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Local Government Programs for the Learning of English Among Adult Spanish-speaking Immigrants

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Charlotte E. McGee

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2019

Abstract

Local Government Programs for the Learning of English Among Adult Spanish-Speaking

Immigrants

by

Charlotte E. McGee

MA. University of Denver, 2000

BA. University of Denver, 1999

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy and Administration

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Abstract

Spanish is the second-largest speaking language in the United States, and while many
government agencies have developed programs to help immigrants learn English, little is
known about how program participants perceive the programs in terms of utility in
transitioning to life in America or the usefulness of skills learned. Using Blalock's racial
power-threat theory as the foundation, the purpose of this general qualitative study was to
examine the perceptions of one such program in a mid-Atlantic city specifically oriented
toward Spanish speaking immigrants. Data were collected from 15 adults, Spanish
speaking program facilitators and a review of publicly available documentation related to
the program. These data were inductively coded and subjected to a thematic analysis
procedure. The primary theme of this study is that program participation is valuable and
useful in cultural acclimation, but the programs are difficult to find within the local
government structure. Generally speaking, it was determined that power-threat theory
may explain the perceived lack of accessibility of the programs to some extent.
Recommendations resulting from this study include advice to local government decision-
makers about expanding outreach and staging of programs in order to increase
participation, thereby supporting positive social change in better accommodating the
needs of a diverse population of residents.

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Dedication

In memory of my mother and father, who would have been so proud to see one of their daughters getting a PhD, the belief that anything is possible if one put his/her mind to it. To my husband, Keith for his tremendous support, my children Malcolm and Etia, my adopted mother Mattie Wilson, my sister Avomo Ndong and my brothers Sylvain Mezui, for their encouragement.

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I would also to thank Dr. Maria Odumodu , Dr. Ali Awade, and my Walden family and all the people in different manner that helped me all through the course of this research to the finishing point of the PhD. I recognize the assistance of my Walden advising team for giving me direction. You play a tremendous role to the successful achievement of this PhD.

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Chapter 1: Introduction to the Study

Today in the United States, to be bilingual most commonly means that one is most commonly fluent in Spanish and English. An analysis and understanding of the perception and the viewing of the local government in Montgomery County, MD programs (such as vocabulary, communication, and writing in English) set to aid Spanish-speaking adults to acquire English language ability. Implementing policies that would help to expand those programs, encourage those individuals to assimilate into their communities and get involved to the country economy. The U.S. Census Bureau (USCB, 2010; 2014) estimated that by 2050, the Hispanic population would approach approximately 103 million people and represent over 25% of the United States population, far more than any other ethnic or racial group such as African Americans with 12.6%. Today African American went from 41.1 to 65.7 million in 2050 (about 15%), which used to be the larger minority group of the population. In the state of Maryland, 39% of Hispanic residents are from Central America and 13.8% of them reside in Montgomery County. From the 39% of this particular group, 19% are from Mexico (USCB, 2008). The number of people who are descendents of Spanish-speakers in the United States represents both the oldest inhabitants like the Treaty of Guadalupe Hidalgo shows, the territories now known as New Mexico, California, Nevada, Utah, Arizona, Colorado, Texas, and Oklahoma were the sections of Mexico and the Spanish-speaking individuals in those areas are indigenous (so the Hispanics are among the oldest population in what is known as the United States) and that as a group, is culturally

diverse. Even the term *Hispanic* was not initiated by the census Hispaniola and it covers the population with ancestry in the Iberian Peninsula, which includes Spain and Portugal.

The word *Latino* includes the population of South and Central America is relatively new and the latest group officially established by the United States Census Department in 1970, and includes Mexicans, Puerto Ricans, Cubans, Dominicans, Salvadorans, Guatemalans, Colombians, Peruvians, Ecuadorians, and more than 10 from Central and South America, as well as those who originate from Spain. The focus of this qualitative study was to investigate the programs that are put in place by the local government of Montgomery County, MD to help Spanish-speaking immigrants to acquire English.

I examined how Spanish immigrants are using those programs and if those programs are offered at every local government in the county while it comes to the acquisition of English. The discoveries from this general qualitative study may be important; I evaluated how those programs are being used by Spanish-speakers to learn English and how this minority group uses them. Finally, it was important to check their accessibility to the target population. The potential social implications of this research are to inform policy makers how those programs (vocabulary, communication, and writing) are being perceived and used by the participants. The programs are set from Level 1 to Level 3.

Unlike many other countries, the United States has never legislated an official language; however, English is de facto. In recent years, speaking Spanish, in the USA, seems to be the subject of many debates, many of which are not favorable to Spanish-

speakers. The United States Constitution does not recognize an official language, even though the Constitution was written in English. In the 18th century, most people who migrated to the United States were already learning English in order to assimilate and many eventually gave up teaching their children their native language in effort to support early English fluency and to avoid punishment in school for failure to speak English (Ray, 2007).

When people immigrate, there is a belief that in order to be engaged in economic growth and culture, learning, and speaking the language of the receiving nation is essential. Although scholars have analyzed the lack of involvement of Spanish speaking individuals in the United States economy due to the language barrier, not enough studies have been conducted to analyze the impact of not learning English because Spanish language options are provided, and the resulting effect on their social engagement and financial success. Little scholarly research exists on the local government policies of pushing in place programs that aid Spanish-speaking immigrants to acquire English.

Consequences and constraints Speaking Spanish all other the country has caused to the USA's economy since there is not mandate from the government to reinforce the learning of English which would encourage this particularly group to assimilate in their communities, getting jobs that will aid them to participate to country finance. It depends on the community; for example, in Los Angeles or Miami, speaking English is not a requirement for success. Even less research is available to explain why the local governments around the country-putting program that offers the learning of English to some Spanish-speaking population.

To understand the importance of learning English among Spanish speakers, an examination of 15 Mexican immigrant women residing in the state of California was made. The writers found that Mexicans immigrants to the United States feel obligated to help their relatives that they left behind; these feelings of responsibility are causing them to not to integrate into the United States, which is the reason that they are not learning English. This is also what is called a recycling culture. The residents know they can go back to their original homes county and that this is not their permanent home. The Cubans' degree of assimilation to the USA is different because they cannot go back. The Cubans do come for political reasons; they get involved in their community and learn English. The Mexicans' individual reasons are to work to provide for those they left behind. Vallejo & Lee (2009) explained that the Cubans have to assimilate, going back is not an option for them and they learn English. The other issue is between the first generation and the new one where both the grandparents and the grandchildren experienced language barrier challenges, although in different ways because the children learn easily and with the help of the parents, they can speak both languages fluently (Vallejo & Lee, 2009).

The USCB (2008, 2010) gave an account that in 2006, the South American inhabitants was the hasty rising minority in the United States. The discussion of the rising of Spanish-speaking immigrants is due to their rapidly growing numbers in the United States and the effect this group could have on many levels, economic and social (Market, 2010). If the Spanish-speaking immigrants were to learn English, they would have strength and power when it comes to the economy and the politics in the USA (USCB,

2008, 2010).

Perreira, Chapman, & Stein (2006) explained that a powerful and constructive association exists with the challenges Latino (South and Central America) immigrants face in choosing to identify with their Spanish-speaking roots and the subsequent involvement to the USA. There are challenges in employment for the Spanish-speaking persons, as qualitative studies were conducted about the experiences of the children from the Spanish-speaking population. More than two of seven kids residing in the United States is an immigrant or a son or daughter of an immigrant, about 62% are from South America. It is believed that with such a percentage, and if those children learn English, the Spanish-speaking population would have a huge influence at multiple levels of the country's economy (Perreira, Chapman, & Stein, 2006).

Studying how Spanish-speaking immigrants were viewed and perceived by employers in a small Texas college town, it was found that Spanish-speaking immigrants encountered the most difficulties primarily because of their inability to speak English fluently. Bergman et al. (2008) looked at the impact that the language barrier has on Spanish-speaking immigrants to understand what it does to this particular group both economically and socially.

To make possible a social change that would benefit the states by looking at the effects of having programs that encourage the learning English among the Spanish-speaking population. The local government of Montgomery County, MD offers English language to Spanish-speaking immigrants to aid this group to assimilate within their communities. They still could participate, by getting involved to their communities. They

still buy things like goods. It is crucial that they know the negative side of not learning

English because it will benefit both parties involved socially and economically in the

long term. Bacerra (2010) Studied why people migrate to the United States and,

suggested that most South Americans immigrate because of the availability of jobs and

labor, farming from those jobs allow them to send money home to help their families or

bring their families to be with them. Bacerra also noted that most of the Spanish-speaking

population initially came to the United States not expecting to stay permanently, but to

work in a temporary status, meaning that it was not essential for them to learn English or

pay taxes. According to the study, the longer the Spanish-speaker stayed in the United

States without learning English, the less favorable their situation became. The same

system that was designed to help them became the same system that worked against them

in all social, political, and economic areas. Bacerra found that governmental policies

designed to support Spanish-only speakers in the United States instead created a system

that encouraged not learning English, including bilingual driver's license exams,

government documents, and "Press #2 for Spanish" telephone prompts. These programs

inhibit the Spanish-speaking immigrants from improving themselves, and hindered the

opportunities of those same immigrants for attending higher education institutions

because their parents never were encouraged to learn English with everything available in

Spanish.

Background of the Study

Individuals who speak Spanish in the United States often experience multiple

issues pertaining to their culture and are frequently labeled negatively by the society,

which may be related to their inability to speak English fluently (Stavans, 1996). In this general qualitative study, my focus was on the local government of Montgomery County, MD and the tools (setting programs) that have been used to encourage the acquirement of English among the Spanish-speaking population residing in Montgomery County, MD. I used 15 participants, males and females over the age of 18 to the research study employees of the county. The importance of local government-implementing program that aid the acquisition of English among Spanish-speaking population, as they stay longer in the state could improve their daily activities and can play a major role in their adaptation to the culture of the USA. Multiple studies made and related to the inability of Spanish-speakers to speak English fluently, a requirement to get a descent-paying job (Stavans, 1996). However, there is not a lot of literature regarding the government programs that aid to the learning of English. The new information will give results that will present the chance for positive social change. The outcomes of this study will help to elaborate how the government programs are being used and perceived by Spanish-speaking population so that the policy makers in the state of Maryland will take charge of the issue.

Detailing the benefit of learning English, Campbell (2008) related how 20 Mexican female immigrants living in South Carolina worked to overcome the cultural and legal barriers. Campbell reported that the Mexican immigrants ensured that their children learned English because they knew the benefits and rewards that would eventually be afforded to them and their children success.

Continuing with the importance of learning English, De Fina and King (2011) narrated the struggle that Spanish-speaking women in greater Washington DC experience because they do not know English would affect their involvement or participation in their community's economy. As they become fluent in English, most of the Spanish-speaking women were presented with more opportunities, faced less set backs, and felt less isolated within their communities. Those Spanish-speaking women improved their condition of leaving with their gain knowledge of the English language and the economy benefitted also as they are able to pay taxes (De Fina & King, 2011).

In addition to the importance of learning the English language, many Spanish-speaking immigrants also experience racial animus. Fran, Redstone, and Lu (2010) studied the relationship between acceptance and degree of English language proficiency. Fran et al. found that some groups of Spanish-speaking immigrants, particulary those who are proficient in English, seemed to act as if they were better that those who do not speak English. More Spanish-speakers view learning English as not as important as having a job; but, the language barrier still the issue the longer that they stay because it becomes very difficult to participate into the USA economic growth.

To understand how Spanish-speaking immigrants do take advantage of the programs set for acquisition of English, Bergman et al. (2008) presented the reason many Spanish-speakers come to the United States and do not learn English. Bergman et al. concluded that searching for employment is the main reason for coming to the US. Bergman et al. examined and compared the differences in workplace experienced by English-Spanish bilingual speakers and by those who spoke only Spanish and no English.

Bergman et al. did not reveal whether or not the workplace language was primarily English; but, they did show that Spanish-speaking employees who also spoke English felt more welcomed in their workplace environment and were viewed by supervisors as more positive employees, while those who only spoke Spanish did not associate with the non-English Speakers because of the language barrier. Success in the workplace is often judged not only by and employee's work, but also through interactions with subordinates, peers, and supervisors; those who can effectively communicate with all groups are able to facilitate positive social, economic, and political lifestyles (Bergman et al., 2008).

Although multiple countries around the world have recognized an official national language, the United States has not. Ray (2007) determined that the increase of Spanish-speakers in certain states has resulted in some states passing laws to attempt to make English that state's official language, such as the city Frederick, MDand the state of Arizona. Ray noted the founding fathers viewed the United States, as a comingling of different cultures from around the world and never designated what language should be primarily spoken. However, due to the many European English-speaking persons living in the newly formed country, English became the unofficial language of commerce and politics. With the increase of a Spanish-speaking population in the USA, Ray asserted that it would now be difficult for Congress to pass a resolution designate English the authorized language of the United States.

Reinforcing the significance of learning the receiving country language, Tardy (2009) posited that language is an important identity factor for any country and asserted that for the reason that population growth changes all the time in the United States with

more Spanish-speaking population residents, the push to establish English as the

authorized language is postponed for now. A look at no peer-reviewed books resulted in

an abundance of correlated books and articles on having English only in many states.

Most cited researchers, specifically the nonacademic ones writing about English only,

advised that each state should make its own decision whether or not to establish that as a

policy. Politicians are unwilling to promote English-only laws because they are

controversial; such laws would appear to target against non- English-speaking cultures.

However, the issue has not been examined scientifically or with a scholarly approach.

Nothing has been done to address the state of affairs regarding the learning of English

among Spanish-speakers.

Problem Statement

Spanish language accommodations are offered at every level of the US

government. Even though the Spanish speaking population is the fastest growing

minority in the United States, the local government programs put in place programs that

aid this group to acquire English which should help them to assimilate have not been

used efficiently (Sangganjanavanich, Cook, & Rangel-Gomez, 2010). The other

possibility is that those programs have not been offered everywhere for the Spanish-

speakers to take advantage of them. Finally, politicians and legislative representative do

not make enough effort to push Spanish-speaking immigrants to be involved with those

programs. The USCB (2014) predicted that the number of people who speak Spanish will

be about 103 million or more than 25% of the US population by the year 2050. There are

not enough researchers who examined how the government programs that deal with

helping Spanish-speaking immigrants to acquire or learn English fluently. I used

Blalock's (1967) power-threat hypothesis, concepts related to the bigger small group, the

more intimidate the dominant one feels, to conduct a general qualitative study by

investigating how the Spanish-speaking population was using the government program to

learn English.

All over the county, particulary in government offices, a Spanish translator is used

or there is always someone who speaks Spanish. The Spanish population is growing so

fast that the government of Maryland created programs that encourage the learning of

English. The problem in Montgomery County is that the government does not promote

the learning of English to Spanish-speaking immigrants even though it has set programs

to help them acquire English.

Purpose of the Study

The purpose of this qualitative research was to examine how the programs

offered by the local government of Montgomery County, MD were being used among

Spanish-speaking immigrants. It is currently known that the government in Montgomery

does have program in place (public libraries and public schools) that offers Spanish-

speakers opportunities to learn English. No study has been done to investigate how

Spanish-speaking immigrants have used those programs.

I examined 15 legal Spanish-speakers immigrants who work and volunteer for the

county and looked at if they have used the government programs that aid to acquire

English. By using Blalock's (1967) assumption that when a minority group grows, it

becomes a target to the one in charge, I investigated how the local government programs

encourage Spanish-speakers immigrant to want to learn English. Blalock's theory was written in the 1960s; it was the best method to use in this study because the participants here are a minority group that is growing rapidly. The growing of Spanish-speakers in the United States today makes the government of Maryland to accommodate this small group. Blalock's theory helped me to elaborate the influence a minority could have, and in this case it aided to examine how the Spanish-speaking immigrants are using the programs set to help them acquire English. The rationale or the purpose was built on how such choices affect their communal and day-to-day life. The intent of this research was to explore how Spanish-speakers take advantage of different programs that the local government has implemented to facilitate the learning of English.

<div align="center">

Research Question

</div>

How could the Montgomery County government help with English acquisition among Spanish-speaking immigrants?

<div align="center">

Theoretical Framework of the Study

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The Spanish speaking population in the USA, asserted Market (2010), might not be aware that the wide but unofficial availability of Spanish options (e.g. government documents) may actually be limiting their assimilation to the USA culture. The hypothesis employed to understand the local government programs has set up that encourage Spanish-speakers to learn English and look how those programs affect their ability to acquire English is based on Market's ethnography hypothesis that was made by examining Blalock's (1967) power-threat hypothesis, idea regarding the bigger small group, the bigger or larger the menace to the dominant one. As the minority group keeps

growing at a fast speed, the dominant one in some societies, take it as a menace. Market provided a logical description of habits people use to define themselves and their traditions.

My goal was to examine the local government programs to help adult Spanish-speaking immigrants to acquire English and try to look if those programs are accessible to this particular group and to bring about interest or attention of local government and policy makers how those programs are being used/viewed around the county. My role in this general qualitative research, as explained by Patton (2002), was to investigate those programs that local government offers for the participants to learn English. Once I gathered that information, then policy makers and the local government will be informed about the finding of the study to see what actions should be taken.

Blalock's (1967) power-threat assumption's initial view was that the strength of minority groups growth over time is built on the supposition that a minority group can improve its standing in a community by participating in that community; in this case, by looking at the local government programs to push for the acquisition of English among Spanish-speakers. It has been assumed that a minority group that does not get involved in the greater community by learning the primary language only hurts itself socially, economically, and financially. However, there are two types of minority groups, those that do not participate due to other factors, and those that chose not to get implicated or involved to the community. Market posed a position that a minority group that does not master the dominant language experiences a higher degree of being left out and experiences prejudice.

In attempting to show bilingual ability in a more positive light, Escamilla et al. (2005) theorized that being bilingual creates increased opportunities for work simply because people speak more than one language and can get a higher paying job. Escamilla et al. focused primarily on being bilingual in the United States and determined that those who are bilingual were more successful in school and in the workplace than those who only spoke only one language.

The debate over the local government offering programs to help Spanish-speaking immigrant to learn English throughout the country has increased over the past several decades. Dietrich (2001) explained that as the issue of speaking Spanish in the USA seemed not to disappear; it is important to look when some Spanish-speaking population come to this country. Dietrich added that since most of the Spanish-speaking population came to the United States initially for temporary economic and labor purposes, there is widespread disinterest in the Spanish-speaking community to learn English because everything is already in Spanish and do not have time to take advantage of program put in place by the government help them to learn English. Dalla and Christensen (2005) added that the Spanish-speaking population was able to open small businesses where only Spanish is spoken because at every federal and local office, there are Spanish accommodations. This population is also able to navigate some government offices where Spanish is offered to them.

Conversely, Escamilla, Chavez, and Vigil (2005) studied the advantages of being bilingual and its usefulness in society. Escamilla et al. assembled a group of students in Colorado and examined their performance according to their ability to speak only one

language or multiple languages. Throughout the course of the study, Escamilla et al. noticed that those who could communicate in the two languages possessed higher aptitudes and higher grades in their coursework when compared to those students that were fluent in only English. If the Spanish-speaking population coming to the United States either already had the ability to speak both Spanish and English or learned English upon arrival, they would perform better and have more opportunities than those who only spoke English. Escamilla et al. suggested that being bilingual in the United States not only improves educational performance but also increases opportunities in the workplace and the growth of the economy.

Looking at the constructive part of speaking Spanish at work, it is important to examine the situation differently by focusing on the positive aspects of speaking only Spanish in the USA workplace. Because global commerce is increasing, Spanish-only speakers have opportunities that English-only speakers do not. Some government offices and private enterprises that cater or serve the Spanish-speaking population have to maintain the ability to service Spanish-speaking customers. Corporations that cater to Spanish-only customers or do not focus on an English-only environment and can hire Spanish-speaking employees and still be successful. Bergman et al. (2008) determined that identity is an important aspect of feeling connected or accepted and identity is sometimes determined more by language more than by traditions, culture, or customs.

Nature of the Study

I incorporated information collected from individuals Spanish-speakers residing in Montgomery County, MD and who worked or volunteered with Montgomery County

government (*n*=2). Another manner of doing the interview will be the (fill-in-the empty

paper and provide several options) individual review (*n*=10), and books evaluation (*n*=2).

I interviewed individuals Spanish-speakers who work in different departments of

Montgomery County government regarding their experience with the government

programs that help to learn English. I used a general qualitative research design with an

in-depth interview question format. Patton (2002) explained that qualitative study focal

point is on individual experience since the results come from a personal view or

understanding.

A general qualitative study goes well with research based on feeling and usually

involves individual experiences. Merriam (2009) and Moustaka (1994) described how

using a general qualitative design allows a researcher to understand the participant's own

view and it is important that the researcher assess between the participants personal

feeling and judgment because that can contribute to the gathering of data, depending on

the kind of survey being used. The research focus was on the understanding by legal

Spanish-speaking immigrants regarding of those programs to acquire English so that they

may assimilate and be able to contribute to the USA economy.

Definitions

The Bracero Program: This program was put in place from 1942 to 1964 by the

cooperative international to help the United States economy by importing a huge number

of Mexicans to work on the farms on in a short-term basis (Barkan et al. 2008).

Immigrant: Any persons or individuals leaving his/her original country to settle in

another country to be his/her officially authorized resident or inhabitant (Vallejo & Lee

2009).

Other than Mexican: Individuals coming in the United States illegally but are not Mexican. Most of them are from other countries such as; Albania, Brazil, Bulgaria, Kosovo, El Salvador, Nicaragua, Venezuela, Afghanistan, Iraq, Yemen, Saudi Arabia, Pakistan, Iran, Lebanon, China, Egypt, Syria, Kosovo, Jordan etc. (Hayworth, 2006).

Undocumented immigrant: Someone who inhabits in or comes into the United States by further than officially authorized by crossing over the United States line unlawfully or staying too long after travel permit has expired (Hayworth, 2006).

Assumptions

This study was carried out using individuals legal Spanish-speaking particulary those residing and working in Montgomery County, MD. Looking at the type of study report and the growing of English only movement around the country, it was important to recognize some issues that will or could influence the research in some way. The assumptions in this case will not signify that all will be complete or comprehensive, but it will be put forward to recognize those points that will influence the procedure of gathering information and the applicant group that will be involved in the study. Any factual errors or mistakes of assumptions that will be discovered during the process of gathering information will be categorized.

Scope and Delimitations

Montgomery County, MD is located within the National Capital Region and has a Hispanic or Latino population of 18.3%, according to the 2014 USCB, with only 1.2% from Mexico. The first delimitation was not to exclude any particular South American

countries in the interview because there are multiple Spanish-speaking immigrants residing in Montgomery County. Participation was open only to those who were legal, work or volunteer with the local and federal government and nonprofit organization located in Montgomery County.

Limitations

More than a few limitations of my study could add to probable flaw in the outcomes. The Spanish-speaking population residing in Montgomery County, MD may be from different parts of Central and South America. This could have made it difficult to focus on individuals from a specific country of origin. Participants had different backgrounds and had different methods of entering the United States. Finding the educational level of the participants and the age of their arrival in the country provided different outcomes. Potential participants may have had limited availability, reliability, and trust. Finally, as a researcher, I was limited to interview some Spanish-speaking population because of their ages or their availability and willingness to participate.

Significance of the Study

This research helped to illustrate what the local government of Montgomery County, MD has done to help Spanish-speaking immigrant to acquire English, which should have a positive effect the economy of this particular population and the country. Before this research, no investigator has featured their viewpoints or guesswork on enforcement. While researchers such as Escamilla, Chavez and Vigil (2005) dealt with a course of action finding the importance of learning English and the politics behind the learning of English among Spanish-speakers, none have looked at the government

programs that help Spanish-speaking immigrants to learn English. It was essential to look at the local government ways to influence Spanish-speakers to learn English. I looked at the programs that were put in place by the local government to aid them acquire English which come with the economic and social benefit.

Using the general qualitative technique, I examined the personal experiences of specific Spanish-speaking adult population residing in Montgomery County, MD and their thoughts regarding the local government programs set to learn English. There are many studies by Dietrich (2001), Chavez and Vigil (2005) on the effect of not learning English among the Spanish-speaking population. But, fewer researchers who examined the local government programs set in place for adult Spanish-speaking immigrants to learn English.

As the local governments remain to be tested by the economic impact of having document in Spanish and the programs that are set to teach Spanish-speakers English, the stakeholders, all inside the public administration field are in the most excellent place not only to create optimistic changes in public policy, but also to give good reason for the importance of setting ways that English will be acquired within Spanish-speaking population. Using the finding from my study, I gave information that can be shared among state stakeholders and community stakeholders, the perception and viewing of the programs that encourage the learning of English, which has been a better way to assist Spanish-speakers with their assimilation into the USA culture.

Summary

Although multiple countries around the world have recognized an official national language, the United States has not. The US government has facilitated the ease of the Spanish-speaking population by having documents available in Spanish and having Spanish spoken at every level, they have created programs that aid this minority population to acquire English, resulting in their assimilation and getting better paying jobs. I examined and scrutinized Spanish-speakers residing and working in Montgomery County, MD and how they view of the local government programs that offer them the ability to learn English.

Chapter 1 was the presentation to the research paper, the background, and the problem testimony. Chapter 1 included a general idea of the study, with the research question, all along with assumptions, delimitations, and limitations. Chapter 2 is an examination of the appropriate studies related to this research issue. I discovered only a small number of articles that directly talk about my research study regarding the impact of the local government program to encourage the learning of English among Spanish-speakers.

Chapter 2: Literature Review

Introduction

In Chapter 1, I introduced a general idea of rationale, importance, and hypothesis of my study. Chapter 2 will build on Chapter 1 by offering a review of the literature that already exists. After reviewing more than 120 journals and peer-reviewed articles, I determined that the subject matter, while significant, had not been considerably and academically studied, which confirmed the requirement of my investigation. I discovered a lack of literature connected to the association of the local government programs that will aid to the learning of English among Spanish-speaking population. The literature review begins with an examination of the history of three major North American Spanish-speaking countries: Mexico, Cuba, and Puerto Rico, assembled from journal articles, local newspaper articles, and books.

Literature Search Strategy

The numerous searches were done in different libraries such as the Damascus Library System, Germantown Library System, Gaithersburg Library System, and Rockville Library System with the use of the hunt word and phrase key words of *United States official language, learning English, immigrant, learn of English, vote of official language, official language, immigration history, first generation of Spanish-speakers,* and *second generation of Spanish-speakers*. Similarity of quest terms were also used in searching all ProQuest records such as military and government records, Academic Search Premier Database, the dissertation and thesis database, as well as the states and counties libraries, the Federal Bureau of Investigation (FBI), of course the Immigration

and Customs Enforcement's (ICE) record or library, and other online information.

The literature review on the government programs that exist to help Spanish-speaking individuals to learn English in Montgomery County, MD revealed that the current literature available is very limited. Most of the literature found in multiple searches generated some words and terms that are targeting the research, but not deeply enough. This problem caused some challenges. Few scholarly articles were available in database regarding the vote on English being the authorized language of the country. By focusing on this Spanish-speaking population residing in the Metropolitan District of Columbia, Virginia, and Maryland to obtain some literature made public by either government to put jointly the mainly succinct to the past possible with as much as political and social prejudice remove as logical.

Theoretical Foundation

The theoretical foundation for my research was Markert's (2010) ethnography theory by looking back over a 40-year period, employing Blalock's (1967) power-threat model idea regarding the authority a minority group could have. Blalock's examination had helped the understanding of a minority group as it grew and expanded speedily over time. The methodology provides pieces of information concerning the significance of programs that aid to be skilled at the English language or taking advantage of programs that will encourage some Spanish-speakers to become fluent in English. The creation of those programs concerning the learning of English among Spanish-speaking adults set by the local government are beneficial not only social, but also help to the assimilation to this group to the USA culture. Markert's theory offered another reason a leading minority

group deals with the different types of discrimination, for illustration not assimilating and not mastering English results in the host culture labeling and stereotyping them (Bergman et al., 2008).

Theoretical Proposition of Blalock's Power Threat Theory

According to Blalock (1967), power threat philosophy, when the minority group starts growing that can make this particular community a menace to the dominant one. For this reason, the group in power will then establish laws to be sure the minority group does gain control of anything. Blalock built the theory based on three major keys, the first one is how the Spanish-speakers are identified around the USA or where they reside by the officially authorized status. The second key involves their ability to learn English or being encouraged to learn the dominant language because they will adapt to the host culture easily. The final point is the panic resulting over the fight for trade and industry resources and contest for political control. The set of programs around the county is to facilitate the learning of the host language since both will be benefit from it. Finally, the author added also that the news media portray of the Spanish-speakers has created the antagonism in the direction of this minority group.

Research Based in Blalock's Power-Threat Theory

There are groups of studies backing Blalock's (1967) power threat hypothesis. However, Blalock's principle has not been often used in the modern Spanish-speakers control group. In 1979, by examining Blalock's philosophy, Hobbs detailed that the problem that the Spanish-speakers minority group may face has to be related to the economy because Americans are afraid that the growth of this group may impact the

country finance. Hobbs asserted that the politic could also be affected with the growing of the Hispanic minority.

Following Blalock's (1967) analysis, Weimann (2000) acknowledged that there are other ways beside the media that create resentment or opposition to a minority group such as being educated, speaking the dominant language, professional career descent take-home pay, and being a certain age. Weimann asserted that the most influential aspect that affects the minority group is the manner the media portraying it to the public, which has tremendously changed since Blalock presented his hypothesis 50 years ago.

Aubrey (2006) and Uhlmann et al. (2002) examined Blalock's (1967) power-threat theory by looking the economic aspect of that hypothesis. The writers looked at the resentment or antagonism that comes between Spanish-speakers and the one dominant group, African American regarding careers that do not demand expertise. The authors tried to study Blalock's theory by looking at the effect the media again can have on approaches and help to reinforce an already lively hypothesis.

Rationale of the Choice of Blalock's Theory

The reasons of using Blalock's (1967) power-threat philosophy come with the way a writer studies the role of a minority group residing within a most dominant one. While studying the Spanish-speakers or the role that Spanish language in the USA, it is important to look back and understand what the government does to help this minority group acquire the dominant language, which aid them to assimilate. This minority group would have a bigger influence by taking advantage to programs offered by the government. Hobbs (1979) discovered that about 70% of Americans are interested about

economic, which can be very problematic for the minority group that is on the rise if it does not use the program to perfect English. Blalock's hypothesis is the one aid my research because it provides with different aspects understand the minority group that is getting influence and the problems that this group may experience during the process. The theory can be investigated in numerous ways depending on what the examiner is trying to analyze. The Blalock study provides with the rationality of the research that involved the Spanish-speakers cause nervousness in the middle of a considerable number of Americans according to Espenshade, 1997 while looking at Blalock's theory because it always blame to not assimilate the USA's culture.

How Blalock's Power-Threat Theory Related to this Study

Blalock's (1967) power-threat hypothesis was done more than 50 years ago. However, the hypothesis does not change. Today to look at what the local government has done for adult Spanish- speaking immigrants acquire English and how much influence this particular group would have by learning English which would have allowed them to assimilate. They would be able to participate in their communities which is related to Blalock's hypothesis because it talk about how the minority group that is gaining control in number can impact the economy and the politic of a country. Wilson (1996) concentrated on how the unfairness against a minority group does not change regarding the generation. Even though Blalock's theory does not talk about the impact of not learning a national language among minority group; however, the writer detailed the importance that this group can have in the country economy, the politic and the education. The media, as it was not too much visible in the 1967, it is very involved in

many aspects of today's society.

Marotta and Garcia (2003, as cited in Massey, 2008) explained that the growing of individuals who speak Spanish in the United States has made it hard for this particular group to use the programs put by lawmaker to learn English, which will have them to assimilate and get involved in the development of this country. Crawford (1995) and Dominguez (1992) noted by encouraging English acquisition, the local government is assisting this group to participate socially and economically and will have a long-term positive impact. Many states are trying to push a program that demands English be legalized as the official language. Crawford and Dominguez explained that Spanish is spoken in many more households in the United States ever than before. While Spanish has been used a lot in many Spanish-speakers' home, the English language is the more effective tool for employment.

The reason more individuals come to the United States as compared to other nations around the globe, according to Casas and Cabrera (2011), is due to many doors of opportunities that the United States offers. At first, people who immigrated to this country were persecuted religiously in their native countries and they decided to move to a place where they would be free to practice or not put into practice one particular religion. At the end of the United State's Civil War, many Chinese were authorized to work in the United States to help to build the national railway system. Having Chinese working was not well received for the reason that they were seeing as a threat to Americans who believed Chinese were taken their jobs away from them. Casas and Cabrera commented that many laws and regulations were put in place in the late 1800s

and early 1900s because of the influx of Chinese.

In 2007, the United States Census Bureau issued a report that stated that the population of Spanish-speakers had increased from 9.4% of the population in 1960, to 53.6% of the population by 2007. Casas and Cabrera (2011) reported that from 1929 to 1965, many people who were entering in the United States on temporary work visas were from South or Central America; it was also at this time that the Bracero Program was put in place. This program was intended to recruit Mexicans to work in the United States on specific projects just as the Chinese had been recruited in the previous century. Casas and Cabrera added that for about 45 years in the middle of the 20th century Mexicans and others from South American were able to come to the United States without problem or difficulty, with no language difference being an issue and returned back after a certain period of time. That was one the reason learning English was not necessary for them (Casas & Cabrera, 2011).

Although the United States includes people from all over the globe, the Census Bureau reported in 2007, the greatest numbers of immigrants were from Mexico and Central and South America. Ojeda, Flores, Meza, and Morales (2011) agreed with the 2007 Census Bureau report and added that the Spanish-speaking population takes very difficult routes to come to the United States. Ojeda et al. explained how the route to the United States is complicated already to most Spanish-speakers immigrants and the adversity that they have to experience as other immigrants. There is a risk that comes with relocating to the United States at long-term, especially when the dominant language is not Spanish. The accommodation (English being offered all over the county) that was

put in place in 1960s became a problem and created pressure and constant worry among the Spanish-speaking population. Just like the Chinese were accused after the United States Civil War for taking jobs away for Americans, Spanish-speakers have replaced the Chinese regarding the job situation within the United States economy, even though the jobs are those that Americans themselves would not take. Those jobs have low salaries are and usually paid in cash. When too many people in the USA are paid in cash, it affects the financial growth of the country because of taxes not being paid (Ojeda et al., 2011).

History of Work Visa

Casas and Cabrera (2011) related the history of people entering the United States with some kind of visa that allowed them to work and pay taxes also. Casas and Cabrera talked about people coming from multiple parts of the globe. According to Casas and Cabrera, most people were from the British Isles. It was only later that other European, Chinese, and Spanish-speakers joined. For the economic growth of the United States, laborers were in demand and plenty of them were needed. The majority of people emigrated in this country because of the poor financial condition of their native countries, which made it very difficult to find employment. Any time the United States economy was very weak, having a large group of workers generally was perceived as a positive way to improve the economy. This sentiment usually changes as the people who came for a short time stay longer and in their side, start prospering in large number than the native and view as taking their job away (Casas & Cabrera, 2011).

The Chinese Exclusion

Barkan, Diner, and Kraut (2008) explained that after the American Civil War of 1861 to 1865, the need for labor workers on the farms caused the United States to go to China to find men to work in the fields. However, the difficulties caused by the Civil War made it hard for the farmers to keep seeking help in China. Barkan et al. asserted that because of the Civil War, Americans had a very hard time finding employment. For this reason, Congress had to come up with the Chinese Exclusion Act in 1882, which made it illegal to employ the Chinese. The same act refused to give all Chinese born in the United States the citizenship. Consequently, that issue was taken to the Supreme Court in 1898, which was decided then that every Chinese individual born in the United States should obtain American citizenship (Barkan et al., 2008).

Workers' Program

Heckmann, Hanekopp, and Currle (2009) reported that during labor shortages in North America, guest worker programs were used any time extra laborers were needed. Heckmann et al. maintained that this particular program was established to cover the labor shortfall that the United States experienced due to the Civil War and the Great Depression. This kind of program was set up for a very temporary basis. An example of guest worker labor was during the construction of the Berlin Wall built to stop the entrance of a large number of Germans in the year 1961. There are always multiple reasons a country would seek laborers from outside due its economic growth.

To stop the surge of people, the Berlin Wall was built to avoid the perpetual flow of more than 300,000 potential workers that escaped East Germany every year. After the

war, males between the ages of 15 to 65 were killed in Germany and the result of guest worker program was very profitable. Finally, it was reported that the program was set up so that the workers had to go back to their home countries as soon as each program ended (Heckmann et al., 2009).

Following the example of Berlin, the same kind of program was set up in the United States, which was called the Bracero Program. From 1942-1965 the USA experienced multiple changes. From the beginning of the Bracero Program until it ended in 1965, the United States encountered one of the biggest waves of people coming and staying longer with ramifications extending through today (Heckmann et al., 2009). Martin (2009) testified that while looking at the Bracero Program in 1951, both nations concluded that this program was doing more harm than good and made it very difficult to control the flow of who was staying or leaving and how those people were working to participate in the growth of the economy. Martin mentioned that when it became very difficult to control the Bracero Program, the United States government made it difficult for companies or individual to employ the nonnative or individuals and be fined otherwise. Being fined or penalized did not stop the flow of people since they could always get under table works and get paid under the table with cash (Martin, 2000).

Bracero Program

To come up with a better way to deal with the flow of people entering the country for employment, Barkan et al. (2008) detailed that between the years 1920 to 1965, a huge number of people came from South America, particularly Mexico, Jamaica, and Barbados entered or left freely the United States without problem. After World War II,

Barkan et al. reported that the Bracero Program was established to give Americans access to Mexicans in the farms. Marentes and Marentes (1999) mentioned that with the Bracero Program, about 4 million Mexicans workers were permitted in this country and the government was able to control the flow since those workers were paying taxes. For that reason, the large amount of workers was allowed in the United States. In the year 1964, the Bracero Program was cancelled (Marentes & Marentes, 1999).

With issues of employment, when things seemed to not work out with some workers' law, congress always came with another act or program to redefine what workers could or could not do. For this reason, the Barkan et al. (2008) implied that after the Bracero Program in 1965, congress came with another act called the Hart-Celler Act that permitted another way people could enter in the United States through family relations and worker skills that could be accepted by the United States Department of Labor. The Hart-Celler Act brought a huge increase of people from South America, Asia and Africa. The years when most work visas were issued were between 1980 and 2000; almost 4000 million work permits were given to foreigners. The increase of one particular group of people created the rejection of other foreign workers. For that reason, Congress had to come up with another solution that would control the entrance of people coming to the USA (Barkan et al., 2008).

To further examine the Guest Worker and Bracero Program, Martin (2000) found that these kinds of programs did not respond to the need of laborers because employers set the rules and regulations. A major examination of the Guest Worker program showed that regardless where the program was used, it failed at many levels at short period or

permanent, it was difficult for the government to keep track with such programs. The Guest Worker program put businesses, and management systems in jeopardy because the way it was set of and its policies were hard to respect (Martin, 2000).

Official Language in the United States

Since the commencement of the colonies in North America, English and Spanish languages have been the principal language use with many individuals. According to Cole (2003), people from multiple backgrounds and speaking different languages built the United States of America. People came to the USA to have religious freedom. These groups of people later had to come together to build the economy of this country.

Powell (2007) suggested that the first people arrived in the Western hemisphere from Asia about 10,000 years ago. Becker (2005) recounted many of the reasons people came to this country in the early years of colonization. Becker explained that individuals today still come here for economic, political, and social reasons. Becker explained how the colonizers started building America. In the year 1565, Spanish Conquistadors established St. Augustine in what is now the State of Florida and is one of the oldest municipalities in the United States. In 1607, people from Great Britain established a colony around the James River; later, the Swedish population landed close to the Delaware River, in Pennsylvania the Mennonites and Quakers arrived, and in the western part of North Carolina known today as Charlotte, the Monrovians, and finally, many Irish settled around the Appalachian Mountains.

Powell (2007) reported at the time Great Britain settled in Jamestown in 1607, the number of people who were British was about 104, while there were about 4 million

Native Indigenous peoples in the area. The beginning of a huge wave of European

population started during the colonial epoch and many of the people were required to

work to pay their way of their entrance fee to the United States of America (Daniel, 2002;

Powell 2007). These indentured servants had contracts that lasted up to 4 years, although

the contract terms differed depending on the location of the settlement and how quickly

the expected job could be learned. This indentured servant program was very lucrative for

the owners for a while and helped with the growth of agriculture in the Colonies, which

had a worker deficiency (Powell, 2007).

Daniel (2002) and Becker (2005) affirmed that the constant admission of people

contributed greatly to the ultimate beginning of the United States of America and its race

multiplicity and the increase of the financial economy. The first problem with people

coming here started as soon as opposition within the first English pioneers in the middle

of 1750 against the Germans who did not speak English (Becker, 2005). Becker stated

that it was then that the issue of official language began. Around 1787, the problem of an

official language was the big point of argument, which involved Benjamin Franklin to

give his point of view regarding German language in the State of Pennsylvania. The

majority of the population in Pennsylvania was from Germany. For this reason, the

German language was the most spoken and used language in that part of the country

(Franklin 1887). Woods (2007) explained how the founding fathers thought or viewed

people, particularly when it comes to language, that people would have the ability to

adopt the English language.

Ray (2007) reported that the USA does not have a provision for an official

language. The framers of the constitution spoke English and every document was written in English too. Ray added that in the 18ᵗʰ century, the focus during this particular period was not about voting for a specific language they felt that anyone who will come here, would be learning English in order to get a better job and pay taxes for the growth of the United States' economy. In more modern United States history, the growing number of South American population is so big that Spanish is spoken not only at every government office, but it is also spoken in many areas of the private sector as well. The fact that documents are available in Spanish and that there are many Spanish-speaking options in the US means that some of the Spanish-speaking population has not felt the need to learn English. The result is that they are left behind financially because of limited opportunities and means that they do not pay income taxes because they are often paid in cash. Finally, Ray reported that the discussion of requiring English to be the official language intensified in the 1980s as the number of Spanish-speaking individual increased all over the 50 states.

The Language of the Land and the Founding Fathers' Language

According to Ray (2007), when the Declaration of Independence was written, the concerns of the founding fathers were not about language; their focus was to label the laws of the land and to respect them. The USC was written in English. The objective was to frame law. Heath (1983) added that both the Constitution and the Declaration of Independence were written in English since it was viewed as the United States' official language.

According to Ray (2007), the first 13 colonies had different group of individuals

with multiple languages. Within them were the French, German, Dutch, Sweden, Swiss, Scotch-Irish, South Irish, and Poles. The different groups spoke their own native language and did learn English. According to Heath (1976), the founding fathers could have made English the United States mandatory language and failed to do so. Heath implied that the idea of official language never was discussed because they wanted to encourage the multiple cultures; the idea was to let individuals assimilate to the English language, while at the same time maintain their culture and language of origin.

English Versus German

During the period of revolution and the writing of the United States Constitution, reported Ray (2007), English was the language used in every government and official document. For this reason, the founding fathers attempted to maintain English because they did not see the necessity to change that. The Declaration of Independence and any other government debates or treaties were in English. Ray explained that the English language experienced some competition with other languages like German. The German language was the most dominant one in the state of Pennsylvania. English and German were put in the ballot where the citizens had to decide which language would be the official language of the USA. However, in the beginning of 1793 Congress defeated a bill that put about 3000 federal laws in German because some Germans residing in the United States had a hard time communicating in English. After a very close vote with a powerful Speaker of House, the German language lost to English by only a few votes and failed to become the United States' official language. That issue, reported Ray, lasted about 4 years and finally as the constitution was voted into effect the year 1789, Congress never

printed official document in any language other than English.

Voting for an Official Language

In 2012, several counties in Maryland (Frederick, Carroll, Arundel, and Queen Anne County) adopted English as the official language. The same debate that had been taking place around the country hit Maryland. Knezevich (2012) explained that those counties' officials put a bill in place that passed because they believed that translating documents to Spanish would cost too much money and by making English an official language would help Spanish-speakers and others contribute to the United States' economic growth. Knezevich added that there are 31 states that have voted English as the authorized language.

Concerning the vote for the country authorized language, Ray (2006) stated that of the 50 states, 27 have English as official language. New Mexico is the only state that has adopted bilingual learning, a system that encourages the use of English and Spanish. For this reason, New Mexico put in place a resolution in the year 1989 that permitted the use of multiple languages (Ray, 2006).

Ray (2007) mentioned a city in South Texas called El Cenizo that introduced a law in 1999 that allowed Spanish to be the only language used when addressing to the government affairs. Ray explained that El Cenizo and the State of New Mexico are able to implement their own language's laws because the Constitution did not address the issue of having English as the United States official language.

Why States Should Vote for an Official Language

The growing numbers of individuals who speaking Spanish all over the United

States, according to Schildkraut (2001), has created political and economical fear and concerns. Schildkraut detailed that some view Spanish-speaking workers as a threat because they feel like English language is losing its importance within the US society with many parts of the country speaking more Spanish than English. Schildkraut added that the issue of English as the main governmental and business language in the United States has been politicized.

Preuhs (2005) gave details about the influence the Spanish-speaking population has when it comes to political vote, the financial and economic growth of the country. Adopting or imposing English all over the country has turned into another way for the two major political parties to assure their seats in either the Senate or Congress. Preuhs reported that there are not enough Latinos in neither Senate nor Congress. Some Republican leaders without interest of gaining Latinos votes seem to be in favor of laws that recognized English as the official language of the country. The Democratic Party, because of the fear of losing Spanish-speakers' endorsements, refuses to put the law that demands English as official the language (Preuhs, 2005).

While looking at the United States of America and most South American countries, particularly Mexico, Cuba, and Puerto Rico, language did not appear to be an issue. According to Quijano (1991), when the United States and Mexico fought from the year 1846 to 1848, they then signed the Treaty of Guadalupe Hidalgo (1848). Parts of Mexico (Nevada, Colorado, California, New Mexico Utah, Wyoming and Arizona) were given to the United States; Texas was already a part of the United States. All of those states were given to the United States where the residents spoke only in Spanish (Quijano

1991).

      In order to comprehend the language dilemma between Spanish and English, it is important to look at each side's perspective. Quijano (1991, as cited in Massey, Jorge, & Nolan 2002) recounted that the Spanish-speaking population can keep their language easily because the use of it nationwide makes it difficult for some for them to learn English that could aid to their assimilation and contribution to their communities. Still, in the past, the English language did not worry the European colonists regarding the speaking of Spanish. Back then, Spanish language was never a concern because Spanish was seen as a tribal language that could never hurt English (Molesky 1988). The Spanish-speaking population's utilization of Spanish never causes a problem but does affect their assimilation to the USA culture. However, English was the language of the land (Haugen 1985: Massey et al. 2002).

      Before the Spanish language started being an issue, Crawford (1996) and Wiley (1998) reported that speaking languages other than English was never an issue since that was another way to do business between the two cultures. The official language dilemma started being a problem when other European languages were used such as French and German (the most spoken language in the state of Pennsylvania). Crawford and Wiley detailed that all those European languages were the political and economic tool to do business between colonies and the document were always printed in French and German. Bourhis and Marshall (1999) and Wiley insisted that the use of all European language was to include everybody in every decision and for them to feel like they belonged in the decision process. French and English were the dominant languages because they were the

economical, business and political languages that influenced the country (Wiley, 1998).

Regardless of the multiple uses of different European languages, the lack of an official language is still a big subject. Molesky (1988) retraced the historic number of people from Asia that moved to California and from Mexico who in the year 1848 were relocated to other divisions of the southern United States. Molesky explained that the meaning of the lack of a national language did not mean that the language was not an issue within the establishment of the United States. The middle of the 19th century was confronted with the language problem again. As more people came to the United States, English became highly used. The English only movement started in many states and anything other than English was seen as anti American (Rumbaut, 1996). Sanchez (1993) added that in order to fit in, individuals preferred to use English since it was a sign of belonging and away for most communities to do business together.

To be sure that English was the language of the land, Baker (1997) explained the creation of the Nationality Act of 1906 that demanded anyone who became American citizen had to attend public school and speak English fluently. Andre (1996) and Massey and Magaly (2010) explained that by the year 1920, English was the largely used language in the United States and around the world. Massey (1995) suggested that using any language other than English was seen as a threat of the United States national security. Christ Andre (1996) maintained that British Prime Minister Balfour, who led from 1902-1905, predicted the dominance of English language.

The Secret Weapon of Colonization

Crawford (1992) commented that as Europeans colonized Mexico, they learned

the native language. Because the colonists were able to communicate with the natives,

they made treaties with them. The Treaty of Guadalupe Hidalgo gave the Mexicans the

right to American citizenship. Crawford (1992) recounted that the language was not

included in the treaty. Kanellos (1998) reported that Mexicans were discriminated against

their own land particularly because they could not communicate in English. If a Spaniard

had a document that showed that he was the owner of property, and if he had an English-

speaking judge, the case would be cancelled when the document was only in Spanish

(Kanellos, 1998).

The concern of English being the authorized language of the United States has

been a debate for many scholars. According to Ricento (1988), just after the state of

California joined the union in the year 1850, its constitution was written in English and

Spanish. However, Adam (1990) explained that the California constitution policy to have

it both languages was changed just 5 years that it was written in since the lawmakers

believed that English should become the state language. Every government report has to

be in English, which is a form of discrimination toward Spanish-speakers.

The Role of the English Language in the United States

Andre (1992) mentioned that by the year 1905, English was the most used

language in the United States since it became the language of business and exchange.

According to Andre (1996), the British Prime Minister believed that English should be

the language to use around the globe for free trade purpose and to facilitate cultural

acceptance between countries. This change on the use of English was accentuated in the

state of California when there was a large number of South Americans and other ethnic

groups who did not speak Spanish; English took supremacy (Shorris, 1992).

English was viewed as the economic, political, and social tool for different cultures, particularly for the residents of the United States; it was a language that could bring unity among them (Shorris, 1992). Ricento (1998) asserted that the use of English was a sense of sharing the same value and history. According to Sanchez (1993), the government created the Commission of Immigration and Housing (CIH) to facilitate the learning of English and to help businesses scholars, multiple religious groups, and political organization to work together (Sanchez, 1993).

Why English Failed in Some Parts of America

The colonists' efforts to keep English as the main language failed in diverse divisions of the southern United States, such as Texas and some parts of California (Molesky, 1988). Most of laborers spoke only Spanish and it was never an issue because those who came before them spoke the same language already. The laborers were supposed to be there only temporarily. Molesky added that as the Mexicans entered the United States, all they had to do was to work, which was not hard since World War II caused a shortage of laborers. Cornelius and Massey (1987) explained that the creation of the Bracero Program in 1942 allowed over 4.5 million Mexican laborers to come in the United States. Under the Bracero Program, the language was never a problem since the objective of its agenda was to aid the United States' economy growth (Massey et al., 1987).

The Spanish Influence: Mexico

During the Bracero Program, Massey et al. (1987) detailed that as long as that

program was accepted, the language, especially Spanish, was the spoken language of Mexicans and that employers did not have a problem. The main goal was that Mexican workers delivered when it came to laboring in the farms and other places they were needed. Massey et al. believed that the group of Mexicans who came under the Bracero Program not only stayed, but also had children who followed their footsteps. They all spoke Spanish in their homes and education was never a requirement as it is today in most states while it comes to minors (Massey et al. 1987)

United States Cuba Relationship

The issue of speaking Spanish in the United States has been taking a different turn, mostly because of the growth at large number of people who speak it (Beck, 1996; Buchannan, 2002; Dougherty, 2004; Hayworth, 2006; Malkin, 2002). Looking back of the history official languages in the United States, the majority of people who spoke Spanish were coming from Mexico. However, there has been what Hayworth (2006) called Other Than Mexican (OTM) ethnic group that has increased in recent years. This group includes Cubans and Puerto Ricans.

The association between the United States and Cuba was excellent before the revolution in 1959 because many Cuban businessmen had connections in the United States (Carrillo, 1994). Pedraza (1985) explained that the first Cuban came to the United States had already built a relationship with the country while doing business. The first Cubans did not have a problem speaking or learning English since their many visits for either business or pleasure had aided them to know the language (Pedraza, 1985; Portes & Bach 1985).

Cervantes-Rodrigues (2003) explained that in order to do business with Americans, it was important to learn English, which was already an influential language within Cuban's community. Stavans (1996) explained that the bilingual movement was established around Miami in the state of Florida in 1960. The idea behind bilingual movement was to keep Cuban's culture while getting used to the new one (Castro, 1992). The idea speaking English and Spanish started being politicized because Spanish language dominated every daily life in the city that African Americans and Anglo Saxon and other ethnic group had to learn it to go by (Castro, Haun, & Roca, 1990; Portes & Stepticks, 1993).

In the western and southern part of Florida, Castro (1992) and Perez (2001) stated that there was a lack of language equality because the Cubans who took refuge tried to take control of this part of the United States economically, financially, and socially. Spanish language secured a great deal of ground, which caused a problem to the domination of English. Even though the majority of immigrants in Miami speak Spanish, English continues to be the language used socially.

Puerto Ricans

The increase of the population that speaks Spanish and the stigma related to being fluent in English has caused unceasing political discussion at all local, state, and federal levels (Buchanan, 2006; Hayworth 2006). For Jonas and Tactaquin (2004) and Jonas (2006), the issue regarding the way to enforce English to the Spanish speakers is to make them understand how that would aid them financially and their involvement with the country economy; the results would include significant contributions to the country's

economic growth. Many Spanish-speakers, usually Mexicans, do come here to create a improved living for their relatives left behind and they do not think of what is going on with the country economy or regarding the taxes that have to be paid.

As more people entered the United States, Casas and Cabrera (2011) asserted that the United States government had to develop programs to allow them to follow the best routine and process to come to and enter the United States. After the Bracero Programs, congress voted on the Hart-Celler Act, permitting a way people could bring their relatives and enter the country based on their work expertise. For 45 years, Mexicans and other groups came to the United States without difficulty and language was not a point of contention or major issue.

As previous programs lead to the influx of cheap labor to the United States, people from multiple countries were attracted to come. According to Casas and Cabrera (2011), speaking or learning English never affect the growth of the country economy because those programs were better controlled and the taxes were paid under them. Today, the increase of people emigrate to the United States is attributed to diverse reasons and may be causing some people to not feel the importance of English in order to get better employment and participate to the country growth by paying their fair part of taxes, which can create hostile feelings from American citizens who are feeling, cheated when everybody is paying taxes.

Casas and Cabrera (2011) explained that many Spanish-speakers are from Central and South America and only speak Spanish. For this reason, although they do not have a difficult time mixing with other Latinos, they do have a very difficult time mixing with

those who do not speak Spanish. One would think that after being in the United States for an extended stage, Central and South Americans would experience an easy way of leaving in this country because they would have learned English, found a productive job, and contributed to American economy; but, that is not the case. Some Central and South Americans have entered into a country where Spanish is the second most spoken language, which allows them to go about their daily life without the need to learn English, and they can work without paying taxes (Casas & Cabrera, 2011).

The United States is appealing for those wishing to come because of the many opportunities financially, economically, and socially that are made available to everyone who wants to do the work. Casas and Cabrera (2011) noted that compared to other nations around the world, the United States has more to offer than any other. People come to the United States to pursue labor opportunities not available in their home country.

Ojeda, Flores, Meza, and Morales (2011) asserted that programs such as the Bracero Program made it easier for individuals to come to the United States and for the government to enact measures to help Spanish-speakers to go by day without requiring them to learn English, something that has become very worrisome for Latinos in many states today. Watrous-Rodriguez and Chalkley (2008) reported that many companies and government offices have ways for Spanish-speakers by documenting everything in Spanish as long as the government or company offices having someone knowledgeable in the Spanish language. With these programs in place and Spanish options being offered in every state and most cities in the United States, Spanish-speakers have had a greater

opportunity to stay here and find work but also have by in large been to work without

paying taxes. Ojeda, et al. (2011) implied that Spanish-speakers replaced the Chinese

who were seen as a threat by being the dominant workforce within the United States

economy after the United States civil war. In their report, the writers insisted that

Spanish-speakers not only have a huge impact regarding the labor force, they have also

easy way to adapt because they can stay in the United States without making much effort

to learn English in the same time working without paying taxes.

Articles Indirectly Related

Although there are no present studies that exclusively deal with the harmful

influence of the local and federal government not putting programs that will encourage

the learning of English among Spanish-speakers, and how that affect them socially,

economically and also affect the county's finance, my assessment of literature gives an

account of the benefits of learning English and of being able to speak more than one

language. Marotta and Garcia (2003) explained that the huge percentage of Spanish-

speakers in the United States has caused lawmakers to rethink of the speaking of Spanish

around the country. Marotta and Garcia represent a communal experience related to my

individual research study. Many states have enacted laws and programs that demand the

use of English as the primary and official language. Marotta and Garcia noted that the

number of households speaking only Spanish has increased to levels not seen before

within a country where English is the official the language. Marotta and Garcia added

that the attitude taken by the local and federal government when it comes to push for the

learning of English among Spanish-speakers has not only hurt this small group

opportunities to learn English but also created concerns that they are now being held back due to their verbal communication offered to them while hurting their finance and economy growth. Marotta and Garcia explained the importance of learning English for Spanish-speakers. The writers interviewed different families that spoke only Spanish to come up with their findings. Marotta and Garcia asked participants how the families prefer to communicate to their children and the language spoken within the household. Marotta and Garcia concluded that having Spanish offered all over the country does not help or push Spanish-speakers to learn English. The increased influence of Spanish-speakers in the United States since the 1980s has been notable (Ray, 2007); so has the debate of whether or not to vote on the establishment of English as the official United States language. Ray discussed the number of states that are pursuing English as its state official language. In the state of Maryland, Knezevich (2012) wrote about the increase of counties voting for English as official language. Knezevich named four counties, Anne Arundel, Carroll, Frederick, and Queen Anne counties in Maryland, which had put into law English as their authorized language. Those parts of the country claimed that in order to diminish the cost of translating documents in Spanish, putting everything in English would aid and that process and would encourage Spanish-speakers to learn English which will aid them to get better employment and their finance would improve as the same time that country is. About 31 states have English as their official language (Knezevich, 2012).

In my analysis of the literature, I discovered that there are other reasons that cause local government on Montgomery County, MD to reinforce the learning of English among Spanish-speakers; this is not a focus of my study and cannot have an effect on the

new data of my study results. The United States Census Bureau of 2007 and 2014, Spanish-speakers inhabitants have increased from 9.4% to 53.6% since 1960. Casas and Cabrera (2011) explained that from 1929 to 1965, most people immigrate to the United States were entering on a provisional work visa, many of them coming from South or Central America. It was during this 45 years period that the United States enacted and executed the Bracero Program. During that time period, speaking or learning English was not quite the issue it is today. Programs that have attracted workers did not demand skills, such as communicating in English, but rather skills that required their human strength, particularly their manual work abilities. At the end of day, if one were fluent in English, it was a plus, but not required in order to do the work (Casas and Cabrera, 2011).

Existing Gap in Research

There are more than a few reasons why the local government has pushed, encouraged or insisted by law programs that will encourage Spanish-speakers to learn English have not been investigated. In 2007, the United States Census Bureau reported that Spanish-speakers in the United States have grown in huge number so much that Marotta and Garcia (2003) stated that most government offices, public and private businesses, universities and educational institutions, and basic services provided in Spanish. Looking at other foreigners before Spanish-speaking workers, Casas and Cabrera (2011), started after the United States Civil War when an increase of Chinese labor was used during the economic recession, Americans began to blame the Chinese for taking their jobs. Congress stepped in and enacted the Chinese Exclusion Act in 1882 that stopped the first generation of Chinese and those Chinese born in the United States from

working. Later in 1889, the writers asserted that the Supreme Court decreed that children born by Chinese population in the United States were given the right to nationality. Examining the reason most Spanish-speakers have not been obligated to learn English by the local governments, Casas and Cabrera (2011) explained that what began as a system designed to support the growing of use of cheap labor years ago, ended up attracting individuals from multiple region of the globe. Between the years 1920 and 1965, people came from different parts of the world without restraint and in time, congress was forces to establish laws regulating people and establishing and official status for those coming to the United States. For this reason, the Bracero Program was established and made into law following World War II, introducing a way to bring Mexican laborers to the United States to operate on farms. Under the Program, more than 3500 Mexicans came to the United States to fill up manual labor shortages generated by many years of war (Casas & Cabrera, 2011).

Although many researchers have analyzed the ill treatment Spanish-speakers have faced in the United States, not enough research has been conducted to analyze what the local government has done for this same group to acquire English. Little research has examined how this minority group is using/viewing those programs that help them to learn English so that it can assimilate easily to the USA culture. Little research has analyzed why some Spanish-speakers actively can go without learning English and how this group is using the government programs. The numerous programs offered in many government facilities have not been studied to see if they are working or encouraging Spanish speakers to learn English.

Social Change

Letting legislators, law enforcement public policy, and the stakeholders know the viewing and perception of the government programs set to help Spanish-speakers learn English is the main motivation for this study; because it will help them to understand what to do next with the study results. No one has emphasized or looked at Spanish-speakers' utilization of the government programs and see if they are being used among this particular group.

Summary

There are limited researchers who have published on the issues related to the local government programs help to require English for Spanish-speakers. It is easier for someone who speaks Spanish to reside in the United States without learning English because the Spanish language is spoken in many areas of the country. However, understanding how the government programs that could encourage Spanish-speakers to communicate in English being used/viewed is the reason of this research. Although research is available that is concentrated on the advantage of learning English or being bilingual, I did not find anything about the use of the government programs among Spanish speakers. My study covers one disparity, what the local government does for Spanish-speakers to learn English and how Spanish-speakers take advantage or view these programs so that they can assimilate to the USA culture and get involved in their communities. I used a general qualitative research method to explain the research question. Chapter 3 will be an explanation of this method and the general configuration of the report.

Chapter 3: Research Method

Introduction

Chapter 3 is an explanation of the study question, the methodology, intent subjects comprised in the research, and the background of the research. The unique suppositions and shortcomings to the research were also explained. I applied a general qualitative study as the research technique for this dissertation where I looked at what the local governments of Montgomery County, MD has done to aid to the acquisition of English among of Spanish speaking immigrants and described if there was an impact on this small group. Chapter 3 is a clarification of the investigation query, the selection of investigation methodology, and the participant selection. The distinctive hypothesis and restriction to the research were examined.

Babbie (2004) and McNabb (2002) explained how to be successful while using a research question because it is a better manner for the researcher to detail the focus of his study. When it comes to the United States' official language and the demand that the local government will encourage Spanish-speakers to learn English, it was important to interview different individuals of legal Spanish-speakers who work or volunteer for Montgomery County government to examine how they perceived this issue. The acquisition of accurate information, sequence of events and methods were used so that each subject could give a better presentation from their point of view. According to McNabb, the participants telling the story in their own words is a better method since it gives more freedom to the participants because it allows them to express themselves openly. I included a section of ethical methods and the safety measure that I was set in

position to deal with information revealed by the applicants. I ended Chapter 3 with a summary up that goes over the sections most important argument.

Research Question

How could the Montgomery County government help with English acquisition among Spanish-speaking immigrants?

Research Design and Rationale

Providing programs that help Spanish-speaking immigrants learn English has been the priority of the local government of Montgomery County, MD. Abma (1998) considered the understanding of some events that occur. It was better that those who experienced them explain, according to their own views. The use of the general qualitative study aided with explanation of the connection between the government reinforcing the learning of English among Spanish-speakers and the way this particular group was using them to assimilate to the USA culture. Yin (2011) implied that the qualitative research focus on personal experience. This kind of study engages extensive, in-depth interview with participants and from time to time, some subjects are interviewed more than once to obtain the complete picture of their encounter with the fact, experience and event that happen to an individual. This method helped me to look at the existence of the local government programs that aid adult Spanish-speaking immigrants to learn English and that impact their assimilation to the USA culture. With that information, the public administrators and the policy makers in the cities and states to be informed how the participants viewed the programs that encourage English teaching acquisition and the steps to take after the report of the research study.

The nature of my dissertation research was to use a general qualitative technique to offer a deeper assessment of my research examination. I focused on the local government of Montgomery County, MD programs set to help English acquisition among Spanish-speaking adults. I also looked at the perception/viewing of this small group regarding those programs. The use of a qualitative method helped to build a descriptive analysis from different individuals Spanish-speakers residing in the DC Metropolitan area, particularly work or volunteer in Montgomery County.

The focus of the research was in Montgomery County, MD. I based my model on Campbell (2008) who studied a group of Mexican women in South Carolina and their challenges as a group of legal Spanish-speakers. I analyzed the experience of the participant regarding the local government programs to help them to learn English. I also looked at their individual experience related to the English language. I looked at how participants understood about those programs being offered to them around the country beneficial to them become skilled at English and how that has affected their assimilation to the USA culture and socially.

I conducted every interview in English only since the subjects that were involved in the research are be-lingual (English/Spanish). A general qualitative descriptive technique seemed to be the most appropriate because Moustakas (1994) gave details about the manner to examine events that took place with individuals, community, and the way to make meaning of the analysis. The purpose of using a general qualitative design is to report the way the local governments have helped Spanish-speakers to acquire English and its effect socially. Finally, I examined how Spanish-speaker regarded those

government programs and looked how often they use them.

For the results of the research to be accurate, I interviewed different member and employees who were legal Spanish-speakers from Gaithersburg City Government, Gaithersburg Recreation Center and Montgomery County Recreation Center to analyze the originality of data. In order to get a better outcome, Campbell (2008) explained that a researcher has to converse with participants where they could talk openly and without fear. The interview technique helped to obtain a better description of the participants' experiences. Yin (2011) explained that ethnographic analysis could give a result that is of sound quality.

I investigated what the local government programs put in place to aid the participants to learn English and have them described the impacts, if they have noticed it has affected their lives. I had the subjects explained if they had used or taken advantage of those programs. I examined if the government programs had a positive impact in both the country and the Spanish-speakers. Finally, I analyzed how often participants had used those programs. To complete this study, general qualitative techniques were the most appropriate because as Moustaka (1994) specified, the manner in which an event is examined determines how individuals and a community responds to the process.

Following my interviews, I then developed and defined my concepts that were applied to the dissertation research. Moustaka (1994) stated that the interview type of examination should be applied to general qualitative with an explanatory analysis that helps to obtain a better description of individuals' customs and culture. That general qualitative theory was beneficial to my research results.

Moustaka (1994) detailed that the use of a qualitative study research aids the examiner to look at a particular culture through an in-depth analysis of the associates of that society; it also deals with the systematic gathering, explanation, and examination of data for maturity of hypothesis of educational behavior of that same society. Within a qualitative study Hussert (1970) and Giorgi and Giorgi (2009) stated that this type of study deals to see the sights the circumstances in which the interference being assessed has no obvious particular set of results. With an examination of human results the way those affairs automatically occurred in the actual world setting, refusing to accept before classes ideas that might misrepresent the empirical foundation for comprehending the aftermath. With this study research, it was significant to study legal individual Spanish-speakers residing in the Washington, DC metropolitan area work or volunteer for Montgomery County Government because examining specific individual helped to provide the research some kind of clear observation from different participants.

To better explain an issue, Silko (1986) stated that a powerful event carries great weight or extraordinary tale that resides in the midst of people who read or pay attention to the memorandum or message that was in sum up within. Coles (1989) asserted that in addition to a fascinating event, individuals are capable of pointing out the fact, influence and transform of one more performance, perceptions, or experiences. Stories have strength and can bring about a vast collection of feelings, particularly if it is in resistance to one conviction or principle. According to Babbie (2004), qualitative research does not have an unforeseen event for the examiner's accidental prejudice that may perhaps be obvious; qualitative research deals with human affairs as they occurred in actual world

surroundings, refuses to give in to previous groups and ideas that possibly could

misrepresent the empirical foundation for comprehension or awareness of episodes

Moustakas (1994). The writer advised that tales are not basically instruments to

rationalize an incident, but are a long way more confused and multifaceted than they give

the impression.

For the study to be efficient or valuable it was better for me, the interviewer, to let

each participant described his/her experiences. While it was not difficult to discover a

report on the local government programs that encourage adult Spanish-speaking

immigrants to learn English, most scholars dealt with the way some Spanish-speakers

around the country have been treated. No researcher has examined if the local

government insisted on the acquisition of English among Spanish-speakers has an impact

that would benefit them and the country. The legal Spanish-speaking immigrants were

interviewed with opened-ended questions and were free to describe their experiences in

their own words.

I talked to the participants to determine if the programs that aid them to be fluent

in English impacted their involvement to their communities. A descriptive qualitative

technique provided better way for the subjects to detail their experience, which helped me

to make a better report of the participants' events, behavior, language, and culture

(Denzin & Lincoln, 1998). A limitation was with the number of subjects I studied and the

scale of the research. In evaluating the connection between the research inquiry, the

problem statement, and the way data collection came into play to give new

understanding, quantitative techniques could not be appropriate in this study because that

method was used in systematic or logical analysis (Hoepfl, 1997). Hoepfl (1997) added that a quantitative study uses investigational techniques and it also calculates to put to the test theoretical overview. The qualitative technique permitted the arrangement of the facts or information on a daily basis prose, was a smaller amount restraining, and gave the liberty not to examine the information and experience according to the narrative method, grounded hypothesis, ethnographic research, and phenomenological technique (Patton, 2002).

A general qualitative method was the best technique to use; it concentrated on the research inquiry from a more significant point of view. Patton (2002) explained that this methodology is used to analyze how people explain an incident and try to describe and detail that incident. If the study structure was general qualitative, the subject's account of the result would be able to explain in unique expressions. The information was examined utilizing words connecting to the substantial reality, an examination went further than information required to respond to the study inquiry in a general qualitative analysis (Sandelowski, 2000). The study inquiries I presented for my research went better by carrying the general qualitative method. The legal Spanish-speaker's population working and residing in Montgomery County, MD, were requested to describe in their own words their experience with the government programs that had/had not help them to learn English and the benefit that comes with that and their thought regarding the English Only Movement, and other expressions that deal with learning English as a second language.

I did not choose to use quantitative study techniques. By using a quantitative study, the information gathered could be instrumental, taking away the chance to collect

data employing open-ended queries, observation facts, and records evaluated information.
The examination method using the quantitative techniques required to be founded on
statistics, while the qualitative approach allowed for the understanding of subject matter
and designs created with the qualitative account information compilation.

Role of the Researcher

As the investigator, my responsibility in the qualitative study demanded a
methodical and incessant communication with the chosen applicants of the research paper
(Creswell, 2009). My purpose was to carry out the research and be the only one in charge
for choosing the participants that I included in my research, affirming the study rationale
of my study, updating and getting the approval of the subjects, gathering information,
putting in storage, symbols and examining the data, and recording the conclusive study
statement. The use of the general qualitative study, according to Brown (2014), helped to
avoid individual prejudices and limit them to a smallest amount because this technique
demands an upfront restatement of the gathered information.

I have been living in the United States for over 20 years and attended
undergraduate and graduate school where the English language was mastered. I started
from not speaking English at all to a proficiency level. Yin (2011) advised every
researcher to be very familiar with his or her topic, be a very good listener, and ask very
good questions to obtain strong answers from the participants. The sequence of events
examination technique was the instrument used to alleviate prejudices of an investigator.
But, at the closing stages of the study, I was or stayed in disagreement with the effort that
local and federal governments made to influence Spanish-speaking immigrants to learn

English, but will built a thoughtful comprehension of this topic to the participants, particularly how they felt about having Spanish spoken in every level of the government and if not being forced to learn English affects their finances and involvement into the country's economy.

Researcher's Duties

My duty as a researcher was to organize the chosen adult participants (males and females over 18 years old) who worked or volunteered for Montgomery County Council, Gaithersburg Recreation Center, Gaithersburg City government, and the Montgomery County Recreation Center. All of them were located in Montgomery County, MD. For getting subject to get involved with my study, I posted flyers next to the participants' place of employment such as directories boards that are free for public use (Yin, 2011). I put flyers around the participants work describing my research study and who could be involved with the project.

After being in contact with the participants, I gave them a consent letter explaining to the participants that they were free to get involved, that anything they will revealed or said will stay private, and that they could withdraw from the interview at any time. In case some participant might have decided that he/she does not want to take part or request that the data be returned to them, her/his data would be destroyed. I reassured the participants of the selected that their involvement to the study will be anonymous and would not negatively impact them.

Researcher Bias

As a researcher, it was crucial to have an open mind and report the study by

avoiding making any personal judgments. Maxwell (2005) explained that a researcher's

bias frequently holds perceptions, hypothesis, and logical checks that were discounted.

The test was to hold my individual partiality far away and to prejudice out of the

information gathered and lastly the assessment of the information. The study could not be

completely impartial; so, it was important that I recognized my prejudices, exercising

methodical ground method, and talked about my partiality in the results of the study

(Patton, 2002). By establishing assessment tracks that could validate the attention to

detail of the study aid to come to a fair conclusion, according to Patton. By examining the

information of the study, Patton suggested weighting the experimental findings with a

triangulated explanation and not the examiner's individual's perspective. Triangulating

the information increased validity; but, my study was never completely objective. Patton

proposed that basis of information could come from multiple resources.

The last single action that I assumed as an examiner was to distribute my results

to the applicants of the research the community, the activists and the policy creators. It

was crucial to provide a copy of the findings to the applicants, which let them understand

how their involvement supported the conclusion of the study. A valuable part of

distribution was to give out carbon copies to the states' officials who could put together

policies to support groups who could make use of the study outcomes to create an

English acquisition program.

Sample Population

The focus group of this dissertation research was on legal Spanish-speaking

workers and volunteers who live in Montgomery County, MD. I selected employees from

the Gaithersburg Recreation Center, Montgomery County Council, Gaithersburg City

Government, and Montgomery County Recreation Center. I put flyers where the

participants work to explain my research study and who could be involved. The flyers

were put in information board of each recreation center and around the shopping centers

next to the participants work. The subjects were employees, associates, unpaid helpers

that were able to get involved with the study (Yin, 2011). The subjects were 15, and it

took me 3 weeks to interview all of them. I was very careful which helped me to gather

information and was able to finish in an acceptable time without losing information. I

used 15 subjects to get involved in the study because after talking to one individual,

he/she referred who could be interviewed or used to a better examination. It did change

sometimes when some participants could not do the face-to-face interview. I had four

participants who did a phone interview because they could not do the face-to-face

interview. Through the interviews, I obtained several points of view of information

provided by the participants, different opinions, and way of understanding certain

situation, so the sample technique aided to report all these data (Yin, 2011). To get a

strong sample, it was important to gather good notes from the subjects, which resulted in

a well-built data (Patton, 2002). By using a snowball sampling approach, a referral from

participants was designed to bring others that could be used in the study. It helped me to

decide on which argument and the plan of approach that helped respond to the research

study.

   For a study to stand, sampling was helpful because it was a way to look at the

subject that to be involved in the research (Brown, 2006). The benefit of sampling was

helpful in this kind of research and more convenient and controllable, less costly, and the outcome of the study was truthful. Brown (2006) continued that sampling gives the researcher a way to process the information in a more efficient manner and it paces the key of gathering the data. According to Mason (2010) and O' Reilly and Parker (2012), saturation is attained when the research has adequate information to duplicate the study and the ability to get supplementary facts make coding impossible.

Strategy

The determined sample, explained Patton (2002), permits the collection of powerful data, and permitted the investigator to carry out in-depth study. The data gathered from the subject were important in order to get a powerful outcome. The data had to be trustworthy and sufficient to respond to the study inquiry. In the case of this research, purposeful snowball was used because it helped to comprehend the experience and the study question from the viewpoint of the subjects. I put flyers around the participants work detailing my research study and who could be involved to that project. After was contact with the subject, I gave them a letter where my research study was explained and detailed. The subjects in their turns suggested other participants to produce extra participants. With the snowball sampling, Patton added that the investigator could obtain better data by interviewing the legal Spanish-speaking immigrants referred other participants that they thought could be involved in the study. Patton proposed that any wide-ranging models that expanded in the examination from the example would be the center matter that has to be tackled in the script.

The subjects were legal Spanish-speaking immigrants who worked in the City of

Gaithersburg government, the Gaithersburg Recreation Center with over 100 members, and Rockville Recreational Center with over 60 employees in multiple locations. As soon as the primary interview question was wrapped up the subjects named one more individual that was able to be involved in the study.

Following Patton's (2002) plan of utilizing greatest variation, my selection of location was due to certain criteria that helped my research. The government locations that I chose were all located in the same county and have employees who speak Spanish and English, which was useful to the research study. The research sites to interview were in a public setting location in Montgomery County, MD (Janesick, 2011). I achieved data saturation to be sure that several points of views were described, to illustrate a dependable assumption, and to reinforce the credibility of the study. It was important to post flyers around the offices in Montgomery County, MD, because they employ different individuals who speak Spanish in each department.

The choice of employees from the Montgomery County Council, the city of Gaithersburg Government, Gaithersburg Recreation Center, and Montgomery County Recreation Center was because all of them were located in the state of Maryland and in Montgomery County. Throughout the opening investigation stage, I made contact with the possible participants from the flyers that were posted around their places of employment such as information board in the groceries stores and those in the recreation centers where the researcher detailed how to have the participant's involvement to the study investigation. The location of the interview was a public site, such as public library with a conference room, and the door stayed open so that the participants felt safe (Yin,

2011).

Sample Size

In order to get strong results or outcomes, Patton (2002) explained that the number of participants involved in the research could create an unquestionable result since the researcher could get enough data need from the participants, the sample size also determine the objective of the research, what the study try to accomplish, the reliability of the study and the time it would take and what the cost of that particular research will be. My plan was to interview at least 15 participants and this number did not change because there are more than 100 employees in the government of the city of Gaithersburg, the Gaithersburg Recreation Center, and the Recreational Center of Rockville with more than 30 people. I used the snowball sampling, where one or two participants could name other likely subjects that could be used in the research. By interviewing 15 subjects, my goal was to reach saturation because the participants answered the questions that study needed. My objective was to talk to subjects from the Gaithersburg Recreation Center and three from the City of Gaithersburg government because it is a larger organization, then the rest of the participants could be from the Recreational Center of Rockville. But, it turn out that I interviewed subjects that were legal immigrants from different countries of South America and happened to work/volunteer for the Montgomery County, MD. In Chapter 4, I gave more detail about the population involved in the study, as I had the determinant number to be involved in this qualitative research.

As soon as I received the approval from IRB on 02-13-19-00256607 and will

expire on February 12th, 2020, I started recruiting my participants. I posted flyers around

the participants' place of employment detailing the research project, its purpose and the

requirement to get involved in the research study.

Recruitment

I posted flyers around the work of the participants regarding my research study

and who could be involved. The flyer was posted around the city of Gaithersburg, in each

information board of the recreation centers and groceries stores around Montgomery

County. To find the subjects, the utilization of purpose snow ball-sampling procedure

aided in the finding of the participants that were involved in my study. After posting

flyers around the participants work and detailing the purpose and who could be involved

in this project, the participants were in contact with me. It was important for the

participants to know that I was in charge and the one to decide whom to include in my

investigation (Patton, 2002).

The procedure of recruiting implied that I posted flyers around the subject work

who then, could get in touch with the researcher either via e-mail or by phone, mail the

procedure of recruitment (Appendix B), which detailed with reason for the research.

Aspects in the recruitment correspondence consisted of the identity of the investigator,

the name of the school or establishment, reason and description of the research, how

many subject that participated without being paid, the duration the interview will take,

danger of exposure, advantage to be obtained from such research, the privacy process, the

capability to be removed at any time with no retaliation. When the participants accepted

to be included in the study, I sent the permission form (Appendix B). The time, date, and

location of the interview were set and had to be suitable to the subjects. The objective

was to get powerful data that aided to reach a justifiable ending.

The most important matter required was that the majority and the shared motive

for each group of legal Spanish-speakers had immigrated to this country, without local

programs that demand them to speak or learn English, their viewpoint on their

understanding and the amount of years they have been in this country, and how learning

English or knowing English was involved in their daily life and choices. The progression

of English-only movements in certain states was examined.

The conversation of the meetings was put in a file and transcribed for official

printed evidence and reviewed by the participants for accuracy. A form of documentation

for getting permission was sent to those who show interest openly to get involved in the

study (Appendix B). This was important to guarantee that the subjects were alert of the

level of their participation, moral concerns and well being of the subjects to pull out at

any time with no retaliation. That information aided the subjects to give consent liberally.

After the subjects give the signed consent, I stated the data collection process.

I used pseudonyms for the subjects. At the same time as secrecy of the subjects

was promised and initially believed supreme in acquiring subject, the subject's

enthusiasm to take part of the research proved this postulation as invalid. Recognizing

their concerns was the main objective; but, explanatory information from the subjects

was acquired which demonstrated to be valuable and which showed their understanding

of subject research.

Subjects were expected to provide their understanding of programs, if any, that

the local government make available for them to learn of English, to assimilate and get

involved in their communities. The subjects gave the number of years they have been

residing in the United States, state, and region. This information was crucial in the

classification of topics, resemblance, and difference between subjects as relatively

whether the government aids them to speak English or not is the issue. That could have

been a reason for the participants to not learn English because it has not been required.

The most important aspect for some groups of Spanish-speakers when it comes to

learning English was because the local and federal governments have not made it

available to them, which meant they could go by without the need to learn English, paired

with their incapability to make an attempt to learn English for their involvement around

the country.

Justification for the Utilization of Qualitative Research Inquiry

The general qualitative research design helped me to concentrate on the study and

responded to the queries of how and why the participants could not be influenced in any

circumstance (Yin, 2011). For my dissertation, I used a qualitative study to explore the

government programs that exist, to encourage Spanish-speakers to learn English, helping

them to assimilate, have an impact in their finance, and participate to the growth of the

country's economy. The choice of using qualitative method was to look and evaluate

what the participants think of the no requirement to learn English from the local

government. The general qualitative inquiry was the one that goes well to respond to the

investigation problem.

Fundamentally, the general qualitative analysis descriptive makes every effort to

be as accurate as feasible to individual knowledge, especially as strength is portrayed by the subject's personal utterance or statement (Giorgi & Giorgi, 2009). Van Manne (1990) stated that qualitative inquiry allows the participant to explain circumstances or conditions in which they have for instance been trained or become skilled at, instead of attempting to make or establish a room condition to analyze how they gain knowledge. In the qualitative research, an investigator should refuse to go along with characteristics that build up overview since they possibly will misrepresent the aspiration concentration on exceptionality of the results. General qualitative theory focuses on the situation that is being examined (Yin, 2011).

There are multiple strong points of conducting the general qualitative research. Yin (2011) explained that qualitative study gives a loaded and specified explanation of the individual's understanding a situation. When doing a general qualitative study, a researcher performs interviews with his or her participants; the results from those meeting will help an investigator to obtain a specified picture or outlook of the participants. Another strong point of the general qualitative examination is that the outcomes materialize from the facts, in its place of being forced by a constructed numerical examination and is not usually clear.

In this research study, the subjects were willing to participate, sincere, and straightforward in responding to the questions asked and they were involved and kept very good eye contact. The subject group consisted of legal Spanish-speaking immigrant member or employees of Montgomery County Council, Stakeholders, and City of Gaithersburg Government, and Montgomery County Recreation Center immigrant in

Montgomery County, MD. Snowball sampling technique was the best approach for this investigation.

Data Collection Technique

Instrumentation

I carried out distinctive, in-depth, qualitative interviews with the chosen employees of the City of Gaithersburg Government, Montgomery County Council, the Gaithersburg Recreation Center, and the Rockville Recreation Center participants who spoke Spanish and English. The interview questions were asked directly about the subject's feelings, ideas, and opinions regarding the lack of government programs that aid them to learn English and examine if their economy and social growth are impacted (Welman & Kruger, 1999). The investigation had to be done from the viewpoint of the partaker because the general qualitative cross-examination focuses on the participant's opinion not in an investigator's perspective (Bentz & Shapiro, 1998).

The data were gathered on what the subjects believe and sense exactly about the local government lack of program to help them learn English. I concentrated on what deeply affect the subjects and asked them to detail what they understood in their own language the research question as simply as possible. Utilization of more than five instruments, such as cross-examination of participants, recorded notes, examinations, subject observation, a collection of participant's historical documents, record and physical work of arts were the best example of instrument (Yin, 2009). I used in this study two instruments.

Interview

I interviewed 15 people who were employees or volunteer of the City of Gaithersburg Government, the Gaithersburg Recreation Center, and Rockville Recreation Center. In this general qualitative research, an informal interview was used because it was a careful effort by the examiner to obtain more information about the surroundings of an individual (Bailey, 1996). In that manner, the meeting or interview was mutual (give and take); together I and the participants told their own story. I had to know that the length of meeting and the amount of queries differed from one subject to the other.

After interviewing the participants, I put all the notes in my computer everything information that I believed could be useful for the study (Patton, 2002). Patton (2002) promoted the utilization of different ways to succeed open-ended method of doing interview. For instance, a relaxed exchange, universal interview, and normal pilot of doing an interview went well with open-ended interview method. Patton implied that some interview methods such as investigating inquiry, checking back information, statement, assumption, explanation, clarification, acknowledgment, and opinion were very useful for the interviews. In the same way regarding interview approaches, Yin (2011) suggested that a tête-à-tête talk, and self-control permit the subjects to elaborate their thoughts, not giving a specific direction, the subjects would focus more in the study and it was the investigator to control or guide the subject to avoid wasting time. When it comes to the procedure of doing an interview, Patton and Yin have the same points of view regarding the process of leading the cross-examination with the subjects, giving them total commitment and giving them confidence to feel free to talk about their own

experiences. Miles and Huberman (1984) remarked that when the researcher was an informed, observe, he/she would encounter and imagine during the course of the study process put in notes taken during the interview. However, it was crucial that the examiner preserve stability between expressive memos and thoughtful memos, such as instincts, notions, feelings, and anything that could be relevant because the focus of taking notes has to be put in date so that the examiner could, at a later time, draw a parallel between them and the data (Miles & Huberman, 1984).

Observation

Observation approaches according to Marshall and Rossman (1995), ere helpful to the investigator in many ways since it aids to record all the facial expressions, facial and appearance. Subject observation as a way to gather data helps the investigator understand better the participant during the interview and have the subjects elaborate their responses. For me as the investigator, I utilized multiple ways for observing the participants by getting a wide-ranging of notes, always checked back and forth the interviews or time and motion were registered. Marshall and Rossman asserted that observation methods are intending to create or produce information on interests or activities and manners and are usually more concentrated on surroundings, situations or locations.

Observation procedures are over ways to gather information in qualitative study. Since it is easy to forget, field notes by an examiner ere important in the qualitative study to keep information collected (Lofland & Lofland, 1999). While gathering data by field notes, the researcher has to be well trained and organized to document, following every

interview, as broadly as probable, but with no critical assessment, for illustration: what occurred and what was included? Who were be affected, when did the actions occur? Why has an event occurred and where did it truly occur? Lofland and Lofland (1999) highlighted that making notes as soon as the interview was done while the researcher's memory was still fresh produced more accurate data.

Table 1

Instrumentation

Participants	Interviews	Observation
City of Gaithersburg	X	X
City of Rockville	X	X
Gaithersburg Recreation Center	X	X
Rockville Recreation Center	X	X
Montgomery County Council	X	X

Data Collection Procedures

The information compilation tool for this report, in order to get a better conclusion, incorporated the assessment of the participant's history, a partially arranged open-ended conversation with each subject and semi- constructed open-ended conversation with a participant followed by a review. I brought together information for evaluation, put that in code and examine the information and make use of the discoveries as a foundation for the query. I raised questions to each participant from the chosen department during the meetings and appraisal. Maxwell (2005) explained that the scrutiny of the information obtained during the consultation and the investigation, would be elements of the corroboration and tracing an attempt of the assembled information. The meetings permitted me to gather information all the way through reasonable power

of open-ended meeting queries. The appraisal permitted information compilation from the subjects who asked to describe their thoughts about having the government not having programs that required them to learn English.

The locations where the population involved in the study were identified before the study was carried out. Several subjects worked for Gaithersburg City Government, the Gaithersburg Recreation Center, and Rockville Recreation Center, all of them located around DC Metropolitan, in Montgomery County, Maryland. I set up meetings with subjects involved by respecting their time and making sure that the main part of our interaction, pitch of expression showed signs of an air were calm without possibilities of worries. The potential subjects' points of view of the study group were crucial part of getting contribution and truthful responses.

I was not born in this country. I learned English and Spanish in school, was a political science major, and I am able to communicate in both languages fluently. For this reason, I was aware of the pitch and tone of voice, facial appearance, and verbal communication that could raise the likely applicants' degree of suspicion. Being able to communicate in Spanish gave me the ability to comprehend every aspect of the participants' response. The way of addressing from this as a researcher had to be simple and I had to do everything to be very respectful toward the participants. My phone was turned off to help the participants focus and not be disturbed.

Data Collection Process

The nature of this research signified that I had to gather information from the subjects to get a profound description of their understanding of the research study.

According to Patton (2002), the time, the location of the interview should align with the subjects' schedule. I interviewed a total of 15 participants. It took me 3 weeks to collect all the data, because I was lucky to have a very positive interaction with each subject and that helped to not waste time. Subjects were prepared and excited to tell their individual stories and to take part in a research examination that was about their lives.

Data Collection

The participants were, employees, and volunteers of the City of Gaithersburg Government, Gaithersburg Recreation Center, and Rockville Recreation Center. Preceding meetings in accordance with their schedule, I sent the procedure of the interview to every subject (Appendix C). Originally, I did the interview with legal Spanish-speaking immigrants employees/volunteers for the Gaithersburg Recreation Center, Rockville Recreation Center, the City of Gaithersburg Government and Montgomery County Council that was way to establish a platform. Yin (2011) explained that for the inquiry of investigation could let me correct the questions of the study, which would permit me to get something written down in an unmistakable approach and at the suitable periods. The queries that I used to converse with the participants gave a general idea of data from their viewpoint while the review questions made available more detailed information. My concentration was on the participants understanding of the local government offering programs that aid to acquire English and how there is possible growth without the acquisition of English.

I talked to 11 adult participants face-to-face which helped to observe the feelings or sentiment, body expression or language, and other image signals that came along with

their answers. At the closing stages of the following interview meeting, random experiment turn out to be needless as more than a few possible subjects started to add up to get involved. As examiner, I worked with the subject in anticipation of ten questions to be answered. Each meeting was between 30 to 60 minutes. Four participants' schedules did not permit to have an onsite meeting, I conducted the interview via phone; according to Janesick (2011), that was beneficial since it aided in getting information which was more important than other qualitative collected works techniques.

Because there was some benefit in having some flexibility to this research, recording notes in the computer after the interviews helped me to gather more data during the examination of the participants. I had with me more consent letters and extra pens in case some subjects did not have time to sign their forms.

Data gathering was a strong course of action because it represented the communication between the investigator and the subjects that aided to the response of the research study. Frankfort-Nachmias and Nachmias (2008) explained the questions would have to be cautiously built and permitted me to the collected data to be of precise information and included mutually truthful and biased queries, with open-ended queries. The truthful questions consisted of data about the sex of the subject with her/his occupation. This made available the outline and setting of the individuals who took part to the survey study. The biased queries consisted of information about the subject's thoughts, opinions, points of view faith or convictions (Frankfort-Nachmias & Nachmias, 2008). The closed-ended queries permitted subjects to give quick responses while the open-ended queries gave subjects the possibility to affirm their points of view, thoughts

and attitudes (Frankfort-Nachmias & Nachmias). McNabb (2008) explained that the queries pursue a rational order that includes numbering up queries, common understanding, and center or focus queries. I sent the outline of the investigation to each participant who responded to my flyers that I posted around the places of employment of many subjects that had accepted to be involved in the study. I corrected edit review according to their input to add to the authenticity and reliability of my research report.

Organization of Information

After collecting information from different participants and after attaining saturation, I organized the data for easy examination. I had to be satisfied with all my communication and it was put a place for safekeeping, recorded and determined that the data was cut down to a normal size. To be sure that information gathered could be trusted, Patton (2002) asserted that in the qualitative study the method of running and examining information, it is very important to get reliable conclusions or closing stages. I used some sort of storage space, directory or database and software, such as NVivo 10 or 11, so that it was easy to retrieve (Yin, 2011). The data were gathered until saturation stage. After each communication with a participant, I put a date, time, put a label on each interview, categorized the subject per country followed with their knowledge/non-knowledge of the government programs, and recorded the information in the workstation or computer. The information and the consent letters were saved in my computer for security and I am the only one who has access to it, according to Miles & Huberman (1994) to preserve the confidentiality of the subjects.

My additional way of organizing information was with the study inquiry built on

the notes recorded with the authorization of the participants (Arkley & Knight, 1999; Bailey, 1996). Every participant was given a code, such as "Subject, 19 March 2019," where additional interviews resumed on a chosen time and date; several interviews were labeled alphabetically, (Subject-C, 17 February 2019). I made a recording of every interview on a different tape. I put a label on every tape with a given interview code. To avoid mistakes or forgetting some information, I paid attention to the recording after every interview and wrote down notes. I wrote out important statements, remarks and statement in turn to give study participants a voice.
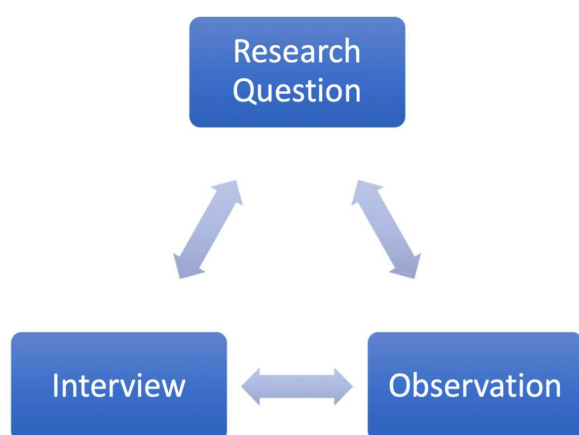
Figure 1. Sources of information.

Data Analysis

While doing a qualitative study, a researcher must be skilled at the information that he/she obtains from the participants (Patton, 2002). There are multiple steps to go through in examining the data that McNabb (2008) listed: find a reasonable understanding, explore or look for the subject matter and blueprint or model, put the data in code, use the concept to the topic and look for substitute justification and write down the details. As an examiner or an analyst, understanding how to code perfectly and

knowing it without problems is important. Patton (2002) asserted that information should be examined, notes should be organized and then put them into a central processing unit software to condense the size of data. So, for the study to do extremely well, it is in great part due to the quality of the coding (Strauss, 1987). Sandelowski (2000) detailed that qualitative subject examination is information driven and that the developing set of laws or codes the information as the study moves forward. I pursued, as Patton explained, the qualitative course of action, which helped the participant to have the subject information protected, truthfulness of the investigator's notes from the subjects to be as clear as possible, the participants' comments were revisited and checked, placement of information in the computer in special file.

For a qualitative study analysis, Braun and Clarke (2006) explained that thematic examination is the best method because it is easy to manipulate, adapt or accommodate. With the thematic analysis, the writers mentioned that the examination could be done in two groups, where the first one deals with hypothesis, assumption, concept or model with the examination of the event. The other group involves with the narrative examination as an illustration in grounded hypothesis. The investigator looks at the difference between beliefs from an opinion. The thematic investigation is an important approach because it looks at the manner of episode, incidents, actuality and understanding by certain individuals. Braun and Clarke explained that during the gathering of information the investigator must create or set up and search for prototype of resemblances or matches and emanate of possible relevance of the information obtained.

During the analysis stage, Braun and Clarke (2006) described that the investigator

has to deal with four examination stages. In the first one, the researcher has to be accustomed to the information in the deep manner, back and forth since it will help to come with the code and recognize the prototype by reading the report over and over. The second stage comes after the investigator is accustomed to the data, a common code can then be instigated from the information that the participants will describe during the interview and how they understand the event that is being examined. The third stage that the investigator has to create or find is possible theme. In that state, the code is instigated from the information gathered from the subjects or from different notes, so the examiner can have a provisional theme that may aid to create a final code. The final stage in the assessment, in this level, the investigator has made enough themes and the final one should be chosen while other could be eliminated (Braun & Clarke, 2006; Stake, 1995).

There are multiple approaches of coding depending on the study approach (Saldana, 2013). In this study, coding examination started by going through every interview that I conducted to obtain the description of the event studied from the subjects. I started to put the data in code as soon as I completed each interview. I coded my information manually which worked with my research. Finally, coding manually according to (Saldana, 2013) offers the person who reads resources, explanations, illustrations, suggestions purpose, and employment for coding and advances the examination of qualitative information (Saldana, 2013). I used the last version of Nvivo 10 or 11 to get better characteristic for coding my data. The reasons for using Nvivo were because of the multiple purposes it provides and the outcomes were very helpful. It was important to look at other software such CAQDAS since Yin (2011) reported that an

investigator may looks at the program that was beneficial his/her study to not waste time during the coding process**.**

Issues of Trustworthiness

Study Validity

Winter (2000) explained that validity receives its origins in a rational justifiable manner or ritual, and to a level and degree, the rational of the study has been described by a methodical hypothesis of validity. Winter explained that validity could be found in other ideas such as worldwide principles, proof, reality, authenticity, fact and information, or statistics. There are more than few features of research study that provide credibility to its result and proposals among many of them marking information collection honest. Expressions or words for instance verification, credibility, validity, and reliability were described, characterized, and explained. According to Husserl (1970), with the general qualitative study, the approach is as meticulous or exact as any other approach and the validity of its outcomes, stages, and the reliability of the technique alone are further than some imperfection. From the point of view of an unbiased pattern or model, these statements did not appear credible. Von Eckartsberg (1998) explained the purpose and goals of this general qualitative research examination is to analyze and illuminate individual understanding and knowledge as they unexpectedly occur daily. When looking at the qualitative standpoint or perception, reliability cannot be described as particular uniformity of dimension established on some distinct levels of computation divide from the familiarity and comprehension of the examiner (Seamon, 2000).

Study Reliability

Reliability of this research was used to examine or assess a study and was used in different kinds of studies. Eisner (1991) detailed that a decent qualitative research aid to comprehend a condition would be complicated when reliability is used to appraise the value of a qualitative study. Jasper (1994) portrayed that validity and reliability when it comes to qualitative study measured up to quantitative has been extensively argued. The same as an exploratory position is in the resided knowledge of an observable fact; its validity is retained surrounded by accepting that knowledge in the role of being knowledgeable. Jasper detailed it the same as awareness of the event commencing the "accounts of those who have experienced it" (p. 312) and exposing "the 'essence' of an experience" (p. 312). This differs from a broader outcome from objective reality; a query of taking a wide view inside exploratory is unacceptable in the idea that the examiner does not plan to create a hypothesis of universal claim at the beginning of a study. Quite the opposite, the objective of an exploratory with a study technique is to create ideas and hypothesis that can then be experimented utilizing other techniques or approaches. With exploratory techniques, the validity is in the disclosed spirit, and its fact is included, in this research study, concerning the interpretation phase. The reliability of explanation possibly will be scientifically challenging; however, by staying as strongly connected to every subject's life through on or after their meeting and examination of facts, the examiner's attitude and tactics will show both valid and reliable. I was transparent and consequently its severity will be understandable (Jasper, 1994).

An investigative inquiry is used to comprehend or be familiar with the real

meaning of an event by evaluating the point of view of individuals who have encountered that particular occurrence (Husserl, 1970). Husserl (1970) implied that within exploratory impartiality is a preconceived notion, for the general qualitative put off principle in the unbiased world, it investigates and maintains its concentration on the participants alone at the same time as altering totally from the targets. If an examiner builds a report for illustration, about the secret or intimate occurrence of an individual or particular group of individuals, that deduction cannot be authenticated impartially and without bias (Husserl, 1994). Babbie (2004) commented that validity; credibility will at all times be a complicated piece of every part of the qualitative research approach.

The discrepancy in the outlooks of procedural skilled, in the same way the problems of reinforcement for the results on the examiner, requested that the investigator used the best assessment for attaining end result that are believable, justifiable, and trustworthy. For Babbie (2004), the subject answer would have features of authenticity. The answers by the subjects were seen as a trustworthy and straightforward statement of their viewpoints or standpoints. Their encounters and knowledge held opposing views on or after another in certain value directly to their individual circumstances. At the same time as inequality and discrepancy in responses was not recognized as illustrations of authenticity or consistency, the weight of comparable responses remain. Czarniawska (2004) stated that when carrying out a qualitative study that involves subjects, an examiner has to presume that every one of the subjects' answers was sincere and reliable, if there were no grounds or indication to suggest differently.

An investigative study requires the use of notes in order to be reliable. The notes

should reflect the surroundings, substantial or natural, and include the answers of the subjects, with additional distinguished nuances in the surroundings or by the subjects that give credibility to the experiment. In the lead transformation, Clandinin and Connelly (2000) asserted that the use of complicated notes in collection with the exploratory answers would become more intense to the capability of the examiner to tackle trustworthiness issues.

The notes were used throughout the record development; but, during the observation, notes were taken to emphasize the confirmation of feelings, the same as making a recording. Notes provided the look on their facial appearance as a way of giving support indication of feeling of the subjects. The surroundings and background were portrayed profundity in the field notes. It was crucial to meet in a public place for the subjects to feel secured and safe. Sometimes, it was in the subject's designate location, a shopping center, or a Starbuck's coffee shop that was not too crowded or busy.

The recorded exploratory were evaluated for resemblance, likeness difference, gab, and unanticipated matters or concerns. The answers were recognized resemblance in some participants that accepted to be included in the research. The similarities were found with those who had used the government programs to those who never heard about the programs at all. In the United State, not having an official language and law requiring or imposing English by lawmakers was also very crucial to be recognized. The legal Spanish-speaking immigrants' enthusiasm and eagerness to take part, the general qualitative answers to queries and the nuances they demonstrated altogether were further than sufficient for the objective of this research study and the wrapping up reasonable and

possible.

Ethical Consideration

I provided participants a safe environment. Creswell (2009) explained the importance of planning the study in the way that those who were interviewed were safe from harm. I made available, as Maldonado (2013) detailed it, a permission document for signature, which affirmed that their participation as voluntary and that they could withdraw from the study at any time with no concerns of reprisal. Each participant that was involved in the research was given a statement of the study purposes, information collection techniques, and the protection of the gathering of data to avoid the risk to human subjects (Maldonado, 2013).

Privacy and Confidentiality

The main concern throughout the study was subjects' safety, privacy, security and public setting. In explaining how to protect participants including the gathered data from each subject, the subject's family history, and the distribution of the study information was protected (Frankfort-Nachmias & Nachmias, 2008). The interviews took place in a public safe location free of distraction and interruption and I coded the data to protect confidentiality related to personally identifiable information. My interest was the privacy and secrecy of the subjects, and I informed them how the data were gathered to assure them that they were protected (Rudestam &Newton, 2007). It was helpful to give each subject a particular code while gathering information because it helped me to have a fresh recollection of the interview.

Conclusion

Chapter 3 was a clarification of the general qualitative study technique as the inquiry method for my research. I used a qualitative descriptive investigation to respond to the study question. The qualitative facts and data were acquired and attained by carrying out interviews of legal Spanish-speaking immigrants residing in Montgomery County, in the State of Maryland who are working or a member of the City of the Gaithersburg Government, Rockville County Council, or Montgomery County Recreation Center. A qualitative descriptive investigation gave the subjects a chance to describe and speak about their responses and sufficiently and effectively answer back the questions and offered personal history statistics or facts. In Chapter 4, I explained the research location, the demographic of the subjects, the information collection, and the evaluation of the outcomes.

Chapter 4: Results

Introduction

The purpose of this general qualitative study was to portray the end results from interviews with the participants, legal Spanish-speaking immigrants working or volunteering in Montgomery County, MD regarding their views/perceptions of the government programs set to help them learn English. Chapter 4 consists of the outcomes of the study all through the subjects' profile, data examination, data gathering, authentication to guarantee trustworthiness of information, and add the completion and regulation. I put together to develop the study credibility, transferability, dependability, and conformability. I offer/present the outcomes as they focus on the research question and sustain key ideas and samples that come out from the data examination. To tackle the research question, I put together 11 interview questions precise for the individual discussions (Appendix A) where all participants were offered the same questions to guarantee consistency and I follow with further queries, if explanation/clarification was needed. Not every subject was able to give his/her though about the government programs set to help acquire English since most of them learn English differently.

Study Setting

The chosen participants were employers or volunteers Spanish-speaking legal immigrants for the City of Gaithersburg Government, Gaithersburg Recreation Center, Rockville Recreation Center, Montgomery County Council, and reside in Montgomery County as they met all the requirement to be involved in the study as mentioned in Chapter 3. The participant had to be Spanish-speaker legal immigrant and he/she had to

be fluent in both English and Spanish. After getting the IRB (Approval Number 02-13-256607, I posted flyers on information boards around the shopping centers next to the participants' place of employment such as Giant, Safeway, Global Market, and Hmart grocery. The participant, date, and time of the interview were set t the desired or preferred location.

Demographic Characteristics of Participants

The authorization for the research received from Walden University IRB in February 13, 2019, and will expire in February 12, 2020, allowed me to conduct the interview in a general qualitative research on how Spanish-speaking legal immigrants view/perceive the government programs set to help them learn English. The process of those interviews started after the IRB notification February 13 through March 9th, 2019. As the technique of recruitment by (Frankford-Nachmia & Nachmias, 2008, Miles & Huberman, 1994, Patton 2002; Yin, 2011), I used purposeful model approach snowball where the participants named others that could get involved in the study (Table 2).

Table 2

Demographic Data

Participants by Country	Used the Programs	Never Heard of the Programs
Argentina		1
Bolivia	1	
El Salvador	3	6
Guatemala	1	1
Mexico		1
Panama		1
Peru		1
Total	4	11

Data Collection

The benefit of general qualitative research was the capability to utilize numerous interviewees around the Montgomery County, from the City of Gaithersburg, City of Rockville, and both Gaithersburg and Rockville Recreation Centers (Table 3). The subjects were legal immigrants from broad range of countries in South America. In order to preserve secrecy, I have labeled them as P1 to P15 who were interviewed and met all the criteria to be included in the research study. I had 15 participants that were excited to get involved with the study and their contribution was very helpful.

The majority of the participants had a college degree, which ranged from associate to doctorate degree in their individual line of work. The participant age range was from 30 to 55 and most of them have been in the USA either since they were minors or have been residing and working in the county legally for more than 10 years. A larger number of subjects were originally from El Salvador, Bolivia, and Peru.

The majority of participants had been employed in their respective establishment on the average of 5-25 years and met the criteria under the principles set out in the recruitment letter (Appendix B) and the instructions/principles detailed in Chapter 3. Including different group of Spanish-speaking legal immigrants was a way to help the researcher to get different point of views that each participant might have or not experienced with the government programs set to help learn English. Of the 15 subjects interviewed, four were males and 11 were females. Interviews in qualitative studies deal with individual behavior or matters and it gives a brief aspect of in the previous stories of

such circumstances that facilitate to recognize other significant source of facts or data

(Yin, 2011).

To maintain confidentiality, specified details, identity, occupation, and

organization of the participants have been left out/omitted. To keep their identities

confidential, code names were used, P1, for the first and P2 for the second interviews and

the last interview was coded P15. The participants consisted of Spanish-speakers legal

immigrant from Argentina, Bolivia, El Salvador, Guatemala, Mexico, Panama, and Peru.

I put raw recorded data in storage secured and accessible. The subjects were able to give

legitimate information of their viewpoint or facts, based on their individual perception/

viewpoint. The participants provided the sources of data that can be put together in the

study research. Yin (2011) suggested six techniques of information gathering, I used two

of them: face-to-face interview (Appendix A) and observation of the participants during

the interviews (Appendix D) as tool to collect data. Interviews were handled employing

the technique chosen by the subjects. Of the 15 participants involved in the study, 11, I

met for a face-to-face interview and four participants via the telephone.

Before engaging in the interview, I sent the interview protocol via e-mail to the

participants that have accepted to be involved in the study to provide them enough time

to get ready. Coming to the interview meeting, I adhered to the interview set of rules such

as thanking the subject for taking time to talk to me, detailed the characteristics of the

research and the procedure of the interview. I responded to any concerns, guaranteed the

subject of the privacy and security, detailed the duration of the interview, and made sure

that they consent form is signed. I finally accentuated the right to pull out or withdraw at

any time without retaliation, the safeguard of privacy, asked the authorization to record notes and explained the suggestion/implication for social change. Patton (2002) explained that having a tête-à-tête discussion is a way to have the subjects to be willing to be open and reveal or give their views/perceptions.

Each interview required between 35- 60 minutes. At the beginning and end of the interview, I expressed gratitude to the participant for their willingness and taking time to be involved in the research. When I got home, I recorded the notes from the interviews in my computer that has a password protected. The original data (interview notes) were put in a safe filing cabinet in my residence, which is kept alarmed. At the beginning of organizing notes, I started getting knowledge of the fact/phenomenon and became aware of the appearance of outlines, subject matter and recurring expressions. I made a summary after each interview and checked back with the participants for approval, fixed any needed/essential correction, and made signs as being perfect understanding of the answers.

The observation was my other source of information, make available an insight into the record of the facial expressions, facial and appearance of the participants during the interview. The face-to-face interview was a way to obtain data that helped understand the participants better as he/she detailed her/his responses. I used multiple ways to observe the participants during the interview as I took a wide-ranging of notes and kept looking back and forth the subject to get any kind of information during the interview meeting that sometimes words can not describe (Marshall & Rossman, 1995).

Table 3

Individual Participants per Country of Originality

Participant by Country	City of Gaithersburg	City of Rockville	Gaithersburg Recreation Center	Rockville Recreation Center	Montgomery County Council	Total
Argentina	1					1
Bolivia		2				2
El Salvador	3		1	2	1	7
Guatemala		1				1
Mexico	1					1
Panama			1			1
Peru					2	2
Total	5	3	2	2	3	15

Data Analysis

There are many stages that take place during data examination. Yin (2011) reported that putting into a table, mixing, coding, and data studying of facts to tackle/deal with the study question. In this part, I portrayed specific codes and types of ideas, used citations as required to assist their significance to the research question that is being studied. I detailed any inconsistency if that was an issue during the examination process. According to Yin, the utilization of equal model of judgment or plan is very significant while doing a general qualitative research. I counted on that equal model plan to come with the same kind of sequence coding to get a better results (Yin, 2011). I embraced the thematic and explanatory coding which is side with my study plan of examination and reliable with equal model plan of coding.
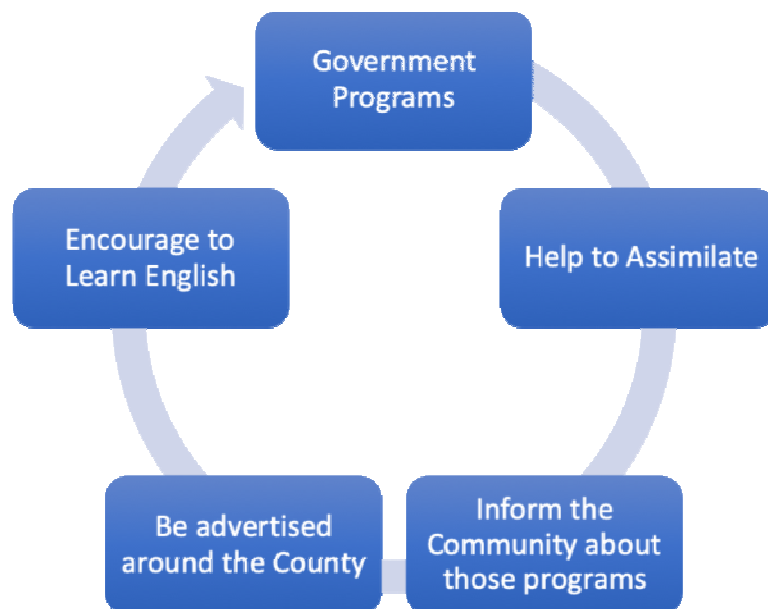
Coding

Braun and Clarke (2006) provided four stages to use during the coding process. In the first stage of coding, the researcher has to be familiar with the data since it will aid to

create a code and know the prototype by reading the report many times. In the second stage, the researcher is now accustomed to the information, a common code can be instigated from the participants' own description of events during the interview. With the third stage, the investigator has find or create a possible theme. In this stage, the code is instigate from data gathered from the participants or from the notes, so the researcher can have a provisional theme that may aid to create a final code. In the fourth and final stage, the researcher has made enough themes and the final one should be chosen while other could potential be eliminated (Braun & Clarke, 2006; Stake, 1995). During the coding process, multiple approaches can be used . Coding manually offers the individual who reads resources, explanations, illustrations, suggestions purpose, and employment for coding and advances the examination of qualitative information (Saldana, 2013).

Miles and Huberman (1994) explained that coding is marked for designated implication to the expressive or easy-to read data assembled during a research study. Straus and Corbin (1998) and Yin (2011) proposed that giving/naming code with statement, slogan, amount of information aid to create different kind of code, that mature automatically in connection to be discerned, put together, and improved them in group or class. I brought together component of diverse approaches of the explanatory thematic coding to complement the emerging chain of deeds that took place from the beginning of the perception/views of the participants to the time of interview and designated code base on shared theme, subject or idea. The coding method started as the data was being collected from the interviews. The two sources of information utilize in the coding

development showed the results from the programs when the participants in Figure 2 use them.

Government Programs

Help to Assimilate

Inform the Community about those programs

Be advertised around the County

Encourage to Learn English

Figure 2. Multiple themes.

I examined every outline to obtain a better knowledge of the fact and highlighted important statement and recurring words or sentences that was relevant to the study research to create sample and familiar argument or idea. I recorded under the study question, answers from interview meeting with the participants put together to tackle the study inquiry. From beginning to end, I evaluated and examined for the study question for illustration, I put together the answers from interview Inquiries 1, 3, 5, 8, and 10 that introduce issues related to the government programs (Appendix A) and evaluated those answers methodologically to the interview inquiry.

In the first part of coding, I recognized resemblance of words or sentences all the way through shared theme by evaluating them. This inductive way of making code methodologically helped to evaluate the facts in order to put a label on the designated codes. The next method of combining the answers for the identical questions was practical to manually come up with a code as it recognized subject matter, resemblance and dissimilar among sources connecting people and units.

The second part of coding came at the same time I revised and put together notes for sense or more clarification appropriate to the research question. I re-examined the notes to get more understanding. With the utilization of Microsoft Word, the occurrence of the main words and themes, I established this as the next stage of coding. The rising codes were simple to classify different groups, subgroup and ultimately through a frequency development to themes that were appropriate to responding the research question. I created notes of themes, which were considerable in the term of the common theme, because despite the entity there developed more alike than opposition. I carried on to improve the unity to themes to keep away from the quick deduction or conclusion. I developed the themes by quoting the answers from the patterns from of the main word, sentences, the classification and rising themes, and then I finished the coding manually. To enhance the superiority of the coding I went and used Nvivo 11.

In the last part of coding, I resumed with Nvivo 11 processor software to produce noted and secondary notes that I made manually. Using Nvivo 11 has some benefits such as the possibility to restore documents in one place and its multiple functions demand times and understanding in order to obtain the outcomes. In the first stage, I established a

new task to help carry the data. I built two interviews folders where I organized all the meetings that I had with the participants. In one, I had those that have used the government programs and in the other one I put those who never used/heard about the government programs. Nvivo 11 software made it easy to recognize the themes, the regularity and the notes. After I was done putting all interviews in code, I was able to evaluate, confirm the recorded evidence, and the Nvivo produce the outcomes of coding in the thematic end result and aided to obtain the observable facts.

Evidence of Trustworthiness

Credibility

I was able to put information obtained from interviews and observation then obtained the same data in the qualitative information collected that the interviews were done face-to-face or via phone. The one-on-one interviews and the phones gave the same information, which add credibility to put together the outcomes of the study (Patton, 2002). For illustration of the information validation/corroboration was information regarding the perception of the government programs, every participant's response was similar. The answers to the programs showed that the government has to advertise, put programs everywhere around the county and that those programs will help the participants to assimilate**.** I reassured the participants how their information will be kept private. Every subject received a detailed explanation and the purpose of the study before she/he accepted to be involved in the research. Every time I met with a participant, I reassured her/him about the importance of her/his participation to the study and affirmed the confidentiality of the whole project. In addition, there was more information

correlation between those who have used the government programs and those who never heard about them. The two groups believed that the government programs should be offered all over the county and people should be awarded of them.

Transferability

The participants were legal Spanish-speakers immigrants from different countries of South America and work/volunteer in Montgomery County, MD. The choice of those subjects was based on certain criteria and my study procedure was put out an explanation of the methodology (Chapter 3) and information collection and examination (Chapter 4). I employed several sources of information, country of affiliation, scrutinizing that the requirement to be in the study is met, and recognize any unfairness. I used reference from interview answers to confirm/corroborate the outcomes. In terms of personal prejudice, even though I am a legal immigrant, I tried to not show my feelings, or involvement regarding the topic being examined while doing interviews.

Because I made an effort to create credibility and transferability, my study can be reproduced by other examiners to prove my outcomes. I presented enough elements/facts of how I chose my subjects and the kind of questions I asked in the interviews, that my plan might be considered as a replica for other examiners who desire to use my research study as background while dealing with the government programs set to help learn English. My study gives appropriate data about the viewing/perception of legal Spanish-speaking immigrants regarding the programs put in place by the government to acquire English and the study techniques that other examiners can be convinced in duplicating/replicating my outcomes and moving them to other study circumstances.

Dependability

Based on my attempts in creating credibility and transferability, my study could be replicate by other examiners to confirm/validate my outcomes. I give enough points/elements of how I chose the participants, and the kind of questions I asked in the interviews, that my proposal may be considered/regarded as a model for other studies who would like to use my study background that consist of participants and their viewing/perceptions regarding the government programs set to help acquire English.

Confirmability

Finally, I portrayed the development of information gathering and proof of superiority of notes. Winter (2000) advised that confirmability of an interview should not be take for granted but ought to have some authentication/corroboration strength. I stickled to the procedure that Stake (1995) and Yin (2011) proposed to use when finalizing the data gathering, information decline and coding. I validated information to observe any indiscretion/abnormality and assumption that I illustrated in an effort to develop the authenticity of the study. Yin asserted that the way to attain study validity is to stick to the old qualitative research habit such as verifying and re-verifying data for truthfulness, build the examination thoroughgoing while finalizing the data collection, and recognize personal prejudice. I used many stages to assure study confirmability**.**

<p align="center">**Data Results**</p>

While leading my research, it was important that I stay neutral or impartial. Even though I had prejudice, I took time to evaluate the credentials/qualifications of subjects and chose the general qualitative method since it helps to show how the government

programs are viewed/perceived by the participants. The interviews took place in a desired

location by the subjects and created a secret code to protect the identity of the

participants. I collected data without report the feeling of the participants while

answering to the research question. The compilation of multiple kinds of data permitted

me to separate myself from the study including the participant's privacy and

confidentiality (Patton, 2002).

In order to demonstrate impartiality throughout the data gathering development, I

incorporated multiple methods and phases utilize in the study, offered extent information

examination of the outcomes utilizing the theme created in the study questions as

portrayed in the interview answers, providing statement with citation, while pursuing a

style compatible with the general qualitative research.

In Figure 2, I showed the type of coding of the interviews. Incorporating are the

initial themes with subthemes converged in the coverage. Specific themes came into view

in all the banners but involved in the parts/segments where it seems mainly suitable and

to prevent recurrence. To preserve privacy, I respected the groups by units reliable with

the incorporated character of the participants' willingness to be involved with study by

their answers from their point of views/perceptions. Even as numerous tools offered

several lenses, Yin (2011) proposed the utilization of meeting to collect the data via face-

to-face or via phone help to gather proof/evidence from the participants. I used the

patterns answers from the participants during the interviews meeting as evidence that

aided to come with specific themes (Braun & Clarke 2006).

Evidence of data: Thematic coding formation

Locations of the Programs

- Public Schools

- Public Libraries

- Local Churches

- Access to the Programs

Awareness of the Programs

- Help to Assimilate

- Increase Independence

- Get more individuals involved

- No Translator needed

- Be Independent

Reinforcement of the Programs

- Encourage Individual to learn English

- Advertising Programs around the County

- Talk about the Programs

- Inform the Community about the Programs

Because the government programs are offered in places that most people do not know existed, the result were described within that background/circumstances in which individuals were asked about their viewing and perceptions regarding those programs. The themes created in the background of the government programs set to help Spanish-speakers immigrants learn English were collected within the research study. The Argument/themes and sub argument made easier to explain the outcomes. I looked at the

understanding of research question with the extracts from the notes recorded to back each result.

The objective of this qualitative study was to investigate how the government programs set to help learn English among Spanish-speakers legal immigrants were viewed/perceived by Spanish-speaking immigrants. The participants of the study were Spanish-speaking legal immigrants volunteers and employees for the Montgomery Count, MD, and fluent in both English and Spanish. Commencing the interviews, I portrayed an illustration plan of the issues to the participants and their understanding or perception of the government programs. Figure 3 present the chart and progression, which the information examination shows that, had encouraged the participants to use the programs. It is important to have those programs available and accessible, so that many immigrants will be using them.
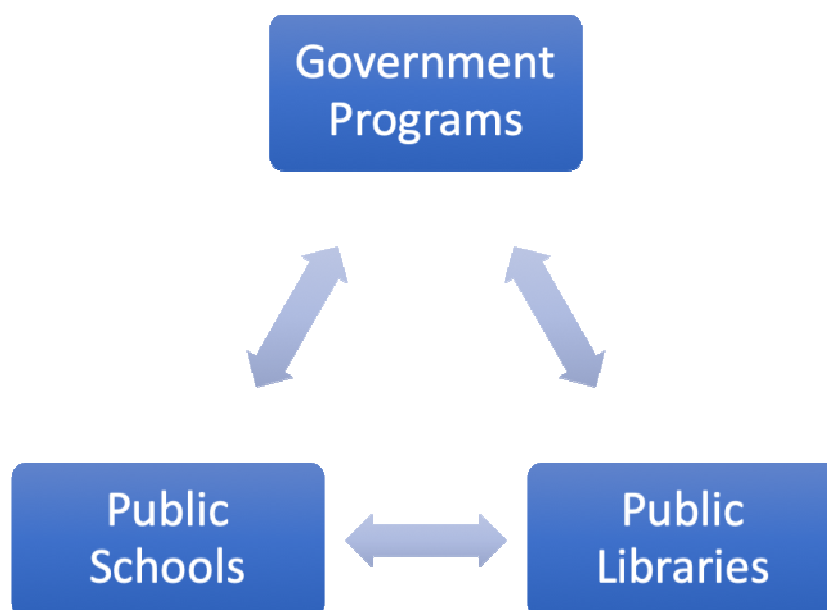
Figure 3. Locations of the programs.

Theme: Location of the Programs

The locations of the programs were the first results of the study fell within the framework in which the subjects gave the reasons they never heard of the programs and did not know where there were offered. Where the government programs are located is the rationale of this theme, the overhaul required for each unit is to inform or spread the knowledge of the programs to reach a large result. In the response to what was the thought about the government programs set to learn English, the participants utilized phrases such as "never heard," "where are those programs offered," "the accessibility," and continued asking if those programs really exist. To those who have used the programs, the response was of course different because that helped them to get around, assimilate, and were able to get involved with other immigrants residing or working all over the county.

I found out that many participants did not know that there were programs in Montgomery County to help acquire English in public libraries and public schools. Even subjects indicate that programs set to learn English "should be easy to locate" and "well known by everybody" and "accessible to the public".

Of the 15 individuals that I interviewed, only P2 and P1 experienced the government programs when they first came to the US because the libraries and the public have always classes for English as second language ESL. In order to become proficient, "it was natural for some individuals to take both the public schools and the libraries classes." Although the public libraries classes were not built as the public school, "going to those classes still helped in different ways and aided to reinforce the learning." There

were also churches that offered English to members and non-members and discussions there were "to teach how to communicate and navigate around the County." It was how those who have used the government programs viewed/perceived theme.

Theme: Awareness of the Programs

The second theme that I found was the lack of awareness of the existence of the government programs by the majority of my participants that those particularly programs were offered by the government to learn English. Those subjects that I came across had little knowledge about the government programs set to help acquire English. For this reason, Bergman et al. (2008) explained that many Spanish-speaking immigrants come to the US searching for employment and Spanish being offered in many workplaces made it easier for them to navigate without learning English. Of the 15 subjects involved in the research study, only four had used the programs and knew about it. Those four who answered to the questions revealed that those programs helped them to "assimilate with the USA ways of life," to individual necessities, "could go without needing a translator," and finally make one feels "independent."

The other 11 participants suggested that the government programs "should do more to make the public know about those programs." In doing so, immigrants, Spanish-speakers, particulary would be more engaged and would participate instead of depending on translators as they go around the county. Within the framework of improving, P5 and P12 stated that immigrants have to be willing to learn and should not wait for the government to push them to learn since assimilation or integration is "an individual willingness to do everything in her/her power to learn."

From the other perspective, P8, P1, and P13 implied that it is important to have more programs to help immigrants acquire English around the county. If the focus is to create more programs, "then less translators will be employed in many offices." It is important to encourage the learning of English or investing on the government programs according to those participants.

The outcome was reliable with the fundamental nature of the views/perceptions as that was without a doubt a wide-ranging acknowledgment among the subjects that having programs set by the government to help acquire English will "benefit all the parties involved: the government and the participants because it help the participants assimilation and the government save money by hiring translators all the time."

Theme: Reinforcement of the Programs

In The final theme I found that participants hope that the government will strengthen/underline those programs all over the county so that many individuals will use them. Participants used phrases such as "not advertisement, not talk about the programs around the county" diminish the goals/purpose behind of those programs and "the community should be informed about the existence of those programs." All the participants identified the importance the programs using phrase such as "encourage individuals to learn English," and five participants inserted the "help and get involved with the community." P1 and P3 affirmed that government programs were necessary in order to achieve individual need and collective results. By expanding the programs, more immigrants will be taken them and the government will be saving more in the future since it will use less Spanish-speaking translators in the coming future.

The result was reliable/coherent with the fundamental nature of the government programs helping acquire English, as there was a broad acknowledgment among the subjects that having those programs should help to achieve "individual and collective goals" knowing their existence and taking advantage to use them.

In response to the question how the government could help with English acquisition, P15 proposed this clarification that it should "spread the programs in many places as possible which will eventually encourage or force many immigrants to participate and use them." In response to the same question, P9 named explanation/grounds such as "ensure that those programs are offered at every appropriate government location," "which will help many participants to not use a translator" and therefore "be more independent." These were problems of the government missing opportunity to reinforce the programs around the county. According to P8, "without enough reinforcement of the government programs, it is difficult to know that there are programs put in place to learn English."

Summary

In Chapter 4, I made available information that illustrated how Spanish-speaking legal immigrants working or volunteering in Montgomery County, MD viewed and perceived the government programs set to help learn English. The research question focus on how Montgomery County government help with English acquisition among Spanish-speaking immigrants. The theoretical construct of Blalock's power-threat helped to obtain a comprehensive outcome because it aided my look at the history/reason Blalock's power-threat was written. Over time, a minority group could influence the

dominant one. In Montgomery County, Maryland, the government set programs that teach English to Spanish-speakers immigrants. The breakdown of interviews revealed that the participants were opened about those programs, which was thought to be a successful way to build independency and help immigrants to assimilate to the US culture. I included the views and perceptions of the participants. I also explained the way the information was gathered, examined, classified, and put in safekeeping as stated in the IRB research models. I portrayed the investigation and examination and how the outcomes assisted to tackle the study question. In Chapter 5, I offer an explanation of the results from Chapter 4, the community implication for collective change, suggestions, and conclusions.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

In this general qualitative study, my objective was to examine how Spanish-speaking immigrants working or volunteering in Montgomery County, MD view and perceive the government programs set to help acquire English. The underlying principle of the study was to play a role to the lack of information or awareness that existed when it comes to the government programs set to help acquire English and is offered in public libraries and schools. This study method, which incorporated interviews and observation of the participants during the meetings, permitted me to investigate real and authentic influence and views and perceptions of those involved in the study.

I begin Chapter 5 with an explanation of the information from interviews and observations. I also talked about the curb of the study, proposition, suggestion for optimistic social change, and finished with suggestions for additional study. Before to this study, the viewing/perceptions of the government programs set to help learn English have not been manuscript/recorded in academic or methodical based writing texts. In Chapter 2, the literature analysis disclosed that the growing individuals who speak Spanish in the United States has made it difficult for this minority to use the programs put in place by the government to learn English (Massey, 2008).

Past studies concentrated on the ill treatment of Spanish-speakers immigrants or on the government and private sectors making Spanish available, no enough data exist on how the programs set to learn English are being promoted so that the participants could take advantage of them (Crawford, 1995; Dominguez, 1992). To the degree that the

literature is almost nonexistent on how the legal Spanish-speakers immigrant

view/perceive of government programs set to learn English, I tried to find the gap from

the theoretical foundation of Markert's (2010) ethnography theory of Blalock's (1967)

power-threat and put it to the test with the participants awareness of the existence of

those programs.

Power-threat theory was used because it aided to understand the role minority

group could play in its community. According to Blalock (1967) a fast growing minority

could be looked at as a menace to the dominant one. In this research, by connecting

power-threat theory to practice, the participants involved in the study could understand

what to do with the government programs set to learn English. Markert (2010) stated that

it is up to the minority to find the way to learn the host language and try to get involved

with their community. The decision of using general qualitative theory give the benefit of

suppleness/flexibility to include any models that could come out, for in deepness research

and the utilization of numerous sources of information got from the subjects interviews

who provided the observable fact regarding the regulation development of the

government programs around Montgomery County, MD.

I interviewed 15 participants from February 13th to March 9th 2019. I picked the

subjects using snowball process and they had to be legal Spanish-speaking immigrants

working/volunteering for Montgomery County, MD. Using the study question, I

concentrated on recognizing how the participants could get involved in the research and

their views/perceptions of the government programs to aid learn English. The outcomes

of the interviews and examination indicate that awareness; knowledge of locations and

the reinforcement of the government programs could help many individuals to use them. I discovered that the lack of utilization of those programs was due because the majority of participants never heard about those programs and did not know their existence. This general qualitative study may not be complete in terms of individuals interviewed, it does produce helpful element to comprehend or take a broad view generalizing what the participants' perceptions of government programs are. I investigated the question on how the county could help with English acquisition. In this chapter, I portrayed the explanation on the outcomes, restriction/limitation of the research study, suggestion/recommendation, proposition or implication for social change and conclusion.

Interpretation of the Findings

In this section, I illustrated in what manner the outcomes corroborate and validated the lack of knowledge of the government programs by examining their viewing/perceptions among Spanish-speaking immigrants with what has been discovered in literature analysis as explained in Chapter 2. My study outcomes underline the requirement for policy makers and demand consciousness/knowledge of the government programs that could be very beneficial for Spanish-speaking immigrants.

I used the general qualitative technique because it made allowed me to materialize and code the data to create a definitive general qualitative argument that links to the main issues and the purpose of the research study (McNabb, 2008). Using the general qualitative method present a truthful and precise image of the viewing/perceptions of the government programs.

In getting at the explanation of the finding, a great deal concentration was put on what the interviewees revealed when it come to the government programs set to learn English. To come to conclusion, I began by looking and examining where the government programs where and what was the requirement to use them. In response to the main question regarding the viewing/perceptions of government programs set to help learn English, the outcomes showed that participants had a constructive observation, consisted with the outcomes of Crawford (1995). In his discussion on perception, results and the influence of personal or community growth, Crawford proposed that a perception of constructive incorporated world view indicate that both individual and government benefit is viewed to be more likely within the participants who were involved in the study from my chair and committee teams.

To respond the research question, five interviews questions help to answer, how the county could help with English acquisition in Montgomery County, MD, what do you think about the government programs set to learn English, if they have used it, know the place the programs were offered, think about the availability, and their thoughts about the impact of those programs. I discovered that most participants were happy to know that there were such programs to learn English.

Although the literature of Dietrich (2001) does not portray a comprehensible explanation of the government programs, it does portray some features about the importance of learning English for the legal Spanish-speaking immigrants, which were discovered in this research. They incorporate personal's point of view and perception regarding the government programs that require the government to act in putting more

programs around the county, advertising them, an awareness of those programs to reach a joint/shared advantage result, which were reliable with accessible of those programs. In order to attain a shared benefit, the participants in the same beliefs that having the government programs to help learn English, since "they help to assimilate" to the USA culture. The definition of the government programs offer in the literature and the study capture the essence of the government programs, which (a) put in many locations, (b) create more awareness for more people to use them, and (c) reinforce by advertisement all over the county and the help to achieve a positive result since more individuals will be involved with those programs (Marotta and Garcia, 2003).

Regarding the research question, while the study disclose some deficiency while it comes to the government programs uniform with the literature review Chapter 2, is consistent to the finding. Every participant believed that having government programs to help acquire English is very important, as implied by Hobbs (1979) that the utilization of the programs benefit not only Spanish-speaking immigrants, but the country does profit from them too. In Chapter 2, the Blalock theory does not talk about the view/perception of government programs set to learn English among Spanish-speaking immigrants; but, this theory aids to understand the importance of being a minority group how the dominant group accept or reject this minority group. Crawford (1995) and Dominguez (1992) believed that having government programs to learn English is more effective tool for assimilation and employment. The element in Blalock's theory that is connected to the findings of this study is assimilation and involvement from the participants when they are using the programs that are set to learn English.

Theoretical Consideration

Alignment of the Theory to Study Approach

Theory in this study gives a methodical point of view of the observable fact, with a viewpoint to give details to events/facts. It was important to construct a structure/outline that created such achievable examination so that I could connect it to accessible hypothetical background/framework, text evaluated in order to insert extra information. In order to comprehend the meaning of power-threat regarding the power a minority group could have according to Blalock's (1967) model, it was important to talk to the participants regarding the government programs set to them as a minority group to help acquire English. I chose general qualitative study because this method depends on the views stated by the participants. I included a communal constructivism with power-threat theory and the viewing/perception of the government programs as a structure to investigate the participants understanding to those programs (Market, 2010). As the goal was to explain the views/perceptions of the government programs, the framework helped to gather information from the participants regarding their views of the government programs put in place to help acquire English. All over the study, participants gave data/facts that produced successful results from their facial expression during the interview, which were examined base on the theory**.**

Constructivism With Power-Threat Theory

Markert's (2010) hypothesis of constructivism of ethnography as cite Blalock's (1967) power-threat theory concentrated on how a minority group could become a target/menace to the dominant one. The methodology gave pieces of information when it

comes to the learning of English language. Power-threat theory was used to look at the set of programs put around the county to acquire English, which benefit all the parties, involved (the government and the legal Spanish-speaking immigrants). The interviews answers speak for the knowledge/understanding of the observable fact as perceived by the participants and provided important outcomes.

Summary of the Theory

The theory of ethnography by referring of the power-threat that Markert's (2010) used from Blalock's (1967) was utilized to examine the research question in this general qualitative research study. This theory made available the structure or background to carry out this general qualitative study, with the highlighting on understanding of a minority group as it grew and got bigger/expanded speedily over time. I discovered that this particular theory was very significant when it came to the government programs set to encourage Spanish-speakers to learn English. Markert's theory gave another reason a central minority group deals with the different/various types of unfairness, for example not integrating/assimilating and not mastering English resulted in the host culture putting a label on and singled them out/stereotype them (Bergman et al., 2008).

The power-threat theory offered the structure for the research study. In dealing with the research question of how could the Montgomery County government help with English acquisition among Spanish-speaking immigrants, I assumed that Spanish-speaking immigrants have to be aware of the existence of the government programs, the government has to promote those programs more because it would be beneficial from both government and the Spanish-speaking immigrants.

I engaged in this research out of awareness of the importance of learning the host language because I believe it helps immigrants to assimilate to the host culture and to get involved in the community where one resides. It is important for Spanish-speakers immigrants to know that the government has programs to help acquire English at multiple locations around the county.

Limitation of the Study

The conclusions of my research study are directly applicable to legal Spanish-speakers immigrant volunteering or working for Montgomery County, MD. The information was gathered from those who met the criteria required such as working for the City of Gaithersburg Government, Montgomery County Council, and the Gaithersburg and Rockville Recreation Centers. I used two kind of data resources: interviews and observing the participants during the meeting. Other Spanish-speakers legal immigrants could not be included in the research and their views and perceptions could not be used in the research information, putting a stop to further point of views.

My responsibility as the examiner and my prejudices are potential restriction to the study; but I consider that I decreased prejudices by keeping my personal point of views out of this study. I kept the study according to the information provided by the participants approachable viewpoint and by vigorously not giving or asking for my guidance to check the advantage of the govrnment programs set learn English. Setting programs to acquire English, according to Dominguez (1992), is a way to make Spanish-speakers to get involved socially and economically and will have a positive impact.

Conducting the research in other states, such as District of Columbia or Virginia where more Spanish-speakers immigrants reside, would offer more views/perceptions of the government programs set to help learn English. Future research should incorporate the polarization and social consequence in states where having document or speaking Spanish presents a problem (Dietrich, 2001). The price of translating document or hiring someone who is bilingual in Spanish/English should be regarded as for potential research employing a comparative technique.

Recommendations for Future Research

In this research study, I established that local government set programs to help Spanish-speakers immigrants to acquire English. However, many Spanish-speaking immigrants were not aware of the existence of those programs. The first recommendation will be to have a study that investigates how effective those programs should be the next future research. Sangganjanavanich, Cook, and Rangel-Gomez (2010) explained that having programs that encourage Spanish-speakers to learn English would help this group to adapt to the USA culture and assimilate as well. Recommendation 2 is that this research study could be a vehicle for more studies on matter connected to the knowledge of English among immigrants by utilizing mixed techniques/approaches, general qualitative analysis with examination or quantitative method. Recommendation 3 is to carry out additional study built on several case study evaluating/measuring up to the duration of Spanish-speaking immigrants in the USA and how long it takes to acquire English and that results could be used by utilization multiple techniques/mixed approaches.

Implication for Social Change

The significant implication to this study is that having programs to acquire

English can bring a positive impact on Spanish-speaking immigrants. It proposes that

policy maker in Montgomery County, MD involve in putting those programs around the

county where individuals are aware of their existence. Campbell (2008) deduced that

learning English aids immigrants succeed and better their social and economic stadus. As

the government the state of Maryland set programs to aid acquire English, that create

independence among Spanish-speaking legal immigrants, those programs will continue to

be essential to the success of those Spanish-speaking legal immigrants so that the

government of Maryland, particulary Montgomery County will use less of translators for

its multiple services.

The research offered practicable instrument for public organization and

government of the state of Maryland dealing with setting programs and requiring ways to

make those programs run better. This research reveals what can be realized/accomplished

when the community of Montgomery County in the State of Maryland, the concerned is

provided the procedures to put together a system that works. It require to work

communally/together or jointly.

The products/results of my study have numerous outcomes for positive social

change. While adding to the literature on the viewing and perception of government

programs from Montgomery County in the state of Maryland set up to help learn English

among Spanish-speakers, my results could be utilized to make the government of

Maryland, particulary Montgomery aware of the viewing/perceptions of those programs

by creating new free programs at many locations around the state such as:

1. Offer English in all the public libraries and local public schools. Assist
    legal immigrants, which will optimistically influence most Spanish-
    speaking immigrants to acquire English (Dominguez, 1992).

2. That more money is invested into those government programs all over the
    county by the state of Maryland.

3. Increase the availability of the government programs around the county

4. Learning English should be a requirement for all non-speaking English
    residing in the County.

5. Give authorization to offer government programs as policy in putting into
    effect the use of English.

Putting those programs in many public locations in Montgomery County, MD could

generate awareness and encourage many immigrants to be involved. Putting those

programs around the county will mean that there will be more people employed to teach

those programs and will aid to make those immigrants to be more independent.

The possible positive social change implications from my study results consist of

adding awareness and spreading the word about the existence of the government

programs and the utilization of those programs will influence Spanish-speakers

immigrants, local government and policy makers. The resolution to improve the learning

of English among legal Spanish-speakers immigrants in Montgomery County, MD is in

the right position, although it is not as obvious because there is a lack of knowledge of

those programs by those it supposed to help. It will take an effort from the policy makers and the local officials to make those programs run efficiently. Modifying policy has proposition/suggestion that may direct or conduct to collective change. Putting programs all over the County so that legal Spanish-speaking immigrants will be encouraged to learn English that will allow them to assimilate and get involved in their communities.

Community policy transformation and achievement may be questioned; but a new guiding principle is required to tackle the subject of the learning of English among legal Spanish-speaking immigrants. My intent to create knowledge for the leadership or for those in charge of the public policy in the state of Maryland regarding the perceptions of the government programs set in place to encourage Spanish-speakers to learn English.

Transformation is required at the regional district stage where the influence of the utilization of the government programs set to acquire English among legal Spanish-speaking immigrants is mainly obvious. A profound unplanned understanding of the government programs by legal Spanish-speaking immigrants of the unplanned end result of how their views of learning English by utilizing those programs and how their point of views influence the local government of Montgomery County, MD to examine how well informed individuals are about those programs. Using the government programs put in place to learn English would be beneficial for the legal Spanish-speaking immigrants as they navigate in the County and all other the USA. My objective was to investigate how legal Spanish-speaking immigrants view/perceive the government programs in Montgomery County, MD set to help acquire English. What was revealed in the research is uniform with literature about the possible advantage and go further than. This general

qualitative study offers the information as a handbook of how the legal Spanish-speaking immigrant working/volunteering in Montgomery County, MD view/perceive the government programs.

Conclusion

In this general qualitative research study, I discovered that the government programs set to help legal Spanish-speaking immigrants learn English are not well known by the majority of immigrants, particulary the one involved is this research. Significant issues came out from the examination of the information and the outcomes from the data offered by the participants. A portion of the programs around the city will have a positive response among not only Spanish-speaking immigrants, but also it will help others in their situation to get involved. The results portrayed in this research offer community leaders and groups of people in charge additional information to modify procedure and guideline that deal with putting those programs in place to add more all over the state and inform the locals.

In Chapter 5, I explained the outcomes of the study, the results, and offered clarification of the data. I tackled the requirement of potential study in the subject of awareness of the government programs set to help Spanish-legal immigrants learn English. I explained social change implications. My study results add new facts and that can be made available to those in charge of public policy and local government officials propositions or ideas to plan reliable policy that can be put into practice. My research outcomes increase the capability of the local government and the the public to act

together in ways to increase an awareness of the teaching of English around the county so

that many immigrants could take advantage of them.

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Appendix A: Data Collection Forms

Interview Questions

1. What do you think about the government programs set to learn English?

2. Have you use the government programs to aid acquire English?

3. Do you know the places where those programs are offered?

4. What do you think about the availability of those programs?

5. What are your thoughts about the impact of those programs?

6. How do you describe the impact of the government programs in this County?

7. How do you feel about those programs being offered in many parts of the USA?

8. What do you think of the impact of those programs in the State of Maryland?

9. Can you please describe your experience with the utilization of those programs?

10. Can you explain how you felt when you found out that there were government programs offered in many offices around the county?

11. Any Comments?

Appendix B: Recruitment Letters to Participants

February 12, 2019

Charlotte McGee

████████████

Dear Sir or Madam:

My name is Charlotte McGee. I am a doctoral student at Walden University and I am carrying out a research study titled, "The Local government programs for the Learning of English Among Adult Spanish-Speaking Immigrants." There is not a lot of literature regarding the government programs that aid to the learning of English.

I intend to discover how the participants view or understand the government programs set to aid of the acquisition of English. While this study research will give me with information regarding the perception of the government programs among Spanish-speaking immigrants, the research study will provide the viewing/perception of government programs by Spanish-speaking immigrants to policy makers.

I would be grateful, if you could take part in my research study. Participation is unpaid and voluntary and you can pull out at any time during the research study. To be eligible to get involved, I am looking for Spanish-speaking legal immigrants who:
- Work, volunteer and reside in Montgomery County, MD
- Work for the City of Gaithersburg Government
- Work for Spanish Heritage Foundation
- Work for Rockville Recreational Center
- Montgomery County Council

I have included a described consent form for the research study and a copy of the Walden University Institutional Review Board's approval, dated xxxxxxxx. If you meet any of the requirements and would like to get involved, please call me at ████████ or email at ███████████████ with additional questions and so that we can set up a meeting. I thank you for your consideration and look forward to hearing from you.

Thank you,
Charlotte McGee
PhD Student, Walden University

Interview Protocol

Date: _____

Location: _____

Name of Interviewer: _____

Name of Interviewee: _____

Interview with Participant:

Appendix C: Consent Forms

The Local government programs for the Learning of English Among Adult Spanish-Speaking Immigrants

Walden University

You are invited to take part in a study research regarding the local government programs for the learning of English among Adult Spanish-speaking legal immigrants. The researcher is invited those who volunteer, work for the Montgomery County Council, Rockville Recreation Center, Spanish Heritage Foundation, Government of the City of Gaithersburg and reside in Montgomery County, Maryland. This document is part of a procedure call "informed Consent" to let you to be familiar with this research study before you come to a decision whether to be involved. Please read the document and I welcome concerns and questions before you agree to be involved in this research study.

This research study is being conduct by Charlotte McGee, who is a Doctoral Candidate at Walden University.

Background Information:

The objective of this research is to examine the perception/viewing of government programs set to help for the acquisition of English among Spanish-speaking legal immigrants working and residing in Montgomery County, Maryland.

Procedure:
- If you decide to be part of this research, you will be invited to take part in an individual interview.
- The interview will last 35 to 60 minutes.
- Your involvement is voluntary and you could pull out at any time. Any data gathered will be demolished.
- With your authorization, I will be making notes during the interview.
- The notes and information gathered will be locked put in storage and demolished/destroyed after 5 years.
- Through member checking, you will be able to validate that explanation of the data from you is accurate.
- Any changes will be included in the information gathering.

Here are some example questions:

. What do you think about the government programs set to learn English?
. Have you use the government programs to aid acquire English?
. Do you know the places where those programs are offered?
. What do you think about the availability of those programs?
. What are your thoughts about the impact of those programs?

Voluntary Nature of the Study:
This research study is unpaid (voluntary). The investigator will value your decision of whether or not you decide to be in the study and will not treat you differently if you choose to not be included in the research. If you make your mind up to join the research study, you can still change your mind later. You are open to end your involvement at any time.

Risks and Advantages on being included in the Research Study:
In this kind of research there is minor distress come across daily like exhaustion or low energy. However, your security and well-being cannot be impacted in this type of research. The purpose of this study is to contribute to positive social change to inform policy makers of the viewing and perception of the government programs set to encourage the learning of English from the Spanish-speaking population. This general qualitative study will help the researcher to present the viewing/perception of the research study by the participants.

Privacy:
Any information that you make available will be kept confidential. No personal information will be used for any reason beyond this study. In addition, the investigator will not add your name, rank or anything that could identify you in the research, since the code and number will be used. The information will be put in a secured device as a computer that the researcher is the only one who can access it. Finally, the notes and coded book will be store in different place also locked for a period of 5 years as it is required by Walden University and be destroyed.

Contacts and Question:
You may pose any queries you have now. Or if you have question later on, you may get in touch with the researcher via mail ████████████████████. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Dr. Leilani Endicott phone number is 001-612-312-1210 or via email irb@mail.waldenu.edu.
The researcher will provide a copy of this form to hold for your confirmation.

The approval number for this study is 02-13-19-0256607 and it expires on February 12th, 2020.

Statement of Consent:
I have and understand writing the above information and I believe I recognize the research study clearly enough to decide about deciding to participate. I have posed question that have been responded to my approval. By signing your name and giving back the form I recognized that I am consenting to the terms explained above, "I consent" to get involved in the research study illustrated above.

Name of Participant

_____ _____

Date of Consent

_____ _____

Participant's Signature

_____ _____

Researcher's Signature Charlotte McGee

Appendix D: Observation Protocols

Observational protocol Date: _____	
Time: _____	
Length of interview: _____ minutes	
Site: _____	
Participants: _____	
Grand tour question:	
Descriptive Notes	Insightful or Reflective Notes
Physical setting:	[Reflective comments: questions to self, observations of nonverbal behavior, researcher interpretations]
Description of individuals engaged in the interview Interactions with the subject Participants comments: expressed in quotes	[Reflective comments: questions to self, observations of nonverbal behavior, investigator interpretations]
[The researcher's observation of what is taking place during the interview]	

Appendix E: Flyer Letter

Volunteers Needed (Flyer)

February 12, 2019

Charlotte McGee

████████████

My name is Charlotte McGee. I am a doctoral student at Walden University and I am carrying out a research study titled, "The Local government programs for the Learning of English Among Adult Spanish-Speaking Immigrants." I need voluntary participants who are Spanish-speaking legal immigrant fluent in both Spanish/English and work or volunteer for the Montgomery County Council, City of Gaithersburg Government, Gaithersburg Recreation Center, Rockville Recreation Center and reside in Montgomery County, MD.

I intend to discover how you as participant view or understand the government programs set to aid of the acquisition of English. If you meet all those requirements above and would like to get involved, please call me at ███████████ or email at ████████████████████ with additional questions and so that we can set up a meeting. I thank you for your consideration and look forward to hearing from you

Thank you,
Charlotte McGee
PhD Student, Walden University