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Effects of U.S. English Only Language
Instruction on Elementary Latino Students

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LS 400

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Abstract

Due to the influx of immigrants into the United States, the U.S. has been a polyglot nation containing a diverse array of languages among its student population. Americans believe that English is part of the American culture. Consequently, the English Only movement was an effort to amend English as an official language to the U.S. constitution. Latinos have been the target group because Spanish has been seen as a threat to the English language. In schools, after the Lau vs. Nichols case in 1974, limited English proficiency students are required instructions in English. In 1998, California passed Proposition 227 that ended bilingual education programs in schools. This proposition mandates that students receive instructions in English only. Students in English Immersion classes, such as Sheltered English Instruction, are now in the mainstream English classes. This senior capstone examines the effects of U.S. English Only movement on elementary Latino students through use of literature review, teacher and principal surveys, and students' surveys.

Background and Introduction

In the U.S., throughout history, the education system has always focused on students to be taught in the English Language. For most, they were obligated to erase their language and replace it with the language that defines the American culture. Today, the U.S. is a country that is built from many different ethnic groups including; African America, Native American, Hispanic and Latino to name a few. The state of California being one of the states with the majority of Latinos, behind New Mexico with a 39% of Latino population in 2012 (Lopez, 2014). California's population is made up of a majority of Hispanic and Latino population which leads to the conclusion that the majority of the children in schools are Latinos. As a Latina I was one of those students that was placed in English Only classrooms through my elementary education. In most cases, my teachers had an English Only rule, which prevented students from speaking other languages that were not English. English Only initiatives has affected both children and adults who are often underestimated because they do not speak English. The most commonly spoken language spoken by a Latino is Spanish as well with a minority of dialects. English Only instruction was implemented into California Education System in 1998. This was Proposition 227 that limited and, in some instances, eliminated bilingual education programs across the state of California. The bilingual programs were replaced by English only instruction until 2016 when it was repealed by Proposition 58 which brought back bilingual education programs in the state (Al Sharaeai, 2012). This English Only policy before making its debut in the education system of the U.S. had been an issue in various states in the U.S. It is better believed that this is the cause of U.S. English Only stemmed from Americanism where the Anglos have promoted English as the official language of the United State (Pac, 2012). With the

growing population of minorities in the U.S., Americans have seen that migration is a threat to the American culture. This “threat” is only seen towards people with a Spanish speaking background (Moreno, 2012).

In the State of California, students who attended schools between 1998-2016 were mostly educated in English Only instruction with the exception of a few schools that still offer bilingual education. Being a Latina native Spanish speaker, I remember that when I started my education in 2002, most of my activities were done in the English language. For communication, I was allowed to communicate in Spanish to ask questions to my teacher. Many California classes at this time were moving from Bilingual Education classes to Structure English Immersion classes for ELL students when they were placed in the mainstream classrooms. For the most part, students like me are placed in English instruction since day one of school. Yet there are other Latino students who come to this country and are automatically placed into Structured English Immersion (SEI) classes and then English Only (EO) classrooms when they have spent less than two years learning English. EO instruction forces students to learn a language which can eventually take toll on their learning.

In my family, I was not the only one who was placed in an EO classroom. My two other brothers attending elementary school before 2016 were also placed in the mainstream classroom where everything was taught in English. At school, when I tried to communicate in my native language Spanish, I would hear the teacher say to my classmates and I “English Only.” As a student learning a new language and trying to communicate with my peers, I rather stayed quiet. Hearing those words made me feel that speaking my own language was bad and that English should be the only spoken language. It is the teacher’s choice on how to handle English only

policies and develop further methods of communication instead of silencing a student (Auerbach, 1993).

More than a decade ago, changes have occurred in the education system in California with regards to language instruction programs that are offered to students. Now after 2016, more parents are aware of bilingual education programs. It has been difficult for parents to choose between what type of programs English or bilingual education, because in the past they did not have more than one option. In schools, principals promote English classes as a way that children will learn the language faster, and they do not promote the benefits of bilingual classrooms which leads to the parents choosing English for their children.

Without knowledge of looking at the two sides of both types of programs, parents can choose a program that is not the best for their child. The wrong option for their children can later bring consequences. For example, I have a sister who is in second grade and she has been placed in English Immersion classrooms. I have personally witnessed that English has some effects on her communication. When she tried to communicate with my parents in the household, she would only speak to them in English. My parents only know Spanish which meant that they could not understand what she was saying. When my older brothers and I are present during their attempts to communicate with my sister, we would have to translate for them, so that they would understand one another. We would ask her why she did not speak Spanish and she had two reasons. The first one was that she did not know how to say it and the second one is that she is not allowed to speak Spanish. She said we could only speak English. That was what the teacher said. That was common to me when I was growing up. I remember when I was elementary school, we were not allowed to speak our native language. The situation with my family and sister is a clear example of a language communication gap. Not only does my sister lose her

native language, she also loses her Latin roots. As discussed in an article, “once the kids start school and learn English, it becomes their preferred language with siblings and friends, and “[b]y the time they graduate from elementary school, these same children are better speakers of English than they are of the home language and prefer using English in nearly every realm” (Moreno, 2012, p. 206). The obstacles that my sister and I faced until this point have motivated me to find out what are the effects that English instruction on Latino students.

To be able to do further research, I will be focusing on my primary question: How does U.S. English Only language instruction affect elementary Latino Students? The secondary or related research questions are: What does research say about the effects of U.S. English Only language instruction on elementary Latino students? How has the U.S. English language only affected the language instructions for elementary Latino students according to literature and teachers? In another words, how has Proposition 227 affected elementary Latino students in the classrooms? With the emergence of California Proposition 58 in 2017, how has it changed the U.S. English Only language instruction at the elementary school level? In another words, how does Proposition 58 affect the reconfiguration of language instruction at the elementary school level? Lastly, what could schools do to reverse the effects of U.S. English Only language instruction on elementary Latino students? And how?

Literature Review

U.S. English Only Movement

English is considered a language that many countries used around the world. In the United States, people including me thought that English is the official language; yet the reality is that the U.S. has no official language. I grew up hearing this misconception. Many Americans

think that since this is America people should be communicating in the English language. Given this, there have been many cases of discrimination against people who speak other languages than English. The reality is that it is up to the state to adopt an official language to its own state, the state of California is one of the states. By adopting a language as the official language in the nations, it means that the use of other languages is prohibited. Such prohibition can be interpreted as English Only laws, there is a difference between these two, California used English as the official language. This just means that the state recognizes that English is the common language spoken and should be preserved (Stalker, 1988, p. 23). This should also mean that English is the only language that is used in communication. In other words, it is commonly referred to English-only laws (Stalker, 1988, p. 19).

The English Only Movement can be a form of Americanism and Nativism as well as a fear that other languages will take over the English language. Amending English language in the constitutions can bring changes to the way that communication is delivered. This can be an obstacle for language minority groups who have not yet learned English. This could affect the public and the private sectors to conduct their businesses in English Only. This process could be done by amending and repealing the constitution through state legislations.

English Only law causes dilemma when it comes to education. In the U.S., most of the education is primarily given in one language and that language is English with the exception of a few states that have adopted bilingual education and incorporated Spanish into the children's education. A few states, like the State of California, have passed propositions that have affected the language option in which children are instructed. The two Propositions are Proposition 227 (1998) and Proposition 56 (2016).

A Glance at U.S English Only

The English language instruction in the United States can be traced back to the Colonial Era. Language had changed throughout the years because of the influx of immigrants to the United States. After the civil war ended, the majority of the migrant population were from England, Ireland, and a big percentage from Germany. At one point the language that was spoken the most was German. Nevertheless, the English language was part of their education, according to research, “Some states required English as the language of instruction” (Stalker, 1988, p. 20). As observed, immigrants from other countries faced a change in the language. Not only that, but Native Americans were impacted with English Only. Research showed that in 1868 in the Indian Peace Commission Report stated that “schools should be established which children should be required to attend; their barbarous dialects should be blotted out and the English language substituted” (Pac, 2012, p. 194). Not only that but when U.S. gain Puerto Rico through the Spanish-American war that also made changes to the language instruction. Puerto Rico the home to Latinos and whose population speaks the Spanish language was impacted for example, “When Theodore Roosevelt’s Commissioner of Education in Puerto Rico, Rolland P. Faulkner, mandated in 1905 that instruction in public schools must be conducted in English” (Macedo, 2000, p. 17). As observed throughout history, different immigrant groups have been targeted. Despite English being the language that has been thought throughout the years, during the 1960s that changed. During that time, in 1964 the Civil Rights Movement was on its peak it ended segregation in schools as well as public places, not only that but it prohibited discrimination against race, color, religion, etc. It also opened the doors for a Bilingual Education Act (BEA) in 1967. The BEA would be the first act that “gave public schools the ability and fundraising to start bilingual education and develop materials and textbooks that

helped improve bilingual education throughout the United States” (Al Sharaeai, 2012, p. 4). What this act did was that it allowed schools to not only teach in the English language, but it ensure that students get access to other language instruction. This was the development of a bilingual education program across the U.S.

Views on English Only Instruction

Language instruction in schools is still a topic that many still debate about. English Only instruction can be said to be a rule that limits freedom of language in schools. The distinct viewpoints on whether English should be the only language that students should be taught has brought controversy because it has been proven that L1 helps with second language acquisition. According to Aurebach (1993) L1, “reduces anxiety and enhances the affective environment for learning, takes into account sociocultural factors, facilitates incorporation of learners' life experiences, and allows for learner-centered curriculum development” (20). Many people argue that children need to be exposed to the English language because it is a necessary tool of communication at an older age.

For example, “English Only and English Plus both agree on one important issue; that children should become fluent in English as early as in Kindergarten, because full English Proficiency is of key importance for opening doors to higher education, business and commerce, and that it facilitates the entry on the workforce market” (VIŠKOVÁ, 2016, p. 40).

Not only that but schools want that students reach proficiency for their future benefit. English Language Learners across the state are tested through an exam called English Language Proficiency Assessments for California (ELPAC). This test focuses on 4 different areas reading, writing, listening, and speaking. Students must obtain a score of 4 in all different areas as well as a teacher evaluation, and parent opinion. The goal is for students reclassify so that they have options in their education, for example “Students in English classes can reclassify sooner and

have better opportunities when they get to H.S. They will save themselves from being in ELD courses which limits them from taking other courses” (Reynosa, personal communication, March 14, 2019). Students who are placed in EO classes at a young age are more likely to become fluent in the English language. The functions of English were that student who received this instruction have assimilated the language (Aurebach, 1992, p. 845). English Only instruction can help students gain the English language which will later help them as they grow up. The different ways that English is utilized is through higher education, state test, and jobs that require proficiency in the English language.

On the other hand, although English instruction focuses on the future success of the students it has alternative viewpoints. For instance, students are learning their native language while being taught the new language this can lead confusion in their learning. According to research, “enforcing second language instruction at the expense of first language development impedes second language acquisition” (Aurebach, 1992, p. 849). This is an alternative opinion to people thinking that children at a young age will learn the language faster. This has proved that children will struggle learning the second language while their first language is being developed.

CA Propositions 227 & 58

The English Only Movement and its initiative making English the official language had an impact on language instruction in various states among the U.S. In California, there are many programs that help migrant children learn a new language while learning English. As a result, the Republicans funded Proposition 227. Proposition 227 was initiated by a 1st grade teacher Gloria Matta Tuchman who was economically supported with the support of multimillionaire Republican Ron UNZ. What these two wanted was English for all the children. This proposition

would change the way education was conducted completely for the Limited English Proficiency students and for those who were learning English. The main purpose of this proposition was that all children should receive English language instruction at public schools. There can be a connection between Proposition 227 and the case of *Lau v. Nicholas*, where schools had to provide equal English instruction support for all students. The difference between these are that in the court case Chinese students were demanding equal supplemental English course, while Proposition 227 is basically saying that children should have English instruction. According to the proponents of Proposition 227, students who were in bilingual classes did not learn English. Propositions 227 ended a thirty year program for most of the bilingual education schools across the State of California. However, many schools continue to have a few bilingual programs requiring parents to sign a waiver if they wanted their children in the program.

Not only did Proposition 227 limit the language instruction other than English for students in the state, but it also changes the way in which students were to be taught English.

“All schools shall require that all children be placed in English language classrooms. Children who are English learners shall be educated through sheltered English immersion normally intended to exceed one year. Local schools shall be permitted to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency. Once English learners have acquired a good working knowledge of English, they shall be transferred to English language mainstream classrooms” (Kinney, 2018, p. 20).

Proposition 227 did not show that students placed in English classrooms learned the language. Some of the negative impacts of this proposition are that it limited a language choice. Not only that but there was a decrease of teachers that possessed a BCLAD or a bilingual authorization since the number of students in bilingual programs had decrease. Many universities also

eliminated their bilingual authorization programs which have impacted the need for teachers today. However, the Court put a stop to Proposition 227. Part of Proposition 227 was replaced by Proposition 58 in 2016. Schools still have English Only, but now parents have more freedom on choosing bilingual education programs. These options compared to a decade ago are available for parents to choose for their children once they are ready to enter their first year of elementary. For instance, according to Mr. Dunleavy, “Now with the new Proposition 58, parents have more freedom to choose the language instruction, they do not have to sign waivers in which were difficult to obtain before” (Personal communication, March 15, 2019) (See Appendix 1). Since Proposition 58, the numbers of bilingual education programs in Salad Union School District, in Salsa, CA have grown. In that district ten out of the twelve schools offer a program. For those school who do not have a program, there is no obstacle of getting that education. According to Mr. Raspberry, “If we did not offer bilingual classes, we can recommend a school to the parents, a bus will pick them up and take them to that school” (Personal communication, March 25, 2019).

Nevertheless, adding Proposition 227 into California ballot was a reducing language instruction for students. It made it really difficult for students to get an education in other language that were not English.

Methods and Procedures

Weeks before the start of the semester I had a clear idea on what I wanted my capstone project to focus on. A topic that was so close to home, since I was one of those students impacted by English Only instruction. Not only that but I had observed how English had affected my family when it came to my younger sister. For Latino families, communication is an important tool, and when one loses the language that brings a communication gap between younger

children who forget their mother tongue and adults who do not speak English. I wanted to deepen my research and focus on what are other effects that Latino students are facing while learning a new language.

To be able to answer my primary question and secondary research questions, I made three sets of questions (See Appendix 1-3). Also, scholarly peer reviewed articles were needed to help answer the primary question. Each set of questions were for three different groups in elementary schools. The first set of questions in (Appendix 1) were for teachers. Since the topic pertains both to English instructors as well as bilingual educators, a total of four teachers two bilingual and two EO teachers were interviewed. The teachers are from the city of Salsita, CA in the Salinas Union School District (SUSD). The teachers are given a pseudonym (Mr. Green, Ms. Diaz, Ms. Maddison, and Ms. Viewers). The second set of questions (Appendix 2) were given to five school administrators across the SUSD. These administrators are also given pseudonym of (Mr. Reynosa, Mr. Link, Mr. Yellow, Mr. Dunleavy, and Mr. Raspberry). The third set of questions were anonymous surveys administered to a group of 66 students. The students were students in Ms. Diaz 4th grade class and Ms. Maddison 6th grade class, both of these classes are EO classrooms. The first two set of questions (Appendix 1 and Appendix 2) were done through interview questions. The last set, (Appendix 3) was a survey that required paper and pencil.

Results and Findings

While gathering the data from research and the questions asked through interviews and surveys, it came up that both previous research and the current investigation touch a theme. The theme will be explored in the following responses to the primary and secondary questions.

What does research say about the effects of U.S. English Only instruction on elementary Latino student? After gathering research, it was clear that the effects were negative. In schools,

according to literature, “EO excludes active participation in the curriculum, choice of instructions, and assessment methods” (Pac, 2012, p. 202). Also, research showed that EO affects them to be able to socialize, for example, “English Only also interfere with individuals’ associative interest by obstructing the development of social relationships among co-workers and fellow students” (Moreno, 2012, p. 205). Students were also affected by being put into special education programs (Padilla, 1991). Students who were struggling to succeed in their academics due to language, where put into these programs in the belief that they had some other issues that limit them from learning. Furthermore, research also showed that EO instruction affects student’s identity.

“When a person gives up the native-language and feels a lack of identity with any group, as might arise when an immigrant attempts to lose all traces of his or her native language and culture, the result may be the loss of this identity with no feeling of identity for the host culture to replace it, leading to the undesirable condition of marginality” (Padilla, 1991, p. 1)

In the student survey (Appendix 3), 53% said that speaking the first language in the classroom would make them connected to their culture. According to Moreno, she mentions that students feel that they have to be able to learn and speak the English to be part of the American society (2012, p. 208). At home EO instruction has a negative effect on students. When students learn English, they are used to speaking it at school, that they bring the language to their home. Pac mentions “It becomes their preferred language with siblings and friend, and “[b]y the time they graduate from elementary school, these same children are better speakers of English than they are of the home language and prefer using English in nearly every realm” (2012, p. 206). This can affect communication between parents and their children, “Cause frustration, miscommunication, and inability to convey basic messages, undermining the parent-child relationship and limiting guidance and support parents can provide and children can receive” (Moreno, 2012, p. 207). Based on the surveys given to students (see Appendix 3), when asked

about their language, 66% of the students mentioned that they had trouble speaking their first language because they were in English classes.

How has Proposition 227 affected elementary Latino students in the classroom according to literature and teachers? Proposition 227 affected students because it reduces the number of bilingual programs that were offered in the state of California. According to a five-year evaluation study, “Proposition 227 forced the movement of large number of students from bilingual to immersion programs” (Parrish, 2006, p. ix). The study also mentioned that “Combined with a concurrent policy mandate under the state’s Public Schools Accountability Act to test all students in academics using English regardless of language of instruction, also affected classroom instruction, and professional development” (Parrish, 2006, p. I-23). Students were also affected because they were put into mainstream classrooms instead of English Immersion classrooms (Parrish, 2006). According to the American Institutes for Research, when teachers and principals were asked about the effects, they mentioned that they were positive. They mentioned that, it helped students to move to mainstream English instead of segregated programs (Parrish, 2006). When I asked this question to the five administrators, and four teachers 7 out of 9 mentioned that it did affect students. Mr. Reynosa mentioned that Proposition 227 eliminated bilingual programs, it was a way to institutionalized racism and equal opportunity. He also mentioned that it was unfair and unjust, its limited Latinos from succeeding in the future. As a person that was affected by EO, he mentioned that when he was young the teachers will tell him that “We are in America.” The teachers also got him in trouble for speaking the Spanish language. He mentioned about his experienced when he was in 1st grade. “The teachers would hit me with rulers on the knuckles,” this took out his identity at some point because he knew he had to speak English to help his parents and because he was not allowed to

speak it in the classroom (Personal communication, March 15, 2019). Mr. Raspberry mentioned that it affected the number of students in bilingual programs. He mentioned that parents hesitate, since they had to fill out waivers (Personal communication, March 15, 2019). My findings on student survey (Appendix 3) report that 72% of the students would like to be able to speak their first language in the classroom.

How does Proposition 58 affect the reconfiguration of language instruction at the elementary school level? Mr. Green mentioned that the language instruction changes for those students who decide to move from English to bilingual. Students are taught the same subject now in the Spanish language, and they still are taught the foundations of English in first grade such as blending sounds, decoding, reading, oral practice, and writing (personal communication, March 15, 2019). Two teachers and one principal mentioned that Proposition 58 affects language instruction because of there are not enough resources. Ms. Viewers mentioned that in schools, there are not enough books in the library. Most of the schools are in English, her students do not have a lot of options because there are limited bilingual books in the library (personal communication, March 22, 2019). Mr. Dunleavy mentioned that there are limited resources for teachers. If it's in English you can find a lot of resources, but for resources in Spanish, it is really hard to find. Teachers have to stay additional time afterschool to create the resources. (personal communication, March 16, 2019). Lastly Mr. Reynosa added that millions of hours were thrown away into the garbage when Proposition 227 passed. If the binders were not to be thrown it would have helped many teachers today (Personal communication, March 16, 2019).

What can schools do to reverse the effects of U.S. English language instruction on elementary schools? Mr. Yellow mentions that schools can create bilingual programs at every grade level in which both languages can be taught (personal communication, March 16, 2019).

The two English Only teachers interviewed mentioned that although they are in EO classroom, they value the student's language. According to one of the teachers, she mentions that since she does not know Spanish, she lets other students explain to her, they learn from one another. She also mentions that visuals are very important to help students understand what she is teaching (Diaz, personal communication, March 15, 2019). The other English Only teacher mentioned that she encourages her students to check out books in Spanish from the library in hopes that, it will help her student retain the language (Maddison, personal communication, March 15, 2019). The five principals mentioned that they encourage their teachers to use the Spanish language in the classroom.

Discussion

Based on research and interviews with principals, the results interpretation from these are that EO language instruction can affect the students negatively. Although research showed that students needed the English language to benefit in the future. The implementation of EO laws, are not going to help students in the future if they are forgetting their native language. Today, high positioned jobs required a person to be bilingual. English Only instruction is shaping a student to speak a language that they do not identify with. For me that is the same thing as forcing a kid to eat something they do not enjoy. If students do not enjoy their classroom they will struggle in their academics. Based in the results attained in the EO classrooms, students could benefit from a bilingual education instruction.

Recommendations

My recommendation is for school principals to not be biased and not recommend a program for students. What they can do is that they can give a description of each of the programs that are offered in the school. If the school does not have a bilingual program, it is

essential to still inform parents that other schools do offer a bilingual program. Also, I recommend that teachers use their words wisely if they make an English Only rule in the classroom. Teachers should support students who are learning the English language by allowing them to be comfortable to speak the language. For parents I recommend that if there is no bilingual education program, and they want their children to preserve their language is to tell their student that at their school they can speak English, and that at home Spanish should be practiced. Parents have to do something in their end so that their children can communicate with them.

Problems and Limitations

For the most part, I believe that the research, interviews, and surveys help me answer the effects that students face. This study has limitations. There was a lack of research that mentioned Latino students. Most of the research, mentioned English Language Learners. Some of the problems that I encountered were that some teachers and principals might have been biased because they either teach a bilingual classroom, or they were victims of English instruction. I noticed that the two English Only teachers supported bilingual education, yet they still believe EO is the best way to teach English to the students. They mentioned that they were frightened to use the Spanish language, because it is an EO classroom they felt that they might lose their job. Another problem encountered was that since the anonymous surveys given to students were on paper, I saw that they had changed their answers which has an effect on the data. This project focused on interviewing teachers and principals from different schools. The schools in which teachers and principals were under the same district. Also, the surveys administered to the two classrooms were given in the same school. For further research, a study

of the effects of students that were in elementary school between 1998 and 2016 can be completed.

Conclusion

From the research gathered through literature review, teacher and principle interviews as well as students' surveys conducted, I came to the conclusion that English Only initiatives have affected negatively the minority Latino population restricting them from using their language and perhaps losing part of their culture. English is a tool of communication that is needed in the outside world. The times have changed, and jobs prefer to hire people who speak more than one language. US English only initiatives like Proposition 227, as well as adapting an English Only in the classroom may affect the student's future.

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Appendix 1

Teacher Interview Questions

1. In what ways do you feel that Proposition 227 most known as “English Only” instruction affected elementary Latino students in the classroom?
2. How does teaching only in the English language bring challenges to Latino students in the classroom?
3. What are some of the positive outcomes of teaching only in English?
4. Having taught both English Only and Bilingual instruction, which of the two have a more positive affect to the students learning? A negative? How?
5. With the emergence of California Proposition 58 in 2017, how has it changed the English Only language instruction at the elementary school level? Does Proposition 58 affect the reconfiguration of language instruction at the elementary school level?
6. What can you as a teacher do to move from an English Only instruction to incorporating student’s language in teaching?

Appendix 2

Principal Interview Questions

1. What are some of the effects of Proposition 227 most known as “English Only” instruction on elementary Latino students?
2. Knowing that most of the students are from a Hispanic/ Latino background, what are some of the issues that students might have faced due to Proposition 227?
3. What is your stance on English Only and Bilingual Education instruction?
4. Which of the two programs have a positive outcome to both the children and their learning?
5. What could schools do to reverse the effects of U.S. English Only instruction on Elementary students? And how?

Appendix 3

Anonymous Elementary Student Survey Questions

1. What languages do you speak? Circle all that apply.

Spanish	English	Dialect	Other
65/66 Spanish & English -1 Spanish, English & Other language			

2. Have you ever felt judge when speaking another language other than English in the Classroom?

Yes (7/ 66) 10.60% No (59/66) 89.40%

3. Do you think is best for students to be put in English-only classes to help them learn English?

Yes (34/66) 51.52% No (32/66) 48.48%

4. Have you ever heard your teachers tell you that you can only speak in English?

Yes (20/66) 30.30% No (46/66) 69.70%

5. Do you feel that being in English only classes helps you with your English?

Yes (61/66) 92.42% No (5/66) 7.58%

6. Do you feel you should learn English to belong in the U.S.?

Yes (15/66) 22.73% No (51/66) 77.27%

7. Do you think that by learning English you have trouble speaking your first language?

Yes (44/66) 66.66% No (22/66) 33.33%

8. Do you have difficulty doing your homework, test, and other assignments because they are in English?

Yes (3/66) 4.55% No (63/66) 95.45%

9. Would you like to be able to speak your first language in the classroom?

Yes (48/66) 72.73% No (18/66) 27.27%

10. Do you feel nervous when you speak English?

Yes (7/66) 10.61% No (59/66) 89.39%

11. Would you rather have friends who speak your native language?

Yes (54/66) 82% No (12/66) 18%

12. Would speaking your first language in the class make you connected to your culture?

Yes (35/66) 53% No (31/66) 47%

13. Would you like to write, speak, or read in another language other than English? (For example, your first language).

Yes (23/66) 35% No (43/66) 65%

14. Have you experienced frustration or anxiety when you are asked to read, speak, or write in English?

Yes (15/66) 23% No (51/66) 77%

15. Do you think that people that speak English have more opportunities than other people who speak other languages such as (Spanish, Mixteco, or other Languages)?

Yes (31/66) 47% No (35/66) 53%

16. Do you have difficulty understanding your teacher because you don't understand what she is teaching in English?

Yes (6/66) 9% No (60/66) 91%

17. Do you have trouble making friends because they do not speak your language?

Yes (2/66) 3% No (64/66) 97%