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**Dual Immersion Programs: Are They  
Enough?**  
**2020-2021 Canterbury Research Project**  
**Samantha Renae Castillo**

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**Introduction:**

The “English Only Movement” occurring in the United States is characterized by political efforts to make English the official language of the country. Despite ballot initiatives that have pushed for English-only schooling, such as California’s Proposition 227, dual immersion programs present a convincing case for their initiative because they give individuals the opportunity to simultaneously develop their literacy skills in two languages. As a result, monolingual students who desire to become biliterate have the opportunity to do so, and students who are already bilingual have access to the resources necessary to further advance their skills. Scholars like Ester J. de Jong support the push for bilingual education by explaining that language policies need to be modified to take on a “pluralistic” rather than “assimilationist” approach in order to meet the diverse learning needs of students. In particular, English language learners would especially benefit from this approach since they would have the opportunity to maintain communication skills in their native tongue while simultaneously acquiring the language commonly spoken in the country. As Geneva Smitherman explains in the article “‘Students’ Right to Their Own Language’: A Retrospective,” throughout their academic career, students often lose the ability to speak in their native language because they are so focused on excelling in the English language. Although it is important for educators to assist their students in attaining communication skills in English so they may be able to access more resources in the country, they must do so in a way that doesn't cause individuals to feel as though their heritage and culture, crucial aspects of their identity, are being neglected. In order to create an inclusive and just educational curriculum, educators need to understand that there are “multiple linguistic voices,” meaning that the making and communicating of meaning occurs in various manners

rather than in one correct way. Although the dual immersion model is not perfect, it does aim to assist individuals in achieving bilingual proficiency, helping resolve issues related to the assimilationist approach previously discussed in order to create a culturally competent environment, and broaden individuals' communication skills so that they may be able to thrive in an advancing society.

However, even when students are enrolled in a dual immersion program, there still exists differences between the amount of exposure they each have to both languages when not in a classroom setting. This language-exposure issue is related to the notion of sponsorship, and the idea that people can learn different languages in various manners and places, not just by formal instruction in a school setting. Therefore, the type of language sponsorship students have at home, such as the extent to which students have exposure and interactions with people in both languages, affects their learning of Spanish and English. According to Brandt's article "Sponsors of Literacy," sponsors invest in literacy tools in order to give the general public access to these beneficial resources, but they can also have personal motives that drive their decision to share language resources (Brandt 173). In the case of dual immersion program parents, many express the desire for their student to stay culturally rooted by maintaining their native tongue, as well as to open up new opportunities for themselves by expanding their communication skills. Sponsoring itself occurs in various settings even outside of families, such as in workplaces, as well as schools. One of the main benefits of sponsorship is to give older generations the opportunity to pass on information to younger generations. In regard to my personal experiences with bilingualism, which inspired my research interests, my grandmother is a main sponsor of my bilingualism. Although my grandmother did not explicitly express a desire for me to

“benefit” from learning Spanish for career or economic related reasons, she did express her desire for me to be able to communicate with her even as English became a predominant language amongst family members in our shared household. Without the collection of Spanish books that my grandmother passed down to me in addition to time that she spent reading out loud to me, I would not have been able to develop my ability to speak Spanish. In the case of my younger sister, she did not have as many opportunities to read or converse in Spanish with my grandmother since our mother, a predominantly English-speaker, became her main literacy sponsor. To this day, it is still very difficult for my sister to gain adequate exposure to the Spanish language at home even though she is working to develop her bilingualism at a dual immersion school. Examining the difference in bilingual language exposure that my sister and I had drove me to further examine the impact that the home environment can have on other individuals’ biliteracy skills as well.

This study asks how middle school students attending a Spanish and English dual immersion program develop their biliteracy skills differently based on the extent of their exposure to and practice of both languages in the home environment. In a pilot version of this study with two participants, the student who engaged in bilingual literacy practices at home had more advanced literacy skills and developed them at a faster rate than the student who did not have this same exposure. The present study, which consists of ten families that are each composed of one parent and one seventh grader, examines how literacy sponsorship outside of the classroom impacts an individual’s bilingual development overall. Students were interviewed in order to discuss their views on dual immersion programs and bilingualism, students’ home and school literacy practices and their self-assessment of their own language abilities. Parents were

also interviewed and asked about their involvement with their student's school and language exposure. In addition, students completed a reading and writing task in Spanish and English to provide performance data on their skill in each language. The present study seeks to demonstrate how different learning contexts affect students' accessibility to language tools and biliteracy competency overall. Furthermore, it will bring attention to the need of making bilingual curriculum more resonant with the home experiences of children who have different resources.

### **Study Design and Research Methods:**

Ten families, consisting of one parent and one dual immersion program middle school student participated in this research study. All families came from the same dual immersion program, which is located in an underserved community that tends to a large Latinx population. Nine families identified as Mexican, and one family as white and Asian mixed ethnicities. Out of the ten seventh graders, three were males and seven were females. All students identified as bilingual. All ten parents interviewed were mothers, with three identifying as Spanish-English bilinguals, two identifying as English monolinguals, and five identifying as Spanish monolinguals. Three of the ten parents had U.S. college degrees and two other parents attended college in Mexico.

	<b>Sex</b>	<b>Ethnicity</b>	<b>Parent language</b>	<b>Parent level of education</b>	<b>Parent employment</b>
<b>Student 1</b>	male	Mexican	Spanish	some college	stay at home
<b>Student 2</b>	female	Latina	Spanish	college in Mexico	administration
<b>Student 3</b>	female	Latina	English	some college	hospitality
<b>Student 4</b>	female	Mexican	Spanish	secondary	stay at home
<b>Student 5</b>	female	Mexican	Spanish-Engl	some college	high school

			ish bilingual		attendance clerk
<b>Student 6</b>	female	Mexican	Spanish	college in Mexico	stay at home
<b>Student 7</b>	male	Mexican	Spanish	high school	housekeeping
<b>Student 8</b>	male	Mexican	Spanish-English bilingual	college	teacher
<b>Student 9</b>	female	Mexican	Spanish-English bilingual	college	senior manager for the county
<b>Student 10</b>	female	Asian	English	college	research coordinator

The research process consisted of Zoom interviews with the parent and the student. Parents and students were each given the option of having their interview conducted in either English or Spanish: five parents and two students conducted their interviews in Spanish, while the rest were conducted in English. During the interview, parents were asked demographic information, such as their age, gender, ethnicity, highest level of education attained, and profession. The focal questions of the parent interview revolved around ethnic and cultural influences on the decision to enroll their student in a dual immersion program, views on the language breakdown of the dual immersion program, language practices in the home environment, involvement with their student's schoolwork, and their observations on their students' language skills. Students were interviewed about demographic information (including their age, gender, and ethnicity), perceptions of bilingualism, views on the language breakdown of the dual immersion program, understanding of ethnic and cultural influences on their dual

immersion program enrollment and their bilingualism, language practices in the home environment, and their evaluation of their language skills.

After the interview was conducted, students completed a task in which they were instructed to read one English and one Spanish passage and answer the interpretive prompt in a written paragraph of four sentences in the corresponding language. To maintain consistency with grade-level curriculum, texts that students already had exposure to in the classroom setting were chosen. George Takei's *Nos Llamaron Enemigo*, a graphic memoir on Japanese Internment camps, was selected as the Spanish text. The corresponding prompt question was “¿Qué puede decir sobre el tratamiento de los prisioneros japoneses del campo de internamiento de esta lectura?” or in other words, what can you say about the treatment of Japanese internment camp prisoners from this reading?” In addition, Linda Sue Park's *A Long Walk to Water*, which explains how the character Salva Dut was separated from his family during a civil war in what is now South Sudan, was selected as the English text. The corresponding prompt that students were instructed to answer was “What is the war's impact? How does this affect Salva?” The students' writing samples were assessed using the California Department of Education's reading and writing standards for seventh graders. The reading standards that were focused on in particular were: students will “determine central ideas in a text and analyze their development over the course of the text” and “cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.” The seventh grade writing standard that was also focused on was: students will “produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.” Based on these standards, the assessment criteria utilized to evaluate student assessments were:



- addresses writing prompt;
- organized, coherent, and clearly presents idea supported by relevant details and textual evidence;
- demonstrates a thoughtful, comprehensive understanding of the text; and
- spelling and grammar errors do not interfere with understanding of the writing.

### **Presentation and Analysis of Data:**

Even though 9 out of 10 students admitted that they did not choose to enroll in the dual immersion program, those with a Latin background demonstrated their understanding of how bilingualism in English and Spanish tied them to their ethnicity/culture. All participants believe bilingualism gives students access to more opportunities, for instance, communication with more people. However, Spanglish is not widely accepted by parents because it is considered “improper”

All students identify as bilingual, but students do express strengths in one language over the other. For instance, one student stated “soy más fluida en español porque practico con mi familia,” or in other words, she is more fluent in Spanish because she practices this language with her family. Eight out of ten students stated that their English skills were strongest. Six students claimed to engage in bilingual practices at home, two students claimed to mostly engage in Spanish practices at home, and two students claimed to mostly engage in English practices. In the case of one of the students, she explained that she reads in Spanish and talks to her grandmother in Spanish, but that she watches TV, plays video games, facetimes, texts, and talks to her friends, parents as well as siblings in English. When asked to explain to what extent their

language skills came from home or school, most students admitted that their home environment had a larger impact on their development of their Spanish skills. For example, one student answered that his Spanish skills came from home because he was “more influenced to speak Spanish at home than at school.” English is the language that all students utilize to communicate with their friends. Even though nine out of ten students admitted that they did not choose to enroll in the dual immersion program, they all understand how it ties them to their ethnicity/culture and allows for more communication with people. One student explained that he likes being bilingual because it allows him to speak with more people. Another student speaks positively about bilingualism explaining that “hay más oportunidades y puedes comunicar con más personas,” or in other words, there are more opportunities when one is bilingual, such as being able to communicate with more people. All participants believe bilingualism gives students access to more opportunities, for instance, jobs. However, Spanglish is not widely accepted by parents because it is considered “improper.”

	<b>Strongest Language</b>	<b>Primary Home Language</b>	<b>Primary Friend Language</b>
<b>Student 1</b>	Spanish	Spanish	English
<b>Student 2</b>	English	both Spanish and English	English
<b>Student 3</b>	English	English	English
<b>Student 4</b>	English	both Spanish and English	English
<b>Student 5</b>	English	both Spanish and English	English
<b>Student 6</b>	Spanish	Spanish	English

<b>Student 7</b>	English	both Spanish and English	English
<b>Student 8</b>	English	both Spanish and English	English
<b>Student 9</b>	English	Both Spanish and English	English
<b>Student 10</b>	English	English	English

Students who engaged in more evenly balanced bilingual practices (as revealed through the interview) had overall higher assessment scores. The top 2 scoring individuals for both the English and Spanish Assessment have bilingual parents. In many cases, more exposure to one language resulted in a slightly higher assessment score in that language. For instance, oftentimes a student with more exposure to Spanish in the home environment scored slightly higher on the Spanish section. Similarly, a student with more exposure to English in the home environment scores slightly higher on the English section.

What characterized a more proficient response was the following of directions, which included directly answering the prompt question and referencing textual evidence. Furthermore, a proficient response was clear and flowed smoothly. In comparison, a less proficient response tended to trail away from answering the prompt question, and did not incorporate textual evidence. Furthermore, a less proficient response tended to be vague, repetitive, and hard to follow along with. Although spelling errors were not directly penalized, having several spelling and grammar errors in some cases did affect how well a message could be understood.

**Example of Less Proficient Response in Spanish:**

1. Basándose en el pasaje, responda la siguiente pregunta en un total de 4 oraciones en español: ¿Qué puede decir sobre el tratamiento de los prisioneros japoneses del campo de internamiento de esta lectura? Seleccione evidencia de las imágenes y palabras que se están utilizando.

“En el texto mire que no los trataban bien . Que no tenían mucha suerte porque están atrapados en un lugar . También que no estaban libre. Como no tenían mucha libertad. Y también que no estaban bien como no todos estaban bien de salud y en su cabeza.”

**Example of Less Proficient Response in English:**

1. English Prompt: Based on the passage, answer the following questions in a total of 4 sentences in English: What is the war’s impact? How does this affect Salva?

English Response: “It affects Salva in many different ways like how he had to run away from his home . And another way he was impacted was that he was probably scared of a lot of things. Like if his family is ok . Another way it impacted was like not having a family member there with him or a friend to talk to .”

**Example of Proficient Response in Spanish:**

1. Basándose en el pasaje, responda la siguiente pregunta en un total de 4 oraciones en español: ¿Qué puede decir sobre el tratamiento de los prisioneros japoneses del campo de internamiento de esta lectura? Seleccione evidencia de las imágenes y palabras que se están utilizando.

“Lo que puedo decir sobre el tratamiento de los prisioneros japoneses del campo de internamiento es que el tratamiento es malo y los dueños del campamento quieren que los prisioneros sufran. Por ejemplo el personaje principal debe quedarse en una cabina que esta muy caliente. En el pasaje dice "Nunca podré olvidar el calor que salió de es cabina cuando papá abrió la puerta." También puedo decir que los dueños del campo de

internamiento no quieren que los prisioneros se sientan confortables y por eso los prisioneros no tienen privacidad.”

**Example of Proficient Response in English:**

1. Based on the passage, answer the following questions in a total of 4 sentences in English:  
What is the war’s impact? How does this affect Salva?

“The war's impact is that it is changing people's religion and taking lives off those who don't want to change their religions or beliefs. In the text it says, "...but he knew the rebels from the southern part of Sudan, where he and his family lived, were fighting against the government, which was based in the north." This affects Salva because he isn't Muslim and he can't stay that way without being in danger. In the passage it says, "The fighting was scattered all around southern Sudan, and now the war had come to where Salva lived... Then he was running, too. Running as hard as he could, into the bush. Away from home.”

**Data Analysis:**

Overall, both the interview and assessment components of the study reveal that students with more balanced bilingual practices have more developed bilingual skills.. Although the dual immersion model aims to balance both the Spanish and English languages evenly in instruction, the transition to actual practice does not align with this ideal. Since the dual immersion program does not make up for structural differences, there is a difference in the bilingual development of students

Not having Spanish exposure in the home environment does not necessarily result in less proficient bilingual skills. However, having Spanish exposure in the home environment does

positively contribute to the development of bilingual skills. Students with more balanced bilingual practices have more developed bilingual skills. Bilingual skills are impacted by whether or not lack of exposure to the Spanish language in the school environment is made up for in the home environment. Parental education also has a large impact on the development of students' bilingual skills. For instance, the top two scoring individuals had college educated parent and one of the English-only students who scored average on the assessment also had a college-educated parent.

Out of a scale from 1-4, 4 being the most proficient:

	<b>Spanish Assessment Score</b>	<b>English Assessment Score</b>
<b>Student 1</b>	3	3
<b>Student 2</b>	3	2.5
<b>Student 3</b>	2	2
<b>Student 4</b>	2	2
<b>Student 5</b>	2	3
<b>Student 6</b>	3	2
<b>Student 7</b>	2.5	2.5
<b>Student 8</b>	4	3.5
<b>Student 9</b>	3	3.5
<b>Student 10</b>	2.5	2.5

#### **Connection to Existing Research:**

The students' school has an unequal language breakdown in middle school that consists of a larger English percentage even though the model aims for a fifty-fifty balance between the

English and Spanish languages. On top of academic exposure to the English language, most of the students' social practices are in English. This may be a result of the established norms that conversations with teachers and learning is mostly conducted in English during school hours, influencing the English interactions of students amongst each other. The development of students' bilingual skills is dependent on how enforced the Spanish language is in the home environment. Student's Spanish speaking skills are heavily impacted by Spanish speaking relatives, parents or grandparents. If students speak Spanish at home, it is on the parents to enforce this, otherwise, students naturally resort to the English language even when conversing with siblings. Parents correct students to not use Spanglish. Spanish comes from the home environment, and English comes from the school environment. Writing skills come from academic exposure, speaking comes from social interactions.

The results from this study demonstrated how the use of bilingual literacy practices in the home environment helps students improve their literacy skills in both languages. Simpson Baird's article "Yo Te Estoy Ayudando; Estoy Aprendiendo También/ I Am Helping You; I Am Learning Too:" supports this claim by studying the Spanish and English literacy practices utilized in the home of an immigrant family from Honduras, bringing attention to the positive effects that "multilingual interactions" between students and their parents had on further developing student's literacy skills in both languages (Baird 149). As shown with the present study, more blanchéd bilingual practices

Even though practicing bilingualism in the home environment has proven to be extremely beneficial towards the literacy development of students, as demonstrated in this study, some argue that home literacy practices are ineffective since they are conducted through informal

instruction in comparison to the formal instruction of classroom settings. Lucinda Soltero-González and Sandra Butvilofsky's article "The Early Spanish and English Writing Development of Simultaneous Bilingual Preschoolers" analyzes research conducted for a qualitative study on the bilingual literacy fluency levels of preschoolers who received informal instruction at home. The aim of this study was to better understand how preschoolers develop their reading and writing skills in both languages, the evolution of these skills over time, as well as how this change affects their comprehension abilities. Although the level of linguistic understanding between monolingual and bilingual students were fairly similar, it was discovered that bilingual children were able to simultaneously develop their bilingual skills at the same level even when they did not receive formal instruction in one of the languages. The article states "Educators must validate the knowledge about writing in two languages that young bilingual learners bring from their reading and writing experiences at home and in the community" which acknowledges the manners in which instructional methods still allow children to further develop their bilingual literacy skills, and advocates for student's classroom experiences to compliment their language development in the home environment (Soltero-González and Butvilofsky 494) . By identifying the the bilingual tools that students have access to in the home environment and by further analyzing the impact that these literacy tools have on the development of students' literacy skills, educators can better support each student in the classroom.

A unique connection that Blanca Quiroz and L. Quentin Dixon's article "Mother-Child Interactions during Shared Literacy Activities: Education in a Fractured Bilingual Environment" has to this study, is the influence that mothers have on the development of their students' bilingual skills. Similar to the research conducted in the article, this study also interviewed



mothers because they admitted to being more involved in the education of their children, and because how utilizing school literacy practices in the home environment supported “mother–child communication” (Quiroz and Dixon 165). This article in particular, however, focused on analyzing the interactions between mothers and children in Spanish-speaking homes. Furthermore, this article brought attention to how mothers in monolingual families, in comparison to bilingual mothers, utilized instructional strategies that gave their children more autonomy over their own learning experiences as they further progressed throughout their language development. What has been discovered is that fluency in the same language is needed to facilitate communication between mothers and children, but it is not enough to foster the growth of bilingual skills. As demonstrated in this study, the article also argues that bilingual students must have exposure to both languages at school and at home in order to improve their literacy skills. Therefore, an issue that arises is the lack of bilingual practice students have if their parents are monolingual.

When analyzing the students' interviews, all acknowledged the benefits of attending a dual immersion program in which both Spanish and English were integrated into their educational instruction, and in particular, acknowledged how bilingualism is an essential communication skill. Similarly, Minda Morren López’s article “Children’s Language Ideologies in a First-Grade Dual-Language Class,” also examined the psychological effects that bilingualism had on the mindsets of students. Research shows that dual language programs are increasing in popularity, and that students in these programs either perform at standard level or higher on standardized tests. In particular, the aim of this research was to better understand the ideologies of both language minority and majority students. This study was conducted in a public

elementary school that serves students in pre-kindergarten up to the first grade, and is located in a district known for being one of the first in the Texas area to start up bilingual schools. Whereas some students saw bilingualism as a necessity in order to survive in the world and still maintain communication with their families in their native language, others saw it as unnecessary but still considered it a privilege to be able to communicate in multiple languages. In my own study, participants viewed bilingualism as a beneficial tool that gave them access to more opportunities, such as the ability to maintain contact with their Spanish speaking relatives, or as one student stated, “it is important to be able to communicate with other people.” Since children’s identities are still developing, their engagement in bilingual practices help shape their identities and “ideological stances” (López196).

### **Implications of Research:**

Although dual immersion educational institutions may prepare students to achieve bilingual skills, simply practicing bilingualism within a classroom setting is not sufficient. In the case of this study, the students whose proficiency levels were much higher were students constantly engaging in bilingual literacy practices both inside and outside of the classroom for educational, family, and social purposes. Since it is not always possible for students to have constant exposure to bilingualism, especially if a student and their family are monolingual or are simply not native Spanish speakers, dual immersion programs must take initiative in ensuring that there are resources available to families in these situations. Establishing bilingual support groups would be one way to help share language resources with guardians who have limited opportunities to assist with the development of their student’s bilingualism. For instance, dual immersion programs can offer after school Spanish classes to students and parents who are not as

fluent, or they can host more events that allow monolingual families to interact with bilingual families.

### **Interview Questions:**

#### **Parent Interviews:**

- 1. Name:**
- 2. Age:**
- 3. Gender:**
- 4. Ethnicity:**
- 5. How many generations has your family lived in the United States?:**
- 6. Highest level of Education attained:**
- 7. What is your profession?**
- 8. Why did you choose to enroll your student in a dual immersion program?**
- 9. Did ethnicity and culture influence this decision?**
- 10. What do you think about the way English and Spanish are balanced at your student's school?**
- 11. What are your language practices in the home environment? (Ex.Can you talk about the people living at home with you and the languages they are fluent in?)**
- 12. What types of language-based activities in English and Spanish do you engage in at home?(Ex. watching movies, reading, conversations etc.)**
- 13. How does your student participate in these activities?**
- 14. How often does your student ask for help with their school work?**
- 15. What observations have you made regarding your student's English and Spanish skills (written and spoken)? Can you compare and contrast both?**
- 16. To what extent do you think your student's language skills in both English and Spanish comes from home or from school?**
- 17. What English and Spanish language resources offered at your students' school do you benefit from? What type of language support for parents would you like to see?**
- 18. Additional comments?**

#### **Student Interviews:**

- 19. Name:**
- 20. Age:**
- 21. Gender**
- 22. Ethnicity:**
- 23. Why did you choose to attend a dual immersion program?**
- 24. What do you like and dislike about being enrolled in a dual immersion program?**

25. What challenges do you face at a bilingual school?
26. How often do you ask for help with your school work at home? What does that help look like at home?
27. How often do your family members offer help with your school work?
28. What are your language practices (ex. reading, writing, speaking, listening, watching, interacting with others, etc.) at home like? Are they different from your language practices in the classroom?
29. What is the language you use when you interact with your friends? (ex. Facetime, watching movies, playing video games, having conversations etc.)
30. How fluent would you say you are (ex. English and Spanish, written and spoken)?
31. How do your language abilities shape your identity as a gender & ethnicity (ex. Latina) ?
32. To what extent do you think these skills come from home or school?
33. Can you compare and contrast your skills in English and Spanish?
34. Additional comments?

### Preguntas de entrevista

Entrevistas a los padres:

Nombre:

Edad:

Género:

origen étnico:

1. ¿Cuántas generaciones ha vivido su familia en los Estados Unidos?:
2. Nivel más alto de Educación alcanzado:
3. ¿Cuál es tu profesión?
4. ¿Por qué elegiste inscribir a tu estudiante en un programa de inmersión dual?
5. ¿Influyeron la etnia y la cultura en esta decisión?
6. ¿Qué opinas de la forma en que el inglés y el español están equilibrados en la escuela de tu estudiante?
7. ¿Cuáles son sus prácticas de idiomas en el entorno doméstico? (¿Puedes hablar de las personas que viven en casa contigo y de los idiomas en los que hablan con fluidez?)
8. ¿Qué tipos de actividades basadas en el idioma en inglés y español se dedican a casa? (Por ejemplo, ver películas, leer, conversaciones, etc.)
9. ¿Cómo participa su estudiante en estas actividades?
10. ¿Con qué frecuencia su estudiante pide ayuda con el trabajo escolar?
11. ¿Qué observaciones ha hecho con respecto a las habilidades de inglés y español de su estudiante (escritas y habladas)? ¿Puedes comparar y contrastar ambas cosas?

12. ¿Hasta qué punto cree que las habilidades del idioma de su estudiante en inglés y español provienen de casa o de la escuela?
13. ¿De qué recursos de inglés y español se ofrecen en la escuela de sus estudiantes?  
¿Qué tipo de soporte de idiomas para los padres le gustaría ver?
14. ¿Comentarios adicionales?

**Entrevistas estudiantiles:**

**Nombre:**

**Edad:**

**Género**

**origen étnico:**

1. ¿Por qué elegiste asistir a un programa de inmersión dual?
2. ¿Qué te gusta y qué no te gusta estar inscrito en un programa de inmersión dual?
3. ¿Qué desafíos enfrenta en una escuela bilingüe?
4. ¿Con qué frecuencia pides ayuda con tu trabajo escolar en casa? ¿Cómo se ve esa ayuda en casa?
5. ¿Con qué frecuencia los miembros de su familia ofrecen ayuda con el trabajo escolar?
6. ¿Cuáles son sus prácticas de lenguaje (por ejemplo, leer, escribir, hablar, escuchar, ver, interactuar con los demás, etc.) en casa? ¿Son diferentes de sus prácticas de lenguaje en el aula?
7. ¿Cuál es el idioma que usas cuando interactúas con tus amigos? (por ejemplo, Facetime, ver películas, jugar videojuegos, tener conversaciones, etc.)
8. ¿Qué tan fluido diría que es (por ejemplo, inglés y español, escrito y hablado)?
9. ¿Cómo dan forma sus habilidades de idioma a su identidad como un gender & ethnicity (por ejemplo, Latina) ?
10. ¿Hasta qué punto crees que estas habilidades provienen de casa o de la escuela?
11. ¿Puedes comparar y contrastar tus habilidades en inglés y español?
12. ¿Comentarios adicionales?

**Text for *A Long Walk to Water*:**

CRACK!

The noise had come from outside. Was it a gunshot? Or just a car backfiring?

The teacher stopped talking for a moment. Every head in the room turned toward the window.

Nothing. Silence.

The teacher cleared his throat, which drew the boys' attention to the front of the room again. He continued the lesson from where he had left off. Then—

CRACK! POP-POP-CRACK!

ACK-ACK-ACK-ACK-ACK-ACK!

Gunfire!

“Everyone, DOWN!” the teacher shouted.

Some of the boys moved at once, ducking their heads and hunching over. Others sat frozen, their eyes and mouths open wide. Salva covered his head with his hands and looked from side to side in panic.

The teacher edged his way along the wall to the window. He took a quick peek outside. The gunfire had stopped, but now people were shouting and running.

“Go quickly, all of you,” the teacher said, his voice low and urgent. “Into the bush. Do you hear me? Not home. Don’t run home. They will be going into the villages. Stay away from villages—run into the bush.”

He went to the door and looked out again.

“Go! All of you, now!”

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The war had started two years earlier. Salva did not understand much about it, but he knew the rebels from the southern part of Sudan, where he and his family lived, were fighting against the government, which was based in the north. Most of the people who lived in the north were Muslim, and the government wanted all of Sudan to become a Muslim country—a place where the beliefs of Islam were followed.

But the people in the south were of different religions and did not want to be forced to practice Islam. They began fighting for independence from the north. The fighting was scattered all around southern Sudan, and now the war had come to where Salva lived.

The boys scrambled to their feet. Some of them were crying. The teacher began hurrying the students out of the door.

Salva was near the end of the line. He felt his heart beating so hard that its pulse pounded in his throat and ears. He wanted to shout, “I need to go home! I must go home!” But the words were blocked by the wild thumping in his throat.

When he got to the door, he looked out. Everyone was running—men, children, women carrying babies. The air was full of dust that had been kicked up by all those running feet. Some of the men were shouting and waving guns.

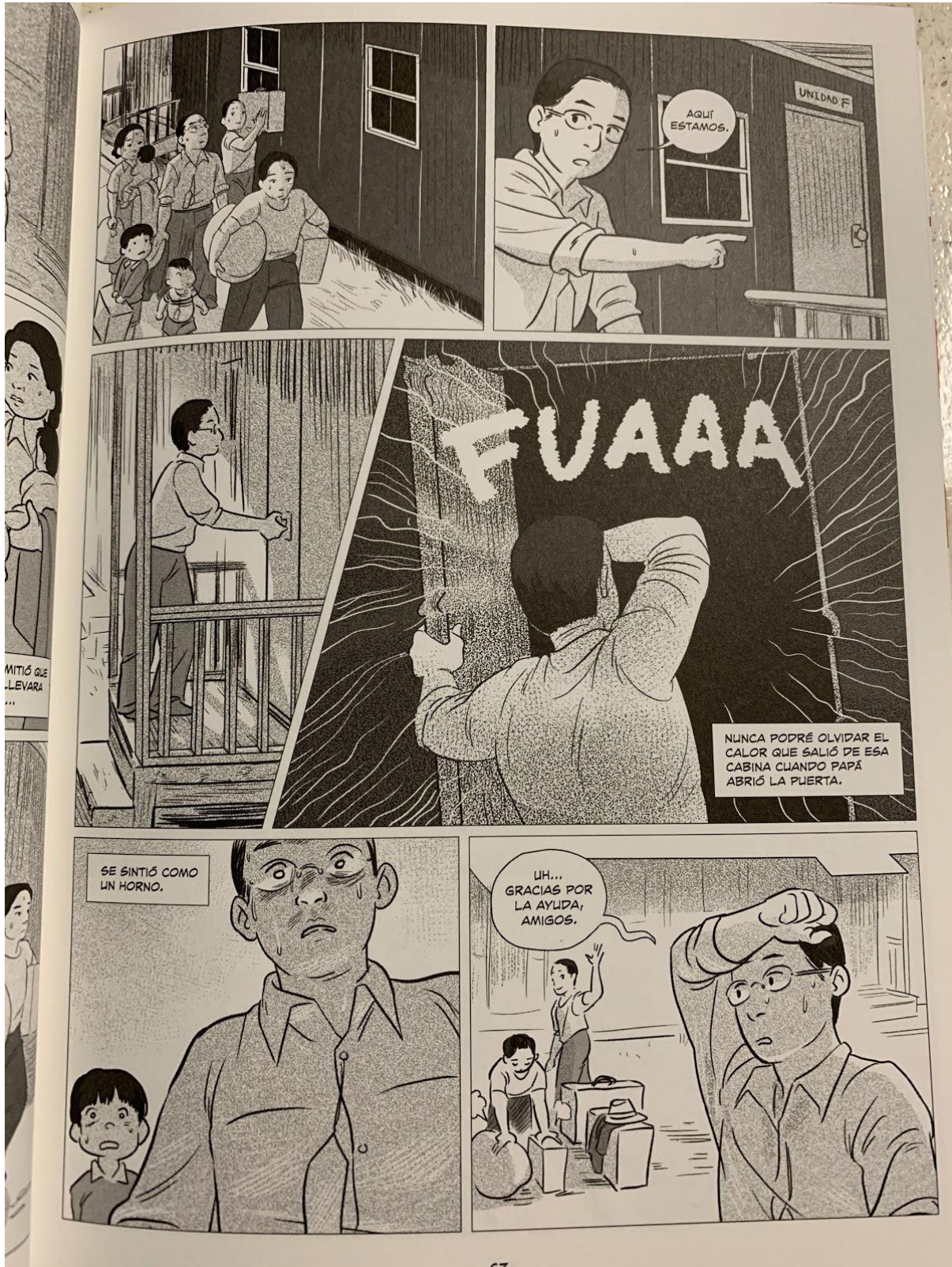
Salva saw all this with one glance.

Then he was running, too. Running as hard as he could, into the bush.



Away from home.

Text for Nos Llamaron Enemigo:



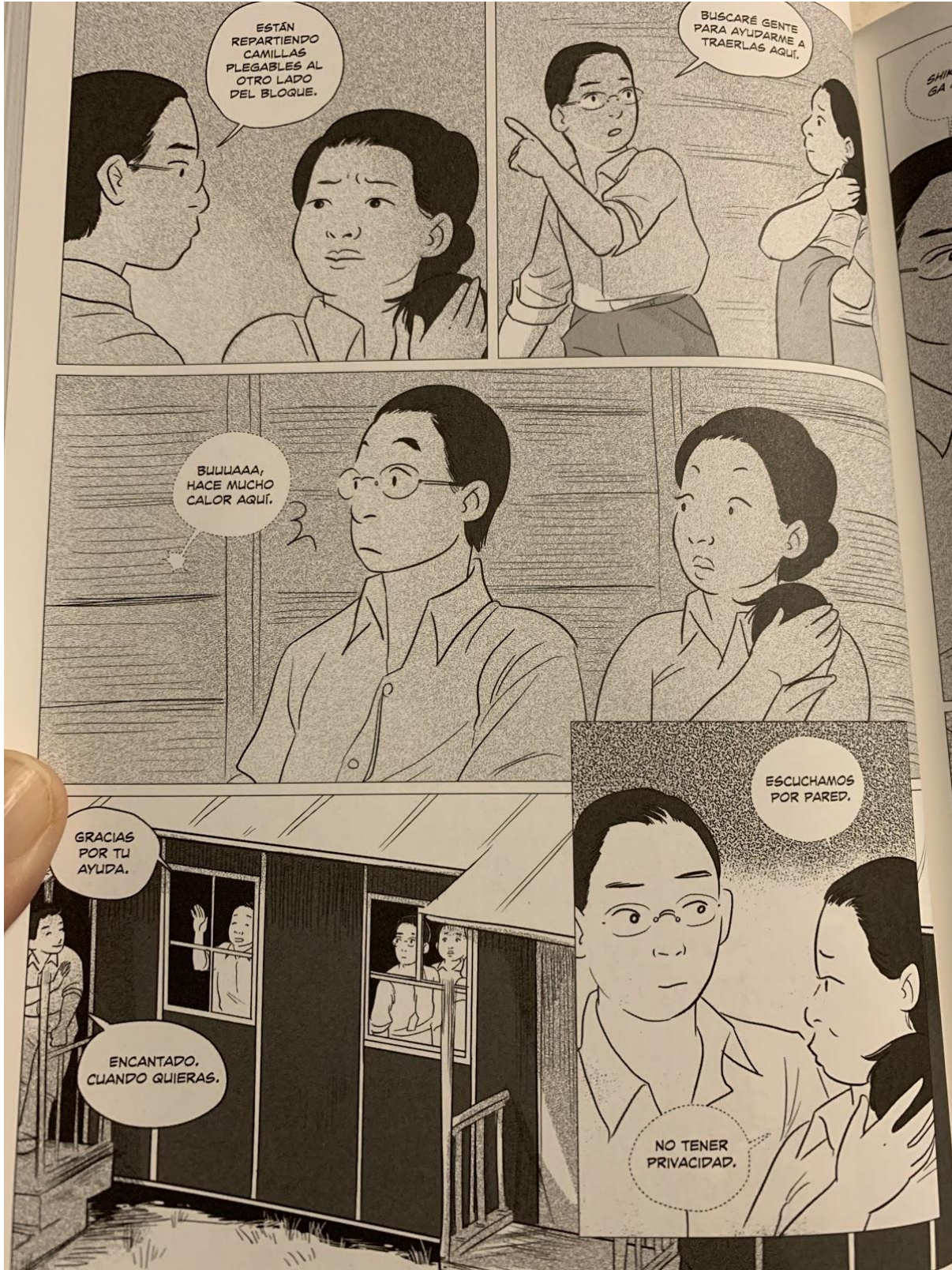




















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