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Teacher Knowledge, Perceptions, and Language Orientations Towards Oral Language Instruction in a Dual Language Classroom

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TEACHER KNOWLEDGE, PERCEPTIONS, AND LANGUAGE ORIENTATIONS TOWARDS ORAL LANGUAGE INSTRUCTION IN A DUAL LANGUAGE CLASSROOM

A Dissertation

by

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ABSTRACT

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Dual language (DL) schools provide literacy in students' native languages; however, it is unknown if there is a focus on oral language (OL) development, an essential component for emergent bilinguals'(EB) literacy development. The purpose of this mixed-methods case study is to understand what DL teachers in Virginia know about OL instruction when providing literacy instruction to EB students. This study also explored DL teachers' perceptions and language orientations towards OL instruction in a DL classroom. The Holistic Biliteracy Framework by Escamilla et al. (2014) provided a research-based pedagogical model to compare teachers' knowledge on OL instruction. The Language Orientation Framework (Ruiz, 1984) helped categorize teachers' perceptions and language orientations towards OL instruction.

The mixed-methods data was collected from DL teachers in Virginia through a survey and provided documents or artifacts for analysis, and a semi-structured interview. The quantitative data was analyzed with descriptive statistics, looking at the means and frequency. The means of the knowledge, perceptions, and language orientations towards OL scale were consistently higher for those teachers who were multilingual. The qualitative data was analyzed using thematic coding, deductive and inductive coding, and discourse analysis. When discussing students' literacy development, many teachers mentioned OL, vocabulary, repetition, phonics,

and decoding instruction most frequently. Participants also perceived OL instruction as a method of talking to learn, learning to talk, or learning to speak a second language.

The document or artifact analysis highlighted the categories of oracy (Escamilla et al., 2014) that were present the most in their activities were features of developing language structure and vocabulary; yet, dialogue features did not appear as frequent. During the interviews, several perceptions and language orientations were highlighted. Some perceptions showed insecurities towards knowledge of OL instruction. Many interviewed teachers had an underlying focus towards native English-speakers when using OL activities. Practical implications provided were offering professional development on OL and oracy, placing a primary focus on developing OL and oracy for the purpose of heritage language maintenance for emergent bilinguals. This focus, along with allowing flexible language for all students, would expand students' linguistic knowledge without losing focus on emergent bilinguals.
Keywords: *oral language, oracy, dual language, teachers, language orientations, literacy*

DEDICATION

I would like to dedicate this dissertation to my husband, Chad Blanton. The completion of my doctoral studies would not have been possible without his love and support. First, he encouraged me to follow my dream of completing a doctorate degree. He provided me the space and time to pursue my studies and complete the grand demands that come with completing this degree. His love and encouragement carried me through all the difficult times that came up throughout this journey and helped me keep my eye on the prize. To my boys, Nicholas, and Julian, for being patient and loving with me while I juggled my many roles. I hope that my struggles and sacrifices are an example for you both as you follow your dreams. To all my boys, I LOVE YOU.

I would also like to dedicate this research to my favorite little humans in the world, the students at MV elementary. When I began my journey at MV as a dual language teacher, I realized the potential that lies within all my dual language students. Many were on a journey similar to mine during my childhood, yet, they had dual language support that could possibly help them. Being their teacher is when I understood what my calling was. To ensure that all emergent bilingual students have appropriate and highly effective dual language programming that would allow educators to understand that their languages and cultures are assets they can use to have life-long success. I promise to work towards improving dual language education for all students. Once a colt, always a colt.

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CHAPTER I

INTRODUCTION

In the researcher's lived experience as a second-grade Spanish dual language teacher and later dual language instructional coach, the researcher often noticed a small group of emergent bilingual students who struggled with reading Spanish and English. In search of a solution, the researcher explored numerous studies about reading instruction for emergent bilinguals and realized that the cause of these reading difficulties is quite complicated. Research studies providing recommendations on reading support for emergent bilinguals' often lead to studies about biliteracy. According to Escamilla et al. (2014), biliteracy is developed through reading, writing, oracy, and metalanguage in two languages.

One possible explanation for emergent bilingual reading struggles is the lack of focus on oral language instruction within literacy instruction. However, many researchers have stated that oral language is essential in developing reading skills (Davison et al., 2011; Escamilla et al., 2014; Norman, 1992; Wilkinson, 1970). This research study explored what teachers know about oral language instruction and how their perceptions and language orientations (Ruiz, 1984) influenced the implementation of oral language to develop emergent bilinguals' literacy skills.

According to a study conducted in England by Millard and Merzies (2016), there are many reasons why oral language instruction varies from teacher to teacher. Some reasons include lack of time, a preferred focus on other teaching areas, or limited knowledge of implementing

this type of instruction. The National Council for Curriculum and Assessment (2012) in Dublin, Ireland, mentioned,

> Although the Curriculum places a strong emphasis on oral language, it has been widely acknowledged that the implementation of the Oral Language strand has proved challenging, and there is evidence that some teachers may have struggled to implement this component because the underlying framework was unclear to them. (p. 12)

Australian teachers had similar struggles implementing language and literacy instruction. A study conducted by Stark et al. (2020) discussed teachers' initial attitudes and beliefs towards oral language instruction. Teachers felt they were inadequately prepared to provide highly effective oral language instruction in their classrooms. After participating in professional learning about oral language instruction in the context of language and literacy, "all participants demonstrated a substantial change in their classroom talk and instructional practice" (p. 190). Additionally, sharing explicit knowledge and providing improved instructional practices towards implementing oral language instruction increased.

Dual language teachers interpret the complexities of oral language instruction in a variety of ways. It is significant to explore the complexities and varieties of oral language implementation in a dual language classroom, because this information can guide the development of support systems for dual language teachers. Helping teachers increase oral language instruction in dual language classrooms will help all emergent bilingual students, including those who struggle with literacy in Spanish and English. The implementation or increase in oral language instruction can provide improved, culturally relevant, rigorous reading

instruction to all students regardless of their race, socioeconomic status, or the languages they speak.

This research aims to explore the following questions: (a) What do dual language teachers know about oral language instruction? and (b) What are dual language teachers' perceptions and language orientations towards oral language instruction in a dual language classroom setting? Through a mixed-methods, descriptive case study design, the research described the phenomenon of how teachers perceive how they use oral language instruction to develop literacy in Spanish and English. To further ensure trustworthiness, a triangulation strategy used three different methods of data collection and analysis. First, all participants completed a survey about oral language knowledge, perceptions, and language orientations. Second, a small selection within these participants provided documents or artifacts and participated in a semi-structured interview. Third, the data analysis was a thorough quantitative and qualitative process to understand the research questions. Finally, the data were compared and discussed to offer future implications.

This chapter provides an overview of the research study by exploring how past problems have affected the implementation of oral language instruction in dual language classrooms. First, the theoretical and conceptual frameworks are discussed to explain how these concepts supported the current study. Next, the problem statement will discuss this study's purpose, the research questions, and significance. Later, technical terms are defined to provide better insight and understanding of the topics of discussion. Finally, this study's limitations will be presented along with a synopsis of the chapters to follow.

Background of the Problem

In 1981, the official language of Virginia was designated as English. The Code of Virginia, section 22.1-212.1, states the following:

> School boards shall have no obligation to teach the standard curriculum, except courses in foreign languages, in a language other than English. School boards shall endeavor to provide instruction in the English language, which shall be designed to promote the education of students for whom English is a second language. (LIS, 2020)

Since then, this section has been reenacted by the Virginia General Assembly. Unfortunately, the wording of this code imposes linguistic hegemony. First, stating that there is no obligation to teach in a language other than English communicates a lack of importance in using students' home language for any reason. Second, the code continues with the word endeavor, meaning to achieve, encourage, and insist that teaching solely in English promotes emergent bilinguals' second language acquisition.

While English is designated as the official language of Virginia, this does not prohibit the use of other languages in instruction. In 2018, the Virginia General Assembly signed HB 507, a law that permits school boards to use funds allocated for instructional programs for ELs (typically focused on English-only instruction) on dual language programs instead (Cuba, 2020). While adding this law 37 years later may seem like a move forward, the linguistic hegemony persists. Dual language programs are scarce and slow to emerge in Virginia, with only 12 school divisions implementing or beginning a dual language program (Massaro, 2020).

Linguistic hegemony is imposed to establish power over groups that speak minoritized languages. One way of imposing linguistic hegemony is by evaluating and comparing academic

growth using standards appropriate for monolingual students. For example, the National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, is a "congressionally mandated project administered by the National Center for Education Statistics (NCES) within the U.S. Department of Education and the Institute of Education Sciences (IES)" (NAEP, 2020). They administer assessments that seek to measure what students know and can do. However, because no national assessment measures what students know and do in their home language, the results below highlight the language as a problem lens (Ruiz, 1984). Ruiz's orientations allow for the identification of language practices and decisions throughout language and policy planning. Language as a problem highlights the belief that multiple languages negatively affect students' education.

The Nation's Report Card published the most recent national reading scores for students enrolled in the fourth and eighth grades in 2019. Fourth-grade reading scores show that Hispanic students averaged a score of 209, scoring lower than their White peers, who obtained an average score of 230. Students eligible to receive free and reduced lunch got a much lower average score of 207 than those who did not qualify for the school lunch program obtaining an average score of 235. Emergent bilingual receiving services as language learners got an unsettling average score of 180, significantly lower than their monolingual peers' average score of 224.

NAEP (2020) reported that fourth-grade reading scores in Virginia show Hispanic students averaging a score of 211, scoring lower than their White peers with an average score of 231. Students eligible to receive free and reduced lunch obtained a much lower average score of 208 than those who did not qualify for the school lunch program averaging a score of 236. Emergent bilingual students obtaining services as language learners received an unsettling average score of 195, significantly lower than their monolingual peers, who averaged a score of

227. The Nation's Report Card national and state average scores showed a wide gap between students of color and students who speak a language other than English compared to their affluent White, affluent peers. These results are to be expected when using measures that are only appropriate for monolingual, middle-class students.

Emergent Bilingual students in Virginia have historically scored lower than their monolingual peers. The Virginia Department of Education (2019) reported that in the 2019-2020 school year, they served approximately 1.3 million students. Of those students, 220,968 were of Hispanic ethnicity, and 110,454 students received English as a Second Language. DLI (Dual Language Immersion) is one of the five approved Language Instruction Educational Program (LIEP) models in Virginia (Virginia Department of Education, 2020, p. 9). As of September 2020, 12 school districts in Virginia currently provide dual language instruction to some students who speak English as a Second Language (Virginia Dual Language Educator Network, 2020).

Conceptual Framework

This paper will refer to the Holistic Biliteracy conceptual framework created by Escamilla et al. (2014). Holistic biliteracy refers to the use of all the languages students possess and the transfer between these same languages. The native language is used as a foundation and support in acquiring additional languages. Holistic biliteracy refers to using a students' entire linguistic repertoire as an asset to intertwine with all content and instructional strategies. Based on this conceptual framework, Escamilla et al. created a pedagogical framework titled Literacy Squared. This pedagogical tool has been vital in defining instructional practices when developing biliteracy through the metacognition of comparing languages.

The Literacy Squared model (Escamilla et al., 2014) suggests that biliteracy entails teaching in the students' native and second language within equal amounts, also referred to as Paired Literacy. The framework proposes equal instructional times in four biliteracy domains: reading, writing, metalanguage, and oracy. Escamilla stated,

> Oracy is an aspect of oral language, but it includes a more specific subset of skills and strategies within oral language that more closely relates to literacy objectives in academic settings. We suggest that teachers include three types of oracy components in their lessons: language structures, vocabulary, and dialogue. (p. 21)

Instruction within these four domains in each language is essential to achieve biliteracy, which refers to reading and writing in two languages and using what is known in one language to make sense of the other language.

In addition, this study draws on the theoretical framework of Ruiz's (1984) language orientations. These orientations are often present in planning within policy, politics, literature, and society in general. Language orientations refer to an array of conditions of languages and the ways that languages affect society (Ruiz, 1984). Ruiz's orientations allow us to identify if language practices result from viewing language as a right, language as a problem, and language as a resource. Language as a problem highlights the perceptions that multiple languages negatively affect one's success within any given society. Language as a right refers to planning that ensures the protection of the mother tongue. Finally, language as a resource allows society to reshape how different languages are perceived, moving away from multilingualism as a deficit.

Depending on an individual's notion of language, these orientations shape language policy and planning in educational settings. Ruiz (1984) explained that "the concept of

orientations is proposed as a heuristic approach to the study of basic issues in language planning" (p. 16). Each person's language orientations influence policy, politics, literature, and society in general. The orientation of language as a right would guide policymakers to creating state and federal laws where all languages are considered human and civil rights.

The conceptual framework of Escamilla et al. (2014) supported the purpose of this study by providing insight into the importance of developing languages through one of its biliteracy strands known as oracy. As a component of oral language, oracy places its importance into perspective, establishing how this domain is essential in developing biliteracy. Ruiz's (1984) theoretical framework supports the notion of how language orientations influence all aspects of decision-making, from politics to education and everything in between. Exploring teachers' language orientations can provide reasoning for offering oral language instruction as a means of reading instruction in a dual language classroom. Chapter Two discusses the Literacy Squared conceptual framework and the theoretical framework of language orientations.

Statement of Problem

In the United States, many emergent bilingual students are identified as struggling readers who perform lower than their monolingual peers (NAEP, 2020). In addition, many schools identify students' native language as a problem rather than a resource, and consequently, students' learning plans reflect these orientations. Dual language schools provide reading instruction in students' native language; however, it is unknown if dual language schools focus on oral language development, an essential component for emergent bilinguals' literacy development.

This research study emphasized the importance of oral language development within literacy instruction for emergent bilingual students. Several research studies confirmed the importance of oral language instruction to develop reading skills for emergent bilinguals. Babayiğit (2012) emphasized that oral language "emerged as the most powerful unique predictor of both reading and listening comprehension levels" (p. 22). Escamilla et al. (2014) stated that oracy, an oral language aspect, is one of the four language domains essential to biliteracy development in Spanish and English. While the literature indicates the advantages of oral language instruction to develop literacy in emergent bilinguals, it is unknown how dual language teachers' language orientations affect its implementation in the classroom.

Purpose of the Study

Oral language instruction is an essential part of biliteracy development (Escamilla et al., 2014) and a predictor of reading and listening comprehension levels (Babayiğit, 2012). Therefore, the purpose of this mixed-methods case study research was to understand what dual language teachers in Virginia know about oral language instruction when providing literacy instruction to emergent bilingual students in either Spanish or English. This study also explored teachers' perceptions and language orientations towards oral language instruction in a dual language classroom setting.The research findings provide implications that allow for better instructional guidance and support that encourage the use of oral language as an essential part of literacy for emergent bilingual students.

Research Questions

Through a mixed-methods, descriptive case study design, the research aimed to describe the phenomenon of teaching oral language instruction to develop biliteracy, specifically reading in Spanish and English. The following research questions guide this research study:

RQ1: What do dual language teachers know about oral language instruction?

RQ2: What are dual language teachers' perceptions and language orientations towards oral language instruction in a dual language classroom setting?

The phenomenon of teaching oral language instruction to develop biliteracy is varied. This research study explored the extent of what teachers know about oral language instruction and how their perceptions and language orientations guided their oral language instruction.

Rationale, Relevance, and Significance of the Study

This research study used a mixed-methods approach and a descriptive case study design that explained what teachers know about oral language and how their perceptions and language orientations allow this implementation during literacy instruction. Mixed methods research allows collecting both open and closed-ended data to understand the research problem entirely (Creswell, 2014). The descriptive case study portion describes a phenomenon in its real-world context (Yin, 2014). A descriptive case study usually requires drawing on methods of document review, participant observation, and in-depth interviews to understand the experiences, perspectives, and worldviews of people in a particular set of circumstances (Schwandt & Gates, 2018, p. 346). Descriptive case studies contribute to "naturalistic generalization" because it places a focus on personal experiences (p. 347). In this case, dual language teachers who can

relate to having a small group of students who struggle with reading Spanish and English can naturally generalize the findings and transfer them to understand their specific context.

Understanding the perceptions and language orientations of dual language teachers towards oral language instruction is significant because it would allow teachers to have instructional guidance and supports that encourage consistent use as an essential part of literacy for emergent bilingual students. In addition, a focus on oral language instruction would emphasize students' home language and culture assets, supporting their biliteracy development.

Nature of the Study

Triangulation was used to ensure this research design's trustworthiness; three types of data were collected. First, participants completed an independent survey, and a small group of selected participants provided documents and artifacts and took part in a semi-structured, virtual face-to-face interview. Second, the data analysis was a thorough quantitative and qualitative process to understand the research questions. Finally, this study's population included teachers who were teaching in a dual language program in Virginia.

Definition of Terms

The following terms used operationally in this study are defined to help the reader understand each concept's context. The terms are as follows:

Emergent Bilingual: García (2009) used the term *emergent bilingual* to refer to students who are in the beginning stages of moving along the bilingual continuum. Escamilla et al. (2014) added to emergent bilingual as one that "emphasizes the development of bilingual competencies in children whose native language is other than English" (p. 5).

Monolingual: The term *monolingual* refers to individuals who speak one language. Usually, this term refers to a student who is only proficient in English.

Biliteracy: *Biliteracy* is "the ability to read and write with high proficiency levels in two languages through the appropriate and effective use of grammatical, syntactic, graphophonic, semantic, and pragmatic systems of the two languages" (Escamilla et al., 2014, p. 181).

Literacy Squared: This framework establishes the four components of instruction, assessment, professional development, and research. This biliteracy model was developed for emergent bilingual children. Its instructional component guides teachers on maximizing the bidirectional transfer from one language to another. Formative and summative assessments foster biliteracy development and allow for progress monitoring (Escamilla et al., 2014).

Dual language: Thomas and Collier (2012) defined the term *dual language* as a term that exemplifies the enrichment model of bilingual schooling for all students. The population of students can define a dual language program as one-way or two-way.

Native Spanish speaker: *Native Spanish speakers* are students born into a family that speaks Spanish most of the time. These students are also referred to as English Language Learners or emergent bilinguals.

Oral Language: Honig (2007) explained that phonology, syntax, semantics, morphology, and pragmatics make up the five domains of language, specifically oral language. The general concept of oral language development varies depending on each students' culture, ethnicity, and socioeconomic status.

Oracy: "The term oracy was coined in 1970 by Andrew Wilkinson, a British researcher, and educator, in an attempt to draw attention to the neglect of the development of oral skills in education" (McLure et al., 1988 as cited in Escamilla et al., 2014, p. 19). Oracy is one of the four

domains in the Literacy Squared Framework developed by Escamilla et al., including dialogue, language structures, and vocabulary. The three strands within oracy work together to support biliteracy development.

Assumptions, Delimitations, and Limitations of the Study

One assumption in this study is that a focus on oral language is limited or not present during literacy in a dual language classroom. Another assumption made is that a focus on oral language significantly increases reading skills in emergent bilinguals. There are research studies that support the claim that a focus on oral language improves comprehension and other reading skills (Babayiğit, 2012; Escamilla et al., 2014; Kirkland & Patterson, 2005). However, not all emergent bilingual students struggle with reading for the same reason. Difficulties in reading can stem from a variety of issues throughout a child's development. A focus on oral language may not help all emergent bilinguals improve their reading skills.

This study was delimited to elementary dual language teachers in Virginia with a combination of target-language or the English side teachers. A small group of teachers was selected for the second portion of the study; depending on their willingness to continue in this study. As in many research studies, the possibilities of complications are always present. One limitation was having sufficient participation from dual language teachers due to the low numbers of dual language programs in Virginia. Additionally, a limited number of dual language teachers were willing to participate due to their exhaustion during the COVID-19 pandemic.

Summary and Organization of the Study

This mixed-methods study sought to understand what dual language teachers in Virginia knew about oral language instruction and explore the perceptions and language orientations that influenced how they implemented oral language in their dual language classroom. The remaining chapters provide a comprehensive analysis of information supporting the purpose of this research, which aimed to answer the research questions.

Chapter Two is a comprehensive review of the literature on oral language instruction in dual language classrooms. Many subsections will provide additional information to consider and explore oral language development during literacy instruction. In Chapter Three, the topics discussed include the research design and the procedures that this study followed. Chapter Four will consist of the analysis and results of the data collection for this study. Finally, Chapter Five provides the interpretation of data, discussion, conclusion, and future implications.

CHAPTER II

LITERATURE REVIEW

This chapter provides background information on two key terms mentioned throughout this dissertation. It will lead to a review on how a focus on oral language development provides meaningful literacy instruction for emergent bilinguals. This study explored the knowledge teachers have about the importance of oral language development within literacy. A review of the literature provides sociocultural context to this question posed considering home and school environments in students' oral language development. This chapter also highlights research confirming the importance of oral language development to improve emergent bilingual students' literacy skills. Knowing the importance of developing oral language skills, another essential factor to explore is how teachers' perceptions and language orientations affect the inclusion of oral language instruction to develop reading skills for emergent bilingual students. Researching this topic is important because exploring the complexities and varieties of oral language implementation can guide the development of support systems for dual language teachers.

Background Defining Oracy and Oral Language

Oral language and oracy are common terms mentioned throughout past and present research, providing information on teaching children how to read. The term oracy was often found in research from the United Kingdom and other European countries. The term oral

language was usually found in research from the United States. Countries like the United Kingdom and Australia have continued to include oral language development in their National Curriculums (Norman, 1992). In the United States, as time progressed, there was less focus on oral language while phonemic awareness and other reading skills were prioritized (Escamilla et al., 2014). Oral language and oracy terms have since reemerged in the United States, mentioning oral language and oracy as part of a comprehensive plan for teaching literacy skills to emergent bilinguals.

Hoping to revitalize the creation, rather than the repetition, of speech as a way to use the English language, Andrew Wilkinson (1965) coined the term "oracy." He did this to promote the clear expression of ideas and feelings throughout each child's educational journey. Wilkinson highlighted numerous reports on education and literacy and the lack of mention and importance of spoken language. Although obviously related to literacy (as well as numeracy), Wilkinson believed that education in spoken language is extremely important and should not be viewed as a subsection of literacy. He believed that the lack of focus or mention neglected the importance of speaking and listening. Wilkinson proposed two modifications to education, attending to functions and nature of spoken language, assuring oracy is included and developing the best teaching methods.

Wilkinson (1970) continued to further develop the term oracy by describing it as verbalization of experience. The experiences in one's lives are communicated through the production of spoken language and written language. The aspect of spoken language and written language can be received through listening and reading. The term used to describe the production of writing and the reception of reading is often described as literacy. Wilkinson then offered the

term oracy to describe the production of speaking and the reception of listening (Wilkinson, 1970).

Wilkinson (1970) highlighted that oracy is rarely provided in the conventional classroom. He pointed out that in the classroom, communication is usually one-way. The conversations that arise are usually in response to questions a teacher has posed where there is only one accepted response, and the teacher already knows the answer. Wilkinson expressed that speech cannot properly develop with these dynamics. The ideal environment to develop oracy is within group situations, whether large or small, having open discussions where ideas and expressions are exchanged.

Wilkinson (1970) explained that oracy is not only a focus on speaking but listening as well. There are several classroom opportunities to listen to various living information where different dialects and idiolects are analyzed and compared with written language. This experience goes beyond the listening exercises that tend to occur throughout education settings. The verbalization of experience includes both oracy and literacy, which intertwine. Wilkinson's thinking allowed many to explore the concept of oracy and its benefits. Oracy continued to be developed and expanded in the United Kingdom through the UK National Oracy Project established in the School Curriculum Development Committee and later administered by the National Curriculum Council (Norman, 1992). This project also agreed with Wilkinson that a lack of concentration on oracy within educational settings negatively affects literacy.

In the United States, the term "oral language" is often found to discuss spoken language. The term oral language refers to a broader category compared to oracy. Honig (2007) explained that phonology, syntax, semantics, morphology, and pragmatics make up the five domains of language, specifically oral language. The development of oral language is complex and varied in

each respective culture allowing individuals to make sense of their world. Broadly, oral language is used to communicate, learn, think, and listen. It is essential in every aspect of life, in all stages of life. Society also places power on those who carry certain structures and forms of oral language. People are often judged by how they sound, speak, and communicate with others; it is often one of the first things people notice about another person.

In the United States, there was a great emphasis on oral language instruction from 1970-2000. However, after the National Reading Panel report was published, oral language was focused on less, emphasizing phonemic awareness and phonics, among other skills (Escamilla et al., 2014). The National Reading Panel research did not focus on emergent bilingual students and thus another taskforce was created conducting the National Literacy Panel which did not mention oral language, rather oral reading to assess fluency. Since then, The Literacy Squared team has resurfaced the term "oracy" to describe one of the Holistic Biliteracy Strands essential in developing emergent bilinguals' biliteracy skills.

The definition of oracy within the holistic biliteracy framework is an aspect of oral language. Still, it has specific skills and strategies within oral language that more closely relate to literacy objectives in the classroom (Escamilla et al., 2014). It is important to note that Literacy Squared's oracy domain within this holistic biliteracy framework includes dialogue, language structures, and vocabulary. The three strands within oracy work together to serve its purpose of supporting biliteracy development. Dialogue allows students to use their critical thinking skills to make sense of what they are learning and is not limited to "turn and talk" or answering questions; instead, it is used to offer students a voice to express their thoughts and make sense of their learning.

Escamilla et al. (2014) stressed that language structures are an essential part of oracy because they serve as scaffolds to expand students' linguistic repertoires enabling them to engage in complex text. These language structures are used not only for scaffolding, but for vocabulary expansion and building comprehension. The language structures that support oracy continuously change as students build their language proficiencies. Vocabulary is vital in developing oracy as it develops students' academic knowledge and comprehension, giving space for critical thinking.

Many studies have confirmed that a focus on oral language and oracy is an effective means of developing literacy skills (Babayiğit, 2012; Beeman & Urow, 2013; Escamilla et al., 2014). However, the focus on passing standardized testing has often restricted teachers from focusing on oral language to develop reading. It is vital to explore the complexities and varieties of oral language implementation methods that support literacy development in emergent bilingual students.

Conceptual Framework

Two research questions are posed throughout this research study. The first question is the following: "What do teachers know about oral language instruction?" The oracy domain within the Holistic Biliteracy conceptual framework of Escamilla et al. (2014) provided a research-based pedagogical model to compare what teachers consider oral language instruction. The second research question is as follows: "What are dual language teachers' perceptions and language orientations towards oral language instruction in a dual language classroom setting?" The theoretical framework of Ruiz's (1984) language orientations will help categorize the perceptions and language orientations that teachers may have towards oral language instruction.

This framework will also guide the analysis of data collected on how teachers' language orientations impact literacy for emergent bilingual students.

Oral language is one of four language domains; yet, it is an essential part of its holistic development. The holistic development of language for emergent bilinguals considers all forms and variations of languages used to communicate. These forms and variations are referred to as a linguistic repertoire or system. In developing multiple languages, Hopewell et al. (2016) explained that holistic biliteracy refers to a complete language system rather than its dissection into parts.

> A holistic vision of language and literacy begins with the recognition that what is known and understood in one language contributes to what is known and understood in the other, and that all languages contribute to a comprehensive linguistic and cognitive system. (p. 90)

In other words, holistic biliteracy development allows the freedom to access and refer to concepts and knowledge in their available languages. Holistic biliteracy development encourages students to use their knowledge of one language to understand the other language.

This dissertation will refer to holistic biliteracy that was used to develop their pedagogical framework, Literacy Squared, created by Escamilla et al. (2014). The Literacy Squared model suggests that teaching literacy in the students' native and second language should devote equal time of instruction in four biliteracy domains: (a) reading, (b) writing, (c) metalanguage, and (d) oracy. The oracy strand will guide this dissertation's data analysis, labeling data into the respective oracy components: (a) language structures, (b) vocabulary, and (c) dialogue. Oracy allows for attention on literacy development in emergent bilingual students.

Ruiz (1984) referred to language orientations as complex of dispositions towards the role of language, as well as the role of languages in society. Ruiz's orientations allow us to identify language practices and decisions throughout language and policy planning within bilingual education influenced by viewing language as a right, language as a problem, and language as a resource. Language as a right refers to planning that ensures the protection of the mother tongue. Language as a problem highlights the perceptions that multiple languages negatively affect one's success within any given society. Language as a resource allows society to reshape how different languages are perceived, moving away from multilingualism as a deficit.

It is important to note that language orientations are often underlying and unconscious. Nevertheless, these orientations influence all aspects of language planning and form specific attitudes towards language within societies. Within these attitudes may lie linguistic discrimination and oppression, imposing societal regulations on linguistic varieties that are different from the dominant language. Diverse racial groups with linguistic varieties then struggle with education and, therefore, become impoverished (Ruiz, 1984).

Past solutions to viewing language as a problem have created bilingual programs intended to suppress the home language. Transitional bilingual programs, for example, were created to transition students from using their home language into using the dominant language. However, the negative consequences of this subtractive language model appear in the long run. Thomas and Collier (2017) explained that longitudinal data suggests that English language learners make significant short-term gains while attending two to three-year programs; however, they did not make the long-term gains needed to close the gap in English with native English speakers.

Language orientations are undoubtedly present when planning for oral language instruction for emergent bilingual students. The influence of these language orientations can determine students' success or failures. Language as a problem focuses on deficits rather than the assets in language development. Planning for oral language instruction with the orientation of language as a problem may exclude developing a students' first language orally. Students may be asked only to speak English and exclude them from receiving instruction in their home language. This language problem is only solved by having students assimilate to the dominant language and culture.

Using the orientation of language as a right facilitates planning, allowing students to develop their home language and a second language. Students have a right to use the language they know to communicate and learn. Language as a resource considers all languages as assets. When educators begin to see the languages students possess as assets, they will engage in planning that provides appropriate instruction for emergent bilingual students. Ruiz's (1984) language orientations allows the data collected for this dissertation to be labeled into these respective themes and categories.

The conceptual framework of Escamilla et al. (2014) supported the purpose of this study by providing insight into the importance of developing languages through the oracy domain. As a component of oral language, oracy places its importance into perspective, establishing how this domain is essential in developing biliteracy. Ruiz's (1984) theoretical framework supports the notion of how language orientations influence all aspects of decision-making, from politics to education and everything in between. Exploring language orientations can provide insight into the decision-making for offering oral language instruction as a means of literacy for emergent bilingual students.

Oral Language and Sociocultural Context

Our society has been quick to measure and interpret a person's oral language to classify their intelligence and social status (Gee, 2015). Language is often judged by its sound, vocabulary, sentence length, and complexity. Language development begins at home, and each family's language carries stories and histories about their countries, culture, and traditions. Dominant cultures establish cultural tyranny by placing linguistic societal standards that only value cultural groups that meet these linguistic standards while devaluing those cultural groups that do not meet the imposed linguistic standards. Anzaldua (1987) used the term cultural tyranny referring to how culture forms a person's beliefs. He explained that individuals perceive the version of reality that culture communicates. Further, he stresses that culture transmits dominant paradigms, which are predefined concepts that exist as unquestionable and unchallengeable.

A form of cultural tyranny is linguistic hegemony which is imposed to establish power over groups that speak the minoritized language. Now more than ever, languages and cultures are under attack by fundamentalists and social groups who benefit from remaining in control for economic and political reasons. Shannon (1995) explained her working definition of linguistic hegemony as follows:

> Wherever more than one language or language variety exists together, their status in relation to one another is often asymmetric. In those cases, one will be perceived as superior, desirable, and necessary, whereas the other will be seen as inferior, undesirable, and extraneous. (p. 176)

As Shannon insightfully pointed out, linguistic hegemony is apparent worldwide. Most countries struggle or have struggled for power regarding languages, cultures, and politics. The history of

wiping indigenous language is a clear example of linguistic hegemony in the United States. From 1879 to 1918, Native American children from more than 180 tribes were assimilated into white society while attending The Carlisle Indian Industrial School (Christensen, 2017). This boarding school founded by Captain Richard Pratt imposed the American language and culture to colonize and gain power over this indigenous group. Many resisted and maintained their language, yet the price to pay was often extreme.

Centuries later, Spanish-speaking students are targeted to assimilate to the English language and American culture. Vespa et al. (2018) of The Department of the U.S. Census project that the Hispanic population will double in the next four decades from 2016-2060, whereas the non-Hispanic White population will decrease. The increase of the Hispanic population poses a threat to the dominant social group that thrives on cultural and linguistic power. McGregor-Mendoza (2010) explained that some Americans believe that the growing number of heritage language speakers in the United States is a threat to the cultural fabric of U.S. society. As the Hispanic population continues to increase, the possibility of infiltrating and influencing politics and society is more likely. Thus, the current struggle for linguistic supremacy is ongoing.

Language is a powerful tool that shapes our society and education systems. Education is designated as a neutral ground where ideals should not be imposed on students. However, Macedo et al. (2003) argued that "the assertion of neutrality conceals a conservative view that perceives knowledge as neutral and pedagogy as a transparent vehicle of truth" (p. 40). The authors also proposed that this conservative group's members are active in the construction of dominant ideology and social order. Therefore, education cannot be perceived as a simple means of instruction in reading, mathematics, and science but as a medium that gives form to society

and social constructs. Thus, bilingual education with a heavy focus on language is essential to resist linguistic hegemony facilitating instruction that strives for bilingualism and biliteracy.

A dominant paradigm that exists in the United States is the traditional view on literacy. Literacy, often taken out of its sociocultural context, is viewed merely as reading and writing (Gee, 2015). Literacy has been used as a social construct of determining those who read with higher intelligence imposing hierarchy over oral literacies. However, oral literacies have made up the rich history, culture, and traditions of many diverse groups since the early centuries. Limiting the definition of literacy to merely reading and writing has classified those who practice oral literacies as uneducated or unrefined. While both literacy and orality have different functions, separating literacy from the social setting to claim literacy as an autonomous force in shaping the mind or a culture is not recommended (Gee, 2015).

This literature review discusses research that explains how cultural tyranny has influenced the way we view diverse home languages. These views impact classrooms, instruction, assessments, and policies. Knowing how our perceptions and orientations impact all educational settings and practices allows for planning for language as a right and resource rather than planning for language as a problem (Ruiz, 1984). It is necessary to continuously work towards rewriting the dominant narratives in our curriculums and lesson plans, fighting against dominant cultural tyranny, and moving towards cultural and linguistic pluralism and equality (Paris, 2012).

Oral Language Development at Home

Emergent bilingual students develop their home languages in a variety of ways. The process of language acquisition varies from family to family, and thus their oral language

production varies. Beeman and Urow (2013) explained that students who are exposed to and learn two languages at the same time are considered simultaneous bilinguals. These students share the vocabulary they know between their two languages. The oral language these students produce includes a variety and mixture of languages to communicate with others.

Students who speak one language for an extended amount of time and later add a second language are considered sequential bilinguals (Beeman & Urow, 2013). These students know some words in one language and some in others. Students progress through language acquisition stages a second time, where they begin in a receptive stage and later move on to a productive stage. Oral language for sequential bilinguals may appear as non-verbal while they develop their listening skills. Later they begin producing words, phrases and then speak in complete sentences.

Both methods of second language acquisition provide different learning experiences. Despite second language acquisition methods, emergent bilinguals exhibit various oral language (listening and speaking) proficiencies, and when oral language skills do not show the same standard proficiencies as monolingual students, it is seen as a problem. Educators often refer to these varied oral language proficiencies as a word gap, a concept introduced by Hart and Risley (2003). This famous research study claimed that there is at least a 30-million-word gap in young children identified with lower economic status than those identified as having middle and upper economic status.

The 30-million-word gap uses the orientation of language as a problem (Ruiz, 1984). Different linguistic varieties that steer away from the dominant linguistic standards are viewed as deficits needing remediations, imposing societal expectations for students to succeed. Kuchirko (2019) challenged this notion of the word gap by highlighting the lack of understanding of diverse cultures and languages. First, the word gap is a perception that linguistic and cultural

varieties are deficits and do not consider linguistic varieties and registers, which make up a family's wealth of knowledge. These varieties are not valued at schools, proving how society values only the linguistic varieties of privileged groups.

Kuchirko also challenged the 30-million-word gap by pointing out that the value of word quantity does not equal quality, making this notion a generalization of speech production according to different socio-economic statuses. Dudley and Marlin (2007) pointed out the 30-million-word gap as a deficit lens that brings concerns about separate schooling, inequitable resources and facilities, and curriculums that promote a culture of individualism that emphasizes standard accountability and individual accountability merit. They explained that the leveling of cultural and linguistic differences undermines the schooling of poor and minority children in the name of school success. Finally, the context in which words are used in each culture is not taken into consideration. For example, diverse cultural groups often use oral language for songs, poetry, and storytelling that tell of their histories and legends. These oral traditions are often overlooked and underappreciated.

In an ethnographic study conducted by Adair et al. (2017), video recordings of classrooms with mostly Latino immigrant students were shared with district administrators, school officials, teachers, parents, and bilingual first graders. While the participants observed various practices, most mentioned why these practices would be ineffective for the students in the recording. For example, many explained that Latinx immigrant students were unable to handle dynamic, agentic learning experiences because they lacked the words and classroom behavior that required still, obedient, and quiet bodies (Adair et al., 2017). This deficient perception of a word gap is dangerously misleading. The authors explained that teachers too

often use the misfortune of families to justify a controlling, still, and rote classroom. This sort of discrimination places a limit on the quality of instruction students receive.

The context in which words are used in each culture should be valued and utilized to expand learning opportunities. For example, diverse cultural groups often use oral language for songs, poetry, and storytelling that tell of histories and legends of particular groups; yet, these oral traditions are often overlooked and underappreciated. Paris (2012) stated that these educational systems reflect a deficit approach. Unfortunately, the goal of deficit approaches was to eliminate the linguistic, literate, and cultural practices of many students of color, which were brought from their homes and communities, and replace them with what were viewed as superior practices.

Beeman and Urow (2013) discussed how this deficit mindset has negative consequences and affects emergent bilinguals' educational courses. The perception of word gaps (Hart & Risley, 2003) and the lack of understanding of how students develop multiple languages simultaneously or sequentially strain students' educational journeys. Students with linguistic varieties who do not meet the imposed societal norms are often placed below benchmark and prescribed instructional interventions. Most instructional interventions are developed using the language as a problem orientation affecting the quality of assessments, remediations, and interventions offered to emergent bilingual students targeting monolingual standard proficiencies.

School Assessments, Interventions, and Remediations

In Virginia, the law designates English as the official language and does not impose an obligation to provide instruction in any additional language other than English (Virginia's

Legislative Information System, 2020). Assessing emergent bilinguals solely in English creates a tracking problem and often identifies them as below benchmark during the early stages of their language development. This systemic practice only values students who can communicate in the dominant language, regardless of the knowledge they demonstrate in another language. Shohamy (2011) states,

> Tests, then, serve as media through which messages regarding nationalism are being communicated to test-takers, teachers, and educational systems regarding language priorities. Thus, by conducting language tests in a given language, messages are being transmitted regarding the priority of dominant languages while marginalizing others, in line with national ideologies and agendas. (p. 421)

Assessments are used to measure language ability and students' understanding of standard cultural norms. Measuring content in students' home language would be a more accurate interpretation of academic knowledge.

Students learning a second language are assessed with the same requirements and reading benchmarks monolingual students are expected to achieve. Emergent bilinguals are required to do double tasks one is to learn a new language, and the next is to learn the content instructed in a new language. In turn, emergent bilingual scores often are considered below grade level. As a result, students are assigned to intervention and remediation programs that are unnecessary and inappropriate or are labeled in need of special education services (García & Kleifgen, 2018). Oftentimes, interventions and remediations assigned to emergent bilinguals are not tailored to their specific linguistic needs.

Assessments for emergent bilinguals should be valid, reliable, and fair, and accurately measure what emergent bilinguals know. Is an assessment valid, reliable, or fair if it gauges

content knowledge by measuring language proficiency? Are assessments fair if they do not consider how students' cognitive processes vary within different cultures and languages? Solano-Flores (2016) explained that educators are able to make proper interpretations of their students' performance by considering how tests are constructed and how culture shapes the ways in which students interpret test items and respond to them. Educators can only interpret students' performance accurately if assessments are constructed acknowledging cultural and linguistic varieties. Accurate interpretations of student academic knowledge would result in a drastic change in our antiquated education system.

Using Oral Language as a Resource

Developing emergent bilinguals' oral language is essential for biliteracy development. However, promoting independence and silent work discourages students from talking and engaging in critical thinking. There is a huge need for educators to promote purposeful thinking and talk amongst emergent bilingual students. Oral language gives students the power and voice to express thoughts and concerns, and fight for their right to exist and be heard. Freire (2018) believed that dialogue is an existential necessity and stated, "If it is in speaking their word that people, by naming the world, transform it, dialogue imposes itself as the way by which they achieve significance as human beings" (p. 88). Promoting oral language in classrooms improves literacy skills for emergent bilinguals and activates students' voices.

Students' oral language must be honored and developed for both social and academic settings. This concept is a mind shift from what we traditionally know as developing oral language skills. Oral language is often limited to dialogue such as "Repeat after me," or "Say it this way. We do not say it that way." Freire (2018) mentioned that dialogue should not be limited

to one depositing ideas into another. Dialogue is an interactive process that involves the exchange of opinions and ideas. Therefore, educators must be aware of the power students gain when facilitating space to develop oral language.

Kirkland and Patterson (2005) recognized that a students' oral language indicates their future success. They provide various ways to facilitate and enhance oral language throughout their school environment, literature, and instruction. The authors believe that in facilitating oral language, teachers should provide an environment that promotes opportunities for students to talk. The literature in the classroom should allow students to connect to their background knowledge and engage in discussions. Classroom teachers have strong influences on the amount and quality of oral language instruction students receive.

Oral Language and Literacy Development

Literacy development in emergent bilinguals requires equal focus in all language domains; however, it is common to observe literacy with a heavy focus on phonological awareness and other pre-literacy skills. The current educational trend for reading development relies heavily on basal curriculums to improve students' reading ability without considering a students' linguistic repertoire or culture. Gottardo and Mueller (2009) explained,

> On a practical level, both oral language proficiency and word-level skills are required by young ELs to understand even basic text. Therefore, a curriculum focusing solely on word decoding will not allow all young ELs to succeed on reading comprehension tasks, even if the same curriculum produces the desired results for young native English speakers. (p. 342)

A focus on decoding and phonics only allows emergent bilinguals partial literacy development. There is a need to refocus our approaches when teaching reading to emphasize oral language development.

Babayiğit (2012) believed that oral language comprehension is as vital as reading comprehension to ensure effective curriculum access and learning. Another important consideration explained by Babayiğit is that oral language, which is indexed by vocabulary and morphosyntactic skills, is a powerful unique predictor of reading and listening comprehension levels. Knowing the critical role that oral language plays in biliteracy development in emergent bilinguals can provide more targeted instruction in developing students' complete linguistic repertoire.

A problem posed by Babayiğit (2014) was that reaching age-appropriate oral language and reading comprehension skills continues to be a challenge for many learners from minority language backgrounds in a majority language. The purpose of this study was to look at reading and oral language levels in those who spoke one language (L1) and those who were learning a second language (L2). It was also essential to learn how oral language supports reading comprehension in L1 and L2. The study consisted of 102-L1 students and 81-L2 primary school students. The students took part in an assessment for reading comprehension that assessed reading comprehension with oral comprehension questions, single-word reading, sentence repetition, vocabulary, and verbal working memory. The study concluded that weakness in English oral language skills cause the L2 disadvantage in reading comprehension. Also, oral language was the most powerful predictor of reading comprehension for L1 and L2 groups. This study further confirms the need to move away from a concentrated approach on phonics and decoding and increasing oral language instruction.

Bowyer-Crane et al. (2008) conducted a study that compared the effectiveness of two intervention programs for children with lower oral language skills. One of those intervention programs focused on phonology and reading, while the second program focused on oral language. Out of 19 schools, 152 students were selected based on poor vocabulary and verbal reasoning skills and randomly placed in one of the interventions mentioned above. The intervention programs were conducted for 20 weeks by trained teaching assistants. The authors concluded that intervention using phonology and reading improved decoding skills while oral language intervention improved vocabulary and grammatical skills, which are a foundation in reading comprehension.

What Do Teachers Know About Oral Language Instruction?

Garcia and Kleifgen (2018) stated that most teachers in the United States are not prepared to teach emergent bilingual students. They also mention that teachers who have the largest number of emergent bilingual students often have a few hours of professional development geared towards emergent bilinguals. This affects the quality of literacy that emergent bilinguals receive, and the attention given to providing effective oral language instruction to support reading development. Wager et al. (2019) mentioned that emergent bilinguals need more time practicing speaking and listening skills compared to monolingual students, allowing for improved academic literacy skills.

Developing oral language is complex and often interpreted and implemented differently. There is a lack of understanding of how emergent bilingual students develop their oral language, affecting how emergent bilinguals are instructed, assessed, and labeled. Beeman and Urow (2013) explained,

> Understanding how each student develops oral language in two languages helps us establish appropriate expectations that translate into optimal pedagogy. We must be aware of the different ways children develop their two languages orally so that we do not mistake normal use of language for a sign of confusion or other problems. (p. 67)

Oral language is an essential component in developing literacy skills, especially for emergent bilingual students; however, it is often not prioritized or implemented during literacy instruction. The National Council for Curriculum and Assessment (NCCA) (2012) in Dublin, Ireland, acknowledged that oral language implementation has proved challenging to some teachers who struggled to implement this component because the underlying framework was unclear to them. There was little mention of why teachers struggled or what exactly was unclear about implementing an oral language strand.

In their extensive oracy report, "Oracy: The State of Speaking in Our Schools," Millard and Merzies (2016) revealed data collected from surveys from over 900 teachers who abide by the National Curriculum of the United Kingdom. This report explored teachers' understanding of what oracy is, why oracy matters, how they implement oracy in the classroom, and the barriers that exist throughout its implementation. Out of 906 teachers surveyed, 68% believed that oracy is essential to teach. Teachers expressed that oracy is important because of its use for language and communication, yet they failed to mention its cognitive, civic, or economic potential.

The oracy report (Millard & Merzies, 2016) indicated that although many teachers indicated oracy is important, its implementation was inconsistent across schools and educators. First, 60% of teachers mentioned that oracy meant facilitating the sharing of ideas with peers and teachers. Next, 52% of teachers believed that oracy meant discussions in pairs or groups, and

32% mentioned presentations to implement oracy. Finally, 29% of teachers had their students engage in debate to develop oracy, and 23% mentioned having students participate in drama or other performances.

Teachers' implementation strategies were modeling, setting expectations, initiating pair or group activities, and providing students feedback with what they say and how they say it. Other strategies worth mentioning were using questions to prompt thoughtful answers and scaffolding interactions. Out of the teachers surveyed, 83% believed that oracy should be part of any regular subject teaching, yet its implementation was not consistent (Millard & Merzies, 2016). The inconsistencies lied in the many barriers teachers faced when implementing the oracy strand in their classroom. The barriers that caused limited oracy implementation was lack of time, lack of training, student reactions during implementation (shyness, discomfort), and activities leading to disruptive behaviors. Other barriers worth mentioning include teachers believing that oracy had nothing to show for after activities, no application to external assessments, and the perception that students did not have the skill to engage in oracy activities.

While this oracy report focuses on schools located in the United Kingdom, it offers valuable information on the possibilities of nationwide oral language development standards. Although their standards are not designed for emergent bilingual students, their data shows that 73% of teachers believed that oracy implementation is beneficial to students who speak English as an additional language (Millard & Merzies, 2016). The standards would need to be developed using the orientation of language as a right and language as a resource, yet its implementation will greatly depend on the teachers implementing these standards and their language orientations.

Teacher Perceptions and Language Orientations

The amount and quality of oral language instruction a teacher provide students can depend on their language orientations. Each educator's perceptions or notion of language orientations, consciously or unconsciously, may determine what instructional subject areas they devote to most. Educators need to reflect on their language orientations to understand their decisions further when planning for oral language instruction and its implementation. The effects can determine the outcome on students' biliteracy development.

Zúñiga (2016) examined two bilingual teachers' language orientations through classroom observations and interviews. Zúñiga observed each teachers' continual shift between language as a problem and language as resource orientations throughout their instruction in the classroom in preparations for standardized testing. Although the district labeled bilingualism as a resource through the DLBE (Dual Language Bilingual Education) program, the teachers' focused on meeting requirements on standardized testing, which moved their orientations away from the intended orientation and focus of the DLBE program. Although the top-down language planning intended to view language as a resource, the national policies shifted teachers on viewing language as a problem. Their orientations shifted instructional practices in the classroom between language as a resource and language as a problem.

Fitzsimmons-Doolan et al. (2017) summarized that top-down models of bilingual programs will be influenced by each individual teachers' ideologies regardless of their make-up. The authors gathered information about teachers' general ideologies in bilingual programs and how they varied depending on teachers' experiences and languages. They discovered various ideologies, some that aligned with language as a problem and language as a resource. Through

conversations about implementation, the authors were able to connect ideologies with practice or policy.

Fitzsimmons-Doolan et al. (2017) mentioned the following essential consideration for top-down DLBE programs to be implemented:

> Schools, districts, or states seeking to impose a particular language-in-education policy such as DLBE from the top-down would do well to openly address the ideologies embedded within the policy, to take the time and make the effort to ensure that participating educators understand the ideological dimensions of the chosen program, and even to "clarify" the ideological expectations of participation. (p. 717)

Districts sharing their thought process and language orientations during planning is an appropriate suggestion that may help teachers align their ideologies and decisions made during planning with the purpose and goals of a DLBE program. Palmer and Snodgrass Rangel (2011) highlighted the intersection between educational policy and teacher decision-making by discussing the theory of implementation, or sense-making, to highlight the how policy and context shape teacher decision making. The authors pointed out in their research that accountability and NCLB policies have negatively affected classroom practices. They explained that policies limit what teachers select to teach as they "narrow the curriculum" (p. 618).

Several factors affect teachers' decision-making process when planning for oral language instruction. Zúñiga (2016) mentioned that each teachers' language orientation shifted between language as a resource when implementing a DLBE program and language as a problem when abiding by state-mandated standardized testing. Fitzsimmons-Doolan et al. (2017) suggested that discussions about the ideological purposes of DLBE programs may allow teachers' ideologies to

align better with the program. Consequently, providing educators the positive effects of oral language instruction may encourage its continuous implementation in dual language classrooms.

This was the case in a study conducted by Stark et al. (2020). Most participants indicated having low knowledge of oral language instruction. After participating in professional learning in the Classroom Promotion of Oral Language (CPOL) developed by Goldfeld et al. (2017), teachers demonstrated a substantial change when implementing oral language instruction. Teachers also sustained or increased their attitudes and beliefs towards oral language instruction. The oral language activities involving sharing explicit knowledge and providing students with strategies to approach oral language and literacy tasks increased.

Summary

Reading data shows that emergent bilinguals are often identified as students who perform lower than their monolingual peers (NAEP, 2020). This chapter discussed oral language and oracy development and its relation to literacy success. The lack of oral language development is an underlying problem many emergent bilingual students face when learning to read (Keiffer, 2012). Students' home language is often perceived as a problem due to its opposing place in the dominant culture. These negative perceptions have established disparities and have highlighted differences within diverse cultural groups viewing language as a deficit and a problem.

This information needs to be highlighted across the schools in our nation. Educators must learn that oral language development has a direct effect on literacy development, and to best support our students' biliteracy development in reading, oral language must be given more emphasis. More importantly, the lack of oral language development suppresses our students'

voices. While we live in a society that values banking, where teachers merely deposit information and students receive it (Freire, 2018), we must move away from these habits that have been ingrained in our educational system for decades. Dual language teachers must facilitate spaces where students engage in critical thinking and dialogue, to become active members in their communities.

Educators, however, hold significant power in the direction we lead our students. The language orientation of language as right (Ruiz, 1984) was and continues to be a desirable state for all who possess a language other than English. We should continue to push this language as a resource orientation to reach a desirable state in our federal and state laws where all have the right to use and speak their native tongue. Speaking and developing a native tongue is a human and civil right. As educators, we should consider how our language orientations have the power to affect how students develop their languages. Do we see language as a problem, depriving students of their native language and therefore their voice? Or do we see language as a resource and play a significant role in facilitating students' liberation, seeing their languages as assets? All dual language educators should reflect on their language orientations and pursue the next steps in providing or improving effective oral language instruction for our emergent bilingual students.

CHAPTER III

METHODOLOGY

Emergent bilinguals are often identified as students performing lower in literacy than their monolingual peers (NAEP, 2020). Consequently, many schools seem to use the orientation of language as a problem (Ruiz, 1989) when planning for literacy instruction. Thus, students' diverse linguistic strengths are often not considered, gradually neglecting students' native language when acquiring a second language. Fortunately, additive bilingual programs are known to use students' native language as a strength and means to develop literacy in two languages. These programs provide a space for emergent bilinguals to develop biliteracy; thus, they often close the achievement gap achieving high academic growth (Thomas & Collier, 2017).

In my experience as a second-grade Spanish dual language teacher for six years, I noticed consistently having a small group of students identified as having difficulty with literacy in both English and Spanish. The most common recommendation to support these students was to provide literacy development interventions in English with a heavy focus on phonics and decoding. Oftentimes, other components within literacy instruction were often ignored. Nonetheless, much of the whole group or small group literacy development, whether in Spanish or English, did not focus on oral language development, an essential component for emergent bilinguals' biliteracy development. Escamilla et al. (2014) stated that oracy, an oral language aspect, is one of the four domains of language essential to biliteracy development in Spanish and

English. Babayigit (2012) also emphasized that oral language was the most powerful unique predictor of reading and listening comprehension levels.

Purpose of the Study

Knowing that oral language instruction in both languages is an essential part of biliteracy development (Escamilla et al., 2014) and a predictor of reading and listening comprehension levels (Babayigit, 2012), the purpose of this research study is to understand what dual language teachers know about developing oral language when providing literacy instruction to emergent bilingual students in either Spanish or English. This study will also explore the perceptions and language orientations that may influence how dual language teachers plan and implement oral language within literacy instruction. This study aims to answer the following research questions:

RQ1: What do dual language teachers know about oral language instruction?

RQ2: What are dual language teachers' perceptions and language orientations towards oral language instruction in a dual language classroom setting?

Understanding what teachers know about oral language instruction can help determine what information is needed to implement effective teaching strategies that develop oral language skills. Learning what teachers' language orientations are for planning and teaching can determine what is necessary to encourage planning for language as a right and resource. Students' home language will be seen as assets and an essential part of developing biliteracy skills.

Biliteracy is a term used to define the ability to use the four language domains (reading, writing, listening, and speaking) in two languages. Escamilla et al. (2014) created a pedagogical framework titled Literacy Squared and propose that biliteracy is developed through the balanced

exposure of reading, writing, oracy, and metalanguage in the native and second language. While many dual language educators may be comfortable with providing daily instruction in reading and writing while providing metalinguistic strategies, oracy is a concept that may not have equal amounts of instruction. The authors proposed that 25% of instructional time focuses on oral language instruction.

Knowing the critical role that oral language plays in biliteracy development for emergent bilinguals can provide more targeted literacy instruction while developing students' complete linguistic repertoire. This essential knowledge can also influence teachers to include oral language instruction in the classroom to support emergent bilingual students' literacy development in a dual language program. Each educator's notion of language ideologies may also determine what language domains they will devote more time to during instruction. Educators need to reflect on their language orientations to understand their decisions when planning oral language instruction to develop biliteracy for emergent bilingual students.

Research Design

This research study was a mixed-methods case study design, because quantitative and qualitative data were collected simultaneously. Gay et al. (2012) supports this method because the strengths of qualitative data offset the weaknesses of quantitative data and, similarly, the strengths of quantitative data offset the weaknesses of qualitative data. Mixed methods research allows collecting open and closed-ended data to understand the research problem (Creswell, 2014). Selecting a case study design provides or document and artifact review and in-depth interviews to understand people's experiences, perspectives, and worldviews in particular circumstances (Schwandt & Gates, 2018).

The cross-sectional survey collected quantitative and qualitative data. The survey contained structured Likert scaled items with two open-ended prompts. The unstructured data collected allows for better insight into the reasoning for the participants' responses (Gay et al., 2012). The case study portion sought to understand the phenomenon of focusing on oral language as an essential part of biliteracy development, supporting reading development in emergent bilingual students. Therefore, the research design for this study was a descriptive case study. The purpose of a descriptive case study was to describe a phenomenon in its real-world context (Yin, 2014). Descriptive case studies contribute to "naturalistic generalization," because they are based intuitively on personal experiences (p. 347).

The qualitative design for this research is a single-case study aimed to explore what one small group of dual language teachers know about oral language instruction, along with their perceptions and language orientations. Literacy instruction is an everyday situation for many elementary school teachers. In this case, dual language teachers who can relate to having a small group of students who struggle with literacy in Spanish and English can naturally generalize the findings and transfer the information to understand their specific context. As Yin (2014) suggested, the rationale in choosing a single-case study design is to capture the context, circumstances, and conditions of everyday situations. A triangulation strategy was used to analyze both qualitative and quantitative data.

For the quantitative data analysis, the results from the survey's close-ended Likert scaled items were inserted into the statistical analysis software, SPSS (Statistical Product and Service Solutions). Descriptive statistics were used to analyze each demographic item and then compared to the means of the responses within the Likert-scaled statements. A mean comparison is appropriate within categorical variables measuring the central tendency (Gay et al., 2012).

Additionally, the frequency of each Likert positive and negative statement was compared side-by-side to determine if the responses were consistent.

The qualitative data analysis looked at the survey's open-ended questions, documents and artifacts, and interviews. The open-ended survey responses collected through Qualtrics were reviewed with deductive and inductive coding (Saldaña, 2021). Documents and artifacts were reviewed using a checklist (Appendix F) created using the Literacy Squared oracy components (Escamilla et al., 2014) to look at aspects that are present or not present in each document or artifact. The interviews were transcribed and analyzed using deductive and inductive coding (Saldaña, 2021). Discourse analysis was used to analyze certain phrases mentioned throughout the interviews to explore the holistic language within each response. Themes and categories were used to organize the data.

To provide a more detailed explanation of what teachers know about oral language instruction as a means of supporting emergent bilingual students' literacy development in a dual language program, quantitative and qualitative data will be compared using triangulation data analysis. The data also provided insight into teachers' perceptions and language orientations toward oral language instruction. For these reasons, a mixed-methods approach, along with a descriptive, single case study approach, is most appropriate.

Setting and Population

The current study will take place in the state of Virginia. The Virginia Department of Education (2019) reported that in the 2019-2020 school year, they served approximately 1.3 million students. Of those students, 220,968 were of Hispanic ethnicity, and 110,454 students received English as a Second Language services. DLI (Dual Language Immersion) is one of the

five approved Language Instruction Educational Program (LIEP) models in Virginia (Virginia Department of Education, 2020, p. 9). As of September 2020, 12 school districts in Virginia (Figure 1) provided dual language instruction to students who spoke English as a Second Language (Virginia Dual Language Educator Network, 2020).

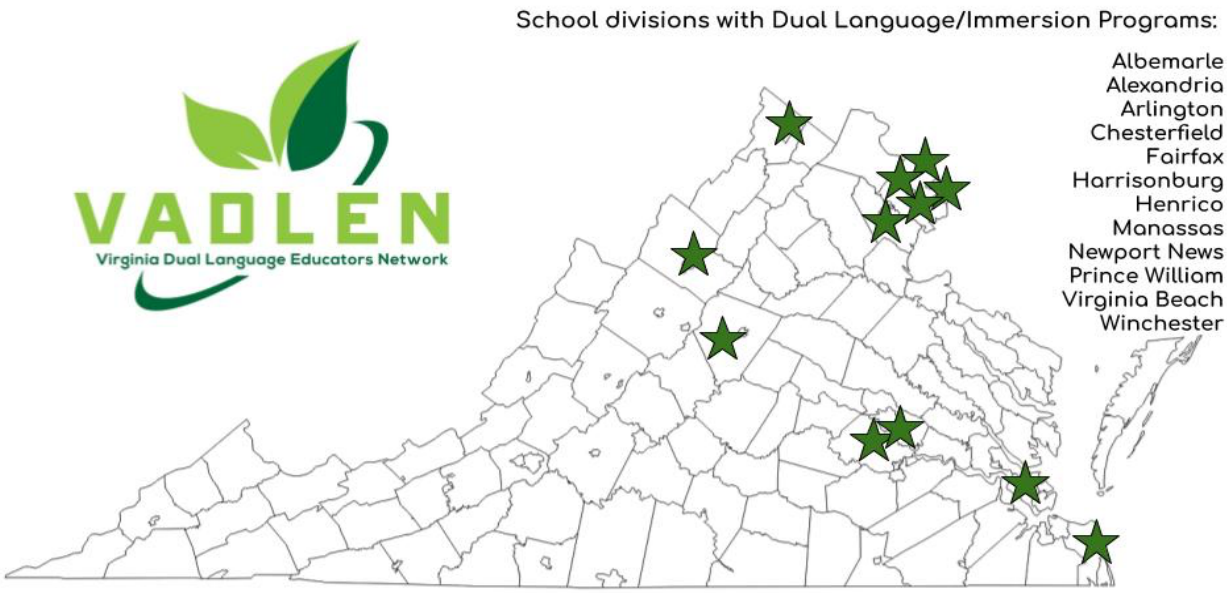

Figure 1. School Divisions With Dual Language Programs in Virginia
Note: Adapted from https://vadlen.weebly.com/dli-in-va.html.

This study's population includes teachers who are currently or were previously teaching in a dual language program within Virginia. The study was conducted virtually where participants completed the survey online, and a small selection of participants were interviewed via Zoom video conferencing.

Participant Selection

The participation criteria for this research study were to be a current or former teacher in a Virginia dual language program. An invitation email (Appendix A) was sent to approximately

100 members of the Virginia Dual Language Educator Network (VADLEN) group, with a link to the survey requesting voluntary participation. The invitation included details of the research's purpose, the general time commitment required, and what their participation would require. Thirty responses were collected. To obtain this amount of participants, it was necessary to share this invitation through several dual language social media groups.

Before completing the survey, participants reviewed a consent section (Appendix B). This portion explained the criteria to participate, the minimal risk of a data breach, and knowing that participation is voluntary. If they agreed to participate, they selected 'I agree' to begin the survey. Participants were welcome to leave survey questions unanswered or end the survey at any time without its completion. The survey's final question asked if the participant was willing to participate in the second part of this study in an interview. Again, if they agreed to participate, the survey prompted them to provide their name and email to be further contacted to coordinate scheduling.

In the second portion of the study, voluntary involvement required participating in a recorded interview process and providing instructional documents or artifacts. Before the interview began, the interview consent was reviewed, and the participant was prompted to provide oral consent to continue participating in the interview. Thus, the final portion of the survey recruited participants to voluntarily partake in the second portion of the study and participate in a recorded interview process and provide instructional documents or artifacts. Participants chosen for the second portion of this study were selected based on their willingness to participate in an interview.

Participant Demographics

The criterion to participate in this research study was being a current or former teacher teaching at the elementary level in a Virginia dual language program. Thirty dual language teachers in Virginia (n = 30) completed a cross-sectional survey that collected quantitative and qualitative data related to knowledge of oral language instruction and language orientations (Appendix A). Additionally, seven dual language teachers in Virginia (n = 7) who completed this survey were asked to participate in the second portion of this study, provide two artifacts or documents, and participate in a semi-structured interview.

The first portion of this cross-sectional survey collected demographic information from thirty dual language teachers. This demographic section collected information starting with the region dual language teachers taught. It is important to note that 12 school districts offer dual language programming in Virginia (VADLEN, 2021). These include the districts of Albemarle, Alexandria, Arlington, Chesterfield, Fairfax, Harrisonburg, Henrico, Manassas, Newport News, Prince William, Virginia Beach, and Winchester (Figure 1). To prevent participant identification, each district was categorized within Virginia regions (Figure 2).

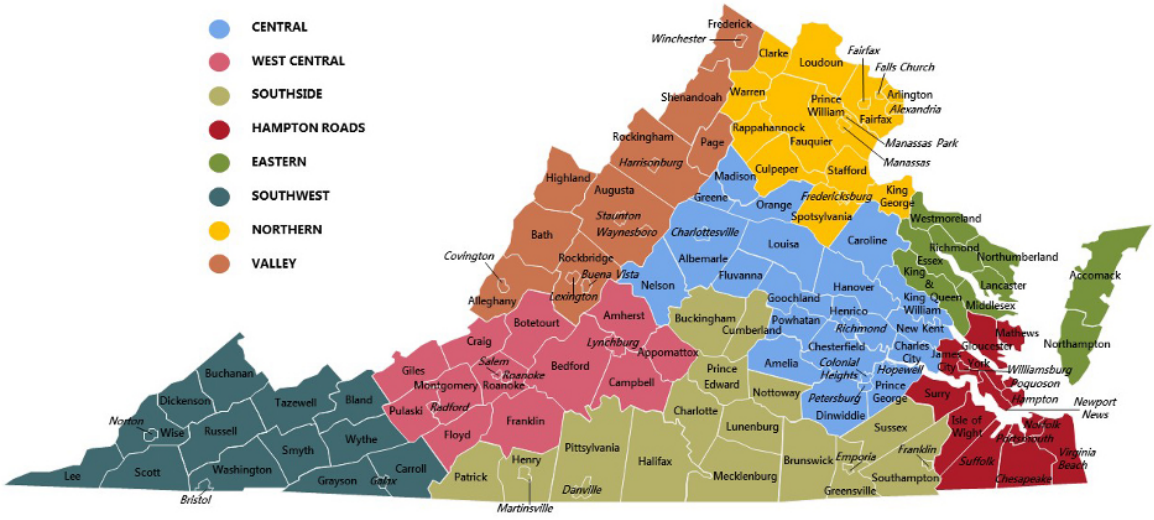

Figure 2. Regions of Virginia
Note: Adapted from http://www.virginiaplaces.org/regions/.

Data Collection

The research questions posed were, what do dual language teachers know about oral language instruction? How do dual language teachers' perceptions and language orientations affect the inclusion of oral language instruction to develop literacy for emergent bilingual students? A variety of data were collected, including a cross-sectional survey with closed and open-ended questions, document and artifact collections, and semi-structured interviews. Ideally, teacher observations would be available as part of this data collection, but access to observations was restricted due to the COVID-19 pandemic our nation is facing.

Quantitative Data Collection

Using different data collection methods allows for a substantial case study (Yin, 2014). This research study will be a mixed-methods design because quantitative and qualitative data will be collected simultaneously. The first set of data was obtained from a cross-sectional survey (Gay et al., 2012) collected during this study. The survey contained structured Likert scaled items with two unstructured questions. A cross-sectional survey design allowed for data to be collected at one point during the study. As suggested by Gay (2012), it also allowed quick data collection that provided a glimpse of the behaviors, attitudes, and beliefs in a population at a current point in time. This study's population refers to teachers who are currently or formerly teaching in a dual language program in Virginia.

This survey was accessible through an online platform that allowed participants to complete it at their most convenient location, using a computer or a mobile device. The survey remained open for one month. The participants filled out the survey and answered various

questions regarding their knowledge about oral language instruction as an essential part of literacy development for emergent bilingual students. Confidentiality was reiterated, and participants completed this survey at their convenience.

Instrument

The survey was created using the Qualtrics XM Survey Software. The beginning of this cross-sectional survey (Appendix C) contained one conditional question that allowed the participant to learn if they met the criteria to continue taking the survey. If the participant did not meet the requirement, the survey automatically ended. If the participant met the criteria, the survey continued to the section that collected demographic information, including their identified gender, the region they teach or taught in a dual language program, ethnicity, and languages they speak. The following demographic items collected educational background information, including their teacher preparation program, the grade levels they have taught, and their years of experience teaching in a dual language program.

The survey continued to the next structured section that contained 18 Likert Scale statements, with nine positive and nine negative statements related to their knowledge and perceptions of oral language instruction. The analysis looks at clusters where one positive and one negative statement are paired to assert the consistency in responses and assess the participant's bias within each theme (Table 1). This Likert Scale allowed the participants to agree or disagree with a statement choosing from four options: strongly agree (SA), somewhat agree (SWA), somewhat disagree (SWD), and strongly disagree (SD).

The survey collected quantitative data with 18 items in 4-point Likert scale statements with no neutral position. Eight statements inquired about knowledge related to oral language

instruction, and 10 statements inquired about perceptions and orientations when implementing oral language instruction in a dual language classroom. Within the eight statements inquiring about oral language knowledge, four were of negative sentiment, and the other four were of positive sentiment (Table 1).

Table 1

Quantitative Survey Items Relate to Knowledge About Oral Language Instruction

Item	Statement
I know how to plan activities that allow students to develop their oral language.	Positive
The concept of oral language instruction is new to me.	Negative
I am familiar with oral language instruction's role in biliteracy development.	Positive
I am unsure how oral language relates to biliteracy.	Negative
I know how oral language instruction impacts reading for emergent bilinguals.	Positive
Oral language instruction is not essential during language arts.	Negative
I completed professional development in oral language instruction.	Positive
I don’t know where to begin when planning for oral language instruction.	Negative

Five of the 10 statements that inquired about perceptions and orientations were negative sentiment, and five were of positive sentiment (Table 2). The statements were shuffled and placed in random order.

Table 2

Quantitative Survey Items Relate to Perceptions and Orientations When Implementing Oral Language Instruction

Statement	Sentiment
I believe oral language instruction during Language Arts is important.	Positive
Oral language development has minimal impact on reading for emergent bilinguals.	Negative
My students talk about what they are learning during Language Arts.	Positive
Students have limited time to discuss what they learn throughout the day.	Negative
Teaching oral language is as essential as decoding and other pre-reading skills.	Positive
When teaching reading to emergent bilinguals, decoding and letter sounds are the most important skills to teach.	Negative
I plan activities that develop students' oral language	Positive
I follow a curriculum that doesn't suggest significant time in students' oral language.	Negative
When students use their home language in the classroom, it helps them learn better	Positive
When students use their home language in the classroom it causes confusion.	Negative

Validation of instrument. Teachers who teach in the dual language program at Mountain View Elementary (MV) were selected to participate in the pilot survey. The dual language program w a two-way, 50/50 model. All dual language teachers at MV were invited to participate in the pilot survey, including the Spanish and English sides. An initial email explaining the details of the study was sent to 25 MV dual language teachers. The email details

explained the purpose of the research, the general time commitment required, and what their participation would require.

The pilot survey was created and revised by the researcher's dissertation chair. Survey items were corroborated to align with the study's research questions. The pilot survey was distributed to a small group of dual language teachers at MV, located in Albemarle County, Virginia. An email invitation to the survey was sent with a two-week window to complete. Participation was voluntary. If teachers chose to participate, they were asked to provide feedback concerning the survey's wording, grammar, or comprehensibility. Giving feedback on the survey was also voluntary.

The last two items in the survey contain two unstructured prompts. One prompt requires participants to describe how they support emergent bilinguals who struggle with reading while providing examples. The following open-ended prompt requires participants to describe what they perceive as oral language instruction and provide examples of how they implement it in their classroom. The participants have the freedom to respond to each statement as they see fit. These responses will provide a greater understanding and insight into each participant's knowledge and perceptions of how oral language instruction influences reading development for emergent bilingual students.

The nine positive statements were assigned a point value as follows: SA = 4, SWA = 3, SWD = 2, SD = 1. The nine negative statements were assigned point values as follows: SA = 1, SWA = 2, SWD = 3, SD = 4. The last item on the survey asks participants if they are willing to participate in the study's interview portion. The internal consistency of the survey was measured using the Chron Bach Alpha measure. Chron Bach's Alpha is one of the most common methods of measuring questionnaire items' reliability (Bonnet & Wright, 2014). When analyzing the

survey results through SPSS, Cronbach's alpha score was .788 (Appendix D), confirming the item's correlations as a valid measure.

Qualitative Data Collection

The rationale for this single-case study design is to capture a glimpse of the current circumstances and conditions of an everyday situation. Case studies that obtain data from multiple sources are viewed as having better quality than those using only one data collection method. The findings of case studies are likely to be more convincing and accurate when based on various sources of information that follow a similar convergence (Yin, 2014). The intersection of different reference points allows for triangulation and provides validity to the research study.

Three qualitative data sources were available. First, the survey contained structured Likert scaled items with two unstructured questions. The unstructured questions collected qualitative data, which allowed for greater insight into the reasons for the responses. Second, the last item on the survey asked participants if they were willing to participate in the interview portion. For the single-case study portion, nine participants who selected 'yes' and provided their email addresses were invited to participate in the interview portion of this study (Appendix G). Lastly, participants were asked to provide two documents or artifacts of classroom activities that included oral language instruction. Seven participants agreed to interview and provided the respective documents or artifacts.

Document and artifact collection provided insight into what the participants considered as oral language within their classroom activities. According to Yin (2014), documents and artifacts serve a specific role in data collection during case study research because they corroborate

information that participants share. Teachers were not limited to a specific type of document or artifact; any item they were willing to share to support how they have used oral language instruction in the classroom was accepted. Most data collected were documents that were shared electronically. One artifact was shared electronically, a picture of manipulatives used during an activity, along with an explanation of its use. Photographs and documents that contain student pictures or student information were not accepted. Each document and artifact was collected, de-identified, and placed into identified folders created for each interviewed participant.

The last step in collecting data was to conduct a semi-structured interview (Brinkmann, 2018). First, participants reviewed the factors and risks involved in participating in the interview. Then, before participants engaged in questioning, the researcher also reviewed the consent orally (Appendix E), and the participants provided oral consent agreeing to participate. A semi-structured interview allows a researcher to use a predetermined set of questions to guide a conversation. The predetermined questions (Appendix H) were used as a starting point at the beginning of the interview.

However, the discussion was not limited to the questions developed. These interviews allowed for storytelling, other questions, and conversations to obtain valuable information that contributed to the research questions. Having an in-depth conversation was appropriate in learning more about factors that help dual language teachers determine how they include oral language instruction within literacy instruction. This semi-structured interview allowed for better use of knowledge-producing potentials of dialogues by allowing follow-ups.

Due to the COVID-19 pandemic, it was necessary to use the Zoom recording video conferencing platform to ensure each participant's safety. After participants provided verbal consent allowing the conversation to be recorded, the interviewer began with questioning. The

Zoom online platform recorded a video and audio of the interview and then provided access to a video, audio, and transcription in electronic form. The transcription was reviewed and edited as needed. The interviews were uploaded into the UTRGV cloud and transferred to a personal computer placed in a folder organized by the categories mentioned above.

Data Analysis

This research study uses a mixed-methods research design using triangulation strategies to analyze both quantitative and qualitative data. Creswell (2014) explained that by collecting both quantitative and qualitative data, weaknesses of each form of data are neutralized. Furthermore, triangulation data analysis allows for examining multiple sources and methods to assure the study has a holistic view of the phenomenon rather than a fraction of what needs to be understood (Rossman & Rallis, 2012); in this case, understanding how teachers implement oral language instruction to develop literacy in emergent bilingual students.

Quantitative Analysis

The close-ended Likert scaled items from the survey were inserted into the statistical analysis software, SPSS (Statistical Product and Service Solutions). Descriptive statistics were used to analyze the frequency and mean. A mean comparison is an appropriate analysis method within categorical variables measuring the central tendency (Gay et al., 2012). The results were then compared to the means of the responses within the Likert-scaled statements. Additionally, the frequency of each Likert positive and negative was compared side-by-side to determine if the responses were consistent.

First, the responses obtained from each demographic and educational background item were entered into SPSS to obtain a mean for each category. Next, the means for the Likert scaled responses for two categories were calculated. The first category included the items that were placed to collect information about dual language teachers' knowledge about oral language instruction. The second category included the items placed to collect information about teachers' perceptions and orientations when integrating oral language instruction in a dual language classroom. Finally, a combination of the means for demographic items and each respective Likert scaled category were compared (Table 3).

Table 3

Means Comparisons

Demographic Item	Means comparison with	Means comparison with
Languages Spoken	Knowledge of OL	Perceptions & Language Orientations using OL Instruction
Teacher Preparation	Knowledge of OL	Perceptions & Language Orientations using OL Instruction
Taught PreK	Knowledge of OL	Perceptions & Language Orientations using OL Instruction
Taught K	Knowledge of OL	Perceptions & Language Orientations using OL Instruction
Taught 1st	Knowledge of OL	Perceptions & Language Orientations using OL Instruction
Taught 2nd	Knowledge of OL	Perceptions & Language Orientations using OL Instruction
Taught 3rd	Knowledge of OL	Perceptions & Language Orientations using OL Instruction
Taught 4th	Knowledge of OL	Perceptions & Language Orientations using OL Instruction
Taught 5th	Knowledge of OL	Perceptions & Language Orientations using OL Instruction
Taught Middle School	Knowledge of OL	Perceptions & Language Orientations using OL Instruction
Taught High School	Knowledge of OL	Perceptions & Language Orientations using OL Instruction
Taught College	Knowledge of OL	Perceptions & Language Orientations using OL Instruction
Years Teaching in Dual Language	Knowledge of OL	Perceptions & Language Orientations using OL Instruction

Note. OL = Oral Language.

Some demographic items were excluded from being compared with the Likert scaled items. For example, means comparisons with gender identification, ethnicity, and teachers' teaching region would risk creating inappropriate causal assumptions. Finally, the frequency of each Likert positive and negative cluster statement was compared side-by-side to determine if the responses were consistent.

Qualitative Analysis

Throughout this process, qualitative researchers can create meaning by pointing out patterns and themes in the data analysis (Gay et al., 2012). To make sense of the data collected, an ongoing analysis of the data is necessary. Yin (2014) suggested that continuous data analysis will require descriptive and analytic notes throughout the study. Rossman and Rallis (2012) offered a data analysis structure that contains analytical procedures. This procedure follows eight phases.

The first step in this procedure is to *organize the data*. The data was available digitally. The main folder created held several subfolders. Some subfolders were created with the alias name of each interviewed participant. Other subfolders held more general data collected, such as the survey responses and general analysis documents. First, the survey responses were extracted from Qualtrics, placed in a document, exported, and saved in the main folder. Next, the responses from each interviewed participant were also exported and saved into their respective subfolders, labeled with their alias names. At this point, the data was looked over and selected which data would be essential to analyze. Similarly, this process was repeated when saving the interview transcripts and their respective documents or artifacts into the specific subfolders.

The second phase is *familiarizing yourself with the data*. It was important to read and reread all survey responses, transcriptions, documents, and artifacts in this phase. During this phase, the data was reviewed, and comments were added to documents to guide the more formal coding and analysis method.

The third and fourth phase is *identifying categories and generating themes*. A category represents a word or phrase describing some segment of the data that is relatively discrete, while a theme is defined as a declarative phrase or sentence that describes a pattern, process, or insight (Rossman & Rallis, 2012). The data was labeled into categories drawn from the study's conceptual and theoretical frameworks, questions, and guidelines during this phase. Deductive themes created based on the Literacy Squared framework (Escamilla et al., 2014) employed in this research were the following: (a) words or phrases that described oracy worded in anything similar or related to vocabulary, (b) language structures, and (c) discourse. Positive and negative sentiments were themes that allowed the identification of language orientations (Ruiz, 1984). Concept maps were created to facilitate making connections between the different types of data and their respective themes. An electronic concept map and traditional chart paper with the same information provided different visualization tools. Using these two methods as a cross-reference helped identify essential data that would support the research purpose.

An excel spreadsheet assisted in analyzing the open-ended responses. The open-ended texts were then coded with deductive and inductive themes (Saldaña, 2021). The themes were placed horizontally on the second cell of the first row, and the open-ended responses were placed vertically on the first cell of the second row. Each response was read thoroughly repeatedly. Anytime themes were mentioned, a "1" was placed on the connecting axis, tracking how many themes were mentioned throughout the responses. As other themes emerged, they were added to

the horizontal theme row. Themes were added if they were mentioned in at least three responses. This process repeated about five times to have consistent analysis and results (Appendix D).

The fifth phase is *coding the data*. Coding is a formal way of analytical thinking and allows researchers to connect data to conceptual frameworks (Rossman & Rallis, 2012). The data collected was coded to make the most sense to elaborate and answer the research questions. Codes created represented five categories and were re-coded as needed. The researcher created an electronic summary form containing codes and traditional chart paper with the same information to have various views. Using these two methods as cross-reference allowed identifying essential data that supports the research purpose.

It was also essential to listen and watch the interviews repeatedly to make notes and keep track of new patterns or themes. The survey responses and interview transcriptions were color-coded based on expected and emerging themes. Later, specific quotes and discussion sections were further analyzed using discourse analysis to interpret recurring comments amongst interviewed participants. Discourse analysis is usually focused on how social issues (power, gender, racism) are expressed during discourse (Rossman & Rallis, 2012). Symbols were used to describe specific moments in the conversation, such as fluctuation in participants' voices, laughter, and other silent forms of communication relaying meaning to the statements made. Discourse analysis helped to identify perceptions and language orientations, answering the second research question posed.

The sixth phase is *interpretation*. The interpretation of the data required a deep understanding of the data that has been collected, categorized, and coded. Analyzing the data to form an interpretation is like telling a story with the conceptual framework as the basis. The researcher analyzes the parts to see the whole, and seeing the whole illuminates the parts

(Rossman & Rallis, 2012). The interpretation phase guided answering questions, such as the essence of the phenomenon, how the phenomenon is related to broader concerts or theory, and the story that these data tell. The interpretation did not predict or generalize; it included as many details about the participants and their reflections while connecting these to theories and frameworks.

This style of interpretation was possible by inserting the interviewed participants' data in an excel spreadsheet. Their names were listed vertically on the first column, and their survey responses, document analysis, and interview summaries were placed horizontally. This allowed for an analysis of parts and a whole. Having all the data placed in this manner provided an opportunity to compare what each interviewed participants' responses while gathering consistent themes. This document was referred to throughout the triangulation process connecting the information to interpret the data results.

The seventh phase is *searching for alternative understandings*. Triangulation uses multiple data collection methods and sources to obtain a complete picture of researched and cross-checks information (Gay et al., 2012). As themes emerged within the data, these were compared to other data sources to compare the various sources. The interpretations that were made based on the data and the triangulation strategy were reviewed and challenged by the dissertation committee members.

Finally, the eighth phase is *writing the report*. The interpretations that were made based on the data analysis are represented in the text. The writing includes all details that have been categorized and related to the theoretical and conceptual frameworks. The dissertation aimed to answer the research questions to encourage the reader to reflect on their instructional practice.

Trustworthiness and Understanding

Validity has been historically linked to describing a quantitative study's accuracy (Gay et al., 2012). "Qualitative researchers can establish the trustworthiness of their research by addressing the credibility, transferability, dependability, and confirmability of their studies and findings" (p. 392). This study aimed to explain a complex, common instructional issue providing credibility. The case study was descriptive and relevant to dual language teachers allowing for transferability. Realizing that the research questions were explored within three different data collection methods will allow for dependability and confirmability.

To further ensure the trustworthiness of this study, the strategy of triangulation used multiple data collection methods and sources to obtain a complete picture of researched and cross-checks information (Gay et al., 2012). This strategy allowed the different data collection sources to connect, reaffirm, or deny any statement. The survey was validated by conducting a pilot survey (Appendix A) distributed to a small group of dual language teachers in Albemarle County, Virginia. The Cronbach's alpha score of the structured statements totaled .788 (Appendix D), validating the survey items. This descriptive case study contributed to a "naturalistic generalization" because it was intuitively based on personal experiences (Schwandt & Gates, 2018, p. 347). In this case, dual language teachers with small groups of students who struggled with literacy in Spanish and English could naturally generalize the findings and transfer the information to understand their specific context.

Summary

This methodology aimed to provide a comprehensive picture of the procedures executed for a trustworthy mixed-methods study. This research aimed to explore the following questions:

(a) What do dual language teachers know about oral language instruction? And (b) What are dual language teachers' perceptions and language orientations towards oral language instruction in a dual language classroom setting? A mixed-methods design was appropriate to allow for both quantitative and qualitative data collection. The quantitative data collected came from a cross-sectional survey. For the qualitative portion of this study, the data collected was through the open-ended survey prompts, participant interviews, and document or artifact analysis. To further ensure trustworthiness, a triangulation strategy used three different methods of data analysis. The hope is that this study will motivate dual language teachers to relate to the study and possibly challenge or assert their instructional practice regarding oral language focus during literacy instruction.

CHAPTER IV

ANALYSIS AND RESULTS

This chapter contains the results of the mixed-methods study conducted to answer the research questions:

RQ1: What do dual language teachers know about oral language instruction?

RQ2: What are dual language teachers' perceptions and language orientations towards oral language instruction in a dual language classroom setting?

The purpose of this mixed-methods case study research is to understand what dual language teachers in Virginia know about oral language instruction when providing literacy instruction to emergent bilingual students in either Spanish or English. Additionally, this study explored the perceptions and language orientations that may influence how dual language teachers plan and implement oral language within literacy instruction. Dual language schools provide literacy instruction in students' native language; however, the quality and focus on oral language development, an essential component for emergent bilinguals' reading development, is varied and inconsistent.

The case study portion sought to understand the phenomenon of focusing on oral language instruction supporting literacy development in emergent bilingual students. The research findings provide implications for better instructional guidance and support that encourage the consistent use of oral language as an essential part of literacy instruction for emergent bilingual students. This chapter reviews the participant sample and the process of data

collection. Second, the paper is organized by research questions and then displays both quantitative and qualitative data analysis results. Finally, the analysis results are summarized to give a premise to the discussion in Chapter Five.

Sample

Survey Participants

The criterion for participating in this research study was a current or former teacher teaching in a Virginia dual language program at the elementary level. Thirty dual language teachers in Virginia (n = 30) completed a cross-sectional survey that collected quantitative and qualitative data related to knowledge of oral language instruction and language orientations (Appendix A). Additionally, seven dual language teachers in Virginia (n = 7) who completed this survey participated in the second portion of this study, provided two artifacts or documents, and participated in a semi-structured interview.

The first portion of this cross-sectional survey collected demographic information from thirty dual language teachers. This demographic section collected information starting with the region dual language teachers taught. It is important to note that 12 school districts offer dual language programming in Virginia (VADLEN, 2021). These include the districts of Albemarle, Alexandria, Arlington, Chesterfield, Fairfax, Harrisonburg, Henrico, Manassas, Newport News, Prince William, Virginia Beach, and Winchester (Figure 1). Each district was categorized within Virginia regions to avoid the identification of participants (Figure 2).

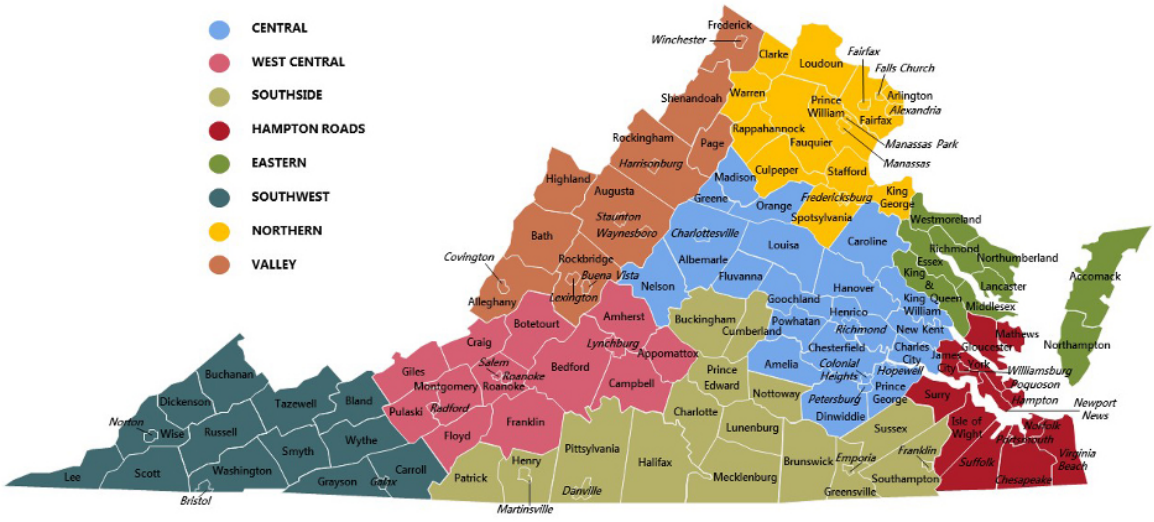

Figure 2. Regions of Virginia
Note. Adapted from http://www.virginiaplaces.org/regions/.

Out of 30 participants who completed the survey, 40% reported teaching in the Central region (n = 12), 16.7% reported teaching in the Valley region (n = 5), 16.7% reported teaching in the Northern region (n = 5), 16.7% reported teaching in the Hampton Roads region (n = 5), 16.7% taught in the Eastern region (n = 5), and 3.3% taught in the Southside region (n = 1) (Figure 2). According to the VADLEN School divisions with dual language programs in Virginia map (Figure 1), no school district in the Southside region has a dual language program. In this case, the participant may have selected the region they live in, do not currently teach in a dual language school, or selected this region by mistake.

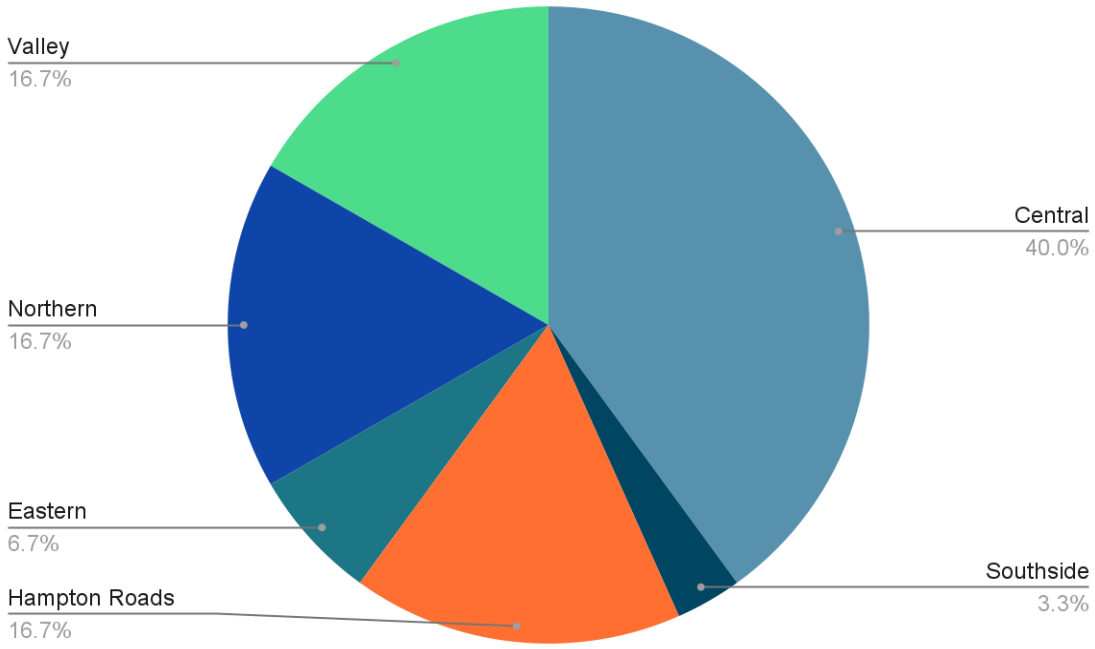

Figure 3. Dual Language Teaching Regions

The remaining prompts within the demographic portion of the cross-sectional survey collected their gender identification, ethnicity, and languages spoken. Out of 30 participants, 90% identified as female (n = 27) and 10% identified as male (n = 3). Three main ethnicities were identified, where 50% identified as Hispanic or Latina/o (n = 15), 43% identified as Caucasian White (n = 13), and 3% identified as Asian American (n = 1). One participant omitted their response to this inquiry. When selecting languages spoken, 83% indicated they spoke two languages or more (n = 25), and 17% indicated they spoke one language (n = 5).

The final prompts collecting demographic information inquired about teacher preparation history, the grade levels they taught, and their years of experience teaching in a dual language program. In total, 60% participants (n = 18) attended a four-year program as their teacher preparation, 23.3% completed a career switcher or alternate teaching program (n = 7), and 16.7% indicated that they completed a master's in teaching (n = 5). Participants were able to select all

the grade levels they had taught. Out of 30 participants, four taught preschool, 17 taught kindergarten, 19 taught first grade, 17 taught second grade, 17 taught third grade, 13 taught fourth grade, and 7 taught fifth grade. Out of 30 participants, eight taught in middle school, three in high school, and four taught at the college level. Participants selected kindergarten, first, second, and third grades the most (Figure 4).

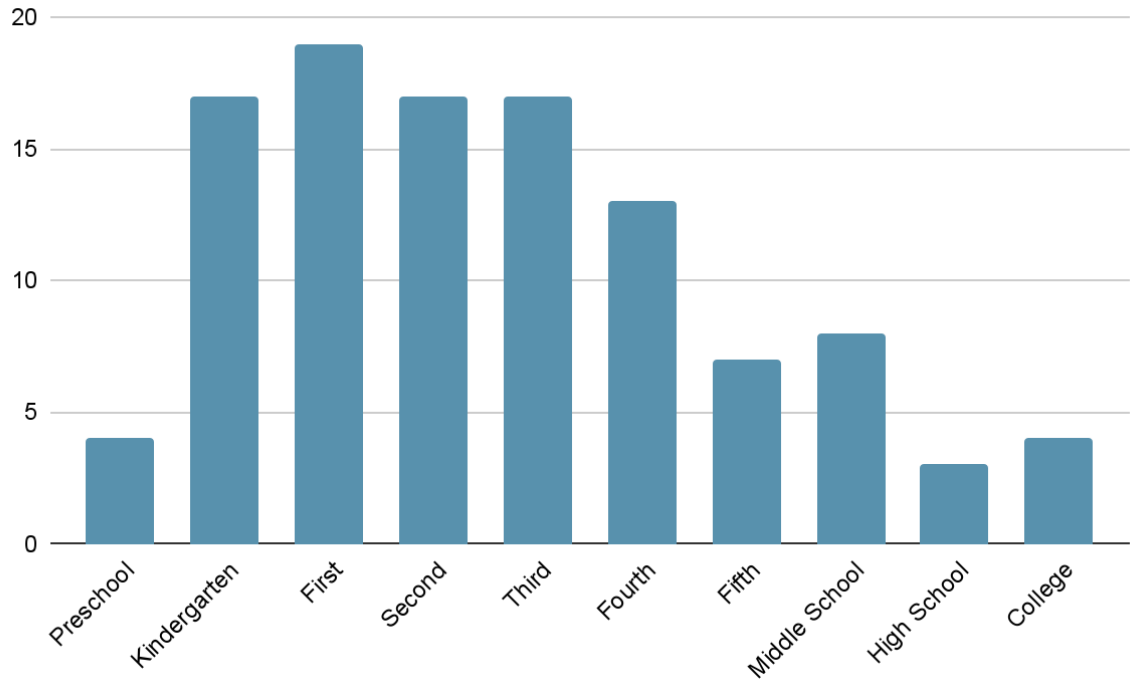

Figure 4. Grade Levels Taught

Finally, participants indicated their years of experience teaching in a dual language program. Out of all participants, 10% (n = 3) indicated they were new to teaching in dual language, 26.6 % (n = 8) indicated they've taught for 1-2 years, 26.6 % (n = 8) for 3-5 years, 26.6 % (n = 8) for 6-10 years, 3% (n = 1) for 11-15 years, and 6.6% (n = 2) taught or have taught for more than 20 years.

Interviewed Participants

Seven participants continued to the second portion of the study. All regions with dual language schools were represented within the participants. As noted in Table 4 below, all participants were female and spoke multiple languages. Five identified their ethnicity as Hispanic/Latina and two as Caucasian.

Table 4

Interviewed Participant Demographics

Participant*	Region	Gender Identification	Ethnicity	Languages
Anna	Central	Female	Caucasian	Multilingual
Celia	Hampton Roads	Female	Hispanic/Latina	Multilingual
Rainbow	Valley	Female	Hispanic/Latina	Multilingual
Gabriela	Hampton Roads	Female	Hispanic/Latina	Multilingual
Clotilde	Central	Female	Hispanic/Latina	Multilingual
Kelsie	Central	Female	Caucasian	Multilingual
Sonia	Northern	Female	Hispanic/Latina	Multilingual

Note. All participant names are pseudonyms.

Five participants completed a traditional four-year teacher preparation program while and one completed a master's degree in teaching. One teacher mentioned going through a career switcher program but unfortunately, there are no more details to elaborate on this specific path towards teacher certification. All participants taught at the elementary and two of them have

experienced teaching at the middle and high school levels. One detail not mentioned in either chart is that all teachers teach or taught on the Spanish side of their dual language program. Table 5 aids in visualizing these data.

Table 5

Interviewed Participant Education Background

Participant	Teacher Preparation	Grades Taught	Years in Dual Language
Anna	Career Switcher	K, 1st, 2nd, 4th	First-year
Celia	4-year college	1st, 2nd, 3rd, Middle	11-15 years
Rainbow	4-year college	K	3-5 years
Gabriela	4-year college	K, 1st, 3rd	6-10 years
Clotilde	4-year college	K, 1st, 4th, Middle, High	1-2 years
Kelsie	Master's in Teaching	3rd, 4th, 5th	1-2 years
Sonia	4-year college	1st, 2nd, 3rd	3-5 years

What Do Teachers Know About Oral Language Instruction?

Quantitative Data Analysis

The closed-ended Likert scale items from the survey were inserted into the statistical analysis software, SPSS (Statistical Product and Service Solutions), to address this research question. First, the frequency and mean were analyzed with the descriptive statistics method. A mean comparison allows for analysis between categorical variables measuring the central tendency (Gay et al., 2012). Next, the results were compared to the means of the responses within the Likert-scaled statements. Finally, the frequency of each Likert positive and negative was compared side-by-side to determine the consistency within each themed cluster.

First, the responses obtained from each demographic and educational background item were entered into SPSS to obtain a mean for each category. Next, the mean for the Likert scaled responses for two categories was calculated. The first category included the items placed to collect information about dual language teachers' knowledge about oral language instruction. Finally, a combination of the means for demographic items and each respective Likert scaled category were compared. Descriptive statistics were used to find the frequency of each positive and negative paired statement to determine if the responses were consistent.

Quantitative data results. The means from separate demographic items and Likert scale scores for each respective research question were compared to observe the relation within each category. (Gay et al., 2012). As discussed in Chapter Three, the purpose of combining each demographic item's mean with oral language knowledge is to find a central tendency within each categorical comparison. Take the following questions as examples: (a) Do speaking several languages have a higher means on the scale of oral language knowledge? (b) Does a specific teacher preparation program indicate a high means towards oral language knowledge? (c) Do teaching certain grade levels obtain high means towards the scale of oral language knowledge? And (d) Do years of experience affect the mean score on the scale of oral language knowledge?

Demographics and knowledge of oral language means comparison. The first means comparison was made between the demographic information collected regarding whether the dual language teachers in this study considered themselves as monolingual or multilingual. Multilingual, in this case, is used to describe teachers that speak two or more languages. The mean category of languages spoken was compared to the Likert scaled items related to oral

language knowledge. Most participants who completed the survey (*n = 30*) indicated they were multilingual (*n = 25*). Five participants indicated that they spoke one language, in this case, English (Table 6). The means of those classified as multilingual were higher on the oral language knowledge scale than those dual language teachers who classified themselves as monolingual.

Table 6

Means Comparison of Languages Spoken and Oral Language Knowledge

Languages	Mean	N	Std. Deviation
Monolingual	3.2500	5	.31869
Multilingual	3.3443	25	.46025
Total	3.3286	30	.43657

The second means comparison was between participants' educational background information regarding their teacher preparation programs. This mean was compared to the Likert scale items related to oral language knowledge. Virginia's available teacher preparation programs are a four-year undergraduate degree, a master's in teaching, and career switcher programs that allow those in other professions to become certified educators. The participants had an opportunity to indicate any other form of teacher preparation program they attended. Of 30 participants, 17 mentioned they completed a four-year program, eight stated that they went through a career-switcher program, and five indicated that they completed a master's in teaching. The means of those who indicated they went through a career-switcher program *(n = 8)* was higher on the oral language knowledge scale than the other programs (Table 7).

Table 7

Means Comparison of Teacher Preparation Programs and Oral Language Knowledge

Teacher Preparation	Mean	N	Std. Deviation
4-year	3.2574	17	.40618
Career Switcher	3.4821	8	.42258
Master's	3.3250	5	.58363
Total	3.3286	30	.43657

Finally, participants indicated their years of experience teaching in a dual language program. As previously discussed, three participants indicated they were new to teaching in dual language, eight indicated they taught for 1-2 years, eight taught for 3-5 years, eight taught for 6-10 years, and one person taught for 11-15 years. Two participants taught for more than 20 years. The mean score was higher for those participants who taught 1-2 years and 3-5 years compared to the other year ranges (Table 8).

Table 8

Means Comparison of Years Teaching Dual Language and Oral Language Knowledge

Years Teaching in DL	Mean	N	Std. Deviation
1st year	3.2440	3	.53462
1-2 years	3.4531	8	.36558
3-5 years	3.3281	8	.46261
6-10 years	3.2813	8	.56596
11-15 years	3.0000	1	---
20 + years	3.3125	2	.08839
Total	3.3286	30	.43657

Frequency of Likert scale items about oral language knowledge. The Likert scale items included in the survey contained 18 items. Eight items obtained scaled responses based on the range of participants' oral language knowledge. Each cluster had a positive and negative statement to assure that participants were consistent with their answers. In addition, each cluster had several themes within oral language knowledge (Table 9).

Table 9

Quantitative Survey Clusters Relate to Knowledge About Oral Language Instruction

Knowledge Themes	Item	Statement
Developing students' oral language skills	I know how to plan activities that allow students to develop their oral language.	Positive
	I don't know where to begin when planning for oral language instruction.	Negative
Role of oral language towards biliteracy	I am familiar with oral language instruction's role in biliteracy development.	Positive
	Oral language development has minimal impact on reading for emergent bilinguals.	Negative
Impact of oral language in reading development	I know how oral language instruction impacts reading for emergent bilinguals.	Positive
	I am unsure how oral language relates to biliteracy.	Negative
Professional development about oral language instruction	I completed professional development in oral language instruction.	Positive
	The concept of oral language instruction is new to me.	Negative

The first cluster inquired about knowledge for developing students' oral language skills. Participants responded to the positive statement, 'I know how to plan activities that allow

students to develop their oral language,' selecting somewhat disagree (*n = 13*) and somewhat agree (*n = 8*). The negative statement, I don't know where to begin when planning for oral language instruction, obtaining the bulk of the responses between somewhat agree (*n = 16*) and strongly agree (*n = 10*) (Table 10).

Table 10

Developing Students' Oral Language Skills Cluster

I know how to plan activities that allow students to develop their oral language.			I don't know where to begin when planning for oral language instruction.		
Likert Scale	N	%	Likert Scale	N	%
Strongly Agree	1	3.3%	Strongly Disagree	0	0
Somewhat Agree	13	43.4%	Somewhat Disagree	4	13.3%
Somewhat Disagree	8	26.7%	Somewhat Agree	16	53.3%
Strongly Disagree	7	23.3%	Strongly Agree	10	33.3%
Total	29*	96.6%	Total	30	100%

Note. One participant omitted a response.

The second cluster gets into knowledge about the relationship between oral language instruction and biliteracy development. Most participants responded to the positive statement, "I am familiar with oral language instruction's role in biliteracy development," selecting strongly agree (*n = 14*) and somewhat agree (*n = 14*). On the other hand, the negative statement, "I am unsure how oral language relates to biliteracy," obtained similar responses on strongly disagree (*n = 17*) and somewhat disagree (*n* = 10) (Table 11).

Table 11

Role of Oral Language Towards Biliteracy Cluster

I am familiar with oral language instruction's role in biliteracy development.			I am unsure how oral language relates to biliteracy.		
Likert Scale	N	%	Likert Scale	N	%
Strongly Agree	14	46.7%	Strongly Disagree	17	56.7%
Somewhat Agree	14	46.7%	Somewhat Disagree	10	33.3%
Somewhat Disagree	2	6.7%	Somewhat Agree	2	6.7%
Strongly Disagree	0	0%	Strongly Agree	1	3.3%
Total	30	100%	Total	30	100%

The third cluster looked at participants' knowledge about how oral language instruction impacts reading development. Most participants responded to the positive statement, "I know how oral language instruction impacts reading for emergent bilinguals," selecting strongly agree (*n = 17*) and somewhat agree (*n = 10*). The negative statement, "Oral language development has minimal impact on reading for emergent bilinguals," obtained the most responses within strongly disagree (*n = 27*) and somewhat disagree (*n = 3*) (Table 12).

Table 12

Impact of Oral Language in Reading Development Cluster

I know how oral language instruction impacts reading for emergent bilinguals.			Oral language development has minimal impact on reading for emergent bilinguals.		
Likert Scale	N	%	Likert Scale	N	%
Strongly Agree	17	56.7%	Strongly Disagree	27	90%
Somewhat Agree	10	33.3%	Somewhat Disagree	3	10%
Somewhat Disagree	3	10.0%	Somewhat Agree	0	0%
Strongly Disagree	0	0%	Strongly Agree	0	0%
Total	30	100%	Total	30	100%

Finally, the last cluster explores participants' knowledge about oral language based on the professional development they have obtained. Most participants responded to the positive statement, "I completed professional development in oral language instruction," selecting strongly agree (*n = 16*) and somewhat agree (*n = 16*). On the other hand, the negative statement, "The concept of oral language instruction is new to me," obtained the most responses within strongly disagree (*n = 18*) and somewhat disagree (*n = 10*) (Table 13).

Table 13

Professional Development About Oral Language Instruction Cluster

I completed professional development in oral language instruction.			The concept of oral language instruction is new to me.		
Likert Scale	N	%	Likert Scale	N	%
Strongly Agree	6	20%	Strongly Disagree	18	56.7%
Somewhat Agree	16	53.3%	Somewhat Disagree	10	33.3%
Somewhat Disagree	2	6.7%	Somewhat Agree	2	6.7%
Strongly Disagree	6	20%	Strongly Agree	0	0%
Total	30	100%	Total	30	100%

What Are Dual Language Teachers' Perceptions and Language Orientations Towards Oral Language Instruction in a Dual Language Classroom Setting?

This research question explores the perceptions and language orientations that dual language teachers may have when implementing oral language instruction to develop literacy for emergent bilingual students. In total, 10 statements inquired about perceptions and orientations when implementing oral language instruction in a dual language classroom. While perceptions and language orientations are challenging to measure on a scale, the analysis looks more at a range of teachers' views towards oral language implementation in the classroom.

The closed-ended Likert scale items from the survey were inserted into the statistical analysis software, SPSS (Statistical Product and Service Solutions), to address this research question. First, a descriptive statistics method was used to analyze the frequency and mean. Next, a mean comparison is used to analyze categorical variables measuring the central tendency (Gay et al., 2012). Then, the results were compared to the means of the responses within the Likert-scaled statements. Finally, the frequency of each Likert positive and negative was compared

side-by-side to determine the consistency within each themed cluster to determine what teachers know about oral language instruction in addition to their perceptions and language orientations. This data also was compared to participants' interviews and document analysis. The responses obtained from each demographic and educational background item were entered into SPSS to obtain a mean for each category. Then, the means for the Likert scaled response was calculated. Finally, a combination of the means for demographic items and each respective Likert scaled category were compared.

Quantitative Data Results

The languages spoken mean was compared to the Likert scaled items related to participants' perceptions and language orientations towards implementing oral language instruction to support emergent bilinguals' literacy development. Most participants who completed the survey (*n = 30*) indicated they were multilingual (*n = 25*). Five participants indicated that they spoke one language (Table 14). The means of those classified as multilingual were higher on the scale of perceptions and orientations towards implementing oral language instruction than those dual language teachers who classified themselves as monolingual.

Table 14

Means Comparison of Languages Spoken and Perceptions and Orientations When Implementing Oral Language Instruction

Languages	Mean	N	Std. Deviation
Monolingual	3.2444	5	.24088
Multilingual	3.3270	25	.29143
Total	3.3132	30	.28155

The second means comparison was between participants' educational background information regarding their teacher preparation programs. These means were compared to the Likert scaled items related to perceptions and language orientations towards the implementation of oral language instruction. Out of 30 participants, 17 indicated that they completed a four-year program, eight indicated that they went through a career-switcher program, and five indicated that they completed a master's in teaching. The means of those who indicated they went through a career-switcher program *(n = 8)* were higher on the scale of perceptions and language orientations towards the implementation of oral language instruction than the other programs (Table 15).

Table 15

Means Comparison of Teacher Preparation and Perceptions and Orientations When Implementing Oral Language Instruction

Languages	Mean	N	Std. Deviation
4-year undergrad	3.2717	17	.23233
Career Switcher	3.4444	8	.33597
Master's	3.2444	5	.33702
Total	3.3132	30	.28155

Finally, participants indicated their years of experience teaching in a dual language program. As previously discussed, three participants indicated they were new to teaching in dual language, eight indicated they've taught for 1-2 years, eight taught for 3-5 years, eight taught for 6-10 years, one person taught for 11-15 years, and two participants taught for more than 20 years. The mean score was higher for participants in their first year of teaching and had 1-2 years compared to the other year ranges (Table 16).

Table 16

Means Comparison of Years Teaching Dual Language and Perceptions and Orientations

Years Teaching in DL	Mean	N	Std. Deviation
1st year	3.4074	3	.50103
1-2 years	3.3333	8	.31983
3-5 years	3.3281	8	.24307
6-10 years	3.2813	8	.24488
11-15 years	3.0000	1	---
20 + years	3.3125	2	.39284
Total	3.3132	30	.28155

Frequency of Likert scale items about perception and orientations towards implementing oral language instruction. The Likert scale items included in the survey contained 18 items. Ten items obtained scaled responses based on the range of participants' perceptions and orientations towards implementing oral language instruction. Each cluster had a positive and negative statement to assure that participants were consistent with their responses. In addition, each cluster had certain themes within oral language knowledge (Table 17).

Table 17

Quantitative Survey Items Relate to Perceptions and Orientations Towards Implementing Oral Language Instruction

Perception & Language Orientation Themes	Statement	Sentiment
Perceptions towards implementing oral language within literacy development.	I believe oral language instruction during Language Arts is important.	Positive
	Oral language instruction is not essential during language arts.	Negative
Language as a Problem/Resource Orientation	When students use their home language in the classroom, it helps them learn better.	Positive
	When students use their home language in the classroom, it causes confusion.	Negative
Perception of including oral language for reading development	Teaching oral language is as essential as decoding and other pre-reading skills.	Positive
	When teaching reading to emergent bilinguals, decoding and letter sounds are the most important skills to teach.	Negative
Perceptions of oral language as an instructional resource	I plan activities that develop students' oral language.	Positive
	I follow a curriculum that doesn't suggest significant time in students' oral language.	Negative
	My students talk about what they are learning during Language Arts.	Positive
	Students have limited time to discuss what they learn throughout the day.	Negative

The first cluster inquired about perceptions and language orientations towards implementing oral language within literacy development. Participants responded to the positive statement, "I believe oral language instruction during language arts is important," selecting strongly agree (*n = 27*) and somewhat agree (*n = 3*). On the other hand, the negative statement, "Oral language instruction is not essential during language arts," obtained the bulk of the responses between strongly disagree (*n = 28*) and somewhat disagree (*n = 2*) (Table 18).

Table 18

Perceptions and Language Orientations Towards Oral Language Implementation Within Literacy Development Cluster

I believe oral language instruction during language arts is important.			Oral language instruction is not essential during language arts.		
Likert Scale	N	%	Likert Scale	N	%
Strongly Agree	27	90%	Strongly Disagree	28	93.3%
Somewhat Agree	3	10%	Somewhat Disagree	2	6.7%
Somewhat Disagree	0	0%	Somewhat Agree	0	0%
Strongly Disagree	0	0%	Strongly Agree	0	0%
Total	30	100%	Total	30	100%

The second cluster covered the orientations of language as a problem or language as a resource when students use their home language in the classroom. Most participants responded to the positive statement, "When students use their home language in the classroom, it helps them learn better," selecting strongly agree (*n = 22*) and somewhat agree (*n = 7*). The negative statement, "When students use their home language in the classroom, it causes confusion,"

obtained the bulk of the responses within strongly disagree (*n = 21*) and somewhat disagree (*n = 9*) (Table 19).

Table 19

Language as a Problem/Resource Orientation Cluster

When students use their home language in the classroom, it helps them learn better.			When students use their home language in the classroom, it causes confusion.		
Likert Scale	N	%	Likert Scale	N	%
Strongly Agree	22	73.3%	Strongly Disagree	21	70%
Somewhat Agree	7	23.3%	Somewhat Disagree	9	30%
Somewhat Disagree	1	3.3%	Somewhat Agree	0	0%
Strongly Disagree	0	0%	Strongly Agree	0	0%
Total	30	100%	Total	30	100%

The third cluster looked at participants' perceptions of implementing oral language for reading development. Most participants responded to the positive statement, "Teaching oral language is as essential as decoding and other pre-reading skills," selecting strongly agree (*n = 25*) and somewhat agree (*n = 5*). On the other hand, the negative statement, "When teaching reading to emergent bilinguals, decoding, and letter sounds are the most important skills to teach," obtained the most responses within somewhat disagree (*n = 15*) and somewhat agree (*n = 7*) (Table 20).

Table 20

Perception of Oral Language Inclusion for Reading Development Cluster

Teaching oral language is as essential as decoding and other pre-reading skills.			When teaching reading to emergent bilinguals, decoding and letter sounds are the most important skills to teach.		
Likert Scale	N	%	Likert Scale	N	%
Strongly Agree	25	83.3%	Strongly Disagree	5	16.7%
Somewhat Agree	5	16.7%	Somewhat Disagree	15	50%
Somewhat Disagree	0	0%	Somewhat Agree	7	23.3%
Strongly Disagree	0	0%	Strongly Agree	2	6.7%
Total	30	100%	Total	29*	100%

Finally, the last two clusters explored participants' perceptions of using oral language as an instructional resource. Most participants responded to the positive statement, "I plan activities that develop students' oral language," selecting strongly agree (*n = 13*) and somewhat agree (*n = 14*). The negative statement, "I follow a curriculum that doesn't suggest significant time in students' oral language," obtained the most responses within somewhat disagree (*n = 9*) and somewhat agree (*n = 6*) (Table 21).

Table 21

Perceptions of Oral Language as an Instructional Resource Cluster I

I plan activities that develop students' oral language.			I follow a curriculum that doesn't suggest significant time in students' oral language.		
Likert Scale	N	%	Likert Scale	N	%
Strongly Agree	13	43.3%	Strongly Disagree	5	16.7%
Somewhat Agree	14	46.7%	Somewhat Disagree	9	30%
Somewhat Disagree	3	10%	Somewhat Agree	10	33.3%
Strongly Disagree	0	0%	Strongly Agree	6	20%
Total	30	100%	Total	29*	100%

In the second cluster, most participants responded to the positive statement, "My students talk about what they are learning during language arts," selecting strongly agree (*n = 14*) and somewhat agree (*n = 13*). The negative statement, "Students have limited time to discuss what they learn throughout the day," obtained the most responses within somewhat disagree (*n = 5*) and somewhat agree (*n = 21*) (Table 22).

Table 22

Perceptions of Oral Language as an Instructional Resource Cluster II

My students talk about what they are learning during Language Arts.			Students have limited time to discuss what they learn throughout the day.		
Likert Scale	N	%	Likert Scale	N	%
Strongly Agree	14	46.7%	Strongly Disagree	1	3.3%
Somewhat Agree	13	43.3%	Somewhat Disagree	5	16.7%
Somewhat Disagree	2	6.7%	Somewhat Agree	21	70%
Strongly Disagree	0	0%	Strongly Agree	3	10%
Total	29*	100%	Total	30	100%

Note: One participant omitted a response.

Qualitative Data Results

The qualitative data analysis reviewed the survey's two open-ended questions, the interviewee's documents and artifacts, and interview transcriptions. All data was organized into themes. While the quantitative data provided some insight into answering the research questions posed, the qualitative data allowed for a deeper dive into what dual language teachers know about oral language instruction. This analysis also allowed exploration of dual language teachers' perceptions and language orientations when implementing this type of instruction.

Based on this research's conceptual and theoretical framework, some themes were automatically generated based on the questions posed in each qualitative data collection method. When using the definition of oracy within the conceptual framework of Escamilla et al. (2014), themes within vocabulary, language structure, and dialogue were expected. When exploring dual language teacher perceptions and language orientations, Ruiz's (1984) language orientations theoretical framework was mentioned.

Perceptions and language orientations were often present with a positive or negative sentiment. Often, these sentiments pointed to orientations of language as a problem or language as a resource (Ruiz, 1984). Exploring these themes allowed for the use of deductive coding (Saldaña, 2021). However, as the data was analyzed, additional themes emerged, allowing for inductive coding. Generally, each recurring theme was color-coded throughout the open-ended survey responses and the interview transcriptions. Tables were created to compare the data.

Open-Ended survey responses. There were two open-ended survey responses collected at the end of the survey that were reviewed using deductive and inductive coding (Saldaña, 2021). It is important to note that all items in the survey were left optional so that participants could omit a response if so desired. Some participants replied with a one-word answer, one sentence, or skipped the prompt. The first prompt posed was as follows: "Please describe how you support emergent bilinguals who struggle to read and provide examples." This prompt was posed to explore what dual language teachers' do to support literacy development for emergent bilingual students. The second prompt posed was the following: "Please describe what oral language instruction in a dual-language classroom means to you and provide examples." This prompt was posed to explore what dual language teachers know about oral language instruction and what activities they believe develop oral language skills for emergent bilingual students.

The deductive themes selected before analyzing the survey results were based on the Escamilla et al. (2014) oracy component within the Literacy Squared framework for the first prompt. Literacy Squared's oracy domain within this holistic biliteracy framework includes dialogue, language structures, and vocabulary. Words that are considered synonyms were grouped within one cell. For example, the word 'oral' was grouped with other words such as

talk, speak, communicate, and discuss. Vocabulary was grouped with ‘word,’ and the phrase sentence stem was grouped with the phrase sentence frame. As other themes emerged, words that were synonyms and fit the correct context were grouped.

An excel spreadsheet assisted in analyzing the open-ended responses. The themes were placed horizontally on the second cell of the first row, and the open-ended responses were placed vertically on the first cell of the second row. Each response was read thoroughly repeatedly. Anytime the themes were mentioned, a “1” was placed on the connecting axis, tracking how many themes were mentioned throughout the responses. As other themes emerged, they were then placed on the horizontal theme row. Themes were added if they were mentioned in at least three responses. This process repeated about five times to have consistent analysis and results (Appendix D).

Out of 30 participants, 28 responded to these prompts. The first prompt was “Please describe what oral language instruction in a dual-language classroom means to you and provide examples.” When participants described how they supported emergent bilinguals who struggled with reading, the theme of oral language was mentioned 16 times. Some examples participants mentioned about oral language were supporting through read-alouds and modeling oral language, making oral predictions about stories, having discussions, and asking students to turn and talk about what they were learning.

The use of vocabulary was also repeated frequently, with 15 mentions. Some examples statements participants made about vocabulary were spending time building vocabulary, bridging vocabulary, and focusing on vocabulary words students struggle with. The theme of repetition was mentioned 10 times. Participants used repetition to have students repeat reading the same book, practice reading words, and repeating vocabulary words. Other themes mentioned as

methods to support struggling emergent bilinguals with reading were pre-reading teaching methods, visuals, background knowledge, sentence stems, and small groups. In addition, writing, cross-language connections, and comprehension were mentioned six times. Finally, read-alouds and whole group instruction were mentioned three times.

The second prompt was more complicated to analyze as it prompted two responses. For the first part of the prompt, responses were read over several times, looking for wording and phrases where participants defined oral language instruction and bolded that part of their response. An excel spreadsheet assisted in analyzing the open-ended responses. Three common themes emerged when defining oral language instruction, and those were placed on the second cell of the first row horizontally. The open-ended responses were placed on the first cell of the second row vertically. Each response was read thoroughly repeatedly, and anytime the themes were mentioned, a "1" was placed on the connecting axis to track how many times the themes were mentioned throughout the responses (Appendix E).

The responses for this prompt mainly explained what oral language instruction was, so these definitions fit in three themes. The first category generated was oral language instruction to provide opportunities for students to process the information they learn through peer or group discussions. In other words, oral language instruction meant talking about what students learned. Participant responses reflected this process the most, as it was mentioned 19 times. Some example statements participants made about using oral language to talk about learning were providing students with opportunities to use key words, process information through discussion, oral reports, and interactive read-alouds.

The second theme that emerged was oral language as a means of teaching students how to talk. Responses explained how oral language allowed teachers to teach students the mechanics

of speaking, talking, or communicating using the correct use of vocabulary and language structures. This process was mentioned 17 times throughout the responses. Some statements participants mentioned that alluded to using oral language to teach students how to talk were providing students with tools to communicate effectively, understanding sound, and teaching students how to express themselves.

The last theme that emerged within participants' definitions was oral language as a way to teach a language, whether that was a home language or the classroom target language. This theme was mentioned 14 times throughout the responses. One participant mentioned having students focus on the spoken language for instructions and production. Another participant mentioned that oral language instruction meant teaching in a students' home language and target language.

For the second portion of the prompt, a list was generated based on the examples participants provided as oral language activities in the classroom. A table was created to sort the examples provided by participants within the themes that emerged throughout the responses consistent with the first part of this prompt (Table 23).

Table 23

Participant Examples of Oral Language Activities

Talk about Learning	How to Talk	Learning Languages
• Talk between peers • Structured talk • Asking/answering questions • Number Talks • Reader's Theater, Skits, Plays • Oral Reports, Presentations • Interactive Read Alouds • Connections/Prior Knowledge • Think-Pair-Share • Peer Tutoring • Shared reading	• Sentence Stems • Grammar • Developing phonological skills • Vocabulary Activities • Morphology Activities • Syntax • Informal, unstructured talk • Community building • Conversation • Gestures • Eye Contact	• Singing songs • Reciting poems • Bridging • Visuals • Vocabulary • Using target language • Learning about culture

Semi-Structured interviews. Seven participants were interviewed to obtain in-depth data in response to the research questions posed. All names used for participants are pseudonyms to protect the confidentiality of the participants. All interviewed participants offered a variety of perspectives and experiences. A summary of the interview participants' backgrounds can be found in Table 4.

Each participant that was interviewed provided two documents or artifacts to show how they integrated oral language instruction into their activities. At the beginning of each interview, each participant was asked to provide details about each of these activities. They later answered a series of questions, which were the following:

1. Please talk about the documents and artifacts that you have shared with me and how these relate to oral language instruction.

2. On item 11, “Please describe how you support emergent bilinguals who struggle to read and provide examples,” you stated ____. Can you elaborate on this statement?
3. On item 12, “Please describe what oral language instruction in a dual-language classroom means to you and provide examples,” you stated ____. Can you elaborate on this statement?

Each interviewed participant was asked additional questions or was asked to elaborate or provide more details to their responses.

What they say oral language instruction is and what they do. When asking participants to define oral language instruction, various responses were given; some participants provided a definition, some provided examples that reflected oral language activities in the classrooms, and others mentioned if they use oral language or discussed its importance. For instance, *Ana,* who had taught kindergarten, first, second, and fourth grades, defined oral language instruction as using both academic and social language to communicate ideas. When describing the lessons she taught that integrated oral language, she mentioned using sentence stems, developing vocabulary, learning to respond to questions, and having students repeat to learn the target language. One document she shared reflected activities that she considered having oral language instruction facilitated learning language structure, vocabulary, and dialogue. The other document mainly concentrated on vocabulary and language structure features (Appendix F).

Celia has taught 1st, 2nd, 3rd, and middle school; she taught as a dual language teacher for 11-15 years. She defined oral language instruction as practicing how to communicate orally. The classroom activities she described were answering questions, having discussions, or speaking with peers, and using sentence stems to facilitate these interactions. The documents she

shared mostly reflected activities that facilitated learning language structure and vocabulary. *Clotilde* taught K, 1st, 4th, middle, and high school, and has taught 1-2 years in a dual language program. She expressed that oral language instruction is essential, yet she believes she does not do enough in her classroom. She explained oral language activities should have kids process content and talk with partners to figure it out together. Her shared documents reflected classroom activities integrating oral language instruction concentrated on language structure and vocabulary development (Appendix F).

Gabriela has taught K, 1st, and 3rd grade; she has taught 6-10 years in a dual language program. She defined oral language as listening and speaking. Oral language activities in her classroom include talking to partners, having discussions or conversations about a picture, or teaching vocabulary, and that oral language was present throughout the day. Her shared documents reflected activities integrating oral language instruction concentrated on language structure and vocabulary development (Appendix F).

Kelsie has taught 3rd, 4th, and 5th grade; she has taught 1-2 years in a dual language program. She described oral language as activities that promoted talk to develop the target language. Activities that included oral language in her classroom were think-pair-share, songs, chants, and providing sentence stems for students to use in their replies for specific prompts where the target language was required. One document she shared reflected classroom activities integrating oral language instruction concentrated on vocabulary and some features within dialogue. The other document included language structure, vocabulary development, and most features within dialogue (Appendix F).

Rainbow has taught kindergarten; she has taught in a dual language program for 3-5 years. She defines oral language as what you hear and speak. Her class's oral language activities

include songs, listening to stories, talking through play, and responding to questions. One document that she shared reflected activities integrating oral language instruction concentrated on all features of language structure, vocabulary, and dialogue. The other document mainly focused on language structure and vocabulary (Appendix F).

Sonia has taught 1st, 2nd, and 3rd; she has taught in a dual language program for 3-5 years. When she hears the term oral language instruction, she associates it with general listening, thinking, speaking, communicating, and everything that occurs throughout the day. The classroom activities she discussed included activities with sentence stems, vocabulary development, conversations about content, and conversations related to classroom routines. The documents that she shared reflected activities integrating oral language instruction concentrated on most features within language structure, vocabulary development, and dialogue (Appendix F).

Perceptions about oral language instruction. The second research question explores teachers' perceptions and language orientations towards including oral language instruction in their lessons. For this research, dual language teachers' perceptions are defined as what they think or believe about oral language instruction. Perceptions were usually found within comments such as I believe, I think, to me, or any other wording that indicated their personal opinions. Perception statements were also labeled as positive or negative depending on the sentiment of their statement. Dual language teacher language orientations were found when they mentioned language as a tool that helped their students (language as a resource) or mentioned language as a difficulty or barrier during learning within any given lesson.

Discourse analysis is used to interpret each statement. Table 24 provides the key to the symbols used to describe their statements. Discourse analysis helped highlight moments where

teachers asserted knowledge or an opinion regarding their teaching. For example, their comments indicated an epistemic and affective stance. The epistemic stance is knowledge-related and could show high certainty or uncertainty with words used to intensify or de-intensify knowledge (Rymes, 2016). Affective stance happens less often and is based on words indicating emotion. At times, the analysis helped indicate who teachers referred to when discussing their instructional plans.

Table 24

Discourse Analysis Symbols

Symbol	Meaning
(( )) - Double parenthesis	Unspoken action
Italicized letters	Drawn out word or said with emphasis
[ ] Brackets	Inferences
↑	high-pitch
↓	low-pitch
Bold letters	Epistemic Stance (knowledge related language)
<u>underlined</u>	Affective stance (emotional language)
*	Highlighting a certain word

When Kelsie reflected on an activity that included oral language instruction, she debated whether this activity would classify as oral language. The activity that she explained involved a reader's theater performance, where her students read aloud to their families. She later continues to describe this event and whether this activity was significant for her class and mentioned that the vocal performance piece made families feel good.

I was thinking this is this [reader's theater performance] is **kind of**, it's **at least** *related* to oral language, since it's you know, an oral *performance*, but it is also *readings* it's not like original communication on the other hand.

I will say, I have **like** *limited* training in, in teaching Spanish, I'll put it that way.

If, if memory↑ serves, like you know, the parents who were who were there to watch were very *pleased*, a lot of them with their, you know their student was up there, speaking Spanish↑ ((swings arms together)) you know, in a performative way that. You know, in a performance that they [parents] felt good about it, or several expressed feeling good about it, so.

Well, it [referring to the students' oral performance of reading stone soup] might not be you know very big, a very big thing ((motions her hands in an outward motion)) it was, it was something that seems to make people feel good ((shrugs shoulders)) about it and it was something that was at least vocal ((smiles)).

In this case, Kelsie seemed to be unsure about her knowledge towards integrating oral language instruction with her class. Her first statement explained that she was unsure if a reader's theater activity was an oral language activity. Her epistemic stance using the de-intensifying phrases, *I was thinking*, *kind of*, and *at least* shows her uncertainty towards her knowledge or oral language instruction. Although she was unsure, she realized that this type of vocal performance was pleasing to parents. In her last statements she confirms her uncertainty saying that the activity may not have been a big event, she mentioned its validity because it had an oral component. She also realized that reading what was not original communication, possibly

recognizing that this activity was more of a language structure activity versus one that developed dialogue.

Clotilde also had uncertainty towards her activity as oral language and expressed a desire to expand her knowledge of oral language through her statements.

> **I *guess,*** after doing this, I really **I noticed** that **I tend to** use like sentence starters ((laughs)) more than any other strategy, and I want to expand my oracy* strategies ((laughs)), but I do use sentence starters a lot.

The use of the low certainty verb phrases, *I guess*, *I noticed*, and *I tend* to, hinted that she was aware that she used sentence starters frequently and that there are other methods of integrating oral language instruction. The fact that she mentioned the word oracy denotes that she has prior knowledge of oracy as a biliteracy strand and desires to expand the oral language activities she offers in her classroom. She was possibly noticing that sentence starters were only one feature of the oracy strand.

Rainbow mentioned one activity that she considered best to expand her students' language and was firm on her statement; familiar toys introduced more speech than vocabulary. Including items that students were familiar with allowed students to use their known vocabulary and expand their linguistic repertoire through give and take interactions with other peers. The lower tone when saying the word vocabulary seemed to communicate her certainty in this process of play and the interactions that come with it.

> Rainbow: Bringing those things [toys] that they are familiar with at *home*, they're familiar with all of that, of course, *but,* um, it's more fun when they have the *toys,* to go with the vocabulary of that↓ and so.

Rainbow: **It introduces *more speech* than just vocabulary**↓ because now, they have to put the sentence together and break it *apart* because that with the understanding that they need to have *how* to put a sentence together in Spanish.

Rainbow: And they're half and half, they would flip it and say they will say in Spanish↓, but with the English formatting. Some of them will do it that way, someone would do it in Spanish completely so **it helps them** give and take because some of them do notice how their friends are speaking, and they try to change it. But yeah, toys is the best thing that I have that raised the most language, ((pause)) besides the songs.

Ana: And you know that's [referring to her lesson] going to get you your response you just need to *add* a word or two at the end, and you're good to go. And so they really gotten to the rhythm, of, how to do that, you know strong scaffolding at the beginning, and then by the end ((shakes her head no)) they didn't need me to help anymore, they *knew* how to turn a question into a response really successfully and um ((pause)) yeah. I was very happy with this little experiment that I did, it **definitely** boosted their oral language and their understanding, instead of just being word callers.

Similarly, Sonia expressed the importance of going beyond the content to expand students' oral language skills.

Interviewer: In the survey statement, I understand how oral language impacts reading you said somewhat disagree, can you elaborate on that?

Sonia: Because, I don't want to say that I *know,* if I don't feel comfortable in terms of what the expectation of me as the teacher is. Because where I teach the expectation is for them to learn math and science, toward the curriculum, but **I know** that ((pause)) it could be done in a different way in terms if we could provide *time*, for them to develop↑ the oral language, not *only* through academics, which, in my case math and science, and I think it should *be* in all areas of their learning↑ so they can have more *opportunities* to develop↑ that language, especially the oral language, making connections among subjects.

And about what day and even ((voice volume increases)) about their feelings and comforts and discomforts as a student if we could have *that*, aside from what the morning meeting routine *is,* and math and science, I think it [oral language] should be in all of their areas. Because teaching oral language through curriculum↓, stays *there*, *in*↓ the curriculum and those students who might struggle with↑ the curriculum, then, are limited to what their struggle is, which could be even the skill that I'm trying that I'm teaching in the *language* [Spanish]. So they don't have a lot of opportunity there [curriculum content] unless, then it's my job as a teacher, to make it [the curriculum] available for them. But I have to move *away* from the curriculum, so they can feel, they can feel productive, they can feel successful.

When Sonia explained her response to the posed survey question, she elaborated on the expectations given to her as a teacher. However, her epistemic stance with the phrase I know, denoted her knowledge of the benefits of oral language instruction and in increasing her tone each time she said the words “develop” and “learning.”

As she continues to elaborate on her response, the volume in her voice increases significantly, expressing a sense of urgency about the inclusion of topics that are not included in the science and math curriculum she is expected to teach. Her lower intonation denotes the word curriculum and communicates lower regard towards the limitations of teachers' curriculum expectations. Her perception of the curriculum seemed to be a barrier that is present and limiting in developing oral language; she explains that for her students to feel successful, she needed to move away from the curriculum.

Language as a problem/language as a resource. Other teachers expressed barriers when talking about oral language instruction. Their views expressed students' language as a problem, yet later shifted their instruction using students' language as a resource.

> What they [students] always have a hard time with *is,* the talking part of it, because they get very embarrassed, they get tongue tied, they get *shy*, so one of the things that I found↑ was a combination of music and reading.

> That [singing] would make them less inhibited↓, and trying to pronounce↑ these words, so that was one of my *goals* was to make them *comfortable* trying↑ to speak the language, and this [singing] was a great way to do it.

Celia saw students' behavior of embarrassment, being shy or getting tongue tied as a barrier to learning the dynamics of speaking. To provide comfort for her students to speak aloud, she offered activities that involved singing, a way to develop language structure, to continue developing their oral language and learn how to speak.

Clotilde also noticed how speaking activities made her students uncomfortable, particularly speaking Spanish. She also perceived students' responses as needing more focus on

language structure. She provided sentence stems to enable students comfort in speaking. This moment in her class focused on how to speak.

> We were noticing that they [students] weren't answering in complete sentences and we just wanted to make *sure* that they were (pause) doing↑ that↑ ((voice volume increases)) and it's *hard* to do that, like just to make sure that they're prepared and it with a complete sentence, so that when they talk, they were ready to go, and then, after that we stopped doing that, but ((pause)) every day they you know morning meetings, a lot of *talking*↑ and because it's all in Spanish it's. I don't want to make it [speaking in Spanish] a stressful thing you know, I want to make it *fun* ((laughs)). I didn't want someone sitting there saying, "what am I gonna say↑?" ((singing tone))

Sonia used her students' linguistic repertoire as a resource to provide comfort for her students when speaking. She explained that allowing students to speak in their preferred language honored their thinking. This flexibility enabled students to express their thinking without limitations. This activity reflected speaking to learn. Similarly, Rainbow allowed her students to speak their preferred language to encourage more talk during their morning meeting, reflecting speaking to learn.

> Sonia: I allow them to do it [speaking activity] in their *language*↑ so they can feel *comfortable* and like opening that conversation↑ of, of for me, honoring↑ what they are thinking↑.

> Rainbow: And that *we* pretty much stayed just on *that,* reading a book, listening to stories, sometimes just *talking*↓. In the mornings, when we come in as a little bit less structured, we can have a conversation and a lot of them will do more of a

Spanglish type of thing which is *acceptable*↑. They can speak from whatever language they *like*.

For whom is oral language instruction? Survey results highlighted that oral language instruction seemed to be an important part of language learning. All interviewed participants taught on the Spanish side of their dual language program, and when they referred to learning a language, they were referring to learning Spanish. These dual language programs were 50/50 models where half of the students were native Spanish speakers, and the other half were native English speakers. A finding that emerged as the transcriptions were analyzed was learning which students the teachers referred to or concentrated on when discussing, planning, or using oral language instruction. These statements highlight who teachers focused their lessons on or for whom they planned their lessons.

Ana elaborates on a speaking activity that helps English speakers feel comfortable speaking Spanish. She is referring to an English speaker because she describes how they may feel silly when speaking Spanish. Silliness may not be a feeling for students who speak Spanish at home. She also describes Spanish as a newer language, which applies to English speakers learning Spanish. The Spanish language is not a new language to native Spanish speakers. These speaking activities focus on English speakers.

> And *yeah*, it [speaking activity] gets↓ them [English speakers] more comfortable with *Spanish* and more *confident* and the *way* they're producing the *sounds* and *so* you know when you *feel* like you don't sound silly, you feel more confident ((smiles)) and using a newer language, a new language so. That to me is really ((pause)) important.

Ana later talks about student interactions during recess. She speaks about helping English-speaking students to engage with a Spanish speaker. She again refers to Spanish as a new language and expresses that it is cool to speak another language. However, Spanish is not necessarily a new language for a student who speaks Spanish at home. These modeled interactions focused on Spanish language development for English speakers.

> They're also getting you know, that interpersonal language as *well* [referring to talking on the playground in Spanish]*,* I think all↑ all of those things just *builds* ownership of the new language, and it builds their *confidence* and the *use* of the language and it's cool ((laughs)) it's cool to speak another language ((smiles)) and so.

Teacher two talks about an activity in her class. The songs for this activity were authentic from different Spanish-speaking countries. She explained that some students might recognize the different songs. However, she perceived these authentic songs to be essential for her Latino students. Emphasizing the word leap, possibly pointed out the purpose in her song selection. It also notes that this activity was focused on Latino students.

> I try to choose songs that ((pause)) were *culturally,* from the countries ((pause)) it wasn't like a translation, it was you know songs from *different* countries, because you know we have kids from *different* places. It's also something that I wanted them to ((pause)), cause they probably heard it from somebody already, so making that ((pause)) *leap* for the Latino students was important.

Kelsie struggled with the languages spoken during speaking activities. She wondered if it was appropriate to mandate students to speak the target language.

Some of her students didn't want to speak Spanish and referred to Spanish as *their* second language referring to native English speakers. The scaffolds that she talks about are to facilitate English speakers to speak in Spanish. Clotilde mentions English speakers explicitly and notes that if her English dominant students struggled with speaking Spanish, focusing on supporting this difficulty was important.

> Kelsie: And I'm not sure how to *motivate* kids↓, when they *don't* want to speak *their* second language ((pause)), *yeah*, beyond essentially scripting for them like giving them sentence frames that like ((higher tone)) you will *repeat*↑ these words or we're all going to sing a song↑ together or this is your *script* for readers theater, just read it.

> Clotilde: I found so far that my *English*↑ dominant↑ kids *struggle* with *it* [talking in Spanish], and that means it's something important to spend more, put more attention on.

During Celia's interview, the interviewer asked how she supported her students who struggled with reading. Her response provided insight into peer tutoring, yet her focus was placed on English speakers. Her phrase, at the heart of dual language, refers to the 50/50 model where students are meant to support their peers in their dominant language side. However, this thought process also notes who the struggling reader was in this instance. She later elaborates and mentions heterogeneous groups which may focus on Spanish-speaking students.

> Well, the other big one is you know, at the heart of dual language↑ is that I would get their Spanish speaking peers to like help them so sometimes they would just involve. Somebody that knows, read it, that is doing well with reading, for example, sitting down with somebody and teaching them or reading with them or

helping them, when they speak. Everytime they speak you try to put together a heterogeneous group.

Generally, the focus was often placed on English speakers, possibly due to their beginning proficiency levels in Spanish. However, when teachers described struggling students, they usually identified those who didn't speak Spanish as their home language.

Document and artifact analysis. Documents and artifacts were reviewed using a checklist (Appendix C) created using the Literacy Squared oracy components (Escamilla et al., 2014) to look at aspects that are present or not present in each document or artifact. Next to each category, there was a column for present, not present, and comments. It is important to note that selecting 'not present' indicates that the specific category was not present within the information provided.

Each interviewed teacher also provided two items in the form of a document or artifact reflecting activities that included oral language development they have implemented in their dual language classrooms. The 11 documents submitted included thematic unit lessons, weekly lessons, or daily lesson plans. The three artifacts submitted were pictures of manipulatives used in activities or pictures of charts or projects displayed in the classroom. Each document or artifact was analyzed using the Oracy Strand Components Checklist (Appendix C). Many components of each category were apparent, yet others were difficult to note depending on the document or artifact submitted. These were noted in the comment section and reevaluated after the participants were interviewed. The interview provided background information and details that allowed each category to be selected.

Each document or artifact was reviewed with each oracy component and its subcategories. The first on the checklist was language structure which included "rehearsed in context," "comprehensible," and "expands students' linguistic repertoires." The category "use of language structures" was mainly present throughout the documents or artifacts. The second category on the checklist was vocabulary which included subcategories of collaboration, contextualized, meaningful or comprehensible. The use of vocabulary was present throughout most of the documents and artifacts. The last on the checklist was dialogue which included open-ended, give-and-take, connected discourse, talk to the teacher or other students, and problem-solving or reasoning. Activities that included students talking to teachers or other students were mostly present. Activities that included open-ended conversations, discourse that required give and take in conversation, connected discourse related to content instruction, and discourse that promoted problem-solving and reasoning were generally not present (Figure 5).

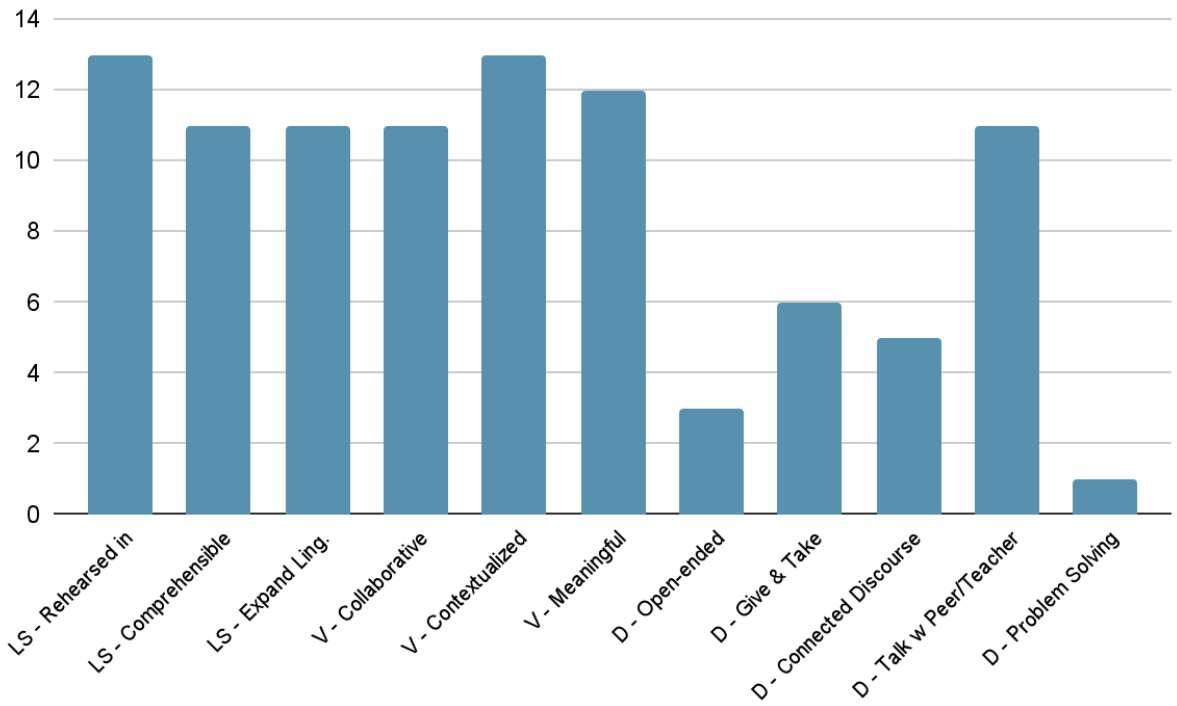

Figure 5. Document and Artifact Analysis

Summary

This chapter explored teachers' knowledge of oral language instruction and their perceptions and orientations when implementing it in their classrooms. A mixed-methods analysis was used to review quantitative and qualitative data collected. The quantitative data provided that the means from several demographic items and Likert scale scores for each research question were compared to observe the relation within each category. The means towards the knowledge of oral language scale were consistently higher for those teachers who were multilingual. They were also higher for teachers who went through a career switcher teacher preparation program. Those who taught grades K-4, high school, and college had a higher mean as well. Teachers with one to two years of experience had a higher mean score than those with more years of experience. Likert scaled items related to oral language knowledge were mostly consistent in positive and negative responses.

The means on the perceptions and language orientations scale were consistently higher for those teachers who were multilingual. They were also higher for teachers who went through a career switcher teacher preparation program. Those who taught grades PK-4, high school, and college also had a higher mean. Teachers who were new to dual language had a higher mean score than those with more years of experience. Likert scaled items related to perceptions and language orientations towards oral language implementation within literacy were mostly consistent within the first three statements. The last two statements showed inconsistencies within the responses.

Qualitative data was collected through two open ended prompts in the survey, document or artifact analysis, and semi-structured interviews. The responses for the first open-ended prompt, please describe how you support emergent bilinguals who struggle to read and provide

examples, showed that participants mostly mentioned oral language, vocabulary, repetition, and phonics and decoding instruction most frequently when responding to this prompt. The second prompt highlighted three categories that teachers perceived as what oral language instruction was used for. These were oral language as a means for talking about learning, oral language as teaching how to talk, and oral language to introduce students to speaking another language. Teachers also highlighted several classroom activities they used (Table 42).

The document or artifact analysis highlighted the categories of oracy (Escamilla et al., 2014) present in the activity they considered to be related to oral language instruction. Most activities included features of developing language structure and vocabulary. Most activities were limited in the dialogue features of being open-ended, having connected discourse, give-and-take, and problem-solving. What participants did and what they said seemed consistent, because most interviewed teachers communicated that their oral language activities helped students build language through language structure activities and vocabulary development. Many also used oral language to communicate learning. Some teachers mentioned dialogue, but most were limited when talking about its features.

During the interviews, perceptions and language orientations were highlighted. Some perceptions showed insecurities towards their knowledge of oral language instruction. Others felt they had a great sense as to which activities helped develop oral language. Some teachers discussed language as a problem and how they used oral language activities to support these struggles. Other teachers found that students' language is a resource in facilitation learning discussions. Most interviewed teachers seemed to show explicit attention towards native English-speaking students. Often, the activities around oral language instruction brought out comments related to their struggles in learning a second language.

This chapter presented findings on the quantitative and qualitative data collected. Chapter Five offers a discussion on each finding and a section noting the limitations present throughout this research. Finally, the implications of the conclusions and possible future research topics are offered.

CHAPTER V

DISCUSSION, CONCLUSIONS, AND IMPLICATIONS

This mixed-methods case study research sought to understand what dual language teachers in Virginia know about oral language instruction when providing literacy instruction to emergent bilingual students in either Spanish or English. This study also explored the perceptions and language orientations that may have influenced how dual language teachers planned and implemented oral language within literacy instruction. Dual language schools provide literacy instruction in students' native languages; however, it is unknown if dual language schools focus on oral language development, an essential component for emergent bilinguals' literacy development. The research findings provide practical and research implications to encourage the consistent use of oral language as a necessary part of literacy instruction for emergent bilingual students.

This chapter is organized by discussing the quantitative and qualitative data analysis results, noting the connections between the two sets. The research questions that this study posed were the following:

RQ1: What do dual language teachers know about oral language instruction?

RQ2: What are dual language teachers' perceptions and language orientations towards oral language instruction in a dual language classroom setting?

Next, this chapter reviews the findings, implications, and conclusions of this research study.

Limitations

While limitations are noted throughout this chapter, it is important to recognize that research does not exist without limitations. Limitations are flaws or shortcomings with the study that either the researcher has no control over because they are inherent in the methods selected or due to mishaps in the conduct of research. First, the quantitative data were analyzed with 30 responses, possibly due to Virginia's low numbers of dual language schools. A more significant number of participants nationwide would allow more generalizable results to better understand the knowledge, perceptions, and language orientations dual language teachers have towards oral language instruction. Second, the random sampling yielded mainly multilingual participants. A more extensive collection of responses may have allowed for more responses from monolingual teachers. Third, all interviewed participants taught on the Spanish side of a dual language program which allowed insight towards instruction provided on the Spanish side. A future study would benefit from having a broader scope of dual language teachers' perceptions and language orientations by purposefully ensuring the selection of both Spanish and English dual language teachers.

Demographics and Means Comparison Towards Oral Language Knowledge, Perceptions, and Language Orientation

The quantitative data from the demographic survey items were compared with the mean scores from several Likert scale scores. The comparisons were made to explore possibilities such as the following: Does speaking several languages have a higher mean on the scale of oral language knowledge? Does a specific teacher preparation program indicate a higher mean towards oral language knowledge? Do teaching certain grade levels have a higher mean towards

the scale of oral language knowledge? Do years of experience affect the mean score on the scale of oral language knowledge?

First, the mean score on the knowledge, perceptions, and language orientations of oral language scale was higher for those teachers who identified as multilingual. However, most participants identified themselves as multilingual (n = 25). Second, the higher mean score was consistent with the open-ended responses where teachers perceived oral language instruction for teaching students how to speak a second language. Another consistency in the data was found among the seven interviewed multilingual participants who talked about using oral language activities for language learning. Multilingual teachers may be inclined towards using oral language instruction because of their lived experiences. For example, during an interview, Kelsie shared that her second language experience involved oral language.

> For my own, like language learning journey, I mean, I primarily learned Spanish from a family friend who, it was almost entirely oral language. I mean, I just sat at her kitchen table, and she'd talked to me in Spanish until I could answer her. And so I know from experience that's going to be how you pick up your second language. It's going to be oral first, and I know that from my ESOL background.

Further research is necessary to use this assumption to explain multilingual teachers using more oral language instruction than monolingual teachers.

The demographic data collected to learn about participants' teacher preparation programs showed unexpected results. The mean score on the oral language scale's knowledge and perceptions and language orientations was higher for teachers who indicated they went through a career switcher program. These results could have several explanations. First, participants might have selected the career switcher option on the survey if they were in one area of education (e.g.,

ESOL) and switched to another area in education (e.g., K-6). Second, a teacher may have an undergraduate degree in a field away from education and later obtain a master's degree in Teaching.

Furthermore, those with four-year undergraduate teacher preparation programs scored higher than those that completed a master's in Teaching. Unfortunately, there were no instances where this data could be compared or analyzed with statements made from the interviewed participants related to this topic. However, refining the question in future studies for participants to elaborate on their responses may provide greater insight.

When exploring the mean scores within the different grade levels, those who taught grades K-4, high school, and college had a higher mean score towards the scale of knowledge and perceptions and language orientations of oral language scale. The expectation was to see a higher mean score in primary teachers due to their curricular experiences with teaching literacy. However, the scores were high throughout most grade levels. This may be due to most participants who completed the survey being multilingual. The data collected from this study's participants indicated that multilingual teachers are more inclined towards oral language instruction regardless of their grade level.

The next finding showed that teachers in their first year of teaching dual language had a higher mean score towards the scale of knowledge and perceptions and language orientations of oral language scale than those with more years of experience teaching in a dual language program. There can be several possible explanations for such findings. For example, a first-year teacher may be more open to allowing students to talk than teachers who are more familiar and burdened by the demands of standardized testing. In addition, teacher instructions shift by the burdens of standardized testing, as Zúñiga (2016) observed in her study. Teachers continually

shifted between language as a problem and language as resource orientations throughout their instruction in the classroom in preparations for standardized testing. Although the district labeled bilingualism as a resource through the DLBE (Dual Language Bilingual Education) program, the teachers' focused on meeting requirements on standardized testing, which moved their orientations away from the intended orientation and focus of the DLBE program.

Another interesting finding was that teachers with one to two years of experience had a higher mean score than those with more years of experience. A possible explanation may be that newer teachers may feel less burdened by the teaching obligations or restrictions imposed by school districts. However, the wording may have limited the participants' responses. For example, the survey asked how many years they taught in a dual language program, meaning teachers who indicated having one or two years of experience in dual language yet may have taught for several years outside of dual language programs. For example, Clotilde indicated teaching in a dual language program for one or two years, but also indicated she has taught kindergarten, first, and fourth grade, in addition to middle and high school. Kelsie also selected teaching for one or two years but indicated teaching third, fourth, and fifth grade. In hindsight, collecting information about all their years of experience in teaching would provide a better context of its relation to knowledge of oral language instruction.

Knowledge, Perceptions and Language Orientations Towards Oral Language Knowledge

Likert scale items that were related to oral language knowledge, perceptions, and language orientations when implementing oral language instruction were varied within positive and negative responses. The bulk of participants were inconsistent with their responses to the developing students' oral language skills cluster. In the positive statement, about half agreed with

knowing how to plan oral language activities, and the other half disagreed. However, most participants agreed with the negative statement, “I don’t know where to begin when planning for oral language instruction” (Table 7). The participants may have found it easier to accept not knowing where to begin when planning for oral language instruction than to accept not knowing how to plan for this instruction. This data was consistent with interviewees indicating that oral language was not purposefully planned or that they did not know where to begin. Some teachers were unsure if their activities were considered ones that developed oral language skills.

Millard and Merzies’s (2016) study indicated similar results compared to the results of this research study. After surveying 906 teachers, they found that although teachers believed oracy was important, there were inconsistencies in its implementation in the classroom. These inconsistencies were due to lack of training and, therefore, not knowing how to implement oracy in their classroom. In their report, “over half of all teachers (57%) said they had not received any training in oracy in the last three years (n=906). Furthermore, more than half (53%) would not know where to go if they needed information about oracy” (p. 62). Teachers who felt confident implementing oracy taught in schools where a curriculum focused on oracy was a priority.

In the next several Likert scales clusters, most teachers in this study indicated knowing how oral language impacts biliteracy and reading. However, in the previous cluster, they stated not knowing where to begin when planning its implementation. The qualitative data in the open-ended survey responses do not support these statements. For example, Kelsie and Clotilde were unsure of their activities; however, the documents they provided contained activities that reflected many oracy components when analyzed. They seemed to perceive that they had limited knowledge, yet their activities demonstrated otherwise.

When teachers were asked to explain supporting emergent bilingual students who struggle with reading, oral language instruction was mentioned 57% of the time. Using oral language as a means for struggling readers was a positive finding. However, participants were surrounded with the term oral language throughout their participation in this study. The term oral language was included in the consent forms' purpose statement and many questions within the survey and interviews. Seeing the word in multiple spaces may have influenced this frequent response, realizing that oral language was an important part of this research study.

The qualitative data from the documents and artifacts collected from interviewed participants also did not support teacher's claim of not knowing where to begin when planning for oral language instruction. All activities submitted for analysis included oral language instruction, primarily within language arts, and a few activities were content-related, specifically math and science. The checklist created used the Literacy Squared oracy components (Escamilla et al., 2014) to find if oral language instruction was present or not present in each classroom activity. Additionally, it verified what features of oracy were included in each activity (Table 25).

Table 25

Oracy Components for Spanish Literacy and Literacy-based ELD

Oracy Component	Purpose	Should Be	Should Not Be
Dialogue	Ensure meaningful student participation in literacy-related discussions	• Open-ended • A give and take conversation • Connected discourse • Students talking to students and teacher • Problem solving and reasoning	• Haphazard Conversation • Unplanned questions and prompts • Based on "right or wrong" answers
Language Structures	Expand grammatical complexity of students' speech	• Rehearsed in context • Comprehensible • A means to expand students' linguistic repertoire	• Rote memorization of chunks of language • Repetition of language students do not understand
Vocabulary	Refine and expand students' word and concept range	• Collaborative • Contextualized • Meaningful and comprehensible	• Isolated lists of words • Decontextualized vocabulary work • Copy definitions from a dictionary • Writing unrelated sentences, using a different vocab word for each sentence

Note: Taken from Table 2.1 of *Biliteracy from the Start*.

Vocabulary was mentioned 54% of the time in response to supporting emergent bilinguals who struggle with reading. This finding indicated that many teachers in this study have knowledge and awareness about the importance of oral language instruction to support struggling readers, as confirmed by Gottardo and Mueller (2009), Babayiğit (2012), and Bowyer-Crane et al. (2008). These findings also indicate that most teachers in this study believe they know how to implement oral language instruction during literacy but doubt their knowledge and ability. In the study conducted by Stark et al. (2020), teachers indicated a low self-rated ability to implement oral language instruction. While each teacher in their study had varied attitudes and beliefs based on their experiences and observed student outcomes, they all agreed on the importance of oral language instruction.

Teachers in this study seemed to doubt their knowledge and ability towards oral language instruction. While oral language is not a new concept, their experiences with professional development were limited. The teachers who participated in Stark et al.'s (2020) study also felt they were inadequately prepared to provide highly effective oral language instruction in their classrooms. After participating in professional learning about oral language instruction in the context of language and literacy, all participants exhibited a significant change in their classroom talk and instructional practice. Additionally, sharing explicit knowledge and providing improved instructional practices towards implementing oral language instruction increased.

While teachers seemed to doubt their knowledge about oral language, the last Likert scale cluster related to professional development was varied. The wording in these statements might have been the reason for not obtaining consistent responses. The positive statement read, "I completed professional development in oral language instruction." The negative statement read, "The concept of oral language instruction is new to me." Only six participants strongly agreed,

while 16 participants somewhat agreed, and the rest disagreed with the positive statement. This data was consistent with the interviews conducted. Most teachers indicated that while they had professional development that mentioned oral language at one point or another, they did not obtain professional development solely on that topic. During interviews, Kelsie and Clotilde expressed a desire to participate in more professional development about oral language instruction, possibly to reaffirm and expand on what they know about oral language instruction and how to implement it in their classrooms.

Perceptions and Language Orientations Towards Oral Language Instruction

The statements in the first cluster related to oral language implementation within literacy development were consistent, confirming that participants perceive oral language as an essential part of language arts development. This data is consistent with the qualitative data, where teachers mentioned oral language 57% of the time when supporting emergent bilingual students who struggle with reading. The second cluster related to participants' language orientations was mostly consistent, displaying that most participants perceive students' home language as an asset.

The third cluster related to reading development displayed differences between the positive and negative statements. The wording between the two statements may have participants interpreting differently. The terms oral language and pre-reading are included in the positive statement, whereas the negative statement used the terms decoding and letter sounds. This omission may have affected participants' responses. However, most of the responses indicated a belief that oral language is as important as pre-reading skills consistent with the previous cluster agreeing that oral language implementation within language arts is important. Some participants

agreed that decoding and letter sounds were the most important when teaching reading to emergent bilinguals. Out of the participants, 32% mentioned phonics and decoding in the open survey prompts when discussing supporting emergent bilingual students who struggled with reading.

The last two clusters were about using oral language as an instructional resource. The positive and negative statement results were also inconsistent. The wording between the two statements may have been interpreted differently, whereas the positive statement mentions planning and the negative statement mentions curriculum, which can be considered different instructional areas. However, the results for the positive statement indicated that most teachers planned for oral language activities, which was consistent with what they said in the open-ended survey and the interviews. The responses were split on the negative statement where half believed the curriculum they followed included oral language instruction, while others believed their curriculum did not include it.

Possible disparities within the results in the last cluster may be due to the different wording in the positive and negative statements. The positive statement mentions language arts, and the other fails to mention the phrase language arts and instead asks the participants to reflect on student talk throughout the day. However, results indicated that most teachers have students talk about what they are learning, consistent with the open-ended survey and interview results. Contradicting, most teachers indicated that students had limited time to talk about what they learned throughout the day.

One explanation is that teachers may think about talking throughout language arts as a means of learning how to talk. Many studies confirmed that a focus on oral language effectively develops literacy skills (Babayiğit, 2012; Beeman & Urow, 2013; Escamilla et al., 2014). This

may be different from how they approach oral language during other content subjects, using oral language to talk about learning. Gupta and Lee (2015) explained that teachers come to understand the importance of content knowledge in their specific area; yet, they don't have the significant pedagogical knowledge to deliver content information by focusing on oral language skills. Similar to their study, 3 of the 14 documents or artifacts collected in this study about activities that included oral language instruction were content-related, while the remaining documents were activities implemented during language arts. During the interview with Kelsie, she mentioned limited knowledge of using oral language within math instruction.

As discussed in chapter four, the oracy features used the most were language structure and vocabulary. This data was consistent with the categories presented in the open-ended survey, talking to learn, learning how to talk, and speaking a second language. A possible explanation is to connect with Freire et al.'s (2017) constituencies in a Spanish-English dual language program. They explain three goals related to these constituencies: language maintenance for Spanish speakers, heritage language acquisition and heritage improvement, and acquiring a new language for the world language constituency. Talking to learn can support the goal of maintenance and learning to talk can support the goal of heritage language acquisition and improvement. Learning to speak a second language aligns with the world language goal. They explain that "learning Spanish for the heritage constituency is more fundamental and critical than the world language constituency, which needs to be considered when looking at Spanish-English DL programs through an equity perspective" (p. 278).

The data from the survey's open-ended prompt shows that 68% perceived oral language instruction as a means to talk about learning such as opportunities to use key words, processing information through discussions, oral reports, and interactive read-alouds. These methods of

teaching oral language mentioned supported Freire et al. 's (2017) maintenance goal. Of participants, 67% viewed oral language as teaching emergent bilinguals how to talk. For example, some statements mentioned were providing students with tools to communicate effectively, understanding sound, and teaching students how to express themselves. These methods of oral language instruction supported heritage language acquisition and improvement. However, 50% viewed oral language instruction as a means of learning a second language aligning with the world language goal, focusing more on students learning Spanish as a second language. Some teaching methods mentioned as oral language instruction were focusing on spoken language for instructions and production and teaching in a students' home language and target language. Placing a world language goal as a priority moves away from equity, which also moves away from the goals of a dual language program.

Dialogue was used sparsely throughout the activities in the documents and artifacts. Students talking to the teacher, or a classroom peer were most present throughout the documents and artifacts. This type of interaction was also mentioned often throughout the survey and interviews. As Table 22 reviews above, dialogue should not be unplanned questions and prompts based on "right or wrong" answers (Escamilla et al., 2014). Many instances of dialogue mentioned in the open-ended surveys and interviews aligned with what oracy should not be (Table 22). For example, many instances mentioned involved repetition of words and phrases, aligning with a world language instructional method but moving away from what aligns with oracy.

The repetition of words and phrases can be viewed as students repeating information that teachers may have deposited (Freire, 2018). Freire's banking concept distinguishes two stages in the actions of an educator. First, a teacher recognizes a cognizable object and then expounds to

students about the lesson. Students are called to memorize rather than have an act of cognition. The act of memorizing is unnecessary in a language classroom as language learning should be tied together with comprehension.

The features least utilized within the documents or artifacts were the open-ended oral interactions and problem solving or reasoning. Most of the oral interactions described were question/answer related. Dialogue is an opportunity to think and speak. It is the act of not only saying what you have learned to say but also understanding why it is said in a particular way and the meaning behind it. Escamilla et al. (2014) explained, “Dialogue goes far beyond the teacher simply asking questions that students answer, it entails the teacher fostering a conversation about the test among the students in the class, and eventually transferring the questioning and discussion to the students" (p. 23). In a few instances, some activities moved away from question/answer activities and provided a space for students to have more profound and meaningful conversations.

The dialogue feature within oracy, however, was difficult to measure based on the document or artifact analysis. This measure would have been more effective and accurate if classroom observations were possible. The use of dialogue in the classroom provides students with an active voice, allowing them to think about their learning and express it in words. Access to language through dialogue also allows students to use language to express their cognitive thinking, speaking their opinions and thoughts towards any learning experience.

Sonia and Rainbow were adamant about moving away from the curriculum to provide a space where students could use dialogue without the limitations of only what is included in a curriculum. Rainbow particularly offered the only activity that included reasoning and problem-solving when providing students with objects they were familiar with and had language related to

their background knowledge. Using students' home language as a resource (Ruiz, 1984) allowed students to use their language then expand their vocabulary and language structures through lessons taught before and after the activity. Rainbow perceived her activity as successful and met all oracy components of Escamilla et al. (2014). Activities that use home language as a resource allow students to move away from discussing deposited ideas and move towards critical thinking (Freire, 2018).

At times, teachers perceived students' oral language as a difficulty, viewing language as a problem (Ruiz, 1984). For example, Celia and Clotilde mentioned observing their students' hesitation to speak Spanish due to self-consciousness. Students who were self-conscious when trying to speak Spanish would indicate they referred to English-speakers as Spanish-speakers may not have the hesitation to speak. This perceived problem was intended to be resolved through oral language activities focused on teaching vocabulary and language structure in the target language.

However, Sonia and Rainbow used their students' complete linguistic repertoire as a resource, allowing them to communicate in the language they were more comfortable with, and as a result, students had fewer barriers when communicating what they had learned. Using students' linguistic repertoire, including home and academic language, in the languages students are more comfortable with promotes opportunities to connect to their background knowledge to engage in discussions (Kirkland & Patterson, 2005). Thus, classroom teachers' perceptions of their knowledge and abilities influenced their confidence when implementing oral language instruction. Teachers' orientations of language as a problem shifted for whom oral language activities were planned. Teachers' orientation of home language as a resource, strongly influenced the amount and quality of students' oral language instruction.

For Whom Is Oral Language Instruction?

The finding of whom teachers focused on when discussing planning or teaching oral language instruction was unplanned. However, it was something that appeared several times throughout the different interviews. When analyzing the transcriptions and listening to the audio, it was difficult to ignore the multiple comments about oral language activities focused on helping English speakers learn to speak Spanish. This finding was not apparent while interviewing participants, possibly due to the normality in the world language constituency for English speakers within dual language programs (Freire et al., 2017). Shifting from the goals of heritage language maintenance and heritage language acquisition and improvement towards the goal of teaching world language moves dual language programs away from being an equitable program.

The focus on teaching English speakers was not mentioned explicitly but found by how teachers described learning Spanish. Some participants perceived English speakers as those who struggled in their class and thus placed the instructional focus on them. At one instance, a teacher mentioned a focus on her Latino students, but generally, the commentary was not explicitly focused on English speakers. It was not what they said, rather, how they said it. This underlying focus was discovered through discourse analysis, which highlighted the norm of focusing on English speakers. This norm can be underlying due to the English hegemony that has been established in Virginia for centuries.

Valdez et al. (2016) described this focus away from heritage speakers as mainstreaming, a kind of gentrification of dual language, where more privileged students, English dominant students, obtain targeted instruction while Spanish speakers are left behind. To ensure equity, educators must maintain a vision of how dual language programs allow emergent bilingual students to close the achievement gap (Thomas & Collier, 2017). This means that dual language

teachers should place great focus on emergent bilingual students to allow them to achieve the goals of a dual language program. Freire et al. (2017) explained,

> This critical stance shapes our work as scholars who advocate for the needs of Latinas/os and ELs as representatives of the maintenance and the heritage constituencies. Overall, we put their linguistic, cultural, and heritage needs at the forefront. However, we want to clarify that we are not against Spanish-English DL programs for the world language constituency as long as that benefit does not come at the expense of the maintenance and heritage constituencies. (p. 279)

Focusing on English speakers is not a negative behavior if it does not take away from focusing on emergent bilingual students.

Through lived experiences as a second-grade dual language Spanish teacher, it was common for visitors to observe dual language classes and express their amazement at English speakers communicating in Spanish. At times, program funding was obtained after these observations were made. Pressures of having English speakers speak Spanish to sustain a program affected the instructional focus and delivery. Unfortunately, there was minimal focus on the impact a dual language program had on native Spanish speakers and observing them speak English on the English side was not considered noteworthy. Consequently, the lack of focus on Spanish speakers fails to close the achievement gap, then when standardized scores reflect this lack of focus, a dual language program is deemed ineffective.

Practical Implications

How can dual language educators bring linguistic equity to their schools? First, the schools need to make linguistic equity explicit assuring that a world language focus does not take

priority over heritage language maintenance and development. Second, schools should recognize the inequities that have been present in our educational systems affecting emergent bilingual students' access to education. The Spanish side of a dual language program is an essential component for emergent bilinguals' success; highly effective if the instruction is explicit in developing heritage language maintenance and heritage language acquisition and expansion (Freire et al., 2017). It is also important to recognize what activities or actions focus more on English speakers and move away from these instructional practices.

Many schools focus more on English-speakers in a dual language classroom yet may not be aware that these actions bring severe consequences for Spanish-speakers. For example, in her interview, Kelsie indicated not having a curriculum to focus on Spanish literacy or professional development focused on Spanish literacy, leaving her guessing what to teach on the Spanish side. Consequently, teachers may focus on teaching Spanish as a world language, limiting the quality of instruction towards the goal of closing the achievement gap. Teachers may not always move towards teaching Spanish as a world language, but due to lack of professional development in Spanish literacy, they may be inclined to teach Spanish literacy modeled on teaching English literacy (Escamilla et al., 2014).

As many participants explained, getting all students to communicate only in Spanish can limit the quality of participation for various reasons. For this reason, dual language teachers must focus on activities with metalinguistic and cross-linguistic awareness that provide contrastive analysis between languages. It is also essential to allow language flexibility to avoid limiting what students can communicate. This flexible use of language, referred to as translanguaging, is the most prevalent practice in a bilingual classroom as it supports students' understanding, building conceptual and linguistic knowledge (García, 2009).

The two participants that allowed for flexible language honoring students' home language felt their activities were successful. Teachers who required students to speak only in the target language felt they had difficulties. All students have expansive vocabulary within their home language, yet many times are discouraged from using it. Using students' home language as a resource gives students expansive language for learning, problem-solving, and reasoning. When they are allowed to use a second language and their first language, they have an expansive vocabulary. However, when students are limited from only using one language, the vocabulary and language structures provided can be considered as piecemeal, limiting what students can communicate, limiting problem-solving and reasoning.

These recommendations apply to both language sides of dual language programs. When the instruction on the Spanish side focuses on heritage maintenance and expansion, this moves towards eliminating the achievement gap for emergent bilingual students. Language flexibility allows English speakers to use their language, while vocabulary, language structures, and dialogue expand their linguistic knowledge, benefiting both Spanish and English speakers. If the Spanish side has a world language focus, this will only benefit English-speaking students as it may not expand Spanish speakers' linguistic knowledge.

Therefore, an important practical implication would be for the Spanish side of a dual language program to focus on heritage language maintenance and expansion through cross-language and translanguaging instruction. This focus goes beyond teaching basic Spanish skills. Offering this type of instruction on the Spanish side, would require teachers to allow English speakers to use their home language, knowing that their linguistic knowledge will expand when exposed to continual oral language and oracy instruction which supports vocabulary, language structure, and dialogue development.

This research study implicates a need for improved dual language program focus and professional development to implement oral language and oracy effectively. While knowing and understanding how to say each phrase is important, knowing how to use oral language and oracy teaching methods to support emergent bilingual students' academic success cannot be ignored. When interviewing participants, they mentioned oral language in several instances. However, they had mixed definitions of oral language and its purpose. There is a need to clearly define oral language instruction as it relates to supporting students in a dual language program. It is also necessary for dual language educators to have a common understanding of how oral language supports high academic achievement in a dual language setting.

Many interviewed participants communicated their lack of knowledge due to lack of professional development or professional development unrelated to oral language development. Many also indicated that they were unsure about implementing activities that developed oral language in their classrooms. Oracy was mentioned once in the data collected, highlighting a clear need to provide further continuing education about oral language and oracy development. Professional development should focus on how the two terms are related, the distinct differences, and their overall benefits for emergent bilingual students.

Implications for Future Research

The mixed-methods analysis used for this research allowed for the comparison and contrast of quantitative and qualitative data. To improve this research, a more significant number of participants should be recruited. In addition, this research focused on dual language programs in Virginia, which was a limitation due to the small number of dual language programs in the state. This research could be replicated by recruiting dual language teachers across the United

States to understand better what teachers know about oral language instruction and learn more about their perceptions and language orientations when implementing this in their classrooms.

Another possible focus that stems from this research is to focus solely on the qualitative data portion. This data may allow for a better understanding of teachers' understanding perceptions and language orientations. Including classroom observations would provide a more extensive scope of information to affirm what teachers indicate as oral language instruction. The study could focus on oral language and the term oracy to compare each term and its purpose, teacher knowledge. Observing which classroom activities focused on oral language and oracy implemented and their academic effect on emergent bilinguals' academic achievement would provide practical implications for dual language teachers.

Finally, the unexpected theme to emerge in this study was whom instruction is focused on in a dual language program. It would be significant to evaluate who is focused on both the English and Spanish sides (or other target languages). This research could include observations, along with teacher and student interviews. The observations on the Spanish side would allow to see if the instruction was focused on heritage language maintenance and expansion or focused on teaching as a world language. Observing instruction on both sides can highlight whom instruction is focused on and if the same strategies are used when teaching on the English or Spanish side of a dual language program.

Conclusions

This research study's results showed that dual language teachers had much to say when discussing oral language instruction. Through this research, I have realized and affirmed that there are significant differences between the terms oral language and oracy. Honig (2007)

explained that oral language comprises five language domains, specifically phonology, syntax, semantics, morphology, and pragmatics. Oracy is one of the four domains in the Literacy Squared Framework developed by Escamilla et al. (2014), including dialogue, language structures, and vocabulary. The three strands within oracy work together to serve its purpose of supporting biliteracy development.

Participants' responses were compared to the oracy strand of the holistic biliteracy framework of Escamilla et al. (2014) to understand what dual language teachers knew about oral language instruction. The authors explained that oracy objectives are centered on the oral language needed to achieve the literacy tasks. The authors provided oracy components and best practices to develop literacy for emergent bilingual students. For this study, looking specifically at the oracy features of dialogue, language structures, and vocabulary allowed for comparing teachers' definition to oral language and its similarities and differences when compared to the term oracy.

Yes, oral language is used to support literacy; however, participants in this study perceived oral language as a tool to help replicate words or the process of learning how to speak, hence a focus on world language. Teachers use oral language to help students process content they have learned as well. According to Escamilla et al. (2014), what makes oral language a successful tool in supporting emergent bilingual students' literacy development is the use of the three components within oracy: dialogue, language structures and vocabulary. While language structures and vocabulary were discussed frequently, less attention was given to instruction related to dialogue, such as open-ended dialogue, giving and taking in a conversation, connected discourse, and especially using talk to teach problem-solving and reasoning. Oral language is used to develop how students talk and how they use it to express learning and develop a second

language. Oracy, however, goes deeper into learning, utilizing more problem-solving and reasoning skills. Thus, teachers need to be aware of both terms, realize each of their potentials, and utilize each method to serve emergent bilingual students best to develop literacy skills across all subject matters and in both languages.

Dialogue was used less often because of the perceived difficulties and discomfort some students felt when talking. This difficulty often referred to English speakers who were reluctant to speak Spanish, shifting instruction to a more world language focus. Practical implications were offered, recommending teachers to allow all students to use their home language using oracy instruction to develop and expand all students' linguistic knowledge. What teachers think about young children and their families influences what they think children deserve and can handle, and this determines what they end up offering young children in everyday classroom life, even in the earliest grades. (Adair et al., 2017).

Curriculums that focus on oracy are mainly present in countries such as the United Kingdom and Australia. In the United States, there is mention of oral language, yet its definition and implementation are inconsistent, particularly throughout dual language programs in Virginia. The results of this research study were significant as it contributed to research focusing on the need of oral language and oracy in dual language programs. This research highlights the need to find a common understanding of the terms oral language and oracy and its benefits for all students in a dual language program; oral language benefiting the language development component and oracy allowing for problem solving and critical thinking. Understanding each term and its benefits may encourage its consistent instructional implementation.

The three pillars of dual language include bilingualism and biliteracy, cultural competence, and academic achievement (Howard et al., 2018). Overall, the teachers viewed oral

language as a means of learning, learning how to talk, and learning a new language. These features supported these goals yet seemed to focus more on bilingualism and biliteracy. To have a balanced approach to support all goals of a successful dual language program, there would need to be a greater understanding of how oral language and oracy can help focus on all goals. For example, focusing on talk had teachers focus on those who could not speak the target language because native speakers already knew how to communicate in that language. In addition, a focus on oracy would expand all students' linguistic repertoires while developing critical thinking through reasoning and problem solving, two features that were largely absent throughout many activities.

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APPENDIX A

APPENDIX A

IRB APPROVAL

March 22, 2021

The University of Texas Rio Grande Valley
Institutional Review Board

Lucy Montalvo, Principal Investigator College of Education and P-16 Integration Via Electronic Routing System

Dear Principal Investigator:

RE: EXEMPT DETERMINATION FOR IRB-20-0408, *"Oral Language Instruction in Dual Language Classrooms"*

The study in reference has been determined 'Exempt' under the Basic HHS Policy for Protection of Human Research Subjects, 45 CFR 46.104(d). The determination is effective as of the date of this letter within the exempt category of:

"(2) Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

(i) ...
(ii) ...
(iii) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7)."

A limited review was completed on March 17, 2021, and the Board determined that there are adequate provisions to protect the privacy of subjects and to maintain confidentiality of the data.

Research that is determined to be 'Exempt' under the Basic HHS Policy for Protection of Human Research Subjects is not exempt from ensuring protection of human subjects. The Principal Investigator (PI) is responsible for the following through the conduct of the research study:

1. Assuring that all investigators and co-principal investigators are trained in the ethical principles, relevant federal regulations, and institutional policies governing human subjects' research.
2. Disclosing to the subjects that the activities involve research, and that participation is voluntary during the informed consent process.
3. Providing subjects with pertinent information (e.g., risks and benefits, contact information for investigators, and IRB/ORC) and ensuring that human subjects will voluntarily consent to participate in the research when appropriate (e.g., surveys, interviews).
4. Assuring the subjects will be selected equitably, so that the risks and benefits of the research are justly distributed.
5. Assuring that the privacy of subjects and confidentiality of the research data will be maintained appropriately to ensure minimal risk to subjects.

Exempt research is subject to the ethical principles articulated in The Belmont Report, found at the Office of Human Research Protections (OHRP) Website: www.hhs.gov/ohrp/humansubjects/guidance/belmont.html

Unanticipated Problems: Any unanticipated problems or complaints must be reported to the IRB promptly. Further information concerning unanticipated problems can be found in the IRB procedures manual.

Continuing Review: research deemed 'Exempt' is not subject to annual review by the IRB.

Modifications: Any change to your protocol requires a Modification Request (Amendment) for review and approval prior to implementation. The IRB may review the 'Exempt' status at that time and request an application for approval as non-Exempt research.

Closure: Please notify the IRB when your study is complete through submission of a final report. Upon notification, we will close our files pertaining to your study.

If you have any questions, please contact the Human Subjects Protection Program/IRB by phone at (956) 665-2093 or via email at irb@utrgv.edu.

Sincerely,

Laura D. Seligman

Laura Seligman, Ph.D.
Chair, IRB - Social, Behavioral &
Educational Panel orc/gc

APPENDIX B

APPENDIX B

CROSS-SECTIONAL SURVEY

Oral Language Development for Emergent Bilinguals

Start of Block: Default Question Block

1 ***Oral Language Instruction in Dual Language Classrooms***
This survey is being conducted by Lucy Montalvo, a doctoral candidate in Curriculum and Instruction, Bilingual Studies at The University of Texas Rio Grande Valley. The purpose of this study is to understand what dual language teachers know about oral language instruction when providing reading instruction to emergent bilingual students in either Spanish or English. This study will also explore the perceptions and ideologies that may influence how dual language teachers implement oral language within reading instruction. This survey should take about 10-15 minutes to complete.

Participation in this research is completely voluntary. If there are any questions that you are uncomfortable with answering, feel free to skip that question, and leave the answer blank. Also, please be aware that you are entitled to withdraw from the study and terminate your participation at any time without question or comment. You must be at least 18 years old to participate. If you are not 18 or older, please do not complete the survey. You must be a current or former dual language teacher for the state of Virginia. If you do not meet these criteria, please do not complete this survey.

All survey responses received will be treated confidentially and stored on a secure server. However, given that the surveys can be completed from any computer (e.g., personal, work, school), there is no guarantee of the security of the computer on which you choose to enter your responses. As a participant in this study, please be aware that certain technologies exist that can be used to monitor or record data and/or websites that are visited.

Any individually identifiable responses will be securely stored and will only be available to those directly involved in this study. De-identified data may be shared with other researchers in the future but will not contain information about any specific individual identity. This research has been reviewed and approved by the University of Texas Rio Grande Valley Institutional Review Board for Human Subjects Protection (IRB). If you have any questions about your rights as a participant, or if you feel that your rights as a participant were not adequately met by the researcher, please contact the IRB at (956) 665-3598 or irb@utrgv.edu.

If you consent, click “I agree” and proceed to the survey. If you disagree, please click “I do not consent” and you will be taken to the end of the survey.

- ○ I agree (1)
- ○ I disagree (2)

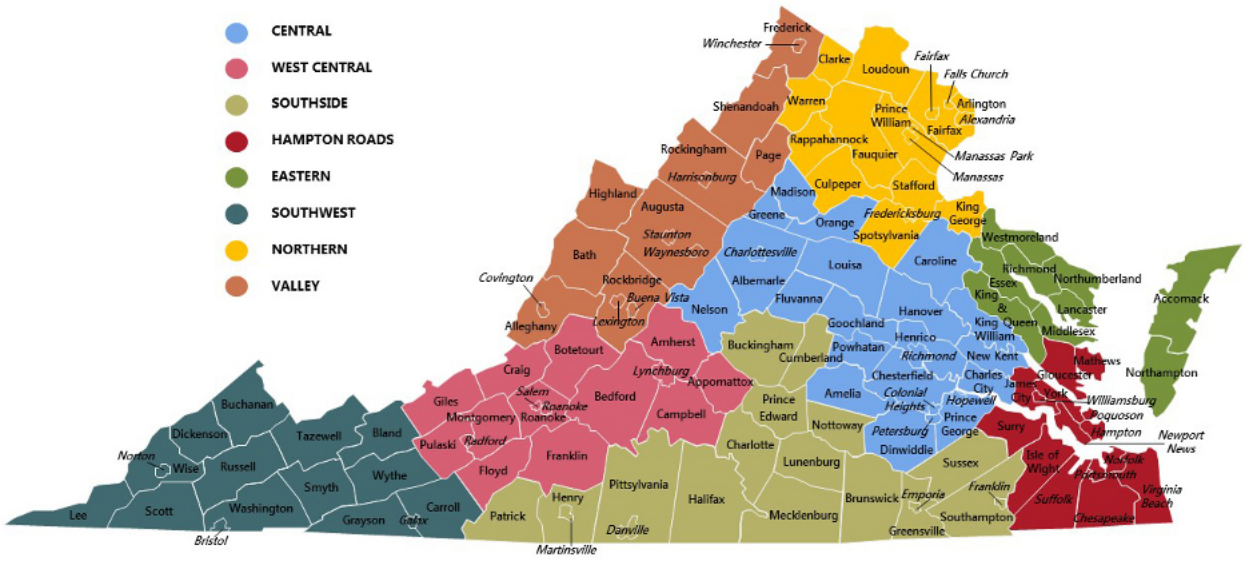
Skip To: End of Survey If Oral Language Instruction in Dual Language Classrooms This survey is being conducted by Lucy Mont... = I disagree

2 Are you a current or previous dual language teacher in the state of Virginia?

- ○ Yes (1)
- ○ No (2)

Skip To: End of Survey If Are you a current or previous dual language teacher in the state of Virginia? = No

3 Which region represents the county you teach/taught? (Select all that apply)



- ☐ Central

- [ ] West Central
- [ ] Southside
- [ ] Hampton Roads
- [ ] Eastern
- [ ] Southwest
- [ ] Northern
- [ ] Valley

4 What gender do you identify with?

- ○ Male (5)
- ○ Female (6)
- ○ Non-Binary (8)
- ○ Other (9) _____

5 What is your ethnicity?

- [ ] American Indian or Alaska Native (1)
- [ ] Asian American (2)
- [ ] Black or African American (3)
- [ ] Hispanic or Latino (4)
- [ ] Native Hawaiian or Pacific Islander (5)
- [ ] White (6)
- [ ] Other (7) _____

6 What language(s) do you speak? Check all that apply.

- [ ] Arabic (1)
- [ ] English (2)
- [ ] French (3)
- [ ] German (4)
- [ ] Korean (5)

- [ ] Mandarin (6)
- [ ] Spanish (7)
- [ ] Not listed (8)

_____

7 What type of teacher preparation program did you participate in?

- ○ Four-year College Teacher Education Program (1)
- ○ Career Switcher, Alternative Route for Teaching (2)
- ○ Troops to Teachers (3)
- ○ Other (4) _____

8 Select all the grade levels you have taught.

- [ ] Preschool (1)
- [ ] Kindergarten (2)
- [ ] First Grade (3)
- [ ] Second Grade (4)
- [ ] Third Grade (5)

- [ ] Fourth Grade (6)
- [ ] Fifth Grade (7)
- [ ] Middle School (8)
- [ ] High School (10)
- [ ] College/University (11)

9 How many years have you taught in a dual language program?

- ○ This is my first year of teaching. (1)
- ○ 1-2 years (2)
- ○ 3-5 years (3)
- ○ 6-10 years (4)
- ○ 11-15 years (5)
- ○ 16-20 years (6)
- ○ 20+ years (7)

10 To what extent do you agree or disagree with the following statements?

	Strongly agree (35)	Somewhat agree (36)	Somewhat disagree (37)	Strongly disagree (40)

The concept of oral language instruction is new to me. (18)	○	○	○	○
I believe oral language instruction during Language Arts is important. (12)	○	○	○	○
I am familiar with oral language instruction's role in biliteracy development. (1)	○	○	○	○
I know how oral language instruction impacts reading for emergent bilinguals. (2)	○	○	○	○
Oral language instruction is not essential during language arts. (21)	○	○	○	○
I completed professional development in oral language instruction. (3)	○	○	○	○
I know how to plan activities that allow students to develop their oral language. (4)	○	○	○	○

My students talk about what they are learning during Language Arts. (13)	○	○	○	○
I don't know where to begin when planning for oral language instruction. (19)	○	○	○	○
Teaching oral language is as essential as decoding and other pre-reading skills. (14)	○	○	○	○
I plan activities that develop students' oral language. (15)	○	○	○	○
When students use their home language in the classroom, it helps them learn better (20)	○	○	○	○
I am unsure how oral language relates to biliteracy. (16)	○	○	○	○
Oral language development has minimal impact on reading for emergent bilinguals. (17)	○	○	○	○

Students have limited time to discuss what they learn throughout the day. (22)	○	○	○	○
When students use their home language in the classroom it causes confusion. (25)	○	○	○	○
I follow a curriculum that doesn't suggest significant time in students' oral language. (24)	○	○	○	○
When teaching reading to emergent bilinguals, decoding and letter sounds are the most important skills to teach. (23)	○	○	○	○

11 Please describe how you support emergent bilinguals who struggle to read and provide examples.

_____

_____

_____

_____

_____

12 Please describe what oral language instruction in a dual-language classroom means to you and provide examples.

_____

_____

_____

_____

_____

13 A limited sample of participants will be invited to also participate in an interview. Are you willing to participate in an interview to discuss your answers?

- Sure! (1)
- No, thank you. (3)

Display This Question:

If A limited sample of participants will be invited to also participate in an interview. Are you wil... = Sure!

14 If you agree to interview, please provide your name and email. You will be contacted within 3-5 days to confirm your participation in the second portion of this study. Your name and email will remain confidential.

_____

End of Block: Default Question Block

Survey link:
https://utrgv.co1.qualtrics.com/jfe/form/SV_6Fq1P43CKTrilRs

APPENDIX C

APPENDIX C

EMAIL/SOCIAL MEDIA RECRUITMENT

Hello,

My name is Lucy Montalvo, I am a student from the Department of Curriculum and Instruction, Bilingual Studies at the University of Texas Rio Grande Valley (UTRGV). I would like to invite you to participate in my research study to understand what dual language teachers know about using oral language instruction when providing reading instruction to emergent bilingual students.

This research study has been reviewed and approved by the Institutional Review Board for the Protection of Human Subjects (IRB) at the University of Texas Rio Grande Valley.

In order to participate you must be 18 years or older. You must be a current or former dual language teacher for the state of Virginia. If you do not meet these criteria, please do not complete this survey. Participation in this research is completely voluntary, you may choose not to participate without penalty.

As a participant, you will be asked to complete an online survey which should take about 10-15 minutes to complete. All data will be treated as confidential and will only be accessible and reviewed by me.

If you would like to participate in this research study, please click on the survey link below and read the consent page carefully. If you would like to complete the survey, click on "I agree". If not, simply exit the web browser or click on "I do not agree".

Survey Link: https://utrgv.co1.qualtrics.com/jfe/form/SV_6Fq1P43CKTrilRs

If you have questions related to the research, please contact me by telephone at 814-360-6943 or by email at lucy.montalvo01@utrgv.edu.

Thank you for your cooperation!

Sincerely,

Lucy Montalvo
Doctoral Candidate
Curriculum & Instruction, Bilingual Studies
University of Texas, Rio Grande Valley

APPENDIX D

APPENDIX D

PARTICIPATION CONSENT

Oral Language Instruction in Dual Language Classrooms

This survey is being conducted by Lucy Montalvo, a doctoral candidate in Curriculum and Instruction, Bilingual Studies at The University of Texas Rio Grande Valley.

The purpose of this study is to understand what dual language teachers know about oral language instruction when providing reading instruction to emergent bilingual students in either Spanish or English. This study will also explore the perceptions and ideologies that may influence how dual language teachers implement oral language within reading instruction.

This survey should take about 10-15 minutes to complete.

Participation in this research is completely voluntary. If there are any questions that you are uncomfortable with answering, feel free to skip that question and leave the answer blank. Also, please be aware that you are entitled to withdraw from the study and terminate your participation at any time without question or comment.

You must be at least 18 years old to participate. If you are not 18 or older, please do not complete the survey. You must be a current or former dual language teacher for the state of Virginia. If you do not meet these criteria, please do not complete this survey.

All survey responses received will be treated confidentially and stored on a secure server. However, given that the surveys can be completed from any computer (e.g., personal, work, school), there is no guarantee of the security of the computer on which you choose to enter your responses. As a participant in this study, please be aware that certain technologies exist that can be used to monitor or record data and/or websites that are visited.

Any individually identifiable responses will be securely stored and will only be available to those directly involved in this study. De-identified data may be shared with other researchers in the future but will not contain information about any specific individual identity.

This research has been reviewed and approved by the University of Texas Rio Grande Valley Institutional Review Board for Human Subjects Protection (IRB). If you have any questions about your rights as a participant, or if you feel that your rights as a participant were not adequately met by the researcher, please contact the IRB at (956) 665-3598 or irb@utrgv.edu.

If you consent, click “I agree” and proceed to the survey. If you disagree, please click “I do not agree” and you will be taken to the end of the survey.

APPENDIX E

APPENDIX E

MOCK SURVEY

Oral Language Instruction in Dual Language Classrooms

This survey is being conducted by Lucy Montalvo, a doctoral candidate in Curriculum and Instruction, Bilingual Studies at The University of Texas Rio Grande Valley. The purpose of this study is to understand what dual language teachers know about oral language instruction when providing reading instruction to emergent bilingual students in either Spanish or English. This study will also explore the perceptions and ideologies that may influence how dual language teachers implement oral language within reading instruction.

This survey should take about 10-15 minutes to complete.

Participation in this research is completely voluntary. If there are any questions that you are uncomfortable with answering, feel free to skip that question, and leave the answer blank. Also, please be aware that you are entitled to withdraw from the study and terminate your participation at any time without question or comment. You must be at least 18 years old to participate. If you are not 18 or older, please do not complete the survey. You must be a current or former dual language teacher for the state of Virginia. If you do not meet these criteria, please do not complete this survey.

All survey responses received will be treated confidentially and stored on a secure server. However, given that the surveys can be completed from any computer (e.g., personal, work, school), there is no guarantee of the security of the computer on which you choose to enter your responses. As a participant in this study, please be aware that certain technologies exist that can be used to monitor or record data and/or websites that are visited.

Any individually identifiable responses will be securely stored and will only be available to those directly involved in this study. De-identified data may be shared with other researchers in the future but will not contain information about any specific individual identity. This research has been reviewed and approved by the University of Texas Rio Grande Valley Institutional Review Board for Human Subjects Protection (IRB). If you have any questions about your rights as a participant, or if you feel that your rights as a participant were not adequately met by the researcher, please contact the IRB at (956) 665-3598 or irb@utrgv.edu.

If you consent, click “I agree” and proceed to the survey. If you disagree, please click “I do not consent” and you will be taken to the end of the survey.

- ○ I agree (1)
- ○ I disagree (2)

Skip To: End of Survey If Oral Language Instruction in Dual Language Classrooms This survey is being conducted by Lucy Mont... = I disagree

2 Are you a current or previous dual language teacher in the state of Virginia?

- ○ Yes (1)
- ○ No (2)

Skip To: End of Survey If Are you a current or previous dual language teacher in the state of Virginia? = No

3 What gender do you identify with?

- ○ Male (1)
- ○ Female (2)
- ○ Not listed (3) _____
- ○ Prefer not to answer (4)

4 What is your ethnicity?

- ○ American Indian or Alaska Native (1)
- ○ Asian (2)
- ○ Black or African American (3)
- ○ Hispanic or LatinX (4)

- ○ Native Hawaiian or Pacific Islander (5)
- ○ White (6)
- ○ Other (7) _____

5 What language(s) do you speak? Check all that apply.

- ☐ Arabic (1)
- ☐ English (2)
- ☐ French (3)
- ☐ German (4)
- ☐ Korean (5)
- ☐ Mandarin (6)
- ☐ Spanish (7)
- ☐ Not listed (8)

_____

6 What type of teacher preparation program did you participate in?

- ○ Four-year College Teacher Education Program (1)
- ○ Career Switcher, Alternative Route for Teaching (2)
- ○ Troops to Teachers (3)
- ○ Other (4) _____

7 Select all the grade levels you have taught.

- ☐ Preschool (1)
- ☐ Kindergarten (2)
- ☐ First Grade (3)
- ☐ Second Grade (4)
- ☐ Third Grade (5)
- ☐ Fourth Grade (6)
- ☐ Fifth Grade (7)
- ☐ Middle School (8)

☐ High School (10)

8 How many years have you taught in a dual language program?

- ○ This is my first year of teaching. (1)
- ○ 1-2 years (2)
- ○ 3-5 years (3)
- ○ 6-10 years (4)
- ○ 11-15 years (5)
- ○ 16-20 years (6)
- ○ 20+ years (7)

9 To what extent do you agree or disagree with the following statements?

	Strongly agree (35)	Somewhat agree (36)	Somewhat disagree (37)	Strongly disagree (40)
The concept of oral language instruction is new to me. (18)	○	○	○	○
I believe including oral language instruction during Language Arts is important. (12)	○	○	○	○
I am familiar with oral language instruction as part of biliteracy development. (1)	○	○	○	○

I am familiar with how oral language instruction impacts reading for emergent bilingual students. (2)	○	○	○	○
Oral language instruction is not essential during language arts. (21)	○	○	○	○
I have obtained professional development in oral language instruction. (3)	○	○	○	○
I am knowledgeable about planning for activities that allow students to develop their oral language. (4)	○	○	○	○
I provide students with time to talk about what they are learning during Language Arts. (13)	○	○	○	○
I don't know where to begin when planning for activities that allow students to develop their oral language. (19)	○	○	○	○

Teaching oral language is equally important as phonics and decoding when teaching reading skills. (14)	○	○	○	○
I plan activities that allow students to develop their oral language. (15)	○	○	○	○
When students use their home language in the classroom, it helps them learn better (20)	○	○	○	○
I am unsure how oral language relates to biliteracy. (16)	○	○	○	○
Oral language development has minimal impact on reading for emergent bilingual students. (17)	○	○	○	○
Students have limited time to engage in discussions about what they have learned throughout the day. (22)	○	○	○	○

When students use their home language in the classroom it causes confusion. (25)	○	○	○	○
I follow a curriculum that doesn't suggest significant time in developing students' oral language. (24)	○	○	○	○
When teaching reading to emergent bilinguals, phonics, and decoding is the most important skill to teach. (23)	○	○	○	○

10 Please describe how you support emergent bilinguals who struggle to read and provide examples.

_____

_____

_____

_____

_____

11 Please describe what oral language instruction in a dual-language classroom means to you and provide examples.

_____

_____

_____

_____

_____

12 Are you willing to participate in an interview to discuss your answers?

- Sure! (1)
- No, thank you. (3)

Display This Question:

If Are you willing to participate in an interview to discuss your answers? = Sure!

13 If you agree to interview, please provide your name and email. You will be contacted within 3-5 days to confirm your participation in the second portion of this study.

_____

End of Block: Default Question Block

APPENDIX F

APPENDIX F

CHRON BACH ALPHA ANALYSIS

Scale: Oral Language Instruction in a DL classroom

Case Processing Summary

		N	%
Cases	Valid	12	100.0
	Excluded[a]	0	.0
	Total	12	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.788	18

Item Statistics			
	Mean	Std. Deviation	N
PS1	3.5000	.67420	12
PS2	3.4167	.79296	12
PS3	3.8333	.38925	12
PS4	3.4167	.66856	12
PS5	3.9167	.28868	12
PS6	3.3333	.49237	12
PS7	3.5833	.79296	12
PS8	3.5000	.52223	12
NS9	3.5000	.67420	12
NS10	3.9167	.28868	12
NS11	3.5833	.66856	12
NS12	3.2500	.75378	12
PS13	3.9167	.28868	12
NS14	4.0000	.00000	12

NS15	2.2500	.75378	12
NS16	2.5000	1.08711	12
NS17	2.3333	.77850	12
NS18	3.8333	.38925	12

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PS1	58.0833	22.811	.663	.755
PS2	58.1667	22.333	.611	.757
PS3	57.7500	24.568	.730	.764
PS4	58.1667	21.970	.817	.743
PS5	57.6667	26.970	.162	.788
PS6	58.2500	27.477	-.035	.799
PS7	58.0000	24.364	.325	.782
PS8	58.0833	24.447	.546	.768
NS9	58.0833	23.538	.542	.765

NS10	57.6667	26.970	.162	.788
NS11	58.0000	23.091	.623	.759
NS12	58.3333	21.879	.722	.748
PS13	57.6667	26.970	.162	.788
NS14	57.5833	27.538	.000	.790
NS15	59.3333	24.970	.265	.787
NS16	59.0833	24.992	.125	.813
NS17	59.2500	24.205	.356	.779
NS18	57.7500	28.568	-.284	.806

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
61.5833	27.538	5.24765	18

APPENDIX G

APPENDIX G

INTERVIEW CONSENT

Oral Language Instruction in Dual Language Classrooms

This interview is being conducted by Lucy Montalvo, a doctoral candidate in Curriculum and

Instruction, Bilingual Studies at The University of Texas Rio Grande Valley.

The purpose of this study is to understand what dual language teachers know about oral language instruction when providing reading instruction to emergent bilingual students in either Spanish or English. This study will also explore the perceptions and ideologies that may influence how dual language teachers implement oral language within reading instruction.

This interview will be recorded and can last anywhere between 30-60 minutes to complete.

To ensure your privacy I will do the following:

- I will use a Private Meeting Code and create a new private meeting code for each meeting, instead of using a Personal Meeting ID.
- I will require a passcode for the meetings.
- I will not broadly disseminate call details or post them to a public forum, such as a social media account. I will email the participants the details of the meeting directly.
- I will turn on Waiting Rooms. This feature ensures that the host must approve each attendee prior to them having access to the meeting.
- Lock meetings: I will "lock meeting" once participants have entered the meeting, which will not allow new participants to join.

Participation in this research is completely voluntary. If there are any questions that you are uncomfortable with answering, feel free to ask to skip that question. Also, please be aware that you are entitled to withdraw from the study and terminate your participation at any time without question or comment. Participation in this research is completely voluntary. You must be a current or former dual language teacher for the state of Virginia. If you do not meet these criteria, please do not complete this interview.

You must be at least 18 years old to participate. If you are not 18 or older, please do not complete the survey.

Please review the following statement to agree or disagree below.

"I understand that the interview that will be conducted during this study will be recorded by the researcher using the audio and video recording capabilities available in the Zoom videoconferencing platform. These recordings are necessary because the interviews must be transcribed so that researchers can analyze the information provided during the interview. Recordings created during the study will be stored on the password-protected computer of the researcher in an encrypted file format. I understand that additional copies of the recordings may be saved by Zoom on the company's servers, beyond the control of the researchers. Recordings stored by the researcher will be kept for 60 days after the interview has taken place."

Audio Recording of Interview

Audio recordings of interviews may be generated during the study to help researchers ensure accuracy when transcribing your responses. You have the right to refuse to be recorded. Please indicate your preference below:

I consent to audio recording: YES_____ NO_____

Type your signature to agree (If you disagree, leave blank): _____

Date: _____

Video Recording of Interview

Video recordings of interviews may be generated during the study to help researchers detect nonverbal communication relevant to the study (e.g., nodding, gestures, facial expressions). You have the right to refuse to be recorded. Please indicate your preference below:

I consent to video recording: YES_____ NO_____

Type your signature to agree (If you disagree, leave blank): _____

Date:_____

All interview responses received will be treated confidentially and stored on a secure server. However, given that the interview can be completed from any computer (e.g., personal, work, school), there is no guarantee of the security or privacy of those around you.

Any individually identifiable responses will be securely stored and will only be available to those directly involved in this study. De-identified data may be shared with other researchers in the future but will not contain information about any specific individual identity.

This research has been reviewed and approved by the University of Texas Rio Grande Valley Institutional Review Board for Human Subjects Protection (IRB). If you have any questions

about your rights as a participant, or if you feel that your rights as a participant were not adequately met by the researcher, please contact the IRB at (956) 665-3598 or irb@utrgv.edu.

APPENDIX H

APPENDIX H

ORACY STRAND COMPONENTS CHECKLIST

Participant _____ Date _____

Document/Artifact Label _____

Language Structures

Purpose - Expand grammatical complexity of students' speech	Present	Not Present	Comments
Rehearsed in context			
Comprehensible			
A means to expand students' linguistic repertoire			

Vocabulary

Purpose - Refine and expand students' word and concept range	Present	Not Present	Comments
Collaborative			
Contextualized			
Meaningful and Comprehensible			

Dialogue

Purpose - Ensure meaningful student participation in literacy-related discussions	Present	Not Present	Comments
Open-ended			
Provides opportunity for 'give and take' in a conversation			
Connected discourse			
Students talk to other students/teacher			
Problem Solving and reasoning			

Adapted from Table 2.1 Oracy Components for Spanish Literacy and Literacy-based ELD (p. 21)
Escamilla, K., Hopewell, S., B. S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the start: Literacy squared in action.* Philadelphia, PA: Caslon Publishing

APPENDIX I

APPENDIX I

INVITATION TO INTERVIEW

Dear X,

Thank you so much for completing the first survey on oral language instruction in a dual language classroom. The purpose of this study is to understand what dual language teachers know about oral language instruction when providing reading instruction to emergent bilingual students in either Spanish or English. This study will also explore the perceptions and ideologies that may influence how dual language teachers implement oral language within reading instruction. According to your survey response, you have agreed to participate in the second portion of this study.

The second portion of this study will be a semi-structured virtual interview. Please read more about the interview process and how I will protect your privacy in the attached document. After reading this document (see Appendix E), please reply to this email with several dates and times that you can be available for this virtual interview. These should be one-hour spans. Once I select this time, I will send you a calendar invite with the zoom link. No need to send this back to me, you will provide oral consent at the time of your interview.

Before your interview, I would kindly request you share any document or artifact that can represent any insurance of oral language instruction in the classroom. This can be a lesson plan, a picture of manipulatives used for a classroom activity, or instructional materials you have used during teaching. These are only some examples so please do not limit yourself to this. I ask that you share 2-3 documents or artifacts. During the interview, I will ask you about these items.

Thank you again for your time.

Sincerely,

Lucy Montalvo
Doctoral Candidate
University of Texas Rio Grande Valley

APPENDIX J

APPENDIX J

POSSIBLE INTERVIEW QUESTIONS

1. Please talk about the documents/artifacts that you have shared with me and how these relate to oral language instruction.

2. On item 10, asking, “Please describe how you support emergent bilinguals who struggle to read and provide examples,” you stated ____ can you elaborate on this statement?

3. On item 11, asking, “Please describe what oral language instruction in a dual-language classroom means to you and provide examples,” you stated ____ can you elaborate on this statement?

APPENDIX K

APPENDIX K

OPEN-ENDED SURVEY RESPONSE ANALYSIS

Please describe how you support emergent bilinguals who struggle to read and provide examples.

Open-ended question 11

Please describe how you support emergent bilinguals who struggle to read and provide examples	Oral language: Talk/speak/communicate/Discuss	V	Repetition/Practice/Review	Phonics/Phonemic Awareness/Decoding	Visuals/pictures	Background Knowledge/Interest based/makign connection	Sentence Stems/Frames	Guided Reading/Small Groups	Writing	Biliteracy (Cognates, Bridging, Dictado, bilingual books)	Comprehension/understanding	Read Alouds/Listening to story	Whole Group	Total Response Category Count
28	16	15	10	9	9	8	8	7	6	6	6	3	3	28
% of respondents who answered X	57%	54%	36%	32%	32%	29%	29%	25%	21%	21%	21%	11%	11%	
A lot of time is spent building vocabulary and background knowledge for students who are new to the language. Teacher read aloud stories, turning and talking to a partner about what they learned, partner discussions to gain vocabulary, listening to books on computer or cd, providing examples in home language and target language with new vocabulary	1	1				1				1	1	1		
After a reading, I check the understanding and comprehension														
and I do the correction that are necessary.											1	1		
Bridging vocabulary with cognates (if applicable) and visuals, emphasize discussion	1	1			1					1				
Chose vocabulary words that either have a target feature or ones they struggle with to focus on and review before reading the text. Lots of repetition and re-reads to help them solidify those words, but also providing them with opportunities to use those words in sentences (orally) or explain to a friend what the word means.	1	1	1											

During morning meetings (Greeting, Sharing, Activity and Message) Reading bilingual books during small groups Using word walls and vocabulary words (using pictures and gestures) Completing sentence frames Drawing and writing Read aloud	1	1			1		1	1	1	1				
For students that are having difficulty, I try to find books that are about what interests them. I also try to find books that have people/ideas that represent that child and/or their culture. I like to discuss/show pictures to generate discussion about the topic in the book before reading to build background knowledge. I pre-teach vocabulary and pair with a picture and TPR (for younger students). We take a short picture walk (if the book has pictures). We read each page and discuss any colloquialisms and connect cognates. I ask questions for each page that can be answered with the text and those that require outside knowledge. Throughout the book, we revisit previously read pages to practice and review.	1	1	1		1	1				1				
Guided reading Flipgrid and ClassDojo portfolios for oral language integration Sentence frames for response Word study instruction	1						1	1						
Have consistent reading groups with them, have them listen to the story and focus on the words as its being read to them, practice reading the story together to build fluency, give them dictado sentences from story to develop writing and word recognition, find patterns in words in the story and point them out (particularly ones the student is using but confusing), summarizing the story using 'somebody wanted but so' and first, next, then, last' both orally and in writing. Orally predict what is going to happen in the story by only looking at the pictures.	1	1	1		1		1	1	1	1	1	1		
Talk/speak/communicate	1	1	1		1	1								
Phonics/Phonemic Awareness/Decoding/Sounds				1										
I supported my students by teaching them literacy in Spanish in an authentic way (sílabas). And helping them make cross- linguistic connections. Reading aloud and modeling oral language.	1									1		1		
I teach phonemic awareness				1										
Illustrations, realia, and connections to prior knowledge.					1	1								
In learning the language, they are exposed to the vocabulary														
repeatedly, practice it as a whole group, in a smaller group and														
in partners. They are then given a phrase, if needed, to begin														
practice what they have spoken into														
writing.		1	1					1	1				1	
In lower grades we are using more "science of reading" approaches like Orton-Gillingham and Heggerty to make sure we are explicit and systematic in our approach to some of the foundational skills, but oral language instruction beyond phonemic awareness is not a part of this currently.				1				1		1				

In my classroom, I provide explicit and systematic phonics instruction. Additionally, we spend lots of time working on developing students' phonological awareness as well as language comprehension. We spend a large chunk of time on pre-reading activities such as making predictions orally using sentence stems and learning new vocabulary words we will encounter in the story. My literacy block consists of whole group instruction and heterogenous partner work. Moreover, I use small group instruction using homogeneous groupings for additional targeted instruction.	1	1		1			1	1			1		1	
In third grade, I have struggling readers in both languages. Generally it is the same students in both languages but occasionally a student who reads on grade level in their home language and is far below in their target language. The supports for these two groups are different. For those who struggling in both languages, there may be a barrier to reading and I would generally recommend an SBIT to discover what it is. Reading intervention in English (the only intervention available at the school) is also recommended as a pull-out or section of their ELA class. For those who struggle only in their target language, I see it as a need for bridging and a increased oral language. Kids who cannot yet speak in their target language can often "sound out" words phonetically but there isn't any meaning there. They need more oral language. Secondly, they need more bridging. I often encourage students to translate for themselves when they say they can't understand what they are reading. I am working on including more explicit bridging in my lessons for all students.	1			1										
LOTS of Phonological awareness and phonemic activities, picture walks, adjusted rate of speech, sentence stems, repeated exposure to new vocabulary in different activities (ex: learning about plants in science, read about plants, write about plants, hands on planting a seed activities, math counts seeds and repeat the word "seed" each time we count an additional seed), focus on tier 2 words, teach using a question's key words to help you answer in a compete sentence.		1	1	1	1		1		1					
One of my ELL students was a newcomer from Honduras. He could not read in English or Spanish and new 18/26 English letter sounds. For him, decoding was extremely important because in his very rare case no one had ever taught him explicitly due to his family moving around. We reviewed the letter name, letter sound, and a picture of each alphabetic letter everyday for 5 weeks. Secondly, in writing and speaking time during morning meeting, I always have sentence frames for him. These helped him get started in his writing. This helped him participate in social talk time with his peers. During reading groups, we would build background knowledge about small books on his level before decoding, talking about each picture. Sometimes we'd speak in Spanish (acerca de fútbol o sus amigos) and sometimes English. If he didn't know the English vocabulary of a word (ex. Fútbol) we would translate it to English and do a matching physical movement (TPR). We also read rhyming books such as Dr. Seuss together a lot. I wrote a readers theatre play on Ancient Mali and gave him conversational lines to participate that were at his speaking level. pictures/visuals, words, verbal instruction, peer support slides with vocabulary, books to read with partner or as a class Provide literacy support in first language whenever possible Make literacy learning a comfortable & fun experience - students may feel stress/anxiety about learning literacy (especially when they are older students) Make sure that reading, writing & speaking are used & intertwined all day, every day They create their own books with simple language they understand. Images are also necessary. They read the book to themselves, to me and to their classmates (usually pairs or small groups).	1 1	1 1	1	1	1 1	1	1	1	1 1	1	1	1	1	
Try to provide background knowledge about the text we will be reading. Encourage discussions about the books and things they now or wonder about the topic. Combine decoding activities and repetition of key words and then provide opportunities for practice.	1	1	1	1		1								

APPENDIX L

APPENDIX L

OPEN-ENDED SURVEY RESPONSE ANALYSIS

Please describe what oral language instruction in a dual-language classroom means to you and provide examples.

Open-ended question 12				
Please describe what oral language instruction in a dual- language classroom means to you and provide examples	*Process Info through Discussion with others (Talk about what they've learned)*	*Teaching how- to communication/ speaking/talk correctly*	*Speaking/under-standing/learning a language (Home or target)*	*Total Response Category Count*
Total respondents who answered X	*19*	*17*	*14*	*28*
% of respondents who answered X	*68%*	*61%*	*50%*	
*Oral Language Instruction is **teaching the speaking part of language development.** There are four pillars of language learning: reading, writing, listening, and speaking. Oral language instruction can look like directly instruction, student talk time with their peers, students using sentence frames to frame their conversations about math, explicitly **teaching kids different tiers of vocabulary** such as transition words, evidence words.*		*1*		
*To me it means to provide students with opportunities to use **key words, sentences, or tools to communicate effectively.** It might start with singing songs or poems, and move to sentence stems but as they gain confidence and solidify their ability to communicate in the target language the expectation is for them to communicate their ideas as much as possible.*	*1*	*1*	*1*	

*To me, oral language instruction in a dual language classroom means **developing students' language comprehension** by developing students' phonological skills along with their understanding of semantics/vocabulary, morphology, and syntax in both languages. Additionally, it is important to develop their l**istening and speaking** skills in both languages along with metacognitive skills. One way of doing this is by making the connections between the two languages explicit through activities such as bridging and dictation.*		*1*	*1*	
*I do think that all students do not get enough time to talk and **process information through discussion**. I think it is even more important for dual-language and emergent bilinguals to have opportunities to use the target language in supported and unsupported activities.*	*1*		*1*	
***understanding sound/ word segment meanings,** using words with correct meaning in sentences looking for language cognates between English and Spanish*		*1*	*1*	
*Before students can learn to read they need to learn to **speak in a target language.** Opportunities to practice this needs to be built in throughout the day. Some happens naturally but as a teacher, you also need to provide specific times for practice.*			*1*	
*I teach math and science in Spanish. We work with **communication**, cultures and connections. The oral language instruction starts from the moment the students arrive in the classroom, either asking or answering simple questions. Every morning we have almost 20 minutes to do the morning meeting. This time is so important because we can do community building activities while they practice in the target language. Also, during Math and Science **I provide spaces to talk and develop oral language using number talks, number sense routine, science projects, oral reports, drawing, writing, and we have another time to converse during the closing meeting.***	*1*	*1*	*1*	

Having students speak and write all day across the content areas *(reading, math, science & social studies)* ***Specifically teaching academic vocabulary words & providing sentence starters and/or frame****s to support student use of new academic vocabulary Having students assigned to talking partners & talking groups ... most learning is done with a partner or small group so that students have to talk as they work Focus on a student centered class for learning as opposed to teacher centered – students learn to work together to learn new information & to ask each other for help instead of the teacher being the sole provider of info/assistance*	*1*	*1*		

Open-ended question 12				
Please describe what oral language instruction in a dual- language classroom means to you and provide examples	*Process Info through Discussion with others (Talk about what they've learned)*	*Teaching how- to communicatio n/ speaking/talk correctly*	*Speaking/195 ndue standing/lear nin g a language (Home or target)*	*Total Response Category Count*
Total respondents who answered X	*19*	*17*	*14*	*2 8*
% of respondents who answered X	*68 %*	*61 %*	*50 %*	
Oral language development for Els is one of the focus areas for their work with ESL specialists. Spanish oral language instruction is mostly through opportunities like ***interactive readalouds*** *but other than that is* ***pretty informal.***	*1*		*1*	
Providing opportunities to safely take learning risks when collaborating and sharing in the classroom *(supports such as examples/nonexamples,* ***sentence frames****, visual aids, modeling, connections to prior knowledge, etc)*	*1*	*1*		

*To me, it means using the target language as the tool to **teach students how to think, express themselves, engage in conversations, write**. It covers the basic day to day conversations and **informal communication amongst peers** to **formal academic conversations** revolving in what is being taught and the interaction with the academic material. It can start from the morning meeting/greeting to assessment.*	*1*	*1*	*1*	
*Oral language activities I use include: think-pair-share, songs/chants, providing sentence stems for students to use in their replies, having set times or activities where the **target language is required.***	*1*	*1*	*1*	
*Intentional **time and practices for meaningful speaking opportunities**- for the benefit of speaking and the powerful ripple effects that will have for the students*	*1*			
*Students have many opportunities to **speak, explain, describe**, etc*	*1*	*1*		
***Teaching in a students home language and target language**. Biliteracy is the goal. Coparenting for teaching!*			*1*	
In dual language instruction, which is also known as dual immersion instruction, students develop academic skills in their native language, while building skills in a different language. Often, half of a class will consist of non-native English speakers, and the other half will consist of native English speakers. To it means that Bilingual and Dual Language programs promote bilingualism and biliteracy, grade-level academic achievement and cross-cultural competence in all students. Students maintain their native language while adding another language, and they develop pride in their own culture while developing an understanding of others. As a dual language educator I have to keep in mind three pillars of dual language: 1-Bilingualism/biliteracy. 2-High academic achievement in both program languages. 3-Sociocultural competence Studying two languages allows children to learn in one language and transfer those skills to a second language. Thus strengthening BOTH languages. Pairing with children from another culture leads to open-mindedness, flexibility, and acceptance of others= to cultural awareness..... so important in our world more than ever.			*1*	

Open-ended question 12				
Please describe what oral language instruction in a dual- language classroom means to you and provide examples	*Process Info through Discussion with others (Talk about what they've learned)*	*Teaching how- to communication/ speaking/talk correctly*	*Speaking/197ndue standing/learnin g a language (Home or target)*	*Total Response Category Count*
Total respondents who answered X	*19*	*17*	*14*	*28*
% of respondents who answered X	*68 %*	*61 %*	*50 %*	
Oral language instruction must be intentional. I learned early on that if I didn't plan for it, it wouldn't happen. I think of oral language instruction as equipping students with the tools to ***express themselves, to communicate with others, to better understand the world. We use sentence frames*** *to talk about our lives. To role play. To put on skits and plays. We research and then present our work to others. We have routines. We always reserve time on Fridays for oral language activities. We use* ***vocabulary words*** *from earlier in the week and* ***compose oral and/or written dialogues.*** *We have rubrics and grade each group's performance based on their use of the words, expression, eye contact, and gestures. It all matters in oral language development.*	*1*	*1*		
Practice communicating orally, *either through answering questions,* ***having discussions*** *or speaking with peers. Sometimes they need* ***sentence stems. Peer tutoring is also a way to practice oral language.***	*1*	*1*		
Oral language instruction in a DL classroom means the teacher makes a deliberate effort to ***bridge content vocabulary between home language*** *(e.g. Spanish) and the* ***language being practiced*** *(e.g. English). Oral language instruction should also be balanced with writing and reading tasks.*			*1*	
The opportunity for students to ***verbalize their ideas,*** *concepts being learned, connections, and* ***acquisition of new vocabulary.***	*1*			

I understand the importance of oracy and try to incorporate as many opportunities as I can in my lessons. However, due to the lack of time, I have noticed that I focus more on reading or writing. Additionally, I have not supported my students with enough incentives to use some of those oracy techniques outside of the guided lessons and activities. So, socially the students tend to reverse to English.				
*Using **cooperative learning strategies and discussion techniques** to have one hundred percent participation. Designing literacy activities **including songs, shared reading and independent reading to allow students to have common text to discuss. Story telling with vocabulary support** prior to writing.*	*1*			
*Using strategies such as **'Asi se dice' give students the opportunity to talk with other children** and as a class to construct meaning of a difficult passage. **Using sentence stems to encourage and facilitate participation**. Having students share what they learned in content classes at the end of class and providing a **sentence stem for students who need it.***	*1*	*1*		
*Oral language is **when the student interchange their ideas into conversation and dialogue**. For example the conversation between students about a specific topic.*	*1*			

Open-ended question 12				
Please describe what oral language instruction in a dual- language classroom means to you and provide examples	*Process Info through Discussion with others (Talk about what they've learned)*	*Teaching how- to communication/ speaking/talk correctly*	*Speaking/under standing/learning a language (Home or target)*	*Total Response Category Count*
Total respondents who answered X	*19*	*17*	*14*	*28*
% of respondents who answered X	*68 %*	*61 %*	*50 %*	

*To me, oral language instruction means guiding students to focus on the s**poken language for instructions and through production**. I like to ask students to reiterate instructions in Spanish and English to make sure they know what the words I said to them mean, and that they know what they will be doing. Additionally, I like to do listening practices where students listen and answer questions, as well as class discussions about videos. I also like to have students do short presentations and submit recorded verbal answers to essential question*	*1*	*1*	*1*	
*I used to do activities to try to develop their oral language, l**ike talking about a picture**, teaching them vocabulary, **partnering them with other students, so they could learn from** them.*	*1*	*1*		
*It means that students are using both **academic and social language to communicate ideas** and ask questions to facilitate learning.*	*1*	*1*		
*It is very important for students to practice. It is vey difficult when we do not have enough Spanish speakers who can speak the language and be a model for others. When there aren't sufficient Spanish speakers, I tend to find a short video on the topic that can bridge the language. For my grade level, a Spanish 'Ideo for toddler's is helpful to begin with, and then add on a song or book with more language. **Teaching students how to talk with each other is also helpful in having them talk to each other with a purpose.***		*1*	*1*	

APPENDIX M

APPENDIX M

DOCUMENT AND ARTIFACT ANALYSIS

Name	**LS** Rehearse in Context	**LS** Comprehensible	**LS** Expands ling rep.	**V** Collab	**V** Context.	**V** Meaning/ Comp.	**D** Open	**D** Give/ Take	**D** Connect Disc.	**D** Talk teach /stud	**D** Prob Solv/ Reas
Clotilde	X	X	X	-	X	X	-	-	-	-	-
Clotilde	X	X	X	-	X	X	-	-	-	X - **T**	-
Celia	X	-	X	X	-	X	-	-	-	-	-
Celia	X	X	X	X	X	-	-	-	-	X	-
Sonia	X	X	-	X	X	X	X	X	X	X	-
Sonia	X	-	-	X	X	X	-	X	X	X	-
Kelsie	-	-	-	X	X	-	-	X	-	X	-
Kelsie	X	X	X	X	X	X	-	X	X	X	-
Rainbow	X	X	X	X	X	X	-	-	-	X	-
Rainbow	X	X	X	X	X	X	X	X	X	X	X
Gabriela	X	X	X	X	X	X	-	-	-	X	-
Gabriela	X	X	X	X	X	X	-	-	-	X	-

Anna	X	X	X	X	X	X	X	X	X	X	-
Anna	X	X	X	-	X	X	-	-	-	-	-
Out of 14	13	11	11	11	13	12	3	6	5	11	1

BIOGRAPHICAL SKETCH

Lucy Montalvo resides in Charlottesville, Virginia and can be contacted at lucymontalvo82@gmail.com. Lucy holds a Bachelor of Arts in Early Childhood Education from the University of Puerto Rico, Rio Piedras that she earned in December 2004. She holds a Master of Education in Educational Leadership from the Pennsylvania State University in May 2007. Lucy earned a Doctor of Education in Curriculum and Instruction specializing in Bilingual Education from the University of Texas Rio Grande Valley in December 2021.

Lucy began her career teaching preschool in State College, Pennsylvania for two years. She later moved to Lynchburg, Virginia where she taught Spanish FLES (Foreign Language Elementary School) to students in grades kindergarten through third grade for three years. She later transitioned to Charlottesville, Virginia, where she was a coordinator at an immersion preschool. Later she became a Spanish second grade dual language teacher for seven years in addition to coordinating and supporting professional development for this program. In December 2020, she co-authored a bilingual children's book called *El ABC de la Comida Puertorriqueña, The ABCs of Puerto Rican Food*.

She currently offers professional development and consulting to dual language schools throughout Virginia. In November 2021, she took over as President of VADLEN, Virginia Dual Language Educator's Network, advocating for dual language programs across Virginia.