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Exploring Head Start Teachers' Challenges Working With Dual Language Learners

Jolene Andriaschko
Walden University

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Walden University

College of Education

This is to certify that the doctoral study by

Jolene Andriaschko

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Rebecca Curtis, Committee Chairperson, Education Faculty

Dr. Andrew Alexson, Committee Member, Education Faculty

Dr. Christopher Cale, University Reviewer, Education Faculty

Chief Academic Officer and Provost

Sue Subocz, Ph.D.

Walden University

2020

Abstract

Exploring Head Start Teachers' Challenges Working With Dual Language Learners

by

Jolene Andriaschko

EdS, Walden University, 2016

MS, Walden University, 2014

BS, Rochester College, 2007

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

June 2020

Abstract

Although the number of dual language learners is increasing in the United States, little is known about the challenges Head Start teachers and education coordinators face in working with this population. The purpose of this basic qualitative study was to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. This study was grounded in Jim Cummins's language acquisition framework, which suggests that dual language learners benefit from instruction in their native language and the language of the classroom. A basic qualitative study design was used with a purposeful sample of 8 Head Start teachers, 1 Head Start education coordinator, and 1 Head Start site manager. Semistructured interviews were conducted to explore participants' perspectives of challenges in teaching dual language learners. Three themes emerged from the data: (a) participants had a positive outlook on using native language both in the classroom and at home, (b) perspectives on support needed to meet the challenges of working with dual language learners varied from teacher to teacher and from teachers to education coordinators, and (c) participants had a positive outlook on teaching dual language learners while recognizing the need for support in working with these learners. The study's implications for positive social change include demonstrating the need for professional development for teachers who work with dual language learners. When teachers feel better prepared and supported to teach dual language learners, they may be able to help children have improved academic outcomes.

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Dedication

I would like to dedicate this dissertation to my family. To my beloved husband, Joseph, who has stood by my side and has been a source of encouragement. To my dear children, Rhiannon, Devin, Eva, and Alex, my hope is that I have been a good role model for you; through perseverance and hard work, you can manifest and achieve all your dreams. To my parents, Bill and Sharon Charbeneau, thank you for all the help and support you have given me.

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To my husband, Joseph, thank you for being my own personal cheerleader, especially during the difficult moments. Thank you for all the support you have given me throughout this process. Thank you for believing in me.

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A special thanks to the early childhood professionals who participated in this study. Thank you for your hard work and dedication to our field of early childhood, which is better off having all of you in it.

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Chapter 1: Introduction to the Study

Dual language learners are increasingly prevalent in the United States and around the globe as societies have become more diverse due to the ease of migration around the world (Strobbe et al., 2017). It is estimated by the year 2020 that dual language learners will exceed the number of learners who only speak English in the United States (Chapman de Sousa, 2017). In this context, teachers are needing to teach the dual language learners in their care. In the Midwest state where the study took place, 15% of the population between the ages of 0 to 5 are dual language learners (Park, O'Toole, & Katsiaficas, 2017).

This study was an exploration of Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. This study could lead to positive social change by providing insight that administrators could use to develop professional training for staff on working with dual language learners in the Midwest, and possibly national, settings that Head Start serves. Improved professional development for teachers could potentially benefit the young dual language learners in teachers' classrooms.

This chapter begins with the background of this research study. The background is followed by the problem statement, the purpose, research questions (RQs), conceptual framework, nature of the study, and definitions of key terms. I then discuss the assumptions, scope and delimitations, limitations, and significance of the study. The chapter ends with a summary of key points and a transition to Chapter 2.

Background

In the United States, the population of dual language learners is rising, both overall and for young children, the latter of whom account for an increasing number of enrollments in Head Start programs. Choi, Rouse, and Ryu (2018) found swift increases in the dual language learner population under the age of 6. The current high enrollment of dual language learners in early childhood programs is noteworthy (Lewis, Sandilos, Hammer, Sawyer, & Méndez, 2016); according to Olivia-Olson, Estrada, and Edyburn (2017), dual language learners make up 30% of the total population in Head Start classrooms. There has been a change of demographics in Head Start that has increased the number of dual language learners according to a 2017 report from the U.S. Department of Education (Choi et al., 2018).

Teachers may require additional support to meet the needs of the dual language learners in their classrooms. Olivia-Olson et al. (2017) suggested that preservice training is an important part of teachers being prepared to meet the educational needs of dual language learners. However, Chapman de Sousa (2017) found a need for continued ongoing professional development about dual language learners. Green (2019) highlighted the need for teachers to receive professional development regarding culture and dual language learners. Researchers have examined the connection between teacher beliefs and teaching dual language learners and the correlated effect on instruction (Harrison & Lakin, 2018; Hilliker & Laletina, 2018; Jacoby & Lesaux, 2017a). In addition, researchers have studied the use of home language instruction in the classroom with dual language learners--something that may be a challenge for some teachers--as a

best practice (Choi et al., 2018; Garrity, Shapiro, Longstreth, & Bailey, 2018; Lewis et al., 2016; Pontier & Gort, 2016; Sánchez, García, & Solorza, 2018; Sawyer et al., 2016). Rizzuto (2017) recommended further research on how teachers perceive their instruction with dual language learners. In this study, I addressed the gap in research by exploring Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. This increased understanding could lead to future research about how to better prepare teachers to meet the challenges teaching dual language learners in their care.

Problem Statement

Preschool attendance for multilingual students has been shown to enhance student success in elementary school (Ansari et al., 2017). Since the program started in 1964, Head Start has provided preschool services to low-income children and their families in the United States to assist in narrowing the poverty gap (Morris, Connors, & Friedman-Krauss, 2018). There has been a change of demographics in Head Start that has increased the number of dual language learners according to data in a 2017 U.S. Department of Education report (Choi et al., 2018). Olivia-Olson et al. (2017) determined that dual language learners make up 30% of the population and are distributed across 87% of all Head Start classrooms. The problem is that many teachers are not prepared to meet the challenges of working with dual language learners (Spies, Lyons, & Huerta, 2017). There are many challenges for early childhood teachers in the United States at the current moment especially with early childhood teachers lacking an understanding of how a second language is acquired (Harrison & Lakin, 2018) or of

different cultures and languages (Green, 2019). An additional challenge for early childhood teachers in the United States is navigating mandates for increased accountability regarding school readiness (Piker & Kimmel, 2018).

The focus of this study was on Head Start teachers in a Midwestern state where 164,000 of the 1,064,000 enrolled children are dual language learners (Park et al., 2017). According to Park et al. (2017), the total population of dual language learners in this Midwestern state grew from 147,600 to 164,000 from 2000 to 2017. In their study of 72 early childhood classrooms in the United States, Sawyer et al. (2018) concluded that teachers required additional support with dual language learners in their classrooms. In a previous study by Sawyer and others, preschool teachers, including those who spoke both English and Spanish, used few responsive practices to support dual language learners and needed additional education on second language acquisition (Sawyer, Manz, & Martin, 2017). According to Spies et al. (2017), with the continuing rise in the number of dual language learners enrolled in U.S. early childhood programs, it is imperative that instructional practices shift to meet the needs of these young learners.

Although researchers in the past have focused on parents' perspectives about dual language learning (Sawyer et al., 2016; Walsh, Sánchez, & Burnham, 2016) and bilingual education (Miller, 2017; Pontier & Gort, 2016), few researchers have examined teacher preparedness or the support teachers need to meet the challenges of working with dual language learners. Although Rizzuto (2017) found that teachers welcomed dual language learners, she also recommended further research on how early childhood teachers perceive their instruction skills with dual language learners. Piker and Kimmel (2018)

ascertained there is an achievement gap evident between English language learners and their monolingual English-speaking classmates in kindergarten. Analyzing the responses of Head Start teachers regarding the support teachers need to meet the challenges teaching dual language learners could help enhance child outcomes for these preschool students.

Purpose of the Study

The purpose of this basic qualitative study was to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. The high number of languages spoken in Head Start classrooms--according to the Office of Head Start (2017), 140 different languages are spoken throughout the program--reinforces the value of this study. Furthermore, as Harrison and Lakin (2018) noted, analyzing teachers' beliefs about instructing dual language learners is important in improving teacher preparedness and efficacy. There is a need for increased understanding of Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners (Olivia-Olson et al., 2017; Sawyer et al., 2017). Beliefs about the role of dual language learners in the school environment continue to reflect dominant negative thinking patterns among beginning teachers (Garrity et al., 2016). This is problematic because, as Green (2019) stated, teachers need to be leaders to change the communication designs of the modern world in which their students live. In this basic qualitative study, I attempted to fill the gap in practice by exploring Head Start teachers' and education coordinators' perspectives regarding the

support teachers need to meet the challenges of working with dual language learners in a Midwestern state.

Research Questions

RQ1: What are Head Start teachers' perspectives regarding the support teachers need to meet the challenges working with dual language learners?

RQ2: What are Head Start education coordinators' perspectives regarding the support teachers need to meet the challenges working with dual language learners?

Conceptual Framework

The conceptual framework for this research study was Jim Cummins's language acquisition framework. According to Cummins (1981), there are three parts to his language acquisition framework: basic interpersonal communication skills (BICS), cognitive academic language proficiency (CALP), and common underlying proficiency (CUP). BICS is the language that is used in daily communication, CALP is the cognitive decoding part of understanding language, and CUP is when a person uses his or her first language as building blocks for the acquisition for a second language (Cummins, 1981). CUP is key in development of the student's language when a child is exposed to his or her home language and English at school (Cummins, 1981). Cummins believed a child could learn another language once they learned their native language. It is of little importance if the home language of the child is the same as the one used in the school they attend; what is most important is the child's experiences with adults such as their teacher (Cummins, 1981). Cummins implored teachers to tell their student's parents to

speak their native language at home, because this would assist their child's English and home language development.

I drew from Cummins's (1981) language acquisition framework in developing the study's RQs and interview questions. Use of this conceptual framework allowed me to have an increased understanding of what teachers perceive works best for instructing dual language learners, the challenges of teaching dual language learners, and the professional development needs of these teachers. During the interview process, I explored Head Start teachers' and education coordinators' perspectives in relation to Cummins's language acquisition framework, specifically with regard to what teachers can do to support bilingual students. Once the perspectives of Head Start teachers and the education coordinators were gathered, I was able to utilize Cummins's language acquisition framework along with the literature I reviewed to systematically look for themes during the coding process in anticipation of answering the RQs. A more comprehensive overview of the conceptual framework is provided in Chapter 2.

Nature of the Study

I used a basic qualitative design for this study. The purpose of this basic qualitative study was to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers needed to meet the challenges of working with dual language learners. According to Merriam and Tisdell (2016), when researchers conduct a basic qualitative study, they examine how people interpret their experiences and make meaning of their lives. A basic qualitative design for this research study was appropriate because I was looking at the perspectives of Head Start teachers and

education coordinators. I used semistructured interviews to capture the perspectives of the Head Start teachers and education coordinators. In qualitative research studies, the primary source of data is interviews (Merriam & Tisdell, 2016). Interview questions were chosen ahead of time and were open-ended, which allowed for follow-up questions (see Merriam & Tisdell, 2016).

I used triangulation to increase the validity of this study by gathering multiple sources of data through interviewing eight Head Start teachers and two Head Start education coordinators. I asked participants questions during the interview process regarding their perspectives of the support teachers needed to meet the challenges of working with dual language learners. I digitally recorded each interview with a Sony digital voice recorder. In addition, I kept a journal to take notes of things that occurred that the digital recording was not be able to capture.

Prior to interviewing the participants, I piloted the interview questions (see Appendices A and B) with two colleagues. Because I am a novice researcher, piloting the questions allowed me to practice interviewing and ensured that I had the right number and type of questions to gather substantial, rich data (see Merriam & Tisdell, 2016). I did not need to change the interview guide after conducting the two practice interviews. There were no suggestions during this process; therefore, the interview guides remained the same.

I used an audit trail as suggested by Merriam and Tisdell (2016) that included a journal, member checking, and a peer reviewer, which assisted me in validating the findings and minimized discrepancies. I used in vivo coding in the first round of coding.

Then I continued to seek out additional themes until data saturation occurred and no new data appeared (see Saldaña, 2016). Additional information about the data analysis is further discussed in Chapter 3.

Definitions

Following are the key terms for this study and their definitions:

Dual language learners: Young learners who are learning their home language at the same time they are learning a second language (Sawyer et al., 2017).

Education coordinators: Staff (sometimes referred to as education managers) who are the lead support to teaching staff. They assist teaching staff with improvement of teaching practices (U.S. Department of Health & Human Services, 2019).

Head Start: An early childhood preschool program that is federally funded in the United States for low-income families (Morris et al., 2018).

Translanguaging: A process that occurs when the two languages of the dual language learner are not disconnected from each other, though rules from one language are imposed on the other (Sánchez, et al., 2018).

Assumptions

Assumptions are always made in every research study. First, I assumed that all the teachers interviewed for this research study had dual language learners in their classroom. Second, I assumed that the teachers I interviewed worked in the early childhood field for at least one year which allowed the teachers experiences to reflect upon their experiences. Third, I assumed that the education coordinators I interviewed had experience in supporting teachers for at least two years, so they could reflect upon

their experiences during the interview. Finally, I assumed that the teachers and the education coordinators I interviewed would provide me with honest and factual answers to my questions.

Scope and Delimitations

This topic was chosen because research shows a gap in practice regarding how teachers are meeting the challenges of working with dual language learners in preschool (Spies et al., 2017). This study was delimited by gathering perspectives of Head Start teachers and education coordinators because of the high percentage of dual language learners that Head Start serves, which according to Jacoby and Lesaux (2019) is 86%. A qualitative study is delimited because it only allows for a small sample size; however, it does allow the researcher to delve deeper by asking open-ended questions during the interview process (Creswell, 2015). My sample included eight teachers and two education coordinators who served at least two classrooms.

This study was delimited to Head Start teachers and education coordinators who served three to five-year-old children in a Head Start setting. I looked for Head Start teachers that had at least one-year experience teaching and had at least one student who was a dual language learner in their classroom. I also looked for Head Start education coordinators who had at least two years in their position and supported at least two classrooms with dual language learners. I was purposeful in selecting participants who fit these criteria. The Head Start teachers and education coordinators selected for this study were employed at a Head Start agency in a Midwest state. I excluded private preschool programs because of the rise in dual language learners being enrolled into Head Start.

Since this is a small study in a Midwest state, the findings may not transfer to a large-scale setting; however, this could be transferable to similar settings with dual language learners, in either Head Start or private preschool programs. To increase the transferability, I made sure I provided direct quotes from the interviews; however, the reader of the findings will have to determine if this study can transfer to their demographics or not.

This study is delimited to the language acquisition framework of Jim Cummins. Other theorists that were considered for this study were Vygotsky's zone of proximal development and Bandura's theory of self-efficacy. According to Vygotsky (1986), thinking is not developed from the individual to the social, but from the social to the individual. The concept of zone of proximal development implies that a less knowledgeable person like, a dual language learner, will learn from a more advanced mentor like a teacher. According to Bandura (1977), self-efficacy is the belief of a person as to how confident they are that they can do something. Self-efficacy theory was considered in relation of how well a teacher can teach a dual language learner when they have good self-efficacy. Both theories were rejected since they did not explain how language was developed. Thus, the conceptual framework for this study was delimited to the language acquisition framework of Jim Cummins.

Limitations

Limitations are possible shortcoming issues with a study that the researcher has identified (Creswell, 2015). Teachers interviewed for this study were limited to being employed at a Head Start program in a Midwest state. There was a limited sample size of

participants for this study which consisted of eight teachers and two education coordinators for a total of 10 participants. Qualitative research does not use statistical data (Creswell, 2015), which can be a limitation.

To address the limitations of this research study, I collected data by using semistructured interviews, digitally recording interviews, and journaling. I also used an audit trail which assisted me in validating the findings and minimize discrepancies. To address being a new researcher, I relied on my chair to answer any questions or concerns which came to light during this research study.

Significance

The purpose of this basic qualitative research study was to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. This study needed to be conducted, because 15% of the population, age zero to five, were dual language learners in this Midwest state where the study took place (Park et al., 2017). The results of this study filled a gap in literature on practice, provided insight for Head Start teachers in a Midwest state, increased the understanding of how to better prepare teachers to meet the challenges teaching the dual language learners in their care, and made a unique and original contribution to the field of early childhood, along with leading positive social change. Those who could benefit from the findings of this study are early childhood professionals such as teachers, education coordinators, management, governing board, and other administrators. This study could lead to positive social change by assisting administrators in the development of professional training for staff in the local Midwest,

and possibly national settings that Head Start serves. By teachers attending professional development geared towards working with dual language learners, it would increase their knowledge regarding the support teachers need to meet the challenges teaching dual language learners; therefore, dual language learners would benefit in having better child outcomes.

Summary

In this chapter an overview was provided of this qualitative research study. The overview included the background, problem statement, purpose statement, RQs, conceptual framework, nature of study, definitions, assumptions, scope and delimitations, limitations, and significance. I explained how I explored Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. The purpose of this study was to gain an understanding of the challenges that teachers face working with dual language learners which could lead to future research about how to better prepare teachers to meet the challenges teaching the dual language learners in their care.

In chapter two, I provided an overview of the literature. The literature that I reviewed assisted in the creation of this research study. The literature review addressed the following topics related to supporting teachers needs to meet the challenges of working with dual language learners, preservice training for teachers, professional development for teachers, culture in relation to teaching dual language learners, teacher beliefs, and the use of native language in the classroom. Chapter two also covered the

language acquisition framework by theorist Jim Cummins whose second language acquisition framework was the conceptual framework for this study.

Chapter 2: Literature Review

The purpose of this basic qualitative study was to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. The problem is that teachers are not prepared to meet the challenges of working with dual language learners (Spies et al., 2017). In this chapter, I review the literature regarding the support teachers need to meet the challenges of working with dual language learners. The chapter begins with an overview of the search strategy I used to find the research studies that I discuss in this chapter. Then, I discuss Cummins's (1981) language acquisition framework, which served as the conceptual framework for this study. The chapter concludes with a synthesis of the literature that supported this study.

Literature Search Strategy

I used various databases and search engines to find literature related to the research. These included Google Scholar, Education Source, ERIC, Teacher Reference Center, UNESCO, Sage Journals, and Taylor Francis. I used Walden University Library to access many of these resources. Search parameters included peer-reviewed journal articles and articles that were published in the past 3 years. Words that were searched included *dual language learners*, *early childhood education*, *teacher challenges*, *teacher perspectives*, *Head Start*, *multilingual students*, *bilingual students*, *preschool*, and *Jim Cummins*. The literature collected was from peer-reviewed journals for the most part. I searched the Internet for the Office of Head Start and visited its website in looking for information. I did this to find specific statistics about the Head Start program.

Conceptual Framework

In this section, I present the conceptual framework of Jim Cummins's language acquisition framework. I used Cummins's framework to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. Scholars have used Cummins's language acquisition framework in research on various topics related to dual language learners such as teacher beliefs and dual language learners (Garrity, et al., 2016; Rizzuto, 2017; Strobbe et al., 2017; Sung & Akhtar, 2017), native language and pedagogy (Lewis et al., 2016; Pontier & Gort, 2016; Sánchez et al., 2018; Sawyer et al., 2016), and professional development in relation to dual language learners (Castro et al., 2017).

Cummins' Language Acquisition Framework

The basis of Cummins's (1981) language acquisition framework is that a student's first language must be developed in school so that the student will become successful in learning a second language such as English. Cummins based his framework on the findings of several research studies showing that students were successful at learning both their first and second language (Cummins, 1981). The language acquisition framework has three parts: BICS, CALP, and CUP (Cummins, 1981).

Basic Interpersonal Communication Skills (BICS)

BICS is the language that is used in everyday communication (Cummins, 1981). It encompasses the basic communication skills that are used daily such as pronunciation, vocabulary at a basic level, and grammar (Cummins, 1981). According to Cummins, everyone has BICS with the exception of those who are severely cognitively disabled

(Cummins, 1981). BICS concerns the part of language in which individuals process and make meaning (Cummins, 1981). It is used in social situations but not for academic purposes (Cummins, 2001b).

Cognitive Academic Language Proficiency (CALP)

CALP is the language that is used in the classroom for academic purposes (Cummins, 1981). CALP comes into play when students, especially dual language learners, are using language for academic understanding beyond everyday conversation (Cummins, 1981). It is the uncontrolled narration of word meaning (Cummins, 1981). CALP is the part of language that is linked to literary knowledge (Cummins, 2001a).

Common Underlying Proficiency (CUP)

CUP refers to when someone uses his or her first language as a basis for the acquisition of a second language such as English (Cummins, 1981). According to Cummins (1981), CUP should replace separate underlying proficiency (SUP). SUP is the belief that proficiency in the home language is separate from proficiency in the second language (Cummins, 1981). At the time when Cummins was writing his framework in the late 1970s and early 1980s, there were many misconceptions about second language acquisition just as there is now. Cummins (2001a) argued that teachers should reject the SUP model in favor of the CUP model. According to CUP, proficiency in either the home or second language assists the learner in learning the other language especially when the learner is motivated and immersed in both at school and at home (Cummins, 1981).

Literature Review Related to Key Concepts and Variable

In the following section, I review the literature related to Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. In reviewing the literature related to dual language learners, I discovered several different themes that appeared to overlap. I discuss these overlapping themes in detail. They are preservice training, professional development for teachers, culture in relation to dual language learners, teacher beliefs, and native language.

Preservice Training

Preservice training of teachers before they start in their classrooms is meaningful in considering the challenges that teachers face in working with dual language learners. According to some researchers, there has not been enough focus on preparing teachers for working with dual language learners (Durham, Harrison, & Barry, 2019). Only 25% of Head Start teachers had a training course or a college course that focused on dual language learners (Walsh et al., 2016). Yough (2019) researched preservice teachers' self-efficacy for teaching dual language learners. In administering the Teacher's Sense of Efficacy Scale and the Teacher Efficacy for Teaching the English Language Learners scale to 209 undergraduate education students, Yough discovered that a single instruction on teaching dual language learners in preservice was not enough to prepare preservice teachers to teach dual language learners. Olivia-Olson et al. (2017) also researched the preparation of preservice teachers in teaching dual language learners. They suggested that new preservice training and preparation needs to be imposed for early childhood

teachers, recommending five different opportunities to change the existing preservice in the state of California (Olivia-Olson et al., 2017).

Durham et al. (2019) conducted a qualitative study that focused on preservice teachers who were working with dual language learners at a preschool within a university. The researchers had the participants, who were 24 preservice teachers enrolled in an early childhood program, journal about their experiences working with dual language learners. The researchers found that participants initially journaled about being frustrated teaching dual language learners; however, over time, the participants tried to implement approaches learned in their studies and eventually came to a sense of confidence about their teaching skills with dual language learners (Durham et al., 2019). Whitaker and Valtierra (2018) also found that preservice teachers became more confident teaching dual language learners after a teacher preparation program.

Professional Development

Once teachers have had their preservice training and start teaching in their own classrooms professional development is important in addressing the issues that teachers have with the challenges of working with dual language learners. Sawyer et al. (2018) concluded in their research study that teachers required additional support with dual language learners in their classrooms. Spies et al. (2017) conducted a mixed methods study on the influence of professional development sessions related to dual language learners and early childhood educators. Using surveys of 53 early childhood teachers and 45 instructional aides, the authors found that after professional development on dual language learners, educators' empathy, assumptions, and outside factors that influenced

their beliefs about dual language learners shifted as well as their teaching practices. The positive outcomes from professional development was also noted by Solari, Zucker, Landry, and Williams (2016). Solari et al. (2016) studied how effectiveness of two teacher training models effected the professional development of 49 Head Start teachers of dual language learners. Results of the study showed that there was improvement in how teachers taught the dual language learners in their classrooms (Solari et al., 2016). However, the results for the dual language learners in the classrooms suggested that children did not perform better with one model or the other of professional development that their teachers attended (Solari et al., 2016). However, Castro et al. (2017) noted in their study of a professional development program that children did perform better after the teachers had professional development. Supporting the need for professional development, Chapman de Sousa (2017) stated that teachers need professional development to learn how to scaffold with dual language learners in their classrooms.

Wyatt, Chapman de Sousa, and Mendenhall (2017) studied professional development coaches assisting teachers in implementing the Center for Research on Education, Diversity, and Excellence (CREDE) model. Using this model, the coaches assisted teachers in learning about integrating diverse cultures into the classrooms. Thirteen teachers from the state of Hawaii participated in the study and went through CREDE training. The researchers found that after the training the teachers now had a need to change their teaching practices to conform to the needs of the children in their classrooms (Wyatt et al., 2017).

Culture in Relation to Dual Language Learners

Professional development that is not only focused on education but on culture can assist teachers in the challenges they face with dual language learners. Mellom, Straubhaar, Balderas, Ariail, & Portes (2018) focused research on a professional development initiative for teachers that focused on culturally responsive teaching practices and teacher's negativity towards dual language learners. Mellom et al. (2018) stated that teachers feel unprepared to meet the challenges of working with dual language learners due to added pressure to have students achieve high test scores. Using 47 teachers in the state of Georgia, general questionnaires and fidelity implementation of the professional development practices, researchers found that the culturally responsive professional development diminished some of the negativity the teachers had towards dual language learners. Wassell, Kerrigan, and Hawrylak (2018), researched teacher beliefs regarding cultural diversity in teacher preparation they stated that teachers need to understand the cultural diversity of the dual language learner students that they teach in order to be successful. Rizzuto (2017) recommended professional development for teachers about culture as well.

The National Association for the Education of Young Children (NAEYC) (2009) in its statement about Developmentally Appropriate Practices (DAP) stated that children's culture and language need to be taken into consideration when teaching. The DAP framework was designed to be beneficial young children's education and cognitive development (NAEYC, 2009). Garrity, Shapiro, Longstreth, and Bailey (2018) recommended better accommodations of culture into DAP. Another recommendation

was that professors of early childhood education higher education courses need to consider how culture influences teachers' implementation of DAP (Garrity et al., 2018).

Green (2019) conducted a qualitative study that examined what affected teachers as they interacted and implemented teaching for dual language learners. Using interviews of eight teachers, the author found that teachers were confused about culture. Green (2019) stated although it is a challenge for teachers it is not impossible for teachers to partner with other colleagues and the community to learn about their students' cultures. Green's (2019) recommendation was that all teachers engage in cultural competency through professional development (Green, 2019).

Other researches have pointed out the importance of culture and dual language learner language development. Kim (2017), did a qualitative study on dual language learners in the Midwest learning Korean and English at the same time, the study focused on honorifics which is how courtesy is expressed in language. The research was conducted at a preschool consisting of four-year old children totaling 12 children total (Kim, 2017). Data was collected using audio-recordings of the children speaking, observational field notes and interviews of parents and the teacher of the dual language students (Kim, 2017). A recommendation of the study was that teachers should be knowledgeable of the culture of the students they teach and how to incorporate culture into the classroom (Kim, 2017).

Ramírez-Esparza, García-Sierra, and Kuhl (2016), also did a research study that focused on culture and dual language learners. Ramírez-Esparza et al. (2016), researched the language development on infants who were dual language learners who were learning

Spanish and English. The research was conducted using 25 infants in the Seattle area using LENA (Language Environment Analysis Foundation), a device that measures language input, which assisted in looking at social interactions and language development with these infants (Ramírez-Esparza et al., 2016). The researchers ascertained that there are cultural differences between Spanish and English that do impact the language development of dual language learners (Ramírez-Esparza et al., 2016).

Teacher Beliefs

Teacher beliefs are important (Harrison & Lakin, 2018), especially when exploring perspectives regarding the support teachers need to meet the challenges of working with dual language learners. According to Jacoby and Lesaux (2017b), teacher beliefs assist in professional development. Hilliker and Laletina (2018), researched what teachers thought about dual language learners. The qualitative research involved asking teachers questions regarding student's language experiences, student motivation and cultural background of students (Hilliker & Laletina, 2018). Seventeen teachers were part of the study in the Northeast, where the program was implemented to assist teachers in obtaining an English as a Second Language certification (Hilliker & Laletina, 2018). The findings of Hilliker and Laletina (2018) concluded that teachers believed that culture and language were the most important aspects of dual language learner development. However, the researchers recommended professional development that covered how culture along with language work in the classroom and how to implement strategies (Hilliker & Laletina, 2018).

Teacher's beliefs about the dual language learners in their care vary (Harrison & Lakin, 2018). According to Mellom et al. (2018) and Harrison and Lakin (2018), teachers had a very negative view of the dual language learners in their classrooms. However, Sung, and Akhtar (2017) found that teachers had a positive belief about dual language learners. Rizzuto (2017) also found that teachers were welcoming of dual language students. Garrity et al. (2018) found in their study of preservice teachers that for the most part teachers had positive beliefs about dual language education however some results from their research showed the opposite. Strobbe et al. (2017) found that teachers had positive and negative beliefs about dual language learners.

Piker and Kimmel (2018) conducted a qualitative study to explore what early childhood teachers believed are the necessary attributes in preschool age children including dual language learners in order to be school ready for Kindergarten. Using data from 52 early childhood educators, Piker and Kimmel found that educators stated that social characteristics were necessary above other areas of learning, they stated that social and physical skills were equally as necessary for dual language learners. The researchers found that the preschool teachers believed that a focus on social, emotional, language and physical skills of their students was essential (Piker & Kimmel, 2018). The researchers recommended that preschool teachers work on these skills and leave the academics for kindergarten teachers to teach (Piker & Kimmel, 2018). Jacoby and Lesaux (2017b) found similar results in a research study of Head Start teacher's perceptions of Head Start mandates and found that teachers believed social, emotional, and regulatory skills were essential and at times more essential than academic instruction. In a different study two

years later, Jacoby and Lesaux (2019) found that teachers stated the social emotional skills were of the utmost importance in dual language learner's development.

Teachers also have beliefs about dual language acquisition that are misconceptions (Sawyer, et al., 2017). Harrison and Lakin (2018), noted that regardless of teacher's beliefs, be it positive or negative, teachers had misconceptions about how children acquire a second language. Teacher beliefs about dual language acquisition are often the opposite of what research states (Garrity et al., 2016). Schachter, Spear, Piasta, Justice, & Logan (2016) noted that although teachers believed appropriate educational practices for dual language learners, they did not implement them. Teachers should be knowledgeable of language development of dual language learners, having this knowledge will assist the dual language learners they teach (Sawyer et al., 2017). Teachers need to be open to knowledge about dual language learners' acquisition of language (Gleeson & Davis, 2016).

Teachers also have their own beliefs when it comes to using native language in the classroom. Bernstein et al. (2018), conducted a mixed methods study to explore teacher's beliefs about language, these teachers were new to educating dual language learners. Using the language ideology survey and 28 preschool teachers from the state of Arizona the researchers found that how experienced a teacher was predicted their beliefs about using a language that was different than English in the classroom. However, at the same time teachers were concerned about using native language in their instruction (Bernstein et al., 2018). Garrity, Aquino-Sterling, and Salcedo-Potter (2019) found in a research study done in California with Head Start teachers that teachers' beliefs about

people who can speak English and their native language were favorable; however, the teachers varied on the favorability of using the native language in the classroom.

Native Language

Just as Cummins (1981) pointed out in his language acquisition framework, native language plays an important factor in dual language learner development. Several research studies have been performed covering the topic of the importance of native language and dual language learner development (Choi et al., 2018; Garrity et al., 2018; Lewis et al., 2016; Pontier & Gort, 2016; Sánchez et al., 2018; Sawyer et al., 2016). Also, studies have noted that development of early language skills will predict academic success later in life for dual language learners (Edyburn, Quirk, & Olivia-Olson, 2018). Dual language learners are born in a variety of countries including the United States, are from a variety of economic backgrounds, and races (Ascenzi-Moreno, 2017). This may make using native language in the classroom a challenge.

Lewis et al. (2016) conducted a mixed methods study on the relationship between Spanish-English speaking Head Start dual language learner's home language and education experiences. Using the Bateria III Woodcock-Munoz and the Woodcock-Johnson III tests for 93 dual language Head Start students and with interviewing their mothers, the authors found that being exposed to native language was a very important part of the dual language learner's second language acquisition especially if classroom lessons are taught only in English (Lewis et al., 2016). Choi et al. (2018) also recommended that there be an emphasis on the dual language learner's home language,

and that it will be especially important if the dual language learner is in an all English classroom.

The United Nations Educational, Scientific, and Cultural Organization stated in their report on Universal Declaration on Cultural Diversity called for linguistic diversity with an emphasis on the native language of children of all education levels (Garrity et al., 2018). Sánchez et al. (2018) focused their research on dual language learner education on which translanguaging assisted in the development of both languages for the dual language learner. The recommendation of their research was that dual language learner curriculums need to change to encompass native language and translanguaging (Sánchez et al., 2018). A recommendation of Sawyer et al. (2016) was to offer professional development to the administrators of school programs to teach them on why a student's native language should be used in the classroom and the benefits of it. Dooly and Vallejo (2019) echoed the recommendation of offering professional development to administrators about the importance of using more than just English in the classroom. Oriana Aranda (2019) noted that teachers could benefit from bilingual education during their undergraduate years as well.

Jacoby and Lesaux (2017a) researched language and literacy instruction in a Head Start classroom. The researchers noted that Head Start teachers are encouraged to use children's native languages in the classroom (Jacoby & Lesaux, 2017a). However, what was observed during the research study was that the Head Start teachers only used the children's native language for behavior and for social emotional needs (Jacoby & Lesaux, 2017a). Jacoby and Lesaux (2017a), recommended that Head Start classrooms need to

reexamine how language and literacy are used in the classroom. Morris et al. (2018) also noted variations in the effectiveness of Head Start in the relation to dual language learners.

There have been research studies completed that focus on the use of native language in the classroom and its effectiveness or lack thereof (Pontier & Gort, 2016; Chapman de Sousa, 2017; Miller, 2017 & Garcia, 2017). Studies of previous research has shown that dual language learners who learn English by kindergarten do better in school than those who learn English later in life (Choi, Jeon, & Lippard, 2017). Pontier and Gort (2016) conducted an ethnographic study that examined how two Spanish/English dual language bilingual education early childhood educators used their bilingualism in the classroom. Using classroom video, observation and other noteworthy information from the classroom which had 17 early childhood students, the authors found that the teachers were successful in their teaching method due to coordinated translanguage approaches. Chapman de Sousa (2017) found in their study of instructional conversation in preschool classrooms with dual language learners that translanguaging was important in dual language learner participation in the classroom. Miller (2017) stated that children who were taught in their native language at the end of the year had better English outcomes. However, Garcia (2017) noted that native language did not have a change in the English vocabulary of dual language learners.

As discussed earlier in this chapter culture plays an important role in dual language learners in the classroom intertwined with that is the native language of the dual language learners. Arreguín-Anderson, Salinas-Gonzalez, and Alanis (2018) conducted a

qualitative study at a Head Start program in South Texas that looked at how children using translanguaging effected the culture of the classroom. Using two classrooms and 34 children focusing on the dramatic play area in the classroom collecting data using video recordings and journal entries the researchers found that the children's imagination, creativity, and behavior were better and a direct result of knowing two languages (Arreguín-Anderson et al., 2018).

Summary and Conclusions

An in-depth literature review was completed in relation to exploring Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. I searched for literature during the time frame of 2016 until 2019. The literature that was researched is related to dual language learners, teaching dual language learners, culture in relation to dual language learners, preservice and professional development of teachers of dual language learners, and native language of dual language learners being used in the classroom. During the literature review I found many overlapping themes within the literature that I reviewed for this research study.

I found that there was a gap in practice in exploring Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. This research study has filled that gap. Current literature found did not cover nor include education coordinators. This study extended the knowledge related to the practice and discipline as well as fill the gap in literature.

In chapter three, I provided an overview of the research design of this study. A basic qualitative research study was used to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. Chapter three provided an in-depth description of the research design for this study. The topics in the next chapter included the role of the researcher, participant selection, instrumentation, procedures for recruitment, participation, data collection, data analysis plan, trustworthiness, and ethical procedures.

Chapter 3: Research Method

The purpose of this basic qualitative research study was to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. In the first section of this chapter, I provide an overview the research design and approach along with a rationale for the selection of each. The second section of this chapter, I discuss my role in the research project. Overviews of the participant selection, instrumentation, participant recruitment and data collection procedures, and data analysis plan are provided in the third section. The fourth and final section of the chapter includes a discussion of trustworthiness and ethical issues.

Research Design and Rationale

I sought to answer the following RQs in this basic qualitative research study:

RQ1: What are Head Start teachers' perspectives regarding the support teachers need to meet the challenges working with dual language learners?

RQ2: What are the Head Start education coordinators' perspectives regarding the support teachers need to meet the challenges working with dual language learners?

The purpose of this study was to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. The experiences of the Head Start teachers and education coordinators that I interviewed were essential to understanding the challenges of working with dual language learners. Jim Cummins's (1981) language acquisition framework served as the conceptual framework for this study. This framework was

appropriate because the focus of this study was on the challenge for Head Start teachers in using the native language and the language of the classroom in teaching students. The study's attention to the misconceptions of how language is acquired also corresponded to what Cummins wrote about in his research.

I used a basic qualitative research design to explore participants' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. I conducted semistructured interviews to allow the participants the opportunity to share their perspectives regarding the challenges working with dual language learners (see Merriam & Tisdell, 2016). A qualitative research design is based on the understanding that a person's knowledge of an event makes meaning for them (Merriam & Tisdell, 2016). According to Merriam and Tisdell (2016), qualitative researchers are interested in three things: first, how participants perceive their reality; second, how participants create their reality; and last, how participants assign meaning to the experiences in their reality. Quantitative differs from qualitative research because quantitative research knowledge already exists and is waiting for the researcher to find it (Merriam & Tisdell, 2016). A qualitative research design was best for this study because it allowed me to understand the meaning of the study phenomenon from the participants' perspective (see Merriam & Tisdell, 2016). Numerical data would not have provided the meaning I was seeking to understand; however, interviews with the participants allowed me to ascertain the meaning of the phenomenon.

Role of the Researcher

According to Merriam and Tisdell (2016), the researcher is the dominant mechanism used in qualitative research. I have almost 20 years of experience in early childhood education. Throughout my career, I have held many different positions as a teacher assistant, teacher, child development advocate, early intervention specialist, and currently as an education director. During my career I have worked as a teacher with students who were dual language learners. I have also mentored teachers who have dual language learners in their classroom. Also, I am the mother of bilingual learners who at one time were dual language learners themselves.

I am aware of my potential biases and how they can impact the findings of a research study (see Merriam & Tisdell, 2016). I pushed aside any preconceived notions about the research study and my previous employment to ensure I remained objective. I collected data by conducting semistructured interviews, which I recorded. Journaling assisted me in remaining objective. I used an audit trail as suggested by Merriam and Tisdell (2016) that included a journal, member checking, and a peer reviewer, which assisted me in validating the findings and minimizing discrepancies. I kept a journal, which allowed me to write down any thoughts I had before, during, and after the interviews to keep my biases under control; keeping the journal also allowed me a space to write down any nonverbal cues that the digital recordings did not capture. I had each participant check a summary of draft findings to help eliminate any bias in my interpretations of the data. Participants were also asked to review their interview

transcripts. In addition, I had a peer reviewer review my findings to help eliminate any biases I might have interjected into the results.

This research study did not take place at my current place of employment. I have never worked for the Head Start program that participated in this study. I did not have any conflicts of interest at the Head Start program where this study was conducted, nor did I have any personal or professional friendships at the Head Start program. All participants were notified that participation in the research study was voluntary and that if they chose not to participate any longer they could do so at any time. In addition, I did not provide incentives to any participant in this study. I feel that these measures mitigated any ethical issues, conflict of interest, or power differentials in this study.

Methodology

I conducted a basic qualitative research study. I explored Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. A qualitative approach was an appropriate methodology for this study because it allowed me to understand the meaning of the phenomenon as experienced by the participants (see Merriam & Tisdell, 2016).

Participant Selection

I purposefully chose participants for this research study after I received approval from Walden's Institutional Review Board (IRB; approval no. 612-312-1210).

According to Merriam and Tisdell (2016), purposeful sampling is based on what the researcher wants to find out; therefore, the sample of participants must be those who have the most information to offer. The participants for this study were purposefully chosen

from a Head Start program in a Midwest state. I recruited eight Head Start teachers who had at least 1 year of teaching experience and at least one dual language learner in their classroom. I recruited teachers who had at least 1 year of teaching experience to ensure that participants had previous knowledge of teaching in the classroom. Participating Head Start teachers needed to have at least one dual language learner in their classroom so that they would know firsthand the challenges of teaching dual language learners.

I also recruited two Head Start education coordinators who had experience supporting Head Start teachers with dual language learners in their classrooms. However, the director was not informed of the final selection to keep the participants' names confidential. I recruited Head Start education coordinators who had at least 2 years' experience supporting teachers and who were supporting at least two classrooms that had dual language learners. Head Start education coordinators needed to have at least 2 years' experience supporting Head Start teachers so they would know the challenges teachers face working with dual language learners.

I reached out to the director of a Head Start program in a Midwest state asking the director to provide a list of possible participants for this study who met the criteria for both Head Start teachers and Head Start education coordinators. Written permission was obtained by the director of the Head Start program to conduct the study. I sent e-mails to the potential participants explaining the study and asked them to reply if interested with an attached flyer (see Appendices C and D). I included the consent form in the e-mail as well. When the potential participants replied to my e-mail, I replied and confirmed that they did indeed meet the criteria for the study. I asked the participants to reply to the e-

mail stating, "I consent," if they agreed to be in the study. I instructed the participants to keep a copy of the consent form for their records. I asked the participants for their phone number after I obtained consent. Participants were also notified that they could leave the research study at any time and for any reason. Once the participants were selected, they were assigned pseudonyms to keep their names confidential. All notes pertaining to the study were placed in a locked filing cabinet at my residence, and any information gathered electronically about the participants on my computer in my residence that is password protected.

The sample size for this study was eight Head Start teachers and two Head Start education coordinators. According to Merriam and Tisdell (2016), a small sample size would be enough to glean rich and meaningful data that allowed me to reach data saturation. Saturation occurs when data collection yields no new data (Merriam & Tisdell, 2016). This sample size of participants was enough to collect in depth data for the study and answer the RQs.

Instrumentation

According to Merriam and Tisdell (2016), qualitative data collection is about asking questions, observing, and analyzing. For this study, I obtained data through semistructured interviews of Head Start teachers and Head Start education coordinators. The instrumentation for this study was the interview questions that I set in place. The basis for the interview questions was the literature that I researched in preparation for the study in relation to challenges working with dual language learners as well as the conceptual framework. I kept a journal to write down notes about the environment and

body language. The journal also allowed me to list any thoughts I had before, during, and after the interviews to keep my biases under control. To make sure I was collecting accurate data, I digitally recorded the semistructured interviews using a Sony digital voice recorder. In using these forms of instrumentation, I had rich data to analyze.

Interview protocols. The interview protocols (see Appendices A and B) included, a list of open-ended questions that I asked the participants. I asked the participants where I could interview them that was convenient, as well as what day and time was best for them. I reviewed key aspects of the consent form with the participants and offered an additional copy for the participants to keep. I interviewed the participants one time in which each interview lasted approximately 45 to 60 minutes in length. I also had an option of interviewing participants via Zoom depending on their preference. I obtained participants' consent via e-mail. I instructed the participants to keep a copy of the consent form for their records. I protected the identities of the participants by using pseudonyms in my data collection. When interviewing the participants, I used a list of interview questions (see Appendices A and B) to ensure I asked all questions to the participants.

Prior to interviewing the participants, I piloted the interview questions with two colleagues. Since I am a novice researcher, this allowed me a chance to practice interviewing and to ensure I had the right questions for my study, including the number of questions, to gather substantial, rich data (Merriam & Tisdell, 2016). I did not change the interview guide after conducting two practice interviews. There were no suggestions during this process, the interview guides remained the same.

Sufficiency. I asked the participants to be honest and open in answering the interview questions. The open-ended interview questions assured that I was able to obtain the perspectives of the Head Start teachers and Head Start education coordinators. The interview questions were designed to assist me in answering the RQs that were supported by research gathered in this study, along with the conceptual framework. To assist me in making sure I had accurate data, I used a Sony digital voice recorder to digitally record the interviews with the participants. All participants were notified that the interviews were recorded.

Procedures for Recruitment, Participation, and Data Collection

Procedures for Recruitment. After I received approval from Walden's IRB, I began the recruitment process for this study. The participants for this study were currently employed at a Head Start program in a Midwest state. I recruited eight Head Start teachers that teach three to five-year-old children, had at least one-year teaching experience, and had at least one dual language learner in their classroom. I also recruited two Head Start education coordinators who had at least two years' experience supporting teachers and were currently supporting at least two classrooms that had dual language learners within the classrooms. I provided the director of the Head Start program a permission letter to allow me to complete the research study at the Head Start program in a Midwest state. Then, I asked the director of the Head Start program to provide a list of possible participants for this study who met the criteria for both Head Start teachers and Head Start education coordinators. I then sent e-mails to the potential participants explaining the study and asked them to reply if interested with an attached flyer (see

Appendices C and D). The potential participants replied to my e-mail and stated interest in the study, I sent them the consent form to review. I also, replied and confirmed that they did indeed meet the criteria for the study by asking them. I asked the participants to reply to the e-mail stating, "I consent," if they agreed to be in the study. I asked the participants for their phone number after I had obtained consent. I instructed the participants to keep a copy of the consent form for their records. I only had eight Head Start teachers who agreed to be a participant in the research study and two Head Start education coordinators. I did not have too many Head Start teachers or Head Start education coordinators who wanted to participate, I accepted the first eight teachers and two education coordinators into the study. For any additional participants, I would have explained that the study was full and that they would have been placed on a wait list, if someone left the study, I would have contacted them and thanked them for their interest; however this did not happen. If too few people wanted would have participated in the study, I would have reached out to other Head Start program directors in a Midwest state about participating in the proposed study; however, this did not happen.

Procedures for Participation. I asked the participants where I could interview them that was convenient and private for them, as well as what day and time was best for them. I let the participants know that their identity would be kept confidential. I also had an option of interviewing participants via Zoom depending on their preference. Consent forms were given to each participant via e-mail and I asked participants to reply, "I consent," to agree to the consent form. I instructed the participants to keep a copy of the consent form for their records. I explained to the participants that this research study is

for educational purposes only. I made it clear to participants that identifying information would not be shared, and that I assigned a pseudonym in place of their real name. The participants were informed that not even the Head Start director would know who did and did not participate in the study. I provided my phone number to participants as well as my e-mail address and let them know to contact me at any time with questions. I explained to each participant that they could withdrawal from the study at any time and for any reason.

Data Collection. Data was collected through semistructured interviews of the participants. A Sony digital voice recorder was used to digitally record each individual interview. I kept a journal to write down notes about the environment and body language. I reviewed key aspects of the signed consent form with the participants and offered an additional copy for the participants to keep. I interviewed the participants one time in which each interview lasted approximately 45 to 60 minutes in length. When I transcribed the interviews from the digital recording, I contacted the participants to read through my interview transcripts for accuracy. Once I had completed the coding process, I sent each participant via e-mail a one-page summary of draft findings from their interview for member checking. I asked the participants in the e-mail to confirm the accuracy of the draft findings' summary. When the participants responded back to me after member checking, I thanked them for their time in the study and asked them to contact me if any questions should arise. All transcriptions and draft findings were placed on my computer in a password protected file in my residence.

To increase the validity of the findings, I had a peer reviewer who holds a

doctorate degree review my findings. I selected a colleague of mine to assist me in this process. Once the peer reviewer was selected, they signed a confidentiality agreement (see Appendix F). This person did not know the true identities of the participants and only viewed the information with the pseudonyms. This person mirrored my method of coding. After their analysis was complete, they put all documents onto a flash drive and deleted any hard copies immediately. This data assisted me in checking my own analysis of data, along with alleviating any biases that I had during the process.

Data Analysis Plan

Data analysis in qualitative research is making sense of verbal, and sometimes visual material, through classifying and interpreting data (Merriam & Tisdell, 2016). Data analysis helped me bring to light Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. After each of the semistructured interviews with the participants, I reviewed the digital recording of the Sony digital voice recorder from the interviews and the journal notes taken looking for themes. I initially looked for accuracy and then themes showed up immediately. I continued to compare interviews of the participants until all the interviewing was complete. I was the only person who had access to the data of this research study, and the data was always locked in a safe place at my residence inside a fireproof safe.

I transcribed the participant interviews myself. I transcribed the interviews into a Microsoft Word document. I used Microsoft Word due to my familiarity with the software program. These transcriptions assisted me in looking for themes exploring

Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. Each participant verified their transcriptions for accuracy to ensure I did not misinterpret any of their thoughts they had during the interviews. I asked the participants to reply to me via e-mail that the transcripts portrayed their responses to my questions accurately.

The data that was collected through the semistructured interviews was analyzed using in vivo coding in the first round of coding. In vivo coding is a way to code the data based on the language that is used by the participants in the research (Saldaña, 2016). Using in vivo, I reviewed the transcripts of the participants' interviews looking for words and phrases that are emphasized by the participants. I probed for repeated words or phrases, nouns that have impact, verbs with action, expressive language, metaphors, astute phrases, and similes. This assisted me in capturing the voices of the participants. After analyzing the first round of coding process, I looked for themes and categories. I then wrote out a list of themes in an outline format. I then took a break from analyzing the data for a week. After a week I revisited the data and analyze it again. In doing this it helped to eliminate any bias on my part by analyzing the data with fresh eyes.

Discrepancy cases may arise during the research study. According to Merriam and Tisdell (2016), discrepant case analysis is when data might differ from the emergent findings. If discrepant data occurs during the research study, I will add all evidence of it to the findings. It is important that I include all discrepancy cases to ensure validity of the findings. I used an audit trail suggested by Merriam and Tisdell (2016) that included a journal, member checking, and a peer reviewer, which assisted me in validating the

findings and minimize discrepancies. A peer reviewer assured that my findings were based on the data that I collected. I looked for a peer reviewer that had a doctoral degree. This person mirrored my data analysis plan and revealed their findings on a flash drive to keep the data confidential. All hard copies and the flash drive are stored in a fireproof safe, along with the rest of the data. The hard copies and the flash drive will be destroyed after five years. I compared both analyses to validate the results and reduce the discrepancy cases. All findings are reported in chapter four.

Trustworthiness

For trustworthiness to occur the data that was collected needed to be consistent and reliable (Merriam & Tisdell, 2016). Throughout the study, I used various strategies that ensured consistency and reliability of the data I collected. Credibility, transferability, dependability, and confirmability strategies ensured the trustworthiness of the research study. Below I explained these strategies in detail.

Credibility

Credibility was established in this research study by using different strategies such as triangulation, member checks, saturation, reflexivity, and peer review. Triangulation is the strategy of collecting data from different sources that assisted in providing validity and reliability of the data collected (Merriam & Tisdell, 2016). The different sources of triangulation were interviews with Head Start teachers and Head Start education coordinators, along with journal notes that were applicable, data from the member checking process, and data from the peer reviewer. Member checking was used to strengthen the validity by providing a one-page summary of the draft findings to allow

each participant for this study a chance to check the accuracy of my interpretation of the analysis of data that was from their responses during their individual interviews (Merriam & Tisdell, 2016). The strategy of reflexivity was accomplished by having a journal for me to reflect upon my biases. According to Merriam and Tisdell (2016), reflexivity is understanding how the researcher's values and expectations for the study influence how the study was conducted and concluded. The journal was a diary of the events of the research study from beginning to end, including my thoughts as the study progressed. Finally, a peer review took place to assure that my findings were based on the data that I collected. The peer reviewer has a doctoral degree. The peer reviewer signed a confidentiality agreement (see Appendix F) before they reviewed any material, and they were not be privy to the names of the participants.

Transferability

External validity or transferability is about how far the findings of any one study can be applied to other studies (Merriam & Tisdell, 2016). I used the strategies of thick description and variation in participant selection to accomplish transferability. A thick description of the details of this study are documented this facilitated transferability (Merriam & Tisdell, 2016). I looked to recruit a diverse population for this study; however, this proved difficult as I was relying on Head Start teachers and Head Start education coordinators criteria of working with dual language learners, and I was not yet privileged to know the diversity of the participant population. I was able to recruit a diverse population for this study; three of the participants were Caucasian, four were

African American and three were Middle Eastern American. All the participants were female.

Dependability

The strategies used for dependability were audit trails and triangulation. An audit trail suggested by Merriam and Tisdell (2016) included: a journal, member checking, and a peer reviewer. Audit trails showed an accurate narrative of the methodology, procedures of the study and how decisions were made about the study (Merriam & Tisdell, 2016). The journal as part of the audit trail served as a diary of the events of the research study from beginning to end including my thoughts as the study progressed. First participants were asked to review their interview transcripts for accuracy. Once that data had been analyzed, participants were provided with a one-page summary of draft findings from their interviews via e-mail for member checking. A peer review took place to assure that my findings accurately analyzed the data that I have collected. The peer reviewer holds a doctorate degree and mirrored my method of analysis to avoid any biases from myself or the reviewer. Triangulation was established through interviews of Head Start teachers and Head Start education coordinators. I used triangulation to increase the validity of this study by gathering multiple sources of data through interviewing eight Head Start teachers and two Head Start education coordinators. Triangulation assisted in providing validity and reliability of the data collected (Merriam & Tisdell, 2016).

Confirmability

The strategy that I used to ensure confirmability is reflexivity. Reflexivity is when the researcher looks at themselves through a critical lens of self-reflection examining their biases (Merriam & Tisdell, 2016). I used a reflective journal throughout the study process so that I could reflect on any biases I noticed emerging within myself. I described the details of the study in my journal, and I also detailed any thoughts and feelings I had, at the moment of my journaling to eliminate any biases. I also took notes during the interviews to track any non-verbal cues that the digital recording did not detect.

An additional strategy for confirmability was that I piloted the interview questions (see Appendices A and B) with two colleagues. Since I am a novice researcher, this allowed me a chance to practice interviewing and to ensure I had the right questions for this study, including the number of questions, to gather substantial, rich data (Merriam & Tisdell, 2016). I did not need to change the interview guide after conducting the two practice interviews. There were no suggestions during this process; therefore, the interview guides remained the same.

Ethical Procedures

I received approval from Walden University's IRB before beginning the study. In preparation for this research study, I completed the "Protecting Human Research Participants" online training offered by PHRP Online Training, LLC. and was awarded a certificate of completion. I have protected the privacy of all participants by use of pseudonyms. No identifying information was used about the participants nor the Head

Start program that they are employed. I treated all participants with respect and informed them of their rights regarding the study and informed them that they could leave the study at any time. I provided the participants with a letter (see Appendix C) via e-mail to explain the study, which also explained to the participants their right to leave the study at any time. I also, provided the participants with a consent form via e-mail giving me the permission to interview them and giving me permission to digitally record them during the interviews using a Sony digital recorder.

All data collected during this research study will remain confidential. I am the only person who knows the identity of the participants. I assigned each participant a pseudonym in which they are known in the study. I am the only person who has access to the data of this research study and the data is always be kept in a fireproof safe place at my residence. Five years after this study is completed, all data from this study will be destroyed. Any hard copies will be shredded, and all files stored on a password protected computer will be deleted.

Summary

In this chapter, an overview was provided of the research method for this study. In the first section of this chapter, I discussed the research design and rationale as well as the research approach I chose. This was a basic qualitative research study to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. After the role of the researcher, methodology, participant selection, and instrumentation were discussed. In the second section of this chapter, I included how participants were

recruited, along with the data collection procedures and data analysis. Finally, in the third and final section of the chapter, I included trustworthiness and ethical issues. In chapter four, I provided an overview of the findings of the research study.

Chapter 4: Results

The purpose of this basic qualitative study was to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. The results of this study helped to fill a gap in the literature on teaching practice and increased the understanding of how to better prepare teachers to meet the challenges of teaching the dual language learners in their care. Study findings contribute knowledge to the field of early childhood and may lead to positive social change. Those who may benefit from the findings of this study are early childhood professionals such as teachers, education coordinators, management, governing board members, and other administrators. This study could lead to positive social change by assisting administrators in the development of professional training for staff in the local Midwest, and possibly national, settings that Head Start serves.

I sought to answer the following RQs in this basic qualitative research study:

RQ1: What are Head Start teachers' perspectives regarding the support teachers need to meet the challenges working with dual language learners?

RQ2: What are Head Start education coordinators' perspectives regarding the support teachers need to meet the challenges working with dual language learners?

In this chapter, I present the results of this basic qualitative study including the themes that emerged from the analysis of interviews I conducted with the Head Start teachers and Head Start education coordinators. First, I describe the setting of the study and provide an overview of the data collection and analysis procedures. The results of the study and

evidence of trustworthiness follow. The chapter concludes with a summary of key points.

Setting

The participants in this study were eight Head Start teachers, one Head Start education coordinator, and one site manager. I had planned to include two education coordinators, but the program only had one. After finding out that the site managers assist the education coordinator in mentoring and training staff about dual language learners, I asked a Head Start site manager to participate, and she signed the consent form. To keep the identities of the education coordinator and site manager confidential, I labeled them EC1 and EC2. The Head Start teachers and Head Start education coordinators are employed at a Head Start program in a Midwestern U.S. state.

Eight Head Start teachers agreed to be interviewed for this study. Their teaching experience ranged from 2 to 30 years. Three teachers had 2 years of experience, one teacher had 5 years of experience, two teachers had 10 years of experience, one teacher had 17 years of experience, and one teacher had 30 years of experience. At the time of this study, there were three to 24 dual language learners in the classrooms of the Head Start teachers who agreed to be interviewed in this study. There were six individual classrooms with the following number of students in each respective classroom: three, four, six, seven, eight, and 10. Two classrooms had 24 children who were dual language learners. The inclusion criteria for Head Start teachers was that they have at least 1 year of experience teaching and at least one student who was a dual language learner in their classroom. The Head Start teachers who participated in this study had degrees ranging

from associate degrees in early childhood education to Master of Education degrees. One participating teacher had an associate degree, six had bachelor's degrees, and one had a master's degree in education,

The Head Start education coordinator sample for this study consisted of one education coordinator and one site manager who had been in their roles 9 to 16 years. The education coordinator had 9 years of experience in this position while the site manager had 16 years of experience. The education coordinator supported 50 teachers while the site manager supported 22 teachers. Both participants had Master of Education degrees. The inclusion criteria for the Head Start education coordinators was that they have at least 2 years in their position and currently support at least two classrooms with dual language learners. During the research study, there were no changes in participants, budget, or in the program that might have affected the interpretation of the study results. A summary of the participant demographics is shown in Table 1.

Table 1

Participant Demographics

Participant code	Gender	Years in position	Degree level
T1	Female	10	Master's
T2	Female	2	Bachelor's
T3	Female	2	Associate's
T4	Female	2	Bachelor's
T5	Female	5	Master's
T6	Female	17	Bachelor's

T7	Female	10	Bachelor's
T8	Female	30	Bachelor's
EC1	Female	9	Master's
EC2	Female	16	Master's

Data Collection

After I received approval from Walden's IRB, I began the recruitment process for this study. The participants for this study were currently employed at a Head Start program in a Midwestern state. After I obtained IRB approval, I asked the director of the Head Start program to provide a list of possible participants for this study who met the criteria for both Head Start teachers and Head Start education coordinators. The director of the Head Start program provided me with a list of 22 Head Start teachers and staff who perform education coordinator duties at the administrative and site level. I then sent e-mails to the potential participants explaining the study and asking them to reply if interested; the e-mail included an attached flyer (see Appendices C and D for the letter and flyer, respectively). I also included the consent form in the e-mail. Within the first week after sending out the e-mail, I received an e-mail response from five potential participants. After 2 weeks of waiting for additional potential participants to respond, I sent a follow-up e-mail. I then had an additional six potential participants respond to my e-mail. One of the potential participants who replied to my e-mail did not meet the qualifications of this study because she did not work directly with the teaching staff. I received e-mails from three potential participants who were Head Start teachers who

declined to be a part of the study. Among the 22 e-mail addresses that the director of the Head Start program director gave to me was an e-mail address for a Head Start teacher that would not work and continued to bounce back.

When collecting the data, I used the interview protocol (see Appendix A) for Head Start teachers and Head Start education coordinators (see Appendix B). All participants were interviewed in person. The participants were interviewed individually and only once. Although I had asked the potential participants to reply with the words “I consent” after reading the consent form that was attached to the invitation e-mail, I only had one person who followed those instructions. Most participants replied with “yes I would like to participate.” Therefore, when I met with the participants in person, I went over the consent form with them and had them sign it. I answered any additional questions they had and let them know that they could stop participating at any time and for any reason. I also offered them an additional copy of the consent form to keep for their own records.

Although the plan was to have the interviews take from 45 to 60 minutes, the interviews only lasted from 20 to 35 minutes each, including the time spent reviewing the consent form. Each interview was recorded on a Sony digital voice recorder. I explained to each participant that I would be recording their interview at the time consent was reviewed and obtained from them. I assured the participants that no one else would hear the recordings but me and that the purpose was to ensure accuracy. I explained to the participants that this research study was for educational purposes only. I made it clear to participants that identifying information would not be shared and that I would assign

them a pseudonym in place of their real name. The participants were also informed that not even the Head Start director would know who did and did not participate in the study. I provided my phone number to participants as well as my e-mail address and let them know they could contact me at any time with questions. I explained to each participant that they could withdraw from the study at any time and for any reason. I explained that participant names, consent forms, and digital voice recordings would be stored in a file separate from the list of pseudonyms and that only I would have access to these items.

After the interviews were completed, I let the participant know that I would be e-mailing them a transcript of the interview. I explained that this would assist me in checking for accuracy to ensure I did not misinterpret any of their thoughts they had during the interviews. I informed the participants that they would receive the e-mail from me within two weeks. I told them I would be asking them to review the transcript when they received it and asked them to let me know if it was accurate. I also let each participant know that I would be e-mailing a one-page summary of draft findings once the data was analyzed to strengthen the validity of my findings. I then thanked the participant for their time for the interview, the review of the transcript, and the review of the one-page data analysis.

Data Analysis

After each of the semistructured interviews with the participants, I reviewed the digital recording of the Sony digital voice recorder. I then transcribed the interviews into a Microsoft Word document. After I e-mailed a transcript of the interview to the participant, each participant verified their transcriptions for accuracy to ensure I did not

misinterpret any of their thoughts they had during the interviews. I asked the participants to reply to me via e-mail that the transcripts portrayed their responses to my questions accurately. I only had one participant, an education coordinator, who replied to my e-mail asking that I change one of her answers. All other participants stated the transcript was accurate. The transcripts to the interviews are kept on my computer in my residence that is password protected. The Sony digital voice recorder was locked in a safe place at my residence inside a fireproof safe.

All participants were assigned a pseudonym in which they are known in the study. I assigned all the Head Start teachers the letter T with a number after it such as T1. The teachers were assigned a number based on the order I interviewed them in. I assigned all the Head Start education coordinators the letters EC with a number after it such as EC1. The education coordinators were assigned a number based on the order I interviewed them as well.

The data from the semistructured interviews were used to answer the RQs. I initially began looking for accuracy and then for themes that emerged. The transcriptions of the interviews assisted me in looking for themes exploring Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. The data that was collected through the semistructured interviews was analyzed using in vivo coding in the first round of coding. Using in vivo, I reviewed the transcripts of the participants' interviews looking for words and phrases that were emphasized by the participants. I probed for repeated words or phrases, nouns that had impact, verbs with action, expressive language,

metaphors, astute phrases, and similes. This assisted me in capturing the voices of the participants. After analyzing the first round of coding process, I looked for themes and categories. I then wrote out a list of themes in an outline format. I then took a break from analyzing the data for a week. After a week I revisited the data and analyze it again. In doing this it helped me to eliminate any bias on my part by analyzing the data with fresh eyes.

Three themes began to emerge from the data. The first theme was that the participants all had a positive outlook on using native language both in the classroom and being used at home. The second theme was the perspective on support needed to meet the challenges of working with dual language learners varied from teacher to teacher and from teachers to education coordinators. The third theme was the positive outlook that participants had about teaching dual language learners, while recognizing the need for support in meeting the challenges of working with dual language learners.

Results

The purpose of this basic qualitative study was to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. The RQs guided this basic qualitative research study were developed with the goal of exploring Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. The data analysis process using in vivo coding produced the following themes:

Theme 1: Positive Perspective on Using Native Language

Interview data from both Head Start teachers and Head Start education coordinators showed a positive perspective on using native language in the classroom as well as in the home. When asked, “What is your perspective on using children’s native language in the classroom” T1 said:

Oh, it’s key it is important it is useful it helps me to learn more about them.

T4 linked importance to a child’s sense of identity sharing that,

I think it’s important for the child’s identity. I think it’s important for all kids to become diverse in every aspect, language, culture they need to learn about other cultures. I think it’s culturally important for them to learn other languages as well, internationally.

T3 discussed the importance connecting it to a child’s feelings of value,

I think that it is very important, not only for the children to feel valued and be able to express themselves but for the educators as well. America is this huge diverse place; I enjoy hearing different languages and getting to know my kids and their families and their culture. So, I think that it is very important continue to use their language and culture in the school.

EC2 and T6 discussed talking to parents about how children need to keep their native language as well,

EC2 said, I think it is very, very important. So, we need that support of the family because a lot of families want the child to learn English and forget about the home language. We need to educate the families that we want the child to learn the

English, but we also want them to keep their home language. I don't think families understand how wonderful it is for their child to be a dual language learner.

T6 said, I feel that it is awesome we have kids that speak more than one language and I keep telling the parents don't stop speaking that home language at home. Because they learn like a sponge and they could learn more than four languages if they could. Some parents come to me and say maybe we should just speak English and I encourage them to speak their home language.

When asked, "What is your perspective on children speaking their native language at home," the responses were equally positive and unanimous from both Head Start teachers and Head Start education coordinators:

EC 1 said, I think they should, absolutely because if you don't speak it at home you won't learn it and you will lose it, you will lose it.

T5 and T3 shared that the importance of being able to communicate with family members,

T5 said, I think that is important for them to speak their native language at home. Especially if they don't have an opportunity to do it anywhere else. So, they need to keep that, because it's important for their culture to communicate with their other family that doesn't speak English. So, it's definitely important.

T3 said, I think that is important too, I know in the training we had they said that children who are learning a second language are more intelligent because they are hearing two different things. Some of them go to their homelands, and they don't

speaking English there, so it is good for the kids to communicate with their other family members in that way too.

T1 discussed the importance of children speaking their native language in connection to culture.

They have to keep doing it, they have to, I wouldn't say once they learn English that's it. Keeping the culture that's you know the parents are their first teachers, so they have to know where they come from. They have to know everything they can about their culture. You know so they can't become so Americanized that they do it anymore, so they don't have those values. Because they have some strong values those families. They do some things I think wow this would have been great coming up with these values, I would have loved to have taught my own child these values. I think it is important.

Theme 2: Perspective on Support Needed Varies

Interview data from all Head Start teachers showed that they have a varying perspective of what support they need to be successful when teaching dual language learners. All participants interviewed realized that support was needed; however, their perspectives of what support is needed to successfully teach dual language learners were different. When asked, "What support do you feel you need to be successful teaching dual language learners?" These were their responses:

T3 said, different reading materials, we try to put some of their words around the room. It would be so much easier if we had extra support.

T1 believed that parent support and translation is a needed support.

Parent support is key, because we have to know what is going on with the kids and then we need the support of the translation, to make sure that the parents understand what we are trying to do.

T4 and T7 echoed the belief that a translator is needed to be successful.

T4 said, having a translator in the room. Learning some other language, a little bit, for example I don't speak Spanish. Learning some words to help with the care of that child.

T7 said, a translator, if we could come up with a system on the computer or an iPad or something.

While T8 shared that more trainings on culture is a needed support.

I would like to attend more trainings to learn more about other cultures.

When Head Start education coordinators were asked the same question of, "What support do you feel you need to be successful teaching dual language learners," their responses were similar in some aspects of Head Start teachers needing translators or training in culture. However, both Head Start education coordinators pointed out the need for teachers to have additional curriculum training:

EC2 said, more translators, translators that are in the culture and understand what we are trying to get across and an understanding of the curriculum.

I think that teacher's need support in implementing the curriculum. The curriculum itself supports dual language learners; so, if teachers are supported and coached in it, they in turn can support dual language learner students. EC1 said,

additionally, teacher's need cultural sensitivity and awareness training throughout their career.

Theme 3: Positive Outlook with a Need for Support

Interview data also showed a positive outlook from Head Start teachers and Head Start education coordinators on what else they wanted me to know as a researcher about dual language learners. However, participants expressed the need for extra support with dual language learners. When asked the question, “Is there anything else you want me to know,” These were the responses I received:

T8 said, it’s a good opportunity for the kids to be around other kids who speak a second language.

T5 said, I enjoy dual language learners; I appreciate how fast they can learn two languages when they are young. I think that it is important for their brain development to learn the languages, both of them, even if they are mixing the two up together, they are communicating and communicating is important.

T7 said, we welcome them (dual language learners) into our classroom. The only problem I have is that we need more support in the program.

EC2 said, different cultures and different children we are all basically the same we just speak different languages.

T6 said, I love it. I wish I could learn other languages.

T3 said, we just need more support. Especially when it is me and another teacher and neither of us speak another language. What we are doing at school I want to

make sure they are doing at home too and it's had when there is that language barrier.

These themes connected to RQ1: What are Head Start teachers' perspectives regarding the support teachers need to meet the challenges working with dual language learners? These themes also connected to RQ2: What are the Head Start education coordinators' perspectives regarding the support teachers need to meet the challenges working with dual language learners?

Evidence of Trustworthiness

For trustworthiness to occur the data that was collected needed to be consistent and reliable (Merriam & Tisdell, 2016). Throughout the study, I used various strategies that ensured consistency and reliability of the data I collected. Credibility, transferability, dependability, and confirmability strategies ensured the trustworthiness of the research study. Below I explained these strategies in detail.

Credibility

Credibility was established in this research study by using different strategies such as triangulation, member checks, saturation, reflexivity, and peer review. The different sources of triangulation were the interviews with Head Start teachers, Head Start education coordinator and Head Start site manager, along with the journal notes that were applicable, data from the member checking process, and data from the peer reviewer. Member checking was used to strengthen the validity, by providing a one-page summary of the draft findings that allowed each participant in this study a chance to check the accuracy of my interpretation of the analysis of data that was from their

responses during their individual interviews (Merriam & Tisdell, 2016). The strategy of reflexivity was accomplished by having a journal for me to reflect upon my biases. The journal was a diary of the events of the research study from beginning to end, including my thoughts as the study progresses. Finally, a peer review took place to assure that my findings were based on the data that I collected. The peer reviewer had a doctoral degree in Philosophy of Education with a focus on early childhood education. The peer reviewer signed a confidentiality agreement (see Appendix F) before they reviewed any material, and they were not privy to the names of the participants of this study.

Transferability

I used the strategies of thick description and variation in participant selection to accomplish transferability. I was able to recruit a diverse population for this study; three of the participants were Caucasian, four were African American, and three were Middle Eastern American. However, all the participants were female. This study could be transferred to other early childhood programs beyond that of Head Start and into elementary school settings as well.

Dependability

The strategies I used for dependability were audit trails and triangulation. An audit trail included: a journal, member checking, and a peer reviewer. The journal as part of the audit trail served as a diary of the events of the research study from beginning to end including my thoughts as the study progressed. First participants were asked to review their interview transcripts for accuracy. Once that data had been analyzed, participants were provided with a one-page summary of draft findings from their

interviews via e-mail for member checking. A peer review took place to assure that my findings accurately analyzed the data that I had collected. The peer reviewer had a doctorate degree in Philosophy of Education with a focus on early childhood education and mirrored my method of analysis to avoid any biases for myself or the reviewer. Triangulation was established through interviews of Head Start teachers, Head Start education coordinator and Head Start site manager. I used triangulation to increase the validity of this study by gathering multiple sources of data through interviewing eight Head Start teachers, one Head Start education coordinator, and one Head Start site manager.

Confirmability

The strategy that I used to ensure confirmability is reflexivity. Reflexivity is when the researcher looks at themselves through a critical lens of self-reflection examining their biases (Merriam & Tisdell, 2016). I used a reflective journal throughout the study process so that I could reflect on any biases I noticed emerging within myself. I described the details of the study in my journal, and I also detailed any thoughts and feelings I had, at the moment of my journaling to eliminate any biases. I also took notes during the interviews to track any non-verbal cues that the digital recording did not detect.

An additional strategy for confirmability was that I piloted the interview questions (see Appendices A and B) with two colleagues. Since I am a novice researcher, this allowed me a chance to practice interviewing and to ensure I had the right questions for this study, including the number of questions, to gather substantial, rich data (Merriam &

Tisdell, 2016). I did not need to change the interview guide after conducting the two practice interviews. There were no suggestions during this process; therefore, the interview guides remained the same.

Summary

In this chapter, an overview was provided of the results for this study. In the first section of this chapter, I discussed the setting for this basic qualitative research study to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. In the second section of this chapter I included the data collection, data analysis, and results. Finally, in the third and final section of the chapter, I included evidence of trustworthiness.

Head Start teachers' perspectives regarding the support teachers need to meet the challenges working with dual language learners varied from teacher to teacher. Some teachers felt that having more translators in the classroom or to communicate with parents would help. Other Head Start teachers felt that additional trainings on dual language learners, culture, or learning a second language themselves would support their work with dual language learners. While others felt that additional books would support them in their work.

Head Start education coordinators' perspectives regarding the support teachers need to meet the challenges working with dual language learners were very similar. They both felt that if the Head Start teachers had more training with the curriculum they use and were implementing it correctly that the teachers would have the support they need.

EC 1 mentioned that Head Start teachers could also use additional training in cultural sensitivity. While EC 2 stated that translators would assist the teacher in their work with dual language learners.

In chapter five, I discussed the interpretation of the findings and limitations of the study. In addition, I also discussed my recommendations and implications for research into the support that Head Start teachers need to meet the challenges of working with dual language learners. Finally, I discussed the conclusion of this study.

Chapter 5: Discussions, Conclusions, and Recommendations

The purpose of this basic qualitative study was to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. In the Midwestern state where the study took place, 15% of the population between the ages of 0 to 5 are dual language learners (Park et al., 2017). The study's implications for positive social change include improved professional development for teachers about dual language learners, which may benefit the young dual language learners in teachers' classrooms and improve child academic outcomes.

Analysis of study data indicated that the participants realized the need for support to meet the challenges of working with dual language learners. However, the types of support participants said were needed varied from teacher to teacher and from teachers to education coordinators. Participants had perspectives as to what support they needed. I also discovered that all participants had a positive perspective on using a student's native language in the classroom. Additionally, participants also endorsed students continuing to speak their native language at home as well.

Interpretation of the Findings

The findings of my study confirmed those of the peer-reviewed literature discussed in Chapter 2. Specifically, the findings confirmed that teachers receiving professional development on the topic of dual language learners had positive beliefs about dual language learners, findings which were noted by Spies et al. (2017) and Solari et al. (2016). Sung and Akhtar (2017) also found that teachers had a positive belief about

dual language learners while Rizzuto (2017) found that teachers were welcoming of dual language students.

In Chapter 2's literature review, I discussed several different themes that appeared to overlap. Those overlapping themes were preservice training, professional development for teachers, culture in relation to dual language learners, teacher beliefs, and native language. The results of this study showed that Head Start teachers realized they need additional support to meet the challenges of working with dual language learners. At the same time, participants noted that they had been offered many overlapping types of support that could assist in meeting the challenges. In their responses, participants mentioned the need for additional training. Their responses also indicated that they understood the relation to culture in their classrooms, had positive beliefs, and understood the value of native language both in the classroom and at home.

The conceptual framework for this research study was Jim Cummins's language acquisition framework. Cummins's (1981) framework has three parts: BICS, CALP, and CUP. Cummins implored teachers to tell their student's parents to speak their native language at home, because this would assist their child's English and home language development. Consistent with Cummins, participants of this study reported feeling that children should keep their native language with several participants stating that children need to use their native language so they would not lose it. Additionally, Cummins stated that proficiency in either the home or second language assists the student in learning the other language especially when the student is motivated and immersed in both at school

and at home. Participants of this study welcomed the use of native language in the classroom.

Limitations of the Study

The limitations that arose from the execution of this qualitative research study were centered on transferability. The study's population was limited to Head Start teachers, a Head Start education coordinator, and a Head Start site manager at one Head Start program in a Midwestern state. The sample size was also limited to eight Head Start teachers and two Head Start education coordinators. Also, all the participants in the research study were female; it would be interesting to have had a male perspective on the challenges of teaching dual language learners. Increasing transferability would require future studies on Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners at other Head Start programs within the Midwest state. Including participants from early childhood programs that are not Head Start, such as private tuition-based preschools, public school preschools, and state-funded preschool programs, might also increase transferability.

Recommendations

Further research on the topic of exploring Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners could be an increased sample size and pursuing perspectives of Head Start teachers and education coordinators from other Head Start programs in this Midwest state. An additional recommendation would be to explore

teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners within early childhood programs that are not Head Start. Results from this study showed that the participating Head Start teachers, education coordinator, and site manager realized the need for additional support and training on teaching dual language learners. Participants had a positive perspective on using native language in the classroom. However, Head Start teachers', education coordinator's, and site manager's perspectives varied on the type of support that was needed to meet the challenges of working with dual language learners. Based on these results, I recommend future research into what support is most successful for Head Start teachers, as well as what support increases child outcomes for dual language learners.

Implications

The purpose of this basic qualitative study was to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. The research of this basic qualitative research study revealed that Head Start teachers', education coordinator's, and site manager's perspectives varied on the type of support that was needed to meet the challenges of working with dual language learners. Implications for positive social change, as related to this study, could be improved professional development for teachers about dual language learners, therefore benefitting the young dual language learners in their classrooms by improving child outcomes.

All participants agreed that Head Start teachers needed additional support to meet the challenges of working with dual language learners. However, the participants had varying perspectives on what was the best support Head Start teachers needed to meet the challenges of working with dual language learners. I recommend additional training and professional development for Head Start teachers regarding dual language learners. The topic of training and professional development should not only include dual language learners in general; but how to communicate with the children when the teacher does not speak their language. Cultural sensitivity training should also be incorporated into professional development. An additional recommendation would be the inclusion of additional support within the classroom of staff who can speak the language of the children in the classroom.

Conclusion

Results of this basic qualitative research study indicated that Head Start teachers', education coordinator's, and site manager's perspectives regarding the support teachers need to meet the challenges working with dual language learners was varied. Some Head Start teachers felt that more translators were needed in the classroom, while others felt a need to understand the culture of the dual language learners in their classroom. Head Start education coordinators also felt the need for more translators, cultural sensitivity training and additional training in the curriculum of the program. Whatever the perspective of each participant, it is obvious that Head Start teachers need additional support to meet the challenges of working with dual language learners in their classrooms.

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Appendix A: Interview Protocol: Head Start Teachers

Q1. Please tell me your name.

Q2. How long have you been a Head Start teacher?

Q3. Please tell me about your education.

Q4. Do you speak a language other than English?

Q5. How many dual language learners do you have in your classroom currently?

Q6. Throughout your career as a Head Start teacher about how many dual language learners have you taught?

Q7. Please tell me what you were taught about dual language learners in your pre-service/undergraduate years?

Q8. Please tell me what professional development you have received currently regarding teaching dual language learners?

Q9. Do you have knowledge about the culture of the dual language learners in your room? If so, please explain.

Q10. What strategies are you currently implementing in the classroom with dual language learners?

Q11. Please tell me the challenges that you are currently facing regarding teaching dual language learners?

Q12. What support do you receive in teaching dual language learners?

Q13. What support do you feel you need to be successful teaching dual language learners?

Q14. What is your perspective on using children's native language in the classroom?

Q15. What is your perspective on children speaking their native language at home?

Q16. How do you think second language is acquired?

Q17. Is there anything else you would like me to know?

Appendix B: Interview Protocol: Head Start Education Coordinators

Q1. Please tell me your name.

Q2. How long have you been a Head Start education coordinator?

Q3. Please tell me about your education.

Q4. Do you speak a language other than English?

Q5. How many teachers are you currently working with that have dual language learners in their classroom classrooms?

Q6. Throughout your career as a Head Start education coordinator about how many teachers have you mentored that had dual language learners in their classrooms?

Q7. Please tell me what you were taught about dual language learners in your pre-service/undergrad years?

Q8. Please tell me what professional development you have received currently regarding supporting with teachers who have dual language learners in their classrooms?

Q9. Do you have knowledge about the culture of the dual language learners in the classrooms you support? If so, please explain.

Q10. What strategies are you currently implementing with the teachers that you support who have dual language learners in their classroom?

Q11. Please tell me the challenges that you are currently facing regarding providing support to teachers who have dual language learners in their classroom?

Q12. What support do you receive in providing support to teachers with dual language learners in their classroom?

Q13. What support do you feel teachers need to be successful teaching dual language learners?

Q14. What is your perspective on using children's native language in the classroom?

Q15. What is your perspective on children speaking their native language at home?

Q.16 How do you think second language is acquired?

Q17. Is there anything else you would like me to know?

Appendix C: E-mail Letter to Participants

Participant Name,

Hello, my name is Jolene Andriaschko. I am a doctoral candidate at Walden University.

You have been identified as a possible participant for a research study I will be conducting as part of my dissertation process. The purpose of the study is to explore Head Start teachers' and education coordinators' perspectives regarding the support teachers need to meet the challenges of working with dual language learners. I would like to interview you regarding the support teachers need to meet the challenges of working with dual language learners. I will interview you at a time and place that is convenient for you. Your identity will remain strictly confidential and you can choose to leave the study at any time. If you are interested in participating in this study, please reply to this jolene.andriaschko@waldenu.edu or call me at (###) ###-####.

Sincerely,

Jolene Andriaschko, Ed.S.

Appendix D: Participant Recruitment Flyer

Research Study Participants Needed

Are you a Head Start Teacher or Education Coordinator who has experience working
with Dual Language Learners?

Have you been a Teacher for at least one year working with Dual Language Learners?

Have you been an Education Coordinator working with teachers who teach Dual
Language Learners for at least two years?

If so, this study may be right for you!

Please contact Jolene Andriaschko at

jolene.andriaschko@waldenu.edu

Or

(###) ###-####

Appendix E: Peer Reviewer Confidentiality Agreement

Peer Reviewer Confidentiality Agreement

I have agreed to be the peer reviewer for the study entitled: Exploring Head Start Teachers' Challenges Working with Dual Language Learners. I agree to the following:

1. To keep all the research information shared with me confidential by not discussing or sharing the research information in any form or format with anyone other than Jolene Andriaschko.
2. To keep all research information in any form or format secure while it is in my possession.
3. To return all research information in any form or format to Jolene Andriaschko when I have completed the research tasks.
4. After consulting with Jolene Andriaschko, erase or destroy all research information in any form or format regarding this research project that is not returnable to Jolene Andriaschko (such as information stored on my computer hard drive).

_____	_____	_____
Jolene Andriaschko	Signed	Date
_____	_____	_____
Peer Reviewer	Signed	Date