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Friendship and Language: How Kindergarteners Talk About
Making Friends in a Two-Way Immersion School

Sionelle Nicole Beller

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Arts

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ABSTRACT

Friendship and Language: How Kindergarteners Talk About Making Friends in a Two-Way Immersion School

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Master of Arts

Research on adolescents' sense of belonging in schools is plentiful; however, there is an obvious lack of research conducted in early childhood years. Friendship groups have been shown to be impactful in helping students feel like they belong in school. This study explores how kindergarteners talk about friendship in the context of belonging in a two-way immersion school. I pay particular attention to the role primary language plays in developing a sense of belonging and friendships at school. The 19 kindergarteners in this study were interviewed in small linguistically homogenous groups of 2 or 3 students. Each focus group was shown 2 puppets that represented one English-speaking and one Spanish-speaking child. Students were then asked to help each puppet understand what it would be like to be a new student at the school and what they would need to know to fit in. Findings reveal that these students recognize the utility of language for doing schoolwork and fitting into the institution of schooling, but did not highlight the importance of language as a necessary tool for making friends. Students focus on the importance of understanding the social context in order to belong at school. More research is needed regarding how school programs and social context influence the development of friendship.

Keywords: belonging, friendship, kindergarten, language, two-way immersion

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CHAPTER 1

Introduction

Kindergarten is a time of many firsts. For some it is their first time away from one or both of their parents. Others may be experiencing their first foray into a structured schedule and environment. While at school, kindergarteners are immersed in different social situations with new dynamics and expectations. These young children are expected to make sense of this unfamiliar territory and figure out how they fit into this new world. Bandura (1977) explains this desire to find your place as a search for your sense of *belonging*.

Statement of the Problem

Studies have shown belonging to be a critical factor in both the academic and socio-emotional success of students (Battistich & Hom, 1997; Goodenow & Grady, 1993; Lam, Chen, Zhang & Liang, 2015; Libbey, 2004; Osterman, 2000). For example, in a study of 406 junior high students conducted by Lam, Chen, Zhang, and Liang (2015), researchers found “Students with a greater sense of school belonging experienced more positive emotions (both activating and deactivating) and less negative deactivating emotions, which in turn contributed to their academic success” (p. 393). Goodenow and Grady (1993) shared similar sentiments after conducting a study involving 301 African-American, White/Anglo, and Hispanic students in two urban junior high schools. They concluded, “School belonging was significantly associated with several motivation-related measures – expectancy of success, valuing schoolwork, general school motivation, and self-reported effort” (Goodenow & Grady, 1993, p. 60). Libbey (2004) posited, “Whether examining academic performance or involvement with a range of health behaviors, young people who feel connected to school, that they belong, and that teachers are supportive and treat them fairly, do better” (p. 282).

Kindergarten is an interesting time to study belonging because of the lack of research on school belonging at this age (Battistich & Hom, 1997; Davis, 2012; Goodenow & Grady, 1993; Osterman, 2000). The vast difference in developmental levels between kindergarteners and adolescents suggests literature on adolescent school belonging may not be sufficient to explain the experiences of belonging in kindergartners. Belonging is clearly central to schooling even in the youngest grades. However, more research is needed to formulate theories on the factors that contribute to young children's sense of belonging.

Purpose of the Study

While the literature on school belonging is plentiful, there is an obvious lack of research examining this at the early childhood level (Battistich & Hom, 1997; Davis, 2012; Goodenow & Grady, 1993; Osterman, 2000). As previously stated, research shows that feelings of belonging are crucial to pre-adolescents and adolescents; but how do they play a role in the lives and academic experiences of young children? Are children in their early childhood years cognizant of friendship as a concrete social institution? Researchers are rightly concerned with understanding belonging in adolescents. However, I would argue that the impressionable minds of young children, as well as the transitions into new social situations such as schooling, make studying the notion of and effects of belonging in young children equally important.

Minoritized and minority language students are at risk of school failure at higher rates than non-minoritized students (Collier, 1992; Thomas & Collier, 1997). Minoritized and minority language students are often under-served by United States schools (Thomas & Collier, 1997). These students often experience discrimination, stereotyping, and low teacher expectations that put them at greater risk of feeling disenfranchised in school settings (Steele,

1995; Steele, Spencer, & Aronson, 2002). Thus, developing a sense of belonging might be especially salient for these minoritized children.

Two-way immersion (TWI) schools are interesting and inherently diverse context in which to study school belonging. They are known for their programmatic goals of developing linguistic proficiency and promoting academic achievement in two languages for their students, as well as fostering a sense of understanding and appreciation of cultural differences. TWI programs are unique in that, by design, they bring together students from at least two different linguistic backgrounds. Typically, near half of the students are language majority students and the other half come from linguistic backgrounds that are minoritized. Thus, this unique context is especially interesting for looking at how students from different backgrounds come together and feel a sense of belonging at the school.

Golden Valley Academy (GVA) in Central America is one TWI school that is particularly interested in bringing diverse students together. In addition to meeting the academic and cultural goals of TWI programs, GVA students also learn about and implement four peace practices designed to foster inclusion and acceptance of others. These peace practices focus on cultivating peace in oneself, amongst family, within the community, and throughout the world (LPCS, 2013). This deliberate curriculum of inclusion and acceptance creates an interesting climate to study belonging and friendship as part of the programmatic goals.

The purpose of this study is to understand how kindergartners at GVA, a two-way immersion (TWI) school, talk about how new students are able to fit in, make friends, and feel a sense of belonging at the school. I intend to explore the way kindergartners talk about making friends in the context of different language groups, and in studying the role primary language

plays in developing a sense of belonging at the school. The purpose of my study is to answer the following two questions:

1. What do kindergarteners at GVA say about what matters for making friends and fitting in at school?
2. What do GVA kindergarteners say about how language matters in making friends and fitting in at school?
3. What differences, if any, emerge between children with different socio-linguistic backgrounds?

CHAPTER 2

Literature Review

In order to understand how kindergartners talk about how new students are able to fit in, make friends, and feel a sense of belonging at the school, a review of literature related to these ideas is presented. First, I present relevant scholarship related to the broad concepts of belonging and friendship. Next, I survey the importance of the unique developmental contexts for kindergartners in particular for these issues. Finally, literature related to the importance of the language as a social tool and language context of TWI is examined for the development of a sense of belonging.

Belonging

Belonging can be described as feelings of acceptance, support, and approval from peers and adults experienced by an individual (Goodenow, 1993; Libbey, 2007). The idea that belonging is an important element to human life is not new. Freud (1905) argued the significance of interpersonal relations and attachment, although his ideas were framed as emerging from a sex drive or filial bonds. Dewey (1938) promoted the idea of school as a social institution and argued that “education is essentially a social process” and that the quality of education is “realized in the degree in which individuals form a community group” (p. 65). Maslow (1943) included “love and belongingness” in his hierarchy of needs. More recently, Ryan and Deci (2000) included relatedness as one of three needs that “appear to be essential for facilitating optimal functioning of the natural propensities for growth and integration, as well as for constructive social development and personal well-being” (p. 68).

Friendship

Friendship is one of the key factors contributing to a sense of belonging (Davis, 2012; Faircloth & Hamm, 2005; Hamm & Faircloth, 2005; Osterman, 2000). According to Hamm and Faircloth (2005), “Friendship may play an important role in meeting the emotional aspect of school belonging, in support of or as a buffer to experiences of inclusion and exclusion derived from peer group acceptance” (p. 62). This is likely true not only for adolescents but also for young children.

For many children, kindergarten is their first foray into an organized, institutional social setting outside the family. These young students are trying to navigate their way through this unfamiliar territory while simultaneously finding their place amongst peers. Research has shown that kindergartners with larger number of classroom friends had more positive attitudes towards school and those with less friends reported higher levels of school avoidance (Ladd, 1990). Further, research has shown increased school participation and achievement in kindergarten for students with positive relationships to their peer and teachers (Ladd, Birch, & Buhs, 1999). For young children friendship and social connection is one important way in which they can find and cultivate a sense of belonging at their school.

Developmental Level of Kindergarteners

The developmental stage of young children must be taken into account when considering friendship and belonging among young children. According to Jean Piaget’s stages of cognitive development (1964), kindergarteners are nearing the end of the preoperational stage. Key components of this stage include egocentrism (the inability to see from another’s point of view), centration (focusing on only one aspect at a time), and representation with symbols

(understanding language) (Piaget, 1964). Thus, student at this age may talk about abstract concepts, such as friendship and belonging, in qualitatively different ways than adolescents.

In Erik Erikson's (1950) view of psychosocial development, kindergarten students are in a developmental stage known as industry vs. inferiority. According to Erikson (1950), children in this stage will begin developing a sense of self that either includes pride and competence or doubt and inadequacy, depending on the feedback and encouragement they receive from their social environment. Furthermore, both sociocultural and social learning theories posit that kindergartners are also learning and developing through social interactions and observations (Bandura, 1977; Vygostky, 1986). Thus, social settings become hugely important for students at this age and stage of development.

School is a new social setting for kindergarteners. Considering these young children are now spending a significant amount of time away from their families, their friends and peers become more important than ever in helping them make sense of and navigate this new environment. Research has shown that young students developing a sense of belonging in school is instrumental in helping them successfully transition into elementary school (Bulkeley & Fabian, 2006). Specifically, scholars in the U.K. (Bulkeley & Fabian, 2006) note that it is crucial to support instructional strategies that prepare students to learn the rules and values of a new setting can positively impact the emotional well-being of young children and help them to "develop understanding and feelings of belonging" (pg. 26). As the three aforementioned theoretical perspectives highlight, children at this age are thus going through a unique stage in development that creates an interesting setting for a study on belonging and friendship.

Two-Way Immersion Schools

In studying two-way immersion programs in the United States, Howard, Sugarman, and Christian (2003) define two-way immersion (TWI) as, “an instructional approach that integrates native English speakers and native speakers of another language (usually Spanish) and provides instruction to both groups of students in both languages (p. 7). TWI programs have grown in number over the past 40 years throughout the United States. Their increasing popularity could be attributed to their goals of developing high levels of academic achievement in both English and a non-English language as well as fostering an understanding and appreciation for other cultures.

In order to be considered a TWI program, three criteria must be met. First, there must be an equal (or nearly equal) number of English speakers and non-English speakers. Second, the program must be integrative in the sense that the students (both English and non-English speakers) are grouped together for all or most of the school day. Third, TWI programs must provide instruction to both English and non-English speakers in both languages (Howard, Sugarman & Christian, 2003; Lindholm-Leary, 2005).

Additionally, researchers point to three main goals of TWI programs: biliteracy, bilingualism, and biculturalism (Howard, Sugarman, & Christian, 2003; Lindholm-Leary, 2005). As stated by Feinauer and Howard (2014), “cross-cultural outcomes have received much less attention from scholars and practitioners in the field, and as such are frequently referred to as ‘the third goal’ of TWI (Parkes, Ruth, Anberg-Espinoza & de Jong, 2009), implying that it is the least important of the three” (p. 258). One way to examine how biculturalism is being enacted in a TWI program with two distinct language groups is to look closely at how friendships are formed across language groups.

Language is Social

Verbal language is a primary form of communication. However, language is not merely an abstract idea or collection of words used simply to assign symbols to the things it represents (Agha, 2007), it is also an inherently social tool (Vygotsky, 1986). Language mediates experiences through social interactions within a special cultural context, shaping the view of the world, ourselves, and our relationships with others (Ochs, 1990; Vygotsky, 1986).

Anthropological linguists (Lave & Wenger, 1991; Ochs, 1990) argue that acquiring and using language is what socializes children into a specific social or cultural group, and that using the language of a specific social group is an important marker of belonging to participation to that group. In other words, individuals are socialized through language as well as in how to use language (Ochs, 1990).

As a social tool, language can also act as a powerful tool for inclusion or exclusion (Haque, 2012). This is especially true in contexts where one language is clearly the language of power, like English is in the United States (Darder, 1991; Potowski, 2004). In TWI schools in the United States the status of English as the language of power demeans the value of the second language (often Spanish) and thus may exclude minority language speakers from participation in certain social groups. In this sense, language use, especially in a two-way immersion setting, may be directly connected to a child's sense of belonging and may be directly implicated in the friendships children create.

Although research has been conducted regarding friendship and belonging for adolescents (Battistich & Hom, 1997; Goodenow & Grady, 1993; Lam, Chen, Zhang & Liang, 2015; Libbey, 2004; Libbey, 2007), very little has been completed looking at kindergarten students (Bulkeley & Fabian, 2006; Ladd, 1990; Ladd, Birch, & Buhs, 1999; Harrist & Bradley,

2003). This study seeks to explore friendship for kindergarten students in the context of a TWI school that deliberately attends to inclusion. More specifically, my research intends to answer the following questions:

1. What do kindergarteners at GVA say about what matters for making friends and fitting in at school?
2. What do GVA kindergarteners say about how language matters in making friends and fitting in at school?
3. What differences, if any, emerge between children with different socio-linguistic backgrounds?

CHAPTER 3

Methodology

This qualitative study examines video-recorded focus groups with kindergarteners to explore the way in which they talk about making friends in a TWI school in Central America. In this study, I will explore what kindergarteners at GVA say about what matters for making friends and fitting in at the school. I will pay particular attention to how they identify the role of language in making friends, as well as attend to any differences in responses across students from different socio-linguistic groups.

This methodology section begins with a description of GVA where the kindergarten students attend. I then describe the students who participated in the study. Following these descriptions, I recount the focus group process and provide an explanation of the coding and analysis procedures I will use to interpret the data.

Context

Golden Valley Academy is “An International Baccalaureate authorized, non-profit, preschool through high school offering bilingual, experiential education to the culturally diverse youth ” (School webpage). The majority of its students come from towns within a 30-mile radius of the school (School webpage). The school prides itself on celebrating diversity and maintaining high levels of rigor for its students.

By integrating talented youth from the underprivileged, middle class, and upper class sector of rural Latin America, the school transforms student differences into strengths that foment rich and meaningful dialogue and experiences at all grade levels, thus preparing students to effectively confront global challenges. (School webpage)

GVA is one example of a TWI school committed to the ideal of cultural inclusion and diversity. The founders of the school are part of the large population of United States ex-pats now living in Central America. They organized the school in 2007. Part of the founders' vision for GVA was to cultivate a sense of biculturalism and cross-cultural sensitivity in its students. GVA's special attention to this third goal of TWI creates an ideal setting in which to study friendship between two distinct language groups.

Due to the TWI program, students at the school are all learning either Spanish or English as a new language, although some international students are learning both of these languages as second and third languages. In kindergarten through third grade students spend 45% of their day in Spanish instruction and 55% of their day in English instruction. This is typical for a TWI-program, where there is a deliberate attempt to balance the two languages in terms of use and instruction (Howard, Sugarman, & Christian, 2003).

Although the school is in a country where Spanish is the national language, GVA was founded by native English speakers and employs many teachers and administrators from the United States. Thus, students may view English as the language of power despite residing in Central America. However, because of the unique international context of the school being located in Central America, where Spanish is the dominant language in the larger social context, I will pay particular attention to whether kindergarteners' comments reveal English or Spanish being a language of power at GVA. I will also pay attention to how students talk about language being used as a tool for social inclusion or exclusion. Monolingual students may feel ostracized by peers who cannot or will not speak their primary language. Additionally, one language group may be viewed as dominant, thus deeming other languages inferior. These factors may impact the formation of friendships between students.

In addition to meeting the academic and cultural goals of TWI programs, GVA students also learn about and implement four peace practices, as part of a deliberate school-wide curriculum aimed at fostering inclusion, acceptance, and an appreciation of diversity. These peace practices focus on cultivating peace in oneself, amongst family, within the community, and throughout the world (LPCS, 2013). In alignment with these peace practices, GVA students utilize a Problem-Solving Wheel when confronted with conflict. The Problem Solving Wheel offers eight suggestions in both English and Spanish for diffusing a problematic situation. The school's deliberate attention to these peace practices creates an interesting climate in which to study friendship across language groups because the students are explicitly taught the importance of inclusion, acceptance, and appreciation of diversity.

Participants

In this study I analyze interviews of kindergarten students attending GVA. Parents signed consent forms for their children to participate in the overarching 6-week long study examining the social and academic context at the school including videotaping in the class time and interviews with students (see Appendix A). Kindergarten students were asked to agree to participating in focus group interviews prior to filming (verbal assent) as approved by the Institutional Review Board (IRB) for working with human subjects. Nineteen kindergarteners are included in the present study, consisting of 10 girls and 9 boys (see Table 1). These students come from 7 different nationalities, have differing affiliations to Central America, and include a mix of monolingual, bilingual, and trilingual students with varying linguistic profiles. The diversity in this group is one reason it is such an interesting context in which to study friendship and belonging.

Two of the listed nationalities, Tico/Tica and Media-Tico/Tica, are constructed terms used uniquely by members of the GVA community. Tico/Tica refers to people who are native Costa Ricans and Media-Tico/Tica is a term used to describe people who were born in Costa Rica but whose parents were originally from the United States. The students in this study also represented a range of academic, social, and emotional abilities. Each of the students in the study has been given a pseudonym.

Focus Groups

This study examines how kindergarten students at LPCS talk about friendship, belonging, and language in the context of a TWI program. The intention was to use focus groups as the setting for the students to talk about these issues. However, because of the young age of the students, these focus groups became more structured than typical focus groups and more closely resemble interviews in that students responded primarily to interviewer questions rather than to each other –which is more typical of focus groups carried out with older participants.

To create the focus groups, students were divided into small groups of two or three based on similar language background, including English dominant, Spanish dominant, and multilingual. For example, an English-dominant student was in a group with other English-dominant students, while bilingual and trilingual students were grouped together for the focus groups. In total, 8 focus groups were created from the 19 students in the class. Each of these homogenous groups was then brought into a small activity room attached to their classroom where a filmed focus group took place.

Table 1

Student Information

Focus Group	Name	Gender	Nationality	Primary Language	Time in Country
1	Diego	Male	United States	English	One Year
	Meredith	Female	Dutch	Balanced Trilingual in Spanish, English, & Dutch	3-4 Years
2	Chantel	Female	United States (Media-Tica)	Balanced Bilingual in English & Spanish	Entire Life
	Daniel	Male	Costa Rican (Tico)	English	2-3 Years
3	Erin	Female	Argentinian	Spanish	2-3 Years
	Sharon	Female	Costa Rican (Tica)	Spanish	Entire Life
4	Peter	Male	Canadian	English	One Year
	Samantha	Female	United States	English	One Year
5	Matt	Male	Canadian	English	Entire Life
	Meg	Female	French	Balanced Trilingual in French, English, & Spanish	Entire Life
	Saul	Male	United States	English	Entire Life
6	Cameron	Male	United States	English	One Year
	Violet	Female	Canadian/ Polish	English	2-3 Years
7	Katelyn	Female	Argentinian/ Canadian	Balanced Bilingual in English & Spanish	2-3 Years
	Stacy	Female	Costa Rican (Tica)	Balanced Bilingual in Spanish & English	Entire Life
	Thomas	Male	Costa Rican (Tico)	Spanish	Entire Life
8	Elijah	Male	United States (Media-Tico)	Balanced Bilingual in English & Spanish	Entire Life
	Jaden	Male	Costa Rican (Tico)	Spanish	Entire Life
	Theresa	Female	Costa Rican (Tica)	Spanish	Entire Life

The focus groups were facilitated by one of two adults from the research team who had spent several weeks in their classroom already and with whom the students were familiar: either Emily or Linda (pseudonyms). Emily, a native English speaker, facilitated the groups speaking English. Linda, a native Spanish speaker, facilitated the groups speaking Spanish. The facilitators began by introducing the students to one of two puppets: Max and Marisa. Puppet Max was presented to each group as a new student from the United States who only spoke English and was coming to join their kindergarten class at GVA. Puppet Marisa was presented to each group as a new student from Costa Rica who only spoke Spanish and was also coming to join their kindergarten class at GVA. After introducing one of the puppets, the facilitator led a discussion with each group of kindergarteners by asking them questions about what Puppet Max or Puppet Marisa should know about fitting in, feeling comfortable, and making friends at GVA. Four sample questions are given:

1. What would you tell Max/Marisa about coming to GVA?
2. What things would be easy for Max/Marisa at GVA?
3. What things would be difficult for Max/Marisa at GVA?
4. What advice would you give Max/Marisa about how to make friends here?

The facilitators specifically prompted and guided the kindergarteners to think about the questions in the context of fitting in and making friends at GVA. After concluding this guided discussion with the first puppet, the facilitator introduced the students to the other puppet and followed the same process. Interviews ranged from 5 to 15 minutes and children were free to talk about whatever was most interesting to them.

Videos of each interview were then collected and analyzed using MAXQDA software through emergent descriptive coding (Miles, Huberman & Saldana, 2013). Specifically, I looked

for segments of conversation when the kindergarten students were talking about friendship, belonging, and language use. As I located these instances, I applied preliminary emergent descriptive codes representing patterns and themes that emerged during this discourse. During a second and third round of coding, I condensed my list of descriptive codes into three overarching themes.

CHAPTER 4

Findings

My data analysis draws from the eight different focus groups consisting of a total of 19 kindergarteners whose individual background information can be located in Table 1 in Chapter 3. Each focus group consisted of two or three children in homogenous language groups as described previously. Focus group facilitator led a discussion with each group of kindergarteners by asking them questions specifically designed to elicit a conversation on what it takes to make friends and belong at GVA. Throughout the focus groups the facilitators helped guide the kindergarteners to think about each question in the context of making friends and fitting in at GVA. While analyzing my data from these focus groups I looked specifically at what GVA kindergarteners say matters for making friends and fitting in as well as how language matters for belonging in this context.

Through a qualitative and grounded analysis of the focus group data, I uncovered three overarching themes reflecting how kindergarteners talked about friendship and belonging at GVA. These include: *Conforming to Social and Procedural Norms*, *Interpersonal Skills*, and *Need Language Strategies*. Each of the three themes emerged across multiple focus groups (see Appendix B). The code *Conforming to Social and Procedural Norms* was applied 11 times, while *Interpersonal Skills* was applied 27 times. In comparison, *Need Language Strategies* emerged 62 times and was clearly the most talked about theme by the kindergartners in the study. I will discuss the three main themes in further detail in the paragraphs that follow.

These three themes represent the broad ways these kindergarteners talked about making friends and fitting in at GVA. I also noticed that the way the kindergarteners talked about fitting in and making friends, in these focus groups, revealed a distinct separation between the ways

students thought about school as an institution and school as a social environment. Specifically, they talked about belonging to the school and making friends at the school as two separate experiences. Thus, throughout this chapter, I will explicitly point to these differences as they emerge within the three main identified themes.

Conforming to Social and Procedural Norms

Twenty-one kindergarten students in the eight different focus groups talked about an array of ideas related to their experiences and perceptions of making friends and fitting in at GVA. One of the most notable concepts they mentioned was the notion that newcomers need to learn and adhere to identified social norms. Although they never used the phrases “social norms” or “procedural norms,” the kindergarteners’ comments about accepted classroom and school rules, procedures, and expectations demonstrate their awareness of the importance of conforming to both the social and procedural norms of GVA. When analyzing my data I coded these instances as *Conforming to Social and Procedural Norms*.

I applied this code whenever a kindergartener made reference to learning and adhering to a social or procedural norm as a strategy for a new student to fit in and make friends. The most common way the students talked about norms was through their descriptions of classroom procedures and rules (procedural norms) that a new student should learn. I think it is interesting that whenever the kindergarteners were talking about procedural norms, they were specifically giving advice for how a new student could feel comfortable and gain a sense of belonging to GVA as an institution. They did not suggest classroom rules and procedures as a way for a new student to fit in socially or to make friends.

In Focus Group 2, for example, when asked what they would tell a new student about what it is like to be a student at GVA, Chantel replied, “Sit at your tables,” and Daniel agreed,

“Yep. And do crisscross applesauce in the morning.” Students in Focus Group 3 shared that in order to feel comfortable at GVA, a new student needs to know that, “he shouldn’t behave badly and that he should listen to the teacher, because if he doesn’t she’ll send him to the Thinking Chair.” These students also told the facilitator that a new student would need to know that at GVA you do not share food but you do share toys. These excerpts from the focus groups demonstrate the kindergarteners’ awareness of the important role procedural norms plays in a successful school experience and feeling a sense of belonging to GVA.

Although not mentioned nearly as frequently as were specific classroom norms, there were two instances during Focus Group 3 in which kindergarteners referred to socially accepted grooming standards as an important thing for a newcomer to know how to do to have friends and fit in at the school socially. In Focus Group 3, Erin emphatically suggested that to make friends, “you have to brush your hair really well so the kids don’t say ‘oofy’.” During that same focus group Sharon shared that in order to feel comfortable amongst peers, “you should bathe and wash your hair well.” Both girls were very earnest and enthusiastic in their responses. These two comments show that kindergarteners are aware of some of the informal rules of behavior that govern members of a society. However, these social norms were in contrast to the much larger number of comments about procedural norms.

The aforementioned statements are examples of the students’ 11 references to social and procedural norms. These 11 instances show that kindergarteners identify conformity to specific social and procedural norms as an important aspect to fitting in at a new school and making friends. However, there was a distinct difference between the discussed social contexts in which they suggest procedural norms versus social norms as advice for a new student. The kindergarteners specifically talked about procedural norms as a way for a new student to feel a

sense of belonging to GVA as an institution and not as clearly as a way for a new student to make friends. Whereas, when suggesting specific social norms (such as good hygiene), the kindergarteners were offering this advice explicitly as a way for a new student to make friends and feel comfortable socially. As noted, the students in these focus groups were far more likely to offer procedural advice about fitting in to the institutional aspect of the school than on how to belong socially.

Interpersonal Skills

Another common theme brought up in the focus groups was the idea that one should demonstrate positive social skills, such as showing kindness and asking permission to play, especially when looking to make friends. We learn from Hamm and Faircloth (2005) that, “Friendship may play an important role in meeting the emotional aspect of school belonging, in support of or as a buffer to experiences of inclusion and exclusion derived from peer group acceptance” (p. 62). The comments made by these kindergarteners during focus groups show that they understand the significance of making friends. Although they may not fully comprehend the emotional outcomes of friendship, they do recognize friendship as positive and desirable. Furthermore, the kindergarteners understand that in order to attract friends one must display positive interpersonal skills. Specifically, the kindergarteners say being kind and talking to peers about friendship matter for making friends and fitting in at GVA. I used the code *Interpersonal Skills* to identify such instances.

These data show that kindergarteners talk about asking someone to be your friend and being nice to others as two straightforward ways to make friends. When asked what advice they would give a new student on how to make friends, the suggestion to simply ask someone to be friends was brought up six different times and across language groups. For example, Erin, from

Focus Group 3, confidently and animatedly stated, “you just have to say, ‘Hi, can I be your friend?’ and that’s it.” In Focus Group 1, Meredith similarly claimed, “when one person says, ‘Can I be your friend?’ and then the friend says, ‘no,’ then you can just find another friend and then if that friend say, ‘yes,’ you can be his friend.” Yet another example comes from Elijah during Focus Group 8 when he declared, “We say to them, ‘Do you want to be our friend?’ and if they say, ‘yeah,’ then they are. If they say, ‘no,’ then they’re not.” These straightforward statements, amongst others, display the concrete approach kindergarteners have to thinking about the process of making friends. Furthermore, they demonstrate the relative lack of risk in making friends by insisting that you can always ask another person to be your friend and thus there is no worry of being completely left out.

The data also showed that kindergartners identify being nice and having prosocial dispositions as a way to attract friends. For example, these kindergarteners were aware that acts of kindness invite friendship. For instance, when Focus Group 1 was asked what would help a new student make friends, Diego answered, “Teach him to be nicer and stuff.” In Focus Group 8, Theresa proclaimed that you could make friends, “By being good.” Other similar examples comes from Focus Group 5 when Saul suggested to, “Be nice to people,” and Meg recommended to “play with someone.” These suggestions, along with other similar sentiments, show kindergarteners’ positive and altruistic outlook on friendship. They also indicate that these kindergartners are already starting to internalize the discourse of “niceness.” Goodman (2001) summarizes “niceness” in the following statement:

To establish a caring, considerate, fair-minded and orderly social environment in which children can learn, teachers regularly construct a set of classroom norms and rules....

Many of the rules are summed up by what young children call “being nice”. Nice means helping, sharing, taking turns and not being mean (p. 349).

Goodman (2001) later explains that socialization into niceness starts before kindergarten and is reinforced and perpetuated throughout a child’s school career. The kindergarteners at GVA demonstrate this early socialization into niceness by their comments on how being nice, good, and not mean are the ways to make friends.

Need Language Strategies

The most frequent code in my data analysis was “*Need Language Strategies.*” In fact, it was applied almost three times more than *Interpersonal Skills* codes and exactly six times the number of *Conform to Social Norms* codes. This code was used any time one of the students mentioned the need for a new student to employ some sort of language strategy as a way to belong at the school.

The very definition of TWI, supplied by Howard, Sugarman, and Christian (2003) states that these programs use “an instructional approach that integrates native English speakers and native speakers of another language” (p.7). This unique context provides TWI students the opportunity to develop linguistic competencies as well as metalinguistic awarenesses around language use and language difference. Not surprisingly, the kindergarteners at GVA were astutely conscious of the need for new students to communicate with their peers and their teachers to fit in and belong at GVA.

When asked what would make it difficult for a new monolingual student (as represented by the English and Spanish speaking puppets) to fit in at GVA, the kindergartners consistently replied with learning, speaking, or understanding the other language spoken at the school. For example, the English-dominant puppet was told to learn Spanish and the Spanish-dominant

puppet was told to learn English. However, remarkably, with exception of three instances, every time the kindergarteners talked about needing to learn the other language spoken at the school, it was suggested in order for the new student (as represented by the puppet) to feel more comfortable as a student at GVA, and not as a specific strategy to make friends or socialize. Thus, the kindergarteners identify the ability to communicate with peers and understand what is happening throughout the day in school as facilitated by language and as something that matters specifically for belonging to the institution of GVA.

Different strategies the kindergarteners suggested to help a new monolingual student overcome language barriers for fitting in at GVA were asking a teacher for help, finding a friend to translate, learning a new language, and participating in nonverbal activities. For example, Violet and Cameron, both English-dominant students in Focus Group 6, proposed “eating a snack,” and “playing” as easy things for a monolingual English student to participate in. Both of those activities are highly contextual and are notably void of the need for abstract or decontextualized language skills.

In Focus Group 4, Samantha, a very bright English-speaker from the United States who is having a hard time picking up the Spanish language, excitedly interrupted the facilitator to share that a new monolingual Spanish student should ask “Erin or Meredith...because they speak English and Spanish.” This comment highlights Samantha’s meta-linguistic awareness and is perhaps based in her own past experiences in asking her bilingual peers for help in navigating the classroom. Furthermore, when Focus Group 5 was asked how they could help a new monolingual English student during Spanish class, Saul, an English-dominant student who is quickly becoming fluent in Spanish and is described by his teachers as a model student, replied, “You could tell him what the teacher said.” Perhaps Saul has had his own success with learning

a new language that has given him confidence in being a translator for other students. Both Samantha's and Saul's responses further show kindergarteners' perceptions of the difficulty in learning a new language as well as their understanding that peers can be a source of help in deciphering language.

Furthermore, Samantha's and Saul's suggestions of having peers translate show the value these kindergarteners place on bilingualism and the ability to act as a language broker for other students. It should also be noted that Samantha and Saul are both English speakers originally from the United States. In fact, five different English-dominant kindergarteners from three different focus groups expressed enthusiasm for this idea, demonstrating the value they place on language brokering by proposing that a bilingual student be a translator for a new monolingual student.

However, only two Spanish-dominant kindergarteners, in the same focus group interviews, suggested having a peer translate for a new monolingual student. This difference between English-dominant and Spanish-dominant kindergarteners in numbers of instances that they suggested language brokering could be a reflection of the students' past experiences in asking peers for help. Perhaps the English-dominant kindergarteners have needed more language support in the past and thus have no fear of asking for help. Another explanation of this difference in who suggests language brokering can be answered by the difference in general attitudes towards bilingualism expressed by the English-dominant kindergarteners and Spanish-dominant kindergarteners.

For the most part, the English-dominant kindergarteners at GVA expressed more excitement and interest in the prospect of becoming bilingual than the Spanish-dominant kindergarteners. In fact, the Spanish-dominant kindergarteners displayed more signs of viewing

language learning as a burden and a chore than did their English-dominant peers. One example of this comes from Stacy, a Costa Rican who is Spanish dominant but has become bilingual in English and Spanish through the program at GVA. When Focus Group 7 was asked what would be difficult for a new monolingual Spanish student, Stacy audibly gasped and exclaimed, “to speak English!” She then averted her eyes and exasperatedly added, “and understand the teacher.” Stacy’s visibly irritated disposition while sharing that understanding the teacher would be difficult for a monolingual Spanish student is one illustration of the negative attitude the Spanish-dominant kindergarteners tended to have when talking about language learning.

These contrasting attitudes between English-dominant and Spanish-dominant kindergarteners suggest that these young children may experience English as a language of power at the school. The English-dominant students appear to view learning Spanish (to become bilingual) a privilege and potentially as an indicator of status. Whereas, the Spanish-dominant kindergarteners may feel more pressure to become bilingual because they see learning English as a necessary step to gaining access to this language of power. In considering the context of GVA as an American school in Central America with founders and leaders from the United States and English context, it becomes less surprising that these kindergarteners in Central America are picking up on the issues of power and language status.

Another identified resource by students for language learning was asking a teacher for help with understanding the language they did not speak. This was mentioned six times as a strategy for new students to be able to participate in class and feel comfortable at GVA. When Focus Group 1 was specifically asked how to help make a new monolingual Spanish student feel comfortable, Meredith, who is balanced trilingual in Dutch, English, and Spanish, answered, “a kid can tell the teacher, ‘There is two persons or one person that don’t know how to speak

English. Can you please learn them?’” In Focus Group 2, Chantel, a balanced bilingual student in English and Spanish, and Daniel, a primarily English-speaking student, identified speaking Spanish as something that would be hard for a new monolingual English student. The facilitator subsequently asked Chantel and Daniel how they could help this new student and Chantel suggested “to tell the teacher.” These, as well as a few other instances, demonstrate how some kindergarten students view teachers as a source of help and knowledge.

It is interesting to note that out of the 62 times GVA kindergarteners referred to a new student needing language strategies, they only mentioned a teacher as a language resource 6 times. However, this can be partially explained by the nature and design of the focus groups. Firstly, the students’ teachers did not lead the focus groups nor were they present or visible to the kindergarteners during any of the focus groups. Furthermore, the questions asked by the facilitators were directed towards the kindergarteners and how they, as peers, could help a new student. Thus, as they were talking about a new student joining their class these kindergarteners likely felt more inclined to position themselves as the leaders and experts on how to help this new student. Perhaps if one or both of their teachers had been present or referenced more during the focus groups the kindergarteners would have referred more often to a teacher as a main resource for a new student. However, this data does not show these kindergarteners pointing to their teacher as a primary source of help.

Although there were some slight dissimilarities in the number of responses about language strategies between children with different socio-linguistic backgrounds, there did not seem to be any notable quantitative differences. For example, students with English-dominant backgrounds indicated speaking Spanish as a difficulty for a new monolingual English student seven times and suggested six times that the new monolingual English student should learn

Spanish. Similarly, the English-dominant kindergarteners also said English would be hard for a new monolingual Spanish student five times and mentioned learning English eight times. When conducting the focus group with Spanish-dominant kindergarteners about a new monolingual Spanish student there were similar results. The Spanish-dominant kindergarteners noted that English would be difficult for a new monolingual Spanish student six times, and mentioned five times that a new monolingual Spanish student should learn English.

The only discernible, quantifiable difference in responses between children from different socio-linguistic backgrounds was when the Spanish-dominant kindergartners were talking about the new monolingual English student. Although they did still acknowledge Spanish as being difficult for a new monolingual English student, it was only mentioned twice. Similarly, in all the focus groups conducted with Spanish-dominant kindergartners, learning Spanish was also only mentioned twice as a suggestion for a new monolingual English student. Despite the differences in the number of times these comments were made, students from all focus groups identified a new language (either Spanish or English) as difficult for a new monolingual kindergartener and suggested learning that new language (either Spanish or English) as a way to help them fit in at GVA.

However, despite the lack of obvious difference in terms of numbers of different student responses between students from different socio-linguistic backgrounds, the differing expressions, attitudes, and dispositions of the kindergarteners throughout the focus groups did yield some discernible contrasts. When talking about how language may facilitate making friends, we saw notable differences in emotional displays. Stacy's visibly drooped shoulders and downcast eyes as she shared that making friends at GVA is hard because, "they almost don't speak any Spanish," is a prime example of the general dispositions of Spanish-dominant

kindergarteners when speaking about the need to learn English. In contrast, when speaking about the difficulties of learning Spanish, the prevailing attitudes of English-dominant kindergarteners were more excited, enthusiastic, or matter-of-fact and there was no visible drop in their countenances. This dispositional contrast between kindergarteners from different socio-linguistic backgrounds shows that although students share an understanding about the utility of language for belonging, there may be a qualitative difference in students' attitudes towards language learning.

This is also exemplified as students talked about language as it pertains to making friends. There were only three instances where language was mentioned as a determinant of who you could make friends with. Interestingly, these three instances came from three separate focus groups and three female students from different socio-linguistic backgrounds: a monolingual English student from the United States, a balanced bilingual student from Costa Rica, and a balanced bilingual student from the United States.

As mentioned previously, when Focus Group 7 was asked what would be hard for a new monolingual Spanish student, Stacy, a Spanish and English balanced bilingual Costa Rican, looked down and dispiritedly shared, "It would be hard to make friends because in GVA, sometimes they only speak English and they almost don't speak any Spanish so that would be hard." In Focus Group 6, Violet, who has lived in Central America for almost three years but only speaks English, was asked how she would help a new monolingual English student make friends. When asked this question, Violet whipped her head up and excitedly declared, "To speak Spanish!" She was noticeably enthusiastic about this opportunity for participating in a language-learning project. The final instance came from Chantel in Focus Group 2. During this focus group, Chantel, who is balanced bilingual in English and Spanish whose parents are also

directors at GVA, was asked what she would do to help a monolingual Spanish student make friends. Chantel smiled in response and matter-of-factly stated, “To learn English.” The different attitudes displayed by these kindergarteners when talking about needing to speak a specific language to make friends shows the relative positionality of these students in regards to language and their understandings of how it positions others at the school.

These students have potentially experienced language barriers in their own lives and at the school. Their suggestions of learning a new language (English or Spanish) reveal that they all perceive that these obstacles to making friends could be overcome through language proficiency. However, it appears from their responses that learning another language may be experienced as more or less empowering for them, depending on their social position as related to English—the dominant language at the school.

CHAPTER 5

Discussion

This study provides insight into the ways kindergarteners at one TWI school talk about friendship and fitting in as well as how language matters for belonging in this context. It specifically explores the ideas of friendship in the context of a new monolingual English classmate from the United States and a new monolingual Spanish classmate from Costa Rica.

The whole experience of kindergarten represents their entering into a new social institution—that of school. This is a new experience and they are grappling with how to fit in to this institution in very concrete and tangible ways. Rimm-Kauffman and Pianta (2000) describe the transition into kindergarten as a, “*sensitive period* for later school success,” implying that during this time, the child’s development is particularly susceptible to new influences. Rimm-Kauffman and Pianta (2000) further declare that, “the first years of school forecast later school success.” Considering the strength of these two statements it is imperative that we make this transition as smooth and successful as possible for these young children.

The three main themes the GVA kindergarteners brought up were the needs to conform to social and procedural norms, exhibit positive interpersonal skills, and utilize specific language resources and strategies. The kindergarteners’ descriptions of classroom rules and procedures as well as acceptable grooming standards demonstrate their knowledge of how these identified norms can dictate how one must act in order to fit in with peers and develop a sense of belonging to their school. Furthermore, the kindergarteners’ comments on friendship-making express their understanding of how interpersonal skills, namely being kind and knowing how to approach someone, play an important role.

However, their straightforward answers of *asking someone to be your friend* and *being nice* show their elementary and concrete perception of friendship as well as how they have already begun to internalize the discourse of niceness. Although language was mentioned a few times as a possible barrier to making friends, these data suggest that overwhelmingly these kindergarteners view language differences or similarities more as a primary factor in fitting in with the culture and organization of their TWI school and developing a sense of belonging to GVA as an institution.

Implications

One striking finding that emerged from the data was a notable division in the way these kindergarteners talked about fitting into GVA as an academic institution versus the social environment. As mentioned earlier in this thesis, there is a body of research (Ladd, 1990; Ladd, Birch, & Buhs, 1999) that highlights the importance of friendship for fitting in and participating in school for very young children. It is striking that, for the students in this study, they seemed to talk most readily about fitting into the *institution* of school, versus feeling a sense of belonging socially. Student comments during the focus groups reveal a delineation in their minds between belonging to the institution of GVA, including conforming to the norms and rules of the school, and making friends in this setting as a social endeavor. These seem to be considered as two separate ways to belong at the school for these students.

The analyses of students' comments in this study reveal that the kindergarteners at GVA view fitting in to this new institution of school as their most pressing task in order to feel a sense of belonging at the school. This includes understanding and complying with rules, norms, and procedures in this new space. This finding raises important empirical questions for educators. For example, how are kindergarten programs addressing the issues of teaching young children

the procedural and behavioral norms of the classroom (Bulkeley & Fabian, 2006)? What is being done and what needs to be done in order to assist students in finding a sense of belonging to their school? These issues become even more pressing when considering them in a TWI context with language status and power adding another level of complexity to students' efforts to fit in.

GVA is a TWI school in Central America created by U.S.-based English speakers. Thus, the foundations of the school community are embedded in English. However, due to its model and mission of biculturalism and cross-cultural sensitivity, GVA works hard to emphasize inclusion of all students and works to actively disrupt English as the language of power at the school. For example, they have increased the number of native Central American teachers each year and are sensitive to when and how language is used across their campus in activities and forums. Although the school is very deliberate in trying to attend to the issues of language status and power, my data show that these issues are not veiled from the students.

If kindergarteners at GVA are aware of language status and power, how are these matters affecting students at schools where less deliberate attention is paid to these issues? The Spanish speakers' different orientation to learning language due to language status awareness can affect their motivation for learning and thus affect academic success, life satisfaction, and mental health (Roeser, Eccles, & Sameroff, 2000). These issues are especially critical for language minority students who are already coping with the sociolinguistic differences between the school majority culture and their family cultures (Rjosk, Richter, Lüdtke, Hochweber, & Stanat, 2015).

Fitting in to the institution of GVA was the main focus for these kindergarteners and was most often mentioned as something that would be hard for a new monolingual student.

However, the topic of making friends was also discussed during the focus groups. Interestingly,

making friends was discussed as an easy and straightforward task. The majority of kindergarteners in the focus groups described making friends as a simple matter of being nice. In their very concrete ways of thinking, if you are kind you will make friends and if you are mean you will not make friends.

The discourse of niceness is recognized as a part of the socialization of children in schooling (Goodman, 2001; Zembylas, 2007). It is clear that these kindergarteners are beginning to engage in this discourse as part of their experience in GVA. It is likely that these children, as other children, are frequently being told to be nice. There can be a social control aspect to niceness that teachers utilize for classroom management. If children are trying hard to be kind, there will be less conflict in the classroom. However, how much of this focus on niceness is student centered? As children cling to the idea that niceness equals friendship they are more inclined to people-please and thus begin losing personal authenticity (Goodman, 2001).

Problems arise when children internalize the idea that being nice guarantees friendship. For example, what happens when you are not selected as a friend; does that mean you are not nice? Furthermore, does peer rejection mean you are a bad person? While socialization toward positive and pro-social inclinations is an important aspect of schooling, more attention to the impacts of the discourses we use to foster this kind of learning may be warranted. For example, Harrist and Bradely (2003) studied an intervention specifically aimed at teaching young students how to include the rejected or ostracized classmate. In this study, kindergartners were taught to implement a rule that disallowed overt exclusion of their classmates. In other words, social exclusion and friendship formation were addressed by changing the social climate of the classroom, rather than focusing on the difficulties and challenges of the socially excluded child. This approach flies directly in the face of the 'niceness' discourse, where excluded or

marginalized students are blamed or held accountable for their social exclusion—often implicitly told that they were not ‘nice enough.’ Interestingly, students in this study (Harrist & Bradley, 2003) noted that they liked each other significantly more than students in the control group.

It is also important to consider how the discourse of niceness impacts students as they transition to older peer groups where friendships become more complex and cliques become more common. It seems that we cannot promote friendship as a simple black and white matter of being nice to others, without considering the future implications.

Limitations and Future Research

Some of the limitations of the study are related to the case study methodology. As such, it is clearly limited in scope and in generalizability to other school contexts. This is true even for other TWI contexts, given the unique context of this school being in Central America. Although this context is very specific and these findings are not easily generalizable, this research raises questions how young children experience school belonging and how they experience and form friendships across language and ethnic groups.

This study offers an account of how kindergarteners at one TWI school talk about friendship and belonging as well as how language matters for fitting in in this context. The conversations and comments made by the kindergarteners in the focus groups provide meaningful insight into how these young children experience friendship and belonging in this unfamiliar institution of school. Furthermore, the ideas expressed by these kindergarteners invite critical discussions on the discourse of niceness and the role language status and power plays in education. Further research in these areas is needed to more fully understand these important issues.

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APPENDIX A: Parental Consent Forms

Parental Permission for a Minor

Introduction

Erika Feinauer and Erin Whiting, professors at Brigham Young University, together with Elizabeth Howard, a professor at the University of Connecticut, invite your child to participate in a research study to take place at Golden Valley Academy. This research study looks at the development of cross cultural competencies in students at the school. We are inviting your child to participate in this study because he/she is in Kindergarten or 1st grade at Golden Valley Academy.

Procedure

The research will be conducted at your regular school, during regular school hours, and in regular classroom and instructional settings. Should you agree to participate, your child will be videotaped during his or her interactions with other children in the class, as is regularly done in the school your child attends. For this study, your child will be videotaped during independent working time, such as during literacy centers or project time. Your child may also be videotaped during select fieldtrips and during recess and lunchtime. These video recordings will be taken during part of your child's teacher's regular instructional practices and as part of your child's regular daily school routine and schedule. Some students will also be asked to watch segments of videos of themselves and comment on what they see. Videotaping will be conducted over the course of 3 weeks in June, 2015.

Risks & Benefits

The risks of participation in this study are minimal and will be similar to those students will encounter during a usual classroom activity. We will remind students that they can decide that they don't want to be videotaped. If students or other participants continue to feel nervous about these things, we will stop the recording. There are no direct benefits for participating in this study. Also, whether or not you decide you'd like to participate in this study will have no effect on the grade or class standing of your child and there are no consequences whatsoever if you choose for your child to not participate. You and your child can decide to withdraw from the study at any time with no consequences.

Confidentiality

All information provided will remain confidential and stored on a password-protected computer, backed up on a password-protected server. Only researchers directly involved with the research will have access to the data. Neither your child's name nor any other identifying information will be used in any reporting of the findings.

Compensation

There will be no compensation for participation in this project.

Questions about the Research

Please direct any further questions about the study to Erika Feinauer at Erika_Feinauer@byu.edu, Erin Whiting at erin_whiting@byu.edu, or Elizabeth Howard at lhoward@lapazschool.org.

Questions about your child's rights as a study participant or to submit comment or complaints about the study should be directed to the IRB Administrator, Brigham Young University, A-285 ASB, Provo, UT 84602. Call (801) 422-1461 or send emails to irb@byu.edu.

You have been given a copy of this consent form to keep.

Participation

As part of this project, video recordings will be made of your child during participation in the research. Please indicate what uses of this video you are willing to permit, by initialing next to the uses you agree to and signing at the end. This choice is completely up to you. Videos will only be used in the ways that you agree to. In any use of the video, your child will not be identified by name.

- _____ Video can be studied by the research team for use in the research project.
- _____ Video can be shown at scientific conferences or meetings.
- _____ Video can be shown in classrooms to college students in a teacher training program.

I have read the above descriptions and give my express written consent for the use of the video as indicated by my initials above.

If you choose to participate in this study, please list the name of your child and sign your name. Please be aware that participation in this research study is completely voluntary. You or your child have the right to withdraw at any time or refuse to participate entirely without any consequence.

Child's Name _____

Print Name: _____

Signature: _____

Date: _____

Consentimiento de Padres

Introducción

Erika Feinauer and Erin Whiting, profesoras de la Universidad Brigham Young, juntas con Elizabeth Howard, una profesora de la Universidad de Connecticut, le invitamos a su hijo(a) participar en un estudio que está tomando lugar en La Paz. Este estudio investiga el desarrollo de la competencia intercultural de los alumnos. Le invitamos a su hijo(a) participar porque está en kinder o el 1^o grado en La Paz.

Procedimiento

El estudio se llevará a cabo en La Paz, durante el horario escolar, dentro de las aulas y otros lugares de enseñanza. Si usted está de acuerdo de participar en el estudio, se grabarán con video los intercambios que tiene su hijo(a) con otros alumnos en la clase, como se hace con frecuencia en la escuela que asiste su hijo(a). Para este estudio, su hijo(a) será grabado(a) con video durante periodos de trabajo independiente, como centros de lectoescritura o periodos de trabajar en proyectos. También es posible que su hijo(a) será grabado(a) con video durante paseos y durante la merienda, el almuerzo, y el recreo. Estas grabaciones se llevarán a cabo durante el horario escolar rutinario como parte de la secuencia de enseñanza típica. También se pedirá a algunos estudiantes a ver segmentos de videos de ellos mismos y hacer comentarios sobre lo que ven. Se llevarán a cabo durante 3 semanas de junio 2015

Riesgos y Beneficios

Los riesgos al participar en este estudio son mínimos y serán parecidos a los que corren los alumnos durante una actividad escolar típica. Les recordaremos a los alumnos que pueden decidir que no quieren ser grabados con video. Si los alumnos u otros participantes siguen sintiéndose nerviosos, dejaremos de grabar con video. No hay beneficios directos por su participación en esta investigación. Su participación en este estudio no afectará las notas de su hijo/a o cómo estea haciendo en su clase de ciencias si decide no participar. Usted y su hijo pueden decidir no participar en cualquier momento durante el estudio.

Confidencialidad

Toda la información se mantendrá confidencial y será guardada en un sistema seguro de computadoras con contraseña. Solamente las personas directamente involucradas en el estudio tendrán acceso a la data recogida. No se usarán los nombres ni otra información que pudiera indentificar a los participantes en los reportajes.

Compensación

No hay ningún compensación por participar en este estudio.

Preguntas sobre el studio

Si en cualquier momento tiene preguntas acerca del estudio, puede comunicarse con Erika Feinauer (Erika_Feinauer@byu.edu), Erin Whiting (erin_whiting@byu.edu), or Elizabeth Howard (lhoward@lapazschool.org).

Si en cualquier momento tiene preguntas o preocupaciones acerca del estudio o de sus derechos como participante, puede ponerse en contacto con el grupo de revisión de estudios de la Universidad de Brigham Young (Institutional Review Board /IRB): IRB Administrator, Brigham Young University, A-285 ASB, Provo, UT 84602. Llame al (801) 422-1461 or mande un correo electrónico a irb@byu.edu.

Usted ha recibido una copia de esta hoja de consentimiento para guardar.

Participación

Como parte de este proyecto, se grabará con video su hijo(a) mientras participa en el estudio. Favor de indicar con sus iniciales cuales fines con que usted está de acuerdo para el uso de estas grabaciones, y firmar al final de esta hoja. La decisión es completamente suya. Solo se usará las grabaciones en las maneras en que usted está de acuerdo. En cualquier uso del video, no se indentificará el nombre de su hijo(a).

- _____ Las grabaciones pueden ser estudiados por el equipo de investigación como parte del estudio.
- _____ Se puede enseñar las grabaciones durante congresos científicos o reuniones.
- _____ Se puede enseñar las grabaciones a estudiantes universitarios que están preparándose para ser maestros.

He leído las descripciones previas y doy mi consentimiento escrito como indicado por mis iniciales.

Si usted decide participar en este estudio, favor de escribir el nombre de su hijo y firmar su nombre. Por favor este consciente de que su participación es este estudio es totalmente voluntaria. Usted y/o su hijo(a) tienen el derecho de retirarse en cualquier momento o de negarse a participar por completo sin ninguna consecuencia a usted y/o a su hijo(a).

Nombre del hijo(a) _____

Nombre suyo: _____

Firma: _____

Fecha: _____

APPENDIX B: Data Matrix for Focus Groups

	<u>Language Spoken in Focus Group</u>	<u>Students</u>	<u>Themes</u>
Focus Group 1	English	Diego Meredith	- Interpersonal Skills - Need Language Strategies
Focus Group 2	English	Chantel Daniel	- Interpersonal Skills - Need Language Strategies - Social and Procedural Norms
Focus Group 3	Spanish	Erin Sharon	- Interpersonal Skills - Need Language Strategies - Social and Procedural Norms
Focus Group 4	English	Peter Samantha	- Need Language Strategies
Focus Group 5	English	Matt Meg Saul	- Interpersonal Skills - Need Language Strategies - Social and Procedural Norms
Focus Group 6	English	Cameron Violet	- Interpersonal Skills - Need Language Strategies
Focus Group 7	Spanish	Katelyn Stacy Thomas	- Interpersonal Skills - Need Language Strategies - Social and Procedural Norms
Focus Group 8	Spanish	Elijah Jaden Theresa	- Interpersonal Skills - Need Language Strategies