educational policy. The policy leader I would contact is Collin Curtin who is a Dallas-based teacher for Uplift Education and the Program Director of Urban Leaders Fellowship (ULF). The fellows that make up ULF consist of educators, researchers, graduate students and Fulbright scholars that work on drafting impactful educational policy proposals for elected and appointed officials from all around the country.[23] Fellows assist with research, drafting, and implementation of critical legislation. To date, ULF has been at the forefront of an excess of policy initiatives including Colorado immigration reform, landmark educator effectiveness legislation, and major school district reforms like implementing academic performance frameworks and funding early childhood education programs.

Curtin oversees cohorts of fellows across the Southwestern United states who have influenced over 50 pieces of policy thus far. The wide network of individuals with experience in drafting policy and dedicated to education reform makes ULF a perfect target public for my strategic campaign. The conclusions made in this research can form the foundation of a policy that ULF would draft, deliver to appropriate elected officials and oversee the implementation of the policy within school districts across the country. By informing ULF, an organization focused on fighting educational inequity through policy initiatives, of the results of my research it is my hope that lead by Curtin, fellows will be able to use their platform to disseminate equitable language policies throughout multilingual communities. Public relations play a pivotal role in this process as the communication of what the research is and how it applies to the work that ULF is doing is paramount.

Further Research

I would like to expand my research by looking at different bilingual education models in elementary schools. My research focused on dual language classrooms that have 50% of the instruction in English and 50% of the instruction in Spanish. Another form of dual language classes splits the language instruction into 90% in Spanish and 10% in English. I am interested to see if any new language policies emerge from the 90:10 model and whether it is more or less efficient than the 50:50 model in producing students that are proficient in English and Spanish. One limitation of my research is that I did not have the resources or time to observe language policies outside of the four I identified. I wonder if observing classrooms in a State other than Oregon would render different results. Another limitation is that my research mainly focused on native

Spanish-speakers in relation to second language acquisition. There is an opportunity to analyze and compare the process of second language acquisition in native English and Spanish speakers.

Appendix A

Glossary of Terms

1. Title VI, Civil Rights Act of 1964: prohibits discrimination based on race, color or national origin in programs or activities that receive federal financial assistance.

2. *Meyer v. Nebraska*: In 1919 the Supreme Court ruled that the "An act relating to the teaching of foreign languages in the state of Nebraska," commonly known as the Siman Act, was in violation of the due-process clause of the 14th amendment. The Siman Act restricted foreign-language education in classrooms.

Appendix B

MALDEF

Mexican American Legal Defense and Educational Fund

Chicago
Regional Office
11 East Adams Street
Suite 700
Chicago, IL 60603
Tel: 312.427.0701
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National Headquarters
Los Angeles
Regional Office
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Tel: 210.224.5476
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Washington, D.C.
Regional Office
1016 16th Street, NW
Suite 100
Washington, DC 20036
Tel: 202.293.2828
Fax: 202.293.2849

August 24, 2016

Via Email
Principal Jean Suchy
Emerson Elementary
6850 West 31st Street.
Berwyn, IL 60402
Email: jsuchy@bsd100.org

Dear Principal Suchy:

The Mexican American Legal Defense and Educational Fund (MALDEF) is a privately funded, non-profit, public interest law firm that promotes and protects the civil rights of Latinos in the United States. One of our goals is to ensure that English language learners (ELLs) receive access to a quality public education.

Our office was contacted about an incident which occurred in Ms. Jennifer Kruger's third grade classroom on Monday, August 22, 2016. As you no doubt are aware, several of the students in Ms. Kruger's class progressed through Emerson Elementary's ELL program and are now in their first all-English classroom. It has come to our attention that Ms. Kruger told her students that they were not allowed to speak Spanish in her classroom. Later, upon hearing students communicate in Spanish, Ms. Kruger punished those students by making them sit on the bare floor while their classmates were allowed to sit on carpet. After learning that students had complained to their parents, Ms. Kruger threatened to retaliate against them. We have been informed by parents that Ms. Kruger has acted in the same way in the past. This shows a pattern and practice of mistreating ELL students and that is unacceptable.

From the information we have received, Ms. Kruger's conduct was unprofessional and harmful to her students' education. It is also illegal. The U.S. Supreme Court has long held that the Constitution protects the right of individuals to communicate in a foreign language. *See Meyer v. Nebraska*, 262 U.S. 390 (1923). As well, Ms. Kruger's conduct might have violated federal laws, including Title VI of the Civil Rights Act of 1964, and Illinois law barring discrimination.

Should Ms. Kruger's aforementioned conduct be substantiated, MALDEF insists that you take action to remedy the violation of her students' rights and ensure that it does not happen again, including but not limited to removing Ms. Kruger from teaching third grade students.

Advancing Latino Civil Rights for over 40 Years
www.maldef.org

Figure 1. The Mexican American Legal Defense and Educational Fund's letter to Emmerson E.S. Principal, Jean Suchy, regarding Kruger's illegal language policy.

Appendix C

Hello,

My name is Ajeya, and I am a senior journalism student at the University of Oregon's Clark Honors College. In the new year, I will be conducting research for my thesis project on Spanglish, bilingualism, and code-switching in the classroom. Growing up with a bilingual education, I noticed very early on that every teacher has a unique approach to language policies in the classroom. I am interested in researching how the different policies affect native Spanish speaking students' experience in the classroom. This issue holds personal importance to me as I will be teaching High School English next year in the highly bilingual city of Dallas, TX.

I am contacting you in hopes that you could connect me with teachers at your school that either teach bilingual classes, have a fair amount of native Spanish-speaking students, or both. Feasibly, I'd like to observe classes in which code-switching is happening. I would also like to include interested teachers in a focus group or interview about bilingualism in the classroom.

I look forward to hearing from you,

Ajeya Woods

Figure 1. Recruitment script used for observation subjects

Appendix D

Interview Participants

Adan Arcero, Senior at the University of Oregon

Alex Catalan –Castro, Senior at Warner Pacific University

Courtney Olsen, Freshman at Pacific University

Erick Montoya-Tellez, Senior at the University of Oregon

Kendra Hammons, Sophomore at Mount Hood Community College

Ovidia Ramos, Senior at Western Oregon University

Taty Herrera, Senior at Portland State University

Observation Sites

El Camino del Rio/River Road, First Grade

El Camino del Rio/River Road, Fourth Grade

Maple Elementary, Kindergarten

Appendix E

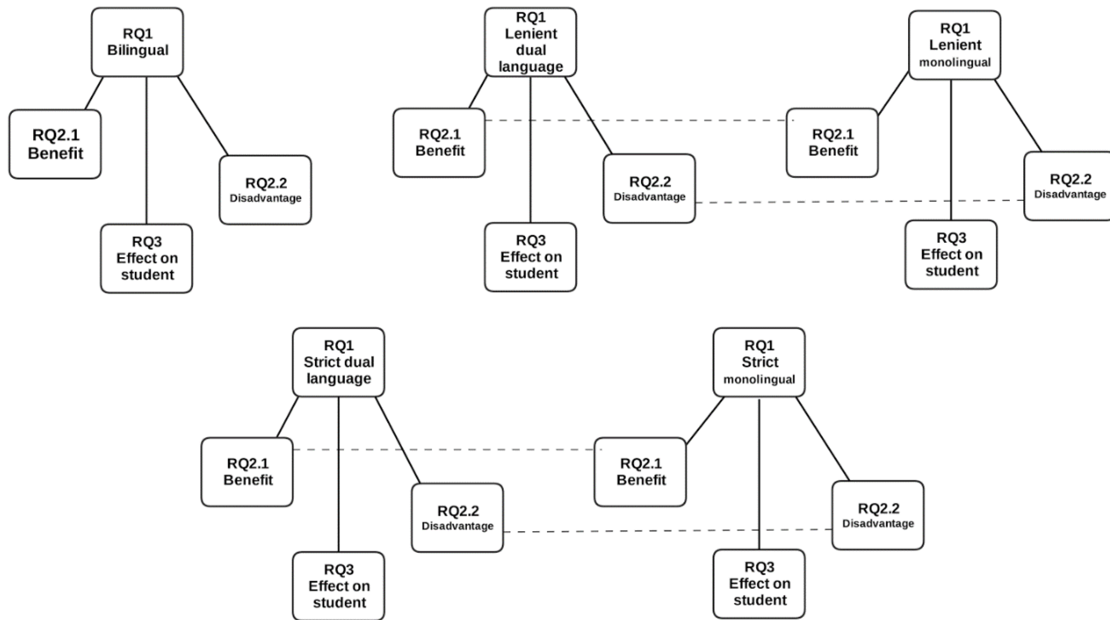

Figure 1. After interviews and field notes were coded, I created flowcharts to organize the codes to gain a visual representation of how data associated with different research questions related to each other. Codes for language policies (RQ1) form the base of clusters that branch off into the pedagogical (RQ2) and qualitative effect (RQ3) of the specific instance. A faint dotted line is used to show that aspects of separate language policies can share a similarity in terms of pedagogical effect.

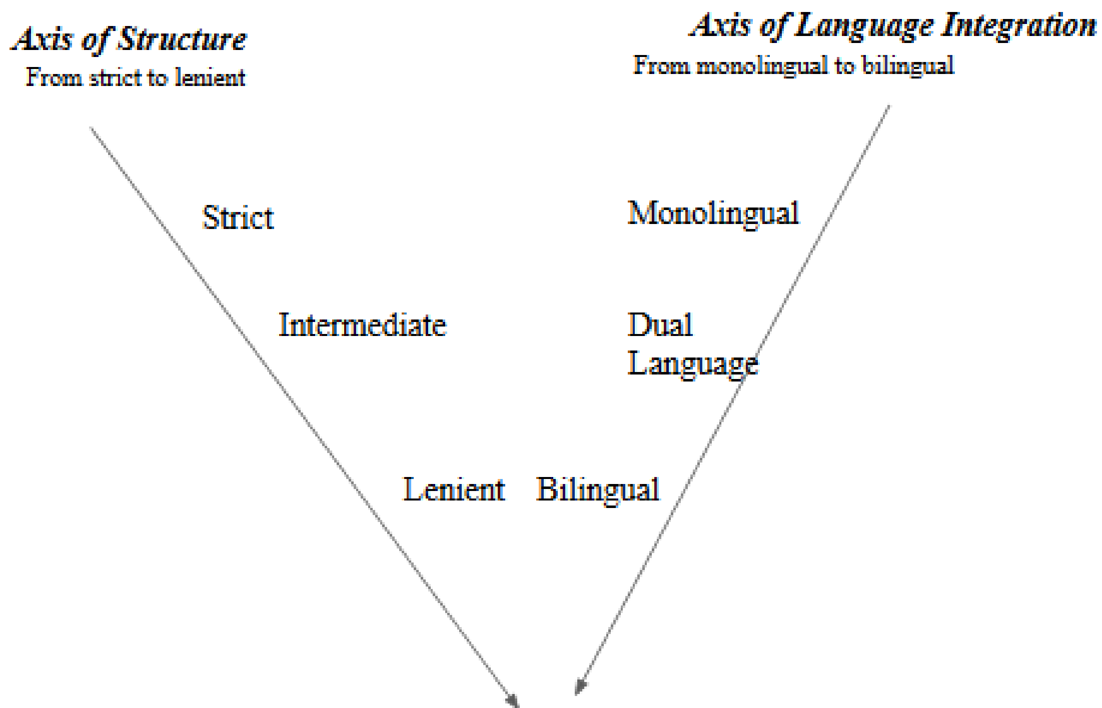

Figure 2. Axis of Structure, Axis of Language Integration

RQ1 Codes	RQ2.1 Codes	RQ2.2 Codes	RQ3 Codes
Policy: bilingual	Benefit: fosters collaboration	Disadvantage: lack of secondary linguistic practice	Effect: bolsters linguistic expression
Policy: lenient dual language	Benefit: promotes resourcefulness /self-sufficiency	Disadvantage: students withdraw from participating	Effect: tapers linguistic confidence
Policy: lenient monolingual	Benefit: adequate secondary linguistic practice	Disadvantage: code-switching and Spanglish are dis-valued	Effect: exclusion /segregation

Policy: strict dual language	Benefit: flexible timeline of expected timeline	Disadvantage: teacher models informal language	Effect: Inclusion /acceptance
Policy: strict monolingual	Benefit: clear expectations	Disadvantage: a rigid timeline of expected progress	Effect: student doubts academic ability

Table 1. Codes and sub codes were created with the purpose of answering the research questions. RQ1 codes identify aspects of a classroom that illustrates what language policy is in place. RQ2.1 and RQ2.2 codes refer to a policy's benefit and disadvantage in terms of building language proficiency among students. Contrastingly, RQ3 codes refers to the subjective emotional affect a policy has on the student.

Appendix F

Observation	Language Policy	Impact
All signage is in Spanish & English.	DL	Promotes an inclusive environment.
Spanish and English books mixed together.	DL	Promotes an inclusive environment.
Student was expected to lead the calendar exercise in Spanish. When she didn't know a word the teacher reassured her in English that he was "going to help her do the whole thing".	LDL	Demonstrates support for the student while creating an inclusive environment for learning.
During Spanish time, students spoke English while talking amongst each other.	LDL	The lenient structure creates an environment where students have free linguistic expression even within the confines of the language policy.
A girl yelled, "Say it in English" repeatedly as the teacher explained an activity in Spanish.	LDL	The lenient structure makes it difficult for the teacher to manage student's inclination to use their native language.
The teacher used the Spanglish word "chequear" when explaining an activity to students.	LDL	The impact of this is two-sided. By using a word that officially isn't a standard word in Spanish or English, he is modeling bad habits in terms of

		separating the English and Spanish languages. On the flip-side, utilizing Spanglish words in a formal setting creates an inclusive environment for students who already speak Spanglish.
When a student didn't know a word in Spanish, so he looked it up in an English-to-Spanish dictionary.	SDL	The strict language policy requires students to be resourceful and independent learners.
The teacher called a student out for speaking Spanish during the designated English time.	SDL	Reprimanding a student in front of their peers does not promote an inclusive learning environment.
Instead of asking the teacher to translate "step-brother" to Spanish, a native English-speaking student asked a native Spanish-speaker.	SDL	In this instance, the strict policy creates a collaborative environment where students rely on each other to supplement knowledge.
The teacher had the phrase "Maestro, como se dice…" on the whiteboard. Prompting students to ask for translations of words they don't know.	SDL	Enforces the Spanish-speaking time while also giving students the tools to learn within the strict structure of the policy.
English language-learners speak amongst themselves in Spanish.	LML	Creates an empathetic environment. The teacher understands the monolingual structure of the class may make Spanish-

The teacher treats this as commonplace.		speaking students feel out of place. Free linguistic expression gives students agency in the classroom setting.
English language-learners are in a separate group from native English speakers during writing time and are instructed by an ELL specialist.	LML	Supplementing a monolingual classroom with resources for ELL students ensures that the linguistic policy of the classroom is as inclusive as possible.

Table 1. Classroom observation, the language policy used and the impact on the student. DL stands for Dual Language. BL stands for bilingual. ML stands for monolingual. L stands from lenient. S stands for strict. (See Appendix A).

Anecdote	**Language Policy**	**Impact**
A student's gym teacher banned him from speaking Spanish in the classroom.	SML	Stifles the linguistic expression of the student and creates a hierarchy of language.
A student recalled being afraid to speak in class up until fifth grade because she was self-conscious of her English.	SML	Limiting student's language expression can affect their confidence, especially when they are expected to be proficient in a second language.
Not being able to effectively communicate in class	SML	The strict language policy explicitly excludes a language from the

resulted in one student resenting the classroom and solely looking forward to lunch and recess time.		classroom but also implicitly excludes ELL students from participating in the classroom.
One girl remembers being made fun of by a group of girls in class for “not speaking English well”.	SML	Exclusionary attitudes amongst students may stem from exclusive language policies in the classroom.
A student was moved to an ELL classroom during the middle of her fourth grade year.	SML	The strict language policy creates a need for a program separate from ‘normal’ classes which may feel like segregation to some students.
Being allowed to speak Spanish with peers while doing classwork was helpful for one student to get clarification on instructions when he was first learning English.	LML	Creating an environment where students can use Spanish in order to understand what is happening in class is an effective way of indirectly supporting a student's progress.
One girl spoke fondly of a first-grade teacher who was patient with her as she learned English. She always partnered the girl with a	LML	The lenient structure allows teachers to problem-solve solutions to help integrate ELL into a monolingual classroom setting.

bilingual speaker for class activities.		
A teacher who taught both English and Spanish would ask native Spanish speaker to translate words that she didn't know.	LDL	A major problem with lenient dual language programs is that the teachers often aren't proficient in Spanish which makes it hard for them to teach English-speaking students and also may lead to a lack of respect from native Spanish speakers.
One girl remembers that in most of her classes, students only spoke Spanish when asking the teacher a question.	LDL	When students are given leeway and aren't clear on what is expected of them, they will resort to the language they feel most comfortable speaking.
A native Spanish speaker spoke English during Spanish time because the majority of students were doing it and it was easier to communicate with everyone.	LDL	This case shows that even when a classroom is structured with equal parts Spanish and English, a lenient approach to the structure may render it invalid.
One middle school teacher gave every student a Spanish dictionary so they could look up definitions of words they didn't know.	SDL	Supplementing a rigid structure with helpful resources gave students the tools necessary to be self-sufficient and have agency in their learning process.

A teacher would ignore students if they didn't speak to her in Spanish.	SDL	Similar to the problem with entirely banning Spanish from a classroom, not allowing students learning Spanish to communicate in English does not create an inclusive environment. On the flip-side, the student said that by the end of the year every student could speak pure Spanish during class time without a problem.

Table 2. Interview anecdote, the language policy used and the impact on the student. DL stands for Dual Language. BL stands for bilingual. ML stands for monolingual. L stands from lenient. S stands for strict. (See Appendix A).

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