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Self-esteem and Identity: A Case Study of Two Bilingual Education Students

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SELF-ESTEEM AND IDENTITY:
A CASE STUDY OF TWO BILINGUAL EDUCATION STUDENTS

A Thesis

by

JULIA GÓMEZ MONTALVO

Submitted to the Graduate School of the
University of Texas-Pan American
In partial fulfillment of the requirements for the degree of

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Major Subject: Bilingual Education

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May 2012

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ABSTRACT

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This qualitative study focused on the self-esteem, sociocultural identity, and academic performance of transitional and dual language students as they moved through their respective programs. A case study was conducted on two randomly selected students, one from the transitional program and one from the dual language program. The two students attend the same school and have participated in their respective programs for 12 years in the same school district. Both students were asked to complete surveys on self-esteem and participate in an interview where they were asked various questions about their self-esteem, sociocultural identity, and academic performance. Data collected from the survey and interviews showed that the dual language student not only had higher levels of self-esteem and sociocultural identity, but also self reported higher levels of academic performance than the transitional student.

DEDICATION

This thesis is dedicated to my Heavenly Father YHWH Yahoshua because through him everything is possible. Exaltado seas Padre YHWH Yahoshua.

ACKNOWLEDGMENTS

I'm also very thankful that my parents, Santos and Maria Guadalupe Gómez were always there to facilitate anything I needed and for always believing that I could achieve anything I put my mind into it. My friend Cynthia Williams, who truly believed in me and helped me in anything I needed at work and school. Lastly, Ms. Priscilla Salinas my campus principal who always accommodated my schedule to conduct my study.

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CHAPTER I

INTRODUCTION

When educators and parents rate the success of a student, the focus is generally on the short-term academic aspects, however the factors that can affect long-term academic performance are often overlooked. These factors such as sociocultural identity and self-esteem can affect the mental and emotional aspects of a student and play a large part in the success that a student will have academically. For the bilingual learner, they will have to deal with more than the common issues that students deal with in school, like fitting in and popularity. Issues that run far deeper will plague them. This study addresses those sociocultural and academic issues that can affect a bilingual learner's self-esteem as they proceed through their formal education. The Prism Model and the self-esteem components will be used to examine how it would be likely to assume that the dual language student will emerge from the dual language program with higher levels of self esteem, sociocultural awareness, and academic performance than a student in the transitional program.

Statement of Problem

In an effort to deal with the high volumes of bilingual students, school districts have implemented various bilingual programs to help educate these students. In spite of these efforts, the educational gap between bilingual and monolingual students continues to widen (Hussar, 2011). This is due to the type of education that these Hispanic children are receiving, where the

educational goal for these bilingual learners is to mainstream them into all English classes. According to Brooks & Karathanos (2009), because of this goal teachers expect for these bilingual students to be able to learn in the same way that monolingual students do. This view creates a problem that interferes with the bilingual learner being able to understand the academic content being taught (Brooks & Karathanos, 2009). This results in lack of high academic performance, which affects their self-esteem and their sociocultural identity. According to Virginia Collier and Wayne Thomas (2007), the results of being in a classroom where the students feels lost affects their sociocultural identity which in terms affects the response that the student will have to the new language and learning through the L2 (Collier & Thomas, 2007) This creates negative effects and hinders their second language acquisition.

Purpose of the Study

A case study of one transitional and one dual language student was conducted through the use of a survey and individual interviews. The purpose of the study was to determine if a student's decision to participate in either the dual language or transitional program has an effect on the student's self esteem, academic achievement, or sociocultural identity.

Research Questions

The research questions listed below provide the construct for this study.

1. What impact do the dual language and transitional bilingual programs have on students' academic achievement?
2. What impact do the dual language and transitional bilingual programs have on the self esteem of the bilingual learner?

3. Do the dual language and transitional programs have an impact on how much the bilingual learner values their language and culture?

Significance of the Study

The study will determine whether the dual language or transitional program has an impact on a bilingual learners' self esteem, sociocultural identity, or high academic performance.

Definition of Terms

The following definitions are pertinent to this study and should be used to understand the components, which make up the investigation.

Bilingual Learner: A language minority student currently enrolled in a Bilingual Program that is learning academic content in Spanish, except for mathematics which is taught in English.

Bilingual Education Program: Programs implemented to enable bilingual students to become competent in the comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in the primary language and English (19 Texas Administrative Code, § 89.1201 (b), 2002).

Assimilate: The path of becoming American while sacrificing ethnic traits.

Sociocultural Identity: Social and cultural process occurring in everyday life within the student's past, present, and future, in all context-home, school, community, and the broader society. Sociocultural processes at work in second language acquisition may include individual

students' emotional responses to school, such as self-esteem, anxiety, or other affective factors. (Collier & Thomas, 2007)

Dual Language program: An educational approach, based on additive bilingualism, where a student is learning two languages in an instructional setting while learning on grade level subject content. (Gomez & Ruiz-Escalante, 2005)

Transitional programs: An educational approach, based on the subtractive model, where the child is transitioned into English in third through fifth grade. (Gomez & Ruiz-Escalante, 2005)

Limitations of the Study

The following were the limitations faced by the researcher while conducting this study.

1. Due to the area where the research process was taking place, the participants of this study were all Spanish/English speakers.
2. The method of data collection is limited to an individual interview with the transitional and dual language student.
3. It was necessary for the survey language and vocabulary to be worded in a way that 11th grade students would understand.
4. Only one 11th grade dual language student and one transitional student were randomly selected.
5. Due to availability of the students, the researcher administered the survey and interview questions after school within the time span of one hour.

CHAPTER II

REVIEW OF THE LITERATURE

Hispanics in the United States

Ethnic diversity in the United States has increased dramatically over the past decade due to the steady stream of immigrants that have entered the U.S. on a yearly basis. Although the U.S. has and will continue to receive an influx of many different ethnicities, statistics indicate that out of all of these, Hispanics are the fastest growing minority group. According to the U.S. Census Report (2011), the U.S. population increased by 27.3 million from 2000-2010, and over half of that increase was due to a rise in the Hispanic population. During this same time, the Hispanic population grew by 43 percent which was four times the nation's 9.7 percent growth rate. These increases have helped to bring the number of Hispanics in the U.S. to a staggering 50.5 million (U.S. Census Report, 2010).

In few places is this more evident than in the state of Texas, where Hispanics accounted for 65 percent of the state's population growth from 2000-2010 (U.S. Census Report, 2010). 2010 census data puts the Texas population at 25.1 million of which 9.4 million are Hispanics. These 9.4 million Hispanics accounted for 19 percent of the Hispanics in the U.S. ranking it just below California, which is the only other state with a higher Hispanic population. (Camarota, 2007)

Large concentrations of Hispanics can be found at the tip of Texas, in Hidalgo County where its close proximity to the Mexican border has made it an ideal landing spot for immigrants. There Hispanics make up 85 percent of the total population. The U.S. Census Report (2011) states that 84.8 percent of the county's population that is five years and older speak a language other than English at home. In addition to these figures, another 9.6 percent of the county's population is under 5 years old (U.S. Census Report, 2009). These statistics show that not only does Hidalgo County have a high percentage of bilingual learners in school, but also many bilingual children who will soon be entering the public school system. What does this mean for this school district and others like it? This means that schools are and will continue to be populated with different cultures and languages each year and that because of these languages and cultures schools have had to figure out different ways to meet the needs of these bilingual/bicultural students.

Bilingual Learners

Currently, school districts are undergoing a dramatic increase in the numbers of bilingual students. According to Hussar (2011), NCES projections have indicated that school-age children who are bilingual learners will constitute an estimated increase of 36 percent enrollment in the public elementary and secondary schools by 2019 (Hussar, 2011). The U.S. Census Bureau calculated that, U.S. residents five years and older who answered that they spoke Spanish at home were 35 million (Hussar, 2011). This is a key indication that there are substantial amounts of people living in the United States, within a wide range of ages, which speak a language other than English.

Bilingual Education Act of 1968

In 1968, the Bilingual Education Act, or Title VII, was passed by Congress and made a federal law. The purpose of the act was to provide school districts with federal funds, in the form of competitive grants to establish educational programs for students with limited speaking ability. “Title VII was the first federal recognition that limited English speaking ability students (LESA) have special educational needs and that in the interest of equal educational opportunity, bilingual programs that address those needs should be federally funded.” (Gloria-Stewner, 1998, p.1) The act recognized that the federal government was responsible for educating immigrants to the U.S. and opened the doors for bilingual education projects on local, state, and federal levels. The Bilingual Education Act went through various revisions before meeting its demise in 2002, when it was replaced by the English Language Acquisition Act, which left it up to states to determine bilingual education.

Bilingualism in Texas

With increasing numbers of Hispanics settling in Texas, the state has attempted to follow the intent of the Bilingual Education Act. Unlike California, the state that ranked just ahead of Texas in Hispanic population, Texas realizes that it has a responsibility to ensure that all of its citizens receive the best possible education regardless of language or ethnicity. The Texas Administrative Code interprets legislation passed for education and says the following:

The goal of bilingual education programs in Texas is to enable limited English proficient students to become competent in comprehension, speaking, reading, and composition of the English language through the development of literacy and

academic skills in the primary language and English. (19 Texas Administrative Code § 89.1201 (b), 2002 (p.1))

The code was created to facilitate the implementation of the bilingual programs in school districts around the state of Texas. In addition, it further states,

“Bilingual education is a state-required program. The state policy mandates that every student in the state who has a home language other than English and who is identified as Limited English Proficient (LEP) shall be provided a full opportunity to participate in the required bilingual education program” (Chapter 29, Subchapter B, §29.051 through §29.064)

Bilingual Education

Bilingual Education has been rooted firmly in place for over 35 years and is designed to help immigrants bridge the educational gap by allowing the students to become more proficient in their native language and English. The approaches in the classroom that use the native language of English Language Learners for instruction Goals of bilingual education include teaching English while cultivating academic achievement, helping immigrants’ acculturate to a new society so that their linguistic and cultural heritage is preserved, and enabling English speakers to learn a second language. Schools provide children quality education in their primary language they give them two things: knowledge and literacy. The knowledge that children get through their first language helps make English more comprehensible. Literacy developed in the primary language transfers to the second language. (Worthy & Rodriguez-Galindo, 2006)

With the United States having one of the highest immigration percentages in the world, and continuing to increase at the rate of 1 million immigrants per year, schools will continue to

be populated with different cultures and languages. Most schools will implement one of two main bilingual education programs to help educate these second language learners.

Transitional Programs

Transitional bilingual programs (TBE) are the programs most commonly used to teach bilingual learners in the United States. The goal of these programs is to transition bilingual learners into all English with a minimum of three years of some instructional support in the student's native language (Collier & Thomas, 2007). Collier and Thomas (2007) explain that although this model supports academic, linguistic and cognitive development in both L1 and L2 it is done only for a short amount of time (Collier & Thomas, 2007). These programs are considered to be subtractive programs or remedial models under bilingual education. Although bilingual teachers teach bilingual learners in their native language, the main goal of the program is to transition them to regular monolingual classrooms (Honigsfeld, 2009).

Dual Language Programs

Dual language programs (DLP) bring together students from two language groups to learn a second language while achieving high academic standards. The Dual language program has two different models: One-way and Two-way. The One-way model is also viewed as the 90/10 as well over two-thirds of the students come from the same linguistic and ethnic background. In this model there is much more emphasis on the minority language than the majority. The Two-way programs have student populations where a minimum of two-thirds of students are of one language groups, and they are placed together in a classroom. This model is 50/50 model and both the minority and the majority language are equally taught throughout the

day. (Gomez, Ruiz-Escalante, 2005) These programs are considered to be additive or enrichment models under bilingual education.

Academics in Bilingual Education

The success of bilingual learners has been an area of great concern. Currently, there is an educational gap that exists between monolingual and bilingual students. The majority of these bilingual learners seem that they are doing very poorly, and the lack of educational success that these students experience can be attributed to the type of program that they are associated with (Collier & Thomas, 2007).

Transitional Programs

Bilingual Learners in the transitional programs tend to be in the lowest academic tier. Their academic achievement is much lower compared to monolinguals. Currently monolinguals are at the top of the academic echelons and make a one year's progress during each academic school year. A Collier and Thomas (2007) longitudinal study demonstrated that bilingual learners are behind monolingual, and there is a 25 normal curve equivalent (NCE) achievement gap (Collier & Thomas, 2007). Therefore, bilingual students must make progress of more than a year in each academic year for several years in order to close the academic gap. These subtractive programs negatively affect the progress of the bilingual learners setting them under the 40th NCE percentile compared to bilingual learners in additive bilingual programs (Collier & Thomas, 2007). There has been a vast amount of longitudinal research that has demonstrated which programs enrich a student's academic learning and which negatively affects them.

Dual Language

The Dual language model is an additive enrichment model that has proven its effectiveness. This program is the only bilingual program, which has been proven to fully close the educational gap (Collier & Thomas). According to a national study, dual language programs are the only programs that assist students to reach the 50th percentile in both L1 and L2 in all subjects and to maintain that level of high achievement through the end of schooling. (National Study of School Effectiveness for Language Minority Students' Long Term Academic Achievement Final Report) Andrea Honigsfeld (2009) states,

“Dual language, or two-way bilingual, models are among the fastest growing program initiatives, focusing on enrichment for both native and nonnative speakers of English...which supports both of their linguistic and academic development in the two languages” (Honigsfeld, 2009, p.170).

The Prism Model

Collier and Thomas (2007) suggested the Prism Model to analyze the factors affecting second language acquisition (SNL) within the bilingual learner. The Prism Model's main feature is that the analysis is based on the bilingual's interpersonal and intrapersonal experiences, in other words, it sees the bilingual learner as a whole. The Model is devised of four major components that drive language acquisition for bilingual learners in school. The four components are the sociocultural, linguistic, academic, and cognitive processes. These components are all interrelated and interdependent; therefore must all be addressed in order for language acquisition and learning to take place. (Collier & Thomas, 2007) In order for the

bilingual learners experience success in school, each of these components must be met in both languages.

Sociocultural Process

The sociocultural process is at the heart of the Prism Model and is described by Collier and Thomas (2007) as the component dealing with the bilingual learner's intrapersonal and interpersonal surroundings. These social and cultural processes are those that deal with the everyday life in the student's past and present, and future, in all contexts-home, school, culture, community and the broader society (Collier & Thomas, 2007). Factors that affect the interpersonal experiences of the bilingual learner are the status of the minority group, acculturation, and assimilation. These factors influence the students' achievement in school (Collier & Thomas, 2007). These factors are also the ones that surround the student in their everyday life. The factors that deal with intrapersonal are factors such as self-esteem, anxiety, or other affective factors (Collier & Thomas, 2007). These factors can strongly influence the student's response to the new language affecting process positively and helping the bilingual learner succeed only when they are in a sociocultural supportive bilingual education program.

Linguistic Development

The second component in the Prism Model is the linguistic process and it consists of the subconscious and conscious, or metalinguistic, aspects of language development. The subconscious aspects are those that all humans possess innately which allow them to acquire oral language. The conscious, or metalinguistic, aspects are those that allow us to learn the written system of a language through formal teaching in school. It includes that the oral and written systems of the student's first and second language will be acquired across all domains. To ensure

that the students will achieve cognitive and academic success in the second language, they must develop their first language system to a high cognitive level (Collier & Thomas, 2007).

Academic Development

Academic development is the third component in the Prism Model, consisting of all schoolwork in the main content areas for each grade level. As the bilingual learner moves to each subsequent grade level, the vocabulary, sociolinguistic, and discourse are pushed to a higher cognitive level. Since academic knowledge and conceptual development are transferred from the first to second language, it is imperative that the student's cognitive abilities are developed in their first language, while they are taught the second language through meaningful academic content. Research has shown that postponing academic development to teach the second language is more likely to result in long term academic failure. If bilingual learners are working to close the achievement gap between the native English learners, they cannot afford delay on grade level academic work (Collier & Thomas, 2007).

Cognitive Development

The fourth component of the Prism Model is the cognitive development. This is the subconscious process that occurs developmentally throughout a person's life. These though processes are initially built through interactions with family members in the home language. These interactions help create what is referred to as the knowledge base and are important stepping stones to help build on as cognitive development continues. Since the knowledge base is created in the home language, it is important that cognitive development in the child's first language continue through the elementary grade levels. In teaching the second language, the teaching of the second language is often simplified and structured and when academic content is

added it is often watered down into cognitively simple tasks. Cognitive development has often been overlooked even though research has shown that students who achieve full cognitive levels in both languages have cognitive advantages over monolinguals (Collier & Thomas, 2007).

It is imperative that school districts provide a sociocultural supportive school environment that allows the student to develop all components of language, academic, and cognitive development so that the student may show overall growth and future success in the both the first and second language.

Self-Esteem

Self esteem refers to how you see yourself and how you feel about the things you can do. It also refers to the degree in which people self-evaluate themselves in order to determine their worth (Janos, Fung & Robinson, 1985) People are always evaluating themselves, whether they are conscience about it or not. The way a person acts, character, and social interactions are usually determined by your self-esteem. Cast and Burk state (2002), “Like other aspects of the self, self-esteem is highly stable but is responsive to changes in social situations” (Cast & Burk, 2002,p.3). Self-esteem can be broken up into three components: self-verification, competence, and worth.

Self-verification within Groups

Self-verification is the process where the identity of a person is confirmed by the response of a social group (Cast & Burk, 2002). There are always standards that people live by and those who are the most admired and followed are usually the ones who set those standards. These people are called the majority group and in the case of education in the U.S. we will call

those people the monolinguals. Those who are seen to be followers would be considered the minority group, and in this case would be considered to be the bilingual students.

The transitional bilingual students would be perceived and would feel themselves to be perceived differently than the dual language student would. In the transitional program, as students are pushed into English as quickly as possible, a student would see that their language and culture is devalued by the monolinguals and teachers alike. The transitional students are isolated from the monolinguals in self-contained classes as they receive instruction designed to help them master the English language. This separation, in turn, often creates a stigma around the bilingual learner and makes the monolingual students and teachers feel that the transitional students are those students with “problems.” This results in social distance, or discrimination and prejudice expressed toward the linguistically and culturally diverse students.

A student that is participating in the dual language program would have the complete opposite experience. As the dual language student is taught in their native language, they would be allowed to feel that their language and culture was of value to their classmates and teachers. The dual language students are integrated with the monolinguals while retaining their language and culture, which allows students to feel valued and respected as equal partners in the learning process. The bilingual and monolingual students learn from each other, which lead to mutual respect between the two sets of learners. This leads to friendships that cross social class and language boundaries that might exist due to the differences in language and culture.

There is a strong correlation between how people see you and how you see yourself, and as a result acceptance by peers does play an important part in a person’s life. Cast and Burk (2002) state, “When individuals are able to verify group-based identities by altering or

maintaining meanings in the situation that match the meaning in their identities, self esteem increases through such efficacious action” (Cast and Burk, 2002, p.3). If this is the case, the self-esteem of a dual language student would be higher than that of a transitional student due to the fact that they are valued by the majority group.

Competence Dimension

The competence dimension refers to the level in which people see themselves capable of accomplishing a task or obstacle (Cast and Burk, 2002). This dimension can be easily influenced by the people in our lives and can be further reinforced by the consistency of our failures or successes. In this dimension the transitional and dual language students will also experience varying levels of competence.

In the first years in the transitional program, the transitional learner will appear to be successful because they are receiving instruction in their native language. This changes once the student is mainstreamed into all English classes. Since teachers expect the bilingual learners to learn in the same way as monolingual, it interferes with them being able to learn the academic content. Teachers are forced to water down the curriculum because the students are not able to follow in the second language. These students may spend several years in frustration as they struggle to learn English and all the while falling further behind as they are unable to fully grasp the grade level content. Then, it may seem for a while as if they are becoming successful only to once again experience failure as they move into the cognitive challenges of the secondary years for which they are fully unprepared.

On the contrary, the dual language student will experience success throughout the elementary and secondary years as teachers focus on the student’s native and secondary

language. Teachers in these bilingual classes can create cognitive challenges that will enrich the education of these students because the language barrier is not an issue. Dual language programs lead to grade level and above grade level achievement in the second language, making it the only program that fully closes the educational gap. In fact, research shows that the long-term academic achievement of English language learners rises above even the native English language learners by the end of high school.

If a person sees him or herself capable of achieving tasks or goals, they will have a positive attitude towards any challenge with which they are confronted. If this is the case, the dual language student will have the mindset that they are competent enough to face any academic challenge, while the transitional student may have had so many perceived failures that they will not see themselves as competent enough to even confront the challenges.

Worth Dimension

The worth dimension identifies who the person is and how she feels about him or herself (Cast and Burk, 2002). This is the strongest of the three dimensions because this is where the person will formulate their own opinion of themselves and decide whether or not they deem themselves to be a person of value.

How does this dimension factor into the self-esteem and identity of a transitional bilingual student? As the student proceeds through the transitional program, their language and culture is diminished. The program tries to rid them of their language and culture which often results in them being stripped of their identity. They are made to feel as if they are someone or something that is broken and needs to be fixed because of their language. Isolated from their peers, they are seen and made to feel as if they are outcasts or students with problems. In

addition to being shunned by those around them, the transitional student usually performs poorly in comparison to monolinguals. An underlying effect of the transitional program is that many of the students actually begin to believe that knowing Spanish is actually a negative thing. As they try to distance themselves from the language they also often lose the ability to forge a bond with family members who only speak Spanish. All of these factors play a part in helping the students develop a negative sense of worth.

The dual language student's experience as they move through their program would vary greatly. From the moment they enter into the dual language program, a student will hear that their language and culture is important. Instead of being told that Spanish is something that will hinder them, they will hear that their language is an asset and English is only being added to enrich them. Their peers and teachers alike respect their culture and language and they are seen as valued partners in the learning process. Not only will the dual language learner be able to retain their identity, but also they generally achieve higher levels of success than their counterparts in the transitional program. With all of these positive aspects of the dual language program, the learner is more likely to develop a higher sense of worth.

CHAPTER III

METHODOLOGY

Research Paradigm

The following section contains the methodology used to carry out a qualitative study examining one 11th grade dual language student and one 11th grade transitional education student through a case study. This study will analyze the opinions of the native-Spanish speakers as they reflect on their perspective of their self-esteem. This qualitative study provided information on how students perceived their self-esteem, valued their culture, language, identity, and academic performance through the use of a case study and survey. The survey contained 20 questions, which were administered using the Likert scale. The questions were categorized into four topics for the students. This study arose due to the fact that the United States is a nation of immigrants and bilingual learners are placed in programs without examining the future or immediate effect on their interpersonal, intrapersonal identity, and academic achievement.

Researcher's Role

The observation and interview with the dual language student were conducted on March 23 and 29th of 2012. During the first meeting with the dual language student I sat down and spoke to her about the study. I asked her several questions about her schedule to find possible dates to meet with her and conduct the interview. I handed out the folder containing all the consent forms

that needed to be signed and returned in order to participate in the study. She expressed that was very willing to participate in the study and asked me several question pertaining to the study.

On March 29th the participant and I met during her last period class in the attendance room. I collected all the consent forms and verified that everything had been signed and approved by her parents. As I handed out the survey that contained questions about the importance of culture, identity, and self-esteem I observed the participant and waited until she was finished. During the survey, her behavior, body language, reactions, questions, and comments were jotted down to gather more data.

An interview was conducted by asking four questions that helped to guide the interview. I explained each of the questions and allowed her some time to analyze them before we began. I audio taped the interview and later transcribed the information. Even though there were four interview questions, the interviewee was allowed to express herself and add anything she wanted to her answers. During the interview, I would sometimes ask her to explain or expand on an answer.

On March 23 I met with the transitional language student after meeting with the dual language student. I explained the study and the consent form information that needed to be filled out in order to conduct the study. On April 3 we met and collected all the consent forms and verified that everything had been signed and approved by her parents. As I handed out the survey, which contained questions about the importance of culture, identity, and self-esteem I observed the participant and waited until she was finished. During the survey, her behavior, body language, reactions, questions, and comments were noted in order to gather more data.

An interview was conducted and procedures were the same for the transitional student.

Data Sources

The study focused on bilingual learners who received their instruction by means of a dual language or transitional program. The students who took part in this study contributed information through a survey and an interview which was guided by the researcher.

The participants in this study live in a relatively small South Texas town about 20 minutes away from the Mexican border. The city, conjoined with two others, makes up the school district in which the students receive their education. Currently, the district is phasing out the transitional programs throughout the entire district by advancing one cohort at a time.

The young female from the dual language program is 17 years old, and was born in the United States. She has participated in the dual language program for 12 years and has attended the same school district for 12 years. She is currently a junior in high school.

The young female from the transitional program is 16 years old, and was born in the United States. She participated in a transitional program in elementary and has attended the same school district for 12 years. She is currently a junior in high school.

The first meeting to discuss the study and distribute consent forms was conducted in the school library. All the materials were passed out and guided by the researcher. The first survey was given to the students in order to obtain demographic information. This was given to them in the folder that contained the consent forms. Both participants were to fill it out and return it with the consent forms. The second survey contained 20 questions that were categorized for the students into four topics. The 20 questions on the survey were administered using the Likert Scale.

The first survey was handed out with the consent form folder. The participants were to answer it at home and bring it to our second meeting. This survey asked questions about their demographic information. It also asked eight questions about the language they are comfortable speaking in different situations. This section also allowed the researcher to gain insight into what language they are most comfortable with.

The data collected in the second meeting took a period of 45 minutes. The second survey was conducted during their last period class in a room that the school office provided. The survey contained questions about the importance of your culture and identity. It also asked 20 questions related to self-esteem. Both students took 10 minutes to answer this section.

The students participated individually in an interview with the researcher. First the questions were explained to the young girls and they were given time to think about how they were going to answer. The whole interview was audio taped and later transcribed.

During the interview, I jotted down notes of their reactions. After hearing their response and observing the students, notes were written down in order to have a clearer data collection.

Data Analysis

After collecting the information of both participants and transcribing the interviews, I compared the data. I analyzed what each participant answered, wrote it down, and organized it according to the questions.

Notes on observations taken while conducting the survey were also categorized under each question that was answered in order to have a clear triangulation process. All data collected was used to understand the results.

Verification

The first triangular process used in this study were notes on observations that began at the first meeting that was held in the library. The second triangular process used was professional opinion about the bilingual learners and talking to them about their perspective of their sociocultural process and their academic achievement. These three methods allowed the three questions to be answered.

The first question was answered with the survey. The survey gave specific insight on the bilingual students' perception of their sociocultural process. The second question was answered with the interview, observations during the interview, survey, students' comments, and reactions to the questions. The third question was answered with the survey, interview, and professional opinion.

Ethical Considerations

There were ethical considerations in this study. The Family Educational Right and Privacy Act of 1974 is an act that was created to protect the rights of students when research is conducted in a classroom setting. Although their information such as their name was written down with the survey it was only used to identify them. Their identity will not be made available.

During this study confidentiality arose because, although the names were disclosed to the researcher, the names of the students will not be published or disclosed to any other person that could identify them. The information that was collected in the study did contain their names, but it was only to link their demographics survey with their perceptions survey. Each student was given a number that only the participant and the researcher were aware of.

Consent was given to the researcher when the parents and the participants signed the parental informed consent form and the participant through an assent form. The parents and students were also given a detailed explanation that their participation was solely voluntary and that their names would never be disclosed to the public.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the results yielded from the research. The primary focus of this study was investigate the self-esteem and academics performance of a dual language student who has been in the program for 12 years and a student who participated in a transitional bilingual program in elementary and has been in the district for 12 years. The results presented in this chapter were drawn from a survey given to the bilingual learners who self-reported their self-esteem, academic performance and identity who are currently juniors in the same high school. These students have been enrolled in the district since kindergarten and provided their insight as they answered the surveys questions and questions form the interview that were guided by the researcher. All data collected from the Dual Language student is presented first with the research questions. The Transitional program student's answers are presented after all the Dual language students.

Research Questions

The research questions in the survey were created to compare the self-esteem and identity of both bilingual students:

The research questions listed below provide the construct for this study.

1. What impact do the dual language and transitional bilingual programs have on students' academic performance?

2. What impact do the dual language and transitional bilingual programs have on the self-esteem of the bilingual learners?
3. Do the dual language and transitional programs have an impact on how much the bilingual learner values their language and culture?

The research questions influenced the creation of the questionnaire and survey, which in turn guided the interview. These questions were created under the three categories of self-esteem, which are self-verification with in groups, competence dimension, and worth dimension.

Both students had to fill out a survey with five different categories before the interview. They were encouraged to ask for clarification if they needed it. In the first category the DL student answered that culture, identity, ethnic culture, and regional culture are very important to her compared to the TP student who answered that it her culture and identity were important but was neutral about her ethnic culture and regional culture. Both students considered themselves Hispanics and their native language is Spanish.

The linguistic aspect and the self-esteem will be presented in a table 1. DLS represents the response of the Dual Language student and the TPS represents the response of the transitional program student.

TABLE 1. Survey

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is important to learn English:					DLS/TPS
Learning English is for higher social status:					DLS/TPS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is important to learn Spanish			TPS		DLS
Learning Spanish is for higher social status:			TPS		DLS
My home language is very important:				TPS	DLS
I often feel like quitting school:	DLS/TPS				
I'm satisfied with my schoolwork:				TPS	DLS
Others are generally more successful than I am:		DLS	TPS		
People my age are smarter than me:		DLS	TPS		
I am proud of my school work:		TPS			DLS
In school, I do as little work as I can just to get by:	DLS		TPS		
I often feel ashamed of myself:	DLS		TPS		
I feel uneasy most of the time without knowing why:	DLS		TPS		
People like my ideas:			TPS		DLS

Dual Language Response

Do the dual language and transitional programs have an impact on how much the bilingual learner values their language and culture?

Verification is how both students describe how they deal with society. Whether it is by peers at school, or by colleagues at work, these two students describe how they deal with this type of pressure and what they do to go on with their lives. DL student says:

I have two ideas, why because if something happens in your house it's going to reflect on your school on your grades. But I'm strong, and confident and strong in mind, then I will know how to block those ideas and focus on my career and my school and think, like no if I have problems then I can be successful in school to make a better future in my house.

When asked how she has gained so much confidence to overcome what others say about her and to move on, she responded:

I think my parents, because my parents are my role models because everything I do they tell me if I'm wrong. They are always there for me and I can count on them and like como mi apa me dice, "es como un caballo que le vas soltando la rienda. Poco a poco pero ellos le van agarando confianza y soltando la rienda poco a poco. Mis padres me han ayudado y creo que es parte de nuestra cultura y como los criaron a ellos, si me quitaran eso tendria una debilidad en la confianza como hablar por mi misma.

(Its like training a horse, you slowly have to let go of the reins slowly so that the horse knows that you are slowly trusting him and that he is doing a good job. My parents have helped me and I believe it's part of our culture and how they were raised and if they take that away from me I would feel very weak and would not be able to defend myself.)

The DL student adds that there are others that she finds support in at school. Some one she can count on other than her parents. She explains:

Si voy con la una maestra de español que tiene la misma cultura ella me puede dar toda una oración con tan solo que le ayas preguntado una pregunta. Ella te puede dar como un párrafo a comparación del director. El nomás te va a contestar simplemente lo que contestaste De que alguien va y que trata de hablar con el y solo le salen dos o tres palabras y como y la maestra de español te puede dar consejos y te puede guiar te puede decir mas cosas que una sola palabra porque tiene como, le dije anteriormente similar a nuestra cultura. Se sostiene por si misma y no se detiene de alguien mas. Nosotros entre comillas los mexicanos, si así nos podemos llamar tenemos esa forma de hablar de depender por nosotros mismos si alguien no puede hablar o defenderse nosotros como los ayudamos.

(If I go with the Spanish teacher who has the same culture she can give me a whole sentence with only one question that you ask her. She can respond to you in a whole paragraph compared to the principal. He will only answer what he needs to. If someone goes and talks to him he will answer in two or three words. The Spanish teacher can give you advice and she can guide you and tell you more things than just a word. She like I mentioned before has the same culture as us. She can stand and cannot be stopped. We Mexicans, if we can call ourselves that, have a way of talking. We can talk and depend on ourselves and we can defend others and ourselves.)

What impact do the dual language and transitional bilingual programs have on students' academic performance?

Competence is the level in which people see themselves capable of accomplishing a task or an obstacle and is one of the factors that determine the amount of perseverance in a human being.

When asked, if she felt that she was able to face any challenges life presented to her, the DL student explained by saying:

Yes, because when we know both languages and its easier for us to understand and communicate with other people. Yeah, we have better base that we can stand on, you know, because we know better two languages we know how to write and speak two languages.

The DL student explains that she has the right tools to be able to succeed because she knows both languages and has a stronger base. She also adds how she is doing in school and how she manages to succeed by using her native language.

The advanced classes well their kind off a challenge because they are difficult because they are all the high English they don't have slang words. We talk pure academic, where I can challenge myself and still succeed is that I can speak my Spanish like super well, so I can transfer my Spanish into English. Some times I have a hard time writing the English academic words and its more easy for me to write the Spanish and then translate those words into English, its more easy for me to do so I keep going on.

When asked to explain if learning English has been very difficult for her she explained:

No, I think that Spanish is more harder speak to learn because the words don't come out to right. And have a lot of punctuations. It seems easy but its not because we have the alphabetical order letter that we use have we do not have the letters in English.

Both the DL student and the TP student were asked to explain if they were doing well in all areas of school and in life as they would like to. The DL student answered that she was doing very well in all areas as she had hoped to and that the reason she was able to do this was because she was a role model.

I'm the oldest in my family and I have to do well so because I'm the role model. I feel that I have done this by setting a goal in my life. Because if you don't have a goal they you have no where to go like how can I say, street.(signaling a straight hand) like a race, then if you don't have a race then you are not going to your goal, if you don't have a goal then you can go to your left or to your right and never get to the goal. The point is to get to your goal. It can be the less insignificant thing of a goal; you still know where to go.

What impact do the dual language and transitional bilingual programs have on the self-esteem of the bilingual learners?

This intrapersonal feeling or worth is the last component of self-esteem. This component identifies who the person is and how he or she feels about him or herself. Overall, this last component is the strongest of the three.

She was asked if she felt that their ideas are of equal value to that of others.

The DL student answered:

In one way I don't think that we are equal because they only know one language, only one, as I said before, Spanish is more harder to learn so I don't think that we are in a way equal, I think that, I don't want to sound kind of cocky right now, but we are better because we are in an advantage because we can manage two languages. Like if we were to go to a work we know how to manage two different persons. Or help somebody out.

She explained that it's important to know who you are and to value yourself. That the only way a person can succeed is to be confident. She explained:

I think, first that you need to have confidence in yourself because if you do not have confidence in yourself you are not going to get through your goal, you are not. So you need to have confidence if someone doesn't have confidence in themselves even then if they know two languages or three languages they are not going to make it. So the confidence is the first thing that they need to get.

When I asked her if there are other factors that might contribute to a person's success or failure she said yes. She explained that:

Our identity needs to be valued. If you don't know yourself, who you stand for then you are only going to copy someone else you're going to be someone else than you.

When asked what she considered her identity she explained that:

Me, my culture, where I'm coming from and my language and how I present my ideas towards other people. Because it's like a background where I can lean towards . Its like the base, whether I come from where I grow up from. Because some of us, we don't have a really nice culture, or have a good perspective of our culture so we want to go better, we want to go further to make it some change.

Transitional Student Response

Do the dual language and transitional programs have an impact on how much the bilingual learner values their language and culture?

Verification is how both students describe how they deal with society. Whether it is by peers at school, or by colleagues at work, these two students describe how they deal with this type of pressure and what they do to go on with their lives.

While the TP student says:

You are just going to be thinking about it, what should you do what should you not do. I wouldn't be focusing in school. I would just be thinking about the problem at home. Like if teachers don't like you, I would be at my house thinking what I would do because your teachers don't support me. And you would not talking to no one because your teacher are not pushing you to do better.

When asked if there was anywhere that you could find support to over come this she said:

I guess my mom could say that like if they don't push me to do stuff not to listen to them that I'm the one who is going to graduate that I'm the one who has to be there doing the job.

When asked to explain if teachers have influence on her self-esteem she said:

Teachers have a power on students. Yeah it has the power because you are going to be telling me that I'm not going to pass and everything is gonna be in my mind.

What impact do the dual language and transitional bilingual programs have on students' academic performance?

Competence is the level in which people see themselves capable of accomplishing a task or an obstacle and is one of the factors that determine the amount of perseverance in a human being.

The TP student was asked the same question to explain if she feels she can overcome any challenge life presents to her. She explained:

Well I'm also the oldest one and I feel that I have to teach my brothers to do the same thing as me like a role model. I'm doing well in school and I'm passing my classes.

When asked what has given her the certainty of being able to face any challenges she explained:

Like All the effort I have put in it and like the study and that I put in it to get those grades." When asked what kind of grades she had the TP student answered: "I'm passing my classes.

The transitional student answered how she felt she was doing in all areas of school and if it was as well as she would like to be doing.

Sometimes I might get lazy and not do my best and do not care. I say that I can do better, some times I say that I'll do it next time and I should be doing all the

time like projects and homework, some times I feel ill do it next time, but its better to do it at that moment.

She adds how she is doing at home:

I feel that everything at home is good. I'm close to my parents, we always together, and we always do stuff that are in our culture. If there are problems you have, if your family is not there to help you, you won't do good.

What impact do the dual language and transitional bilingual programs have on the self-esteem of the bilingual learners?

This intrapersonal feeling or worth is the last component of self-esteem. This component identifies who the person is and how he or she feels about him or herself. Overall, this last component is the strongest of the three.

She was asked if she felt that their ideas are of equal value to that of others.

The TS answered by saying that: "We are not the same, like we know more English. We are better that we are gonna like know like more advance English. Our ideas are greater."

The student had been looking down all the time while answering, but when she said this, her body language changed and she looked directly at me.

When asked what made her so certain that they were better she explained:

It's because they know both languages but its like well like us we also do know both but like for us that we know more English because its like better for us that know more English.

When asked if there were other factors that contribute to their success she said that: “All the English classes that we take we know more.” She also added that she could be successful in anything that she wanted because she knew English. For instance she said that she can excel in any career because she was able to: “Like explanate ideas more grater and advance way.”

Summary

This chapter presented the questions according to the different categories of self-esteem. The DL student and the TP student were interviewed at different times. Some questions emerged through the interview.

CHAPTER V

DISCUSSION AND CONCLUSIONS

Summary

The Dual language student was academically successful and demonstrated a higher level of the competence process. She understood that to be successful a person must have confidence, must be able have a clear vision as to what they want to do, and set goals. The survey revealed that she was very proud of her academic standing because she always challenged herself and overcame those challenges. On the other hand, the transitional student was content with just passing her classes and sometimes did not do her work even though knew she had to. The survey also demonstrates that she is not proud of her academics.

The dual language student demonstrated high levels of self-esteem. She explained how she believes her ideas are valuable compared to those who are in the transitional programs. She believes that she can read, write, and handle any problem in either language. She also understands that intelligence is not dependent on language and expresses that if the person is not confident then they will not be successful and it would not matter if he or she knew two or three languages. She explains that there are several factors that contribute to success academically. She points out that confidence, identity, and culture need to be valued in order for a person to feel positive about them and be successful. The transitional student believes that her ideas are greater because she knows more English and that she can solve any problem because she knows English.

She states that all the English classes that she has taken have given her sufficient tools to be successful. In the survey, the transitional student was always neutral when asked about how she felt about herself.

The dual language student understood that her identity is very important. She expresses herself positively when it comes to who she is. She says that she is a very strong person and is able to concentrate and block out negative experiences around her so that she is able to continue with what she has to do at school. She explains that the reason why she is very confident and knows her identity is because of her parents. She also explains how she feels that because Spanish teachers have the same culture she is able to talk to them and trust them to give advice and to guide her. In the survey she answered that English and Spanish have the same importance and she views them both as higher social status. She also values the importance of her home language. On the other hand, the transitional student feels that a teacher's point of view is very important and if a teacher were to tell her that she could not graduate she would feel very depressed and not be able to concentrate. Although she might have support at home she feels that negative things around her would be able to impede her learning and academic success. In the survey she answered that she agreed that home language is important but is neutral when it comes to the importance to learning Spanish. She also feels neutral when asked if learning Spanish is for higher social status. For the English language she answered that it is very important to learn English and that it is viewed for higher social status.

Discussion

Upon enrolling their children in school, parents of bilingual children are confronted with the choice between two educational programs. The transitional program where their child will

receive a maximum of three years of instruction in their native language before being mainstreamed into an all English curriculum or the dual language program where they will be instructed in their native language with the addition of English until they graduate from high school. Research has demonstrated that students whose parents opt for the dual language program will achieve higher levels of academic performance and retain more of their sociocultural identity. This in turn will lead the dual language students to have greater sense of self-esteem. It is evident that the dual language student who has participated in the program for 12 years has clearly developed all the eight dimensions of the Prism Model and most importantly the sociocultural process was met in the program. Collier and Thomas (2007) clearly state that they in order for students to succeed academically they must be in a supportive sociocultural education program (Collier & Thomas, 2007) The Dual language student said that it doesn't matter if a person knows several languages, what matters is their identity and to have goals. The dual language student can say this because she was never taught language, she was taught content and through content she learned language. This is in comparison to the transitional student who truly believes that language or English will get her to succeed in everything. Dual language programs focus on keeping the bilingual student on grade level compared to remedial bilingual education programs that focus on language and quick transition to the L2. These subtractive programs have been proven to hinder the academic growth of bilingual learners and create deficit semilingual students. The end result of dual language or additive programs in schools is balanced bilinguals who are on or above grade level and who are on the road to becoming successful individuals.

Eradication of heritage tongue and identity

In the history of the United States there have been dramatic periods where discrimination based on language affected many people. According to Freeman, “ children were verbally berated, publicly humiliated, and even physically punished for using their heritage language” (as cited in Wright, S.C, & Taylor, D.M, 1995, p.241). This sends a clear message that they are a problem to society and their problems should be corrected as soon as possible. These situations will trigger the self-verifications and will clearly lower the child’s self-esteem blocking any type of motivation to learn. Although times have changed and children in the classrooms are not being physically punished for not knowing the second language, educators still perceive them as a problem.

According to Crawford (2004), makes an interesting point, “some immigrants have acquiesced in the Americanization ethic and refuse to pass on heritage languages to the next generations, hoping (usually in vain) that English monolinguals would spare their children from discrimination in school and society” (Crawford, 2004,p.68).

This clearly states that the stigma of being from a minority group stays with the person for life. This reveals that not only educator believe that the native language is a problem, but parents as well.

A very well know writer tells the story of what her mother would say to her. Gloria Anzaldua (1987) reflects, “I want you to speak English. Pa’hallar buen trabajo tienes que saber hablar el inglés bien. Que vale toda tu educación si todavía hablas en inglés como un ‘accent’” (p.2947). Her mother was mortified that she would speak English with a Mexican accent. Not only was the message sent to children that English was the language of success and whatever

they spoke was not valued, but to parents as well. This sends a message saying that they are not worth much in this society, that their language, culture, and identity must be removed in order to fully participate and be successful in society.

Belief of Success is High Therefore Self-esteem is High

On the contrary, using their heritage language as a resource in learning is the best way to help the language minority succeed. Not only will it help them succeed in academic settings, but it will also send a message that the language and culture that is used at home is also valued in school. Wright and Taylor's (1995) research states, "It is widely accepted that children who think highly of themselves stand a much better chance of being successful in school" (p.2). If these language minority students see themselves as capable of achieving, they will be determined and not lose motivation to accomplish a task or an obstacle. Covington and Harter depict that, "Strong correlations between self-esteem and academic success provide support for this belief" (as cited in Wright, & Taylor, D.M.,1995, p.242).

Stigma Within a Minority Group

Cummins stated that those groups that are considered lower by the majority group will live with a negative stigma and as a result will not succeed (Crawford, 2004, p.198). There are others that have done extensive research on this topic. According to Phinney (1997), if their group is viewed negatively by society, they may view themselves negatively (Phinney, 1997). Additionally Phinney reported, that the identity was a significant predictor of self-esteem of several groups such as; African American, Latinos, and white adolescents (as cited in Cavazos-Rehg, & DeLucia-Waack, 2009). This is a reality and minority groups are still stigmatized as underachievers and therefore likely to be doomed to a self-fulfilling prophesy of failure. How can this be changed? The only successful remedy is an additive bilingual education program.

Advocating for Enrichment Bilingual Programs

There have been contentions about what works and what doesn't when it comes to advocating for bilingual education. Cummins states, "[t]o be effective ... schooling must 'counteract the power relations that exist within the broader society'" (as cited in Crawford, 2004, p.198). Therefore these programs must remove any stigma from a minority group. Cummins also states, "Power and status relations between minority and majority groups exert a major influence on school performance" (as cited in Crawford, 2004, p.198). This goes back to self-esteem because self-esteem plays a crucial part in success in the classroom. This shows that in order for language minority groups to succeed in the classroom they must feel appreciated in all aspects.

Programs that do value minority groups are bilingual programs such as, Dual Language Enrichment. Andrea Honigsfeld (2009) states, "Dual language, or two-way bilingual, models are among the fastest growing program initiatives focusing on enrichment for both native and nonnative speakers of English" (Honigsfeld, 2009, p.170). These programs focus on theory and extensive research and prove that children who are from the minority groups will succeed academically while being appreciated in their linguistic and cultural aspects. The Theory that supports Dual Language is Cummins Interdependent Hypothesis. Interdependent Hypothesis is a theory that explains that L1 supports the acquisition of the L2 through cognitive and linguistic *transfer*. Acquisition of the L2 is largely dependent on the mastery of the L1. That is, a learner that has mastered the cognitive and linguistic structures of the L1 will more readily achieve the same in the L2. The CUP facilitates the transfer of knowledge and skills from the L1 to the L2. Transfer is a key element because once you learn skills in your first language they are easily transferred to the second. In other words, Dual Language Enrichment programs focus on

developing Cognitive Academic Language Proficiency (C.A.L.P.) in L1 in order to transfer all the skills to L2. As years progress more content is being taught in the L2 with an end result of being a balanced bilingual (Honigsfeld, 2009). We must take into consideration that L1 is still being taught in order to create a strong academic foundation. It is very difficult to believe, for people who are ignorant in the subject, that in order to be successful in your second language you must first master the first language. This does not mean pure language, but content at grade level. If it were solely based on language then they would not be academically successful. Dual Language serves as a ramp to the high speed high way. This is an analogy explaining the speed at which the monolingual learns and how the bilingual learner catches up and stays at grade level or above. The monolingual will be on the high way learning academic content, and as each year passes they gain speed (knowledge). The ramp serves those who are bilingual learners to achieve C.A.L.P. and eventually joining their monolingual peers. The ramp is the dual language program that is assisting the student to gain speed and be on grade level in order to join the high speed high way. Theory is one way to explain the reasons why dual language education is quality education for bilingual learners, but research also is used to prove this and clarify theory.

Dual Language is not only the best bilingual education program, but also one that actually closes the education gap between monolinguals and bilingual learners. They have proven with the Houston ISD that not only are they on grade level, but also are above their counterpart peers. By the end of high school they have proven that their progress is at a 6 NCE's per year. (Collier, & Thomas, 2004) This shows that dual language gives cognitive advantages to bilingual learners, which allows them long have term academic achievement.

Suggestions for Future Research

This study did support my initial ideas about the effect that transitional programs have on bilingual learners' self-esteem, identity, and academics. The way this study would be most effective would be to follow a group of 12 bilingual learners and 12 ninth grade transitional students, from ninth grade until graduation and compare their self-esteem and identity to see if the programs have created positive self-esteem and identity.

Upon reviewing all the data dealing with self-esteem and identity, self-esteem was a huge predictor of success. The lack of positive self-esteem correlated with the lack of low motivation to always do their best in school.

Conclusion

Although many decades have passed and new research has been done, many school districts and well as leaders still believe that the best way to educate a bilingual learner is to quickly transition them into English. Many have failed to see what research has said about this approach. Sociocultural identity is a combination of the students' interpersonal and intrapersonal feeling such as; self-esteem, identity, anxiety, cultural, it is also in everyday life. This can only be supported in a classroom that teaches and values the bilingual learner's culture and identity. If all this is valued, it will have a positive effect on their self-esteem, which in turn will lower their anxiety. All this has a domino effect, if one this is supported then everything else will fall into place.

Therefore there is an imperative need to concentrate on programs that value not only the racial, linguistic, but also cultural parts of a bilingual learner. Research has demonstrated that if these language minority groups are not appreciated their self-esteems are affected in a negative

way. This creates a negative domino effect; if their self-esteem is weakened they tend to fall off the academic bandwagon. These language minority groups will be surrounded by a stigma that will impede their academic learning. This results in what research always proves, that language minority groups are at the lowest echelons of academia.

An enrichment bilingual education program that helps them achieve grade level education, and not water down curriculum, will help them become successful long-term individuals. This will help them become academically leveled with their monolingual counterparts. Sine qua non minority groups should be valued like the majority group. We live in an era in which equality is necessary, and a way to maintain this equal value to all groups should be given. Self-esteem is very important because this is a huge predictor of a person's success.

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APPENDIX A

COVER LETTER

November 11, 2011

Dear Parents(s),

My name is Julia Gomez Montalvo, a fourth grade teacher currently working on a study to identify the differences in self-esteem between students in the school's dual language program and the transitional program as part of the project for my master's degree in bilingual education at The University of Texas-Pan American.

The study consists of an hour meeting with the students to ask them a series of questions about self-esteem. Please know that the students' names will be kept confidential. I am asking your consent to allow your child to be part of my study.

In order for your child to participate please review and sign the attached research consent form. The form explains complete details about the study. I am very excited in working with your child and learn from what they have to say.

Please do not hesitate to contact me at (956) 342-4892 or jgomezz22@broncs.utpa.edu I want to thank you in advance and appreciate your support.

Sincerely,

Julia Gomez Montalvo

Enclosure: Research Consent Form

APPENDIX B

CARTA DE PRESENTACIÓN

11 de Noviembre, 2011

Estimados Padres,

Mi nombre es Julia Gómez Montalvo, soy maestra de cuarto año. Actualmente estoy haciendo un estudio para identificar la diferencia de auto estima entre los estudiantes en los programas de doble lenguaje y el programa transicional como parte de los requisitos para mi maestría de educación bilingüe en la Universidad de Texas-Pan American.

El estudio consiste de una sesión de aproximadamente una hora con los estudiantes en la cual se les preguntara una serie de preguntas sobre el auto estima. La sesión será totalmente confidencial y le estoy pidiendo su permiso para que deje a su hijo(a) se parte de mi estudio.

Para que su hijo(a) participe por favor revise y firme la hoja de permiso adjunto en este documento. Este permiso le explicara detalles completos acerca del estudio. Espero tener la oportunidad de trabajar y aprender de los estudiantes.

Por favor no dude en comunicarse conmigo por teléfono a (956) 342-4892 o por correo electrónico a jgomezz22@broncs.utpa.edu. Le agradezco su por su cooperación.

Sinceramente,

Julia Gómez Montalvo

Adjunto: Hoja de permiso

APPENDIX C

SELF ESTEEM AND IDENTITY:
A CASE STUDY OF TWO BILINGUAL EDUCATION STUDENTS
PARENTAL INFORMED CONSENT FORM

Investigators: Julia Gomez Montalvo, B.I.S and Jose A. Ruiz-Escalante, Ph.D.

Background: We are doing a research study on a Dual Language and Transitional Programs in the District. The purpose of this study is to compare the differences in self-esteem between students in the school's dual language program and the transitional program.

Procedure: We will be conducting focus group sessions with 12 dual language and 12 transitional students. We would like your child to participate in one of these focus groups. Each student would also be asked to complete an individual survey. If your child participates, he/she will take part in a focus group with 4-5 other children. The focus groups will take place at the school from 4-5pm on the following dates. Your child will only be asked to attend one of the focus groups (date highlighted below). If you agree to have your child participate, but then find that you are unable to have him/her attend, please contact me at 956-342-4892:

- March 27, 2012
- March 28, 2012
- March 29, 2012
- March 30, 2012

Please note that all focus group sessions will be audio recorded so that comments can be accurately captured.

Risk of possible discomfort associated to this study: There are no anticipated risks associated with your child's participation in this study.

Benefits of Participation: Although this study may not be of direct benefit to you or your child, the research could potentially allow educators to gain a better understanding of students that are similar to those that they encounter on a daily basis in the classroom. This might better equip them to deal with the needs of the second language learner.

Voluntary participation: Participation of your child is voluntary. There are no penalties for non-participation and your child may discontinue participation in the study at any given time. If you decide to withdraw your child from participating simply notify Julia Gómez Montalvo.

Confidentially: All participants' responses will be kept confidential. The tape recording will only be used for transcription. The tape recording will be kept in a secure location at the University of Texas-Pan American and will be destroyed after 3 years. Your child's responses may be quoted

in whole or in part in publication or representation about this research. If quotes are used, your child's real name will not be used. Instead, a number will replace your child's name and any additional information that might directly identify your child will be removed.

Contact Information for research related questions: if you have any questions about the research, please contact Julia Gomez Montalvo by phone at (956) 342-4892 or by email at jgomezz22@broncs.utpa.edu. Dr. Jose A Ruiz-Escalante, Faculty Advisor, may also be contacted at the University of Texas-Pan American (UTPA) by phone at (956) 665-3440 or by email at ruizj@utpa.edu.

Contact Information regarding your rights as a participant: If you have any questions about you and/ or your child's right as a participant, or if you feel that you and/or your child's rights as a participant were not adequately met by the researcher, contact the UTPA Institutional Review Board for Human Subjects Protection at (956) 665-2889.

Signature: By signing below, you indicate that you are consenting for your child to participate in this study and that the research process has been described to your satisfaction. Your child will also be given the opportunity to decide whether or not he/she wants to participate. Please sign and return one copy of this form and keep the other copy for your own records.

Julia Gómez Montalvo

Dr. Jose Ruiz-Escalante

Parent's name (print)

Student's name (print)

Parent or Guardian

Date

APPENDIX D

SELF-ESTEEM AND IDENTITY:
A CASE STUDY OF TWO BILINGUAL EDUCATION STUDENTS
FORMULARIO DE CONSENTIMIENTO DEL PADRE

Investigadores: Julia Gómez Montalvo, Licenciada en Pedagogía, y José A. Ruiz-Escalante, Ph.D.

Antecedentes: Nosotros estamos dirigiendo una investigación sobre los estudiantes de doble lenguaje y los estudiantes del programa transicional. El propósito de este estudio será comparar el autoestima de los estudiantes de doble lenguaje y transicionales.

Procedimiento: Se llevarán a cabo sesiones de grupos de enfoque con 12 estudiantes del programa de doble lenguaje y 12 estudiantes del programa transicional. Nos gustaría que su hijo/a participe en uno de estos grupos de enfoque. A cada estudiante se le pedirá que complete un cuestionario individualmente. Si su hijo/a participa, él/ella formará parte de un grupo con 4-5 otros alumnos. Las sesiones se llevarán a cabo en la escuela de 4-5 pm en las siguientes fechas. A su hijo/a solamente se le pedirá que participe en una de las fechas. Si usted acepta que su hijo(a) participe, pero luego descubre que no puede participar, por favor comuníquese conmigo al 956-342-4892:

- 27 de marzo del 2012
- 28 de marzo del 2012
- 29 de marzo del 2012
- 30 de marzo del 2012

Por favor tenga en cuenta que todas las sesiones se grabaran de manera que los comentarios se capturen correctamente.

Riesgo de posible inquietud asociado con este estudio: No hay riesgo posible asociado con la participación de su hijo/a en este estudio.

Beneficios de la participación: Aunque este estudio no dará beneficios a su hijo/a, si proveerá información a los educadores para obtener un mejor conocimiento en las necesidades de estudiantes bilingües.

Participación voluntaria: La participación de su hijo/a en este estudio es voluntaria. No hay sanciones por no participar y su hijo/a podría discontinuar su participación a cualquier tiempo sin penalidad alguna. Si decide discontinuar la participación de su hijo/a simplemente notifique a la Srta. Julia Gómez Montalvo.

Confidencialidad: Todas las respuestas de los participantes serán confidenciales. La grabación será usada solo para transcripción. El casete usado para la grabación se mantendrá bajo una localidad segura en la Universidad de Texas Pan American y será destruido después de tres años. Las respuestas de su hijo/a podrían ser publicadas parcialmente o completas en esta investigación. Si son usadas, el nombre de su hijo/a no se usará sino se usará un número que será asignado al estudiante y cualquier otra información que pudiera identificarlo será removida.

A quien contactar para preguntas sobre la investigación: Si tiene alguna pregunta sobre la investigación por favor de ponerse en contacto con Julia Gómez Montalvo al (956)342-4892 o por correo electrónico jgomezz22@broncs.utpa.edu El Doctor José Ruiz-Escalante, el profesor supervisando esta investigación, también está disponible para hablar con usted. Usted se puede comunicar con él por teléfono al (956) 665-3440 o por correo electrónico al ruizj@utpa.edu.

Con quien ponerse en contacto sobre los derechos de participación: Si tiene alguna pregunta sobre los derechos de su hijo/a como participante, o si siente que los derechos de su hijo/a como participante no fueron cumplidos, comuníquese con el instituto de protección al (956) 665-2889.

Firma: firmando abajo indicará que está firmando voluntariamente en acuerdo con la participación de su hijo/a en el proceso de este estudio para que ha sido descrito. Su hijo también se le dará la oportunidad de decidir si quiere participar. Por favor firme y devuelva una copia de este formulario, mantenga la otra copia para usted.

Julia Gómez Montalvo

Dr. Jose Ruiz-Escalante

Nombre del padre o tutor

Nombre del estudiante

Firma del padre o tutor

Fecha

APPENDIX E

SELF-ESTEEM AND IDENTITY:

A CASE STUDY OF TWO BILINGUAL EDUCATION STUDENTS

ASSENT FORM

Investigators: Julia Gomez Montalvo, B.I.S and Jose A. Ruiz-Escalante, PhD.

Background: We are doing a research study on a Dual Language and Transitional Programs in the District. The purpose of this study is to compare the differences in self-esteem between students in the school's dual language program and the transitional program.

Procedure: We will be conducting focus group sessions with 12 dual language and 12 transitional students. We would like you to participate in one of these focus groups. Each student would also be asked to complete an individual survey. If you decide to participate, you will take part in a focus group with 4-5 other children. The focus groups will take place at the school from 4-5pm on the following dates. You will be asked to attend one of the focus groups (date highlighted below). If you agree to participate, but then find that you are unable to, please contact me at 956-342-4892.

- April 2, 2012
- April 3, 2012
- April 4, 2012
- April 5, 2012

Please note that all focus group sessions will be audio recorded so that comments can be accurately captured.

Risk of possible discomfort associated to this study: There are no anticipated risks associated with your participation in this study.

Benefits of Participation: Although this study may not be of direct benefit to you, the research could potentially allow educators to gain a better understanding of students that are similar to those that they encounter on a daily basis in the classroom. This might better equip them to deal with the needs of the second language learner.

Voluntary participation: Your participation is voluntary. There are no penalties for non-participation you may discontinue participation in the study at any given time. If you decide to withdraw from participating simply notify Julia Gómez Montalvo.

Confidentially: All participants' responses will be kept confidential. The tape recording will only be used for transcription. The tape recording will be kept in a secure location at the University of Texas-Pan American and will be destroyed after 3 years. Your responses may be quoted in whole or in part in publication or representation about this research. If quotes are used, your real name will not be used. Instead, a number will replace your name and any additional information that might directly identify you will be removed.

Contact Information for research related questions: if you have any questions about the research, please contact Julia Gomez Montalvo by phone at (956) 342-4892 or by email at jgomezz22@broncs.utpa.edu. Dr. Jose A Ruiz-Escalante, Faculty Advisor, may also be contacted at the University of Texas-Pan American (UTPA) by phone at (956) 665-3440 or by email at ruizj@utpa.edu.

Contact Information regarding your rights as a participant: If you have any questions about your right as a participant, or if you feel that your rights as a participant were not adequately met by the researcher, contact the UTPA Institutional Review Board for Human Subjects Protection at (956) 665-2889.

Signature: By signing below, you indicate that you are agreeing to participate in this study and that the research process has been described to your satisfaction. Please sign and return one copy of this form and keep the other copy for your own records.

Julia Gómez Montalvo

Dr. Jose Ruiz-Escalante

Student's name (print)

Student's name (signature)

Date

APPENDIX F

SELF-ESTEEM AND IDENTITY:

A CASE STUDY OF TWO BILINGUAL EDUCATION STUDENTS

FORMA DE ASENTIMIENTO

Investigadores: Julia Gómez Montalvo, Licenciada en Pedagogía, Y José A. Ruiz-Escalante, PH.D

Antecedentes: Nosotros estamos dirigiendo una investigación sobre los estudiantes de doble lenguaje y los estudiantes del programa transicional. El propósito de este estudio será comparar el auto estima de los estudiantes de doble lenguaje y transicionales.

Procedimiento: Se llevarán acabo sesiones de grupos de enfoque con 12 estudiantes del programa de doble lenguaje y 12 estudiantes del programa transicional. Nos gustaría que participe en uno de estos grupos de enfoque. A cada estudiante se le pedirá que complete un cuestionario individualmente. Si usted participa, usted formara parte de un grupo con 4-5 otros alumnos. Las sesiones se llevarán a cabo en la escuela de 4-5 pm en las siguientes fechas. Se le pedirá que participe en una de las fechas. Si usted acepta participar, pero luego descubre que no puede participar, por favor comuníquese conmigo al 956-342-4892:

- 2 de abril del 2012
- 3 de abril del 2012
- 4 de abril del 2012
- 5 de abril del 2012

Por favor tenga en cuenta que todas las sesiones se grabaran de manera que los comentarios se capturen correctamente.

Riesgo de posible inquietud asociado con este estudio: No hay riesgo posible asociado con su participación en este estudio.

Beneficios de la participación: Aunque este estudio no le dará beneficios, si proveerá infamación a los educadores para obtener un mejor conocimiento en las necesidades de estudiantes bilingües.

Participación voluntaria: Su participación en este estudio es voluntaria. No hay sanciones por no participar y podría discontinuar su participación a cualquier tiempo sin penalidad alguna. Si decide discontinuar la participación simplemente notifique a la Srta. Julia Gómez Montalvo

Confidencialidad: Todas las respuestas de los participantes serán confidenciales. La grabación será usada solo para transcripción. El casete usado para la grabación se mantendrá bajo una localidad segura en la Universidad de Texas Pan American y será destruido después de tres años. Las respuestas podrían ser publicadas parcialmente o completas en esta investigación. Si son usadas, su nombre no se usará, sino se usará un número que será asignado a usted y cualquier otra información que pudiera identificarlo será removida.

A quien contactar para preguntas sobre la investigación: Si tiene alguna pregunta sobre la investigación por favor de ponerse en contacto con Julia Gómez Montalvo al (956)342-4892 o por correo electrónico jgomezz22@broncs.utpa.edu El Doctor José Ruiz-Escalante, el profesor supervisando esta investigación, también está disponible para hablar con usted. Usted se puede comunicar con él por teléfono al (956) 665-3440 o por correo electrónico al ruizj@utpa.edu.

Con quien ponerse en contacto sobre los derechos de participación: Si tiene alguna pregunta sobre los derechos como participante, o si siente que sus derechos como participante no fueron cumplidos, comuníquese con el instituto de protección al (956) 665-2889.

Firma: firmando abajo indicará que está firmando voluntariamente en acuerdo con la participación en el proceso de este estudio para que ha sido descrito. Por favor firme y devuelva una copia de este formulario, mantenga la otra copia para usted.

Julia Gómez Montalvo

Dr. Jose Ruiz-Escalante

Nombre del estudiante

Firma del estudiante

Fecha

APPENDIX G

QUESTIONNAIRE FOR DUAL LANGUAGE STUDENTS AND TRANSITIONAL STUDENTS

The findings of this survey will be used to guide the focus groups through the interview process, your responses will be kept confidential.

1. Please enter the number assigned to you by Ms. Gomez:

2. How important is your...

	Not Important	Somewhat Important	Neutral	Important	Very Important
a. culture?					
b. identity?					
c. ethnic group?					
d. region culture?					

3. What do you consider yourself?

Mexican	Mexican American	Hispanic	Chicano	American	Other (please specify)
---------	------------------	----------	---------	----------	------------------------

4. What is your native language?

Spanish	English	Other (please specify)
---------	---------	------------------------

5. Linguistic Aspect and self-esteem:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is important to learn English:					
Learning English is for higher social status:					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is important to learn Spanish					
Learning Spanish is for higher social status:					
My home language is very important:					
I often feel like quitting school:					
I'm satisfied with my schoolwork:					
Others are generally more successful than I am:					
People my age are smarter than me:					
I am proud of my school work:					
In school, I do as little work as I can just to get by:					
I often feel ashamed of myself:					
I feel uneasy most of the time without knowing why:					
People like my ideas:					

Thank you for you participation!

APPENDIX H

**SELF-ESTEEM and IDENTITY:
A CASE STUDY OF TWO BILINGUAL STUDENTS**

Interview Questions

- 1. Do you feel that you are able to face any challenge life presents to you?**
- 2. Do you feel that your ideas are as equal value than others?**
- 3. Are you doing well in all areas in school and in life as you would want to?**
- 4. Are your school accomplishments related to you everyday life positive and negative experiences?**

APPENDIX I

**SELF-ESTEEM AND IDENTITY:
A CASE STUDY OF TWO BILINGUAL STUDENTS**

Survey

Demographic Information

Age:	Gender:
Grade:	Number of years in the DLP program:
<p style="text-align: center;">Language spoken at home (Immediate Family)</p> <p style="text-align: center;">English Spanish</p>	<p style="text-align: center;">Language you feel most comfortable in:</p> <p style="text-align: center;">English Spanish</p>
<p style="text-align: center;">Language you prefer to take test in:</p> <p style="text-align: center;">English Spanish</p>	<p style="text-align: center;">Language you use when talking with your friends:</p> <p style="text-align: center;">English Spanish</p>
<p style="text-align: center;">I am proud of my schoolwork in?</p> <p style="text-align: center;">English Spanish</p>	<p style="text-align: center;">I speak to people I don't know in</p> <p style="text-align: center;">English Spanish</p>
<p style="text-align: center;">I can read well in</p> <p style="text-align: center;">English Spanish</p>	<p style="text-align: center;">I can write well in?</p> <p style="text-align: center;">English Spanish</p>

BIOGRAPHICAL SKETCH

Julia Gómez Montalvo obtained a Bachelor of Interdisciplinary Studies in 2009 with a minor of elementary bilingual biculture, and a Master of Bilingual Education specialized in educational leadership and administration in 2012 from the University of Texas-Pan American.

Julia is currently a fourth grade teacher in D.U. Buckner Elementary school where she started working in 2010; additional involvement with the elementary includes coaching the Robotics team, and grade level chair. In 2011 she conducted a workshop for parents about helping their children understand science and the relevance in their every day life at the Texas Association of Bilingual Education. Julia resides in 1176 Country Living Circle, Alamo, TX. 78516.