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School Leaders' Perceptions of Caribbean Students' English Language Needs

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2014

Abstract

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MS, Walden University, 2004

BS, Nyack College, 2000

Doctoral Study Submitted in Partial Fulfillment

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Abstract

Although British West Indian Caribbean (BWIC) immigrant students are considered to be English speaking students by U.S. public schools, many of them speak other languages. These students experience hardships and have unique remediation needs that many schools are not providing. The conceptual frameworks that guided this case study were sociocultural theory, acculturation theory, and leadership theory. These theories postulate that culture influences learning, second language acquisition is linked to adapting to a new culture, and leadership is important to implement system-wide changes. Qualitative data included interviews with 6 teachers and 3 administrators who work closely with BWIC students, New York City Department of Education English Language Test results of 512 students, and 26 BWIC student school enrollment forms. Data were analyzed through a coding process to determine emergent patterns and themes. Key findings indicated that participants identified the students' academic struggles with Standard English and that teachers experiment with various strategies to reach the students. Recommendations include development of identification and remediation programs for BWIC students and additional research on strategies to teach English to these students. Study findings may promote positive social change by encouraging school districts to work with the Caribbean-American community to help increase BWIC student retention rates.

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Dedication

I dedicate this doctoral study to my family: Rohan Sr., Gabrielle, Rohan Jr., my mom Winnifred, dad Bressford, and my brother Alton and family. A special dedication goes to the British West Indian students whom I taught in Bronx, NY, who inspired me to venture down this road of research.

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Thank you to all of the individuals who played an important role in the accomplishment of this doctoral study.

First, thank you Dr. Desiderio and Dr. Karin Zotzmann for taking over this case and for helping me find the focus of this study. Dr. Desmond and Dr. Brunn motivated me and believed in this area of study. Dr. Lafferty and Dr. Hoffman, thank you for helping me bring this study to completion. I am grateful for all of your insights.

Thanks to my husband, Rohan Pike, Sr., for allowing me the time to focus on this study. You took over the household chores and allowed me the opportunity to focus on completing this research. Thank you so much. Mom, thank you for all of the help with the children. Gabrielle and Rohan Jr. thank you both for being the best children a parent could ask for. You both are fantastic children, which made it easier for me to invest the long hours on the weekend to complete this study. Also, Nash Alexander III, thank you for your support and encouragement.

Finally, thank you to the British West Indian students I taught in Bronx, NY. You all evoked a desire in me to help struggling British West Indian immigrant students improve their oral and written use of Standard English.

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Section 1: Introduction to the Study

Approximately 39.9 million immigrants live in the United States (U.S. Census Bureau, 2011). This is the largest recorded number of immigrants the United States has seen in its history (Passel & Cohn, 2012). According to data from the Migration Policy Institute (MPI) Hernandez (2012), between 2000 and 2008, the growth among Black African and Caribbean immigrant school-aged children in the United States totaled approximately 1.3 million, an approximately 63% growth for Black African and Caribbean immigrants. Despite this significant change in the number of Black immigrants now located in the United States, children from these families remain largely neglected by research studies (McCabe, Braga, & Batog, 2010).

British West Indian Caribbean (BWIC) immigrant students are among the thousands of immigrants who enter U.S. schools every year (Passel & Cohn, 2012). Pratt-Johnson (1993, 2006) reported that English-based, Creole-speaking learners from the Anglophone Caribbean compose the largest immigrant group of students in the U.S. educational systems who speak English as a second language. Paat and Pellebon (2012) stated that the Caribbean population has drastically altered the demographic characteristics of the U.S. population. Thus, many educators may likely encounter BWIC students who struggle with mastery of oral and written Standard English.

According to Nero (1995, 2006, 2009), Caribbean students whose official language is English primarily speak Creole/Patois. Elements of the Creole/Patois language are evident in their oral and written assignments, thus limiting some students' academic performance and ability to meet standards or make academic gains required by

the No Child Left Behind Act (NCLB; Education Week, 2011). Furthermore, Edward (1983) identified that BWIC students frequently struggle with verb tense agreement within oral and written assignments.

Three known types of Creole (basilect, mesolect, and acrolect) dominate BWIC immigrant students' speech (Kephart, 2000; Nero, 2009). The use of basilect Creole is associated with the greatest degree of difficulty in completing oral and written Standard English assignments among BWIC immigrant students (Nero, 1995, 2006, 2009). Currently, there is not an avenue for educators to discern which BWIC immigrant students predominately speak basilect and which speak thee other two types of Creole. As a result, there is no strategy in place to determine which BWIC immigrant students need academic interventions in order to help them achieve mastery in oral and written Standard English (Nero, 2009). In NYC schools, there is not a specific test designed to test newly enrolled BWIC immigrant students that will help educators determine their level of oral and written Standard English proficiency. However, educators in the NYC school system administer the Home Language Identification Survey (HLIS) and Language Assessment Battery- Revised (LAB-R) test to BWIC students. New York City (NYC) educators use the results of these exams to assess English language proficiency of their English speakers of other languages (ESOL) students (New York Department of Education, 2007).

A testing process for BWIC immigrant students is necessary in order for educators to adequately educate them all in a manner that will meet the mandate for students to be "college-and career-ready" (Duncan, 2010). Clachar (2003) reported,

> The fact is that more and more Teachers of English to Speakers of Other Languages (TESOL) professionals in the United States are now coming in contact with students for whom Standard English is a second dialect and who speak nonstandard varieties of English. (p. 272)

Studies have shown that Caribbean immigrants are located in large cities all across the United States (Camarota, 2005; Passel & Cohn, 2012). These BWIC immigrant students arrive with diverse background and life experiences (Roberge, Siegel, & Harklau, 2009). Therefore, the mental models (Senge, 1996, 2006) of the school administrators regarding the learning needs of the BWIC immigrant students are critical, as these administrators' views contribute to the academic success, or lack thereof, of BWIC students.

I conducted a qualitative case study in urban New York to gather data that may help educators determine the oral and written Standard English remediation needs of BWIC immigrant students who are struggling with mastery of Standard English and to determine how school administrators' perspectives influence remediation for BWIC students.

Problem Statement

BWIC immigrant students are not legally entitled to oral and written Standard English remediation (Nero, 2009), and currently the NYC school system inadequately meets the academic needs of BWIC immigrant students (Clachar, 2005; Nero, 2009). BWIC students speak predominantly Creole, and they struggle with implementing Standard American English (SAE) when completing both oral and written assignments. The inadequately-equipped NYC school administrators and staff often find it challenging

to identify the specific academic struggles of BWIC students (Chu, 2009; Clachar, 2005; Nero, 2009; Suarez-Orozco, Rhodes, & Milburn, 2009; Suarez-Orazco & Suarez-Orazco, 2011; Waters, 1999).

In addition, school administrators' perceptions of the BWIC immigrant students' academic challenges may be a hindrance that prevents the remediation process for these students (Senge, 2006). Therefore, deciphering the academic challenges of BWIC immigrant students may not be a priority for the educators. Senge (2006) mentioned that mental models relate to the internal images that affect human perceptions. Because of the mental models of the school administrators, many school administrators provide Caribbean immigrant students with limited traditional American educational practices (Benesch, 2008; Blake & Shousterman, 2010; Deaux, et al., 2007; Rong & Fitchett, 2008; Suarez-Orozco et al., 2010). This study used a qualitative case study methodology, expounded on in Section 3, to gather data to contribute to the body of knowledge needed to address the academic needs of BWIC immigrant students in U.S. schools.

Nature of the Study

In order to provide the rich and robust outcomes needed to capture the perspectives and perceptions of the participants, I used a qualitative approach that included interviews of teachers and administrators from elementary and secondary schools in urban NY. A qualitative approach was ideal for this study because the participants shared their personal experiences during the data collection phase of this doctoral study. Also, the study included triangulation of data from three sources—the

administrators' interviews, teachers' interviews, and students' test records. I used the data from the two different interview groups to confirm the emerging findings from the study.

Additionally, I included data from the school records in order to further triangulate the initial findings. The population size for the interviews was six teachers and three administrators (two teachers and one administrator from elementary, two teachers and one administrator from middle school, and two teachers and one administrator from high schools) who work closely with BWIC immigrant students. These interviews helped identify students' specific academic areas of struggle with oral and written Standard English through the perspectives of teachers and administrators. After the conclusion of the data analysis phase, I shared the results with the school administrators in hopes of effecting positive changes for the academic experiences of BWIC immigrant students.

Specific Research Questions

This qualitative case study focused on BWIC immigrant students' remediation needs and school administrators' and teachers' perceptions of those needs at three urban schools in New York. The guiding research question for this study was: To what extent do the mental models of urban school administrators contribute to British West Indian immigrant students' underachievement in oral and written Standard English?

The four subquestions, designed to focus the research, were as follows:

1. To what degree do BWIC immigrant elementary and secondary school-age students demonstrate the need for oral and written Standard English remediation?

2. To what extent are the administrators and teachers aware of any academic challenges of the BWIC immigrant students, and are there solutions in place to assist the BWIC students?
3. What are the similarities between the teachers and administrators' perspective of the Caribbean students' academic needs?
4. What are the differences between the teachers and administrators' perspective of the Caribbean students' academic needs?

Purpose of the Study

The purpose of this qualitative case study was to create awareness of the academic struggles of BWIC students in the United States. The Center of Immigration Studies reported that U.S. schools enroll immigrant students from all over the world (Camarota, 2005; Hoefer, Rytina, & Baker, 2009; Passel & Cohn, 2012). Furthermore, about 3 million foreign-born children made up 5% of all school age children enrolled in U.S. schools in 2000, with the number of first-generation immigrant students increasing in the upper grades (Capps et al., 2005). Pratt-Johnson (1993, 2006) and Mitchell and Bryan (2007) asserted that among these immigrant students, English-based Creole-speaking students from the Anglophone Caribbean constitute the largest immigrant group of ESL students in the U.S. educational system. Also, these language minority students have not been adequately remediated in order for educators to determine appropriate instruction to aid these students who seek to pursue higher learning opportunities (Bunch 2009; Lee & Suarez, 2009; Xu, Bekteshi, & Tran, 2010). Therefore, school administrators need to find innovative ways to address the academic needs of BWIC

immigrant students as they do for other ESL students. A lack of understanding or information should not excuse the inadequate diagnoses of BWIC immigrant students' oral and written Standard English remediation.

Rong and Brown (2001) and McCabe, Braga, and Batog (2010) noted that there waslimited research on the academic status of Caribbean immigrants in U.S. schools. Thus, this study aimed to inform administrators and educators of the cultural and academic strengths and needs of Caribbean immigrant students. It might also bring awareness to the perceptions and mental models of school administrators regarding BWIC immigrant students in urban New York.

Kent (2007) reported that in 2005, two thirds of the 2.8 million foreign-born Blacks in the United States were born in the Caribbean or another Latin American country. Based on the reported influx of Caribbean students to U.S. schools (Camarota, 2005; Capps et al., 2005; Mitchell & Bryan 2007), it wasnecessary to determine the academic needs of these BWIC immigrant students. In addition, Chiswick (2009) suggested that the writing assignments of language minority speakers reveal academic areas for concern. Educators who teach Caribbean immigrant students who struggle with proficiency in Standard English need a specific plan of action. Such a plan may help BWIC students improve their use of oral and written Standard English (Chiswick, 2009; Nero, 2009).

According to Nero (2009), many BWIC immigrant students do not benefit from traditional ESL programs because their language needs are different from other English language learners. Nero (2009) argued that placing English-based Creole speakers into

ESL classes is a mistake because most English-based Creole speakers have a vocabulary based in English, as opposed to nonnative speakers of English. Lee and Suarez (2009) and Bunch (2009) concurred that schools provide inadequate remediation to students with lack of fluency in academic Standard English language. Nero (2009) further stated that English-based Creole speakers would be better served in what Gopaul-McNicol (1993) described as English as a second dialect (ESD) classes in Canada, advocating for mainstreamed classes with teachers who are appropriately trained.

Considering the suggestions of Nero (2009), this research study was designed to explore the English remediation needs of the BWIC immigrant student body and to identify appropriate remedial interventions specifically designed to meet these needs. As a result, BWIC students might rebuild their confidence and regain their ability to succeed in a new environment (Olneck, 2009), possibly lowering the dropout rates in urban areas **(**Deaux et al., 2007). In NYC the current dropout rates are 23.53% among English-speaking Caribbean males and 19.66% among the English-speaking Caribbean female students (National Center for Education Statistics, 2002). These findings are disturbing, and educators should pay closer attention to this subgroup in order to promote academic success for these students.

For the purpose of this doctoral study, I gathered and analyzed to determine whether school administrators and teachers understand BWIC students' need for Standard English remediation and if educators have a repertoire of remediation strategies to help meet these needs. The findings of this study may aid in the design of a system of teaching and learning strategies focused on the specific academic needs of Caribbean immigrant

students. In addition, school administrators might benefit from learning more about the current reality of Black Caribbean student enrollment and the associated academic needs of this population.

Conceptual Framework

This research aimed to examine BWIC students' oral and written struggles with Standard English language and the effects of these struggles on the students' academic success at both the elementary and secondary levels at three NYCschools. In conducting the literature review for this study, I discovered a limited amount of literature on the academic needs of BWIC immigrant students. At times, search results related to BWIC immigrant students in the United States yielded three or fewer sources. However, I did find substantial research, much of it dated, that dealt with the social life of Black Caribbean immigrants (Albertini, 2004; Alleyne, 1987; Callender, 2005; Carrington, 2001; Gilbert, 2009; Henke, 2001; Kasinitz, 1992; Milette, 1998; Narvaez & Garcia, 1992; Nero, 1997; Portes, 2001; Rumbaut, 1999, 2001; Waters, 1999). Also, I found limited research on BWIC immigrant students' academic needs in NYC public schools. Therefore, further research needed to be conducted in this area to develop a better understanding of the oral and written struggles BWIC immigrant students experience in the U.S. classroom (Rong & Preissle, 2009).

Senge's (1990, 1996) leadership theory helped provide clarity regarding the understanding of school administrators' perspectives concerning BWIC immigrant students' academic needs. Freeman (2000) noted that researchers in various fields of study, including linguistics, neurolinguistics, psychology, anthropology, and sociology,

have contributed information regarding how second language is learned. However, this study focused on Vygotsky's (1978) sociocultural theory and Schumann's (1978) acculturation theory.

Through his sociocultural theory, Vygotsky's (1978) advocated that people's intelligence originates in part from their cultural environment. Vygotsky's theory was applicable to this study because, as noted previously, BWIC immigrant students who are enrolled in U.S. schools are from a predominantly Creole/Patois-speaking environment. BWIC immigrant students use Creole/Patois in their daily conversations. As a result, some BWIC immigrant students need oral and written Standard English remediation.

According to Schumann (1978), immigrants experience different levels of acculturation upon migration. Schumann's acculturation theory suggested that language acquisition is a component of acculturation that assists immigrant students in developing their desired second language (oral and written Standard English). Once BWIC immigrant students' need for oral and written Standard English remediation is determined, they will have the opportunity to learn in environments that predominantly exposes students to oral and written Standard English (Hines, 1997; Schumann, 1978).

According to Senge (1990, 1996), mental models relate to the internal images that affect how humans perceive others. Senge (1996) mentioned that leaders in education make decisions that significantly influence students' academic success. As such, their views, or mental models, guide their decision-making processes regarding the academic needs of the students. It is imperative for the leaders to determine and understand the academic needs of all immigrant students enrolled at their schools (Alfaro, Umaña–

Taylor, Gonzales–Backen, Bámaca, & Zeiders, 2009; Duncan, 2010). Since this research used the mental models, I required the participating teachers and administrators to use skill of inquiry and reflection on their thoughts, emotions, and everyday behavior concerning the academic needs of Black Caribbean immigrant students.

Caribbean immigrant students are from diverse cultural, socioeconomic, and language backgrounds, and many arrive in the United States with limited schooling and low English proficiency (Suarez-Orozco, Bang, & Onaga, 2010; Suarez-Orozco & Suarez-Orozco, 2001). Upon arrival in the United States, Caribbean immigrant students often attend schools where the staff is inadequately equipped to identify or determine the students' learning needs (Bunch, 2009; Lee & Suarez, 2009; Suarez-Orozco & Suarez-Orozco, 2001). Because of the current mental models of the school administrators, Caribbean immigrant students are often limited to traditional U.S. educational practices, and as a result, BWIC students are rarely offered any oral and written Standard English remediation (Blake & Shousterman, 2010; Ruiz-de-Velasco, Fix, & Clewell, 2000; Suarez-Orozco & Suarez-Orozco, 2001; Walqui, 2000; Walters, 1999). In order to meet BWIC students' learning needs in U.S. schools, researchers have noted the need for further research regarding Black Caribbean immigrants' academic needs (McCabe, Braga, & Batog, 2010; Rong & Brown, 2001; Rong & Prieissle, 1998, 2009).

The lack of a recognizable identity for BWIC immigrants extends far beyond the school system (Harlkau & Siegal 2009). As observed in the U.S. Bureau of Statistics and Census Bureau information site (U.S. Census Bureau, 2010), the term *Black* encompasses all the Black population in the United States. The term is broad and does not distinguish

African Americans from Black immigrants. Research shows that Black immigrant students usually check the *Black* ethnicity box on the school enrollment form. According to the secretary at one urban school, Bronx, NY (personal communication, May 1, 2007) when BWIC immigrant parents enroll their children in U.S. schools, they check the *Black/non-Hispanic*, ethnicity box on the school enrollment form. When Caribbean students are classified as Blacks-non-Hispanics, they are presumed to be proficient at Standard English. According to Albertini (2004), Caribbean students are classified as native English speakers. As a result, Caribbean students are not required to complete the HLIS or the English proficiency test called the LAB-R. These tests assist with determining if immigrant students need English remediation (NYCBOE, 2010).

Senge (1990) mentioned that when leaders have personal mastery of their leadership practice, they have a subsequent drive that influences their goals, aspirations, and objectives. According to Senge (1996), personal mastery of leadership involves recognizing the current reality of BWIC immigrant student enrollment and academic needs. BWIC immigrants identify themselves as Blacks living in the United States. Thus, there is no alert to their language barrier and no English proficiency assessment given to them upon enrollment in NYC schools (NYCDOE, 2010). As a result, BWIC immigrant students' immediate academic need may go undetected by school administrators. Unequipped and untrained teachers who do not understand the learning needs of a diverse immigrant population have the challenge of educating BWIC immigrant students (Suarez-Orozco & Suarez-Orozco, 2001; Walqui, 2000; Walters, 1999).

BWIC students arrive in the United States with different prior knowledge and educational background when compared to the knowledge and experiences of African Americans students (Blaine, 2000). Kasinitz, Battle, and Miyares (2001) stated that BWIC immigrant students are forced to assimilate and acculturate in order to fit in and disguise the underlying challenges they experience with oral and written Standard English proficiency. These students' experiences may cause them to drop out because, ultimately, they do not assimilate and acculturate written Standard English, which is a key factor to academic success in U.S. schools (Mitchell & Bryan, 2007; Walqui, 2000).

Definitions of Terms

Acculturation: The process of becoming adapted to a new culture (Brown, 1980).

Assimilation: A process of interpenetration and fusion in which persons and groups acquire the memories, sentiments, and attitudes of other persons or groups and, by sharing their experience and history, are incorporated with them in a common cultural life (Park, 1926).

Blacks: Individuals of African heritage, most of who were born in the United States, making up the largest ethnic group in the United States. The label, as used by the Bureau of Census and other sources, includes U.S.-born and non-U.S.-born Blacks, such as those from the West Indies (Cole, 1995).

Black immigrant students: Students of African descent who were born outside the United States and have migrated to the United States (Cole, 1995).

Creole: Any of various French or Occitan dialect languages spoken in France or Creole French spoken by some Caribbean immigrants in the Caribbean (especially in Trinidad and Tobago) (Bickerton, 1983).

Jamaican Creole: An English-based language that resulted from the contact between the different linguistic groups that occupied Jamaica during the colonization period (Bickerton, 1983).

Language assumptions: Certain unproven beliefs some people hold concerning the oral communication or vernacular of other people that influence their attitudes toward them (Beykont, 2002).

Mental models: This dimension of Senge's (1990) mental models where individuals carry images in their minds as to how the world works.

Personal mastery: This is where leaders have a special sense of purpose that directs and support their goals, objectives, and visions (Senge, 1990).

Sociocultural: The integration of such aspects as family and community life, sharing, and interacting with socially transmitted behavior patterns, art, language, beliefs, customs, and traditions (Borman, Stringfield, & Slavin, 2001)

Shared vision: A vision that is well-conceived and well-expressed and has potential to motivate individuals to inspire them in a common purpose (Senge, 1996).

Standard English: The form of English taught in schools and used widely by professional Americans, including politicians, journalists, and lawyers. Example: Magazines such as *Newsweek* and television news programs generally use Standard English (Canada, 1997).

Standard Jamaican English: The standard form of English spoken in Jamaica that is closest to the British English. It utilizes British spelling, grammar, and vocabulary, but is progressively showing the American English influence in terms of vocabulary. The pronunciation is distinctly, Caribbean (Mordecai & Mordecai, 2001).

System thinking: This type of thinking requires a perception of the wholeness of the organization (Senge, 1990).

Team learning: This is a process of aligning where the team is able to create the results that each of the team members intends (Senge, 1990).

Underachievement: A discrepancy between the child's school performance and some index of the child's ability, such as test scores (Rimm, 1997).

Assumptions of the Researcher

This research study was based on the following assumptions:

- New immigrant BWIC students need an alternative transition program to assist with English language skills
- Administrators who encounter BWIC immigrant students in this urban area of New York often generalize about BWIC immigrant students, thereby equating them with other Black Americans.
- The responses of the participants would determine the extent to which BWIC immigrant students are in need of Standard English remediation to experience academic success at their schools since BWIC immigrant students are not considered to be ESOL students.
- Teachers and administrators would be willing to participate in the study.

- Teacher and administrator participants would provide their best answers to each question and answer honestly without bias.
- The participants in the study had a genuine interest in understanding the extent of BWIC immigrant students' oral and written Standard English academic struggles.

Delimitations

The delimitations associated with this study are the use of qualitative study and geographic location. This doctoral study was confined to the use of qualitative research methods that included interviewing administrators and teachers from elementary, middle, and high schools in Bronx, New York. Due to the delicate nature of involving students in the interview process, interviewing students about their academic struggles was excluded from this doctoral study. Therefore, my means of gathering data reverted to questioning administrators and teachers who work closely with BWIC immigrant students. As a result, data were limited to the perceptions of administrators and teachers. Furthermore, this doctoral study focused on gathering data from Bronx, New York because the majority of BWIC immigrant students enroll in the schools in that geographical location. Therefore, the administrators and teachers who participated in this doctoral study were experienced and knowledgeable from working closely with BWIC immigrant students.

Limitations

One limitation of this study was the limited sample size of nine participants, and as such, the results are not generalizable to all BWIC students' learning needs or to the administrators and teachers' leadership role in BWIC students' academic experiences.

Since this study gathered data from the interviews collected from elementary, middle, and high school teachers and the leadership team at one elementary school, one middle school, and one high school within a single district located in urban, New York, it will not be possible to make a generalization about the findings in regards to other BWIC immigrant students enrolled in all U.S. schools. However, through the case study approach, this research gathered in-depth information about a particular phenomenon.

Another limitation was interviewing teachers and administrators as participants for this study; this approach only allowed insight into their perceptions of their students' experiences and not the perceptions of the students themselves. Furthermore, not all teachers and administrators who work with BWIC students might have similar experiences or perceptions as those explored in this study. Also, the data for this study came from interviews conducted with current BWIC immigrant students' teachers and administrators and might not be representative of the perspectives of either those teachers and administrators who have worked with BWIC students in the past or those who will work with BWIC students in the future.

Significance of the Study

The significance of this study was that it might create awareness regarding the academic struggles some BWIC immigrant students experience after they are mainstreamed into U.S. schools. Some BWIC immigrant students struggle with oral and written Standard English language (Bryan, 2004; Bunch, 2009; Callender, 2005; Clachar, 2003; Mitchell & Bryan, 2004; Narvaiz & Garcia, 1992; Nero, 1997; Roberge, 2009; Roberge et al., 2009; Rumbaut, 2009; Thomas, 1992; Zwiers, 2008;). As a result, this

study may (a) help develop an understanding of the English language needs of BWIC immigrant students in U.S. schools, and (b) determine if the perceptions of school administrators' contribute to the academic struggles of BWIC immigrant students.

This qualitative research study may also help educators to better understand the learning needs of BWIC immigrant students and allow them to provide interventions that will meet their academic needs. The research study may lead to social change in areas with an influx of English-speaking Caribbean students who struggle with proficiency of oral and written Standard English. Results of this research will be shared with school districts in which the predominance of BWIC students attend. This qualitative study might also set the stage for social change among the Caribbean American community by helping to explain the educational needs of the BWIC students. This endeavor may also provide hope and promote success for the struggling BWIC immigrant students who migrate to this country in hopes of a better life.

This research may lead to social change that might, in turn, help lower the dropout rates in urban school systems like in New York, which has the largest influx of BWIC students nationally (Caribbean Research Center, 1995; Deaux et al., 2007).

Summary

The purpose of this section was to introduce this study, which aims to address both BWIC immigrant students' academic needs and teachers' and administrators' perceptions of those academic needs. In Section 1, I shared the introduction and background information regarding the problem. Section 2, the literature review, provides information from related literature that illuminates BWIC students' need for oral and

written remediation. In addition in Section 2, I explore literature that supports both the leadership component of this research and also the language acquisition component as it relates to BWIC students' struggle with implementation of oral and written Standard English. Section 3 focuses on the methodology and outlines the research design and analytical process used to answer the research questions. Section 4 presents an explanation of the results from this study, and Section 5 concludes the study and provides recommendations for future research.

Section 2: Literature Review

Introduction

The literature review addresses both (a) BWIC school age immigrants' need for oral and written Standard English remediation and (b) the urban school administrators' perceptions of BWIC students' academic needs. The previous section of this study introduced the problem of BWIC students' need for oral and written Standard English remediation and teachers and administrators' perspectives on these needs. In addition, background information of the problem, the study's conceptual framework, research questions, and the assumptions and limitations were outlined in Section 1. This qualitative study expanded the knowledge of educational practices regarding BWIC immigrant students' oral and written Standard English academic needs and teachers and administrators' perceptions regarding BWIC students' academic needs.

The purpose of this section was to review literature significant to the major components of the research. This literature review compiles information from various books and journals articles to determine the perspectives of scholars relative to both BWIC immigrant students' oral and written Standard English language struggle and the perceptions of teachers and administrators about the learning needs of BWIC students. I searched numerous electronic databases (Walden Library, EBSCO, ERIC, Google Scholar, Google, PsycEXTRA, PsychARTICLES, and SocINDEX) and visited a local university's research center and libraries in compiling research for this literature review. The keywords used for the search included the following terms: *linguistics*, *Caribbean*

immigrants, *British West Indians*, *school leadership*, *English as a Second Language*, and *teachers' school perceptions*.

This review of the literature focused on background information on the world of BWIC immigrant students. In addition, the literature review discusses the key components of Senge's (1996) framework, which include personal mastery, shared vision, mental models, team learning, and system thinking in a theory of leadership. Aspects of these key components allow for a window into issues faced by BWIC students that NYC school administrators may have over looked.

There was limited research on the Black immigrant experiences (Rong & Brown, 1998; Rong & Preissle, 2009). Thus, it was difficult to obtain current research information on BWIC immigrant students' academic needs and their teachers' and administrator's view of BWIC oral and written Standard English. This was an area that limited researchers have explored (Craig, 1976; Edward, 1983; Kasinitz, 1992; Kepart, 2000; Nero, 1985). Even after seeking the professional help of Walden's librarians, the research results constantly returned zero, one, or two articles that may have addressed aspects of BWIC immigrants' experiences. I determined that the oral and written Standard English academic needs of BWIC immigrant students are understudied. The oral and written Standard English needs of BWIC immigrant students are an area of importance that should be studied. Therefore, this study helps to create awareness of the academic needs of BWIC immigrant students.

However, researchers have explored the experiences of other immigrant student populations (Pong & Hao 2007; Rong & Preissle, 1998; Waters, 1994). Furthermore,

linguists and sociologists have contributed to the theories of second-language acquisition (Achugar & Colombi, 2008; Braun, 2009; Mufwene, 2010; Freeman, 2000). Lantolf and Thorne's (2007) research on sociocultural theory and language acquisition, Vygotsky's (1978) views on sociocultural theory, and Cook (2001) and Schumann's (1986) views on acculturation theory contribute additional research relative to BWIC students' experiences with acquiring Standard English as a second language.

For the purpose of this research, Jamaicans were mentioned as a representative of the BWIC immigrant student population because the Population Bureau Report (2007) revealed that, in 2005, Jamaica was the originating nation of the largest group of Caribbean immigrants living in the United States. Therefore, educators are likely to encounter more Jamaicans students than students of any other Caribbean nationality. Caribbean countries operate under different government systems. Therefore, the information mentioned in regard to Jamaica's government and the education system may not be congruent with the governmental policies for the other British West Indies countries. For the purpose of this present study, though, Jamaica wasthe representative Caribbean country.

Background on BWIC Immigrants

English-speaking Caribbean students (ESCS) are immigrants from BWIC countries. According to the World Atlas (2008), BWIC islands colonized by the British consist of a group of islands that include the following countries: Jamaica, Anguilla, British Virgin Islands, Cayman Islands, Monserrat, and the Turks and Caicos. BWIC immigrant students enter U.S. schools every year (Capps, 2005; Dronkers & Kraaykamp,

2008; Paat & Pellebon, 2012). The Population Reference Bureau reported in December of 2007 that the growth rate of Black immigrants is now one fifth of the Black population. As reported in the 2010 census, the estimated number of Latin American and Caribbean immigrants living in United States was approximately 21,224,000. About 17.6% of these immigrants are from the Caribbean, and approximately 2,155,000 of them are living in New York (U.S. Census Bureau, 2010).

Some British Caribbean students enter the United States with limited oral and written Standard English proficiency because they emigrate from socioeconomically challenging areas where the majority of people have limited formal education (Millette, 1998; Yakushko, Watsonm, & Thompson, 2009). The varieties of the spoken Creole also play a part in students' ability to perform proficiently in oral and written Standard English. For example, Nero (1995) and Kephart (2000) noted that Caribbean immigrants speak three known varieties of spoken Creole: basilect, mesolect, and acrolect. Nero (2009) explained that the Creole closest to Standard English is acrolect, while basilect is mostly Creole. Speakers of basilect Creole may have a more difficult time with the application of Standard English, while speakers of mesolect Creole may experience moderate challenges with Standard English, and acrolect Creole speakers may adjust more easily to oral and written Standard English.

Since English-speaking Caribbean immigrants who speak and write basilectal to mesolectal varieties of English-based creoles are not legally entitled to receive ESL or bilingual education under New York State law (Nero, 1995, 2009), the BWIC immigrants mainstreamed in NYC schools do not receive English remediation (NYCDOE, 2010). As

a result, some BWIC immigrant students struggle with proper usage of oral and written Standard English language. Regardless of the perception of BWIC immigrant students' English language proficiency, their fundamental oral and written language is basilectal to mesolectal varieties of English-based creoles (Nero, 2009). Therefore, these students are not proficient in Standard English usage in formal or educational settings (Siegel, 2007).

Political Views

On January 8, 2002, President George W. Bush signed into law the No Child Left Behind (NCLB) Act of 2001. The fundamental belief of NCLB is that all students, including immigrants, can and will make gains that lead toward meeting U.S. educational standards (Editorial Projects in Education Research Center, 2011). In September of 2008, the New York State Department of Education (NYSDOE) implemented the NCLB Differentiated Accountability Pilot Program. This program included interventions designed to provide appropriate resources, time, and expertise needed to enable all students to meet proficiency in English language arts (ELA) and Mathematics by 2013–2014. Because NCLB expectations require BWIC school-age immigrants, as well as the other thousands of immigrants who enter U.S. schools every year, to make gains and meet standards, it is imperative that school administrators determine the academic needs of BWIC students and provide the necessary interventions to meet these needs.

Furthermore, in March of 2010 the Obama Administration released the Blueprint for revising the NCLB act (Duncan, 2010). This document advocated for schools to provide high-quality education for all students. Their goal of this blueprint was to ensure that all students are "college-and career-ready" (Duncan, 2010). The blueprint suggests

that the state school systems focus on the whole child and reward growth. The evidence of high-quality education, thus, will be measured by the educational growth of the students (Duncan, 2010). Students in need of remediation should receive the necessary educational assistance to meet their learning needs (Duncan, 2010).

Students at Risk

Previously, researchers have explored the Standard English academic challenges that BWIC students experience, such as difficulty avoiding code-switching in oral performances and grammatical errors in written assignments (Bryan, 2004; Callender, 2005; Clachar, 2003; Gershberg, 2001; Mitchell & Bryan, 2004; Mordecai & Mordecai 2001; Narvaiz & Garcia, 1992; Nero, 2006; Thomas, 1992; Wardhaugh, 2010). Some researchers have recommended English remediation for BWIC immigrant students who enroll in U.S. schools (Narvaiz & Garcia, 1992; Nero, 2009). However, such remediation is traditionally only available to student whose native language is not English (Farr & Song, 2011).

Siegel (2007) found that BWIC students sometimes struggle with implementing Standard English in a formal setting. As a result, a system needs to be in place to determine the types of Standard English difficulties BWIC immigrant students experience. A similar educational issue was addressed by LeMoine (2007), the director of the Academic English Mastery Program (AEMP), who designed and implemented a comprehensive, research-based program in Los Angeles, California to aid Standard English learners (SELs) such as African American, Hawaiian American, Mexican American, and Native American students. The program included professional

development for teachers to become skillful with the implementation of the program in the classrooms (LeMoine, 2007). Likewise, BWIC students in urban cities could benefit from a specific educational program that addresses their specific oral and written Standard English academic needs.

The National Center for Education Statistics (2002) reported dropout rates among the subpopulation groups. As noted previously, the New York City Board of Education (NYCDOE) reported that 23.53% of males and 19.66% of females from the Caribbean student population in NYC dropped out of high school. According to Albertini (2004), Mitchell and Bryan (2007), and Deaux et al. (2007), the high school dropout rates are due to the Caribbean students' negative experience in U.S. public schools. Gandara and Contreras (2009) discussed poor academic achievement, including dropout rates and low college attendance among other problems that immigrant students face.

Albertini (2004) further explained that the United States has a better educational environment than many of the third world countries from which BWIC immigrant students come. Therefore, U.S. teachers have a hard time understanding why some BWIC students experience negative school experiences once in the United States (Albertini, 2004). Gilbert (2009) agreed with Alertini and argued that Black immigrant youth mistrust their teachers and as a result resist education. These negative experiences may stem from their academic needs. Some Black immigrant students may choose to drop out because they become frustrated with their learning experiences in U.S. schools (Albertini, 2004). Therefore, it is essential to help BWIC immigrants maintain a positive perspective

of education in the United States (Albertini, 2004; Suarez-Orozco & Carhill, 2008; Suarez-Orozco, Pimentel, & Martin, 2009).

According to Gordon (1964), assimilation is the cultural process of acculturation on the part of the immigrants when they take on the language, behavior, customs, dress, beliefs, and values of the host country. Although there are Caribbean immigrants who assimilate well to the U.S. education system, others continue to struggle (Portes & Zhou, 1994; Orellana-Faulstich, 2009). Furthermore, the assimilation process may be more of a challenge for students who have to deal with family issues and language struggles along with academics challenges (Portes & Rivas, 2011). According to Albertini (2004), the future outcome for West Indians in U.S. schools is a major concern due to demonstrated low academic achievement in schools where there are influxes of BWIC immigrant students (Dronkers & Kraaykamp, 2008).

BWIC students enrolled in middle school tend to maintain GPAs below 2.0, or a C average. Albertini (2004) referred to the BWIC academic issues as disheartening, as these students must meet educational qualifications in order to succeed in future educational and career opportunities. Therefore, the GPA of these students needs to improve from 2.0 to 3.0 and above (Albertini, 2004). If educators of BWIC students become aware of the language struggles of BWIC students and do not essentialize the minority groups as if they are all the same (Maddern, 2009), they might be more likely to investigate the foundation of these challenges, find solutions, and implement strategies that will provide sufficient help for BWIC immigrant students to become successful academically and within U.S. society (Albertini, 2004).

Interventions for BWIC Students

Legally, BWIC immigrant students who mainstream in U.S. schools do not qualify for English remedial services (Nero, 1996, 2009). The bilingual programs and ESL intervention programs are provided to immigrant groups from other countries, such as China, the Dominican Republic, and Mexico, to help those immigrant groups improve and make gains in the U.S. schools (Jensen, 2008; National Clearinghouse, 2007; Qiang & Wolff, 2007; Sua´rez-Orozco, Rhodes, & Milburn, 2009).

However, there are no interventions specifically designed to help struggling BWIC students improve their academic performance in the areas of oral and written Standard English. It is important that all students make gains and meet U.S. educational standards. According to Santrock (2002), students who do not fully develop their academic skill will have educational deficiencies that lead to problems throughout their economic and social life. It is the goal of educators to determine and meet the educational needs of all students by implementing appropriate instructional models and strategies in the classroom (Gersten, Shanahan, Linan-Thompson, Collins, & Scarcella, 2007; Moughamian, Rivera, & Francis, 2009; Ray & Smith, 2010) so that all students have the opportunities to be successful both now and in the future.

The NYCDOE uses the HLIS to determine if students speak another language at home. If the HLIS reveals that the students speak a second language, the NYCDOE administers the LAB-R English proficiency test to determine if immigrant students are eligible for English as a second language (ESL) programs. However, BWIC immigrant students are not eligible for this test. Under the current ESL system in New York, BWIC

immigrant students do not qualify for English remediation (NYCDOE, 2010). When BWIC immigrant students arrive in the U.S. school system, they do not complete the HLIS nor the LAB-R. Presently, in New York, there is no way to determine if the BWIC students may need a program like ESL in order to help them meet educational standards (NYCDOE, 2010).

Upon enrollment, BWIC immigrant students' parents are required to complete a school enrollment application. Government forms usually require applicants to identify their primary language. Usually, there are language options for people to choose their primary language. When BWIC parents fill out the public school enrollment forms, the language options do not include Patois for identifying their child's primary language. Since their primary dialect, Patois, is not recognized as an official language, parents are left with choosing English as their primary language.

School Leaders' Perspectives

School administrators have been influential in making academic decisions for students, including decisions that directly affect meeting the learning needs of BWIC immigrant students. Senge's (1996, 2006) conceptual framework on leadership offers another viewpoint in contrast to prior leadership theories (Bass & Avolio, 1994; Stogdill, 1948). Senge (2006) examined leadership in organizations and expounded on five key components that have helped organizations obtain and maintain better leaders. This viewpoint on leadership disciplines within educational institutions promotes a combination of factors that support either thriving leadership or a malfunction in leadership relative to this study. Senge (1990) stated, "What fundamentally will

distinguish learning organizations from traditional authoritarian ‘controlling organizations’ will be the mastery of certain basic disciplines” (p. 5). As a result, school administrators might need to examine their policies and determine if their learning organization promotes academic success for all students.

Senge’s (2006) theory on leadership contributed to my research because this study explored school administrators’ perspectives on the ability of the school to meet BWIC students’ academic needs. To that end, this section examines the key components of Senge’s theory as they relate to NYC teachers’ and administrators’ actions relative to BWIC students’ academic needs. Senge discussed the personal mastery, shared vision, mental models, team learning, and system thinking components of his leadership framework. Aspects of these key components provided a framework for exploring previously overlooked teachers’ and administrators’ perspectives related to the academic needs of the BWIC students within two secondary NYC schools.

Senge (1990) mentioned that the shared vision component is one of the most vital aspects of successful leadership. Senge stated, “When there is a genuine vision … people excel and learn, not because they are told to, but because they want to” (p. 9). Next, Senge explained mental models as “deeply ingrained assumptions, generalizations, or even pictures or images that influence how, we understand the world and how we take action” (1990, p. 8). When I applied the mental models of Senge’s (1990) research to the participants in this study, I hoped that the participants would use their skill of inquiry to reflect on into their own thoughts, emotions, and everyday behavior regarding the academic needs of the BWIC immigrant students.

In addition, Senge's concept of personal mastery, as it relates to this study, requires leaders to see the current reality of BWIC immigrant students' academic needs. The reality is that because Caribbean immigrants can frequently be perceived as Black or African American, upon enrollment in U.S. schools, they are often not considered for English remediation. If school administrators embrace personal mastery, they will develop a certain level of mastery or proficiency with regard to determining the learning needs of BWIC students. Personal mastery is essential for member growth within an organization and is obtained when the leaders have a level of commitment towards accomplishing their goal (Senge, 1990).

Team learning is another aspect of Senge's conceptual framework that, when applied to organizations, has the potential to produce extraordinary results. Team learning occurs when everyone brings talent, intelligence, and an area of skill to the group. According to Senge (1990), "Each provides a vital dimension in building organizations that can truly 'learn,' that can continually enhance their capacity to realize their highest aspirations" (p. 6). When the team utilizes all of the talents and skills collaboratively, growth for each learning member is achieved. The school leader's investment in professional development and team collaboration will potentially, in turn, positively influence BWIC immigrant students' experiences in school (Senge, 1990).

Finally, the system thinking component of Senge's (1990) conceptual framework has been developed over the past 50 years to make full patterns clearer and to help people at all levels of organizations see how to make effective changes within and beyond those organizations. Senge (1990) posited that each member of the unit has an influence on the

rest. These factors of Senge's organizational disciplines caused me to consider the possibility that the school administrators at those urban schools in Bronx, NY may be a part of the problem and, thus, unable to visualize the magnitude of the change that is needed to create success for the Caribbean community.

Contributing Factors

Many factors contribute to BWIC immigrant students' struggles with oral and written Standard English. Caribbean immigrant students come from diverse cultural, socioeconomic, and language backgrounds and many arrive in the U.S. with limited schooling and low English proficiency (Suarez-Orozco & Suarez-Orozco, 2001, 2011). Some BWIC immigrant students migrate to America because their parents experienced economic hardship in their homeland, which means that these children would have had limited education because the parents would not have been able to afford to send their children to school (Narvaez & Garcia, 1992). As a result of such economic hardship, some Caribbean parents migrate to United States and leave their children in the Caribbean with relatives or family friends (Suarez-Orozco, Suarez-Orozco, & Todorova, 2008). Years later, when the parents are able to accommodate the children, the children migrate to the U.S. and join their parents. Even though leaving the children is difficult, parents often seek better economics and educational opportunities for themselves as well as their children (Caribbean Research Center, 1995; Hagelskamp, Suarez-Orozco, & Hughes, 2010; Suarez-Orozco et al., 2008). Moreover, BWIC children who migrate to the United States may not have obtained adequate education while living in Jamaica because of poor economic conditions.

According to the information presented by International Bureau of Education (2010-2011), in the past, the Jamaican Department of Education required students to pass the Common Entrance Examination (CEE) before attending high school. Students who did not pass the CEE stayed in All Age schools until the ninth grade (Jamaica Information Service, 1996-2007). After ninth grade, students moved on to secondary schools, which were distinct from high schools. Secondary schools hosted students who did not pass the CEE and therefore, attendance at secondary schools was associated with some degree of shame. These limitations education, have proven to be devastating to the population literacy rate. Because of limited educational opportunities for many students, the majority of Jamaica remained illiterate:

> Since the 1970s, the Jamaican Movement for the Advancement of Literacy (JAMAL) has been working to eradicate adult illiteracy. Over the last seven years, some 113,878 persons have enrolled in its class island wide. Its programme is organized by a core of professional workers, supported by a network of volunteers. The success by JAMAL and other educational programmes was reflected in a survey done in 1994, which revealed that 75.4% of all Jamaicans were literate. (Jamaica Information Service, 1996-2007)

According to an article in Jamaica's *Gleaner*, another one of Jamaica's national newspapers (Educational Parity, 2012), many students still struggle with reading and some are still not able to pass the CXC exams even, after ten or more years of schooling. Jamaica is in the process of transforming its educational system, with a current focus on

the seventh through eleventh grade and first, third, and fourth-grade students (Jamaica Information Service, 1996-2007).

According to information from the International Bureau of Education (2010-2011), the CEE was phased out in 1999. The Grade Six Assessment Test (GSAT) has been the exam in Jamaica since March of 1999. This exam replaced the CEE that students took and passed before attending high school. Furthermore, the Grade One Readiness Inventory, the Grade Three Diagnostic Test, and the Grade Four Literacy Test were implemented in the years 2007 – 2008, 2006, and 2008 – 2009 respectively (International Bureau of Education 2010, 2012). The results from these tests have revealed the struggles of Jamaican pupils. Less than 58 percent of boys and girls at grade three achieved mastery in any of the core subjects; only 64.8 percent of the 4th graders in 2006 mastered all three subjects and in 2008 this number increased to 68.9 percent (International Bureau of Education 2011/2012). Because some BWIC students have these academic challenges upon arrival in the U.S. from the British West Indies Caribbean countries, the BWIC students should undergo some type of English proficiency evaluation test to determine their levels of Standard English proficiency and to determine the amount of English remediation needed before or after they are mainstreamed in U.S. schools.

LeMoine (2007) mentioned that ELL or ESL students whose official language is one other than English predominantly experience a language barrier to academic success. BWIC students experience this language barrier when they consistently hear their home language, Patois or Creole, outside of school. According to Alleyne (1987), Patois is considered an unwritten or non-standardized form of language because it does not have a

well-defined linguistic system and therefore defies clear-cut definitions as either language or dialect.

Specifically, some BWIC students struggle with the proper use of Standard English when completing English assignments. Nero (1995, 2009) mentioned that some of the struggles BWIC students experience include the following: struggles with verb tense agreement, spelling, and proper pronunciation of some of the letters/letter combination in the English alphabet. For example, BWIC students usually pronounce the word (three), as (tree). The *th* sound at the beginning of the word is not emphasized during speech. Nero (1995) suggested that teachers should familiarize themselves with the common features of Caribbean English-based creoles in order to better meet BWIC immigrant students' academic needs.

Nero (1995) mentioned Edward's (1983) research that related to the language of Caribbean students in England. Edward (1983) determined that general features of the Caribbean English-based creoles are broken up into twelve key points of distinction. To start, Edward noted that Creoles do not usually mark plural nouns as English does. For example, *Me have three brother and two sister* would be standard in Creole. Edward further explained that the number "three" mentioned in the sentence makes it obvious to the speaker and listener that the nouns are. But when one needs to demonstrate a reference to more than one person or thing where there are no plural words in the sentence, in Creole, one would use*…de…dem.* For example, *De girl dem come here all the time*.

Further, Edward (1983) mentioned that there is no agreement between subject and verb in Creole. For example: *The boy come here in the morning*. The Creole verb does not change form to agree with the tense; instead, the tense is indicated by context. Another example is *My mother come here yesterday*. Also, Creole shows possession not with the genitive markers of formal written English, but rather by the relative positions of possessor and possessed. For example: *John hat*. In addition, pronouns only show person and number; they do not usually show case or gender. In Jamaican Creole, for example, we find (a) me – we; (b) you – unu; and (c) him/it – dem. For instance, one might say: *Me see him brudda yestaday* (I saw his brother yesterday).

Edward (1983) continued explaining additional features of the Caribbean English-based creoles. The verb "to be" in Creole is largely redundant. Both adjectives and verbs, and in some situations nouns and locatives, can follow the subject. For example, Winston coming, Winston tall, Winston the father, and Winston there are all standard in Creole. Also, there is no separate passive form in Creole. For instance, *The food prepare bad* means that the food was badly prepared. Furthermore, words that begin with "thr" are typically pronounced as "tr", as in "tree" for "three". In addition, the letter *h* is often deleted in initial position, i.e. "ouse" for "house." Further, *h* is often added before initial vowels such as "hegg" for "egg" and "hiron" for "iron." This final point is not a Creole feature, but teachers should be aware that students from the English-speaking Caribbean typically use British spellings (e.g., the British use of *analyse, colour*, and *labelled* versus the American use of *analyze; color; labeled*).

Native English Speakers

Albertini (2004) mentioned that BWIC students are classified as native English speakers in school; therefore, their English proficiency is seen as an irrelevant factor in needing remediation. As a result, Caribbean immigrants often do not receive intervention when they mainstream in U.S. schools. Albertini (2004) and discussed that BWIC immigrant students often leave environments where Creole or Patois is predominantly the spoken language. Then, they enter the U.S. school system to find that they are in an environment that considers them English speakers even though they predominantly speak Creole or Patois. According to the secretary of an urban school in the Bronx (personal communication, 2007), upon enrollment, BWIC or "Black" Caribbean parents have limited options for identifying their children's ethnicity. Caribbean is not included as an ethnicity on the school enrollment form. Therefore, parents are limited to "Black/non-Hispanic" as a means for identifying their ethnicity. Secondly, BWI parents need to identify their primary language. They have no choice but to choose English because their primary dialect, Patois, is not an official language.

Alleyne (1987) noted that Caribbean Creoles are not well-defined linguistic systems and therefore defy clear-cut definitions as either languages or dialects. At the moment of enrollment, BWIC immigrants and African American students are classified in the same category, "Blacks," (Rong & Fitchett, 2008; Harklau & Siegal, 2009), which eliminates any immediate thoughts of academic intervention. Furthermore, many teachers' and administrators' mental model, or view, toward Caribbean immigrant students' academic needs, contributes to this break down in policy. Since many teachers

and school administrators may believe BWIC immigrant students to be of the same group as African Americans, the thought of implementing any immediate academic intervention may not occur to them. In addition, no services exist to assist BWIC students with assimilation to the U. S. school environment and curriculum (NYCDOE, 2009).

Nero (1997, 2009) mentioned that immigrant students not considered English speakers are unable to receive services like ESL. The NYCDOE offers three main types of programs for students who either speak a language other than English and/or score below a state-designated level of proficiency in English Language when they enter NYC public schools. The English Language Learner programs available to immigrant students in NYC public schools include Transitional Bilingual Education (TBE) programs, Dual Language programs, and English as a Second Language (ESL) programs ((NYCDOE, 2009). TBE programs include academic instruction in both English and the native language. Dual Language programs are characterized by academic instruction during the school day occurring half in English and half in another language. Finally, ESL programs are defined as programs where academic instruction during the school day is predominately in English (NYCDOE, 2009). These programs are provided to immigrant students who are from countries whose official language is not English. Therefore, British West Indian students are not legally entitled to receive the English Language programs offered by NYCDOE because BWIC students' official language is English, even though they predominantly speak Creole/Patois.

Review of Related Research and Literature

Researchers (Achugar & Colombi, 2008; Bryan, 2004; Callender, 2005; Clachar, 2003; Mitchell & Bryan, 2004; Mordecai & Mordecai 2001; Mufwene, 2010; Narvaiz & Garcia, 1992; Nero, 2006; Thomas, 1992) in the fields of linguistics, sociology, psychology, and education have researched aspects of Caribbean immigrants' lives. These researchers approached their studies from different perspectives based on their particular area of expertise. However, their studies similarly advocated for further research into the level of educational remediation that BWIC immigrant students may require becoming proficient in oral and written Standard English.

Suarez-Orozco and Carhill's (2008) psychological research focused on the immigrant family. Like Rong and Preissle (2009), Suarez-Orozco and Carhill (2008) found that the migrant family is understudied by educational researchers and psychologists. Suarez-Orozco and Carhill's (2008) claimed that not enough emphasis have been placed on the complexity of race, gender, and language relative to immigrants' lives. Therefore, they focused their research on understanding issues like the complexity of race, gender, and language as it relates to immigrant children, adolescents, and their families (Suarez-Orozco and Carhill's, 2008; Suarez-Orozco et al., 2010). Suarez-Orozco, Bang and Onaga (2010) further discussed the number of factors that influence the educational attainment of newcomer or immigrant youth.

Second Language Learners

Clachar (2003, 2005) analyze the challenges that both speakers of Caribbean Creole English and ESL students face in the U.S. classroom. The study focused on

specific areas of second-language-writing, examining how ESL writers draw on registers that are more suitable for genres of oral discourse. Clachar's (2003, 2005) study compared Creole-English students with ESL students and found that the writing challenges of the learners of Standard English as a second language are quite different from those of ESL learners. Clachar asserted that Caribbean English is distinct from Standard English and that speakers of Caribbean English should receive English remediation. Similar to this proposed doctoral study, Clachar (2003, 2005) used qualitative methods to collect data used to determine the need for interventions and remediations that will most effectively benefit Creole-English students. Although Clachar (2003, 2005) approached the study from a linguistic perspective, the he still held teachers accountable for the academic success of BWIC students (Clacher, 2003, 2005).

The immigrant student's population in the United States continues to grow. The students bring their diverse linguistic background experiences to the schools (Stufft & Brogadi, 2011). Clachar (2003) stated, "More and more TESOL professionals in the United States are now coming in contact with students for whom Standard English is a second dialect and who speak nonstandard varieties of English" (p. 272). NYC schools are equipped with comprehensive ESL programs, but those programs do not meet the academic needs of Caribbean immigrant students (NYCDOE, 2010). As a result, the distinct academic needs of Caribbean students are left undetermined.

Minority Language

Callender (2005) conducted a linguistic case study to analyze the "language minority" used in U.S. educational policy circles. The author advocated for recognition of

Creole or Patois as a language that is not English and believed, therefore, that immigrants who speak predominately Creole or Patois should receive English remediation (Callender, 2005). Callender (2005) cited that in 1996 Oakland Unified School District educational policy planners sought to include "Ebonics" in the list of officially recognized foreign languages. Black dialects of English experienced some recognition in policy circles. However, there are no official NYCDOE standards regarding "Black English." Callender (2005) acknowledged that there is a need for intervention for BWIC students in U.S. classrooms who struggle with mastery of Standard English.

Lee and Suarez (2009) and Bunch (2009) researched related to the experiences of language minority students who have not been adequately remediated. Bunch (2009) found that a lack of remediation during the secondary years meant that teachers were unable to meet the academic needs of both African American Vernacular English (AAVE) speakers and generation 1.5 students. In order for these students to perform proficiently in higher education settings, they need to be provided with sufficient remediation during the secondary years of schooling (Bunch, 2009). The most common area of deficiency falls under academic writing (Bunch, 2009). In addition, minority students who have struggles in their native language or dialect consequently struggle with academic Standard English (Lee & Suarez, 2009 & Bunch, 2009). Orellana-Faulstich (2009), also studied the language of miniority immigrant youth. He took into account the cultural aspect of the immigrant students' language struggles. This article contributed to this study because it took into account the stressful linguistic chanllenges of being an immigrant youth.

Roberge (2009) concurred that in the last four decades there has not been enough progress made toward providing adequate education for minority language (BWIC) students. Despite the growth of the BWIC community, there is still not a bridge designed to address the achievement gap between the ethnolinguistic speakers and their mainstream counterparts in written and oral Standard English. The study showed that the minority linguistic background of students did affect their ability to effectively use Standard English used in academic settings (Roberge, 2009).

Zwiers (2008) mentioned that language minority students struggle with the use of academic text because they do not use academic language at home. Zwiers (2009) explored grammar instruction related to those grammatical features that are fundamental to understanding types of clauses needed in academic writing. Since BWIC students may be exposed to creole/patois at home, they may not have access to Standard English outside of the school setting. Thus, Suarez-Orozco, Pimental & Martin, (2009), recognized the significance of academic engagement and academic achievement as it relates to the immigrant students.

Achugar and Colombi (2008) and Schleppegrell and Go (2007) discussed theories on second language acquisition. Achugar and Colombi (2008) focused on the important role of oral language in students' socialization. While Schleppegrell and Go (2007) addressed effective ways to teach minority language students' academic language features that will help them acquire academic writing. It is expected that the minority language student will be able to accurately respond to the required writing assignments

by applying academic writing. Students are expected to use grammatically correct features in order to function academically proficient (Schleppegrell & Go, 2007).

Blake and Shousterman (2010) examined prior research on race as a social variable that conditions language behavior for Black students and conducted their own research in the multi-layered facets of communities like New York City. Blake and Shousterman's (2010) analysis was more complex than much of the prior research on this topic because they considered the interactions between race and language of the individuals in the community. Blake and Shousterman (2010) acknowledged there needs to be additional research on different Englishes spoken in the United States by Blacks who are first generation immigrants. Their study further examined the English spoken by children of Black immigrants in NYCwhose parents were from the West Indies English-speaking Caribbean countries (Blake & Shousterman, 2010).

Alleyne (1987) examined more specific linguistic aspects of Caribbean Creoles, revealing that Caribbean Creoles lack well-defined linguistic systems and therefore these linguistic systems cannot be easily defined as either languages or dialects. Based on the findings of the study, Alleyne (1987) advocated that Creole receive recognition as a language. Alleyne suggested that if Creole were recognized as a language, then the BWIC speakers of Creole or Patois would be able to receive interventions when mainstreamed in U.S. schools. The findings of Alleyne's (1987) study provided valuable information regarding the linguistic aspect of this present doctoral study.

Mistrusted and Mistreated

Albertini (2004) focused on the mistrust experienced by many immigrant minority students. Albertini conducted an experimental study in which he collected data on the mistrust of English-speaking Caribbean and Haitian students toward their white teachers during middle school years in Miami-Dade, Florida. Albertini alluded to the dropout rates among Caribbean students and acknowledged that there is a need for interventions to help these students become successful both academically and socially. However, the results of Albertini's (2004) study showed no generalization to the other West Indians in United States. Albertini (2004) advocated the use of social workers in the school system to help the BWIC middle school students assimilate to American schools and society.

Mitchell and Bryan (2007) provided information regarding Caribbean immigrant students' negative educational experiences, the gap in their academic achievement, and the elevated dropout rates they experience in the U.S. As a solution to these challenges, the researchers proposed a holistic approach of school, family, and community partnerships and interactions among the Caribbean immigrant students and their families (Mitchell & Bryan, 2007). They further recommend that counselors use specific strategies when working with Caribbean immigrants to ensure adequate support to enhance these students' productivity and sense of self-efficacy (Mitchell & Bryan, 2007). On the other hand, Noels, Leavitt, & Clement, 2010 and Perreira, Fuligni, & Potochnick, 2010 suggest teachers involve newcomers or immigrant youth in social activities of American culture to help immigrant students experience a connection and as a result that will have a positive affect on their academic achievement. Once the newcomer establish

relationships that build a sense of community, they will establish the emotional support to help them navigate the education system (Peguero & Bondy, 2011).

Benesch's (2008) research focused on discrimination of Black immigrants and how the mistrust it caused by such discrimination might lead to academic failure among Black immigrants. Benesch (2008) offered strategies for promoting multilingualism and multiculturalism among Black immigrants. Her work focused on generation 1.5, which consists of students born outside of the United States but complete most of their formal schooling occurred in U.S. schools.

Like Benesch (2008) and Deaux, et al., (2007) acknowledged that second-generation West Indian immigrant students have experienced less favorable outcomes in U.S. schools when they experience discrimination. Further research is recommended to better determine adequate support for Caribbean immigrant students. These researchers used questionnaires to solicit information from 270 West Indian students regarding their perceptions of stereotypes, identification, and discrimination. Alamilla, Kim, and Lam (2010) discussed the minority stressors and the psychological aspects of Latino immigrants. Some of those factors are applicable to other immigrant groups, and teachers should be aware the stressors of the immigrant population they serve. Likewise, Xu, Bekteshi, & Tran (2010) discussed the psychological aspect of immigrant students. They noted that it is a struggle for the immigrant students to understand the dominant culture, deal with home issues, and manage their different feelings about all of the changes they experience.

Misjudged

The research of Roberge, Siegal, and Harklau (2009) supported the idea that BWIC immigrant students are often misjudged by school officials to be competent or capable of written and oral standard English because they speak English with other AA students. Medvedeva (2010) noted that when adolescents feel discriminated against, they will perform significantly lower academically, and there is an effect on their linguistic adaption. Many teachers are unaware of BWIC immigrant students' linguistic backgrounds and the possible effects of this linguistic background on the students' academic achievement. Like Benesch (2008), Roberge et al. (2009) discussed generation 1.5 students who have been placed in ESL classes because they have difficulty preforming proficiently on academic language tasks. However, the researchers also noted that individual students in generation 1.5 do experience different acculturation and adaptation issues on their educational and social journeys in the United States (Roberge, et al., 2009). Therefore, appropriate research needs to be conducted to determine the most efficient and effective ways to educate BWIC immigrant students.

Rumbaut (2009) acknowledged that immigrant students face many problems with acquiring written academic discourse. He compared African American Vernacular English (AAVE) speakers with Generation 1.5 students with English dialects, or speakers of "other Englishes" from international English-medium schools. He recommended that further research be conducted on this large group of students in order to find solutions to meet the academic needs of students with diverse linguistic background.

Harklau (2009) discussed research on BWIC immigrant students who are often considered African American (AA). There should be a linguistic and cultural distinction between BWIC and AA students because BWIC students are from different backgrounds than AA students. Schools are more effective when they are equipped to determine Black immigrants' academic struggles. Positive results are evident when teachers treat every student as an individual in regards to their academic needs (Harklau, 2009). Furthermore, Noels, Leavitt, & Clement, 2010 and Perreira, Ruligni, & Potochnick, 2010 discussed that when we increase the sense of belonging for newcomer students, they will have positive experiences, and the result is a worthwhile affect on academic achievements.

Rong and Fitchett (2008) discussed the transformation of Black immigrant youth in the United States. Their research explored adequate means of understanding identity needs and bridging divisions between Black immigrants and Black Americans. They engaged with ethnic communities to help educators better assist Black immigrant teens in their adaptation to U.S. schools and society. Similarly, Portes and Riveras 2011 focused on the racial stereotypes as it relates to the black and Latino immigrants. These minority groups tend to endure academic concerns and sometimes negative self perception. These authors contribute to this study because they address the social and economic struggles of Black immigrant families.

Educational Issues

It is evident that in recent years the U.S. population has become more varied and that diversity presence a challenge for educators in areas with large influxes of diversity. Stufft and Brogadi (2011) research addressed the challenges many public school staffs

experience in meeting the educational needs of their culturally and linguistically diverse student bodies. The school is the first contact that helps these immigrant students with integration and socialization into American society (Stufft & Brogadi, 2011). Thus teachers and school administrators are challenged with finding effective strategies to ensure that the needs of ELL students are met. Suarez-Orozco et al., (2010), advocate for additional current resources to be available because the existing system does not offer the necessary, modern, update resources necessary to assist the immigrant students serviced in our educational system.

U.S. teachers encounter BWIC immigrant students who primarily speak Creole and have the task of helping them achieve academic gains (Clachar, 2006; Rong & Preissle, 2009). Therefore, before or after BWIC students enroll in U.S. schools, educators and researchers need to determine and understand BWIC students' level of Standard English proficiency and determine their oral and written Standard English remediation needs (Tubergen & Kalmijn, 2009).

Kasinitz, Mollenkopf, Waters, and Holdaway (2008) focused on the educational issues that second-generation children of immigrants experience when compared to the issues of native Blacks and white peers. Their study found that immigrant students with positive parental involvement tend to be more successful than their peers who had little parental involvement (Kasinitz, Mollenkopf, Waters, & Holdaway, 2008). Information provided in this study had applications to the educational issues that Black immigrants in NYC experience. Like wise, school engagement is a strategy that can contributed to immigrants' academic success (Coutinho & Koinis-Mitchell 2013). Coutinho and Koinis-

Mitchell (2013) research examined the correlation among school engagement, perceived ethnic discrimination, ithnic identity, and American identity and suggest consideration of Black immigrant students' identification with American culture.

Gersten et al. (2007) researched effective literacy and English language instructional strategies for English learners. They mentioned using scaffolding and other interventions, such as screening for and monitoring learning deficiencies with Standard English and using intensive small group interventions. Also, Gersten et al. (2007) recommended that educators include extensive and diverse vocabulary instruction and regular peer-assisted learning opportunities to improve the effectiveness of literacy learning for ELL students. Like Gersten et al. (2007), Moughamian, Rivera, and Francis, (2009) researched instructional models and strategies for ESL teachers to use with their immigrant students.

Mitchell and Bryan (2004) presented another perspective on issues that impact the academic experiences of immigrant students. Their research discussed cultural values, historical experiences, and socio-political issues of Caribbean immigrants as a way to understand why schools need to offer an English proficiency test to Caribbean immigrant students when they arrive in the United States. Like Mitchell and Bryan (2004), Siegal (2007) provided background information about Caribbean students' lives and family constructs. He also looked at some historical background of the Caribbean countries' linguistic cultures and conducted a comparison of their Creole to English. Mitchell and Bryan's (2004) research has direct applications to this doctoral study because this

research aimed to find out if Caribbean students in U.S. schools should receive oral and written Standard English remediation.

Bryan (2004), an educator and researcher from the University of the West Indies in Kingston, Jamaica, used data from her own research and prior research from scholars like Craig (1976) and Mitchell and Myles (2004). Bryan (2004) focused both on the difficulties Caribbean students have with mastering Standard English and strategies that may help teachers meet the needs of those students. Through observations of Jamaican students in their learning environment in a Jamaican school, Bryan (2004) identified the four principles of immersion, practice, scaffolding, and contrasts to assist teachers who work with Jamaican children as well as other children who use language variety.

The four principles identified by Bryan (2004) might help teachers better meet the needs of students so that students can better understand the concepts of Standard English. Using quantitative methods embedded within a field study in Jamaica, Bryan (2004) was able to provide unique insight into the everyday lives of the Jamaican students in their native land while also revealing how to more effectively serve BWIC immigrant students in U.S. schools. Bryan's (2004) research also provided useful background information on the daily lives of Jamaican students, thus adding to an understanding of the complex nature of the transition for BWIC immigrant students.

Educational Aspects

The study conducted by Edward (1983) mentioned struggles that BWIC students experience with verb tense agreement during oral and written assignments. Kephart

(2000) and Nero (2009) mentioned three known types of Creole (basilect, mesolect, and acrolect) that dominate BWIC speech and explained that BWIC students who speaks predominately basilect Creole would have the greatest challenges completing oral and written Standard English assignments.

Hines (1997) conducted a mixed-methods study using both qualitative interviews and quantitative surveys to gather data on the pre-and post-migration life experiences of Jamaican students. Hines's (1997) research explained Jamaica's educational system in order to fully explicate, the challenges these students face after migration. From her findings, Hines (1997) provided some recommendations that may prove to be helpful BWIC students who experience transition to the American educational system.

Through an analysis of the Caribbean dialect, Nero (1997) suggested interventions for Caribbean immigrant students upon enrollment in U.S. schools. Nero's (1997) researched several college students from the West Indies Caribbean countries and explained that Caribbean students are not a homogeneous group. Therefore, it is imperative that teachers be trained to distinguish the writing of students for whom Standard English is a second dialect. The research conducted by Nero (1997) focused on college-level BWIC students who have struggled with using Standard English when completing writing assignments in U.S. classrooms. The focus of this doctoral study, however, was on BWIC students from the elementary level and up who encounter comparable challenges.

Similar to the other studies discussed thus far, Nero (1997) provided background knowledge to help explain why BWIC students struggle with proper use of Standard

English. Based on the findings, Nero (1997) suggested that Caribbean students do indeed need English remediation to help them become more proficient with the use of Standard English. Nero's (1997) study contributed to this current research because the results from her study explained why BWIC students who are struggling with mastery of oral and written Standard English should receive English remediation.

Bryan (2004) mentioned specific forms of English language remediation found to effective with BWIC students. Bryan researched four principles that benefit BWIC students in the literacy classroom as follows: (a) immersion (increase exposure, access to and interaction with the target language); (b) practice; (c) scaffolding (structured support); and (d) contrasts (separating the two languages). Other techniques can be applied to older students. Bryan (2004) advocated for the placement of Anglophone Caribbean students in language arts or writing classes with instructors who are appropriately trained to address their students' linguistic needs. Such training might take place in workshops for writing instructors familiar with the linguistic situation in the Caribbean and the dual (Creole/English) linguistic identity of Caribbean students (Nero, 1995).

LeMoine (2007) designed and implemented the Academic English Mastery Program (AEMP), a comprehensive research-based program in California that addressed the language needs of African American, Mexican American, Hawaiian American, and Native American students for whom Standard English is not native. The founder and director of the program incorporated into the curriculum instructional strategies that facilitate the acquisition of Standard American and academic English in an instructional

environment that accepts, affirms, and accommodates the home language and culture of students. The primary goal of the program wasfor students to learn to use Standard American and academic English proficiently, and in the process, experience increased literacy acquisition and greater academic achievement. The AEMP is important to this doctoral study because educators implemented strategies to help students who are natives of English and other languages become more proficient with Standard English.

The program includes professional development for teachers to become dexterous with the implementation of the program in the classrooms. Professional development wasalso an important aspect to this doctoral study because the results of this study might help determine BWIC students' oral and written English remediation needs and also suggest appropriate remedial strategies to help meet these needs. Like the AMEP program, I aim to design a support system that will help BWIC immigrant students obtain proficiency in oral and written Standard English.

Nero (1995) aimed to answer a fundamental question regarding differences between the variety of English-based Creole and the school-based Standard English. Nero (1995) gathered her sources from other scholars and researchers, like Carrington (1992) and London (1982), and found that many Caribbean immigrants migrating to the United States are poor and undereducated, basilect-dominant Creole speakers. Legally, these immigrants are not entitled to ESL or Bilingual education under New York laws. As such, classroom teachers are responsible for educating these students without the help of ESL or Bilingual resources. Understanding the students' culture and language will most probably benefit the teachers in this endeavor. This study by Nero (1995) is similar to the

present doctoral study because both studies acknowledge the major role educators play in teaching diverse student populations. Educators, including those who teach an influx of BWIC students, should be equipped to meet the academic needs of all students who enter their classrooms.

Thomas (1992) aimed to understand the multi-faceted nature of the experiences of English-speaking immigrant children through his research on the psycho-educational adjustment of Caribbean immigrant children. Thomas (1992) looked at research conducted by London (1982) and Trasher and Anderson (1988) to help him analyze the lives of these Caribbean immigrants in great detail and take into consideration both their pre-migration and post-migration life. Thomas' research was similar to some of the other researchers discussed, such as Hines (1997) and Mitchell and Bryan (2004) because all these researchers incorporated pre-migration information to help the reader gain a more comprehensive understanding of why BWIC students are in need of English remediation. However, Thomas' (1992) research was unique in that it focused on the psychological aspects affecting BWIC students in U.S. schools.

A study by Mitchell (2005) focused on the academic achievement of Caribbean immigrant adolescents. The article suggested that the dropout rates of Caribbean students are associated with the negative experience BWIC students encounter within U.S. schools. The article concentrated on how the cultural adjustment process that immigrants experience can impact their academic achievement. The study by Mitchell focused primarily on the dropout rates of BWIC students, which were associated with the negative experiences encountered by BWIC students in U.S. schools (Mitchell, 2005).

The results of Mitchell's (2005) study provide data from the Self-Concept Scale that he gave to 200 Caribbean immigrant adolescents.

Millette (1998) collected data by mailing a questionnaire to 500 West Indians students in the New York, New Jersey, Pennsylvania, Washington, D.C., and Delaware areas and additional library data from research institutes. The study was novel in that it remained focused on the BWIC family as opposed to just BWIC students. The information gathered from Millette's study was helpful for providing background information about BWIC immigrants. Millette used a survey instrument similar to Hines (1997) to gather data and to provide similar information as some of the aforementioned studies.

Socioeconomic Impact

Another contributing factor relating to this doctoral study is the effect of socioeconomic status on BWIC immigrant students' academic achievement. Levels, Dronkers, and Kraaykamp (2008) explored this topic and found that socioeconomic issues do impact immigrants' scholarly achievement. Their study discussed BWIC immigrants who migrated to the United States from deplorable socioeconomic conditions and explained how these students' academic experiences in their home countries may have been limited. As a result, those students may not have been exposed to sufficient educational opportunities and may now require academic interventions once in U.S. schools to enable them to perform proficiently with oral and written Standard English (Levels, Dronkers, & Kraaykamp, 2008).

Hines (1997) focused on Jamaican students, who are included among students from the BWIC countries. Hines' (1997) research emphasized the acculturation process and provided a comparison between the Jamaican educational system and that of New York. The article provided information on both the immigration experiences of the Jamaican families and also background information on the West Indies. This article is similar to one aspect of the study done by Mitchell and Bryan (2004) in that, it shared background knowledge regarding the life experiences of BWIC students. This background knowledge provided the reader with a better understanding of the reasons for the need for identification of the oral and written English struggles of the BWIC students.

Demographic

New York State Education Department (April 2005) provided a report on the demographic changes in New York State schools between 1993 and 2003. The report combined subgroups under major groups and wasimportant to this doctoral study because the report provided information about the subgroups that comprise the student body in the school system. Although BWIC students have few options to choose from when identifying themselves on the enrollment application in U.S. schools, the report did provide information about the type of nationalities enrolled in NYC schools. This report did not provide sufficient or specific information about Caribbean students' enrollment; however, it did explain that BWIC students/families check "Black/-non-Hispanic" when enrolling in U.S. public schools (NYSDOE, 2005).

Sunshine and Warner (1998) provided an overview of Caribbean history and a look at the migration process of Caribbean immigrants. The authors shared personal

narratives of fifteen women and men of Caribbean heritage who were living in the United States. The overview included descriptions of the lives of Caribbean immigrants in Miami, Washington D.C., Philadelphia, and New York. Within this study, Sunshine and Warner (1998) also conducted a case study of the impact of Caribbean immigrants on the community life in Connecticut.

Island Newsletter (2008) provided statistical data about the BWIC population living in United States. I found the data useful because it aligns with information from other sources. Island Newsletter (2008) mentioned information about the Caribbean immigrants living in New York, South Florida, and other areas in the United States and Canada. The newsletter also provided information pertaining to occupation, religion, language, and economic profiles of the BWIC population throughout the United States.

The majority of the Caribbean immigrant students attended schools in urban areas like New York City, Miami and other large cities (Passel & Cohn, 2012; Capps et al., 2005). The recent influx of Anglophone Caribbean students in college classrooms has challenged American educators to revisit language attitudes, ethnic and linguistic diversity, and the pedagogical implications of such diversity (Nero, 1995). Therefore, educators should conduct further investigation into the effects of such diversity on academic achievement at the elementary and secondary levels to determine and how to help the BWIC immigrant students meet American educational standards (Nero 2009).

Narvaez and Garcia (1992) used data gathered from organizations, scholars, and researchers, to help teachers and administrators find intervention strategies to help Caribbean students acclimate to Standard English and the American culture. The

researchers provided statistics that revealed the rapid increases of newly-arrived students from the English-speaking countries of the Caribbean who are enrolling in New York State public schools (Narvaez & Garcia, 1992). To ensure that these students transition successfully, Narvaez and Garcia (1992) recommended using state resources. Based on their research, Narvaez and Garcia (1992) advocated English remediation for BWIC students enrolled in U.S. schools. Similar to the proposal for this doctoral, Narvez and Garcia (1992) advocated that specific English programs be available in school districts where there is an influx of BWIC students in order to provide assistance to teachers and administrators in these districts. Furthermore, the authors contended that a form of English remediation appropriately designed to meet the needs of the BWIC students enrolled in U.S. schools is necessary (Narvez & Garcia, 1992).

Literature-Based Description

The literature review conducted thus far consistently has revealed the necessity for this doctoral study. The review has helped to determine the need for oral and written remediation for BWIC immigrant students in U.S. schools, which may in turn lead to social change for BWIC communities in United States. As noted, although Alleyne (1987) concluded that Caribbean Creoles are poorly-defined linguistic systems and as such have eluded clear definitions as languages or dialects, most linguists tend to support Creoles as languages in their own right. Researchers, Far and Song (2011), use the top-down approach as a solution to the conflicts relating to the reality of multilingual students' linguistic and identity practices. Although Creole is not recognized as its own language, Far and Song (2011) provided data that might help school districts with influx

of immigrant (BWIC) students improve their instructional practices and better meet the academic needs of students from all different ethnicities, and cultural backgrounds. All students enter school with different learning needs (Song, 2009). The current research study will assist teachers in determining appropriate help for BWIC students in the classroom.

Nero (2009) argued against placing English-based Creole speakers into ESL classes, advocating instead that most English-based Creole speakers have a vocabulary based in English far beyond non-native speakers of English. In addition, Nero (2009) mentioned that BWIC immigrant students have receptive skills in Standard English that far exceed those of non-native speakers. As a result, Nero (2009) recommended that English-based Creole speakers would be better served in what Gopaul-McNicol (1993) described as English as a Second Dialect (ESD) classes. Based on the findings, Nero (2009) concluded that BWIC immigrant students' academic needs are appropriately addressed when their learning environment is in the mainstream classes with adequately equipped teachers.

Many immigrants who enter the U.S. school system receive English remediation services because their official language is one other than English (Hao & Pong, 2008; & Clachar, 2006). Immigrants from countries that speak Vietnamese, Arabic, Russian, Korean, Tagalog, and others languages clearly use very different languages from English, whereas English-based Creole speakers show a considerable vocabulary overlap with the Standard English variety (Clachar, 2006). According to Clachar, the phenomenon of overlapping with Standard English creates a distortion of distinctness or even confusion

on the part of Creole. As a result, the Creole speaker might have difficulty separating certain grammatical resources, such as the conjunctions system of the Creole, from those of Standard English (Clachar, 2003).

Mitchell and Bryan's (2004) research differs from the focus of this doctoral because the authors' primary purpose was to introduce a solution that included both school-family-community partnerships and specific strategies for counselors working with Caribbean students. The plan for intervention presented by Mitchell and Bryan (2004) rests solely on the counselors, and does not look at the teacher involvement. In contrast, this doctoral study was designed to determine if BWIC students required additional linguistic academic support within the classroom context in order to become successful members of U.S. society.

The study by Sunshine and Warner (1998) provided background information for this researcher to incorporate into the present study. The article demonstrated similarities with some of the other research studies discussed in this review and, provided background information on the use of case studies. However, Sunshine and Warner's study was unique in the concentration on all different aspects of the Caribbean immigrants' living experiences in America as opposed to the more narrow focus of this study on academic achievement.

Caribbean English-Based Creoles

Understanding the concept of Creole/Patois will help educators teach BWIC immigrants appropriate uses of Standard oral and written English (Far & Song, 2011). Nero (1995) provided extensive research on the language of Caribbean students in

England. General features of the Caribbean English-based creoles are broken up into twelve major key points of distinction (Edward, 1983). To start, Edward noted that Creoles do not usually mark plural nouns as English does (e.g., "Me have three brother and two sister"*),* but rather, the number three mentioned in the sentence serves to alert the speaker and listener of the reference to plural nouns. However, when one needs to reference more than one person or thing in the absence of plural words, one would use *de…dem* in Creole. For example, "De girl dem come here all the time." In addition, in Creole, there is no agreement between subject and verb (Edward, 1983). For example, "The boy come here in the morning." The Creole verb does not change form to agree with the tense; instead, the tense is indicated by context, such as "My mother come here yesterday." In Creole, possession is not shown with the genitive markers of formal written English, but rather, by the relative positions of possessor and possessed. For example, "John hat." In addition, pronouns only show person and number and do not usually show case or gender. In Jamaican Creole, for example, one finds (a) me – we, (b) you – unu, and (c) him/it – dem. For instance, one might say, "Me see him brudda yestaday," translated as "I saw his brother yesterday."

Edward (1983) continued with additional features of the Caribbean English-based Creoles. The verb *to be* in Creole is largely redundant. Both adjectives and verbs and in some situations nouns and locatives, can follow the subject in a sentence (e.g., Winston coming, Winston tall, Winston the father, Winston there.). In addition, there is no separate passive form in Creole. As such, "The food prepares bad*"* would be analogous to "The food was badly prepared." Furthermore, words that begin with *thr* are typically

pronounced as “tr,” such as “tree” for “three.” In addition, the letter *h* is often deleted in initial position, such as “ouse” for “house.” Also, *h* is often added before initial vowels, such as in “hegg” for “egg,” “hiron” for “iron.” Teachers should also be aware that students from the English-speaking Caribbean typically use British spellings, such as the British spellings of analyse, and colour versus the American spelling of analyze and color (Edward, 1983).

After reviewing the general features of the Caribbean English-based Creole, it is apparent that the language barrier BWIC students experience results in poor performance in spelling, reading decoding, and written composition (Black & Shousterman, 2010; Nero, 2006). This present research was used to determine school administrators’ approach to the need for standard oral and written English remediation for BWIC students.

Second-Language Acquisition Theories

Freeman (2000) noted that researchers in various fields of study including linguistics, neurolinguistics, psychology, anthropology, and sociology, have contributed research on how people learn second languages. However, none of these studies can singularly account for the vast variations in language learning. For the purpose of this doctoral study, contributing information regarding ESL derived from two stratified theories. As it relates to Second Language Acquisition (SLA), research and theories by Lantolf and Thorne (2007), Michell and Myles (2004), and Vygotsky (1986) have shared views on the sociocultural theory. Conversely, Schumann (1986), Brown (1980), and Cook (2001) shared views on the acculturation theory.

Lantolf and Thorne's (2007) and Vygotsky's (1986) views on sociocultural theory advocate that people originate intelligence from their cultural environment. As mentioned throughout this literature review, BWIC students lived in a different cultural environment prior to moving to the United States. Thus, their prior living environments shaped their knowledge of language. According to sociocultural theory, in order to help BWIC immigrant students acquire the oral and written Standard English required for academic success in the United States, these students will need to engage in learning with experts (Lantolf & Thorne, 2007). Furthermore, interactions with people in their new environment can help students to also develop socially which, in turn, can lead to internal development. Lantolf and Thorne (2007) stated that within the sociocultural framework, humans make the most of existing cultural objects while generating new experiences that permit them to control their activities. Thus, the development process takes place throughout everyday involvement with their environments including school, home, sports groups, and the work place (Lantolf & Thorne, 2007).

Additionally, the Zone of Proximal Development (ZPD) refers to children's productivity as they interact with others (Vygotsky, 1986). Michell and Myles (1998, 2004) collaborated with Vygotsky's ZPD theory, and posited that ZPD theory, operates when the learner relies on appropriate scaffolding help in order to achieve the desired academic growth. In conjunction, Saville-Troike (2006) suggested that skilled teachers and/or peers can assist learners within the ZPD using scaffolding, in which teachers/peers offer oral guidance to help learners solve specific and difficult tasks (Saville-Troike, 2006). Thus, it is essential for students to receive accurate scaffolding by teachers and/or

peers in order for them to obtain the information necessary to complete academic tasks (Leki, Cumming, & Silva, 2008). Likewise, Michell and Myles (2004) stated that SLA cannot take place without adequate, essential, and understandable input that allows ELLs to develop proficiency over time as they move from one level to the next.

The present doctoral study wasgrounded in sociocultural theory because BWIC students arrive in the United States with strong cultural backgrounds, typically speaking predominantly Creole/Patois on a daily basis, despite that the official language in Jamaica is English (Blake & Shousterman, 2010). For the purpose of this study, the sociocultural theory showed that BWIC students may struggle with the implementation of Standard English when they initially arrive in the United States because they connect deeply with their cultural experiences. Once teachers and administrators determine the remediation needs of BWIC students, schools can begin implementing strategies that will work in conjunction with this theory (Blake & Shousterman, 2010).

In addition, the ZPD theory (Vygotsky, 1978) represents components that, when implemented, might result in positive outcomes for academic growth within the areas of oral and written Standard English language for BWIC students because the teacher and other students in their new environment exhibit knowledge of the desired language skill (oral and written Standard English). Suarez-Orozco (1998) mentioned that immigrant children are more likely to contend with the new culture than parents are because these children enrolled in U.S. schools where teachers and students are from the dominant culture. Therefore, immigrant students spend several hours interacting with the dominant culture on a daily basis.

Cort (2010) described acculturation as the modification of traditional behaviors and attitudes to the new culture or taking on the "cultural patterns" of the mainstream society. Settling for new immigrants occurs when the immigrants negotiate their identification with both their ethnic group and with the mainstream society (Gong, 2007). Schumann's (1986) acculturation model identified two major factors: social factors and physiological factors. The social aspects of acculturation are social dominance, integration pattern, enclosure, cohesiveness, size, cultural congruence, attitude, and intended length of residence. On the other hand, the physiological factors deal with language shock, culture shock, motivation and ego permeability (Schumann, 1986).

According to Schumann (1986), immigrants experience different levels of acculturation upon migration. Schumann's acculturation hypothesis theory described language acquisition as a component that help immigrant students acquire the desired second language of oral and written Standard English. Because the psychological and social learning environments impacts the immigrant students' learning of the second language (Schumann, 1986), this theory relates to BWIC students who are enrolled in U.S. schools. These students will need to endure a psychological and social acculturation process in order to attain the level of oral and written Standard English language needed to promote academic success in the United States.

Cook (1996, 2001) suggested that immigrant students will master the language learning process more quickly if they interact in close proximate with the desired language group. This may be a difficult process for some immigrant students who are not yet acquainted with American culture (Rong & Fitchett, 2008). Once BWIC enter U.S.

schools, they experience a culture they may not have previously encountered. Therefore, an adjustment period is necessary to allow immigrant students to acquaint themselves with the foreign environment and the language.

In order for immigrant students to experience academic success, teachers needs to consider the language struggles of immigrant students and tailor instruction to the linguistic levels of their students (Rong & Preissle, 2009; Cook, 1996 & 2001). Carrington (2001) attested to the fact that educators become aware of the acculturation process of newly arrived immigrant students. Therefore, teachers play an important role in helping BWIC immigrant students attain the required proficiency in Standard English (Gersten, Linan-Thompson, & Scarcella, 2007). Even though Lantolf and Thorne (2007) continue to explore how language is learned, they have not acquired precise information to decisively prove one point or another regarding how language is learned.

Leadership

Distributed Leadership

Harris and Spillane (2008) stated that the distributed viewpoint on leadership recognizes the work of every individual who contributes to the leadership practice, even those individuals who are not formally assigned or classified as leaders. This type of leadership requires conservative involvement and interaction from all members of the organization rather than only that of those in leadership roles (Harris, 2009). According to Gronn (2002), organizations are more likely to meet target goals when there are greater levels of contribution from various members of the organizations, as many tasks require team effort. Elmore (2000) suggested that the objectives of distributed leadership are to

identify and use the skills, techniques, and expertise of the members of the organization and to involve everyone's help effectively in the areas in which they are experts. The principal has responsibility for the overall performance of the school; however, individual contributors or team members are also accountable (Elmore, 2000).

Harris and Spillane (2009) posited that distribution leadership represents a share leadership practice and all leadership is inevitably distributed in some way. These leaders operate over certain aspects of the organization in an attempt to disburse leadership roles and produce strong results. These leaders have a clear vision and direction for accomplishing goals at their respective organizations. Spillane (2006) concurred with the leadership disbursement theory in its ability to collectively produce successful outcomes within organizations. This distribution of leadership theory is intended to generate multiple formal leadership positions within the organization. In addition, members are encouraged to contribute their skills and expertise to support the ultimate goal of the organization (Harris & Spillane, 2009).

Transformational Leadership in Education

Anderson (2008) stated that teacher leaders in urban schools have influence not only in their schools, but also can sometimes lead transformation change for their entire school systems. Khurana (2002) stated that school leaders take on the persona of CEOs in the private sector or celebrities in the sense that they are the "heroes" or the "kings of the ships". Gunter (2001) described how many educational leaders have certain common characteristics, such as energy, vigor, drive, and enthusiasm, which lead to school improvement. Transformational leadership is promoted in schools as a means of

improving performance (Behn, 1998). This occurs when leader in the organizations develop a vision or aspiration for their schools. This vision in turn triggers pride, respect, and trust from the members of that organization. In order to accomplish goals, transformational leaders motivate staff by creating high expectations, modeling desired results, and giving respect and responsibility to staff. As a result, leader continuously challenge their staffs by advocating new ideas and approaches (Bryman, 1992).

Senge leadership. Senge (1990, 1996) examined leadership in organizations and expounded on five key components that help organizations obtain and maintain better leaders. Senge's theory on leadership was the basis for this present doctoral study because this research examined the key components of Senge's theory as they related to three urban school administrators in Bronx, New York. Senge (1990, 1996) discussed personal mastery, shared vision, mental models, team learning, and system thinking within the organization. Aspects of these key components allow the research a window into issues affecting student achievement that some of the urban schools in Bronx, New York may have overlooked.

According to Senge (1990, 1996), when leaders have personal mastery over their leadership craft, there is a drive that influences their goals, aspirations, and objectives. For this doctoral study, personal mastery refered to the ability of the leadership team to see the current reality of "Black" Caribbean students' academic needs. Because "Black" Caribbean immigrants may be perceived as Black or African American, there is no English proficiency assessment given to them upon enrollment in U.S. schools. Unequipped or inadequately equipped teachers, who do not understand the learning needs

of a diverse immigrant population, struggle with educating these Caribbean students (Suarez-Orozco, 2001; Walqui, 2000; Walters, 1999). Administration, teachers, parents, and students alike can benefit from the personal mastery and can help build effective learning organizations that will allow all immigrants lifelong academic success.

Within Senge's (1990, 1996) theory, the concept of mental models relates to the internal images that affect how humans perceive particular items. For the purpose of this doctoral study, using mental models will require the teachers and principals to use their inquiry skill to reflect on their own thoughts, emotions, and everyday behavior concerning the academic needs of "Black" Caribbean immigrant students. Some school administrators may be challenged by these tasks because after they see or become aware of their mental models, they may not be equipped with the knowhow for automatic or spontaneous change.

In order for the school administrators in this urban area of Bronx, NY to confront their mental models, they might need to suspend judgment. If they approach this research with a negative attitude, then they will dismiss the importance of the study and their true mental model may be revealed, addressed, and renewed. Because mental models are tacit, the research relies on subjects to cooperate and be honest so the mental model can be determined with as little or no defensiveness. Identifying the mental model will help me determine the impact such model has on "Black" Caribbean immigrants and, subsequently, help reform and educate the urban school administrators to create new mental models that better serve the "Black" Caribbean community.

According to Senge's (1990, 1996) theory, shared vision occurs when individuals enthusiastically join together to achieve goals. Having a shared vision is another component that leads to successful leadership. Typically, schools display their missions for their reasons (Senge, 1996). For this doctoral study, shared vision refers to the school administrators and staff having the same concern for and desire to educate "Black" Caribbean immigrants. Building shared vision in this organization will help ensure that the staff, parents and students share the mission, goals, value, and standards that will result in lifelong success for the Caribbean students (Senge, 1990 & 1996).

Literature Related to the Method

According to Chenail (2011a), qualitative research methods should be as simple as possible because the intricacy of the research lies in the material studied, particularly in naturalistic and investigative inquiries. The researcher wasthe primary instrument in the qualitative approach, in that he/she collects and analyzes the data (Chenail, 2011b). As Patton (1985) mentioned, "Qualitative research is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. The analysis strives for depth of understanding" (p.1). Therefore, this study used qualitative research in an attempt to better understand the oral and written Standard English remediation needs of the BWIC immigrant student population and the effect of the leadership team's perception of BWIC students' academic needs on their academic achievement in urban New York.

Yin (2011) noted that case study is a kind of qualitative study where a researcher investigates a contextualized contemporary phenomenon within specified boundaries.

Hammerlsey and Golm (2000) refered to both research that investigates few cases and research that looks at just one case in depth. As suggested in Creswell (2007), this qualitative approach collected data via interviews with six teachers and three administrators. Futhermore, Creswell and Miller (2000) mentioned that a researcher should use multiple methods such as interviews and documents to locate major and minor themes from the collected information. As the researcher, I used triangulation during the data design and collection portion of this doctoral study. The interpretation phase of the qualitative approach included the analysis of data collected with triangulation (Yin, 2011). This process helps with validity because multiple forms of evidence are presented instead of just a single account or point of view in the study.

Section Summary

This section revealed relevant research pertinent to the purpose and direction of this doctoral study. Scholarly articles, books, and language acquisition theory point to the language struggles BWIC students experience in U.S. schools. Research on leadership relative to this study might help illuminate the school administrators' perceptions of BWIC immigrant students' academic needs. The research discussed in the literature review provided information on different types of leadership; however, Senge's (1990, 1996) theory on leadership offers some of the most pertinent insights relative to this present study.

The information presented in this section helpd me formulate questions for the interviews. Upon the conclusion of the data collection and analysis process, I correlated the data from my findings with the literature review in order to produce the doctoral

study's final analysis and conclusion. The next section describes the methodology for the case study.

Section 3: Research Method

Introduction

In this study, I used a case study, qualitative methodology in an attempt to understand the oral and written Standard English remediation needs of BWIC immigrant students via school administrators' perceptions of those needs. According to Merriam (2009), qualitative research involves the idea that meaning is socially constructed by individuals who interact with their world. Furthermore, interpretive qualitative design allows the researcher to explore the participants' experiences in depth and look at how these participants interact in their social environments. This study aimed to understand the meaning of the participants' world and their unique experiences.

Creswell (2007) mentioned other major method strategies of qualitative inquiry, including ethnography, grounded theory, phenomenology, and narrative design. While ethnographies and grounded theory strategies might have been suitable for this research, I chose a case study methodology because it provided the opportunity to focus on the individual teachers and prinicipals as a case study. The participants for this study included teachers and the administrators who work closely with BWIC students in one urban neighborhood.

Research Method and Design

The research design appropriate for this study was case study. The purpose of this qualitative case study was to interview teachers and administrators of recently enrolled BWIC immigrant students in order to explore the degree to which the students may experience struggles mastering oral and written Standard English and to what degree

these oral and written struggles contributed to their academic challenges. Futhermore, in this study, I sought to determine the educators' perceptions of the oral and written Standard English needs of the BWIC immigrant students. As Patton (1994) stated, "The emphasis in qualitative methods is on depth and detail: in-depth interviews, detailed descriptions, and thorough case studies" (p. 46). This section started with an explanation of the research method and why it was most suitable for this research. Further discussion describes the sample and population of the participants, the data collection and analysis process, and a description of the instruments used to collect and analyze data. Finally, this section addresses the ethics, confidentiality, and validity of the research.

Yin (2009) and Merriam (2009) concurred that case study is a kind of qualitative study where a researcher investigates a contextualized contemporary phenomenon within specified boundaries. For this study, I needed an in-depth study of case, use of description, and themes associated with the case study (Yin & Davis, 2007). As a result, the case study methodology was the best fit for this research because I conducted an in-depth study using interviews to gather relevant data from six teachers and three administrators concerning the academic needs of BWIC students as well as these educators' perceptions of these needs in one urban school district. The results might help educators make more informed decisions about how to best meet the academic needs of BWIC students.

In addition, a case study methodology includes using secondary data collection to acquire a more complete and complex picture of the chosen case. I obtained secondary data in the form of official documents that relate to the academic needs of BWIC

immigrant students from the school system. Some of the secondary sources I collected included, but were not limited to, student enrollment forms and testing statistics. The benefit of including secondary sources in this study was that these sources provided a more comprehensive picture of the academic needs of BWIC immigrant students. However, the disadvantage of using such secondary sources may include unreliable information and difficulty accessing the information in a timely manner.

Yin (1989, 2009) mentioned that the six forms of data collection for case study research are documents, archival records, interviews, direct observation, participant observation, and physical artifacts. This case study research included interviews and aforementioned documents to gather information needed to answer the research questions. I collected data in two phases, with collection of documents occurring after the completion of the primary source interview data.

According to Kvale and Brinkmann (2008), conversations are an old way of gathering efficient information. Therefore, during the interview with the BWIC immigrant students' teachers, I hoped to receive detailed information about the Standard English struggles and success of BWIC students. Like any analysis process, I thoroughly reviewed all the types of observations in order to determine any commonalities associated with the oral and written Standard English and grammatical challenges BWIC immigrant students experienced. I developed themes and categories based on the similarities reported from the teachers' analysis (Saldana, 2009). Then I was able to determine the BWIC students' oral and written struggles in particular areas of Standard English.

Since body language or nonverbal responses are also an important component of gathering data, I also observed and took notes on the nonverbal responses of participants during the audio-recorded interviews. Furthermore, I documented when and if participants struggled with communicating their feedback and how effectively they were able to provide oral and written feedback upon on the conclusion of the interviews. Finally, I documented the comfort level, including any uneasiness, of the participants during the interviews.

Context of the Study

The interview procedure designed for this qualitative case study assisted in obtaining the relevant information needed to answer the research questions restated below. The interview guide proposed by Yin (2002, 2009) was a tool I used to guide the interview data collection phase of the research. The interview documents (see Appendices B–D) consisted of open-ended questions for gathering information about the phenonemon experienced by BWIC immigrant students. The use of open-ended questions allowed participants to answer the questions to the best of their ability without feeling constrained to *yes* or *no* answers. The interview questions focused on the key issues of this study and connected to Senge's (1990, 1996) dimensions of leadership and to the review of literature relating to the BWIC immigrant students' academic needs. The interview questions were specific to the participants.

To recap, Senge's (1990, 1996) conceptual framework for successful leadership was one of the conceptual frameworks for this study. The interview form consisted of 16 open-ended questions connected to Senge's five dimensions of leadership and the

research questions generated for this study. The interview questions were pertinent to retrieving data valuable for this research. Through this research, I addressed the problem of BWIC immigrant students' need for oral and written Standard English remediation and their school administrators' perception of their academic needs. As a result, the following interview guide was used as prompt to gather relevant information during the interview sections.

Guiding Research Question

The primary research question guiding this study was as follows: To what degree do the mental models of the urban school administrators contribute to the British West Indian immigrant students' underachievement in oral and written Standard English?

Senge mentioned that mental models relate to the internal images that affect how humans perceive a particular entity. For this study, the mental models of the teachers' and principals' thinking processes as they relate to BWIC students were limited to the teachers' and principals' perceptions. As such, the associated interview questions included the following:

1. To what extent does that perception that BWIC immigrant students do not need oral and written Standard English remediation upon enrollment in the United States contribute to the BWIC immigrant students' struggles in oral and written Standard English assignments and assessments?
2. To what degree do the unconscious thinking of the urban school administrators contribute to the BWIC immigrant students' underachievement in oral and written Standard English? Explain.

Research Subquestion 1

The first subquestion of this research study was as follows: To what degree do BWIC immigrant elementary and secondary school-age students demonstrate the need for oral and written Standard English remediation?

According to Nero, (1995, 2000), BWIC students in NYC are not legally entitled to English remediation services because the British West Indies are officially English-speaking countries. Therefore, this study used the following interview questions:

3. To what extent are the administrators aware of any academic challenges of BWIC immigrant student? If so, to what extent are the solutions in place to assist the BWIC immigrant students?
4. To what extent do you require BWIC students upon enrollment to take an English proficiency test in order to determine their level of English proficiency before they are mainstreamed in the classroom?
5. To what extent do you determine if British West Indian immigrant students need Standard English remediation upon enrollment?

Cook (1996) stated that in order for immigrant students to experience academic success, educators need to consider the language struggles of the immigrant students and meet them where they are linguistically.

6. To what degree do Caribbean students read fluently and comprehend what they read? Explain. How do you determine their level of fluency and their level of comprehension?

7. To what extent are oral and written Standard English challenges evident for the British West Indian immigrant students who have been in the USA for no more than two years?

Research Subquestion 2

The second subquestion of this research was as follows: To what extent are the administrators and teachers aware of any academic challenges of BWIC immigrant students and are there solutions in place to assist BWIC students?

Senge stated that when leaders have personal mastery, there is a drive that influences their goals, aspirations, and objectives. The academic needs of BWIC students should be of utmost importance for school administrators (Narvaiz & Garcia, 1992; Nero, 2006). As a result, the associated interview questions included the following:

8. To what degree do BWIC students perform well on written assignments? What are their weaknesses? Explain.
9. To what degree do BWIC immigrant students read fluently and comprehend what they read? Explain how you determine their level of fluency and comprehension

Research Subquestion 3

The third subquestion of this research was as follows: What are the similarities between the teachers' and administrators' perspectives of the Caribbean students' academic needs?

10. What are your perspectives of the BWIC immigrant students? Explain why you have that perspective.

11. To what degree do administrators hold the BWIC students' academic learning needs to the upmost importance? Explain.
12. To what extent do British West Indian immigrant students, who have been in the USA for no more than two years, require oral and written Standard English remediation to be successful academically in U.S. schools?

Research Subquestion 4

The fourth subquestion of this research was as follows: What are the differences between the teachers' and administrators' perspectives of the BWIC immigrant students' academic needs?

According to Senge (1990, 1996), shared vision occurs when individuals enthusiastically join together to achieve an endeavor. Therefore, under a model of shared vision the leadership team should care deeply about the learning needs of BWIC students. From this concept, the associated interview questions included the following:

13. To what degree do administrators have a sense of urgency as it relates to the Caribbean students' academic needs?
14. To what extent are the teachers aware of any academic challenges of BWIC immigrant student? If so, to what extent are the solutions in place to assist the BWIC imigrant students?

Ethical Procedures

Walden University IRB requires its students to request and obtain permission before conducting a research study. This process was set in place to ensure that students conduct their research ethically and avoid any known risk to participants. This research

study followed protocol to protect the participants' rights. Creswell (2007) explained that participants should sign a consent form indicating they agree to be a part of the research. Therefore, all teachers and administrators participating in this study read and signed the Informed Consent form (Appendix A), acknowledging their voluntary participation in the study and their right to withdraw from the study at any time without penalty. I am unaware of any known risks to individuals participating in this study. Participants received no reimbursements for their role in this research. Finally, I assured all of the participants that I will not disclose the information they share to other parties.

In addition, the participants used an alias during the interview process in order to avoid disclosure of any personal information. The participants understood that all data collected from the interviews are highly confidential, and that I used the information gathered for the sole purpose of answering the research questions. I did not require a research assistant to help with analyzing transcripts from the interviews and observations. Therefore, additional ethical research procedures, such as requiring anyone involved in the research process to abide by confidentiality, did not apply to this study.

However, all raw data collected belong exclusively to me, the researcher. After completing this research process, I will guard all pertinent information collected for this study for approximately 5 years. All information from this research is confidential and viewed only by my research committee and myself. I keep all data in a locked safe located in my home. Once all of the potential participants have an understanding of the fully disclosed nature of the interview sessions, this eliminated any possible ethical problems.

My Role as Researcher

I taught BWIC students for 4 years in Bronx, New York. Over those years, I noticed that my fifth-grade students struggled with completing assignments, and some even failed the standardized exams and repeated grade levels in elementary school. Therefore, I returned to New York and collected data for this research study. I sought access to the school sites through e-mails, phone calls, and visits to the schools. To prevent researcher bias, I used the member check strategy (Creswell & Miller, 2000; Merriam, 2009) to allow participants to comment on the accuracy of the interview data through comments either in the final report or on the interview transcripts themselves.

Sampling and Population

It was important that I attempted to obtain a general, abstract theory of a process, action or interaction grounded in the views of the participants in the study, as noted by Creswell (2007). According to Creswell (2003), researchers should purposely select sites, documents, and participants that will best help the researcher understand the problems and research questions of the study. Since the NYC school system has large numbers of BWIC immigrant students enrolled in the public schools, this was an appropriate site location for this study. Furthermore, according to Polit and Hungler (1999), sampling is the procedure of choosing a segment of the population to represent the entire population. All of the participants in the study have experience with the phenomenon of the study. Thus, this study used criterion sampling to select the participants for the research.

The sample population selected for the interview consisted of teachers and administrators who currently worked with Caribbean immigrant students. The teachers'

and administrators' place of employment predominately identified them as potential participants because they worked with BWIC immigrant students who lived and attended school in the Caribbean during elementary and some secondary school years, and subsequently lived in the United States for no more than two years, and were currently enrolled in public schools in Bronx, NY. The oral and written Standard English struggles may be more prominent in this student body than in BWIC students who have lived in the United States for more than two years. The professional feedback of the teachers and administrators in this urban area was the entity of interest for this research study.

I sought permission from the human participants, the review board, and the appropriate school officials prior to conducting interviews and observations (Creswell, 2007). To recruit participants I first went through New York IRB to obtain permission to conduct research. Once approved, I contacted the urban schools in District 11, Bronx, NY where there are large influxes and populations of Caribbean students. I followed the schools' set procedures for obtaining the names of teachers and administrators of schools from zip code 10466 and 10467 who might be most appropriate for this study. I contacted potential participants in advance regarding the nature of the research and requested their voluntary participation in the study.

After I obtained the names of teachers and administrators from the elementary and secondary schools, I presented the research participant candidates (fifteen teachers and nine administrators) with consent forms requesting that their participation in the doctoral study. The participants received a consent form with detailed information about the research process and its goals (Appendix A). For the next two days, I then randomly

chose and notified the participants (six teachers and three administrators) from the original numbers of volunteers to be a part of the research study. The remainder of the participants (replacements) not selected during the initial random drawing remained on a waiting list in the event that a teacher or administrator dropped out of the study.

Once the participants and school personnel agreed to volunteer for the research, I reminded the participants about the date, time, and venue of the interview. Careful planning assured that there were no conflicts with the teachers' and administrators' interview processes. After all of the interviews were completed, I began the analysis process of transcribing the audio taped interviews.

Data Collection

Burns and Grove (1999) explained that data collection is the accurate and systematic gathering of information relevant to the specific objectives and questions of a study. Merriam (2009) encouraged researchers to enhance the validity of the findings by using multiple means for data collection. The three main sources of data for qualitative research study include interviews of teachers and administrators and documents reviews. The qualitative method was used to collect the data during the interviewing process (Kvale & Brinkmann, 2008). As suggested by Creswell (2007), this qualitative study used the interview process to collect data from interviews conducted with six school teachers and three administrators in Bronx, NY.

Lincoln and Guba's (1985) framework suggested using the trustworthiness criteria of credibility, transferablility, dependability, and confirmablibity when producing a naturalistic inquiry approach to the study. Transferability occurred when the reader

processed the information read as valid, based on the data presented. Based on the suggestions of Creswell (2007) & Yin (2011), primary source interviews (teachers and administrators) and secondary source documents (test scores and enrollment records) were the methods of data collection used for this study to triangulate data and to locate and confirm major and minor themes. Data triangulation helped validate the results of this study because multiple forms of evidence from the participants as well as from the secondary documents (test scores and enrollment records) were presented rather than a single account or data point-of-view in the study.

In addition, Yin (2009) suggested using an interview guide to help me stay on task during data collection. In addition to using an interview guide, I logged documentation of the research process in a journal. These processes helped increase the credibility of the research results.

Data Analysis and Validation Procedure

During the data analysis component of the study, potential categories or meanings emerged from the data that were carefully read to determine the validity of those categories (Merriam, 2009; Saldana, 2009; Creswell, 2007; & Chenail, 2011b). The interpretation phase of this qualitative approach included the analysis of data collected using triangulation. The interpretation phase helped to determine if the findings had convergence, which helped to strengthen the knowledge claims of this study. If there was a lack of convergence in the findings, it was discussed as well (Creswell et al., 2003).

The data analysis process for the interviews followed a coding procedure, which simply used labels for each concept, theme, event, or topical marker (Rubin & Rubin,

2005). The information gathered from the interviews provided the necessary data to design codes that formed categories for organizing the collected data (Janesick, 2004). Therefore, the coding process was the system that helped me categorize and organize the collected data.

Thought was required to match codes and to use a coding structure relative to the purpose of the study (Rubin & Rubin, 2005; Creswell, 2007; Yin, 2011). As such, to address the major concept of this doctoral study, I coded and categorized the selected key concepts, phrases, or words mentioned in the transcribed interviews into labels or categories. I coded each data unit based on the chosen markings labeled on each unit and placed all data units in a single computer file (Rubin and Rubin, 2005; Creswell, 2007; Yin 2011). Based on the data and themes that emerged from the interviews, I further generated sub categories as additional themes become apparent. During the data analysis process of this research, I revisited the collected data several times in order to check for continuity and clarity of information (Patton, 1980). Once the coding process was completed, I reviewed the categorized data for redundancy, patterns, or further grouping to reveal themes in the data. The qualitative software program that was appropriate for this study was Ethnograph from qualisresearch.com.

Pilot Study

Chenail (2011) mentioned using a pilot study, to test the quality of an interview protocol and to identify any potential researcher biases in the questions. Using this technique forewarned the me of any concerns and allowed the me to check for any inappropriate instruments. The pilot population selected for the interview consisted of

one teacher. One week prior to conducting the actual interviews, I conducted a pilot interview session in order to test the content validity of the interview questions. Gay and Airasian (2000) and Chenail (2011b) both concurred that pilot studies are dress rehearsals or "test runs" of the actual data collection process. Therefore, I used the criterion sampling method to select one teacher who meet the criteria for this study. This individual was not a part of the actual data collection process. However, this educator encounters BWIC immigrant students each year; therefore, this was the educator needed to participate in the pilot interview for this study.

The pilot interviews were similar to the actual interview sessions. During the interview, I observed and noted the logical flow of the interview process and the participant's nonverbal responses when answering interview questions. I audiotape~~d~~ recorded the answers the participant gave to each interview question and determined if the participant understood the questions.

After the pilot interviews, I checked the answers given to see if participant's responses answered the appropriate study questions. In addition, the participant who participated in the pilot study shared his views on the interview questions and gave comments on any changes he recommended to help the interview process flow smoothly. I clarified the terminology used in the interview questions and combined or eliminated questions that were similar. In approximately one week following the pilot interview, I conducted the interviews for this study.

Member Checking

Another method of validating the study was member checking of the actual data (i.e., not the pilot study). Respondent validation occurred through the process of member checking, in which the participants had an opportunity to comment on the accuracy of their interview transcripts (Merriam, 2009; Hammersly & Atkinson, 1995). The participants provided comments either on the final report or on the interview transcripts themselves. The drawback for using the final report was the possibility of participants having biases that may promote the participants' rejection of findings in the report, even if these findings were indeed accurate relative to the data collected. However, Moustakas (1990) asserted that when the participants' feedback is included in the report a researcher can use that information to check findings during the interview and after the interview process. A member check process was completed. The respondents viewed the transcripts and responded that the comments were transcribed according to the interview.

Data Triangulation

Creswell and Miller (2000), Yin (2009), and Merriam (2009) recommended the use of triangulation for validity purposes. Using a triangulation process allowed me to check for unification between interview data from teachers and administrators and secondary data (test scores and enrollment record) that serve to form the categories and themes in the study. In addition, I used a triangulation process and correlated the viewpoints of the teachers and administrators from the interviews, and test scores and enrollment records. The triangulation process (Merriam, 2009), helped me identify similarities in the data across data sources and helped improve validity of the findings.

Section Summary

This section explained the methodology adopted for this study, including the proposed data collection and analysis processes. Engaging in a qualitative, case study research design was appropriate for this study because the case study design allowed for in-depth insight into the participants' lived experiences. The analysis of the data collected from the nine participants (six teachers and three leaders) provided further understanding of the oral and written English remediation needs of the British West Indian students in U.S. public schools.

The qualitative approach provided the in-depth information needed to answer the research questions. The results of this doctoral study might benefit BWIC students who continue to struggle with proficiency of oral and written Standard English. Finally, the communities with significant influx of Caribbean students may benefit from the study, as educators will have a better understanding of how to meet the oral and written English language needs of BWIC students. With the foundation of the historical background, literature review, and selected methodological approach as described in this study, the data obtained from the interviews and document collection served as answers to the research questions of this doctoral study. The following section reports findings resulting from the analysis of this data.

Section 4: Results

Data Management

In this section, I present findings along with an explanation of the data collection and analysis process. This section consists of the information gathered in response to the established response questions. The guiding research question and the four subquestions that focused this study were as follows:

To what extent do the mental models of urban school administrators contribute to the BWIC immigrant students' underachievement in oral and written Standard English?

1. To what degree do BWIC immigrant elementary and secondary school-age students demonstrate the need for oral and written Standard English remediation?
2. To what extent are the administrators and teachers aware of any academic challenges of the BWIC immigrant students and are there solutions in place to assist the BWIC students?
3. What are the similarities between the teachers' and administrators' perspective of the Caribbean students' academic needs?
4. What are the differences between the teachers' and administrators' perspective of the Caribbean students' academic needs?

In addition, this section includes a presentation of the themes and direct quotations from the interviewees to reveal each of the key findings of the study. Also, there is a summary of the overall findings and a recommendation for further research into this area of study.

Data Collection Process

The data collection process was conducted in two parts. First, upon the approval from Walden IRB (approval # is 06-10-13-0020546) for data collection, I immediately generated e-mails to the school district requesting permission to conduct research. I was informed by the school administrator to first contact the school district's IRB for approval to conduct research. I went through the approval process and obtained approval from NYCDOE IRB.

Once approved by the state IRB (file number 510), I sent the Approval to Conduct Research in Schools form to 72 schools in the district with predominately British West Indian immigrant student populations, requesting permission to conduct research in those schools. Four schools' administrators granted permission for me to conduct research. I met with the administrative staff at each of the four participating schools to obtain signed consent for participation. I obtained signatures from all four schools in the event ~~so~~ that one administrator withdrew the school's participation, I had another volunteer site. E-mails were sent to the faculty at each school. Because there were enough committed participants from the first three schools, it was not necessary to find additional participants.

Next, data were collected through individual interviews conducted in January through April 2014 with six volunteer teacher participants and three volunteer administrator participants from the elementary, middle, and high schools to explore the Standard English remediation needs of BWIC students, and test scores and enrollment records. At the first school, I conducted interviews with two participants: one in the

school library and the other in a classroom. I conducted interviews at the second school with two teacher participants on school premises during their break periods in a designated area of the school. Other interviews with two high school participants were conducted over the phone. I was able to secure interviews with three administrators; one was conducted by phone, and the other two were completed in person. In addition, three administrators filled out a brief questionnaire.

The interview questions were created for teachers of BWIC immigrant students to elicit information regarding student oral and written Standard English remediation needs. The prepared interview guides consisting of open-ended questions was used for teachers (Appendix C) and for administrators (Appendix D); and, a brief questionnaire was given to administrators (Appendix E). Each question was written to gather responses to the research questions. Interview sessions lasted between 20 and 35 minutes. In order to protect the confidentiality of the participants, each of the teachers and administrators were assigned a pseudonym consisting of a combination of a letter and a number to be used during the data collection and analysis process. In addition, no identifying information such as grade level, subject taught, or gender is mentioned in the results.

Data Analysis Process

The data analysis phase included repetitive reading of the transcripts to locate recurring ideas among the participants. Upon the conclusion of the tape-recorded interviews, I listened to the recordings and began the transcription process. I played the recordings several times to ensure that I correctly typed the recorded information. The transcribed data were then sent to the participants for member checking. Once the data

were transcribed, I read the information in order to locate pertinent statements that related to the research questions. Ideas reiterated by two or more participants were immediately underlined and circled. I identified and recorded 70 statements in my journal. From these statements, ideas and categories were established that led to themes for this study. Once all relevant information was identified, the keywords from the underlined and circled information were pulled and written in my journal. Under each keyword, I used pseudonyms to keep track of the participants and their statements. The use of this hands-on organizational approach during the analysis process helped with managing the data and findings into thematic categories.

Additionally, I read through the data from the test scores and used the hands-on organizational approach to help locate common ideas. Once the ideas were identified, I wrote them in my journal. I then analyzed these ideas: (a) students performing low on the ELA protion of the test is an indication that the students struggle with convention when writing, (b) if the students are dropouts, it is because they are not successful with U.S. academic standards, and (c) BWIC immigrant students are not uniquely identified. Then, I made a determination regarding any commonalities between the analyzed interviews and the test scores and enrollment documents. The information observed from the document analysis coincided with the themes gathered from the interviews: (a) some BWIC immigrant students have Standard English academic needs that are identified in the classroom; (b) some BWIC immigrant students need Standard English remediation; (c) BWIC immigrant students of color are stereotyped as African American students since English is their identified language; and (d) teachers and staff are not well trained

and equipped to address the special language needs of BWIC immigrant students. As a result, I was able to draw conclusions regarding the research questions.

I reexamined all statements and categories in my journal and narrowed the information down to 21 categories. I repeated the process of narrowing the categories, and from those categories, a total of four themes were established. I revisited the transcripts to gather specific statements made by the interviewees that would support each idea for the themes.

Demographics of the Participants

Interviews were conducted with personnel from the elementary, junior high, and high schools (see Table 1).

Table 1

Demographics of the Participants

School Level	Number	Caribbean Nationality	Teachers and Administrators' Aliases	Prior Experiences with Teaching BWIC Students	Male	Female
Elementary School Teachers	2	Yes	Teacher 1 Teacher 3		0	2
Elementary School Administrator	1	No	Administrator 3	No	0	1
Junior High School Teachers	2	1 Yes	Teacher 2 Teacher 5		0	2
Junior High School Administrator	1	No	Administrator 1	Yes	0	1
High School Teachers	2	1 Yes	Teacher 4 Teacher 6		1	1
High School Administrator	1	No	Administrator 2	No	1	0

Evidence of Validation

Pilot Study

Chenail (2011) mentioned using a pilot study to test the quality of an interview protocol and to identify any potential researcher biases in the questions. I conducted a pilot study with a teacher from the sample population. I conducted the interview in the same manner anticipated for the actual interview sessions. The pilot study gave me a view of what the actual interview process would be. Prior to the interview I prepared myself with all components needed for the process: digital tape recorder, interview questions, and a good location. Finally, at the interview, I introduced myself and stated the purpose of the interview. I thanked the teacher for volunteering for this process and began the interview.

According to Chenail (2011), after the interview session, the interviewer should reflect on the interview process and transcribe the recorded interview. I reflected on the interview conducted with the pilot teacher. As I transcribed the entire taped interview conversation, I understood all of the words from the recorded session. During the interview, I noticed that there were some issues with word clarity for a few questions. After rephrasing the questions, the pilot teacher was able to articulate responses to interview questions, indicating that the pilot teacher understood the questions. Conducting a pilot study was meaningful and helpful because I was able to ease the anxiety, check the research instruments, and make revisions where needed.

Triangulation Process

I used the triangulation process to check for unification among all three data collection protocols (interview process with teachers and with administrators, test scores, and enrollment records) used to collect data for this study. This data formed the categories and themes in the study. In addition, I used the triangulation process to correlate the viewpoints of the teachers and administrators with the reviewed test scores and enrollment records. The triangulation process (Merriam, 2009) helped me identify similarities in the data across data sources and helped improve validity of the findings. Since the information from the test scores was general information for "Blacks-Non-Hispanics", I analyzed the data using these main probing thoughts: (a) The number of BWIC immigrant students enrolled at the participating schools, (b) The language checked on the enrollment form, and (c) The exam scores from the ELA assessments for the Black student population. These points are discussed in the secondary data portion of the section.

Member Check

Member check is one of the validation strategies mentioned in Section 3. Respondent validation occurred through the process of member checking, in which the participants had an opportunity to comment on the accuracy of their interview transcripts (Hammersly & Atkinson, 1995; Merriam, 2009). In order to validate the quality of data, participants were presented with the opportunity to review the transcript of their interview. The participants were asked to provide comments on the interview transcripts themselves and make any corrections of the statements made during the interview

process. Using this process helped ensure that the interviewees still agreeded with comments made during the interview. I emailed the participants the transcripts with directions for the member check process. The member check process was completed. The respondents viewed the transcripts and responded that the comments were transcribed according to the interview.

Findings

Interviews and secondary data (test scores and enrollment records) were the methods used to collect data in an effort to investigate the oral and written Standard English remediation needs of the BWIC immigrant students, and each of the schools administrators' perceptions of BWIC students' academic needs. There was a perception that BWIC immigrant students do not need oral and written Standard English remediation upon enrollment in United States public schools. However, they were immigrant students who predominantly spoke Patois/Creole even though English is their country's official language. The following four themes emerged from the data analysis process: (1) Some BWIC immigrant students have Standard English academic needs that are identified in the classroom; (2) Some BWIC immigrant students need Standard English remediation; (3) BWIC immigrant students of color are stereotyped as African American students since English is their identified language; and (4) Teachers and staff are not well trained and equipped to address the special language needs of BWIC immigrant students. The remainder of this section includes details of each theme.

BWIC Immigrant Students Have Standard English Academic Needs That Were Identified in the Classroom

The participants shared specific academic problems they observed regarding BWIC immigrant students' learning needs. It was understood that using correct grammar when completing assignments was a challenge for many students regardless of their cultural background. Grammatical inconsistency was a huge academic issue that affected many BWIC immigrant students' ability to perform consistently well on oral and written Standard English assignments in the classroom and on assessments. One respondent mentioned, "Many BWIC immigrant students' grammar skills are extremely weak." Some BWIC immigrant students consistently struggled with applying correct Standard English grammar when completing oral and written assignments. Participants noticed that there were distinct grammatical issues evident in many BWIC immigrant students' work. When the teachers observed the written assignments of BWIC immigrant students, grammar errors were distinctive to the Caribbean cultural experiences.

The participants agreed that poor grammar weaknesses contributed to BWIC immigrant students' poor performance in English Language Arts (ELA). According to Clachar (2003), the phenomenon of overlapping with Standard English creates a distortion of distinctness or even confusion on the part of Creole speaker. As a result, the Creole speaker might have difficulty separating certain grammatical resources, such as the conjunctions system of the Creole, from those of Standard English (Clachar, 2003). Jamaican students tend to ignore subject verb agreement. For example, a student may say, "He bought three bag." Usually, in their culture the number signifies how many.

Therefore, the noun/object relating to the number doesn't need to be plural. One participant stated, "Their writing is extremely weak especially with subject verb agreement, paragraph format, English language structure; it is as if they had very limited English grammar instruction." These deficits may also be a contributing factor of BWIC immigrant students' low ELA scores.

The majority of the participants concurred that the BWIC immigrant students have additional academic needs because their cultural differences hinder their abilities to write Standard English when completing writing assignments. They agree that the BWIC immigrant students' spoken English was evident in their written expressions. One participant stated, "The spelling might be the British spelling instead of the American. The challenges are evident in the written and oral language especially in stress on certain words or syllables." Another participant mentioned, "There are some students who express themselves in dialect and some in Standard English. Even when they wrote in Standard English, they still have convention and grammar issues to an extent they were not able to apply the conventions of the language." Students' cultural differences impacted their grammar usage and impacted their academic growth.

BWIC immigrant students have academic needs even though they are from a country where English is the official language. They speak predominantly Patois/Creole. Many BWIC immigrant students constantly struggle with the implementation of correct oral and written Standard English grammar usage for academic tasks. One participant stated, "[The difficulty is] probably because Caribbean students have certain ways of speaking. So sometimes that is how it comes across in their writing. In fact, it is just

cultural; that is the way they speak." An administrator pointed out, "Dialect plays a major role in our students' ability to write. Oftentimes, we miscommunicate because of the inability to connect through vocabulary." BWIC immigrant students' struggle with Standard English grammar stem from having the dual-linguistic components to choose from for communicating. The dominant component will be the prominent language used when communicating orally or written. Since they have limited prior knowledge of Standard English to pull from, their oral and written expressions will mostly be incorrect English.

The language of their culture and home is a contributing factor as to why BWIC immigrant students need Standard English remediation. For many BWIC immigrant students, their cultural background and surroundings affect their ability to improve or experience growth in the area of oral and written Standard English when completing assignments. One participant stated,

> You have to look at the way Caribbean parents speak because some parents are from countries like Jamaica, Granada, Trinidad and Tobago. We need to question if English is spoken in the home at all. If it isn't, then these children are coming here with language deficiencies, and those deficiencies are certainly going to reveal themselves in the area of ELA/writing.

Another participant mentioned, "There are so many difficulties with the language. Their dialect of English is very different from Standard English so the children and the people from the Caribbean have difficulty with the language." Another respondent

stated, “They are dual lingual—they are native English speakers most of the time, but they speak a dialect of English that is very different from Standard English.” So the mental models of the administrators influenced their decision for overlooking BWIC immigrant students’ academic needs even though there were real academic issues to consider. The identifiable ELA academic struggles of BWIC immigrant students correlates with information from the literature review elsewhere in this paper.

Another academic weakness for BWIC immigrant students was that they struggled to develop ideas for writing assignments. Two thirds of the respondents agreed that it would be beneficial for BWIC students to have opportunities to write on topics that allowed them to utilize their background knowledge to develop ideas. Since school officials’, administrators’, and teachers’ mental models or unconscious thoughts caused them to categorize BWIC immigrant students as African-American, they tended to provide them with writing topics to which they have no prior knowledge and are unable to relate. The students did not have the necessary background to begin developing a response in writing. One participant stated, “They are limited on social information that they do not have.” Another respondent mentioned, “People use their cultural background to express themselves orally and in writing. Some BWIC immigrant students have issues with understanding the topic or they have issues connecting to the topic. They had no experience with the topic.” Therefore, this is an area of struggle that needs to be addressed to promote academic success.

BWIC Immigrant Students Needed Standard English Remediation

This theme documents the responses that indicate BWIC immigrant students need remediation based on the academic deficits mentioned under Theme One. All of the interviewees and data from the test scores indicated that some BWIC immigrant students were in need of remediation based on their academic performances in the classroom. The majority of participants indicated in their responses that BWIC immigrant students have many factors that contribute to their need for remediation. One contributing factor for remediation was due to their environmental upbringing. One respondent stated,

> The cultural differences sometimes will affect how BWIC immigrant students perform in school because they are still adjusting to the American culture. I also find that the students who didn't get much schooling back in their home country tend to fall behind. Not only are they trying to adjust culturally; they are also trying to learn how to write properly and read properly. These factors prevent the BWIC immigrant students from performing on grade level.

One participant explained that it is the general consensus that BWIC immigrant students are from countries where English is the official language. If these students did not receive much schooling in their home country prior to enrollment in U.S. schools, then they need remediation.

Administrators agreed that some BWIC immigrants students needed remediation because they spoke non-standard English and were behind in schooling. They agreed that the state or district should establish remediaiton opportunities specifically geared towards the academic needs of BWIC immigrant students just as they do in ESOL programs for

other immigrant students. One participant mentioned, "Students often come in two to three years behind in schooling, need academic intervention services, and are often referred for an evaluation." Another participant mentioned that she attended student support meetings with teachers and staff and discussed the issues of some BWIC immigrant students underachieving in oral and written Standard English since they experience struggles with sentence and paragraph structure. One administrator stated, "Students often have interrrupted formal school experiences and as a result, are often referred for special education teacher support services." Lack of schooling drastically affected their ability to perform in line with the academic standards in the United States schools.

Students who emigrated from the British West Indies were challenged by the change in culture and language. One respondent who has taught immigrant students for over 25 years stated, "They are still lacking some prerequisites that are needed for them to be able to function or master the skills and concepts taught to them." All of the teacher and administrator participants agreed that even though English is taught in Jamaican schools, students grow up speaking Patois/Creole. "It is difficult for the BWIC immigrant students who grow up with everyone around them speaking Patois. I remember one of my students mentioned how difficult it was to be good at English since people in his home community rarely speak English," commented an interviewee. Another participant explained that since the BWIC immigrant students spend most of their lives in an environment where people predominantly speak Patois/Creole, it is necessary to give remediation that will help the struggling students with proper implementation of Standard

English in the United States. A factor could be that BWIC immigrant students sometimes confuse words. It was noted that "Sometimes the students don't want to read because of their accent. Sometimes they confuse words and may even have problems pronouncing some words based on the American Standard English." These oral and written deficiencies should be addressed to ensure academic growth for BWIC immigrant students.

Participants shared that their immediate areas of concern relating to BWIC immigrant students' academic deficits were cultural differencies, the inconsistentcy or lack of schooling from their home country, and oral and written expressions. They indicated that students who were experiencing these components also experienced academic challenges. BWIC immigrant students need remediation to ensure that they have the opportunity to experience academic success in the United States.

BWIC Immigrant Students of Color were Stereotyped as African American Students Since English Was Their Identified Language

Data from the interviews supported the theory that BWIC immigrant students of color may be overlooked because they are stereotyped as African American students since English is their identified language. All of the administrators concurred that there was not a specific English proficiency test available to test BWIC immigrant students' level of literacy proficiency when they enroll. One principal mentioned that the issue of BWIC immigrant students being overlooked was not solely the fault of the administrators, but the registrars or the registration process may be a part of the issue

because of the way in which BWIC immigrants were clustered with African American students.

The mental models (unconscious thoughts) of the administrators and staff see BWIC immigrant students as "Black Americans," and as such, they were stereotyped. Therefore, regular instructional strategies used with general education students were usually used with these students. In actuality, even though English is the official language in their country, BWIC immigrant students predominantly spoke Patois/Creole and had cultural differences. One participant stated,

> I think there is also a disparity between the African American students and the Caribbean students. Because I think sometimes, (I don't want to say racism because it is not that at all) some leaders and teachers are confused. When they look at these children they do not place them geographically where they are supposed to be or would normally be, and so I think that they are overlooked.

The participants were passionate and adamant regarding the lack of acknowledgement toward BWIC immigrant students being uniquely identified as their own subgroup. Identifying these students will help school staff to place those students in the correct remedial group and, thus, determine their academic remediation needs upon enrollment. The respondents all agreed that BWIC immigrant students' cultural experiences were a hindrance to their academic success. Also, since they were overlooked or stereotyped, they fell through the cracks and were not given the necessary remediation. The longer they were in a part of the American culture, the more these students assimilated.

However, the core academic struggle was not addressed, and these students continue to struggle all the way through adulthood.

Teachers and Staff Were Not Well Trained and Equipped to Address the Special Language Needs of BWIC Immigrant Students

Teachers can benefit from professional development that is geared towards understanding the academic needs and cultural differences of BWIC immigrant students. The teachers who were not familiar with the Caribbean culture or who did not understand their academic challenges may lack empathy for the delivery of instruction. Therefore, teachers can benefit from the professional development associated with understanding the level of English skills BWIC students may have when they enroll. Teachers may have assumed that the students sitting in the classroom had the prior knowledge needed for them to understand the concept being taught. Even though the teacher may have shared background knowledge for the content, BWIC immigrant students still may not make the connection because the teacher did not tap into the BWIC immigrant students' cultural experiences. As a result, teachers needed training on recognizing cultural differences and identifying how to approach instructing students from a Caribbean background. As noted in the literature review, BWIC immigrants are proud individuals and do not wish to be identified as needing language assistance or special education. Therefore, teachers need the correct tools to foster academic growth for BWIC immigrant students.

Administrators agreed that the schools needs resources to support BWIC students and their teachers. One respondent stated, "I believe that BWIC students should be given specific support and not categorized into a racial group because of skin color." For this

to occur, administrators needed to provide the teachers with adequate necessary training. There was a consensus among the teachers and administrators that having a program like the ESOL program would significantly benefit BWIC immigrant students. An administrator noted, "Teaching writing to BWIC immigrant students needs to be structured the same way as the ESOL students. ESOL students often speak and write more proficiently than BWIC immigrant students because of the ESOL services they receive." Evidently, administrators and teachers want to provide assistance to the students, but they need guidance in order to provide appropriate and adequate scaffolding.

As documented in the literature review, researchers agreed that there should be a remediation program, but they disagreed about using the ESOL and the special education programs to remediate BWIC immigrant students. Thus, administrators need training regarding the appropriate remediation program to establish for the BWIC immigrant students. One administrator mentioned, "BWIC immigrant students should be identified as speaking English as a Second Language, and the school should be given the financial support to assist these students." Administrators all favored a program to help the BWIC students in the area of oral and written Standard English. Additional school district funding is necessary for administrators to locate consultants who are well versed in this area and are able to come and work with the teachers. Additional school district funding is necessary for administrators to locate consultants who are skilled in this area. They will work with the teachers in order to build their skills and better them teachers to work with BWIC immigrant students.

The findings support the need for a professional development program with instructional strategies for teachers that will keep students engaged and as a result cut down on behavioral issues in the classroom. Teachers are increasingly concerned about behavioral issues from the BWIC immigrant students. The idea of a remedial support program emanated from the interviews, and it was suggested that programs be structured similar to ESOL and special education programs. One participant stated, "BWIC immigrant children have the ability to be challenged just as the any of the students. I think that these students are isolated in classrooms because I think teachers just simply do not know what to do." The respondents agreeded they would benefit from a repertoire of strategies specifically geared to address the academic needs of the BWIC immigrant students in their school.

Two-thirds of the participants suggested having a program like the ESOL at their school because they believed that the ESOL program was beneficial to second language students. However, an administrator expressed frustration regarding the lack of collaboration between the ESOL teacher and the regular education teachers in her school. She stated, "ESOL teachers do not train and provide professional help to the [regular education] teachers." Another participant stated,

> Obviously, to misunderstand their culture compounds the communication problems, and I just think that we need second language programs. It is almost that we need them within each grade level before they ever go into the regular area content classes.

This position is supported by the literature review. Nero (2009) strongly supported finding appropriate remedial settings for BWIC immigrant students. She opposed placing these students in special education and ESOL classes. She felt that BWIC immigrant students can have their academic needs appropriately addressed when they are mainstreamed in classes with adequately equipped teachers.

Additionally, some administrators at some schools tried to find other solutions for dealing with their under equipped staff. If the staff was unsure what to do with a BWIC immigrant student who was lacking Standard English fundamentals, the student was often put in a special educational program. One participant mentioned, "So sometimes they will end up putting the students in special education because the leaders feel that these students need that special education to bring them up to the other students on their grade level." The respondents all agreed that there should be a clear plan of action in place that will allow for teachers and staff to be trained and better equipped to handle situations with immigrant students. One teacher stated that there were countless times when other teachers ran up to her seeking assistance with a BWIC immigrant student. Those teachers didn't know how to meet the BWIC immigrant student's academic needs and struggled with the cultural difference.

We are in need of professionals to assist educators with appropriate training in this area. One administrator stated, "The district can get involved to provide training for teachers and staff on recognizing students' cultural differences in writing or oral expression." All participants agreed that the teachers and staff would benefit from professional training since some teachers are not culturally aligned with the cultures of

the students they teach. One teacher stated that one of her newly admitted students from Jamaica came up to her in class and said, “Teacha, e juk mi.” Luckily for that student, the teacher is Jamaican and was able to understand that the student claimed that another student hit him. Another participant stated, “I believe all students deserve an excellent education. In order to do so, educators must be aware of the needs of all those whom we serve.” If the teachers and administrators were not aware of or had no understanding of the BWIC immigrant students’ background, it was more difficult for the academic needs to be addressed. One participant commented, “When children come to the United States for education, I think that the teachers generally do not recognize or realize that this has been the situation for these children.” Teachers were more effective in their approach to instruct and nurture BWIC immigrant students if they understood their students’ cultural background.

Even though the majority of the participants overwhelmingly agree that the BWIC immigrant students need remediation, it was mentioned that all students in the class were looked at as needing help. For example, one participant said that she did not look at the deficits that the BWIC immigrant students had but instead at how to close the gap they had in their learning. One respondent stated,

> At my school, I find that the administrators, they don’t want to hear anything about “because of their culture.” They believe that the bottom line is BWIC immigrant students are students in the school and they have to learn. Regardless of what you find that they are lacking, we need to find some way within the classroom setting to meet these students’ needs.

It made sense for educators to be concerned about all of the students in their class. Educators should looked for ways to help students achieve academic success. Another respondent stated,

> I think that principals mostly view BWIC students as children, and all children can learn. All children can be successful. And I think that we group them holistically. I think we create an all-inclusive atmosphere for all those students coming from the different schools around the world … we just don't look at those children individually. I think we expect the teachers to take care of the educational resources of these children.

Holistic view was commendable because administrators card about students' academic growth. However, not all students needed the same remediation all the time. Teachers should be trained and be able to distinguish the necessary remediation for the learning needs of the students in the class. They need to respond appropriately with the right direction, support, and resources needed to prompt academic growth for the BWIC immigrant students. One-fourth of the participants interviewed believe that behavior issues from the BWIC immigrant students contribute to their underachievement and that they would perform better academically if their behavior were better. One participant mentioned,

> My school is in the Caribbean neighborhood. Most of the parents are from different parts of the Caribbean so it is hard for me to say since that is all I am accustomed to working with. I found that over the course of my 17 years working at this school, most of my students from a few years ago were more hard working,

> diligent, got their work done, respectful. The students we now have come from the same community with the same demographics. I do have some lovely students. However, I have a lot more students who disrupt the class.

It was mentioned that the extent of BWIC immigrant students' academic and behavioral struggles stem from uninvolved and uneducated parents. One participant attributed the change of students' behavior to the uneducated parents that she believed now occupied the neighborhood where she teaches. The participant mentioned that the negative behavioral issues of the parents affected the BWIC immigrants' academic performance in the classroom.

> I think they are uneducated and don't know how to deal with other people and so the children model what they see. The behavior has gotten out of hand at our school. It is very difficult to say because there is a school 15 minutes from us with Caribbean students who outperform ours by far … also, there is another school 15 minutes in the other direction that also has mostly Caribbean families that also outperform us.

Another participant agreed that behavior contributed to the academic underachievement of BWIC immigrant students. She felt that the academic frustrations of these students affected their behavior, which in return, affected their academic performance. She shared her experiences of working daily with one of her Caribbean students who was able to read words from the text. However, the student did not understand all of the words and had difficulties putting the correct verbs with the subject. She mentioned, "She is always asking questions, but she also becomes very frustrated. I

think she has a learning deficiency because of that, and she just doesn't put forth the effort; she quits." Throughout the interviews, teachers continually recommended that they be provided with training in strategies to teaching Standard English, in understanding the native culture of BWIC students and families, and in specific approaches to manage student behavior. If the teachers are not prepared and equipped to identify these trigger points and help with remediation, then the BWIC immigrant students will lack the necessary assistance they need to help them achieve academic success.

Secondary Data Collection

For this study, triangulation was used to add validity (Yin, 2009). The components used in this study for triangulation were primary resource interview sessions with teachers, primary resource interviews with administrators, and secondary documents (test scores and enrollment records). The information from all three sources ultimately concluded that BWIC immigrant students were overlooked upon enrollment and were categorized as African-American students. This mental model, or unconscious thought, contributed to the lack of remediation offered to BWIC immigrant students upon enrollment, and as such these students struggled to be proficient in oral and written Standard English.

Test Scores

It was the goal of this research to analyze and include information from secondary data (test scores and enrollment record) for the purpose of correlating secondary and primary information to find out if the lack of remediation is unconsciously determined

because BWIC parents check “Black non-Hispanic” on the enrollment form. The analysis of the test scores of the BWIC students correlated with my findings that BWIC immigrant students struggled with verb tense, spelling, reading decoding, and written composition (Black & Shousterman, 2010; Edward, 1983; Nero, 2006) were investigated.

The following secondary data were requested from the RPSG research department in New York.

1. English Language Arts exam scores for students in district 11 (2010-2013) by demographics (race, gender, etc.)
2. Writing exam scores for students from the three participating schools in District 11 (2010-2013) by demographics (race, gender, etc.)
3. The number of students enrolled from the Caribbean (Jamaica) from the same participating schools above (2010-2013)
4. The language of the BWIC students from the enrollment form (2010-2013).

The information for the number of students enrolled from the Caribbean from 2010-2013 is presented in Table 2. The content in Table 2 was sent from RTSP research department.

Table 2

Number of Students Enrolled From the Caribbean

	2010-11	2011-12	2012-13	2013-14
Participating Elementary School	58	40	39	39
Participating High School	36	44	41	32
Participating Junior High School	32	32	34	29

Representatives from RPSG sent additional search engines where I also searched for information regarding students' academic performance. There was no specific information (verb tense usage, subject verb agree, etc.) relating to the BWIC immigrant students' writing or ELA experiences because the information provided was general. However, I dissimilated the demographic data for each participating school, and I was able to draw conclusions. I gathered relevant details regarding students' performance on the literacy assessments given by the state. The data showed that students from all of the participating schools are struggling academically. For example, during my interview with the elementary school principal, she mentioned that approximately 60% of the school population was BWIC immigrant students. Of the 295 students that took the ELA test, 139 students performed at level one, and only two students performed at level four. This data suggested that the BWIC immigrant students were underachieving in ELA skills as pointed out during the interviews. The ELA test scores were an indication of how BWIC immigrant students performed on the convention portion of the writing assessments. Table 3 shows the ELA test results for both participating schools for the 2012 - 2013

school year. Level one is the lowest performing while level four is the highest level of performance.

Table 3

New York City Department of Education English Language Results 2013

School	Number of "Black" Students Tested	Total Scored Level 1 & Percentage	Total Scored Level 2 & Percentage	Total Scored Level 3 & Percentage	Total Scored Level 4 & Percentage
Elementary	295	139 students 47.1%	122 students 41.4%	32 students 10.8%	2 students 0.7%
Junior High	217	143 students 65.9%	62 students 28.6%	12 students 5.5%	0 students 0.0%

Note. Grades 3-8 by Race/Ethnicity

The New York State graduation rate calculation method was first adopted for the Cohort of 2001 (Class of 2005). The cohort classes from 2001 to 2009 were the graduating classes of 2005 to 2013. The graduation rate for the Black students at the participating high school was low and shows a continued decrease over the four years. Of the four ethnic groups, "Blacks" have the second highest dropout rate and place third of the four ethnic groups for graduation rates. Table 4 shows the result for the high school dropout and graduation rates.

Table 4

New York City Department of Education Aspirational Performance Measure (APM) 2013

Participating High School	Number of "Black" Students in 2006 – 2009 Cohort	Graduate	APM	Percentage of Cohort	Percentage of Graduates
2010	54	39	4	7.4	10.3
2011	61	46	5	8.2	10.9
2012	64	52	4	6.3	7.7
2013	66	46	3	4.5	6.5

Note. Grades 9-12 by Race/Ethnicity

Enrollment Records

The participating staff provided data regarding student enrollment. The British West Indian immigrant students at all three participating schools were left with no other option but to check English for their language even though they predominantly spoke Patois/Creole. This was the first indication that BWIC students were stereotyped as African American students. The mental models, or unconscious thoughts, of the registration staff do not allow for individuality for BWIC students upon enrollment. The unconscious thinking of the staff limited the extent of their involvement regarding the BWIC immigrant students who were new to this country and its culture. In addition, upon enrollment, they were clustered with students that looked like them even though they were very different in ethnicity and culture. The system did not allow for an

individualized approach for the BWIC immigrant students who may need extra academic intervention.

Discrepant Cases

The majority of the participants overwhelmingly had similar responses to the interview questions that were posed. Discrepancies in the study were few. One participant differed from the group because she felt that BWIC students were like any other child. The more support they received at home, the less remediation that child needed at school. However, I do not think this participant took into account that parents of BWIC immigrant students are also dual-linguists. They may not be proficient in academic Standard English, and as a result, the parent will only be able to provide limited academic support, if any.

When asked if BWIC immigrant students were given an English proficiency test upon enrollment, an administrator mentioned that BWIC immigrant students were given the HLIS. However, per NYCDOE, the HLIS is given to immigrant students who are labeled ESL. In NYC public schools, BWIC students were not considered ESL students, and thus they were not given the HLIS. British West Indies is not on the list of eligible countries where students would be considered ESL. This administrator was aware that there was an English proficiency test available for immigrant students. However, she may be unaware that this test is not designated for this subgroup.

This participant stated that there were other factors to consider when looking at the reason for BWIC academic failure. The respondent stated, “How can the students

learn if whatever is going on in their home life is disrupting them? I think the students want to learn but there is so much going on in their little lives that it is hard for them to focus." It does not matter what goes on in the students' home life. The teacher should focus on what needs to be implemented at school to ensure that no matter what occurs outside of school, the students will learn the content taught.

Through the data collection, it became evident that educators were favorable to provide the necessary remediation and challenge students to meet high expectations. The majority of the respondents welcomed the challenge of meeting the academic needs of the BWIC students. They acknowledged that there was an oversight regarding meeting the remediation needs of the BWIC immigrant students. However, they were open to changing their daily instructional routine to include research-based instructional practices that will enhance academic growth for BWIC immigrant students.

Evidence of Quality

To ensure quality, the data collection and analysis process was conducted as planned and approved by the IRB. The protocol for the data collection was implemented by obtaining permission to conduct research from NYC IRB, administrators signed the letter of cooperation, and emails were sent to potential participants from the research sites. Participants who volunteered signed a consent letter prior to the interview session (Appendix A). Interviews were conducted following interview protocols discussed in Section 3 (Appendices A-E). The interviews were tape recorded and transcribed word for word. Each transcribed interview was labeled using an alias to protect participants'

identity. The transcripts were saved on an external hard drive and stored in a locked drawer. Participants were given the opportunity ask questions prior to the interviews, and they were reminded of the option to skip questions or withdraw from the interviews at any time without penalty.

To ensure trustworthiness, member checking was completed following the transcribed interviews. Participants were given the opportunity to review their remarks and indicate their authenticity. Participants responded via email indicating the transcript was accurate, and they did not wish to add information. Triangulation of data was completed, and findings were evaluated for similarities among the teachers' and administrators' interviews, and secondary data (test scores and enrollment records).

Conclusion

The results of this study indicated that administrators and teachers had similar mental models or perspectives regarding the BWIC students' academic needs. It was agreed that BWIC immigrant students' academic needs were overlooked at enrollment, and as a result, they were categorized and presumed to be African-American students. BWIC immigrant students were a unique group of students that needed to be in their own category or classification. The wrong mental model will create a barrier for BWIC immigrant students' educational experience. BWIC students' academic issues were different and require specific attention to ensure that they get the necessary remediation to generate academic improvement.

A criterion sample was used to determine the volunteered participants who taught at the participating schools. There were four themes developed from the data analysis process: (a) Some BWIC immigrant students have Standard English academic needs that are identified in the classroom; (b) Some BWIC immigrant students need Standard English remediation; (c) BWIC immigrant students of color are stereotyped as African American students since English is their identified language; and (d) Teachers and staff are not well trained and equipped to address the special language needs of BWIC immigrant students.

Summary

This section presented the analysis of the information gathered from the interviews of the nine participants from the elementary, junior high school, and high school. In addition, relevant data from the enrollment records and the English Language test data were included in the Findings Section. First, the participants' demographics were presented, the interview transcripts were analyzed, information from the documents was analyzed, and evidence of validity was discussed. The following final section presents the conclusions, results, and recommendations based on the findings of the research.

Section 5: Implications

Overview

The problem addressed by this study was that the BWIC immigrant students were not legally entitled to oral and written Standard English remediation (Nero, 2009), and currently, the NYC school system inadequately meets the academic needs of BWIC immigrant students (Clachar, 2005; Nero, 2009). BWIC students speak predominantly Patois/Creole, and they struggle with implementing Standard English when completing both oral and written assignments. The inadequately equipped NYC school teachers and administrators often find it challenging to identify the specific academic struggles of BWIC students (Chu, 2009; Clachar, 2005; Nero, 2009; Suarez-Orazco & Suarez-Orazco, 2011; Waters, 1999). In addition, the school administrators' mental models or perceptions of the BWIC immigrant students' academic challenges may be a hindrance that prevents the remediation process for BWIC immigrant students (Senge, 2006). Therefore, deciphering the academic challenges of BWIC immigrant students may not be a priority for the administrators and teachers.

This current qualitative case study explored the English remediation needs of BWIC immigrant students and the school administrators' perceptions of those academic needs. The purpose of this qualitative study was to understand the academic Standard English struggles of BWIC students and create awareness in order to promote social change regarding how BWIC are viewed when they enroll in U.S. schools. Previous sections of this research mentioned the research problem, reviewed the scholarly literature, described the research methods, and presented the results of data analysis. This

concluding section summarizes the findings, interprets the results, discusses limitations of the study, provides recommendations for action and further research, and discusses the study's implications for social change.

Summary of Findings

I created an interview guide to help me stay on task during data collection. In addition to using an interview guide, I kept a journal and logged documentation of the research process. The results of this study indicated that administrators and teachers have similar mental models or perspectives regarding the BWIC immigrant students' academic needs. They agreed that BWIC immigrant students' academic needs are overlooked at enrollment, and as a result, these students are clustered and presumed to be African American students. They are a unique group of students who need to be in their own category or classification. The wrong mental model or unconscious thoughts will create barriers for BWIC immigrant students' educational experience. BWIC students' academic issues are different and require specific attention to ensure that they get the necessary remediation to trigger academic improvement.

Data were collected by interviewing principals and teachers from the elementary, junior high, and high schools to gain insight of their mental models, shared vision, and personal mastery towards BWIC immigrant students. Secondary data in the form of test scores and enrollment data were also analyzed to conduct the triangulation process. Criterion sample was used to determine the volunteered participants who taught at the participating schools. Four themes developed from the data analysis process: (a) some BWIC immigrant students have Standard English academic needs that are identified in

the classroom; (b) some BWIC immigrant students need Standard English remediation; (c) BWIC immigrant students of color are stereotyped as African American students since English is their identified language; and (d) teachers and staff are not well trained and equipped to address the special language needs of BWIC immigrant students.

Interpretation

The conceptual framework for this study was based on Senge's (1990, 1996) leadership theory: personal mastery, shared vision, mental models, team learning, and system thinking within the organization. Senge (1990, 1996) mentioned when leaders have personal mastery over their leadership craft, there is a drive that influences their goals, aspirations, and objectives. For this research study, personal mastery referred to the ability of the administrative team to see the current reality of BWIC immigrant students' academic needs. Also, Senge's (1990, 1996) mental models relate to the internal images that affect how humans perceive others. As such, their views or mental models guide their decision-making processes regarding the academic needs of the students. Finally, Senge's (1990, 1996) shared vision theory occurs when individuals enthusiastically join together to achieve goals.

The findings from the data collected are aligned with the conceptual framework since participants agreed that the mental models of school staff contribute to BWIC immigrant students being overlooked academically upon enrollment. BWIC immigrant students are clustered in other English-speaking, Black groups based on the fact that English is their country's official language. The majority of the participants displayed passion for an opportunity to be better equipped to recognize the remedial needs of

BWIC students and how to help them achieve academic success. Finally, all participants, especially teachers, were aware of the current Standard English underachievement of the BWIC students in the classroom as well as performance on state assessments. One participant mentioned that even though her school has a majority of BWIC students enrolled, only about 35% of BWIC immigrant students at her school passed the state reading and ELA exams.

BWIC immigrant students have specific English language academic struggles identified by teachers. The literature review, the data collected from this research, and the English language test scores support the consensus that BWIC immigrant students show underachievement and are in need of remediation. Teachers were clear about BWIC immigrant students' work in the classroom and the difficulties the language barrier caused when they work in Standard English. The mental models or unconscious thoughts of the school staff towards BWIC immigrant students need to change so that administrators will acknowledge that the BWIC immigrant students are unique and need to be treated like ESL immigrant students.

There are specific reasons why some BWIC immigrant students are in need of remediation. Roberge's (2009) study showed that the minority linguistic background of students did affect their ability to effectively use Standard English in academic settings. Data from this research revealed that BWIC students' environmental upbringing is a contributing factor as to the reason remediation should be given. Remediation will help these students to better represent themselves orally and in written Standard English language since they are assessed based on American standards. BWIC immigrant

students who had limited schooling in their home country prior to enrollment are underachieving and do need remediation. It is unanimous that BWIC students who do not have the prerequisites of Standard English struggle and will need remediation in order to have a better opportunity to experience academic success.

When BWIC immigrant students are enrolled, they are automatically assumed to be African American because of their skin color. Teachers often look at these students as African American and disregard their cultural and language needs. BWIC immigrant students need to be acknowledged as individuals because they have different cultural experiences and heritage. The system is not set up to identify BWIC immigrant students when they first enter the school system. Therefore, the mental models (unconscious thoughts) of the administrators and teachers place these students holistically without determining their level of Standard English proficiency.

Even though the school administrators and teachers are not equipped with research based strategies regarding how to determine the specific academic needs of BWIC immigrant students and what appropriate remediation tools to use, the teachers do notice the Standard English struggles BWIC students experience. The teachers' and administrators' have a holistic perspective in regards to the academic needs of the BWIC immigrant students at their schools. One teacher states that the principal expects the teachers to teach all the students in the class and to have the belief that all students can learn.

Both teachers and administrators mentioned the use of special education program, ESOL programs, and class inclusion as a means of academic remediation for BWIC

immigrant students. However, Nero (2009) strongly discourages placing BWIC immigrant students in special education and ESOL programs. Therefore, administrators and teachers should participate in professional development to gather specific strategies needed to provide the necessary academic services and assistance to BWIC immigrant students.

The main difference between the teachers' and administrators' views was that the teachers had an advantage of firsthand experiences working with the BWIC immigrant students and that the administrators thought more about logistics and finances. The administrators looked at the amount of BWIC immigrant students attending their schools, any interventions offered upon enrollment, and academic success or failure from the BWIC immigrant students. However, administrators still had some insights regarding academic matters of the BWIC immigrant students at their schools.

Since the teachers had more hands-on academic experiences with the BWIC immigrant students, they were able to speak more knowledgeably about the oral and written Standard English struggles of BWIC immigrant students than the administrators. However, because of my research both groups of participants are more aware and concerned about the BWIC immigrant students' academic struggles. They are willing to take the necessary actions to help BWIC immigrant students experience academic success in this local school.

Implications for Social Change

This research may lead to social change through creating an awareness of the Standard English language needs of BWIC immigrant students in U.S. schools. The

perceptions of school administrators' do contribute to the lack of, or considerations made for, academic services allotted to students in their buildings. Therefore, social change will occur when the policymakers, administrators, and educators become aware of the academic struggles of BWIC immigrant students. A change regarding academic policies for BWIC immigrant students might, in turn, help lower the dropout rates in urban school systems like New York, which has a large influx of BWIC students.

In addition, a positive change in current school policies regarding BWIC immigrant students and their leaders' perceptions should transcend to all immigrant groups. Currently, the local school district is reviewing its intake procedures to ensure that students and their educational needs are clearly identified upon registration. As a result, there are better transitions available for all students enrolling from other countries. All students who are underrepresented when they are enrolled in schools will have the support of administrators and teachers. Teachers are implementing instructional procedures and strategies to address the specific language deficiencies of the BWIC immigrant students. Educators are developing an English entry assessment, an English proficiency test suitable for BWIC immigrant students and other unique immigrant students upon registering at their schools. The changes mentioned above are making a significant impact in how BWIC students are perceived. Students will no longer be stereotyped and overlooked because professional educational communities are now checking to see if the students are getting remediation and if they are showing academic growth.

Recommendations

Recommendations for Action

There are three pressing recommendations that resulted from the data collection and analysis of this study. First, some BWIC immigrant students need remediation to assist with their academic success. It is determined that some BWIC immigrant students will benefit from remedial assistance upon enrollment since several factors contribute to their underachievement in the classroom and on assessments. Also, administrators will advocate regarding the necessity to determine the Standard English proficiency of BWIC immigrant students upon enrollment. The majority of the participants concurred that the school district needs a process to identify students' academic needs upon enrollment. This process will help teachers place and provide the students with the necessary remediation. In addition, administrators need to request funding for the appropriate remediation and professional development programs that will enhance instructional skill sets and allow them to meet the academic needs of the BWIC immigrant students. Professional development is necessary to ensure that administrators and staff will be better equipped to handle the Standard English struggles of BWIC immigrant students. It is imperative that the school district acts as quickly as possible to set in motion these initiatives.

Recommendations for Further Study

The results of the present research suggest that BWIC immigrant students' academic needs should receive additional research to gain further insights as to how educators can better serve the BWIC immigrant students' academic needs. One of the

limitations of this study is the inability to collect data on specific students because of their classification as a vulnerable population. Therefore, there was inaccessibility on specific students' data because of the potential to expose students. This study lacked hands-on examination of students' writing and English Language Arts tasks. Also, interviewing students and parents would contribute more specific details regarding the academic struggles of BWIC immigrant students and how to best remediate them. Perhaps educators in their own buildings can participate in action research that will allow them to have more detailed data about their students and to develop programs that are customized to their needs.

Principals and teachers are aware that some BWIC immigrant students need remediation, but the specific type of remediation needed is unclear. Since the participants determined that BWIC students need remediation, it would be important to examine other schools that are experiencing similar underachievement with the BWIC immigrant students. In addition, the results of this study will be emailed to school administrators and teachers at the participating schools providing them with the recommendations of this study regarding BWIC immigrant students. School personnel will be able to create and implement a more seamless process for student registration and identification to ensure that students will benefit from appropriate program placement. Further research will expand the literature available to educators of BWIC immigrant students at all grade levels.

Reflection

Conducting this research provided me the opportunity to investigate the oral and written Standard English remediation needs of BWIC immigrant students. I suppose being Jamaican and a former teacher of Jamaican students would make me somewhat biased regarding the remediation needs of BWIC immigrant students. I anticipated the findings would reveal that BWIC immigrant students are lacking the necessary remediation. I thought the administrators and teachers would mention that these students need remediation, but I was astonished to discover that all participants acknowledged that it is necessary to determine the remedial needs for BWIC immigrant students and a need for specific remedial program for that subgroup. Administrators and teachers were open and willing to share details regarding their experiences with BWIC immigrant students. Since participants took the time to share details of their experiences regarding BWIC immigrant students' academic needs, it will be fitting to present them with a copy of the findings and my understanding of their remarks.

It was a pleasant experience to visit the participating school sites and converse with administrators and teachers who work daily with the students of interest. They were willing to share openly about how the BWIC immigrant students are viewed and shared their academic struggles. As the interviews progressed, I was eager to gain more insight about this topic. The data that was gathered solidified my belief that BWIC immigrant students are not "slow." They are capable of improved performance on oral and written Standard English class assignments and standardized test when given the necessary scaffolding.

Conclusion

In this study, I discovered that the academic needs of BWIC immigrant students enrolled in the United States are not adequately determined upon enrollment. In addition, the goal of this study was to draw attention to an area that is not recognized by policymakers, administrators, and educators. Teacher and administrator participants are 21st-century educators working in a changing educational society, and they are passionate about the students they teach and govern. However, there is a dire need to push beyond the statement, "All students can learn" and truly focus on the individual students. From this study, I noticed that the administrators and teachers use the holistic approach. This is not conducive for the BWIC students who are often overlooked because they are from a country where English is their official language. BWIC immigrant students should attend schools where the administrators and teachers are actively aware of language barriers of the BWIC students and implement the necessary academic research-based strategies that will promote success for all students. BWIC immigrant students should not be overlooked in a system that has failed to acknowledge the unique issues faced by non-English speaking immigrant students who originate from countries that are categorized as English-speaking.

Educators in this complex and technological world must continue using all knowledge available to provide the very best educational opportunities to all students. This study has established the difficulty experienced by BWIC immigrant students upon entering these local schools; these same difficulties are occurring in many schools across this country. As a result of this research study, educators are provided with the

knowledge of specific problems in school registration, student identification, and student pre-testing. Educators are empowered with the tools to promote equity of opportunity among all students, including immigrant students, and to develop appropriate remediations in specific academic areas. Ralph Waldo Emerson stated, "The secret in education lies in respecting the student" (Emerson, 1903, p. 143). This study provides findings that can help educational stakeholders respect and address student differences.

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Appendix A: Letter of Explanation and Participant Contact Form: Consent Form

You are invited to take part in a research study about British West Indian Caribbean immigrant students' learning needs and the administrators' perception of those learning needs. You were chosen for the study because you work with or come in contact with students from British West Indies. Your experiences will help me understand and determine the oral and written academic needs of British West Indian students in the USA. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher name Erica Williams-Pike, who is a doctoral student at Walden University. This is my 11th year teaching. I spent the first 5 years of my teaching career in urban Bronx, NY. I migrated to Atlanta, GA, where I am currently a 7th grade Language Arts teacher.

Background Information:
The purpose of this study is to understand and determine the oral and written academic needs of British West Indian Caribbean immigrant students in the USA. Furthermore, I will research the leadership perceptions of the learning needs of British West Indian students at their schools.

Procedures:
If you agree to be in this study, you will be asked to:

- Participate in an audio recorded interview with me or completion of questionnaire
- Read and sign the interview transcript, in order to allow me to use your words as quotable information.
- The duration of your participation should be 15-20 minutes for each interview.

Voluntary Nature of the Study:
Your participation in this study is voluntary. This means that everyone will respect your decision of whether or not you want to be in the study. No one at the school will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during the study. If you feel stressed during the study you may stop at any time. You may skip any questions that you feel are too personal.

Risks and Benefits of Being in the Study:
There are minimal risks to participating in this study. Participating in this research you will be asked to share information that will require your honesty about the oral and written learning academic needs of British West Indian Caribbean (BWIC) immigrant students or the school administrators' perceptions towards BWIC students' learning needs. Furthermore, this research might help researchers to determine areas of oral and written Standard English struggles of the British West Indian Caribbean immigrant

students and how those learning needs are perceived by administrators. As a result, BWIC immigrant students may be able to receive the necessary remediation needed.

Adverse Event

In the event that an adverse event occurs, I will contact my faculty advisor, Dr. Desmond and the university IRB in addition to following the protocol of NYCDOE Institutional Review Board (IRB).

Compensation:

Volunteer participants are not compensated for their participation in this study. Thank you notices will be given to all participants.

Confidentiality:

Any information you provide will be kept confidential. I will not use your information for any purposes outside of this research project. In addition, you will be assigned an alias (teacher 1, etc.) to help minimize any opportunity for accidental exposure of your responses to the interview questions or anything else that could identify you in any reports of the study. All information from the interviews will be kept in a safe at my home and shredded after five years.

I will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I am agreeing to the terms described above.

Printed Name of Participant _____

Date of consent _____

Consent to be Audiotaped _____

Participant's Written or Electronic* Signature _____

Researcher's Written or Electronic* Signature _____

Electronic signatures are regulated by the Uniform Electronic Transactions Act. Legally, an "electronic signature" can be the person's typed name, their email address, or any

other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

Appendix B: Interview Questions for School Teachers

1. There is a perception that BWIC immigrant students do not need oral and written English remediation upon enrollment in public schools in the United States. To what degree does that perception contribute to the BWIC immigrant students' struggles in oral and written Standard English assignments and assessments?
2. To what extent are the teachers aware of any academic challenges of BWIC immigrant student?
    - If so, to what extent are the solutions in place to assist the BWIC imigrant students?
3. To what degree are oral and written Standard English challenges evident for the British West Indian immigrant students who have been in the USA for no more than two years?
4. To what extent do British West Indian immigrant students, who have been in the USA for no more than two years, require oral and written Standard English remediation to be successful academically in U.S. schools?
5. When evaluating British West Indian Caribbean students' writing assessments, to what degree do you observe that the spoken Caribbean English language of the BWIC students have an effect on their written English assignments?
    - Explain.
6. To what degree do BWIC students perform well on written assignments?
    - What are their weaknesses?
    - Explain.
7. To what degree do BWIC immigrant students read fluently and comprehend what they read?
    - Explain how you determine their level of fluency and comprehension.
8. To what extent are the academic needs of BWIC students <u>similar</u> to or <u>different</u> from the academic needs of other students in the school?
9. What are your perspectives of the BWIC immigrant students' academic needs?
    - Explain why you have those perspectives.

Appendix C: Interview Questions for School Administrators

1. To what degree do the unconscious thinking of the urban school administrators contribute to the BWIC immigrant students' underachievement in oral and written Standard English?
    - Explain.
2. To what extent do you require BWIC students upon enrollment to take an English proficiency test in order to determine their level of English proficiency before they are mainstreamed in the classroom?
3. To what extent do you determine if BWIC immigrant students need Standard English remediation upon enrollment?
4. To what extent are the administrators aware of any academic challenges of BWIC immigrant student?
    - If so, to what extent are the solutions in place to assist the BWIC immigrant students?
5. What are your perspectives of the BWIC immigrant students' academic needs?
    - Explain why you have those perspectives.
6. To what extent are the academic needs of BWIC students <u>similar</u> to or <u>different</u> from the academic needs of other students in the school?
7. To what extent do BWIC immigrant students who have been in the USA for no more than two years, require remediation in order to be successful academically in U.S. schools?
    - How are these determinations being made?
8. To what degree do administrators hold the BWIC students' academic learning needs to the upmost importance?
    - Explain.
9. To what degree do administrators have a sense of urgency as it relates to the BWIC immigrant students' academic needs?

Appendix D: Questionnaire for School Administrator

Good day,

My name is Erica Pike. I am conducting a research about British West Indian immigrant students' oral and written Standard English remediation needs in U.S. schools and the school administrators' perception of these students' English remediation needs upon enrollment. I have 8 questions that require your feedback. I do appreciate your time.

Thank you,
Erica Pike

Questions:

1. What is the ethnicity of the school population?
   _____
2. Are the majority of students enrolled at your school from the British West Indies Caribbean countries?
   _____
   _____
3. In an average school year how many new students are enrolled from the British West Indies Caribbean countries?
   _____
4. What do the BWIC immigrant students check for language spoken on the enrollment form?
   _____
5. Are students from countries like Jamaica mainstream upon enrollment or do they receive a literacy test that determines if they may need literacy remediation? _____
6. What is the school's policy regarding British West Indian Caribbean immigrant students' academic needs?
   _____
7. What is the academic (passing state required exams, promotion to next grade, etc.) success rate for British West Indian immigrant students at your school? _____
8. What is the dropout rate for British West Indian immigrant students at your school? _____

Appendix E: Interview Transcript Samples

Pseudonyms of a letter and a number were used to label participants to protect their identity. Below is a representative sample of the interviews.

Interview Transcript Sample: Participant T1

EP: There is a perception that BWIC immigrant students do not need oral and written English remediation upon enrollment in public schools in the United States. How does that perception contribute to the BWIC immigrant students' struggles in oral and written Standard English assignments and assessments?

T1: I think more emphasis should be place on Caribbean students because their first language is Creole/Patois. In order to get the Caribbean students up to the Standard in oral and written Standard English, I think American teachers should place emphasis and find strategies to help BWIC improve with oral and written Standard English because BWIC need it more help than native students

EP: Can you expound…

T1: American students are born in an environment where English is spoken from birth, so students from United States generally speak proper English. On the other hand, Caribbean students are born in an environment where English is not the dominant spoken language. Children learn to speak or adapt to the language they grow up to hear, and base on that fact, English is like a second language to BWIC students.

EP: To what extent do you determine if British West Indian immigrant students need Standard English remediation upon enrollment?

T1: When the Caribbean student migrates to the United States they look like the African American students. They will understand English spoken to them, but they cannot really speak it or write it as how they should. I think that is the reason they are overlooked. The attention is not placed in helping them as other nationalities [students from other part of the world].

EP: oral and written

T1: It is based on the environment they were grown up in. If they were raised in an environment where they learn Patois or the language of their origin, they were brought up that way they were taught that way. So when they are exposed to English language they have difficulty with writing it and speaking it. It is a process of working with that student and over a period of time, he/she will learn English and learn how to write it well.

EP: To what extent do they have oral and written Standard English challenges?

T1: First of all, English language in general is taught in the schools in Jamaica. However, some of the students have difficulties because they grew up with everyone around them speaking Patois, and then it is hard to get the concept of Standard English taught in school back in Jamaica. Students mentioned that learning the English language here is a lot easier to understand than being taught in the Caribbean.

EP: To what extent do BWIC students need remediation to be successful

T1: Yes they need remediation, but it depends on what part of the island the child was raised. The student environment will determine the level of remediation because if the child was brought up in the urban area then they will need a lot more remediation than the child who was brought up in the urban area. The city child is prone to speak and write English better than the child from the country area. So it depends. The BWIC immigrant students would need a lot of remediation to get them to speak and write English well.

EP: When evaluating British West Indian Caribbean students' writing assessments, to what degree do you observe that the spoken Caribbean English language of the BWIC students has an effect on their written English assignments? Explain.

T1: Patois is not in their writing because it is easier to speak Patois than to write it. I think they are more prone to try to write English even though it may not be in standard form.

EP: Restate question: Are they writing using Standard English and do they have challenges writing Standard English as they would if they were speaking.

T1: They have a lot of challenges writing Standard English, and it is based on how they articulate their statements and sentences. They tend to miss use verbs and adjectives in their statements and use the wrong pronouns in their statements. I think their writing does not include Patois but their English is not standard.

EP: Explain if there are any written challenges you observe

T1: A student may write a sentence and use run instead of ran because it is the cultural norm. They struggle with when to use the correct part of speech and verb tense.

EP: How does their spoken language affect their written work?

T1: Their performance will. They struggle with their written lesson because of how they use verbs and their oral expression. Also, how to construct a sentence correctly is a challenge for the BWIC students.

EP: How do BWIC students perform when reading unfamiliar text?

T1: I believe that the child will read better than he would speak the English because it is written English. They are able to articulate the written Standard English when reading.

EP: To what degree do Caribbean students read fluently and comprehend what they read? Explain how you determine their level of fluency and comprehension.

T1: Based on how the students answer the questions; the answers will let me know if the students comprehend the text.

EP: What are your perceptions of the BWIC immigrant students?

T1: My perception of BWIC immigrant students is that they need help to get them to the level of comprehending and writing Standard English language as how they should.

EP: Explain why you have those perceptions

T1: In order to get the students to be successful men and women of tomorrow, we have to work with them and get them to better understand and master the Standard English

EP: How are BWIC students' learning needs similar or different from the other students?

T1: Their learning is different from the other students because BWIC immigrant student will are prone to achieve and push to the highest level. They know what it is to have needs and wants and a lot of them see education as a means of elevating themselves out of whatever situation they are coming from. A lot of them know what is to go through hard times.

Interview Transcript Sample: Participant A1

EP: How does that perception that BWIC immigrant students do not need oral and written Standard English remediation upon enrollment in the United States contribute to the BWIC immigrant students' struggles in oral and written Standard English assignments and assessments?

A1: I personally think that Caribbean youth come from a culture where education is a scarce resource and in most cases, it has to be paid for. When children come to the United States for education I think that the teachers generally do not recognize or realize that this has been the situation for these children. And while I think teachers respect children from around the world culturally, I think that they feel that academically these children are deprived and are not capable of learning the language or learning the content as regular classroom students. I think there is also a disparity between the African American students and the Caribbean

students. Because I think that sometimes that, I don't want to say racism because it is not it at all, but I think that they are confused. When they look at these children they do not place them geographically were they are supposed to be or would normally be, and so I think that they are over looked. And I think that they have a tendency toward more remediation in my opinion then they do with high expectation. I think there is an enormous consequence for Caribbean youth because they are dealing with teachers who are not well trained on children coming from around the world and not understanding each. They respect the culture but they don't understand the culture. And so I think there is a lot of stereotyping, and I think it is not a personal issue. It is a professional issue because I think the colleges are not training the staff and I don't think they should train the ESOL teacher I think they need to train every teacher. In my personal opinion, every teacher should have an ESOL certification. Especially given that we recognizing that we are having an influx or inflation of so many students coming from around the globe to our schools, and I am sure that Caribbean is a specific group that you have chosen for your doctoral study but I think that many of these children are often overlooked because they have poor language and communication skills, a lot of times low levels of participation, and that leads also to behavior problems a lot of discipline problems because these students are frustrated that they can't learn the language as fast as they need to.

EP: Do you think that that perception can lead to their underachievement?

A1: Absolutely, because I think that these students are isolated in classrooms because I think teachers just simply do not know what to do. As well as the ESOL teachers do not train and provide professional help to the teachers. A lot of teachers (5:40) have communication problems because they are dealing with some of those students in the class and that individualization is not there for the underachievement of Caribbean students in the United State system and so I think that often those children are by themselves (6:05) or teacher may ask a peer to assist or to help them because I think teachers have a language barrier. There are many ways to communicate other than just language. I am often called upon to help a teacher with another student - "well how do you communicate with this child?" To me it is just appalling. And I think that creates a concern for me and the students. They are given a limited homework. And when they are given homework they can't complete it. It causes them to become confused. It causes the children to have lack of confidence. Obviously, to misunderstand their culture creates those compounds of communication problems and I just think that we need second language programs. It is almost that we need them within each grade level before they ever go into the regular area content classes.

EP: What affect does the administrator's perception have on the underachievement of the BWIC students?

A1: I think that principals mostly view their perception of children is that they are children and all children can learn. All children can be successful. And I think that they group them holistically. I think they create an all-inclusive atmosphere for all those students coming from the different schools around the world. I think the Caribbean students, Asian students, Hispanic students, African American students, I think they are all group to a principal as we need to make sure that these students are successful. We teach them. We communicate the Standard. We communicate the expectations and I think they try to create some type of emotional attachment as an extended family here. So I don't think specially unless there is a discipline problem or they do something prestigious in the school, socially accepting, I just don't think they look at those children individually. I think they expect the teacher to take care of the educational resource of these children.

EP: To what extent do you determine if British West Indian immigrant students need Standard English remediation upon enrollment?

A1: Wow. That's a hard one. I think that language and communication is critical and I think that with their academic dilemma I think that as far as the extent of the remediation there are so many different factors academically. You have to look at the child that is underachieving, you have to look at the overachieving child, you have to look at the child social identity (9:43) their mother time, their ethnic identity, how they deal with the other students in the classroom, how they are self-motivated (intrinsically motivated), if they have discipline problems, if they have dialects that create problem for them to be successful. There are just so many factors in that. I mean you look at the cognitive ability, their metacognitive, the way they process information – is there limited comprehension or expansive comprehension. As far as remediation, you have to look at the assessments and testing and see where the children are and where they are going. (10:48) If Standard English could limit their opportunities or create extreme difficulty for them, the Standard English that they are having difficulty with in reference to ESOL or Caribbean students-

EP: How well do BWIC students perform on written assignments? What are their weaknesses? Explain.

A1: Extremely week. Their writing is extremely week. They do rather well with oral communication because the social behavioral learning that they are almost forced to learn when they come here. But the writing is extremely week- subject verb agreement, paragraph structure, grammatically; it is as if they had very limited grammar. And you have to look at the Caribbean parents, are they speaking, like woman from some of the places like Jamaica, Granada, Trinidad and Tobago where they are from, is English spoken in the home at all? And if it isn't then these children are coming here with language deficiencies and that pattern is certainly going to revert itself into the area of writing. Look at the differences and

similarities between the educational systems. It is just remarkable how the children such a weak area of writing with this one discipline that they have difficulty with and it is idea development. They can go through the format or process but when it comes to the writing test, they are limited to idea development. They are limited on social information that they do not have. They are just a lot of educational gaps there. The second difficulty with writing is the convention grammar… I think we need research on language and communication issues that are facing these children because they are so many… as far as second language is concern… there are some many difficulties with the language … with dialects of English…there are just so many different as far as second language is concerned there are so many difficulties with the language, with the dialect of English it is very different from Standard English so the children, people from the Caribbean have difficulty with the language. They are dual lingual- the native English speakers most of the time but they speak a dialect of English that is very different from Standard English (14:40) so it is relating to mutual and comprehension. Then you have the teacher teaching to the Standard English to the students having learned the Caribbean dialect and teachers see that as being negative and when they do, it hinders all of their students and I think it contributes to the underachievement. We deal with the language difficulties of a Caribbean student … we place them in ESOL classes when they really don't need to be because sometimes I think it lowers their self-esteem and contributes to their underachievement. So we place a lot of these children in ESOL when a lot these children do not need to be in ESOL classes.

EP: How do BWIC students perform when reading unfamiliar text?

A1: I think they can read the words but for the most part, some of the difficult words they can't. I have a child from the Caribbean. She can read the words, but she does not understand all of the words and she has difficulties putting the correct verbs with her subject. And so we have to work on that every day. She is always asking questions, but she also becomes very frustrated. I think she has a learning deficiency because of that and she just doesn't put forth the effort… she quits.

EP: How do you determine their level of fluency and level of comprehension?

A1: The access test provides levels of proficiency and the diagnostic test, but if you are a master teacher you know where they are after the first time they read and you start placing them in reading groups and go from there. You practice the instructional strategies that is going to provide the inform knowledge and that help them to become more fluent in English from basic to make it (17:33)

EP: What are your perceptions of the BWIC immigrant students?

A1: Academically; obvious for the most part they are deficient in their own language. There are weaknesses. I think that there are many things that contribute to that social background, their socioeconomic background. Whatever the problem, they

are coming to us with a deficiency, and we have to challenge them. We have to place them and we have to work accordingly.

EP: To what extent does their spoken language have an effect on their written language?

A1: Oh absolutely. How could it not? They write how they speak. It is a given.

EP: How are the academic needs similar or different from the other students in the class?

A1: If you are talking about a non-native English speaker, their needs would mostly be with the services they would need to receive in terms of culture differences and the language barriers. Other than that, I think those children have as much ability and to be challenge just as the any of the students.

Interview Transcript Sample: Participant T2

EP: Do NYC educators think that BWICstudents do not need oral and written Standard English remediation upon enrollment in United States school? If yes, please explain if the lack of oral and written Standard English remediation for BWIC students contributes to their possible underachievement?

EP: What oral and written Standard English challenges are evident for the British West Indian immigrant students who have been in the USA for no more than two years?

T2: They might have difficulty expressing themselves in written form. Spelling is a weakness, also grammar might be challenging

EP: To what extent do British West Indian immigrant students who have been in the USA for no more than two years, require remediation in order to be successful academically in U.S. schools? How are these determinations being made?

T2: I don't think that these students need remediation in order to be successful. They need more practice in oral expression.

EP: When evaluating British West Indian Caribbean students' writing assessments, to what degree do you observe that the spoken Caribbean English language of the BWIC students have an effect on their written English assignments? Explain.

T2: Some of these students will write Standard English. However, the spelling might be the British spelling instead of the American. The challenges are evident in the written and oral language especially in stress on certain words or syllables.

EP: How well do BWIC students perform on written assignments? What are their weaknesses? Explain.

T2: BWIC students will have difficulties with written Standard English assignments and assessments on spelling of certain words.

EP: To what degree do BWIC students perform when reading an unfamiliar article or book before an audience? Explain.

T2: Self-confidence might be an issue if the child is not accustomed to read in front of an audience. Children who are taking the State tests and have to do the listening exam will have difficulty pronunciation of some words.

EP: To what degree do Caribbean students read fluently and comprehend what they read? Explain how you determine their level of fluency and comprehension.

T2: Again it's the pronunciation of some words that the children are not familiar with. This is determined by using the DRA kit and now The Independent Reading Level Assessment IRLA

EP: To what extent are the academic needs of BWIC students similar to or different from the academic needs of other students in the school?

T2: BWIC immigrant students will need oral expressions help while the other students may not need that intervention.

EP: To what extent do you determine if British West Indian immigrant students need Standard English assistance upon enrollment?

T2: Some of the time the students need remediation to help them with the oral expression and cultural differences with the words spoken.

EP: What are your perspectives of the BWIC immigrant students' academic needs? Explain why you have those perspectives.

T2: Their cultural differences may contribute to their oral and written struggles with Standard English

Interview Transcript Sample: Participant T3

EP: There is a perception that BWIC immigrant students do not need oral and written English remediation upon enrollment in public schools in the United States. How does that perception contribute to the BWIC immigrant students' struggles in oral and written Standard English assignments and assessments?

T3: First of all, we have a lot of Caribbean students and the general consensus is that they don't need remediation because they already speak English. For me it actually depends. When BWIC immigrant students were home, how much schooling did they receive? If they received adequate schooling up to age that they came here, then they don't really need remediation because usually they are right on target with the rest of the class except for in the cultural difference. The cultural difference sometimes will affect how they perform in school because they are still getting use to the American culture. I also find that the students who

didn't go to school much back home they tend to fall behind…not only are they trying to adjust culturally; they are also trying to learn how to write properly, read properly…these factors prevent them from performing on grade level. So sometimes they will end up putting the students in special education because the leaders feel that these students need that special education to bring them up to the other students on their grade level.

EP: What affect does the administrator's perception have on the underachievement of the BWIC students?

T3: At my school, I find that the administrators, they don't want to hear anything about "because of their culture." They believe that the bottom line is BWIC are students in the school, and they have to learn. Regardless of what you find that they are lacking, teachers need to find some way within the classroom setting in order to meet these students' needs. If you speak anything that is deem negative regarding the BWIC students learning, administrators will put it back on the teacher. Since the students do speak English regardless if they are not performing on grade level they want to know how we are going to address that child's needs within the classroom in order to bring them on grade level. Administrators do not look on the students negatively. They want to make sure that every student that enters the building as their needs met. So if the teacher comes in thinking that the child cannot learn, they will push in to that teacher's room more frequently to make sure that the student needs are being met. They want to know, what are you doing? what data supports the strategies? and what techniques you are using with that student for remediation, and is it effective. If it is not affective, what are your plans to ensure that student has academic progress?

EP: To what extent do you determine if British West Indian immigrant students need Standard English remediation upon enrollment?

T3: To me it depends, it is like any other child, the more support the child receives at home, the less remediation that child will need at school. For example, I currently have a student and the mother is not very supportive. She just send her child to school because that is the law her in the United States. So her child is not doing as well because this mom is not taking any time with the child at home, and so this makes my job more difficult. The child is now getting additional services in the school (resource room, small group instruction). I have other student whose mom is very involved. His stuttering is an hindrance to his academic progress. Because his mother is more involved, he is more advanced than the other child. I find that the more involve the parent is, that child will perform better even though that child receive remediation the better off that child is.

EP: How do you determine the need for remediation?

T3: In class assessment, reading level, math level, if the child has been held over, if they haven't met their benchmark, if the child receive RTI, then the teachers and

administration, including the school counselor will come together and discuss what remediation to provide for that student.

EP: When evaluating British West Indian Caribbean students' writing assessments, to what degree do you observe that the spoken Caribbean English language of the BWIC students has an effect on their written English assignments? Explain.

T3: Caribbean students have a certain way of speaking. So sometimes that is how it comes across in their writing. American teachers will read that and say this is what you are supposed to write and this is how you should say it. When in fact it is just culturally that is the way they speak. It may not be incorrect back home or in the British system. I went to school with mostly Caribbean students and they would spell a word that would be considered incorrect spelling here I America. However, that spelling would be correct in JA or in Britain because that is how it is spell there. It is just making the transition. It is difficult for some students, but not difficult for others. They just need the support to help them make an easier transition.

EP: How well do BWIC students perform on written assignments? What are their weaknesses? Explain.

T3: For the past couple of years my Caribbean students have been pretty decent in terms of numbers it is only a small percentage of students not doing well. In the last couple of years their ideas were great but their sentence structure was a little off. Then again those students came to the US when they were really young by the time they come to 2nd or 3rd grade and the parents were also involve with the students writing and reading so parents have the students rewrite because they didn't like it as much. Parent interest and involvement helped students be better writers. I find that their writing wasn't too terrible. The students who struggled more may just be because they may have some learning disability. For the last three years, the students were not too bad of a writer.

EP: Follow-up: what about the newly admitted students to the country?

T3: There are some students who are recent enrollment in the country that have struggles with their written assignments. Some of the students I had last year were in and out of school. Some of the parents of the BWIC students I had last year took their children in and out of school. Once they start to get on track again then the parents send them to Jamaica and they stay for several months and then come back to the United States school. So it was a little hard to judge. I may be a little bias because I am from a family of Caribbean decent. I try not to focus on the negative I try to look at not necessary the deficits but what can we do to improve the gaps that they have in their learning. Looking at it from that perspective, I won't notice the negative. I'll say, "So this is what you are doing now, and this is what we need to do to move you from this point in your learning to the next point.

EP: How do BWIC students perform when reading unfamiliar text?

T3: Depending on the students' ability. There is a student who loves to read and she will read all the. She is fairly new to the country. She lived in Jamaica, and the last three years in China and she reads all the time. Then there are students who are not on their reading level. They do not want to read aloud.

EP: Are these students not on grade level because of their dialect?

EP: To what degree do Caribbean students read fluently and comprehend what they read? Explain how you determine their level of fluency and comprehension.

T3: We do reading records and check for fluency and comprehension, they read independently for 15 daily. At that time I work with a small group.

EP: What are your perceptions of the BWIC immigrant students?

T3: My school is in the Caribbean neighborhood. Most of the parents are from different parts of the Caribbean so it is hard for me to say since that is all I am accustom to working with. I found that though over the course of my 17 years working at this school, most of my students from few years ago were harder working, diligent, got their work done, respectful. It is the same community with demographics with the students that we have now. I do have some lovely students however; I have a lot more students who disrupt the class. I always thought that my Caribbean students where my hardest working students and I still have Caribbean students who are super hard working but there is a change. I think it is the class of people that are moving in. It is not like the same class of people that send their kids to school about six years ago. I think they are uneducated and don't know how to deal with other people, so the children model what they see. The behavior has gotten out of hand at our school. It is very difficult to say because they is the school 15 minutes from us with Caribbean students who outperform ours by far. Also, there is another school 15 minutes in the other direction that also has mostly Caribbean families that also outperform us. They have some behavioral problems, but not as nearly as much as ours. I think the class of people moving into our neighborhood is affecting what is going on in our building.

EP: Follow up question: what about their academic weaknesses or strengths.

T3: How can you learn if whatever is going on in your home life is disrupting you? One thing I do notice is even though they may be unhappy they may be disruptive at school, many of them do not want to go home. They want to be here at school. I think they want to learn but there is so much going on in their little lives that it is so hard for them to focus, so what do they do, act up.

EP: How does their spoken language affect their written work?

T3: They are trying to make the transition. I can't say for sure. I had this student who wanted to use Patois in her writing. It was ok because she was writing a narrative. The difference between elementary k-5 is that they write a different type of literature. It would affect the middle and high school ability to write. The younger students learn quicker because their brain is like a sponge and they adopt and learn a lot quicker. It would affect the middle and high BWIC immigrant students because they are accustom to writing a certain way, speaking certain way and now here the teacher tells you that is not correct way. It does make a difference.

EP: How are the academic needs similar or different from the other students in the class?

T3: The comprehension skill is usually the same. They are now reading to learn and they are exposed to higher level questions to go deeper in the text. They all need those strategies to understand the text because at this development stage they are on the similar level as far as their learning needs because it is all developmental. If you look at the child base on their developmentally and not where they are from, it makes it a lot easier…Right now I have a non-English speaking student who is not literate in his native language, he is not literate in our language it makes things a lot difficult to address his needs because he is nowhere near the same level as the rest of the class. He is not able to look at the text from a deeper level like the rest of the class.

Interview Transcript Sample: Participant A2

EP: Do NYC educators think that BWIC students do not need oral and written Standard English remediation upon enrollment in United States school? If yes, please explain if the lack of oral and written Standard English remediation for BWIC students contributes to their possible underachievement?

A2: Yes. Often times we categorize these students as African American

EP: Since principals sometimes unconsciously view the BWIC students as African American, they may overlook the fact that BWIC students predominately speak Creole even though their official language is English. Therefore, upon enrollment, they are mainstream in the United States classroom. To what degree could the principal's views of British West Indian immigrant students contribute to their underachievement in oral and written Standard English?

A2: Not only Principals but registrars as we'll. Anyone with the registration process

EP: To what extent do British West Indian Caribbean immigrant students who have been in the USA for no more than two years, require remediation in order to be

successful academically in U.S. schools? How are these determinations being made?

A2: I believe all Non English speaking students should be afforded the opportunity to be in an ELL program but we must identify these students as soon as they enter our buildings.

EP: To what extent are the academic needs of BWIC students similar to or different from the academic needs of other students in the school?

A2: All students have similar needs as professionals we are responsible to differentiate and find out what is best for all students.

EP: To what extent do you determine if British West Indian immigrant students need Standard English assistance upon enrollment?

A2: It's not being done. These students are falling through the cracks.

EP: To what extent is the leadership team aware of the BWIC students' academic learning struggles? Explain.

A2: We are just as lost as those responsible for enrollment

EP: Explain if there are any writing challenges you have observed from the Caribbean students' experiences when completing writing assignments. Consider their use of sentence structure and verb tense.

A2: Dialect plays a major role in our students ability to write. Often times we miss communicate because of the inability to connect through vocabulary

EP: To what degree does the BWIC students' spoken language have an effect on their written English assignments? Explain.

A2: As any English teacher will tell you one writes how they speak. With this, if we have dialect barriers or have not identified the need to provide this group services they will not be effective in written expression

EP: To what extent do you determine if British West Indian immigrant students need Standard English assistance upon enrollment?

A2: I believe there needs to be a protocol in place to identify and supports necessary upon arrival. Any student who does not primarily speak the English language should be supported. For this to take place a clear plan of action must be in place.

EP: What are your perspectives of the BWIC immigrant students' academic needs? Explain why you have those perspectives.

A2: I believe all students deserve an excellent education. In order to do so educators must be aware of the needs do those of which we serve. I believe that BWIC students should be givens specific support and not lumped into a racial group because of skin color.

Interview Transcript Sample: Participant T4

EP: There is a perception that BWIC immigrant students do not need oral and written English remediation upon enrollment in public schools in the United States. How does that perception contribute to the BWIC immigrant students' struggles in oral and written Standard English assignments and assessments?

T4: The differences with the language experiences and the different background they are exposed to are factors that cause BWIC immigrant students underachievement. Some adjustments should be made to help them improve because they need more exposure to the language of America since they are assessed based on American Standards. This will help the students to better represent themselves orally and with written language. For example in writing the spelling of words differ and the use of language connotation may also differ, so the students should be assess to know what they know in their present situation. We should know what the differences with their language experiences are to and be able to provide additional support for their present situation.

EP: Follow up: They speak Patois. Sometimes they are overlooked for remediation

T4 Even though they speak the dialect, they still speak Standard English. Standard English is taught in Jamaican schools. If we compare Standard English in Jamaica, we notice that Jamaicans were under the British system and the Standard English in Jamaica and Britain is different from America. If we compare pronunciation the common a British say aw and American say a. Those differences limit BWIC immigrant students. They are not seeing as needing remedial to function in the current situation those are just some examples I think that affects the whole perception of their ability where language is concerned

EP: Follow-up: Do you think the perceptions of administrators contribute to their underachievement? What affect does the administrator's perception have on the underachievement of the BWIC students?

T4: Their underachievement depends on the nature of the assessment and what is required of them in assessment. For oral language to an extent it may contribute,

but not for comprehension. A fluent reader should be able to interpret information readily read and understand, evaluate and make judgment of a situation. It depends on the nature of the assessment and what they are asked to do on the assessment. If there is an oral test, the students are evaluated because of how they speak. Even though BWIC students are taught in Standard English, that doesn't mean that they grasp the content.

EP: To what extent do you determine if British West Indian immigrant students need Standard English remediation upon enrollment?

T4: It depends to how they are being assessed. They have some knowledge. Their language is English but they may need help.

EP: How do you determine the need for remediation?

T4: It depends on how they are being assessed. The teacher notices the grammatical inconsistencies in the writing with sentence structure and verb tense. The use of words based on the culture would require them to need remediation since BWIC students use their cultural background to express themselves orally and in writing.

EP: When evaluating British West Indian Caribbean students' writing assessments, to what degree do you observe that the spoken Caribbean English language of the BWIC students has an effect on their written English assignments? Explain.

T4: There are some BWIC immigrant students who express themselves in dialect and some in Standard English. Even when they wrote in Standard English, they still have convention and grammar issues. They were able to justify themselves with ideas but to an extent they were able to apply the conventions of the language. They were not all fluent users of Standard English language but some had a mixture of Standard English and dialect. So therefore, this may be an area were the BWIC immigrant students could be remediated ensuring that the students have good use of the Standard English when writing based on the current assessment Standard English criteria.

EP: How well do BWIC students perform on written assignments? What are their weaknesses? Explain.

T4: Some students have issues with understanding the topic or they have issues connecting to the topic. They had no experience with the topic. Secondly the mechanics and the biggest of all was the sentence structure expressing/ Putting thoughts together fluently was the biggest challenge.

EP: What do you think contribute to those struggles? (23:30) follow-up

T4: Speaking is one of the convention and many of the students are not asked to speak out in class, write story, and read it to class.

EP: What are your perceptions of the BWIC students based on their learning needs?

T4: There are so many aspects to their learning needs that differentiated instruction is required. Some of the students lack interest. Getting them interested and focus would require differentiated instruction to be more engaged in what they are doing and in many cases the resources are not available to so some. They have remediation done

EP: To what degree does their spoken language have an effect on their written language?

T4: To some extend they can write English even though mechanics may be a problem. You may find areas where they may include dialect in their writing but it is not as often

EP: How are the academic needs of the BWIC immigrant students similar or different from other students here in the United States?

T4: They need remediation just like any other student. They are still lacking some prerequisites. The BWIC immigrant students need to be able to function or master the skills and concepts taught to them.

Interview Transcript Sample: Participant A3

EP: Do NYC educators think that BWIC students do not need oral and written Standard English remediation upon enrollment in United States school? If yes, please explain if the lack of oral and written Standard English remediation for BWIC students contributes to their possible underachievement?

A3: Yes. Students often have interrupted formal school and are often referred for SETTS services to bridge the gap

EP: What oral and written Standard English challenges are evident for the British West Indian immigrant students who have been in the USA for no more than two years?

A3: Students speak non-standard English and need remediation in speaking and writing

EP: To what extent do British West Indian immigrant students who have been in the USA for no more than two years, require remediation in order to be successful academically in U.S. schools? How are these determinations being made?

A3: Students often come in 2-3 years behind in schooling and need AIS services and often referred for an evaluation.

EP: When evaluating British West Indian Caribbean students' writing assessments, to what degree do you observe that the spoken Caribbean English language of the BWIC students has an effect on their written English assignments? Explain.

A3: Teaching writing for BWIC needs to be structured the same was as for ESL students. ESL students often speak and write more proficiently that BWIC because of the ESL services they receive.

EP: How well do BWIC students perform on written assignments? What are their weaknesses? Explain.

A3: Sentence and paragraph structure and grammar

EP: To what degree do BWIC students perform when reading an unfamiliar article or book before an audience? Explain.

A3: They are very shy because of their accent and lack of confidence in their reading ability.

EP: To what degree do Caribbean students read fluently and comprehend what they read? Explain how you determine their level of fluency and comprehension.

A3: Caribbean students struggle in the area of comprehension as their ESL counterparts.

EP: To what extent are the academic needs of BWIC students similar to or different from the academic needs of other students in the school?

A3: They are similar to ESL students but different because they have some familiarity with the language

EP: To what extent do you determine if British West Indian immigrant students need Standard English assistance upon enrollment?

A3: There is no structure for this to happen at this time. Students are assesses in reading and writing and are supported through AIS services if available.

EP: What are your perspectives of the BWIC immigrant students' academic needs? Explain why you have those perspectives.

A3: BWIC should be identified as speaking English as a Second Language and school should be given the financial support to assist these students.

Interview Transcript Sample: Participant T5

EP: There is a perception that BWIC immigrant students do not need oral and written English remediation upon enrollment in public schools in the United States. How does that perception contribute to the BWIC immigrant students' struggles in oral and written Standard English assignments and assessments?

T5: The NYCDept. of Education do not have a system in place for the BWIC….this is due to the fact that most of the BWIC children are coming from English dominant (language) schools. The NYCDOE provides ESL for students from foreign countries that exclude Jamaica, West Indies and the Virgin Islands. However, we have found that some students that are new to our country form the BWI are struggling because of a lack of adequate educational facilities or opportunities in their countries.

EP: What oral and written Standard English challenges are evident for the British West Indian immigrant students who have been in the USA for no more than two years?

T5: Students that are new to our country (USA) are arriving without prior education or a proper foundation for the basics… Basic reading skills include language, concentration, visual processing skills, auditory processing skills (important for developing phonemic awareness), memory and reasoning. Each of these skills needs to be practiced and applied in order for a person to become a proficient reader. These skills are developed over a period of many years. It is important that a child learns these skills at an early age. Decoding is another important early skill that allows reading to become easier. The goal is that as a child gets older, he or she is reading at grade level with all the basic skills having been developed at an early age. Research has shown that parents of the BWIC has inadequate parental knowledge of and lacks involvement in the school system.

EP: To what extent do British West Indian immigrant students who have been in the USA for no more than two years, require remediation in order to be successful academically in U.S. schools? How are these determinations being made?

T5: BWI immigrant students are tested upon admission to the NYC public school system. Students that test poorly on admissions exams are offered remediation in a specific skill area. Usually, they are pulled out during the day for small group remediation. They are closely monitored during the year via monthly assessments, yearly progress exams and etc. There is a buddy system established in each classroom…BWIC are paired with other students that are successful in identified

areas. BWIC in self- contained classroom are mainstreamed in subjects of their strength.

EP: When evaluating British West Indian Caribbean students' writing assessments, to what degree do you observe that the spoken Caribbean English language of the BWIC students has an effect on their written English assignments? Explain.

T5: BWIC writing is improved if the instruction in writing is through the introduction of culturally and gender relevant curricula as well as critical literacy skills, interviews with the student (formal and informal) as well as journal writing

EP: How well do BWIC students perform on written assignments? What are their weaknesses? Explain.

T5: BWIC that have been in the NYC school system for more than two years perform better than most on the NYS performance test. The weakness noted are the spelling of certain words that are spelled differently in the British system.

EP: To what degree do Caribbean students read fluently and comprehend what they read? Explain how you determine their level of fluency and comprehension.

EP: To what extent are the academic needs of BWIC students <u>similar</u> to or <u>different</u> from the academic needs of other students in the school?

T5: The needs of BWIC students are similar to students that are admitted into the system lacking the basic skills necessary for Kindergarten. When society fails a generation of children (parents), it lays the foundation for a similar pattern: Children arriving to school from BWIC, other foreign countries and/or the United States without the proper skills needed to succeed in school…therefore, falling further behind their classmates.

EP: To what extent do you determine if British West Indian immigrant students need Standard English assistance upon enrollment?

T5: They are administered an assessment test in reading, writing and mathematics. These test are administered by the Literacy and Math coach in each school. New admits are also required to read a passage orally and determination is made based on these results.

EP: What are your perspectives of the BWIC immigrant students' academic needs? Explain why you have those perspectives.

T5: Based on my experience as the Math and Literacy, I have found that new admits to our school from other countries, especially BWIC, lack the basic foundation

needed to become successful in school. They are always trying to catch-up. There is a tremendous gap of several years before they reach school age.

Interview Transcript Sample: Participant T6

EP: Do NYC educators think that BWIC students do not need oral and written Standard English remediation upon enrollment in United States school? If yes, please explain if the lack of oral and written Standard English remediation for BWIC students contributes to their possible underachievement?

T6: Initially no because I think their official language is English. However, after working with them I learn that they have many language deficits that are barriers for them. That may be a hindrance for those students to be successful academically.

EP: What oral and written Standard English challenges are evident for the British West Indian immigrant students who have been in the USA for no more than two years?

T6: Confuse verb tense, passive voice, and poor sentence structure

EP: To what extent do British West Indian immigrant students who have been in the USA for no more than two years, require remediation in order to be successful academically in U.S. schools? How are these determinations being made?

T6: Always 90% - 100% of the time. Based on class work, oral expressions, and assessments

EP: When evaluating BWIC students' writing assessments, to what degree do you observe that the spoken Caribbean English language of the BWIC students has an effect on their written English assignments? Explain.

T6: Regularly - about 80% - 90% of the time since their work is not grammatically correct

EP: How well do BWIC students perform on written assignments? What are their weaknesses? Explain.

T6: Poorly - 60-69% They confuse verb tense and active and passive voice.

EP: To what degree do BWIC students perform when reading an unfamiliar article or book before an audience? Explain.

T6: An average amount of the times the students are able to read before an audience. For the most part they can recognize English, but they have challenges with the written and oral concepts of Standard English.

EP: To what degree do Caribbean students read fluently and comprehend what they read? Explain how you determine their level of fluency and comprehension.

T6: BWIC immigrant students are average readers most of the times. I use running records and guided reading activities

EP: To what extent are the academic needs of BWIC students similar to or different from the academic needs of other students in the school?

T6: The BWIC immigrant students do not have the same learning needs of the other students in the class. About 60 - 69 % of the time the BWIC student will need extra grammatical help while the other students regularly do well.

EP: To what extent do you determine if British West Indian immigrant students need Standard English assistance upon enrollment?

T6: I do not test the students when they first arrive in my class. I am not aware of any testing given to the students because I do not receive that information

EP: What are your perspectives of the BWIC immigrant students' academic needs? Explain why you have those perspectives.

T6: They are in need of interventions to help them improve with oral and written Standard English. About 90-100% of the time they will need interventions for sentence structure and grammar.

T6: They are in need of interventions to help them improve with oral and written Standard English. About 90-100% of the time they will need interventions for sentence structure and grammar.

Curriculum Vitae

Erica Williams-Pike

Experience

2008 – Present | Morrow Middle School | Morrow, GA

Middle School Literacy Educator

- Promote student academic growth
- Work collaboratively with SWD teachers

2013 – 2014 | Morrow Middle School | Morrow, GA

Gifted Instructor

- Plan higher rigorous student activities

2012-Present | Morrow Middle School | Morrow, GA

Focus School Improvement Leader

- Work with school improvement specialist
- Track and analysis student data
- Mentor students with special needs
- Designed data protocol for tracking student academic growth

2012 –Present | Morrow Middle School | Morrow, GA

Literacy Department Chair

- Facilitate Professional Development
- Model Best Instructional Practices
- Common Core Training Facilitator
- Trained middle school teachers

2002-2006 | Public School 21 | Bronx, NY

Elementary School Educator

- Implement procedures for daily routine
- Plan, conduct, and facilitate retention meetings

September, 2001 – July, 2002 | X391 | Bronx, NY

6th Grade Math & Science Teacher

- Planned and implement instructions

January, 2001 – June, 2001 Monroe Sch. Dist. Monroe, NY
Substitute Teacher
- Implement lessons planned

September, 2000 – December, 2000 King Elementary Warwick, NY
4th & 2nd Grades Student Teacher
- Prep for lesson activities
- Implement small group instructions

January, 1999 – December, 1999 Rockland YMCA Rockland, NY
Pre-K Teacher Assistant
- Worked closely with students
- Assist with planning lessons

Education

October 2009-Present Walden University Online
Doctor of Education Teacher Leadership
- Specialization: Teacher Leadership
  Cumulative GPA 3.8

August 2003-2005 Walden University Online
Master of Science Reading & Literacy
- Specialization: Teacher Leadership
  Cumulative GPA 4.0

August 1996-2000 Nyack College Nyack, NY
Bachelor of Science Education
- Specialization: Elementary Education
  Cumulative GPA 3.5 *cum laude*

August 1991-1993 Harry S. Truman Bronx, NY
High School Diploma
- Graduated with High Honors