CHAPTER ONE

INTRODUCTION AND LITERATURE REVIEW

1.0   Introduction

This case study examined the biliteracy practices at a private middle-upper class bilingual school in Mexico. Two main objectives were to compare the differences and similarities between literacy instruction in the Spanish and English classroom and the strategies students applied during literacy activities. Data were collected through classroom observation, teacher, student and parent interviews, document analysis of students' literacy work and school documents, photographs and video footage of literacy instruction.

This chapter will begin with a general overview of the investigation and the motivation for the study. A literature review of previous studies in the field of bilingual education and literacy in Mexico and the United States follows. The chapter concludes with a brief description of the study's research design.

1.1   Overview & Motivation for the study

Since this study was based in a Mexican school and with Mexican students, it is important to begin by discussing the literacy research developments that are occurring in Mexican schools. There have been fewer studies on literacy and biliteracy in Mexican schools than in the United States. However, the following studies are important for understanding current literacy practices within Mexico. The studies specifically concentrate on literacy learning and instruction in Mexico.

Recently Mexican policy makers and researchers are taking interest in better understanding literacy practices being currently implemented in Mexican schools.

Although there are more studies on Mexican immigrant students' literacy development in the United States, it is important to cite some of the important studies and programs developing in Mexico. For example, the *Secretaría de Educación Pública* (SEP) in Mexico began in the year 2001 a new literacy program, *Programa Nacional de Lectura*, with the hope of making advances towards better development of literacy instruction and practices. The focus of the program is to *"...fortalecer los hábitos y capacidades lectoras de los alumnos y maestros..."*. (*Secretaría de Educación Pública*, 2001)

Although the SEP has begun this program they also openly reveal their lack of programs for producing information about the country's current state of literacy development. The SEP also admits that very little research has been done in regards to literacy practices in Mexican schools. They claim four specific areas where research continues to be much needed. Two examples of these include researching, "*Niveles de práctica de la lectura y la escritura logrados en la escuela, así como los factores asociados a estos niveles*" and "*Comportamientos lectores de la población en distintas edades, tanto en la escuela básica, como en la normal y en la educación universitaria.*" (*Secretaría de Educación Pública*, 2001) The motivation for this study is based on the SEP's statement concerning the necessity for more research in the field of literacy in Mexican schools. In a SEP publication by Michéle Petit (1999) she stated that in Mexico she has heard the comment, "*Los jóvenes ya no leen*" (p.15). This idea was also publicized in a Mexican newspaper. The article was titled "*Cada vez se lee* menos" and it presented statistics as Mexico being one of the countries with the fewest number of readers (Reyes Calderón, 2002). However, more research is needed in Mexico in order to support the claims that Mexicans are not reading. Therefore, the need to analyze literacy practices in Mexican schools in order to understand how often students are

reading and what types of literacy instruction and strategies are being used continues to be an important area for research in Mexico.

As more emphasis is placed on literacy instruction and learning in Mexico it is important to study current literacy trends in Mexican schools and provide these schools with effective tools for improving students' literacy skills. Seda-Santana (2000) discusses the need for qualitative research paradigms to increase research in the school and classroom setting. She claims that, "in light of the need for immediacy, the content of Latin American research has focused mainly on program development and implementation and evaluation of educational programs. The immediacy of problem solving within formal schooling, a traditionally closed setting, has opened itself to analyses of these sorts." (Seda-Santana, 2000, p.7). Researchers in Mexico need to begin directing their research efforts towards schools and classrooms where information about literacy practices can be collected and analyzed. Literacy research in Mexican schools can provide Mexican teachers and policy makers with some helpful tools to strengthen instruction and student strategies. (Smith, Jiménez, & Martínez León, 2003)

1.2   Literature Review

Recent work by Jiménez, Smith, & Martinez León (2003) evaluates the language and literacy practices of two Mexican schools. Their data collection procedure of classroom observations, teacher, director and student interviews, and document analysis found a strong emphasis placed on control of written language. Reading was found to also be somewhat controlled but the students did have some choice in book selection. This contrasted greatly with the degree of freedom that these same students had when dealing with oral language. Children were permitted to express themselves with oral language throughout the class time.

Unpublished work by Ballesteros Pinto (2003) also found similar practices with written language in a Mexican public school. Students were asked to copy texts from the chalkboard or from a book into their notebooks but were rarely allowed to "author" their own stories. Ballesteros (2003) found that students mainly worked on developing the "scribal" functions of written language. The focus on written form in the two fourth grade classrooms included the use of the red pencil for writing capital letters and for punctuation marks, teacher hypercorrection and students' frequent copying of teacher-directed texts (Ballesteros Pinto, 2003).

De la Garza & Ruiz Ávila (1994) researched literacy practices in sixth grade students in Mexico City. Specifically they observed how students produced texts and what kind of literacy practices were used to create these texts. They found that students in the sixth grade level continued to use a different colored pencil for capitals and punctuation marks. They also observed student texts accompanied by drawings that served a variety of purposes. The drawings were used as an expression of the written text, for description purposes or as a means of filling up the page (De la Garza & Ruiz Ávila, 1994). These are similar literacy practices that were found in the previously mentioned studies observing children in younger grade levels.

Seda-Santana's (2000) overview of researchers' study of literacy in Latin America discussed similar results as Jiménez et al. (2003). Seda-Santana (2000) found that Spanish literacy curriculum and government policies for teaching "*lectoecscritura*" are based on placing an emphasis on literacy skills and behaviors. Work by Ferreiro (1989) in Latin America also revealed that students often are working on conventional forms of writing and appear to not even be interested in meaning.

Another contribution to literacy research in Latin America is a study done in Mexico, by Rockwell (1991). Rockwell's study observed reading and writing in a total

of 50 classrooms between the third and sixth grade in eight different schools. The study discussed the implicit teaching of reading and writing by the teachers and how this affects the processes students pass through while reading and writing in the classroom. This study showed once again how teacher emphasis based mainly on the accurate production of skills in reading and writing was indeed hindering the students' ability to become literate within the classroom setting.

These studies have presented a variety of the literacy practices that are occurring in Mexico. They mentioned a range of grade levels and schools with different socio-economic status. These studies are important for drawing conclusions about the current literacy practices at the school in this study. Since there is a limited amount of literature discussing literacy practices in Mexico I now present a variety of studies performed in the United States that address literacy and biliteracy learning and instruction with Latino students.

Concerns with literacy and biliteracy in the United States educational system amongst language minority students have slowly become a focus for recent research (Jiménez, 2002; Halcón, 2001). In the past, policy makers, teachers, and researchers have not placed sufficient importance in this field of study. However, concern for the academic achievement of Latino students has brought about the need for instructional changes to take place with the hope of raising these students' academic achievement (Goldenberg, et al., 1992). Freire & Macedo (1987), however, when talking about illiterate students in the U.S. place the fault for academic failure upon the school system itself and the curriculum, "…students are reacting to a curriculum and other material conditions in schools that negate their histories, cultures, and day-to-day experiences. School values work counter to the interests of these students and tend to precipitate their expulsion from school"(p.121).

Researchers have begun to look for ways to better develop literacy learning in the United States and some have turned to changes in instructional practices within classrooms (Gersten & Jiménez, 1994; Jiménez, 1994). Jiménez (1994) expresses the following concern, "Finding ways to meet the needs of Spanish/English bilingual readers requires taking a fresh look at existing practices, developing new information derived from research, and documenting more completely how this information can inform classroom practice."(p. 99). Literacy practices in the United States have not accurately taken into consideration the linguistic diversity of minority language speakers and have not been designed to meet the student's cultural and linguistic backgrounds (Reyes, 1992). Freire & Macedo (1987) also comment on the need for change in the educator's understanding of these diverse students, "They need to use their students' cultural universe as a point of departure, enabling students to recognize themselves as possessing a specific and important cultural identity" (p.127). Educators and policy makers need to accept and take advantage of students' cultural identity in order to obtain effective literacy instruction and literacy learning for language minority speakers.

With changes currently occurring in SEP policy in regards to literacy, Mexican policy makers and educators need to understand the importance of implementing effective instructional methods and reading strategies for producing literate and biliterate students. This will require an evaluation of Mexico's current literacy curriculum and an analysis of successful literacy practices in similar contexts. Since there are a limited number of literacy studies in Mexico it is important to discuss recent research on the literacy practices of language minority students in the U.S. (Langer, Bartolomé, Vásquez, & Lucas, 1990). Jiménez (2001a), specifically looked at Latino/a students' literacy development. He provided a group of students with a variety of

reading strategies. These strategies included, "making inferences, asking questions, dealing with unknown vocabulary items, accessing cognate vocabulary, translating, and transferring information across linguistic boundaries"(p.19). Students were also taught the think-aloud procedure, which is the process of silently reading a text while orally describing your thought processes as you read. This procedure was used to reveal important trends about the students' current reading strategies and how they may have been changed or improved upon over the course of the study.

Trends that emerged as a result of Jiménez's work were the need for instruction that is sensitive to the students' linguistic needs, instruction that is relevant to each individual student's culture and an approach that cognitively challenges these Latino students. At the completion of this study students had an increased awareness of literacy, obtained greater understanding of how to process a text and more knowledge of their first language (L1) and second language (L2), and the impact they can have on their literacy development.

Researchers continue to disagree as to whether a child should be taught literacy first in their L1 and later, once a foundation is formed work on literacy learning in their L2. Researchers like James Cummins (1979) felt that students would not be able to succeed academically if they did not first learn to be literate in their L1. Cummins introduced the idea of cognitive and academic language proficiency (CALP). He specified that if these aspects were absent in the students' language they would not have academic success. However, Cummins' work has been challenged, adapted and pondered by many researchers. Other research has provided a somewhat different view to Cummins' idea.

Troike (1984) claims that language achievement is not only founded on linguistic and cognitive proficiency but is also closely related to social and cultural

influences. He challenges, "…the counterevidence suggests that social and cultural factors may be much more powerful than purely linguistic factors in influencing educational achievement, and, indeed, that the linguistic factors may be simply a second or third order reflection of the social and cultural context of schooling"(p.49). For Troike the social and cultural aspects of language learning are more important for student success than Cummins' cognitive language proficiency.

Jiménez (1994) presents a somewhat different perspective with Cummins' idea that transfer will occur inevitably if language minority students receive instruction in their L1. Jiménez argues that some students may discover on their own how to transfer literacy skills from one language to their second language but that it is not inevitable. Some students need to be taught these skills. He continues to claim that this type of transfer instruction is possible and even a necessity for the success of these children.

It is important that teachers and policy makers are aware of the outcomes of these types of studies and have a solid understanding of L1 and L2 literacy to be able to accurately assess and teach these bilingual students.

Although this study addresses literacy learning in Mexican schools it may present implications for improving literacy instruction for Mexican students within the U.S. context. Without an understanding of the type of literacy instruction that these Mexican children received in Mexico, U.S. classrooms may not be able to maximize effective literacy practices for these linguistic minority students. The knowledge of the literacy background Mexican students already bring to a literacy lesson may be valuable information for appropriate literacy instruction in the United States. Regarding this type of knowledge, Maria de la Luz Reyes (1992, p.427) states, "…if teaching practices are to be all inclusive of all learners, they must begin with the explicit premise that each learner brings a valid language and culture to the instructional context."

A recent goal of educators and researchers is improving instructional practices in U.S. school systems. Jiménez & Gersten (1999) call these efforts to change literacy instruction "reform." Reform is defined as "new instructional approaches to teaching literacy that includes the replacement of conventional techniques…" (Jiménez & Gersten, 1999, p. 267). In this same work Jiménez and Gersten looked in depth at the literacy instruction of two Latina/o teachers in the U.S. with the intention of finding ways to improve upon literacy instruction for Latina/o students. Some research in education has sought to create successful instructional practices for students with diverse linguistic and cultural backgrounds (Ladson-Billings, 1994; Moll, 1988). These successful practices included teacher understanding and acceptance of the students' cultural and linguistic diversity and the implementing of their culture in daily classroom activities (Jiménez, 2001b).

Research on teacher instruction in Spanish/English bilingual classrooms in the U.S. context conducted by Moll & Diaz (1987) revealed that students were not using transfer from Spanish to English in their bilingual class due to instruction practices implemented by the teacher. Literacy learning in each classroom was essentially different from one another. The teachers instructing in the students' L1 or L2 did not collaborate with or share instructional strategies for teaching literacy or work together to form an effective and similar curriculum for both languages. Therefore, this type of setting did not encourage the students to develop reading strategies to be used across language environments. Moll and Diaz worked with these teachers in order to produce effective instructional change at this particular research site. Their goal was to improve the current state of learning. Moll & Diaz (1987) claim,

> It is our contention that existing classroom practices not only underestimate and constrain what children display intellectually, but help distort explanations of school performance. It is also our contention that the strategic application of cultural resources in instruction is one important way of obtaining change in

academic performance and of demonstrating that there is nothing about the children's language, culture, or intellectual capacities that should handicap their schooling. (p.300).

In summary, Moll and Diaz found that school success and failure lies in the social structure of schooling and can only be found "…in the social manipulations that produce educational change." (p.311). These results are similar to Troike's (1984) concept of SCALP. Both Troike (1984) and Moll & Diaz (1987) express the importance that social and cultural factors play in the academic success of students learning in their L1 and their L2.

Trueba's (1990) research on the role of culture for the acquisition of English literacy by minority language students also concluded that instruction should initially be in the students' L1 and if this is not possible then effective instruction in English should include the use of the students' cultural knowledge and experiences in all learning activities.

Research on biliteracy instructional practices will remain a constant necessity as long as Mexican international or bilingual schools and U.S. schools are serving diverse linguistic and cultural student populations. Even in English-only and monolingual school systems the knowledge of how these bilingual students acquire literacy skills in their native language and in English is essential for teacher and student success. The continued implementation and acceptance by schools, of new strategies and techniques such as those mentioned by the above researchers, will be important steps to improving the academic success of Latino students. I will now discuss research on reading strategies by English/Spanish bilingual students. These studies are important for contrasting the strategies used by emerging bilingual students and the students in this study. The results found in these studies may aid in understanding the current reading strategies implemented at the participating school in this current study.

Studies on the uses of reading strategies by bilingual Latino students are a recent development. Jimenez, Pearson, & Garcia (1995) define reading strategies "as any overt purposeful effort or activity used by the reader to make sense of the printed material with which he or she was interacting"(p.76). The case studies performed by Jimenez et al. (1995) compared the reading strategies of three children and found that a proficient bilingual reader differed from the other varying types of bilinguals in her use of strategies for dealing with unfamiliar vocabulary, her views of the importance of reading, how she related to the text, and the ways in which she used her bilingualism to her advantage while reading.

A study conducted by Langer et al. (1990) revealed that students used their knowledge of Spanish literacy as a source for creating understanding in English literacy. Therefore, the students carried L1 reading strategies over into their L2. Pritchard (1990) studied high school bilinguals and found that these students used shared reading strategies between English and Spanish. Students transferred their reading skills that they had learned in one language to the second language.

Dávila de Silva (1984) argues that reading in both English and Spanish is a meaning centered activity. She provides evidence that a child who has developed reading strategies for acquiring meaning in Spanish does not need to learn to read in English. She claims that the same strategies will be used in the L2. Barrera (1984) shares this view that children learning to read for meaning do not form separate processes for each language. Strategies for comprehending texts are transferred from one to the other. Barrera (1984) concludes that if sound reading instruction focused on meaning is occurring in the classroom, students may "codevelop" their L1 and L2 reading abilities.

Another case study by Jiménez (2001b) demonstrates how the implementation of effective reading strategies for a bilingual Latino learner labeled by her teachers as having a language related disability helped her change her views about learning to read, as well as providing her with the tools to become a successful reader. Some of these tools were strategies such as how to deal with unfamiliar vocabulary, re-reading, and translation. Understanding students' use of their reading strategies and how they obtained these skills can reveal important information necessary for developing an effective literacy curriculum. The results of studies, where specific reading strategies were taught and used by groups of students, supplies educators, and policy makers with valuable information to restructure instructional practices with the goal of improving education for these bilingual students. The previous studies focus on a variety of student age ranges. In the following section I review some important contributions in the field of early childhood literacy development.

In early childhood literacy development a variety of studies have been performed to better understand the transfer of skills from the students' L1 to the L2. Snow, Burns, & Griffin (1999) did research on preschool literacy environments and how they are related to the development of strategic reading skills. They found that many children with diverse linguistic backgrounds are "in special need of early language stimulation and literacy learning. (Snow et al., 1999, p.1) They conclude with a variety of strategies for improving the literacy environment in preschool classrooms.

August, Calderón, & Carlo's (2000) work on third grade literacy development looked at a Success for All program in order to observe if there was a transfer of literacy skills from Spanish to English. They were also working to find a good starting point for English literacy instruction. One question investigated was how English oral proficiency plays a part in the process of literacy skills transfer from Spanish to English.

The findings of the research showed that transfer from Spanish to English does occur and that literacy instruction in the students' L1 does indeed help them develop literacy skills in English.

Mulhern's (1983) case study of two kindergartners' literacy learning in Spanish discusses the continued use of phonetic based programs and the instruction of letters and syllables rather than focusing on meaning. The study observed students from a low-income Mexican community in the U.S. There is some evidence that this tendency is also occurring in Mexican lower and middle-class schools (Jimenez et al., 2002). Mulhern's work was based on the idea that literacy is built under social circumstances. She concluded this idea by stating, "…politicians and educators should not have the only voices in constructing definitions of literacy and literacy learning. Children's voices count as well. Acknowledging this means using children's ways of constructing definitions of themselves as readers and writers to inform pedagogy" (Mulhern, 1983, p.37). To better understand students literacy learning it is essential that researches, teachers and policy makers begin listening and observing students own perceptions of learning to read and write in their L1 and their L2.

The current study evaluates some similar questions to those of Edelsky (1986), in her yearlong study of an elementary school bilingual writing program. She looked at how writing in Spanish is related to writing in English. She also analyzed literacy instruction being implemented by the teachers selected for this case study. Among her many conclusions she found that teachers beliefs and instruction had a strong effect on the students and their students' writing. In regards to her research question about Spanish writing being related to English writing, Edelsky discovered some similarities and differences. Children tended to use Spanish orthographic knowledge when writing in English and some students segmented by syllables in Spanish but not in English. She

concluded that these types of comparisons reveal that these children "applied (not a passive transfer, but an active application, adaptation, and modification) what they knew about first language writing to writing in the second language" (p.117). It was in fact a learning process of using already acquired knowledge of a language and applying it to the other language until the L2 gaps could be filled in by new knowledge of the L2. Research in early childhood literacy development is important for understanding young children's processes of learning to read and write in their first and second language. Continued research in this field will allow for improved initial literacy instruction for bilinguals.

1.3   Theoretical framework

Barton's (1999) work provided some essential definitions and concepts that guided the way the data were considered in terms of literacy learning and instruction. These included definitions of a literacy event and literacy practices and Barton's two main types of writing. This research follows Barton's idea that in order to understand literacy it is essential to analyze and observe events where reading and writing are taking place. Barton (1999) defines literacy events and practices as:

> …the two basic units of analysis of the social activity of literacy. Literacy events are the particular activities where literacy has a role; they may be regular repeated activities. Literacy practices are the general cultural ways of utilizing literacy which people draw upon in a literacy event." (p.37).

Barton's two functions of written language, "scribing" and "authoring", are important for the theoretical framework of this study. When discussing the scribal function of written language Barton states, "To refer to neatness, spelling and the mechanics of writing is to concentrate on the scribal aspects of writing." (Barton, 1999, p.166). This is to say that punctuation, accent marks, and other physical characteristics of the written word are to be counted as scribing. Authoring, however, is the act of

thinking about and deciding what to write. In other words, scribing is focusing on form whereas authoring refers to a more meaning centered activity.

1.4   Students' Developing Theories about Literacy

As this study analyzed students' work over the course of one and a half years it is important to look at children's theories of literacy as continually changing and being shaped. Freire & Macedo (1987) discuss the role of the educator in a student's learning process. "The educator, as one who knows, first needs to recognize those being educated as the ones who are in the process of knowing more" (p.41). Children are continually developing and testing hypothesis about literacy.

In a case study by Ferreiro (1986) on emergent literacy she rationalizes two students' reading and writing strategies. In this work she presents each students' approaches to learning to read and write and the phases that these children pass through over a two-year period. She analyzes how the students develop and change theories about literacy. The students may use different strategies and approaches to their reading and writing but Ferreiro (1986) concludes that all young children develop interpretive systems for literacy that are not always replications of what they have been formally taught by their teachers.

Gordon Wells found similar results in his study observing children's pre-literacy skills. Gordon Wells (1986) observed preschool age children's "literacy-related" activities before they began formal schooling. He also observed their attitudes towards literacy. Wells (1986) wanted to understand the children's home literacy-related activities and literacy attitudes in order to understand what may make a student a successful literacy learner once formal education started. He observed children interacting in four different literacy activities: (a) Looking at and discussing picture

books, (b) listening to stories, (c) drawing and coloring, and (d) writing or pretending to write. Of these four activities writing was observed the least and listening to stories and drawing were the most frequent literacy-related activities. Wells (1986) concluded that listening to stories was the most beneficial activity for preparation of literacy learning. He also discusses that a parent's literacy activities influence their children's attitudes towards literacy and even model literacy behaviors for their children.

Denny Taylor (1983) discusses the importance of the context of literacy and how it is an everyday act of experiencing print through real life activities. She states that a student's failure to learn to read and write may be due to the form in which written print is presented to them. She comments, "Print is presented to them as some abstract decontextualized phenomenon unrelated to their everyday lives" (Taylor, 1983, p.92). In fact she continues by expressing that school's traditional practices of teaching literacy are not sufficient for providing all students with the proper tools for being successful literate students (Taylor, 1983). She shares, "Only when children have had the opportunity to inventively construct literate language uses which make sense to them will they be able to participate fully in literate society" (Taylor 1983, p.93).

Children are continually developing their theories about literacy. A variety of factors influence this development. These factors can include parents' daily modeling of literacy activities, teachers' formal literacy instruction and a child's ability to draw their own hypothesis and conclusions about certain aspects of literacy.

In this literature review I have addressed instructional practices, reading strategies, early childhood literacy development and literacy practices in Mexico and the U.S. I also briefly discussed the theoretical framework for this study and studies that approach students' literacy theories as continually changing.

1.5   Research Design

The following case study seeks to understand the biliteracy instruction and biliteracy strategies of English/Spanish-speaking Mexican students within their native country. Research questions that guided my study were the following: What literacy strategies are teacher taught in the students' L1 and L2? Do the students implement these strategies? How is L1 and L2 literacy learning affected when different literacy instruction is implemented for each language? Is there evidence of shared learning strategies between the languages?

The investigation was an empirical study following Bogden and Biklen's (1998) constant comparative method for qualitative researchers. Yin (1989) describes a case study as, "an empirical inquiry that investigates a contemporary phenomenon within its real life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used (p.23). Dyson (1995) discusses the power and importance of case studies in literacy development in the classroom setting. She asks the question, "What professional contribution can be made through close observation of small numbers of children, given thousands of children in our schools?"(Dyson, 1995, p.51). Her response to this question clearly reflects the validity of case studies in the school environment, "Case studies offer educators in these places no specific laws of causation, no precise predictions of the outcomes of one teaching strategy or another. But they do offer a means for identifying and talking about the dimensions and dynamics of classroom living and learning."(Dyson, 1995, p.51)

A case study design was chosen for this study to examine what Barton (1999) calls literacy practices and literacy events that are naturally occurring in the classroom.

With this in mind the study included data from classroom observations, teacher and student interviews, attainment of relevant documents, such as students' work, and video footage of classroom instruction in a Mexican bilingual preschool.

More specifically, the study looked at five Mexican students between the ages of five and six who currently are proficient readers in their L1 and who are in the process of acquiring literacy skills in their L2. Over a three-month-period data were collected from two Mexican students and one English teacher during the 2001-2002 school year. The remaining data collection occurred over a five-month period during the 2002-2003 school year. The observations intended to evaluate the literacy learning of three different Mexican students and a Spanish teacher.

This case study used observations, documents of students' work and school documents, formal and informal interviews with teachers, students and parents for data analysis. Photos of students working and of the classroom were also used to provide the classroom context and support for examples of literacy instruction and learning. Video footage was used to provide concrete examples of teachers actively involved in literacy activities. It was also used as a tool for teacher interviews. Teachers watched the video and reflected on the strategies that they were using to teach reading and writing.

As the case study was narrowed down to the observation of five emerging biliterate students and two Mexican teachers in the partial immersion program at The Binational School (henceforth TBS) Preschool of Puebla, Mexico, the questions that guided my study were also refined. It is important to first examine the literacy instruction of both teachers. Did the English and Spanish teacher implement the same literacy instruction in their classrooms or did they differ depending on the language or an alternative factor? Did the five participating students use these teacher-taught literacy strategies in the classroom? Was the students' learning affected or altered due

to the language of instruction or did evidence exist that the children use L1 and L2 strategies interchangeably? These questions and their answers will be looked at in more detail in the following chapters.

This study consists of five chapters. Chapter two provides the context for the school and community setting. It establishes the background and provides details about the history of how the school was established and its continued goals as a bilingual, bicultural and binational school. Chapter three develops the methodology that was used for collecting and analyzing the data for this case study. Chapter four then describes the results and analysis of the data. It includes the patterns found in the L1 and L2 instructional practices of the participating teachers and the reading and writing strategies implemented by the students in both Spanish and English. Chapter five summarizes the findings and discusses the study's implications for practice at the participating school and at the SEP level. Chapter five concludes with implications for future research and the study's limitations.