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**A QUALITATIVE CASE STUDY: AN IN-SERVICE PRE KINDERGARTEN
TEACHER'S PERCEPTIONS AND TEACHING EXPERIENCE WITH
CULTURALLY AND LINGUISTICALLY DIVERSE CHILDREN AND
FAMILIES**

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by

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Dedication

This dissertation is dedicated to my father, Chunsik Lee, and my husband Changwoo Nam, for their generous love and tremendous support.

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I am happy to have this opportunity to express my gratitude to those who helped to make this dissertation possible. Without these people's love, support and dedication, I might not have been able to finish this long and demanding journey of doctoral studies.

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Hyun Ju Lee

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This study explores a teacher's perceptions and teaching practice with culturally and linguistically diverse children and families. A qualitative case study, it follows one in-service pre-kindergarten teacher at a public school. To provide rationales of the study, the researcher adopt culturally responsive teaching, funds of knowledge, developmentally appropriate practice, anti-bias multicultural education and English as a second language learning theories as the conceptual framework. Data were collected through formal interviews, informal conversations, and observations and analyzed using the constant-comparative method.

The findings display the results of the study in three aspects: creating a cohesive multicultural community, helping culturally and linguistically diverse children's English development utilizing their home languages and cultures, and establishing reciprocal relationships with those families. The study finds that a cohesive multicultural community can be created by building caring relationships among community members,

by reflecting the children's cultural and linguistic backgrounds in teaching practice and by practicing anti-bias multicultural education. This study shows the ways of helping the children's English development according to five themes: understanding the children's different English abilities, creating a class environment reflecting the children's home languages and cultures, matching language mates, collaborating with bilingual teachers, and utilizing children as the language experts. This study also finds that reciprocal relationships with culturally and linguistically diverse families can be established by understanding diverse families' backgrounds, by increasing cross-cultural communications, and by utilizing family resources in her teaching practice.

This study reveals that the children's learning experience can be enhanced when integrating their cultural and linguistic knowledge into class learning. The presented examples and descriptions in this study demonstrates the explicit and practical ways of how teachers can cultivate the children's cultural and linguistic knowledge base, reflect this knowledge base in their class learning, help the children's English development, and establish reciprocal relationships with families from culturally and linguistically diverse backgrounds. Thus, this study will be a source of detailed practical information for teachers, teachers' educators, and educational administrators in early childhood education.

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CHAPTER 1 INTRODUCTION

The purpose of this study is to describe an in-service pre kindergarten teacher's perceptions and teaching practice with culturally and linguistically diverse children and families. In this chapter, the problem statement explains the issues that the study addresses. These include the significant growth in the diversity of students, the mismatches in demographics between student and teacher, and the preparedness of teachers for teaching culturally and linguistically diverse students. An explanation of such issues provides a basis for understanding why this study is important. Based on the problem statement, the purpose statement and research questions of this study are presented. Finally, the definition of frequently used terms in this study is provided.

Problem statement

Over the past three decades in the U.S., the population of culturally and linguistically diverse students has increased dramatically. According to Portes & Rumbaut (1996), the demographic changes seen in the beginning of the 21st century in the U.S. are unique because, "never before has the United States received immigrants from so many countries, from such different social and economic backgrounds, for so many reasons" (as cited in Crawford, 2004, p.3). In 2007, The National Center of Educational Statistics (NCES) estimates that culturally and linguistically diverse students made up 42% of the total public school population. They predict that this number will

rise to about 50% by 2025. The United States is clearly becoming a more multilingual and multicultural nation and undergoing its most dramatic demographic change ever.

Krashen (2000) notes that such demographic change is significant and brings many challenges in educational fields.

...many teachers today are facing a degree of diversity, of heterogeneity, that has probably never been seen before in the history of education. ... [In] a single class, [they may have] native and fluent English speakers, students who speak no English at all, and students who speak a wide variety of first languages.

Traditional solutions will not work (Krashen, as cited in Crawford, 2004, p. 16).

In spite of this explosion of diversity, the demographics of teachers have remained relatively unchanged. According to Gay & Howard (2000), approximately 87% of pre kindergarten-12 classroom teachers in the U.S. are from white middle-class backgrounds and they are called upon to serve the needs of these culturally and linguistically diverse students.

Unfortunately, many previous studies have indicated that most teachers in practice are not ready to serve culturally and linguistically diverse students (Irvine, 2003; Ladson-Billings, 1994; Terill & Mark, 2000; Sleeter, 2001). Sleeter (2001) points out that most teachers in practice have no teaching experience in a multicultural setting and possess stereotypical beliefs about diverse students. In her book, Irvine (2003) states that “most teachers who instruct culturally diverse students do not share their student’ ethnic backgrounds” (p. xviii). Despite this discrepancy, Irvine (2003) indicates that many teachers in practice believe that if they recognize or discuss issues of ethnicity in their classroom, they might be labeled as insensitive. Hence, they try to ignore their student’s ethnic backgrounds and identities in order to better assimilate them into mainstream

American society. In practice, however, teachers need to possess cultural knowledge and backgrounds other than those belonging to white, middle-class women; they should be able to meet the needs of culturally and linguistically diverse students (Ladson-Billings, 1994; Gay, 2000, Irvine, 2003). The education of these diverse children should take place in multicultural settings.

The underlying assumption of this study is that children's learning can be more effective and meaningful if their diverse cultural and linguistic backgrounds are reflected in their school learning. There are numerous studies to support the notion of utilizing the children's cultural and linguistic knowledge related to school learning, including culturally responsive teaching and funds of knowledge. This study, adopting culturally responsive teaching and funds of knowledge as parts of the conceptual framework, describes how a pre kindergarten teacher perceives teaching culturally and linguistically diverse children and how their cultural and linguistic knowledge is reflected in her teaching practice effectively.

Purpose Statement

The purpose of this qualitative case study is to explore an in-service pre kindergarten teacher's perceptions and teaching practice with culturally and linguistically diverse children and families. This study focuses on describing how the in-service pre kindergarten teacher perceives serving culturally and linguistically diverse children and families. This study also demonstrates how the teacher's perceptions are reflected in her teaching practice in three phases: creating a cohesive multicultural community, helping

culturally and linguistically diverse children's English development utilizing their home languages and cultures, and establishing reciprocal relationships with culturally and linguistically diverse families.

Research Questions

1. What are an in-service pre kindergarten teacher's perceptions of creating a cohesive multicultural community with culturally and linguistically diverse children and how does the teacher draw on her perceptions to build a cohesive multicultural community in her class?
2. How does the teacher perceive children's home languages in terms of children's English development and help culturally and linguistically diverse children's English development utilizing their cultural and linguistic backgrounds?
3. How does the teacher understand the roles of culturally and linguistically diverse parents in terms of children's learning and establish reciprocal relationships with culturally and linguistically diverse families?

Definition of Terms

Culturally responsive teaching

Culturally responsive teaching refers to "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (Gay, 2000, p. 29).

Funds of knowledge

It refers to “the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (, Neff, Gonzalez, Moll & Amanti, 2005, p. 133). The definition of funds of knowledge in my study is modified as following: utilized knowledge and practice in classroom practice related to the children’s cultural and linguistic backgrounds gathered by the teacher from interactions with parents such as home visits or face-to-face conversations.

Developmentally appropriate practice

Developmentally appropriate practice refers to providing an environment and offering content, materials, and activities that are coordinated with a child's level of development considering three dimensions of appropriateness: children’s age level, the individual characteristics of children, and the cultural and social context of the child (Bredekamp and Copple, 1997).

Sheltered instruction

Sheltered instruction is a means for making grade-level academic content (e.g., science, social studies, math) more accessible for English language learners while at the same time promoting their English language development (Echevarria, Vogt, & Short, 2008).

A cohesive multicultural community

A cohesive community refers to a “culture of learning in which everyone is involved in a collective effort of understanding” (Bielaczyc & Collins, 1999, p. 217). The foundation for the community is consistent, positive, caring relationships between the adults and children, among children, among teachers, and between teachers and families (Developmentally appropriate practice, 2009, p. 16).

Anti-bias multicultural education

Derman-Sparks & the ABC Task Force (1989) defined anti-bias education as “an active/activist approach to challenging prejudices, stereotyping bias, and the “isms.” In a society in which institutional structures create and maintain sexism, racism, handicapism, it is not sufficient to be nonbiased, nor is it sufficient to be an observer. It is necessary for each individual to actively intervene, to challenge and counter the personal and institutional behaviors that perpetuate oppression” (p. 3)

Chapter summary

This chapter presents the outline of the study. The problem statement addresses the needs of this study. The purpose of this study is displayed: to describe a pre kindergarten teacher’s perceptions and teaching practice with culturally and linguistically

diverse children and families. According to the purpose of study, three research questions are presented. The definition of frequently used terms in this study is also provided.

CHAPTER 2 LITERATURE REVIEW

This chapter reviews previous literature related to my study. First of all, I present literature that addresses the issues of multicultural education: the needs of multicultural education in the U.S. Educational field and the approaches to multicultural education. This is done for the purpose of providing the basic understanding of multicultural education. The following section introduces the conceptual framework that provides rationales for this study. The main theories and approaches utilized as the conceptual framework for this study are culturally responsive teaching, funds of knowledge, anti-bias multicultural education, developmentally appropriate practice, and English as a second language learning theories. I adopt those theories and approaches and then modifies and outlines the scope of them to provide the more relevant conceptual framework of the study. In the second section, the meanings of each theory and its relations to this study are demonstrated.

Multicultural education

The needs of multicultural education in the U.S.

Multicultural education is “a field of study designed to increase educational equity for all students that incorporates, for this purpose, content, concepts, principles, theories, and paradigms from history, the social and behavioral sciences, and particularly from ethnic studies and women studies” (Banks & Banks, 1995, p. xii). According to

Banks (1994), the goal of multicultural education is first, “multicultural education should help students develop the knowledge, attitudes and skills to participate in a democratic and free society. Secondly, multicultural education promotes the freedom, abilities and skills to cross ethnic and cultural boundaries to participate in other cultures and groups” (p.81). Multicultural education intends to decrease race, ethnicity, class and gender divisions by helping all students become active citizens in a democratic society (Valdez, 1999). In other words, multicultural education prepares all students to be able to function in a diverse, democratic society.

Many scholars (Bennett, 1990; Gay, 1994; Nieto, 1997; Hanley, 1999, Banks, et al. 2001) insist that multicultural education should become a regular part of education for the following reasons: to respond to the demographic changes in the U.S., to reflect on the needs of growing internationalization, and finally, to provide effective teaching and learning for all children. The United States more than ever is becoming a multilingual and multicultural nation. As a result, there is a call now for various ethnic, social, and cultural needs and interests. Schools must be responsive to these particular demands (Banks, et al, 2001). Diversity in education is no longer a matter of choice; it is a necessity for surviving in this society. Multicultural education can contribute to such survival by helping teachers develop skills to meet these needs. In addition, multicultural education is uniquely qualified to respond to cultural pluralism in the U.S. (Gay, 1994). Because of growing internalization and increased mobility, it is necessary for children in the twenty-first century to learn how to interact with people from culturally and linguistically diverse countries. Furthermore, they need to involve themselves in

international affairs such as in business and in education. To achieve success in relationships and interactions, children ought to learn appropriate attitudes about cultural diversity in a global context. According to Bennett (1990), multicultural education can create a foundation for effective and successful negotiation in the global context. Gay (1994) notes that education is a teaching and learning process that takes place in a social and cultural context. To make education more effective and equitable for all students, students' cultural backgrounds should be clearly understood. Moreover, that understanding should be reflected in the pedagogy. As indicated above, most U.S schools accept an assimilation strategy, which emphasizes content and values of white, middle-class Americans (Hanley, 1999). This creates incompatibilities between the culture of school and the needs of children from culturally diverse groups. This disparity also causes academic underachievement and failure for those children (Nieto, 1997). Multicultural education can provide culturally relevant teaching to children from diverse backgrounds to reflect their particular experiences and perspectives to school learning. Many people consider multicultural education as a suitable option for students of color only. As Nieto (2002) insists, multicultural education is not only for culturally and linguistically diverse students but for all children. It is essential for all to understand the "multiple strands of the past that have created the webs of the present" to live in a democratic, multicultural society.

The approaches to multicultural education

Banks (1994) develops four levels of approach to multicultural education in classrooms: (1) the contribution level, (2) the additive level, (3) the transformative level, and (4) the social action level. The contribution level is a superficial level and involves heroes, holidays, food, and other cultural events. This approach does not affect the core curriculum, which continues to reflect the values and history of the dominant white culture. Neither does it make much difference in the performance of students. At the additive level, particular books, topics, or themes are added without any basic change to the content of the curriculum. At this level, multicultural education is viewed as a supplement rather than as a core component of the curriculum. Substantial changes occur at the transformative level, where integral components of the curriculum are changed. Students learn different perspectives, issues, and values from diverse cultural and social groups. The fourth level is the social action level. At this level, all the aspects of the transformative level are embraced, and students are also encouraged to make decisions about what they study and to engage in social action.

Sleeter & Grant (1998) suggest five approaches to multicultural education in classrooms: (1) the teaching of cultural differences approach, (2) the human relations approach, (3) the single group studies approach, (4) the multicultural education approach, and (5) the social reconstructivist approach. The goal of the first approach is to prepare diverse students to fit into the existing white, middle-class, mainstream classroom and later into adult society. Students are thus pushed to acquire the cognitive skills, language, and values needed in mainstream American society. The human relations approach

focuses on respecting social and cultural differences; students are taught tolerance, unity, respect, and acceptance within the existing social structure. Swandener (1988) argues that most early childhood educators primarily use the human relations approach in multicultural education. The single group studies approach involves histories and contemporary issues of the marginalized groups, such as people of color, women, and low socioeconomic groups. In the multicultural education approach, teachers emphasize equal opportunity and equitable distribution of power among cultural groups. Also, diversity and instructional practices built on student strengths are represented. The content areas of curriculum are expanded to embrace the perspectives of several cultural groups. The social reconstructivist approach is similar to Bank's social action level. At this level, students are taught about their role as social reformers to help bring about a more equitable society.

Conceptual framework

To provide a rational foundation to my study, I adopted culturally responsive teaching, funds of knowledge, developmentally appropriate practice, anti-bias multicultural education and English as a second language learning theories as my conceptual framework. I adopt those theories and approaches and then modifies and outlines the scope of them to provide the more relevant conceptual framework of the study. The following section demonstrates the conceptual framework of my study focusing on how these theories and approaches are related to my current study.

Culturally Responsive Teaching

Culturally responsive teaching is adopted as a part of my conceptual framework to provide a rationale for the following assumption of the study: children's learning will be more effective and meaningful if their diverse cultural and linguistic backgrounds are reflected in their learning in school. Culturally responsive teaching started with the concerns about the achievement levels of culturally and linguistically diverse students, particularly those of African-American students (Gay, 2000, Irvine, 2003, Nieto, 2002). In the literature there are several terms similar to culturally responsive teaching: *cultural congruence* (Mohatt & Erickson, 1981), *cultural appropriateness* (Au and Jordan, 1981), *cultural responsiveness* (Ericson & Mohatt, 1982), *cultural compatibility* (Jordan, 1985), *culture-centered teaching* (King, 1997), and *culturally relevant teaching* (Ladson-Billing, 1989). What these terms share is the basic assumption that the academic achievement of culturally diverse students will improve and be meaningful when they are taught in a manner that is related to their lived experiences and cultural backgrounds. In my study, culturally responsive teaching refers to "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (Gay, 2000, p. 29).

In her book, *Culturally Responsive Teaching: theory, research and practice*, Gay (2000) describes the characteristics of culturally responsive teaching as validating, comprehensive, multidimensional, empowering and transformative. According to Gay (2000), culturally responsive teaching is validating because it utilizes cultural and linguistic knowledge, background knowledge, and prior experiences of ethnically diverse

students. It is comprehensive because it helps teachers develop intellectual, social, emotional, and political learning by “using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 1992, p. 382). It is also multidimensional because “it encompasses curriculum content, learning context, classroom climate, student-teacher relationships, instructional techniques, and performance assessment” (Gay, 2000, p. 31). It is empowering because it is a student-centered approach that emphasizes individual growth as an active, cooperative, and social process. Since culturally responsive teaching is transformative, it helps students to “develop the knowledge, skills, and values needed to become social critics who can make reflective decisions and implement their decisions in effective personal, social, political, and economic action” (Banks, 1991, p. 131).

In her article, Gay (2002) demonstrates how teachers prepare culturally responsive teaching in their classrooms. Gay (2002) insists that the authentic characteristics of culturally responsive teaching can be achieved based on five essential elements in teaching practice: developing a cultural diversity knowledge base, designing a culturally responsive curriculum, demonstrating cultural caring and building a learning community, cross-cultural communications, and cultural congruity in classroom instruction.

Gay (2002) argues that teachers in practice should *develop a cultural diversity knowledge base* since explicit knowledge of cultural diversity is necessary to meet the needs of culturally and linguistically diverse students. Such knowledge includes understanding the cultural characteristics and contributions of different cultural groups such as cultural values, traditions, communication, learning styles, and relationship

patterns (Hollins, King, & Hayman, 1997; Pai, 1990; Smith, 1998; as cited in Gay, 2002). This is beyond just an awareness of or general recognition of ethnic groups. It requires “detailed factual information about the cultural particularities of specific ethnic groups” (Gay, 2002, p. 107). Gay’s assertion matches what Ms. Macy has been practicing in her class for ten years, visiting children’s homes, interviewing families, and collecting cultural artifacts, to develop a cultural diversity knowledge base grounded on factual information.

Gay (2002) also claims that teachers should *design a culturally responsive curriculum*. The curriculum includes not only the formal curriculum but also a symbolic curriculum. The symbolic curriculum includes classroom decorations, bulletin boards, and images and symbols used in class. To transform the curriculum into a culturally responsive curriculum, Gay (2002) insists on teaching “pre-service and in-service teachers how to do deep cultural analyses of textbooks and other instructional materials, [and to] revise them for better representations of culturally diversity and provide many opportunities to practice these skills under guided supervision” (p. 108). This also provides a rationale for Ms. Macy’s teaching practice. When she decorated her classroom, such as a home center, a book center, and a post office center, she considered if they reflect the children’s culture and languages¹. She took into account the children’s cultural backgrounds when displaying pictures in the class. Her deliberation in reflecting the children’s cultures and languages could also be found in her preparation of snacks.

¹ In Chapter 4, how Ms. Macy reflected the children’s diverse cultures and languages are fully presented.

Gay (2002) asserts that teachers should build *a cultural and caring learning community* which creates a class atmosphere that contributes to learning for culturally and linguistically diverse students. To build a caring community, Gay (2002) suggests cultural scaffolding. She aims to use diverse children's own cultures and experiences "to expand their intellectual horizons and academic achievement" (p. 109). According to Gay (2000), cultural scaffolding places "teachers in an ethical, emotional, and academic partnership with ethnically diverse students, a partnership that is anchored in respect, honor, integrity, resource sharing, and a deep belief in the possibility of transcendence" (p. 52) and requires that teachers use "knowledge and strategic thinking" (Web, Wilson, Corbett, & Mordecai, 1993, as cited in Gay, 2002, p. 33). In culturally responsive teaching, "knowledge" means information about culturally and linguistically diverse students. The concept of knowledge in culturally responsive teaching is similar to that of funds of knowledge, as Gonzalez, Moll, & Amanti (2005) insist. "Strategic thinking" represents "how this cultural knowledge is used to redesign" (Gay, 2002, p. 109) a child's learning process. This cultural caring also applies to engendering a learning community among diverse students. The class is not just a place to teach and learn academic knowledge; it is a place in which "all members are responsible for helping each other perform and ensuring that everyone contributes to the collective task" (Gay, 2002, p. 110). According to Gay (2002), the process of building a learning community should integrate into the learning process. Such integration results in teaching about cultural knowledge and heritage on top of literacy, science, and math. In the learning community, teachers act as partners to work and learn with other students and to encourage students

to get involved with the community. Gay's claim of building a cultural and caring learning community is directly related to Ms. Macy's cohesive multicultural community. Ms. Macy stated that her ultimate purpose of teaching culturally and linguistically diverse children was to create a cohesive multicultural community. She defined the meaning of a cohesive multicultural community as follows:

(A cohesive multicultural community) means friendship building on relationships and working together in a positive spirit. This means mutual respect for each other and taking turns and really using teamwork. We do a lot of team-building and teamwork and using everybody's best effort and making use of their own expertise of cultural and linguistic knowledge to help each other build relationships and build positive relationships and learning how to respect one another and take care of one another and honor each other's feelings, no matter what they are (from interviews, May 15th, 2009).

In her definition, Ms. Macy emphasized building partnerships and positive relationships with each other and utilizing their own expertise of cultural and linguistic knowledge. In this sense, Gay's cultural and caring learning community provides a good rationale for Ms. Macy's cohesive multicultural community.

Gay (2002) insists that *cross-cultural communications* is vital in culturally and linguistically diverse classes. In the book, *Language, Culture, and Teaching*, Nieto (2002) argues that language is the most salient aspect of culture. Understanding the linguistic codes and communication styles of culturally and linguistically diverse students is essential to better understanding their needs. Gay (2002) argues that culturally responsive teachers should understand "how the communication styles of different ethnic groups reflect cultural values and shape learning behaviors and how to modify classroom interactions to better accommodate them" (p.111). Based on this understanding, teachers are able to acquire "multicultural communication competency" (p.111) and thus avoid

violating the cultural values of diverse students and to better understand their needs and competencies. In Ms. Macy's class, cross-cultural communication was also emphasized among families and children. Since Ms. Macy was a pre kindergarten teacher, the importance of cross-cultural communication with parents, as well as with children, is also emphasized in her class. To increase cross-cultural communication, Ms. Macy utilized various methods, including home visits and face-to-face conversations².

Gay (2002) asserts the importance of *cultural congruity in classroom instruction* in culturally responsive teaching. This emphasizes matching instructional styles to the learning styles of diverse students. It requires that teachers integrate cultural diversity into the fundamental instructional process on a "habitual basis" (Gay, 2002, p.113).

Culturally responsive teachers should consider the learning styles of diverse students.

This includes considering

preferred content, ways of working through learning tasks, techniques for organizing and conveying ideas and thoughts, physical and social settings for task performance, structural arrangements of work, study, and performance space, perceptual stimulation for receiving, processing, and demonstrating comprehension and competence, motivations, incentives, and rewards for learning and interpersonal interactional styles" (Gay, 2000, p.113).

To achieve cultural congruity in class instruction, it is required to understand the learning process as well as the cultural and linguistic knowledge that the children bring to the class and apply this knowledge to the learning process. In this study, it is described how

² In chapter 4, Ms. Macy's ways of increasing cross-cultural communication between the teacher and families from diverse cultural and linguistic backgrounds are described.

Ms. Macy applied what she had learned from the interactions with families from diverse cultural and linguistic backgrounds to the learning process³.

The foundation of culturally responsive teaching states that if the school learning is related to culturally and linguistically diverse students' lived experiences out of school then their academic achievement will be increased. As Gay (2002) asserts, teachers working with those diverse students should build a stronger comprehensive cultural knowledge base, develop curriculum related to the cultural knowledge as well as establish cultural congruity in school learning, and increase cross-cultural communication to establish a cultural caring learning community. As displayed above, culturally responsive teaching is similar to my study in many aspects; therefore it is shown that the culturally responsive teaching theory offers rational foundations to the study. However, culturally responsive teaching originates from the concern about the academic achievement of African-American students, especially students in higher grade levels. On the other hand, my study is more focused on the whole development of pre kindergarten children from eight different cultural backgrounds, not highlighting a specific ethnic group. Therefore, in my study, culturally responsive teaching was utilized as a part of my conceptual framework considering these distinctions.

³ In chapter 4, how Ms. Macy reflected the children's diverse cultural and linguistic backgrounds to the learning process are fully described.

Funds of Knowledge

The underlying assumption of this study was that children's learning could be greatly enhanced when teachers understood about their everyday lived context and background knowledge. The effects would be greater for culturally and linguistically diverse students if teachers utilized their diverse cultural and linguistic backgrounds. To provide the rationale with this assumption, the funds of knowledge theory was adopted as a part of my conceptual framework.

The term "funds of knowledge" was popularized in the literature by Moll (1992). It refers to "the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Neff, Gonzalez, Moll & Amanti, 2005, p. 133). The concept of funds of knowledge is based on the foundation that "every household is in a very real sense an educational setting in which the major function is to transmit knowledge that enhances the survival of its dependents" (Moll, 1992). In the funds of knowledge approach, people are viewed as competent beings and their life experiences at home and in their community have contributed to their accumulation of knowledge (Gonzalez, Moll & Amanti, 2005). Thus, the researchers of funds of knowledge considered every household practice and knowledge as valuable cultural resources, so this knowledge and practice acquired from each home and community should be integrated into the process of learning in the school context (Gonzalez, Moll, & Amanti, 2005).

The bottom line of funds of knowledge is related to Vygotsky's social constructivist theory (1978). Vygotsky (1978) focuses on social interaction and socio-

cultural context that people act in and interact in shared experience in terms of children's development. Vygotsky (1978) considers, "All the higher functions originate as actual relations between human individual" (p. 57). According to Vygotsky (1978), children are self-directed learners and their learning occurs interpersonally, between people in social context. In other words, children can learn from internalization, "the process of taking new information that was experienced or learned within a social context and developing the necessary skills to independently apply the new knowledge and strategies (Bonk & Conningham, 1998, p.37). Vygotsky (1978) also emphasized the importance of culture in children's development. According to Vygotsky (1978), humans use tools developed from culture to mediate their social environment. In this sense, he considers tools in their broad meaning, including not only physical equipment but also symbolic resources such as language. He regards tools as means to understand the world as "cultural artifacts of culture's accumulated wisdom and intellectual history" (Salomon & Perkins, 1998, p. 12). In terms of children's development, children's home and community are definitely included in the culture where they learn how to use the tools. Thus, school learning should occur in a meaningful context and not be separated from learning and knowledge which children develop in their home and community, and this knowledge should be related to the child's school experience.

To attain the children's funds of knowledge, Gonzalez, Moll & Amanti (2005) insist on the importance of visiting each child's home. The concept of home visits in funds of knowledge is different from typical home visits. Teachers traditionally visit children's home to mentor parents, to distribute books and supplies, or to provide

suggestions for the students' academic activity (Gonzalez, Moll, & Amanti, 2005).

However, the purpose of home visits in funds of knowledge is to identify and document knowledge that exists in each child's home and to establish rapport between school and home. During the home visits, the teachers (and the researchers) interviewed the families with prepared questionnaires to stimulate conversations between families and teachers, not to survey them with research purpose. The asked questions are open-ended, including family history (how and what happened to be here), the routine practice of household, parenthood and raising children. They also observe their body languages, home environment and overall context while taking notes. When visiting their home, the researchers in funds of knowledge recommend being accompanied by someone who is bilingual and who has a generally good sense of community context to facilitate the connection to the household (Gonzalez, Moll, & Amanti, 2005). In this sense, a home visit in the funds of knowledge approach is "a systematic, intentional inquiry by teachers" (Lytle & Cochran-Smith, 1990, p. 84). In my study, Ms. Macy visited each child's home with prepared questionnaires. She also brought along a Korean or Chinese bilingual teacher if the child was from those cultural backgrounds. During the home visit, she interviewed the parents and observed the child and home environment. As Ms. Macy stated, her purpose of the home visit was to understand more about the child and family and to find out what the child liked or was good at so as to utilize the gathered information from home in class practice. In this sense, Ms. Macy's home visit was different from traditional home visits, therefore, the funds of knowledge theory provides a rationale for Ms. Macy's home visit.

Besides discovering household knowledge, home visits also provide the context for building reciprocal relationships between teachers and parents.

The interview is not only meant to gather information, but to create new linkages between parents and teachers the language of the interview becomes an important context for these relationships, and a great deal of thought should precede how communication will take place (Gonzalez, Moll, & Amanti, 2005, p. 16).

Gonzalez, Moll, & Amanti (2005) explain that building close relationship between teachers and parents as a term of *funds of knowledge networks of exchange, reciprocal relations* or the creation of *confianza*. Through the reciprocal relations, teachers can extract funds of knowledge from the households' experience and then parents become partners who provide authentic resources in class. As Mercado (2005) argues, the funds of knowledge approach could "provide educators with an inquiry-based process for creating meaningful home-school partnerships and the tools to generate research-based knowledge through participant observation in local households" (pp. 146-147). This is also connected to Ms. Macy's ways of establishing reciprocal relationships with parents. She considered parents as partners in terms of children's learning, thus she utilized home visits to build close relations with them.

The researchers in funds of knowledge consider that the knowledge and practices of households are dynamic, interactional and theorized so teachers should "come to deeper understanding of the complexities of student lives" (p. 21, Gonzalez, Moll, & Amanti, 2005).

It is so important to learn how culture is expressed in students' lives, how students live their worlds. We can't make assumptions about these things. Only a part of that child is presented in the classroom (Gonzalez, Moll, & Amanti, 2005, p. 81).

By understanding the children's everyday lives and practices outside of school, teachers are able to view each child as whole person instead of judging the child only from the performance within limited classroom contexts. They also are able to learn respectful attitude toward the cultural resources found in each household as "containing ample cultural and cognitive resources with great potential utility for classroom instruction" (p.75). Integrating the children's funds of knowledge into school learning, they are able to incorporate what they already know and learn from home to the learning process therefore the learning will be more meaningful and valid for them. According to Gonzalez, Moll, & Amanti (2005), every household practice and knowledge can be related to classroom practices. To utilize the children's funds of knowledge, Gonzalez, Moll, & Amanti (2005) emphasize the role of teachers in class. The teachers should play roles of "the bridge" between home and school and between funds of knowledge and class practice. They are learners who gain understanding of each child's funds of knowledge. They are mediators who make connections to their classrooms from any of the knowledge and practice learned at homes. They are also facilitators who make efforts to understand the children's and their families' lives outside of school, including their cultures and home languages, and utilize these resources in their classroom to provide meaningful lessons for each child.

Funds of knowledge approach insist that the children's everyday lives and practices are valid and theorized, thus, their learning will be greatly enhanced if their funds of knowledge are utilized in the learning process in class. The researchers in funds of knowledge also explain how to gain this information from the children's home and

community as well as how to build reciprocal relationships between teachers and parents, which are very closely related to my research. Thus, the funds of knowledge theory provides a good rationale for my study, especially for visiting homes and utilizing the gathered information from parents in the class as well as establishing reciprocal relationships with parents. As explained above, the term “funds of knowledge” is defined as “the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (p. 133, Neff, Gonzalez, Moll & Amanti, 2005). However, the theory of funds of knowledge is developed from the research conducted in Tucson, Arizona. Thus, the research is too much focused on low-income Latino families. The provided examples in funds of knowledge are mostly related to their family history and low-income Latino lives. In my study, the participant dealt with the children from eight different cultural backgrounds. Funds of knowledge is adopted as part of my theoretical framework, however, the meaning of funds of knowledge is different from the original study. In my research, therefore, the definition of funds of knowledge is modified as following: utilized knowledge and practice in classroom practice related to the children’s cultural and linguistic backgrounds gathered by the teacher from interactions with parents such as home visits or face-to-face conversations.

Anti-bias multicultural education

Derman-Sparks and Ramsey (2007) demonstrate the educational approaches to diversity and injustice that have emerged in the twentieth century: suppression of cultural

diversity, melting pot, add-on multiculturalism, bilingual/biculturalism, and anti-bias multicultural education. The first three approaches highlight on assimilation of culturally and linguistically diverse population into the American dominant culture while the last two approaches focus on all groups and embrace the diversity of cultures and languages. In my study, the approach that the participant practiced in her classroom was most closely related to anti-bias multicultural education. Thus, I demonstrate the approach of anti-bias multicultural education focusing on the underlying assumptions, its goals and assertions.

Anti-bias multicultural education was firstly addressed in the intergroup education movement (Taba, Brady, & Robinson, 1952) of the late 1940s and 1950s. During the movement, much research on children's cultural awareness and attitude toward self and others was accomplished (e.g., Clark, 1955; Trager & Radke-Yarrow, 1952); however, the work of the intergroup movement was ignored in mainstream school contexts. Other roots of anti-bias multicultural education are the commitment to eliminate the prejudice and discrimination of the 1960s which led to "the realization that white children and families must confront and unlearn their racism" (Derman-Sparks & Ramsey, 2007, p. 9) and the ethnic studies movement of the 1970s which emphasized addressing the cultural knowledge of culturally and linguistically diverse children. The anti-bias education approach was firstly defined by Derman-Sparks & ABC Task Force in 1989 as

an active/activist approach to challenging prejudices, stereotyping bias, and the "isms." In a society in which institutional structures create and maintain sexism, racism, handicapism, it is not sufficient to be nonbiased, nor is it sufficient to be an observer. It is necessary for each individual to actively intervene, to challenge and counter the personal and institutional behaviors that perpetuate oppression (p. 3).

In the 1990s, researchers who supported anti-bias education insisted that anti-bias education should be included in school curriculum because if the students construct knowledge of diversity and learn proper attitudes toward differences in their school learning, then they will be more sympathetic and respectful toward differences (Derman-Sparks & ABC Task Force, 1989; Nieto, 1996; Ramsey, 1998). In the 21st century, the need for anti-bias multicultural education in the early childhood educational fields is advocated not only in the U.S. but also in many countries because of the changing demographics (Brown, 1998, 2001; Creaser & Dau, 1996; Van Keulen, A. 2004, as cited in Derman-Sparks & Ramsey, 2007).

The goals of anti-bias multicultural education are “to ensure equitable individual participation in all aspects of society and to enable people to maintain their own culture while participating together to live in a common society” (Derman-Sparks & Ramsey, 2007, p.8). There are misconceptions of performing anti-bias multicultural education in educational settings. The first misconception is that anti-bias multicultural education is only for culturally and linguistically diverse students and not relevant to whites. However, it is not only for the diverse students but for all people since “a society without racism will benefit all people, including whites, and cannot be achieved unless all groups, especially those in power, join the struggle” (Derman-Sparks & Ramsey, 2007, p.11). This is directly related to Ms. Macy’s perceptions of creating a cohesive multicultural community. She believed that all children should understand all people are different but they also have similarities. She wanted all children to recognize people’s cultural and linguistic diversity and to embrace the differences with a caring and honoring attitude.

Thus, she made many efforts to raise children's cultural awareness by representing all of the children's culturally and linguistically diverse backgrounds in a cohesive multicultural community. Ms. Macy stated that representing the children's diverse cultural and linguistic backgrounds was beneficial, not only for culturally and linguistically diverse students, but also for all of the children since it raised their cultural awareness at an early age and motivated them to embrace different languages and cultures.

The second misconception is that "learning about differences among people will make children become prejudiced" (Derman-Sparks & Ramsey, 2007, p.11). However, Derman-Sparks (2007) indicate that "young children's misconceptions and biases reflect those that are expressed by parents, peers, television, movies, and books and become entrenched when they are left unchallenged" (p.11). Ms. Macy also stated children's stereotypical thinking and behavior were learned from their external environment such as media or home, not from internal disposition. Thus, she believed their stereotypical thinking and behavior could be modified in a cohesive multicultural community. In her class, discussing differences was neither hurting nor discriminating; it was rather sharing and accepting each other's own uniqueness. She insisted that all of the children could raise cultural awareness by discussing their differences and uniqueness, not in a harmful way but in a helpful way, in their daily lives. As Derman-Sparks & Ramsey (2007) assert, teachers should teach children to "respect themselves and create equitable relationships with a wide range people and teach children how to work toward eliminating prejudice and discrimination" (p.8) through the anti-bias multicultural educational approach.

Another misconception of practicing anti-bias multicultural education is that many teachers cannot add anything in terms of multicultural education to the curriculum since they are already overburdened (Derman-Sparks & Ramsey, 2007). However, Derman-Sparks & Ramsey (2007) argue that “teaching about diversity and justice is woven into, not added onto, the existing curriculum, so it is a change in perspective rather than an elaborate new curriculum” (p.12). In Ms. Macy’s class, reflecting the children’s culture and language was not just a special occasion. In her class, the children’s cultures and languages were found everywhere and in every moment since she believed the children’s culture and language were not separated from their everyday lives⁴. When practicing the anti-bias multicultural educational approach, she emphasized the importance of the teacher’s attitude. She wanted to teach children to learn diverse culture and languages with a caring and honoring attitude, not just in knowledge level of sharing. She did this by modeling an attitude of respect and interest in what each child shared from their languages and cultures. By showing her respect and interest in the children’s diverse languages and cultures and providing opportunities to share them with other friends, she encouraged all of the children to learn cultural awareness and gain a caring and honoring attitude in order to develop a positive appreciation toward different culture and languages. Ms. Macy insisted that the children’s diverse cultural and linguistic backgrounds should be represented to raise their cultural awareness which help

⁴ In chapter four, the detailed descriptions of how Ms. Macy practiced anti-bias multicultural educational approach in a pre kindergarten classroom are provided.

to eliminate cultural prejudice and to embrace the diversity in a cohesive multicultural community.

Developmentally Appropriate Practice

Developmentally Appropriate Practice was utilized as part of my conceptual framework since my study was about a teacher's perceptions and teaching practice with pre kindergarten children and families from diverse cultural and linguistic backgrounds. Developmentally appropriate practice refers to providing an environment and offering content, materials, and activities that are coordinated with a child's level of development considering three dimensions of appropriateness: children's age level, individual characteristics, and the cultural and social context (Bredekamp & Copple, 1997). In other word, developmentally appropriate practice provides a framework for individuals working with children in developing an environment that contributes to the overall development of children (Hatch, et al, 2002). The theoretical foundations of developmentally appropriate practice is based on the works of Dewey, Piaget, Vygotsky and Erikson reflecting on a child-centered, interactive and constructivist view of learning (Bredekamp & Rosegrant, 1992). A key element of developmentally appropriate practice is the principle that the child constructs his or her own knowledge through interactions with the social and physical environment (Bredekamp, 1987). In developmentally appropriate practice, the children are considered to be self-directed and intrinsically motivated. Therefore, effective learning in developmentally appropriate practice is exploiting their motivation to make sense of their experiences (Bredekamp, 1987).

Because of its close relation to my study, I would like to highlight the aspect of appropriateness of the cultural and social context of the children in developmentally appropriate practice. When the original edition of developmentally appropriate practice (1982) was presented, the appropriateness of the cultural and social context of the children was not indicated. Therefore, the first edition of developmentally appropriate practice (1982) was criticized by many scholars because it did not meet the needs of culturally and linguistically diverse children and did not address the mismatch between school culture and values and home culture and values (Bowman, 1992; Derman-Sparks, 1992). The second edition of developmentally appropriate practice (1997) attempts to address the issue of different family views of development and cultural context and to suggest that practice can be modified to meet the cultural expectations of families and other perspectives of development. However, Hatch, et al. (2002) indicates that the assumption embedded in developmentally appropriate practice (1997) is that Western perspectives of development are the only appropriate early childhood standards. Bowman (2002) also addresses the disconnection in developmentally appropriate practice (1997) and more guidance is needed in how to integrate both the developmental characteristics and the cultural and environmental backgrounds of children, families, and communities. In addition, ignorance and bias in this area must be addressed in open and honest dialogue. Derman-Sparks (1992) insists that developmentally appropriate practice should include anti-bias multicultural curriculum which is focused on curriculum and teaching that values diverse perspectives and ways of being and emphasizing the importance of helping all children learn to appreciate and respect the cultures and worldviews of others.

To reflect the children’s diverse cultural and linguistic backgrounds more effectively, the National Association of Educating Young Children issued the third edition of developmentally appropriate practice in 2009. In the position statement of the new edition, it is clarified that “issues of home language and culture, second language learning and school culture” (Copple & Bredekamp, 2009, p.2) are critical issues in the early childhood education field because the number of culturally and linguistically diverse students has been dramatically increased in the past decades. To address these critical issues, Copple & Bredekamp (2009) present three areas of knowledge that should be considered in teaching practice: what is known about children development and learning⁵, what is known about each child as an individual⁶, and what is known about the social and cultural contexts in which children live⁷. Reflecting on the criticism of the previous edition, the third edition of developmentally appropriate practice (2009) emphasizes children’s social and cultural contexts. It asserts that teachers in practice must consider children’s social and cultural context, “the context of family, community, culture, linguistic norms, social groups, past experience (including learning and behavior), and current circumstances” (Copple & Bredekamp, 2009, p. 10). The highlighted aspect of children’s social and cultural context in developmentally appropriate practice (2009) supports the needs of my study, understanding the children’s diverse cultural and

⁵ Knowledge of age-related characteristics that permits general predictions about what experiences are likely to best promote children’s learning and development (p. 9)

⁶ What practitioners learn about each child that has implications for how best to adapt and be responsive to that individual variation (p.9)

⁷ The values, expectations, and behavioral and linguistic conventions that shape children’s lives at home and in their communities that practitioners must strive to understand in order to ensure that learning experiences in the program or school are meaningful, relevant, and respectful for each child and family (p.10)

linguistic knowledge and experience and reflecting them in the early childhood educational field.

The third edition of developmentally appropriate practice (2009) presents twelve guiding principles⁸ to aid teachers in designing suitable curriculum for young children. The importance of reflecting children’s cultural and linguistic contexts is also highlighted, especially in the eighth principle, “Development and learning occur in and are influenced by multiple social and cultural contexts” (p. 13). The principle implies that early childhood teachers should understand the influence of children’s sociocultural contexts

⁸ Principles of child development and learning that inform practice

- 1 All domains of children’s development—physical, social, emotional, and cognitive—are important and they are closely interrelated. Children’s development and learning in one domain influence and are influenced by what takes place in other domains.
- 2 Many aspects of children’s learning and development follow well documented sequences, with later abilities, skills, and knowledge building on those already acquired.
- 3 Development and learning proceed at varying rates from child to child as well as at uneven rates across different areas of each child’s individual functioning.
- 4 Development and learning result from a dynamic and continuous interaction of biological maturation and experience.
- 5 Early experiences have profound effects, both cumulative and delayed, on a child’s development and learning; optimal periods exist for certain types of development and learning to occur.
- 6 Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
- 7 Children develop best when they have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers.
- 8 Development and learning occur in and are influenced by multiple social and cultural contexts.**
- 9 Always mentally active in seeking to understand the world around them, children learn in a variety of ways; a wide range of teaching strategies and interactions are effective in supporting all these kinds of learning.
- 10 Play is an important vehicle for developing self-regulation as well as promoting language, cognition, and social competence.
- 11 Development and learning advance when children are challenged to achieve at a level just beyond their current mastery, and when they have many opportunities to practice newly acquired skills.
- 12 Children’s experiences shape their motivation and approaches to learning, such as persistence, initiative, and inflexibility; in turn these dispositions and behaviors affect their learning and development (pp. 11- 15, Bredekamp & Copple, 2009).

and family circumstances and “how their own cultural experience shapes their perspective” (p. 13) when making decisions about children’s development. It also addresses the importance of maintaining home language for immigrant children.

Immigrant children are able to develop English proficiency without having to give up their home language, and it is important that they retain their fluency in the language of their family and community (Copple & Bredekamp, 2009, p. 14).

In the finding chapter, I described how the pre kindergarten teacher made her effort to help ELL children’s English development utilizing their home languages as one of my findings and this matches what the principle of developmentally appropriate practice (2009) claims in terms of maintaining children’s home language and culture.

The new edition of developmentally appropriate practice (2009) presents five guidelines to practice integrating all the principles as well as the knowledge bases: “(1) creating a caring community of learners, (2) teaching to enhance development and learning, (3) planning curriculum to achieve important goals, (4) assessing children’s development and learning, and (5) establishing reciprocal relationships with families (Copple & Bredekamp, 2009, p. 16). The foundation of a caring community is “consistent, positive, caring relationships” (p.16) among children, teacher, and families. Since a caring community can be built based on intimate and positive relationships among members, each member should be valued and be reflected in the community. In terms of cultural and linguistic diversity, it is important for the children “to hear and see their home language and culture reflected in the daily interactions and activities of the classroom” (p.16) to create a caring community. Copple & Bredekamp (2009) insists that creating a caring community is vital in the early childhood educational field since “how

they expect to be treated and how they treat others is significantly shaped in the early childhood setting” (p.16). This can be expanded to anti-bias education. If children learn appropriate attitudes toward diversity, including culture, language, ethnicity, in their early childhood period, then they will be more sympathetic and respectful toward differences. The aspect of viewing a community is closely connected to the finding of my current research. Ms. Macy clearly stated that her purpose of teaching culturally and linguistically diverse children was to create a cohesive multicultural community. She emphasized cohesive relationships and mutual respect for each other, and working together to utilize the children and families’ expertise of cultural and linguistic knowledge in a cohesive multicultural community.

Developmentally appropriate practice (2009) emphasizes establishing reciprocal relationships with families based on “mutual respect, cooperation, shared responsibility, and negotiation of conflicts toward achievement of shared goals” (p.23). It views the role of parents as partner and indicates that parent-teacher relationships should avoid parent-educated orientation. Instead of educating parents, teachers involve families as a source of information about the child and share this information and knowledge with each other. It also indicates that parent involvement should not be limited to scheduled event and suggests frequent day-to-day communication between teacher and parents. To increase two-way communication with parents who do not speak English, “teachers should use the language of the home if they are able or try to enlist the help of bilingual volunteers” (p.23).

The new edition of developmentally appropriate practice addresses the importance of reflecting children’s social and cultural context in a caring community and establishing reciprocal relationships with families from culturally and linguistically diverse backgrounds. However, it is still not clearly stated how to incorporate their cultural and linguistic background in the daily interactions and activities in the classroom and how to increase communication with low English proficiency parents. It is necessary to present more practical and detailed examples to teachers, who must make the daily decisions about how to teach classes with culturally and linguistically diverse children. The two main categories of my findings are “creating a cohesive multicultural community” and “establishing reciprocal relationships with culturally and linguistically diverse families”. In my study, I focused on presenting, with detailed descriptions, how Ms. Macy reflected the children’s cultural and linguistic backgrounds effectively in her teaching practice and how she built reciprocal relationships with diverse families. Therefore, the findings of my study will contribute to the early childhood education field filling in the missing pieces of developmentally appropriate practice by giving concrete examples of incorporating the children’s cultural and linguistic backgrounds in the daily interactions.

English as a second language learning theories

English as a second language learning theories are utilized as a part of my conceptual framework. However, the purpose of my study was to describe a pre kindergarten teacher’s perceptions and teaching practice with culturally and linguistically

diverse children. Thus, describing the children's English development was not the primary goal of my study. Since my research site was in a pre kindergarten class with culturally and linguistically diverse children, how the teacher helped the children's English development in her classroom was reflected as a part of her teaching practice. Along with the children's English development, the teacher emphasized the importance of their home language development and utilized their home languages in English development. Therefore, I present English as a second language learning theories, highlighting the aspect of how an English monolingual teacher helps linguistically diverse children's English development utilizing their home languages.

Many researchers argue that the children's home language plays an important role in their English development (Freeman & Freeman, 1991, 1992, 1993, 2001; Faltis & Hudelson, 1994; Krashen, 1999; Moll & Greenberg, 1990; Schwarzer, 2001; Schwarzer, Haywood, & Lorenzen, 2003) as well as their academic achievement (Garcia, 2001; Nieto, 2002). Since children's learning is integrated and closely related to their languages and culture, if children's home language development is neglected in their school learning, the possibility of their school failure will increase. However, there are certain misconceptions about the relationships between English monolingual teachers and the children's home language development (Schwarzer, Haywood, & Lorenzen, 2003). English monolingual teachers cannot foster the linguistically diverse children's home languages development or cannot utilize their home languages in school learning since they cannot understand the languages (Schwarzer, Haywood, & Lorenzen, 2003). Therefore, the linguistically diverse children's home language is ignored in teaching

practice since most school teachers are English monolinguals and the children's language diversity is considered a problem in their school learning (Franquiz & Reyes, 1998; Nieto, 2002). Freeman & Freeman (1993, 2001) insist, however, that monolingual teachers can support the children's home language development in school learning. Franquiz & Reyes (1998) also argue that monolingual teachers can help home language development in class.

A teacher does not have to be fluent in (the children's home) language to recognize its value to the learner; permit its use in the classroom, and respect, affirm, and legitimize its role in students' learning and students' self-esteem (p. 212).

The participant of my study is an English monolingual teacher. However, she perceived the language diversity as a resource rather than a problem and their home language as a vital role in terms of English development as well as in their class learning. Franquiz & Reyes (1998) and Schwarzer, Haywood, & Lorenzen (2003) demonstrate how English monolingual teachers support the children's home language development and utilize their home language in teaching practice⁹. Some of their suggested methods could be found in

⁹ Summary of helping diverse children's home language development in class

1. Create a multiliterate print environment in classroom.
2. Prepare literature in the children's home language in a class library.
3. Create a multilingual project to be conducted by a community members in the home languages
4. Invite multilingual people from the school or community to help teach relevant class themes in other languages.
5. Assess students' literacy in their home language.
6. Start learning some words in the children's home languages.
7. Create audio-taped cassettes with the children's home languages.
8. Involve bilingual parents as activate participants in the class
9. Find ways to translate environmental print as well as school letters into all of the language available in the learning community.
10. Use students' backgrounds and cultural assets as a resource by inviting students to share issues related to their cultural and linguistic background throughout the year (Schwarze, Haywood, & Lorenzen, 2003, p. 459).

Ms. Macy's classroom. For example, preparing home language literature in a book center and using them in class learning, presenting home language posters on walls, learning greeting, numbering, and the birthday songs in home languages, preparing audio books in home language, inviting bilingual parents to class, and team-teaching with bilingual teachers.

To overcome the limitation of the English monolingual teachers, Creese (2005) insists on the importance of collaborations with bilingual teachers. Establishing partnership, between the subject teachers and the EAL (English as an additional language) teacher, is utilized in diverse classrooms to serve the needs of English language learning children in mainstream settings (Creese, 2006; Arkoudis, 2003) in a secondary classroom. Many scholars (Arkoudis, 2003; Creese, 2000, 2002; Davison, 2001) report, however, the difficulty of achieving successful partnerships because of different epistemological stances (Creese, 2006). According to Creese (2005), the focus of the EAL teachers is largely language development and content understanding while the subject teachers feel the pressures of a standards-based curriculum. Creese (2005) identifies three types of collaborations: support, withdrawal, and partnerships. Since Ms. Macy's school adopted an ESL pullout program, it was close to a temporary withdrawal model, but the ways in which Ms. Macy collaborated with bilingual teachers were expanded to partnerships. The detailed description of how Ms. Macy collaborated with bilingual teachers is presented in the findings chapter.

In terms of helping the children's English development, Ms. Macy's teaching practice is similar to sheltered English instruction (Walqui, 1992, 2006; Echevarria &

Short, 1999; Echevarria, Vogt, & Short, 2008). Sheltered instruction is a means for making grade-level academic content (e.g., science, social studies, math) more accessible for English language learners while at the same time promoting their English language development (Echevarria, Vogt, & Short, 2008). One of the most well known models of sheltered instruction is the Sheltered Instruction Observation Protocol (SIOP). The SIOP identifies 30 important elements of sheltered instruction under eight broad categories: preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review and assessment. According to Echevarria, Vogt, and Short (2008), the SIOP contains key features for the academic success of English language learners through development of background knowledge, acquisition of content-related vocabulary, and emphasis on academic literacy practice. Since the SIOP originates from the concern about the academic gap between English language learners and native English speaking students, the model is mostly used in secondary and elementary classrooms. However, there is not much application of the SIOP in the early childhood educational field. In the findings chapter, it is shown how Ms. Macy effectively applied the SIOP in her pre kindergarten classroom. The SIOP is effective not only for teaching English language learning students but also for teachers, especially for English monolingual teachers. Teachers who used the SIOP for lesson planning became more proficient in linking language and content in their instruction, felt more in control of their professional development, and increased their ability to accommodate different levels of proficiency in their classrooms (Echevarria, Vogt, and Short, 2010).

Table 1 The sheltered instruction observation protocol (Echevarria, Vogt, & Short, 2008)

Sheltered Instruction observation protocol
<p style="text-align: center;">Preparation: language and content objectives</p> <ol style="list-style-type: none"> 1. Write content objectives clearly for students: 2. Write language objectives clearly for students: 3. Choose content concepts appropriate for age and educational background level of students. 4. Identify supplementary materials to use (graphs, models, visuals). 5. Adapt content (e.g., text, assignment) to all levels of student proficiency. 6. Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, and constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.
<p style="text-align: center;">Building Background: vocabulary development, student connections</p> <ol style="list-style-type: none"> 7. Explicitly link concepts to students' backgrounds and experiences. 8. Explicitly link past learning and new concepts. 9. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.
<p style="text-align: center;">Comprehensible Input: ESL techniques</p> <ol style="list-style-type: none"> 10. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners). 11. Explain academic tasks clearly. 12. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).
<p style="text-align: center;">Strategies: metacognitive and cognitive strategies</p> <ol style="list-style-type: none"> 13. Provide ample opportunities for students to use strategies, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring). 14. Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson. 15. Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).
<p style="text-align: center;">Interaction: oral language</p> <ol style="list-style-type: none"> 16. Provide frequent opportunities for interaction and discussion between teacher/student and among students about lessons concepts, and encourage elaborated responses. 17. Use group configurations that support language and content objectives of the lesson. 18. Provide sufficient wait time for student responses consistently. 19. Give ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text.
<p style="text-align: center;">Practice/Application: practice all 4 language skills</p> <ol style="list-style-type: none"> 20. Provide hands-on materials and/or manipulative for students to practice using new content knowledge. 21. Provide activities for students to apply content and language knowledge in the classroom. 22. Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking).
<p style="text-align: center;">Lesson Delivery: meet objectives</p> <ol style="list-style-type: none"> 23. Support content objectives clearly. 24. Support language objectives clearly. 25. Engage students approximately 90-100% of the period (most students taking part and on task throughout the lesson). 26. Pace the lesson appropriately to the students' ability level.
<p style="text-align: center;">Review/Evaluation: review vocabulary and concepts</p> <ol style="list-style-type: none"> 27. Give a comprehensive review of key vocabulary. 28. Give a comprehensive review of key content concepts. 29. Provide feedback to students regularly on their output (e.g., language, content, work). 30. Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

Chapter summary

The underlying assumption of this study was that children's learning can be more effective and meaningful if their diverse cultural and linguistic backgrounds are reflected in their school learning. To provide rationales to my study, I adopted culturally responsive teaching, funds of knowledge, anti-bias multicultural education, developmentally appropriate practice and English as a second language learning theories as my conceptual framework. All theories and approaches are developed based on Vygotsky's social constructivist theory (1978). Vygotsky (1978) focuses on social interaction and socio-cultural context; people act in and interact in shared experience. Vygotsky (1978) also emphasized the role of tools, developed from culture to mediate their social environment. In terms of children's development, children's home and community are the strongest reflections of their culture and where they learn to use the tools from the culture. In this context, their cultural knowledge and home language are also considered tools. Therefore, school learning should include their cultural and linguistic knowledge.

Vygotsky's notion is related to culturally responsive teaching and funds of knowledge. Culturally responsive teaching emphasizes understanding the children's cultural and linguistic knowledge and developing curriculum related to the cultural knowledge as well as establishing cultural congruity in school learning. Similar to culturally responsive teaching, the funds of knowledge theory insists that the children's everyday lives and practices should be valid and theorized in school learning. If their funds of knowledge are utilized in the learning process in class, their learning will be

greatly enhanced (Gonzalez, Moll & Amanti, 2003). In the funds of knowledge theory, it is also presented how to gain this information from the children's home and community as well as how to build reciprocal relationships between teachers and parents, which is very closely related to my research.

Culturally responsive teaching originates from the concern about the academic achievement of African-American students, especially students in higher grade levels. The funds of knowledge approach is developed from the research conducted in Tucson, Arizona, focusing on low-income Latino families thus the provided examples in funds of knowledge are mostly related to their family history and Latino lives. On the other hand, my study is more focused on the whole development of pre kindergarten children from diverse cultural backgrounds, not focusing on any particular academic aspect and not highlighting a specific ethnic group. Therefore, I add developmentally appropriate practice to see if the children's diverse cultural and linguistic backgrounds are reflected properly in a pre kindergarten classroom. This is related to Vygotsky's theory of the zone of proximal development¹⁰. According to Vygotsky, (1978), children can learn within the zone of proximal development, thus the teaching materials or activities should be presented considering the level of their potential development. Therefore, the children's diverse cultural and linguistic backgrounds should be reflected in teaching practice considering children's appropriateness of development, known as the zone of proximal development.

¹⁰ The zone of proximal development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

Developmentally appropriate practice is widely used as a framework in the early childhood educational field. However, the previous edition of developmentally appropriate practice (1997) was criticized by many scholars because it did not meet the needs of culturally and linguistically diverse children and did not address the mismatch between school culture and values and home culture and values. To compensate for these criticisms, the new edition of developmentally appropriate practice (2009) addresses the importance of reflecting children's social and cultural context in a caring community and establishing reciprocal relationships with families from culturally and linguistically diverse backgrounds. However, it is still not clearly stated how to indicate their cultural and linguistic backgrounds in the daily interactions and activities in the classroom and how to increase communication with low English proficiency parents. To aid the decision making of teachers in practice, more detailed practical examples or role models should be presented.

Anti-bias multicultural educational approach is adopted to provide rationale for Ms. Macy's perceptions and teaching practice in terms of creating a cohesive multicultural community. The approach insists that multicultural education is not only for culturally and linguistically diverse children but for all children as well as their families. It also emphasizes the importance of helping children to learn and practice honoring and caring attitudes toward diversity in their everyday lives. Through the anti-bias multicultural educational approach, children are able to learn "how to respect themselves and create equitable relationships with a wide range people and how to work toward eliminating prejudice and discrimination" (p.8). In Ms. Macy's class, anti-bias

multicultural education is an important component of creating a cohesive multicultural community. In chapter four, it is described how Ms. Macy practiced anti-bias multicultural education in an early childhood classroom to create a cohesive multicultural community.

Finally, to support the children's English development, especially utilizing their home language, I employ English as a second language learning theories. One of the theories adopted in this study is sheltered instruction. Since sheltered instruction originated from the concern about the academic success of English language learners, it is mostly used in secondary and elementary classrooms. However, there is not much application of sheltered instruction in the early childhood educational field. This study provides the detailed description of how sheltered instruction is applied in early childhood classrooms effectively. Besides sheltered instruction, there is numerous literature related to second language learning. Since describing the children's English development is not the primary goal of my study, I present English as a second language learning theories highlighting the aspect of how an English monolingual teacher helps linguistically diverse children's English development utilizing their home languages.

CHAPTER 3 METHODOLOGY

This chapter discusses the research design and methodology for this study including the research questions, setting, participant, data collection, the researcher's role, and trustworthiness. The qualitative research design was employed, using a case study with a single participant (Merriam, 1998). To select the teacher participant, purposeful sampling was utilized. Data were collected from multiple sources of data including formal interviews, informal conversations, and observations. The constant-comparative method, developed by Strauss and Corbin (2007), was employed for data analysis. Trustworthiness was established through prolonged engagement, persistent observation, member checking, peer debriefing and triangulation. This procedure of study was tested in the preliminary study.

Research design

Qualitative research

A teacher's perceptions and teaching practice in a class with culturally and linguistically diverse children could not be quantified or generalized. Hence, qualitative research was employed for this study. Creswell (2003) defines qualitative research as the study of shared human experience of a phenomenon conducted over a prolonged period using a small number of participants. According to Merriam (1998), qualitative research examined how people make sense of their lives and experiences.

Qualitative research assumes that there are multiple realities – that the world is not an objective thing out there but a function of personal interaction and perception. It is a highly subjective phenomenon in need of interpreting rather than measuring (p.17).

As Merriam indicates, there are multiple realities and they are subjective, not objective. This study focused on a pre kindergarten teacher's perceptions and teaching practice with culturally and linguistically diverse children and their families. Its primary aim was to describe the how the teacher perceived creating a cohesive class community with culturally and linguistically diverse families from the teacher's point of view. In addition, this study also illustrated how the teacher applied her perceptions to her teaching practice (Danzin & Lincoln, 2003), in terms of helping the children's English development utilizing their home languages at class as well as establishing reciprocal relationships with their families.

Interpretive research paradigm

The design of the study was qualitative and the paradigm was interpretivism. In any qualitative study, it is important to clarify the researcher's stance, the paradigm. This avoids misunderstandings for the reader (Merriam, 1998). Clarifying the stance provides a framework to help readers if they found the presented evidence convincing and want to apply the case to their own circumstances (Yin, 2003). According to the interpretivism paradigm, reality is socially constructed and intentionally constituted through a person's lived experience. Crotty (2003) tells us that meaning "is not discovered, but constructed." Accordingly, it is clear that different people might construct meaning in

different ways, even in relation to the same phenomenon (p.9). Researchers in interpretivism are interested in understanding how individuals represent their realities via language. In adopting interpretivism, I focused on describing, in-depth, how a pre-kindergarten teacher perceived teaching culturally and linguistically diverse children and how the teacher created a cohesive multicultural community with diverse children and their families.

Case study methodology

Stake (1995) suggests that case study is an ideal methodology when a holistic and in-depth investigation is needed to capture the complexity of a specific, unique, or bounded system. Yin (2003) claims that using a case study is the preferred strategy when: 1) 'how' or 'why' questions are being posed, 2) when the investigator has little control over events, and 3) when the focus is on a contemporary phenomenon within real-life context. Case studies can be used to gain an in-depth understanding of a situation and meaning, including intensive descriptions and analyses of a single unit and bounded system such as an individual, program, event, group or community (Merriam, 1998).

The purpose of the case study is to understand a case by gathering comprehensive, systemic, and in-depth information (Patton, 2002). Case studies are designed to bring out the details from the viewpoint of the participants in the study through the use of multiple data source (Merriam, 1998). Yin (2003) suggests that case study methodology is especially appropriate when the researcher wishes to account for and describe contextual conditions.

My aim in this study was to investigate the phenomena of a real-life environment (Merriam, 1998): the pre kindergarten teacher's perceptions of teaching culturally and linguistically diverse children and how her perception was reflected in her teaching practice. In my research, I focused on in-depth descriptions of the teacher's perceptions and how her perceptions were reflected in the context, in terms of creating a cohesive multicultural community, helping children's English development utilizing their home language and culture, and establishing reciprocal relationships with their families.

Purposeful sampling: one participant

This study employed single case study methodology with one participant. To select the teacher participant, I utilized "purposeful sampling" (Patton, 2002) for in-depth case study of perceptions & practices of multicultural education. Patton (2002) describes this selection method as a distinction between quantitative and qualitative approaches. Quantitative methods typically depend on large samples, randomly selected to control for objectivity and generalizability of findings. In contrast, qualitative methods use even a "single case (n=1) that is purposefully selected" (Patton, 2002, p. 169). Patton (2002) also indicates that purposeful sampling can provide good interview subjects and information-rich examples for the study.

Purposeful sampling reflected the significant features of this study's purpose. By focusing on a small sample, one participant, a great deal might be learned through the use of in-depth interviews, two-year prolonged engagement in the classrooms, and on-going informal conversations with the participant. To select the participant, I visited the school

and explained the purpose of the study and criteria for selecting the participant to the principal. I firstly selected the participant on the strength of the principal's recommendations. While conducting the pilot study with the teacher, I confirmed if she was the appropriate participant for my study. I was also able to gain the recommendations from parents of the school that the teacher was famous for teaching the children from culturally and linguistically diverse backgrounds. After conducting a successful one-year of pilot study with the selected participant, I finally decided to conduct this dissertation study with the participant.

Settings

School District

The study was conducted at Hills School (pseudonym), one of eighty one elementary schools in a large, urban southwestern city. The school district is a diverse and urban district, the fifth largest school district in Texas, serving approximately 86,000 students at 124 schools. According to the district website, about 59.7% of the district-wide student population is Latino, 24.6% is White, 9.5% is African-American, and 3.3% is Asian. Among these populations, about 28.6% of students are English as second language learners. The following table shows the socioeconomic characteristics of students in the school district for the previous eight years.

Table 2 Demographics of students in the school district

characteristic	School Years								
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
American-Indian	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%	0.6%
Asian	2.7%	2.8%	2.8%	3.0%	3.1%	3.2%	3.4%	3.8%	3.3%
African-American	14.4%	13.7%	13.3%	12.7%	12.7%	12.1%	11.8%	11.3%	9.5%
Latino	51.6%	53.1%	54.7%	56.0%	57.0%	58.1%	58.8%	59.0%	59.7%
White	31.1%	30.2%	29.0%	28.1%	26.9%	26.4%	25.8%	25.8%	24.6%
English Language Learners	19.6%	20.9%	20.7%	22.5%	22.4%	23.8%	27.8%	27.7%	28.6%

Source: Harner. D., (2010). *Demographic Analysis and Enrollment Projections for the School District*,

Hills School

The research site was Hills School (pseudonym), a public elementary school in School District. It was located near university housing. It had approximately four hundred pre-kindergarten through fifth grade students. Most parents were graduate students at the university and about two thirds of the students were from diverse cultural and linguistic backgrounds. This made the school significantly diverse. According to the school website, students are from more than 40 different countries and speaking more than 20 different languages. The detailed student demographic could be found in the school's annual campus report card (2009-2010): 41.7% of student population is Latino, 13.0% is Asian, 10.7% is African-American, and 34.5% is White. Since Hills School served many culturally and linguistically diverse students and families, it offered bilingual programs in Spanish, Korean, and Chinese.

The pre kindergarten class

Ms. Macy had taught a pre kindergarten class at Hills School for nine years. Her pre kindergarten class consisted of fourteen students, nine boys and four girls. Since the purpose of my study was to describe the teacher's perceptions and teaching practice with culturally and linguistically diverse children and parents, I would like to describe the class, focusing on their diverse cultural and linguistic backgrounds.

The children in her class represented eight different cultural backgrounds: Korean, Japanese, Chinese, Latino, African-American, Turkish, Brazilian, and the White. Among fourteen students, only three were from the White. This meant that about 80% of children in her class were from other diverse cultural backgrounds. The children from other diverse cultural backgrounds could be categorized into three groups in terms of their spoken language. The first group was children who were born in the U.S., and the spoken language at their home was also English only. Thus, their English levels were as good as Native English speakers while they could not speak their home language. Two Latino children and one African-American child belonged to this group. The second group of children either were born in the U.S. or came to the U.S. at an early age and the spoken language at home was their home language. Therefore, they could speak in both languages: English and their home language. Some of them were able to read and write in both languages. Two Korean children, one Japanese child, and one Brazilian child belonged to the second group. In the second group, the Japanese girl had a unique cultural and linguistic background. Her father is White and her mother is Japanese, but they both spoke in Japanese. The spoken language at home was Japanese also. Her

mother was mainly in charge of the child’s education at home, so the Japanese girl was exposed to Japanese culture and language first and her Japanese level was much higher than her English level. The third group of children were those who had just arrived in the U.S. and who were staying in the U.S. only a short period. The spoken languages in their home were only their home languages. Most of their parents’ English levels were none or limited. Thus, the children’s English level in this group was quite limited. A Korean student, a Chinese student, a Japanese student, and a Turkish student belonged to this group. The following table summarizes the children’s diverse cultural and linguistic background.

Table 3 Children’s cultural and linguistic background in Ms. Macy’s Class¹¹

Cultural background ¹²		Home language	English levels (1-5)	Home language levels (1-5)	Parent’s English levels
Korean	Boy	Korean	2	5	Mom: speaking Korean, Japanese, Chinese, English Dad: fluent English
Korean	Boy	Korean	4	5	Mom: Okay, Dad: Good
Korean	Girl	Korean	4	5	Both are students (Fluent English)
Japanese	Boy	Japanese	1	5	Mom: none, Dad: limited
Japanese	Girl	Japanese	3	5	Mom: Japanese, Fluent English Dad: English speaker
Turkey	Boy	Turkish	2	4	Dad: good English Mom: okay

¹¹ All of this information was provided by Ms. Macy through interviews. The children’s English levels, Home language levels, and Parent’s English level were all determined by Ms. Macy. According to IRB and AISD approval, the researcher was allowed to collect data only from the teacher, not from children and their parents. I clarify that the researcher did not collect any information from the children and parents directly.

¹² All of children’s cultural backgrounds were presented according to Marx (2006).

Brazil	Boy	Portuguese /English	4	5	Both are good English speaker
China	Boy	Chinese	2	3	Mom: Okay, Grandmother: none
African-American	Boy	English	5		Both are English speaker
Latino	Girl	English/little Spanish	4	1	Both are English speakers/ No Spanish at home
Latino	Boy	English/little Spanish	5	1	Both are English speakers/ No Spanish at home
White	Girl	English	5		English speakers
White	Girl	English	5		English speakers
White	Girl	English	5		English speakers

Locating myself in the research

Since my early childhood, my dream has always been to become a teacher. To fulfill my childhood dream of becoming a teacher, I entered Gyeongin National University of Education (GNUE) in Korea and graduated with a Bachelor of Arts in Elementary Education in 1997. After graduating, I taught at public elementary schools from 1997 to 2002. For the first and second years, I supervised 3rd and 4th grade elementary students. At that time, I was required to teach ten subjects to forty students in a class; these included mathematics, science, literacy, ethics, social studies, physical education, music, art, English, and computer. I loved to teach young children, but I was also tired of teaching several subjects, which required that I have only a general knowledge of subject matters. I wanted to be more than a general teacher; I wanted to be an expert teacher in a special area. Thus, I decided to pursue my own specialization and chose English as my area. The English subject was adopted as a regular subject in

elementary curriculum in 1997 and therefore there was much to be explored in teaching English for elementary children.

To be an expert of English teacher for young children, I took courses for Teaching English to Speakers of Other Languages (TESOL) in Sookmyung Women's University, while working as an elementary teacher, and was granted TESOL certification emphasizing the elementary level in 1999. The courses were taught only in English by native English speaking faculty from the University of Maryland at Baltimore, focusing on "Second language acquisition for English as an EFL teachers" and "EFL teaching methods for speaking, listening, reading and writing." During the sixth months while the TESOL certificate course, I firstly experienced a language barrier with the professors and class. Even though I had studied English since junior high school, the content of English class was only focused on reading, vocabulary, and grammar. Thus my English proficiency was quite limited at that time; my receptive language was pretty good but expressive language skill was low. From the course, I realized how difficult it was to understand and express my thoughts in a language other than my mother tongue. Remembering my childhood, I had always been an excellent student during my school years. During the course, however, I felt that I was isolated and sometimes ignored by the classmates because of the language barrier; they underestimated my abilities because of my limited expressive language. This experience helped me to sympathize with culturally and linguistically diverse children and families who were struggling with the language barrier and motivated me to explore this study.

After taking TESOL certificate, I worked as a teacher for additional three years, teaching 1st, 5th, and 6th grade children. Because of my English ability, I was put in charge of English education in our school in 2000 and wrote teachers' guide books for our school teachers. While working as a teacher, I also prepared to study abroad in the U.S. to explore more about English language teaching for young children. Then, I went on to achieve my Master of Science in Education at State University of New York (SUNY) at Potsdam, focusing on English language teaching. While I was studying at SUNY Potsdam, I took courses in Literacy I and II, Reading and Language Arts, Philosophy in Education, Language and Culture, and Educational Research courses. Through six months of TESOL certificate courses and 34 credits of graduate courses of English language teaching at SUNY at Potsdam, my background of second language learning was enhanced. These background helped me to explore how the participant supported English language development of children from diverse linguistic backgrounds especially utilizing their home languages.

I also took educational practicum in a nearby public elementary school while studying at SUNY Potsdam. In the practicum, I took part in a first grade classroom as a teacher's assistant throughout two semesters at Madill School and Ogdensburg School, located in Ogdensburg, New York. Through this experience, I learned about the public educational system in the United States and the differences between the U.S. classes and Korean classes. The biggest difference was that Korean classes followed fixed curriculum by the Ministry of Education so that all elementary students in Korea were educated in the same subjects and contents, while the U.S. classes were more child-

centered so that the teachers' discretions were highlighted when serving their students. It means that the teachers' roles and qualifications were much more emphasized in the U.S. in terms of children's learning. This understanding influenced the research design exploring a classroom teacher's perceptions and experiences with prolonged engagement.

After finishing my Master's degree, I worked as an English teacher in a private institute in Seoul from 2002 to 2004, where I taught English to students from kindergarten to high school. In the summer of 2004, I came to the U.S. with my husband, a graduate student of the University of Texas at Austin. After six months of preparation, I entered the graduate school at the University of Texas at Austin in 2005, majoring in early childhood education. Through three years of coursework, I've learned the importance of play and developmentally appropriate practice (DAP) in terms of children's development and the role of teacher and parents. Especially, the teachers' roles were emphasized in early childhood education thus the teachers should design their class considering children's zone of proximal development (ZPD) as well as children's emotional and social development.

While studying at the University of Texas at Austin, I volunteered to teach Korean immigrant children at the Korean weekend schools from 2005 to 2007. From the experience, I have learned how immigrant families struggled with maintaining their home language and cultural identity. For example, most of student in my kindergarten class felt they were American and did not recognize why they were learning Korean language. Some of the teachers' assistants, mostly Korean immigrant high school students, spoke only in English with their parents and Korean friends and even at the Korean school.

When they were asked the reason, they answered that they were ignored because they spoke English with a Korean accent at their school, so they tried to get rid of their Korean accent by speaking only in English even at their home. I was interested in how immigrant family maintained their home language at home, thus I conducted a pilot study with this theme. The topic of my first pilot study was how Korean immigrant kindergarten children maintained their home language and culture and the role of their parents. Even though the parents' roles were critical for maintaining their children's home language and culture, I felt some limitation in the study. Since I could not see the children's school lives in the U.S., I did not know how was affecting their attitudes towards their home language and culture. Thus, after consulting with my advisor, I decided to conduct my dissertation study focusing on the teacher and her class composed with culturally and linguistically diverse families.

Before carrying out the dissertation study, I conducted a pilot study under the topic of "the pre kindergarten teacher's perceptions and practice of multicultural education" during the 2007 and 2008 school year. The pilot study could verify if the teacher was an appropriate participant and could establish rapport with the teacher which helped the research process. While conducting a pilot study, my role in the class was a participant-observer. I worked as a teacher's assistant as well as played the researcher's role. As I explained on page 60, *gaining the access to the research site*, I proposed to the principal that I would work as a teaching assistant in Ms. Macy's class in exchange for her participation in my research. In the class, I assisted the class activities such as preparing teaching materials before classes, tutoring children, and helping children

during center times. I also became a resource for Korean language and culture with the teacher's request. I had read the children books in Korean and the books introduce Korean culture with children. I brought Korean traditional costumes from Korea and taught the class the meaning of the costumes and how to wear them. During this period, I concentrated on establishing rapport with the participant, since the purpose of this study was to understand her perceptions and teaching practice through the interpretivist perspective. Therefore, it was strongly emphasized to establish close relationships with the participant. My role in the class during the pilot study was more as a participant and a teacher's assistant, rather than an observer. My role in the class could be considered a strength since it allowed me to engage in deep classroom culture. It helped me to be a part of her class and to increase her willingness to talk about her beliefs and practice through frequent informal conversations.

I also took a participant-observer's role while collecting data for this dissertation study. During this time, I concentrated more on the role of observer, in place of playing the role of the participant, following the recommendations of committee members. Instead of assisting the teacher in class, I observed what the participant said and did with children during class activities and took notes and memos and made questions to ask the participant according to her practice. However, I participated in the special activities as a teacher's assistant, such as the international festival, field trips to the local farm and children's museum, Easter and Valentine's party.

In this study, I collected data, analyzed and wrote from the various perspectives integrating all of my previous experiences. I conducted this study in a class where I could

interact, observe, and have dialogues with the teacher. Thus, more than five years of public school teaching experiences in Korea and another three years of teaching assistant experiences in the U.S. built up my perspective of a teacher. Having those experiences as a teacher helped me to relate with the teacher and to understand the class context from the teacher's viewpoint. I also understood the challenges and difficulties of culturally and linguistically diverse children and parents since I have been in the U.S. as a second language student for seven years. Two years of Korean language school experience and the first pilot study about "how immigrant parents helped children to maintain their home language and culture" also supported me to understand the situations of culturally and linguistically diverse families. My backgrounds of taking the TESOL certificate courses and my research interest during my Master's degree, "how to teach English effectively to children", helped me to understand ELL teacher. As a researcher, these backgrounds helped me to explore how the participant supported English language development of children especially utilizing their home languages. I played a role of participant-observer while collecting data for my study from the fall semester of 2007 to the spring semester of 2009. During this period, I participated in her class activities while collecting data. These previous experiences as a teacher, a researcher, an ELL student as well as an ELL teacher helped me to have different lenses in conducting this study and were reflected in the entire research process: designing study, collecting data, analyzing data and writing a paper.

Field Entry

Gaining access to the research site

To gain access to the research site, I contacted Hills school and visited the principal of Hills School with my curriculum vitae and three recommendation letters. The letters were from teachers with whom I had worked from 2001 to 2002 as a teacher's assistant during my Master's program. I explained to the principal the purpose of the study and how I might be able to contribute to the participants and to the class as a whole. I also asked the principal if I could attain the permission of conducting a study at the school. After obtaining the principal's permission, I requested the principal to recommend a proper participant who fulfilled certain criteria of my research. I proposed to the principal that I would work as a teaching assistant in the participant's class in exchange for the teacher's participation in my research. As a result, the principal recommended Ms. Macy to me and I could gain access to collect data from her class with her consent.

Before conducting this dissertation study, I needed confirmation if Ms. Macy was the proper participant for my study. Thus, I conducted a pilot study before starting my dissertation research. To collect data for the pilot study, I worked as a teacher assistant in Ms. Macy's pre kindergarten class from 7:30 am to 11:00 am and in a Korean bilingual class from 11:30 am to 12:30 pm every Thursday, in the fall semester of 2007. The reason I worked at the Korean bilingual class was because the Korean bilingual teacher partnered with Ms. Macy and did team-teaching with her in terms of Korean language and culture. Therefore, building close relationships with the Korean bilingual teacher and

observing her class were helpful to understand Ms. Macy's perceptions and teaching practice working with culturally and linguistically diverse children. During this period, I concentrated on establishing rapport with Ms. Macy, since the purpose of this study was to understand her perceptions and teaching experiences through the interpretivism perspective. This meant that the research should describe the context of the class and how she perceived working with culturally and linguistically diverse children and parents. Therefore, it was strongly emphasized to establish close relationships with the participant. In the class, I assisted the class activities such as preparing teaching materials before classes, tutoring children and helping children during center times. I also became a resource for Korean language and culture with the teacher's request. I had read the children books in Korean and the books introduce Korean culture with children. I brought Korean traditional costumes from Korea and taught class the meaning of the costumes and how to wear them. In terms of data collection for the pilot study, I did not collect the actual data in this period because the process of attaining approval of Institutional Review Board (IRB) and the school district took a long time. I attained both IRB and the school district approval in December of 2007 and could start collecting data in the 2008 spring semester. During the spring semester of 2008, I worked solely in Ms. Macy's class, from 7:30 am to 11:00 am every Thursday while interviewing and observing her class. After obtaining successful data and confirming Ms. Macy was the most suitable participant for my study, I decided to continue with Ms. Macy as the participant for the dissertation study. In the fall semester of 2008, I also worked in Ms. Macy's class from 7:30 am to 11:00 am every other Thursday. During this time, I renewed IRB and the

school district approval for the dissertation study and conducted a doctoral proposal defense to check if my research design, methodology, and the participant were appropriate for my dissertation. After agreement of all of my doctoral proposal defense committee members, I could gain access to Ms. Macy's class as a researcher.

The approval of IRB and the school district

For qualitative research, permission was needed at many levels to access the research site (Creswell, 2002). Besides the written permission from the principal and the participant, I had to attain approval from Institutional Review Board (IRB) and the school district. Each group required a detailed proposal that outlined different aspects of the inquiry of their constituency. IRB was particularly interested in issues regarding the protection of human subjects, informed consent agreements, and the means of collecting data (e.g. interview questions, interview schedules, observations). The school district was concerned with the comprehensiveness of the research design and amount of time involved in class if the study might interrupt the class or school activities. The school district also asked me to explain how the study would contribute to the school district as well as the field of education. After obtaining written permission of the principal and the participant, the documents (e.g. research proposal, site letter, consent form, interview questions) were sent to both IRB and the school district for review by their panels. Even though the children were not directly contained in my research, they were involved indirectly since my research was conducted in Ms. Macy's pre kindergarten class. Therefore, the school district requested an additional document, a parental information

letter to let the children's parents know about the purpose of the research. After attaining the school district approval, the document was submitted to the IRB and then I received the final approval on Dec. 13th, 2007. For the continuing dissertation study, these approvals were renewed yearly.

Participating Teacher

Selecting participant

To address the research questions, the study draws on the perceptions of an experienced, white female teacher in a class with culturally and linguistically diverse students. The participant was recruited from among teachers working at a public elementary school in the school district. To select the teacher participant, purposeful sampling (Patton, 2002) was utilized for an in-depth case study. The criteria for participant selection were as follows: (1) the participant must be from a white middle class background; (2) the participant must have been educated within the United States educational system; (3) the participant must have taught multicultural classes at the pre-kindergarten to second grade level; (4) the participant must have had at least three years of experience teaching culturally and linguistically diverse students.

To select the participant, firstly I searched for the schools that represented a great deal of diversity in the school district by utilizing my teaching experiences at the Korean language school. The parents and teachers at the Korean language school recommended two possible schools which were well-known for their diversity. Between the two schools,

I selected Hills school considering the location of the school and the distance from my own home. After that, I contacted Hills school and visited the principal of the school. I explained to the principal the purpose of the study and criteria for selecting the participant and asked the principal if I could attain permission to conduct research at the school. After obtaining the principal's permission, I requested the principal to recommend a teacher who fulfilled the criteria of my study. I firstly selected the participant on the strength of the principal's recommendations. I was also able to gain recommendations from parents of Hills school that the teacher was well-known for teaching children from culturally and linguistically diverse backgrounds. While conducting the pilot study with the teacher, I became more interested in her ways of working with parents and her strategies for helping culturally and linguistically diverse children. I came in her class with a broader idea of multicultural education, but her teaching practice helped me to narrow the scope of my study and gave me further ideas for the dissertation study. Based on the result of the pilot study, I decided to explore her class practice focusing on cohesive multicultural community, her ways of helping diverse children's English development and the ways of working with diverse families, which were all reflected in the research questions. After conducting a successful one-year pilot study with the selected participant, I finally decided to conduct this dissertation study with the participant.

*The selected participant, Ms. Macy*¹³

The selected participant, Ms. Macy (a pseudonym), was an Anglo-American, native-English speaking female pre kindergarten teacher in her mid-40's. Ms. Macy grew up a suburb of a large, urban southwestern city. She has been teaching pre-kindergarten children for more than 20 years. Her teaching experience with young children began in the early 1970's when her parents operated a pre-school. She helped her parents by working at the pre-school for fifteen years teaching children between 18 months and 12 years. During this period, she did not experience diverse culture and language since almost all of the children and parents were from the same cultural and linguistic background.

With a dream of running her own school, like her parents, Ms. Macy went to Texas State business school and received a business management degree. After graduating from college, she became the director of the pre-school. While in that position, she partnered with nearby elementary school to start an inclusion program, mainstreaming the children who went to her pre-school with special needs children at the elementary school and made a class, called Early Learning Together. Afterward, she went back to school to get a teaching certificate and became a long-term substitute teacher at a public elementary school in the city.

Ms. Macy became interested in the children's diversity when she started teaching at Hills School in 2001. At that time, the classrooms at Hills School were divided by culture and by language. In her first year, she was in charge of all Asian children: fifteen

¹³ All of information about the participant was provided by the participant herself.

Korean, four Chinese, and one Saudi Arabian. So she partnered with the bilingual Korean teacher, who was hired at the same time as her. The Korean bilingual teacher stayed in Ms. Macy's class most of the day, and they taught children both in English and Korean. She felt that that was a truly Korean-English dual language program. After spending her first year with the Korean bilingual teacher and Asian children, she was fascinated by the diversity of her students and their families, and has been interested in culturally and linguistically diverse children and families ever since. To serve diverse student more effectively, she added an ESL certificate to her teaching certification in 2003. Ms. Macy stated, however, that the ESL certificate was not helpful when helping linguistically diverse children's language development in her class.

After taking the ExCet test to become certified then you can go back and add on different types of certification to your existing certification. So I wanted to become ESL certified so I just took a mini-prep course that helped prepare me to take the test and then I read sample test questions and went and took the test at a testing center and it added on to my certificate (from interviews, Feb. 20th, 2009).

She said that the mini-prep course did not provide her any practical information that could be used in her class, so she felt she was not knowledgeable or prepared to help diverse children's language development in practice. So she attended additional workshops, especially on how to teach culturally and linguistically diverse students, to keep up her training in that area every year.

...that's what might impact these young children who are trying to gain knowledge in a second language and so that's important to me to keep up my training in that area (from interviews, Feb. 20th, 2009).

Besides the ESL certification, Ms. Macy also obtained National Board Certification, offered by the National Board for Professional Teaching Standards in 2007.

While preparing for the National Board Certification, she stated, Ms. Macy reflected on her own professional development and accomplishment and where she sees herself as a learner as well as an educator. She explained about one of her essays in the certification test. The strength for her as a teacher, and she tried to keep it going, was her parent communication, especially with those who were from diverse cultural and linguistic groups, and building partnerships with them in her pre kindergarten class. In the writing, she presented several ways that she helped the families feel more comfortable. One of the ways she explained was a home visit which was fully explained in this study. Ms. Macy asserted that a home visit was the best way to start a partnership with the families from culturally and linguistically diverse backgrounds.

Data collection

A qualitative single case study was employed in this study and data were collected from the following sources: formal interviews, informal conversations, and observations. As the purpose of the study was to describe the teacher's perceptions of teaching practice in a class with culturally and linguistically diverse families, multiple sources of data were utilized to bring the details from the viewpoint of the participant.

Interview: the semi-structured interview

The main source of data for this study was interviews with Ms. Macy. Interviews were the primary data collection tool due to the study's focus on the teacher's perceptions

and interpretations. Yin (2003) claims that interviewing is one of the most important and essential sources of case study methodology. Most case studies are about human affairs and this should be reported and interpreted through the specific eyes of participants and this can provide important insights into a situation. Yin (2003) also recommends researchers to seek answers to open-ended questions. This way the participants might reconstruct their experiences with little interruption from the researcher.

The interviews were semi-structured, based on a conversational approach with the teacher, and used open-ended questions to ensure the teacher fully explains her ideas. During the spring semester of 2009, the researcher interviewed the participant ten times. The specific interview sessions were as following: Feb. 20th, March 9th, April 7th, April 8th, April 15th, April 22nd, May 4th, May 5th, May 14th, and May 15th. I conducted most of the in-depth interviews with the participant during the middle of the semester. By doing that, I was able to obtain in-depth answers with various examples and to check if her answers were matching her teaching practice from observations. The first two interviews were about herself (e.g. her background, teaching experience, her interests in working with culturally and linguistically diverse children, and her certifications) and the children's cultural and linguistic backgrounds. The lengths of interview were mostly between 30 minutes and 90 minutes, for a total 430 minutes (about 7 hours). The interviews took place mainly in her classroom, usually before class, except the first and last interview. The first interview was done at a nearby cafeteria, but we found that the place was too noisy to record the interviews, so we decided to have the interviews in a much quieter place, in her class. The last interview was done at my own home. In my

proposal, I planned that the interview questions would be distributed to the participant upon her request; however, the questions were not given to her before interviews except for the first two interviews. After comparing two interviews (the interview with questions and without questions), I decided that the interview without questions were much more descriptive with various examples from her teaching experiences. With her consent, the interviews were all audio-taped and transcribed.

Informal conversations: the unstructured interview

Danzin & Lincoln (2003) declares that the purpose of the unstructured interview is to understand the complex behavior and thinking of members of society without imposing any limitation that may intervene the inquiry. In the unstructured interview, a researcher has some general topics he or she wanted to know about but there would be no limit set. The researcher can engage in a conversation with no set plan.

Since this study involved Ms. Macy's perceptions and teaching experiences, the questions were asked when she was available and allowed time. Sometimes, the informal conversation occurred outside of class, cafeteria, at a nearby coffee shop or a restaurant. Mostly the informal conversation, however, occurred during observation or before class. The contents of such informal conversations were follow-ups from previous formal interviews or the classroom observations. The purpose of informal conversation was to promote active dialogue between the researcher and the participant for drawing in-depth interviews. It was also utilized to confirm what she answered during interviews and to get feedback from what I observed in her classroom. Informal conversation played an

important role of filling the gap between formal interviews and observation. Information from the informal conversations was depicted as parts of the field notes. Thus, the information gathering from informal conversation was displayed in this writing as “from field notes”. Unlike the formal interview, informal conversations were not recorded.

Observations

The purpose of observations is to develop understanding of the phenomenon. Thus, the researcher must invest sufficient time to adequately develop an understanding of what is happening in the situation (Denzin & Lincoln, 2003). In terms of the role of researcher, my role in her classroom was a participant observer. As a participant observer, I was involved in the routines of the class. I also assisted the teacher by monitoring students during any given task. As Yin (2003) points out, the participant-observer is likely to become a supporter of the group being studied. Such a role might simply require too much attention on the observer’s role, so the participant-observer might not have sufficient time to take notes or to raise questions about events from different perspectives. However, Yin (2003) also indicates that the ability of the participant observer can be strength as well. It allows the researcher to engage in deep classroom culture and this special ability of the participant observer helped overcome its limitation.

Observations took place in her pre kindergarten classroom. I participated in the classroom activities as a teacher’s assistant twice a week: every Tuesday from 9:00 to 11:00 and every Thursday from 11:00 to 1:00 for a total of 24 times in the spring

semester of 2009. In the class, my role was a participant-observer's role. During the time, I concentrated more on the role of observer, in place of playing a role of the participant. I observed what the participant said and did with children during class activities and took notes and memos and made questions to ask the participant according to her practice. However, I participated in the special activities as a teacher's assistant, such as the international festival, field trips to the local farm and a children's museum, Easter and Valentine's party. I always prepared a notebook and pencil during the class observation and then took as detailed notes as possible of the context and of what the teacher said. This information from observation was re-written in the observation field notes on the computer after the observation.

Data analysis

The constant comparative method developed by Strauss and Corbin (2007) was employed for data analysis. In qualitative research, data collection and analysis were conducted simultaneously since qualitative research was not a linear process as quantitative research was (Merriam, 1998, p. 151). In this constant comparative method, the researchers should keep moving back and forth between and among data sources as well as comparing and contrasting data (Patton, 2002). According to Miles & Huberman (1994), data analysis using the constant-comparative method involves three steps of activities: data reduction, data display, and conclusion drawing and verification.

Data reduction

Data reduction refers to the analytic decisions by the researcher including: selecting, focusing, simplifying, abstracting, and transforming the data from field notes into themes or categories (Miles & Huberman, 1994). Not only did the data need to be condensed for increasing manageability, they also had to be transformed to address the research questions. In the data reduction process, data could be reduced and transformed through such means as selection, summary, or paraphrasing.

For data reduction, I read and re-read the data source and decided which data could stand alone as independent thoughts. The reduced data could be a key word, a sentence, or a paragraph. According to Miles & Huberman (1994), this process usually involved a combination of deductive and inductive analysis. Since the pilot study was conducted before this dissertation study, I had already developed the initial categories and themes (e.g. creating a multicultural cohesive community, learning from each other, collaborating with families, helping children's English development utilizing their home languages, increasing cross-cultural communication). Based on the pilot study results and literature review, the data were reduced from data sources using deductive and inductive process¹⁴.

¹⁴ The detailed coding examples are presented in the table 4. In the table, it is displayed that the data coding processes and the data sources to develop each category and theme.

Data display

Data display was the second level in the constant comparative data analysis. According to Miles & Huberman (1994), data display referred to organizing the information and making connections between categories so that conclusions can be drawn and verified in the conclusion stage (axial coding). Miles & Huberman (1994) indicated that good data display was “a major avenue to valid qualitative analysis” (Miles & Huberman, 1994, p. 11). At the data display stage, additional categories or themes could emerge from the data source that provided a new way of arranging and thinking about the data.

At this stage, I also utilized the initial categories and themes that were emerged from the pilot study. For data display, I developed three main categories to represent the reduced data effectively. The three categories were as follows: creating a multicultural cohesive community, helping culturally and linguistically diverse children’s English development utilizing their home languages, establishing reciprocal relationships with families from culturally and linguistically diverse backgrounds. After that, I organized the reduced data, such as emerged themes from data reduction, into three categories. The following table presents which data sources and which process was utilized to develop each category and theme.

Table 4 Coding examples

Categories and themes	Sources
<p>Cohesive multicultural community</p> <ul style="list-style-type: none"> • Caring relationships <ul style="list-style-type: none"> ○ Happy heart rules ○ Own loving rules ○ Discussion time • Reflecting the children’s diverse cultures and languages (in the classroom environment, in the learning process) <ul style="list-style-type: none"> ○ In their everyday lives • Practicing anti-bias multicultural education 	<p>Inductive category based on the response from the participant</p> <p>Deductive theme by Copple & Bredekamp (2009)</p> <p>Inductive theme</p> <p>Inductive theme</p> <p>Inductive theme</p> <p>Deductive theme by Gay (2002), Gonzalez, Moll & Amanti (2005)</p> <p>Inductive theme based on the patterns of her teaching practice</p> <p>Deductive theme by Derman-Sparks & Ramsey</p>
<p>Helping children’s English development utilizing their home languages and cultures</p> <ul style="list-style-type: none"> • Understanding children’s English abilities • Reflecting children’s languages and cultures • Matching language mates • Collaborating with bilingual teachers • Children as language experts 	<p>Deductive category by Franquiz & Reyes (1998) and Schwarzer, Haywood & Lorenzen (2003)</p> <p>Inductive theme based on the response from the participant</p> <p>Deductive theme by Gay (2002) and Gonzalez, Moll & Amanti (2005)</p> <p>Inductive theme</p> <p>Deductive theme by Creese (2005)</p> <p>Deductive theme by Schwarzer, Haywood & Lorenzen (2003)</p>
<p>Reciprocal relationships with families</p> <ul style="list-style-type: none"> • Understanding diverse families’ backgrounds • Increasing cross-cultural communication • Utilizing family resources 	<p>Deductive theme by Copple & Bredekamp (2009)</p> <p>Deductive theme by Gonzalez, Moll & Amanti (2005)</p> <p>Deductive theme by Gay (2002)</p> <p>Deductive theme by Gay (2002) and Copple & Bredekamp (2009)</p>

Conclusion drawing and verification

The final process of the constant comparative data analysis was conclusion drawing and verification. Conclusion drawing required taking a step back to consider what the analyzed data meant and to assess their implications for the research questions. Verification involved re-visiting the data as many times as necessary to verify the emergent conclusions. According to Miles & Huberman (1994), “the meaning emerging from the data have to be tested for their plausibility, their sturdiness, their ‘confirmability’- that is their validity” (p.11). In other words, the emergent conclusions should be confirmed if the data were credible, defensible, and able to withstand alternative explanations (Merriam, 1998). Miles & Huberman (1994) indicated that conclusion and verification could be achieved by rechecking data sources.

For conclusion drawing and verification, I examined the relationships among categories as much as possible and considered if the displayed data properly answered my research questions and how they were related into the categories. This study contained basically two main ideas: the teacher’s perceptions and teaching practice with culturally and linguistically diverse families. I double-checked if the displayed data represented the teacher’s perceptions (e.g. her beliefs, assumption, and teaching philosophy) or her teaching practice (e.g. teaching methodology, technique, experiences). Then, I examined how the assorted data were related and if they fit into the main category and themes. For examples, the second main category was helping culturally and linguistically diverse children’s English development utilizing their home languages. This category included six themes: 1. the teacher’s perceptions of children’s home

language in their English development, 2. understanding children's different English abilities, 3. creating a class environment reflecting children's home languages and cultures, 4. matching language mates, collaborating with bilingual teachers, and 5. children as the language teacher. Firstly, I double-checked if the displayed data represented the participant's perceptions or teaching practice. Then, I examined if they fit into the category or themes and how they were related to one another in each theme. After that, I confirmed that the displayed data in the second category were related to other themes or categories.

Trustworthiness

In qualitative researcher, the researcher must consider constructing trustworthiness, including internal validity (credibility), external validity (transferability), and reliability (dependability) (Yin, 2003; Merriam, 1998). It was emphasized more in qualitative research since the primary data collection and analysis instrument is the researcher. Thus, what the researcher sees emerging from the data is from his/her own interpretive lens (Merriam, 1998). Consequently, the researcher must use certain techniques to establish the trustworthiness of the investigation. In this study, trustworthiness was established through prolonged engagement, persistent observation, member checking, peer debriefing, and triangulation.

Prolonged engagement

Lincoln & Guba (1985) defines that prolonged engagement as the “investment of sufficient time to achieve certain purposes: learning the ‘cultures,’ testing for misinformation introduced by distortions either of self or of the respondents, and building trust” (p 301). In this study, I spent four semesters in Ms. Macy’s pre kindergarten classroom: two semesters for the pilot study and two semesters for the dissertation study. This prolonged engagement helped me to develop strong rapport and trust with Ms. Macy to facilitate understanding and co-construction of meaning. It also helped me to familiarize myself with the class culture, setting, and context for better understanding of phenomenon in the class.

Persistent observations

According to Lincoln & Guba (1985), persistent observation was necessary to add depth to the scope which prolonged engagements afford. Lincoln & Guba (1985) indicates that “If the purpose of prolonged engagement is to render the inquirer open to the multiple influences that impinge upon the phenomenon being studied, the purpose of persistent observation is to identify those characteristics and elements in the situation that are most relevant to the problem or issue being pursued and focusing on them in detail. If prolonged engagement provides scope, persistent observation provides depth” (p. 304). To accomplish the goal of persistent observation, I involved approximately eight hours a week of classroom observations during the fall semester of 2007 and about four hours a week of observations for three semesters.

Triangulation

Triangulation represents the usage of multiple sources of data in order to obtain a better substantive picture of reality and to strengthen reliability and internal validity (Merriam, 1998). Since a single method could not fully reflect a phenomenon, the qualitative researchers generally utilized triangulation to facilitate deeper understanding. In this study, I collected data from multiple sources such as interviews (semi-structured interviews), informal conversations (unstructured interviews), and classroom observations and compared those data to establish triangulation. For instance, I asked questions through interviews and informal questions to validate what I observed and what I recorded in field notes with the participant. I made observations focusing on the information I gathered from interviews to confirm that she really practiced in her teaching practice what she described during interviews.

Member checking

Lincoln & Guba (1985) describe that member checking as the most crucial technique for establishing credibility. It allowed the researcher to test data, interpretations, categories, and conclusion with the participant. The qualitative case study is the researcher's reconstruction of the participant's reality. Thus, its accuracy must be verified by the participant (Lincoln & Guba, 1985). Member checking attempted to bring the voice of participant into the research process. According to Lincoln & Guba

(1985), member checking could be done both formally and informally and might be conducted during observations and conversations. To establish member checking, I shared the interview transcripts, field notes, initial findings and interpretations with Ms. Macy during informal conversations to verify the accuracy of the data constantly.

Peer debriefing

According to Lincoln & Guba (1985), peer debriefing was “a process of exposing oneself to a disinterested peer in a manner paralleling an analytical sessions and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind" (p. 308). Peer debriefing allowed the researcher the opportunity to explore and clarify interpretations by exposing the researcher to an extended discussion with a peer about findings and interpretations. For peer debriefing, I hired two tutors who have academic background: one was a doctoral student in History department at Texas A&M University and the other was a graduate student in Sociology. I regularly met them, once a week, to explain my findings and interpretations and discussed if they were make sense from outsider’s perspectives.

Chapter summary

Chapter 3 described the methodology of the research. As a research design, a qualitative single case study with interpretive research paradigm was employed. The research setting including the school district, the school and Ms. Macy’s pre kindergarten

class were presented. I also described myself epistemologically as a researcher in this study. The process of gaining access to the research site was also described. It also contained how to select Ms. Macy as a participant as well as her backgrounds as a teacher. Data were collected from the semi-structured interviews, the unstructured interviews, and observations. Data were analyzed by the constant comparative methods. To establish trustworthiness, prolonged engagement, persistent observations, triangulations, member checking and peer debriefing were utilized.

CHAPTER 4

FINDINGS

The purpose of this study is to describe a pre kindergarten teacher's perceptions and teaching practice with culturally and linguistically diverse children and families. The following research questions guided the study:

1. What are an in-service pre kindergarten teacher's perceptions of creating a cohesive multicultural community with culturally and linguistically diverse children and how does the teacher draw on her perceptions to build a cohesive multicultural community in her class?
2. How does the teacher perceive children's home languages in terms of children's English development and help culturally and linguistically diverse children's English development utilizing their cultural and linguistic backgrounds?
3. How does the teacher understand the roles of culturally and linguistically diverse parents in terms of children's learning and establish reciprocal relationships with culturally and linguistically diverse families?

This chapter consists of three main categories: 1. creating a cohesive multicultural community, 2. helping culturally and linguistically diverse children's English development utilizing their home languages and cultures, 3. establishing reciprocal relationships with culturally and linguistically diverse families.

In the first section, the teacher's perceptions of creating a cohesive multicultural community is firstly displayed and then how these perceptions were integrated into her

teaching practice are highlighted according to three themes, building caring relationships with community members, reflecting the children's cultural and linguistic backgrounds in her teaching practice and practicing anti-bias multicultural education in a class.

The second section explores the teacher's perceptions of the children's home languages in their English development. It also explains the teacher's methods for reflecting her perceptions on her teaching practice as following: understanding the children's different English abilities, creating a class environment reflecting the children's home languages and cultures, matching language mates, collaborating with bilingual teachers, utilizing children as their home language experts, and helping English language children's English development in her class instructions.

The third section begins with the teacher's perceptions of establishing reciprocal relationships with culturally and linguistically diverse families and how the teacher made her efforts to establishing reciprocal relationships with those families are demonstrated according to three themes, understanding diverse families' backgrounds, increasing cross-cultural communications, and utilizing family resources in her teaching practice.

In addition, an illustrative example is provided to offer more detailed descriptions of her perceptions and teaching practice with culturally and linguistically diverse children and families. The illustrative example is the story about a Japanese boy, Naoki, who joined to her class in the middle of the semester. Naoki and his family had just arrived in the U.S. with limited English proficiency. The study presents how the teacher helped Naoki to transform as a member of her cohesive multicultural community and to build

bonds with friends and the teacher. It also displays how she collaborated with his parents and included him in class activities.

Creating a cohesive multicultural community: “Working together in a positive spirit”

The teacher’s perceptions of creating a cohesive multicultural community

Ms. Macy stated that her ultimate purpose of serving culturally and linguistically diverse children and families was creating a cohesive multicultural community. A cohesive community has been described as one which embodies a “culture of learning in which everyone is involved in a collective effort of understanding” (Bielaczyc & Collins, 1999, p. 217). Ms. Macy added the aspect of reflecting the children’s cultural and linguistic knowledge on the cohesive community, and then created her own meaning of a cohesive multicultural community as described on page 23.

We need to honor each other’s space and their feelings and help each other get their needs met. So really honoring each other’s feelings and establishing mutual respect in a class helps to build a cohesive multicultural community (from interviews, May 5th, 2009).

Ms. Macy demonstrated that the important aspects of her own meaning of a cohesive multicultural community were togetherness, bonding, mutual respect and a caring and honoring attitude. She asserted that creating a cohesive multicultural community should be more emphasized in a class with culturally and linguistically diverse children. What she asserted is related to Gay’s (2002) *a cultural and caring learning community* that emphasizes using the children’s cultural knowledge and scaffolding in the learning process. Developmentally appropriate practice (2009) also

insists that creating a caring community of learners to meet the needs of culturally and linguistically diverse children. Through a cohesive multicultural community, Ms. Macy wanted children to recognize all people were different but they also had common ground. She wanted children to develop awareness of diversity and to embrace the diversity with a caring attitude.

I think that's establishing a cohesive multicultural community, is to recognize we're all different and we all have different things to share and part of our cultural makeup is what we can share with each other. So I try to do a really good job at honoring that throughout the day and throughout the year (from interviews, May 4th, 2009).

(A cohesive multicultural community) helps them become more accepting and loving of each other and then recognize we're not all the same. We become aware of others and more empathetic to other cultures and more understanding of people with differences (from interviews, March 9th, 2009).

Ms. Macy also wanted children to know that all people have their own strengths and uniqueness. In her class, she focused on representing everyone's strengths and finding out everyone's uniqueness to provide meaningful and effective learning experiences for each child. What she desired to achieve through a cohesive multicultural community was helping children to understand other friends' uniqueness and strengths, especially those from their cultural and linguistic backgrounds, and to learn from one another. As Gay (2002) insists, the class is a place in which "all members are responsible for helping each other perform and ensuring that everyone contributes to the collective task"(p.110).

My main goal is to make a cohesive multicultural community in our class so that we all can be together and then we all learn together and learn from each other. And each child, if you noticed in that class, have different talents and strengths and if our biggest goal and job is to just pull those strengths out and let them block them and then let learn from each other. It is my belief that all children can

learn and they learn best in a community which supports each member by your interaction, attitude, and mutual respect. (from interviews, May 5th, 2009).

One of my goals is everyone is represented in the class. Each child has different talents and strengths and my biggest goal and job is to just pull those strengths out and let them block them and then let them learn from each other. It's certainly made me embrace other people that are different from me. I think we should all live and learn from each other (from interviews, May 4th, 2009).

Creating a cohesive multicultural community was Ms. Macy's main goal of serving culturally and linguistically diverse children. Ms. Macy clearly stated, however, that it did not mean a cohesive multicultural community was just for children who have diverse cultural and linguistic backgrounds. She indicated that a cohesive multicultural community was not only for children from diverse backgrounds but also for all children in her class since children learn "how they expect to be treated and how they treat others is significantly shaped in the early childhood setting" (Copple & Bredekamp, 2009, p. 16).

(A cohesive multicultural community) is not only benefits ELL students but all students. It benefits my class because it helps students come together as a caring community. They become aware of each other's uniqueness and strength, as it is celebrated in the classroom (from interviews, March 3rd, 2009).

Her perception was also related to what Nieto (2002) asserted. In Nieto's book (2002) *we speak in many tongues: Language diversity and multicultural education*, she indicated that teachers in practice should redefine the benefits of linguistic and cultural diversity and emphasize the benefits, not only for diverse students but also for all students especially to live in the internationalized society (Deaman-Spaks & Ramsey, 2007). Ms. Macy stated what she wanted to achieve throughout creating a cohesive multicultural community as following:

So they need to see that we're all working together across cultural lines and we're all working for the same goals and the same success story. The children, they

really honor each other's multicultural backgrounds and they really embrace and want to learn more about other culture and language. They will use it and incorporate it in their lives throughout the cohesive community (from interviews, May 15th, 2009).

In Ms. Macy's understanding, a cohesive multicultural community was described as togetherness, bonding, mutual respect and caring attitude. Through a cohesive multicultural community, she wanted to help children to recognize all people were different but they also had common ground and to understand other friends' uniqueness and strengths, especially those from their cultural and linguistic backgrounds, and to learn from one another. She asserted that creating a cohesive multicultural community should be emphasized in a class with culturally and linguistically diverse children to provide meaningful and effective learning experiences for them. She also believed that this was beneficial not only for culturally and linguistically diverse children but also for all children in her class. She believed that creating a cohesive multicultural community was important since it helped children to develop awareness of diversity and to embrace the diversity with a caring attitude. She indicated that it also helped children to understand other friends' uniqueness and strengths and to learn from one another.

Building caring relationships with community members: "How do we work together as a class?"

The happy heart rules

Ms. Macy emphasized that the most important aspect of creating a cohesive multicultural class community was intimate and caring relationships with community

members. Thus, the first thing she has done for building strong bonding was teaching children “Happy Heart Rules¹⁵”. They were eight basic rules that the children should keep in her class: give my friends space, take turns, use your words, share with friends, listen to our friends, be nice to your friends, walk away when friends won’t listen, ask for help. The happy heart rules were taught during every morning circle time for the first two weeks of school. When Ms. Macy taught the happy heart rules to children, she firstly taught them verbally and showed the pictures explaining the rules, and then acted out each rule. This was to help the understanding of children who have limited English proficiency.

At the beginning I am telling them or showing them and at the beginning in picture form always because they can’t understand English. I’m acting it out and showing the pictures (from interviews, May 15th, 2009).

Ms. Macy also made a one-page handout of the happy heart rules with pictures and brought it to the children’s home when she visited at the beginning of the semester. Since Ms. Macy believed that the children’s parental role was important in creating a cohesive multicultural community, she usually involved parents in her class as a part of the community. She stated that if the children were from cultural and linguistic diverse backgrounds, their parental role was more emphasized in terms of creating a cohesive multicultural community. Her perceptions about including the diverse children’s family members as a part of her cohesive multicultural community are supported by the theory of funds of knowledge (Gonzalez, Moll, & Amanti, 2005), which emphasizes discovering household knowledge and building close relationships between teachers and parents

¹⁵See appendix 2.

through home visits. Developmentally appropriate practice (2009) also views parents as partners in terms of children's development and suggests involving families as a source of information about the children.

At the home visits¹⁶, she explained the happy heart rules to parents and asked them to use the rules at home frequently so that children became accustomed to the rules. If the children were from diverse cultural and linguistic backgrounds, she asked parents to use the happy heart rules in both English and their home languages, at their home. She stated that this helped children with limited English proficiency to be familiar with the happy heart rules easily.

When I go to the home visit, I give the parents one to hang on the refrigerator at home and I talk to them about, "You have to hang it somewhere or in the child's bedroom or on their door, so that they see it because they're going to see it at school and they need to see it at home." And the parents don't know what it is so I act it out for the parents and show them that they're going to hear me say it that our happy heart rules help us to play with our friends and sometimes we share with our friends. Then there's a picture of listening to our friends and that we take turns with our friends and it describes, it's just a short sentence to describe the action in the picture (from interviews, May 15th, 2009).

Every class has its own class rules but most of them are for classroom control or children's behavior reinforcement. In Macy's class, however, the purpose of her happy heart rules was for learning caring attitudes and for better communications between her and each child and among all of the children. She mentioned that a cohesive multicultural community could be created based on relationships with mutual respect, a caring attitude and smooth communications among community members. Ms. Macy believed that the

¹⁶ The full description of home visits is presented in a section "establishing reciprocal relationships with parents from diverse cultural and linguistic backgrounds".

happy heart rules could provide the foundation of creating a cohesive multicultural community.

Developing children's own loving rules: "No hitting, be gentle"

Ms. Macy stated that she made the happy heart rules seven years ago, when she started to teach culturally and linguistically diverse children in the school. The happy heart rules were not fixed one, however. It had been modified every year. Each year, Ms. Macy provided a discussion time with children to develop their own loving rules that were added to the happy heart rules later. The purpose of developing loving rules with children, Ms. Macy attempted, was to provide an opportunity for children to think about their behavior toward other friends and to respect others' feelings. This is related to *creating a caring community* as developmentally appropriate practice (2009) insists. The foundation of a caring community is "consistent, positive, caring relationships" (p.16). Since a caring community can be built based on intimate and positive relationships, each member should be valued and reflected in a caring community. Along with the happy heart rules, the children's own loving rules played an important role in terms of creating a cohesive multicultural community, Ms. Macy considered. She explained how she developed her happy heart rules with the children by using the example of activities she did with the children on Martin Luther King, Jr. Day.

The making the loving rules at the Martin Luther King, Jr. Day that was when I was asking them for their own ideas, their own reflection. I want to make children to know anytime they can get their voice heard and we honor their words by writing it and typing it up and, "This is what you feel is important," they will honor it even more. In the past I've made ... I've had them help me make the

rules for the classroom and then we all sign at the bottom. This is our contract and this is class rule. This year I had so many non-English speakers that they wouldn't understand that at the beginning. I should have done it with the happy heart rules and then we all sign it. Maybe that's a good thing to add for next year. This is what we believe that this is how we will treat each other (from interviews, May 15th, 2009).

After reading a story of Martin Luther King, Jr. "He had a dream", the teacher asked children how they work together in a class.

T: He said he dreamed that all children and all people be friends

T: How do we work together as a class?

All of children raised their hands and spoke their ideas. The teacher wrote them down on the board:

No pushing/ No Kicking/ No fighting/ No pinching/ No hitting/ Be gentle/ Give kisses/ Be nice/ Be friends/ Care for others

During the informal conversation after class, she told me that those loving rules could be added to the happy heart rules (from field notes, March 4th, 2009).

During Martin Luther King, Jr. Day, Ms. Macy asked children how they worked together in a class and they brainstormed. She wrote down all children's ideas on the board: No pushing/ No Kicking/ No fighting/ No pinching/ No hitting/ Be gentle/ Give kisses/ be nice/ Be friends/ Care for others. After that, she typed children's loving rules on a paper and asked them to sign at the bottom of the paper. She said that it was their promise and rules that they would keep in her class. Through the activity of developing their own loving rules, the children were able to reflect themselves so as to learn appropriate attitude toward other friends as developmentally appropriate practice (2009) insists. The loving rules they made would be added to the happy heart rules for next year, she said. By developing loving rules with the children, Ms. Macy developed the happy heart rules every year which reflecting on her perception of a cohesive multicultural community emphasizing togetherness, bonding, mutual respect and caring attitude.

Discussion time for sharing feelings with friends: “How would you feel if you were the friend?”

Since Ms. Macy emphasized togetherness, mutual respect, a caring attitude, and strong bonding in a cohesive multicultural community, she stimulated children to share their feelings with community members. From observations, Ms. Macy asked many questions about their feelings related to the subject matter, instead of only asking about their knowledge, which is often the case in classrooms. She did this to encourage and emphasize empathy and considering others. She also prepared time for children to discuss their feelings in class.

Children are egocentric and are not naturally empathic towards each other. If I model how to show our feelings and am respectful of each other’s feelings then a caring community can survive... Sometimes, we lose this feeling and I do class meetings which help the children exhibit caring attitudes towards one another again. For instance, lately the children have been fighting and saying hurtful things to one another. So, we had a class meeting to talk about feelings and how we feel inside when we hurt others and what it feels like when we are helpful to our friends. I will punch out hearts and have the children look and listen for acts of kindness. We will write down what we see and hear and tape them up in the shape of a bigger heart on the class door so we can see it each day as we enter and exit the class (from interviews, March 9th, 2009).

In my class, I place a great importance on social interactions and strong bonding. We read books and use puppets to model appropriate behaviors. The children love to answer, “What if?” questions where they describe what they could do to handle a particular problem. I want children to feel confident, accepted, and share their special traits with their friends (from interviews, May 15th, 2009).

During the discussion time, she encouraged children to talk about how they felt when hurting others and when they were helpful to friends. She asked questions like “how would you feel if someone did this to you?” “How would you feel if you were the friend?” In this way, she helped children to be empathetic toward their friends when they

hurting their feelings. This can be expanded for them to learn appropriate attitudes toward differences and diversity which was the basis of anti-bias multicultural education (Derman-Sparks & Ramsey, 2007). Derman-Sparks & Ramsey (2007) insists that anti-bias curriculum should be included in early childhood classrooms because if the children construct knowledge of diversity and learn proper attitudes toward differences in their early childhood period, then they will be more sympathetic and respectful toward differences. Ms. Macy believed that the children could consider other's situations and feelings even though they were four-year-olds. By sharing feelings with friends and discussing their feelings in a comfortable environment, she encouraged children to build strong bonds with community members and to learn appropriate attitude toward others.

In brief, Ms. Macy believed that a cohesive multicultural community could be created based on caring relationships among community members. To build intimate relationships among children, she taught the happy heart rules, the eight basic rules that should be kept in her class. The happy heart rules were taught during every morning circle time for the first two weeks of school. When taught the happy heart rules, she utilized pictures and acted out the rules for better understanding of the children with limited English proficiency. She also visited each child's home with a one-page handout of the happy heart rules with pictures and suggested the family to use the rules at their home. If the family was from different linguistic backgrounds, she asked them to use both languages, English and home language, when using the happy heart rules at home. This was her effort to include families as cohesive multicultural community members. Along with the happy heart rules, she also developed the children's own loving rules each

year, and then added them to the happy heart rules later. By this way, she developed the happy heart rules with children for seven years. The purpose of using the happy heart rules and developing loving rules with children was to provide an opportunity for them to reflect their behavior toward other friends and to respect others' feelings. Ms. Macy also prepared discussion time for sharing feelings with children. During the discussion time, she encouraged children to talk about how they felt when hurting others and when they were helpful to friends. In this way, she helped children to be empathetic and compassionate toward others. As the first step of creating a cohesive multicultural community, she taught the happy heart rules, developed children's own loving rules, and prepared discussion time for sharing feelings to build caring relationships with community members.

Reflecting the children's cultural and linguistic backgrounds in teaching practice: "I wanted children to see themselves in class"

In the classroom environment: "I want them to know that there are a variety of languages and a variety of cultures in our world"

Ms. Macy created her class environment for children to actively engage in their home languages and cultures. She stated that all of the children in her class must be represented as a part of a community and the class should be the place where the linguistic and cultural experience of children was actively accepted and validated. This is also found in culturally responsive teaching. Gay (2002) insists that the curriculum

should be designed responsive to the children's cultural and linguistic background. Gay (2002) indicates that the curriculum does not only refer to the formal one but also the symbolic curriculum, including classroom decorations, bulletin board and symbols and pictures used in the class. As similar to culturally responsive teaching, the theory of funds of knowledge (Gonzalez, Moll, & Amanti, 2005) also emphasizes the importance of reflecting the children's cultural and linguistic knowledge in class.

Ms. Macy's efforts for reflecting the children's cultural and linguistic backgrounds could be firstly found in the book center. She created a separate section of book center for the children's home languages and cultures. The books in the home language section were in the children's home languages, in two languages (English and home languages) or in English but the contents of books are related to their cultures. All of the books were the children's book considering their age level, however.

In a book center, there is a separate section for books in children's home language. Most of books are in children's home languages with colorful pictures. It seems to be helpful to understand for children who do not know the home language. Some books are in two languages, English and home languages. Some books are in English but the contents of books introduce diverse cultures of children. During recess times, children are enjoying their readings in the book center with those books and sharing them with other friends (from field notes, Feb. 3rd, 2009).

When she selected the books, she considered the following three things: if they had lots of pictures which would attract the children's interests, if they introduced the children's home culture and traditions and if the book was a popular story such as a well-known fairy tales that related to what all children already knew.

I have many books from different countries and so the children can see writing in their home language and I have poster as well. I looked for books that I might have something similar in English so like I would purchase fairy tales if they had

a red riding story or a three little pigs story or an Eric Carle story. I try to pick books and select books that I might be able to overlap in English and then often I will invite my bilingual teachers to come and read to the class so they can hear their home language (from interviews, Feb. 20th, 2009).

Next to the book center, Ms. Macy prepared a listening center with the audio version of books in the children's home languages. Ms. Macy said that even the children who do not know the language enjoyed listening to the audio version of books in different languages. She indicated that the audio version of books stimulated the children's English development as well as their home language development. She explained how the children use those CD books as follow:

When children are in the listening center, they pretend like they're the teacher and they will sit in my chair and they will hold the book open with the CD. They might not necessarily know that language or have that language but they will turn the pages and they will help the children to hear the language. So listening CDs and tapes in other language is important for their speaking and their listening development (from interviews, Feb. 20th, 2009).

Ms. Macy reflected the children's cultural backgrounds when decorating the home center as well. The home center was the most popular place among children during the center time or the recess time. Ms. Macy changed the decoration of the home center at least once a month reflecting the children's cultures. For example, it was a Japanese restaurant one month with menus in Japanese, mock-up sushi, and Japanese tea set. In another month, it was an international boutique where the children wore traditional clothes from different cultures such as Korea, Japan, Turkey, and China.

Ms. Macy's another effort to reflect children's cultural and linguistic background was shown in a post office center. She indicated that pres kindergarteners actively

developed early literacy skills; therefore it was important for them to be exposed to variety forms of reading and writing to help their language development.

The post office center is new center for this year. In the post office center, there are simple phrases and words card in the children's home languages such as 'I love you', 'friend', 'hello' and 'happy birthday'. By copying the phrases and words, children share their card with friends and families (from field notes, Feb. 5th, 2009).

The post office is designed to build community. Each child has a slot to receive letters from friends and on a birthday, we all make a letter for that friend. It helps their writing. Whatever language I put over in the post office that's what they tend to copy. If I want to encourage their Korean, I'll put the Korean cards, I love you or you're my friend (from interviews, Feb. 2nd, 2009).

Besides displaying the book center, the home center and the post office center with the children's home languages and cultures, Ms. Macy presented a variety of forms of the children's home language in her class. In the walls of her classrooms, it could be found vocabulary posters in Korean, Japanese, alphabet charts in three different languages, and a numbering chart in four languages. Her efforts could be related to what Franquiz & Reyes (1998) and Schwarzer, Haywood, & Lorenzen, (2003) insist. They demonstrate how English monolingual teachers utilize the children's home languages and cultures in their classrooms: developing a multiliterate print environment, preparing literature in the children's home languages in a class library, and creating audio-taped cassettes with the children's home languages.

Ms. Macy stated that presenting various forms of the children's home language was beneficial for culturally and linguistically diverse students because it made them feel that the class was as comfortable as their home. It encouraged them to use their background knowledge and to express their thinking in English. Besides the benefit of

reflecting diverse children's cultural and linguistic backgrounds, presenting a variety of languages was also helpful for English speaking children because it raised their cultural awareness at an early age and motivated them to learn other languages and cultures.

This is important, not only for the Korean or Chinese or Hispanic children but for the English speaking children, too because we want them to know that there are a variety of languages and a variety of cultures in our world. Early exposure to reading materials helps them become more literate as they grow (from interviews, Feb. 20th, 2009).

Even though all of children cannot read the books but children are very motivated learners. They are asking each other and sharing. They want to learn each other's language. Also, children connect the book they had read earlier to another story we are learning in class. It was a great literacy experience that I didn't even plan for that they're bringing into the classroom. Social skills, social studies skills, literacy skills all integrated together are sometimes the best teaching (from interviews, April 22nd, 2009).

Ms. Macy made her effort to reflect the children's cultural and linguistic backgrounds in her classroom environment, including the symbolic curriculum (Gay, 2002). Ms. Macy displayed children's books which reflect their home languages and cultures in the book center. She decorated the home center with cultural artifacts from their cultures and presented the post office center to copy and write in the children's home languages. She also presented various language forms in the home languages in the classroom in order to expose children to their home languages and cultures. Through these efforts, Ms. Macy attempted to make her class a place where all of the children actively engage in their home languages and cultures (Gay, 2002; Gonzalez, Moll & Amanti, 2005).

In the learning process

Ms. Macy attempted to reflect the children's cultural and linguistic backgrounds in their learning process as well. Integrating the children's cultural and linguistic knowledge into school learning is the most critical aspect of my conceptual framework. In culturally responsive teaching, Gay (2002) insists that teachers in multicultural classrooms should design a culturally responsive curriculum and establish cultural congruity in classroom instruction. Gonzalez, Moll, & Amanti (2005) also assert that the classroom practice should be related to children's everyday lives and practice. When the children's funds of knowledge is integrated into school learning, the children are able to incorporate what they already know and what they learn from home to the school learning process; therefore, the learning will be more meaningful and valid for them. Copple & Bredekamp (2009) affirm that it is important for the children "to hear and see their home language and culture reflected in the daily interactions and activities of the classroom" (p.16).

Teaching materials

Ms. Macy represented the children's cultural and linguistic backgrounds to the teaching practice in various ways. First of all, when she chose teaching materials, she considered if they reflected the children's languages and cultures.

When I chose the poster on the wall, I consider if they reflect various cultures as well as in books, posters, and music. I wanted the children to see themselves represented not only in characters that they see on TV but in real life community workers and our principal and our nurse in the photographs. I always try to hang them at the child's eye level, so they're within view (from interviews, May 15th, 2009).

In a puzzle center, the teacher prepared transportation puzzles in Korean. She said that she bought those puzzles from Korea when she visited there three years ago. She told me that those were for making Korean children feel comfortable in class and for increasing their interest of learning (from field notes, Feb. 24th, 2009).

When she taught a theme of “community workers”, she prepared community workers’ photographs which represent diverse ethnicities. She displayed those pictures at the child’s eye level since she wanted children to see how diverse people were working together in a real life community. When teaching a theme of transportation, she prepared transportation puzzles in Korean. She introduced models of insects in three different languages: Chinese, Japanese, and Korean when teaching a theme of insects. Besides preparing various books in a book center in children’s home language, she also considered children’s diverse cultural and linguistic backgrounds when the teacher chose books children for reading during the circle time e.g. *amazing grace*, *color of us*, and *we are not the same*. Therefore, all children saw themselves represented in their learning processes. They also were able to see other children’s diverse cultural and linguistic backgrounds represented which helped them to raise their cultural awareness.

Class instruction: “Children are talking about something they know and they are familiar with and it’s a great way to share in the class”

Ms. Macy also made efforts to reflect the children’s diverse cultural and linguistic backgrounds through her class instructions. She tried to connect what they were learning in the class to what they’ve already known. In other words, she related the class learning to their funds of knowledge (Gonzalez, Moll & Amanti, 2005) which was what the children already learned from their cultures and languages from home.

For example, if the children were learning about animals, she asked children the names of animals in their home languages. Then children presented different animals' names in home languages and taught them to other children. When the class was talking about the calendar during circle time, she asked children the days and seasons in their home languages and then children shared their home languages with friends.

The class was learning about frog's life cycle. When talking about frog's life cycle, the teacher asked 'tadpole' in Korean and then Korean children answered it. Other Japanese, Chinese, Turkish children also presented how to say 'tadpole' in their home languages. Then the teacher asked all children followed how to say 'tadpole' in diverse languages (from field notes, April 21st, 2009).

Another example could be found in the literacy class. In class, the children were reading and discussing the book about gardening of a bunny and bear. One of the Korean children connected the story to 'a hare and tiger', a similar story from Korean tradition. Then another Chinese child recalled a traditional Chinese story about 'a hare and a tiger'. She considered that it was very important for the children from diverse cultural and linguistic backgrounds to connect what they were learning in class to what they've already learned from their home since this class activity made their class learning more meaningful for them. She said that connecting the contents of the class to the children's cultural background knowledge was happening almost every class.

She described another story of how children connected the contents of the class to their own cultures and home languages by themselves.

Today we were reading a book about an octopus, and Young said, "Well, you know, Ms. Macy, in Korea we pronounce it as Muno" She pronounced it. I said, "Well, you should teach that to the class. Don't just tell it to me. Stand up and be the Korean teacher."

So she did. Then Hoon had whispered a fun fact about in Korea—and I did try it when I went to Korea—they eat octopus. So I said,

“Hoon, that’s a great fun fact. You need to teach the class.”

So he came up in front of the class today and he said,

“You guys, did you know in Korea we cut off the legs and we put it in a cooker and we cook the legs and the meat gets smaller and then we cut it up and we eat it.”

I said, “I tried it”

John said, “I tried it.”

I said, “It’s kind of chewy.”

Then Isaiah said, “In Brazil we eat it, too.”

So Isabella said, “I wonder how you say octopus in your country in Brazil.”

So he taught it and then she said, “What about Japanese.”

So Naoki taught it, so, like, we learned five languages. It was fun to communicate ideas about the octopus and take it that step further and honoring that it’s called different things in different countries, but we all like to try it and we do eat fish. It was a great learning experience today. So it’s taking those great learning opportunities and expanding it one step forward (from interviews, May 4th, 2009).

Whenever the children brought their cultural and linguistic knowledge, Ms. Macy respected their thinking and praised them for bringing those ideas to her class. She believed that this experience made the children from diverse cultural and linguistic backgrounds feel more connected to the class since the class was related to them.

Ms. May attempted to share the children’s diverse cultures and languages during the sharing time. She asked the children to bring the materials that represented their cultures and languages from their home and shared those things with all of the children. The materials could be the children books in home languages, toys from their cultures, and pictures from their countries. The child who brought the materials sat on the teacher’s chair and showed and explained them to other children.

We’ve been encouraging them to bring in their own materials from their own country and they sit in my chair and they are the expert of their language and culture. They know how to speak the language and they know their culture very well (from interviews, May 15th, 2009).

During this sharing time, Ms. Macy became the audience and was modeling for other children how to be a good listener: showing her interest and asking questions about the materials. Ms. Macy stated that she was also one of the learners in a cohesive multicultural community and the child from the culture and language became the teacher of their cultures and languages. She indicated that it was important to provide all children with opportunities to experience diverse cultures and languages firsthand from the children who have the diverse cultural and linguistic backgrounds. This experience made the class more meaningful and effective for the children since it was related to them. It was also helpful for the other children to improve their understanding of diverse cultures and languages since the materials reflected diverse cultures and languages were presented at the children's eye levels.

They are an expert in their home language and cultures and can they also be a teacher for our class. It's just a great way to experience new cultural events firsthand from the children and they are talking about something they know and they are familiar with and it's unique to them and it's a great way to share in the class (from interviews, April 22nd, 2009).

After presenting the cultural materials by the children, Ms. Macy kept those materials in her class for a couple of days, not just presenting them once. This helped all of the children to experience the culture and language more and to become more familiar with it. She also made copies of the materials, if possible, to utilize them for her future class.

In summary, integrating the children's cultural and linguistic knowledge into class learning is the most critical aspect of culturally responsive teaching (Gay, 2002), funds of knowledge (Gonzalez, Moll, & Amanti, 2005), and developmentally appropriate practice

(2009) since this is directly related to increase of the children's academic achievement. Ms. Macy attempted to reflect the children's diverse cultural and linguistic backgrounds in a variety ways. She prepared the teaching materials that contained the children's cultures and languages. During the class instructions, she connected their cultural and linguistic knowledge to the contents of class. She organized the discussion time for sharing their home languages and cultures in her class. By connecting the teaching materials, the contents of the class, and the class instructions to the children's diverse cultural and linguistic knowledge, the class learning is more relevant and meaningful to the culturally and linguistically diverse children. This is also beneficial for all children to raise their cultural awareness and to learn appropriate attitudes toward differences (Derman-Sparks & Ramsey, 2007).

In their everyday lives: "Multicultural education is not enough for little performance. It should be reflected on children's everyday lives"

Ms. Macy reflected the children's diverse cultures and languages not only in her teaching instructions but also in their everyday lives. Reflecting the children's cultures and languages in their everyday lives was critical, especially for young children since they learned a great deal from daily interactions with others during center times or recess times.

Multicultural education is not enough for little performance. It should be reflected on children's everyday lives (from interviews, March 10th, 2009).

She emphasized that it was important for young children to be exposed to diverse cultures and languages at an early age so that they would learn appropriate attitudes toward different cultures and languages, raising their cultural awareness in a non-threatening way.

As an example of reflecting children's culture and languages in their daily lives, Ms. Macy explained how to utilize the birthday song in her class. The class celebrated each child's birthday as usual classes did. However, the children in her class enjoyed singing the birthday song in four different languages: English, Korean, Chinese, and Spanish. She said that they would learn how to sing the birthday song in Japanese from Miho and Naoki, the Japanese children.

I always at birthdays we sing in all the languages. I ask them which language they would like first and if it's a Korean student sometimes they say English. And so we sing in English first and then we sing in Korean and then, I know Chinese, and Spanish is hard for me and in Japanese version. So we try to sing in all the languages and the birthday person gets to pick which one they want first. They love that (from interviews, April 22nd, 2009).

During the center time, the teacher approached to the home center. Five children were preparing a birthday party. The teacher sat in a middle of children. They discussed and chose which language they would sing a birthday song. Finally they chose to sing a birthday song in Korean. From later informal conversation, the teacher said that she did not ask them to sing a song in Korean. She said that it was usual thing in her class to sing a birthday song in children's home languages. She said that children could sing a birthday song in four languages: English, Korean, Chinese and Spanish. A Japanese girl approached her and asked her to sing a birthday song in Japanese. The teacher told her that the class will learn Japanese birthday song later and the Japanese girl would be a Japanese teacher (from field notes, Feb. 24th, 2009).

She also explained that all children in her class were able to speak simple greetings such as "Hello" and "Good bye" in the children's home languages. She added that she found some of the children were teaching other friends those greetings during

their play time, so she expanded their experience of learning diverse greetings in different languages in circle time by utilizing the children as language teachers. She also put those simple phrases and words in the children's home languages (e.g. Hello, I love you, friendships, Happy birthday) in the post office center.

The post office center is new center for this year. In the post office center, there are simple phrases and words card in the children's home languages such as 'I love you', 'friend', 'hello' and 'happy birthday'. By copying the phrases and words, children share their card with friends and families (from field notes, Feb. 5th, 2009).

In her class, when she needed to get the children's attention, she sometimes counted numbers like 'one, two, three'. However, she counted the numbers in different languages like Korean, Chinese, Japanese, and Spanish. All children in her class understood the simple number counting in diverse languages. She said that the class also learned how to count numbers in diverse languages during their play time. Thus, it was easily found that the children in her class counted numbers in diverse languages even though they were not from those linguistic backgrounds.

Ms. Macy exclaimed another example of reflecting children's languages and cultures in their play time. During the play time, she found that some children compared different animal sounds by cultures and taught different animal sounds to all children in her regular class. She said all children did enjoy it.

They've done sounds, animal sounds and it's interesting to hear the children explain that. I just take it for granted that a cat says, "meow," but in other countries they do not imitate the same sound like that (from interviews, May 14th, 2009).

Ms. Macy also introduced a variety of food and snacks from the children's cultures. The children already experienced diverse food and snacks from pot luck parties

or international festivals in school. The children's parents sometimes brought their traditional food on special occasion, such as lunar New Year's Day or Asian Thanksgiving day. She also visited the Korean, Chinese, Japanese, and Latino markets near the school to prepare diverse snacks from children's home cultures. By visiting the local market, Ms. Macy attempted to gain more of the children's funds of knowledge from their community (Gonzalez, Moll, & Amanti, 2005). She said that the children's favorite snacks in her class were Korean rice puffing snacks and Chinese style spring rolls.

From observations, it was found that Ms. Macy called to the Korean children in a special way, following Korean culture.

When the teacher called Korean children, she added '—ya', '—a' at the end of their name as a suffix as in a Korean friendly way. She said that she did not learn about this; she found out by herself while observing Korean children and parents when they called their friends or children (from field notes, April 14th, 2009).

She explained that she observed Korean girls and when they called each other, they added '—ya' or '—a' at the end of their name based on whether their name ended in a vowel or a consonant, respectively. Then she asked the Korean bilingual teacher about this, found out this was an affectionate way of calling to people in Korean culture.

Many scholars (Gay, 2002; Gonzalez, Moll & Amanti, 2005; Copple & Bredekamp, 2009; Franquiz & Reyes; 1998; Nieto, 2002; Irvine, 2003) view the children's cultural and linguistic knowledge as valuable resources in terms of their development and insist that this knowledge should be integrated into the learning process in the school context. In the early childhood educational field, the scope of school learning should be expanded to their everyday lives. This is because children learn a great

deal not only from the class instructions but also from daily interactions or play with others during center times or recess times. Ms. Macy reflected the children's diverse cultures and languages not only in her class instructions but also in their everyday lives. In her class, the children celebrated other friends' birthday with the birthday songs in five different languages. They know how to say 'Hello', 'good bye', and 'I love you' in the friends' languages and how to count in four different languages. During the play time, the children compared the different animal sounds by cultures. The class enjoyed a variety of food and snacks from the children's cultures such Korean rice puffing snacks and Chinese style spring rolls. Ms. Macy called to the children from Korea in an affectionate way following Korean culture. In Ms. Macy's class, reflecting the children's culture and language was not just a special occasion. As Derman-Sparks & Ramsey (2007) insist, reflecting the children's diverse cultural and linguistic knowledge is "woven into, not added onto, the existing curriculum, so it is a change in perspective rather than an elaborate new curriculum" (p.12). In Ms. Macy's class, the children's cultures and languages were found everywhere and in every moment since she believed the children's culture and language were not separated from their everyday lives. Even though many scholars insist the importance of integrating the children's cultural knowledge into their school learning, they mostly focus on the class instructions or the children's academic aspects. The findings of this section highlight how the teacher reflected the children's diverse cultures and languages on their daily lives, which is significant for young children's development. The findings also apply what the previous literature says in

terms of reflecting the children's cultural knowledge on teaching practice to the early childhood educational field.

Practicing anti-bias multicultural education in a class: "This is important, not only for the Korean or Chinese or Latino children but for the English speaking children, too"

Raising cultural awareness: "None of us are white"

Derman-Sparks & Ramsey (2007) indicate that one of the most frequently asked question by white teachers has been "What if all the kids are white?" The question implies the misconception that multicultural education is only for the people who are different than whites. However, Ms. Macy insisted that raising cultural awareness was not only for the diverse children but for all children. Ms. Macy believed that all children should understand all people are different but they also have similarities. She wanted all children to recognize people's cultural and linguistic diversity and to embrace the differences with a caring and honoring attitude. Thus, she made many efforts to raise children's cultural awareness by representing all of the children's cultural and linguistic diverse backgrounds in a cohesive multicultural community.

Ms. Macy stated that representing the children's diverse cultural and linguistic backgrounds was beneficial, not only for culturally and linguistically diverse students, but also for all of the children since it raised their cultural awareness at an early age and motivated them to embrace different languages and cultures. This is connected to what the anti-bias multicultural education approach (Derman-Sparks & Ramsey, 2007) insists:

anti-bias multicultural education is beneficial for all people to function in a diverse society.

Ms. Macy asserted that the children's cultural awareness could not be raised by a one-time event, only emphasizing the ethnic holidays, foods and traditional costumes even though these were part of the multicultural perspective. She believed that the children's cultures and languages should be reflected in their daily lives throughout the classroom environment, teaching materials, learning process, play and recess time.

Multiculturalism is not just bringing one special event "Okay, here's Hispanic day and we do everything on Hispanic day. And here's Korean New Year and everything Korean New Year." Multiculturalism to me is like honoring their culture because it is part of them throughout the year, throughout the day, throughout the moment, not just, "We celebrate it one day a year." I think sometimes ... at the beginning I missed the boat on that. I didn't understand that. I was just like, "Okay, this week we're doing Korean Week." It took me a little bit to go, "That didn't feel good. That wasn't right." It's throughout our lives; we bring part of us, whether I bring part of myself to the children and they bring themselves to our class (from interviews, May 4th, 2009).

Irvine (2003) affirms that many teachers in practice believe if they recognize or discuss issues of differences in their classroom, the children might be more prejudiced.

Ms. Macy showed an example how she brought the issue of "skin color" to her class instruction and how the class discussed their differences and uniqueness.

After reading a book '*Color of us*' the teacher prepared a children's activity relating to the book. It was called '*find out the colors*'. The teacher displayed the skin color paints and white papers on the desks. Then she asked children questions;

Teacher: What is your skin color?

All children answered as "White"

Then she asked again.

Teacher: What is my skin color?

Children answered as white.

Teacher: See.

Then she put a white color paint on her arm and showed children her skin was not white.

Teacher: Look at this. Do I look like white?

All children said no.

Teacher: I am not white. Are you white?

She put a white paper on several children's arms. They answered no.

Teacher: None of us are white. We are all different skin color. I can make my color like this.

By mixing the color paint, she made her skin tones using her fingers.

After the activity, the teacher explained that we all have different color and special color. Children and the teacher compared their skin colors (from field notes, March 4th, 2009).

The activity she prepared was 'Find out the colors'. It was a follow-up activity to the book, 'Color of us'. The children compared their skin and found out their skin tones were like cinnamon and light brown. She said that she bought the skin color paints with her own money for the activity. She indicated that it was interesting when all of the children answered their skin tones were all white. In the class, children were able to compare themselves to friends and realize that they were all unique and different. They also learned that brighter skin was not better. Throughout this activity, they could raise cultural awareness.

I like that matching color and find out the colors and when you ask them about their color they all answered, "White." Everybody thought they were white. Even James (the African-American boy) thought his skin was white. We discovered just by holding white paper and white objects that we're not white; none of us were white and that we're all different skin tones. Some of us have more of a yellowish tint to our skin and a reddish tint and a darkish tint and nobody was black and nobody was white (from informal conversations, March 4th, 2009).

After comparing their skin colors, she mentioned that the class discussed more about their similarities and differences such as their eye colors, hair colors, clothes.

Derman-Sparks & Ramsey (2007) assert that teachers should teach children to "respect themselves and create equitable relationships with a wide range people and teach children

how to work toward eliminating prejudice and discrimination” (p.8) through the anti-bias multicultural educational approach. Ms. Macy indicated that she intended all of the children to realize they were all different as well as unique through the activity. In her class, discussing differences was neither hurting nor discriminating; it was rather sharing and accepting each other’s own uniqueness. She insisted that all of the children could raise cultural awareness by discussing their differences and uniqueness, not in a harmful way but in a helpful way, in their daily lives.

Celebrating Cultural days: “Multiculturalism is not just bringing one special event”

Ms. Macy believed that the children’s cultural awareness should be raised through their everyday lives. Besides reflecting the children’s cultural and linguistic backgrounds on their daily lives, Ms. Macy prepared a specific ‘cultural day’ as well, according to the children’s cultural backgrounds once a year. Celebrating traditional foods, costumes, and holiday was definitely a part of the culture. However, she did not use “cultural day” to only emphasize the stereotypes of cultures such as the ethnic holidays, traditional food and costumes, and heroes in special seasons as a tourist approach presented (Derman-Sparks and the ABC Task Force, 1989; Derman-Sparks, 1993). In a tourist approach, the purpose of presenting the children’s diverse cultures and languages is the presentation itself: the teachers did not need to show their interests in learning the children’s diverse cultures and languages or to care if the other children were learning from the presentation. In Ms. Macy’s approach, on the other hand, the purpose of celebrating the cultural days was to provide all children opportunities with learning from each others.

She indicated that it was important to learn diverse cultures and languages firsthand from the children and families who have the diverse cultural and linguistic backgrounds. In the cultural day, she invited all of the children's families and shared their traditional food, snacks, and songs. During the cultural day, she made the children and families who brought their cultures and languages in a class as the experts and she herself became a learner. She honored the children's cultures and languages and showed her interest in learning by asking questions about what they brought.

They feel so special and they're like, they're very proud to share their ideas. Their ideas are welcomed. They're feeling honored and that's an important part of establishing the class community (from interviews, May 14th, 2009).

After the cultural day, Ms. Macy kept those materials in her class for a couple of days, not just presenting them once. This helped all of the children to experience the culture and language more and to become more familiar with it. She also made copies of the materials, if possible, to utilize them for her future class. It was another way of collecting teaching materials reflecting children's diverse cultural and linguistic backgrounds.

When she prepared cultural events in her class, she considered her children's populations and their cultural backgrounds. One year, however, she did make an extra effort to emphasize African-American culture in her class. From informal conversations, she explained the reasons. The school she was working at served a great deal of diversity since it was located near the university apartments. Thus, the school arranged time for celebrating children's diverse cultures such as Asian cultural festival on the lunar New Year's Day. Even though its name was the Asian cultural festival, all children and parents of the school, regardless of their ethnicities, participated in and presented their

traditional songs, dances, costumes, and musical instruments during the festival.

However, the African-American culture had not been represented in the cultural festival since the participation of African-American students and families in the school was much lower compared with other cultural groups.

Another reason to make a special effort for celebrating African-American culture was to consider James's personal situation, a homeless African-American child. Since James was homeless, Ms. Macy was not able to complete a home visit with James' family and therefore, was not able to collaborate with his family as well. Moreover, James did not recognize that he was an African-American, Ms. Macy stated, so it was hard to expect him to share his cultural knowledge with the class. Therefore, Ms. Macy decided to make an extra effort by herself, instead of collaboration with James' family, to celebrate African-American culture in her class since she did not want to exclude James.

Certain things are not part of our curriculum, but we explore as a campus and we explore as a community. The African-American cultural experiences are something that we sort of add to our curriculum and to our school as a campus. I want to make sure that everyone is included or sees themselves (from interviews, May 15th).

To celebrate the African-American culture, Ms. Macy brought her collection of books about African-American children, more than fifty books, and filled out a book center with those books. She displayed pictures and posters that represent African-American cultures on the wall. She also prepared a variety of activities appropriate for the children's eye level of learning. The goal of these activities was to teach them about African-American culture. She incorporated African-American puppets and culture into a puppet show for the children. She also provided African-American drums for them to

play and allowed them to make African-American masks. Throughout these activities, Ms. Macy would explain the significance and history behind each one.

Even though the issues of children's socioeconomic status and race are not the main focus of this study, it is true that teachers in practice encounter these issues in their class. When Ms. Macy was dealing with the issues of children's socioeconomic status and race in her class, she tried to ensure social justice and inclusion of everybody in her community.

Eliminating ethnic and gender prejudice: "It was a lack of knowledge and lack of experience"

Derman-Sparks & Ramsey (2007) indicate, in anti-bias multicultural education, that teachers should teach children to "respect themselves and create equitable relationships with a wide range people and teach children how to work toward eliminating prejudice and discrimination" (p.8). Ms. Macy believed that children were able to eliminate ethnic prejudice throughout a cohesive multicultural community. She stated that some children already had stereotypical thinking and prejudice related to ethnicity or gender. She explained that children's stereotypical thinking and behavior were learned from their external environment such as media or home, not from internal disposition. Derman-Sparks (2007) also indicate that young children learn stereotypical thinking and behavior from "those that are expressed by parents, peers, television, movies, and books" (p.11). Thus, she believed their stereotypical thinking and behavior could be

modified in a cohesive multicultural community. She described her experience helping children to eliminate ethnic and gender prejudice in her class.

In the morning circle time, the teacher prepared a book, *Amazing Grace*. Before reading the book, she asked children if they know Peter Pan and explained Grace, an African-American girl who wanted to act out Peter Pan in her class play. Then some of children said that Grace cannot be Peter Pan because she is a girl. The teacher asked them if they remember firefighters they saw last Tuesday (after the field trip of the fire station). She asked children if the firefighters were only boy or girls. Children answered they were both boys and girls. Teacher: Peter Pan was a White boy only in a movie and only in a book. You can pretend anything you want to be. You can be anything you want to be (from field notes, March 5th, 2009).

The book was about an African-American girl named Grace who liked to dance and wanted to be Peter Pan in a class play. In the story, her mother, grandmother, and her friends told her that she could not be Peter Pan not only because she is a girl and but also because she is black and Peter Pan is white. However, Grace showed them how she was good at dance and became Peter Pan in the play overcoming all the obstacles by the end of the story. Before reading the book, Ms. Macy asked children if they knew about Peter Pan and briefly explained about Grace. Then children had the same objections as the characters in the book, telling Ms. Macy that Grace could not be Peter Pan because Grace is a girl. In later informal conversations, Ms. Macy state that how she was surprised with children's reactions since they were only four-year-old, but they already had certain stereotypes. Ms. Macy asked children another questions to remind of them the field trip to a fire station. She asked them if the firefighters were only boys or both boys and girls. In the class, she strongly emphasized that people are all different and people can be anything they want to be regardless of their gender and ethnicity. She told children "Peter Pan was a White boy only in a movie and only in a book. You can pretend anything you

want to be. You can be anything you want to be”. This example represented what Ms. Macy tried to teach them through the class.

I picked that book because the girls like to dance and Peter Pan they are familiar with that character in their own country, so we talked a little bit about that story. ..When we read the story I was surprised how many children, they didn't care that she was black but they picked up on the girl, she can't be a boy if she's a girl. They were saying “you can't like pink if you're a boy” very stereotypical feelings came out. It was good to discover what they knew and what they had learned. It makes you wonder if it's from home or if it's from our culture or from our commercials or what it is that's driving them to be thinking like that because I try to avoid that in here (from interviews, March 5th, 2009).

Ms. Macy explained that children sometimes expressed stereotypical thinking such as the color pink was only for girls and short hair was only for boys. They might learn this stereotypical thinking from their parents, from commercials or their cultures. Ms. Macy stated that one of her purpose of raising children's cultural awareness was helping them not to hold such prejudice based on ethnicity and gender. She described her prior experience how she helped a Korean girl who had a discomfort against African-Americans.

I think any time you see prejudice early on, it's learned behavior. By modeling and by talking about it and reading literature and acting out with puppets that we can help that. I did have a girl who was best friends with someone but then all of a sudden, she was Korean, she said, “Oh my mom said I can't be your friend, because you have dark skin.” It wasn't her idea and she said it so matter-of-factly; it wasn't hateful or anything. It did surprise me. I think it's good to take on those issues as they come up, not just shame her in any way or talk it out or prove to her we're right but by kind of taking a step back and then reading a book that would help her to be understanding and help the rest of the class be understanding, so those kinds of things come up but we do address them as they come up and I think this is a safe place to do that. It's the way you present it, always the way you model it, helps their understanding, and helps everyone share their ideas (from interviews, May 14th, 2009).

According to Ms. Macy, children's ethnic prejudice was learned behavior and it could be modified, in a cohesive multicultural community, by modeling, by reading literature and by talking about it to help their understanding of cultural diversity and to raise their cultural awareness.

She asserted that creating a cohesive multicultural community was also helpful for families of children to reduce their ethnic prejudice. She described the story of 'Helena', a girl from a Latino family.

When she first came the first day the grandmother was shocked and they didn't want her in my class, actually. They saw some girls speaking Korean very quickly. And they actually just saw Asian girls and her granddaughter playing together and they said, "No, this isn't the right class for her." She almost wanted to move her to the bilingual class we had (from interviews, May 15th, 2009).

In the first day, Helena's family visited Ms. Macy's class and they were shocked because there were many Asian children in the class and their daughter was playing with Asian girls. They expressed their discomfort of her daughter with culturally diverse children and told the teacher to move Helena to the English-Spanish bilingual class.

I said, "Well, if you notice Helena is a strong English leader. Look at her talking to the other children in English." And she's very not aware that they're speaking in Korean. And I said, "They're also speaking in Chinese and Japanese." The parents they didn't know that, although those were Asian girls, there were three different languages being spoken and three different cultures coming alive. I had to point out to her play is universal. We all play the same way. We all like to dress up and we like to pretend like we're cooking and we like to set the table and have a birthday and, you know, that's pretty universal (from interviews, May 15th, 2009).

Ms. Macy explained to them that Helena was a good English leader in the class and the class was universal and children's play was universal even though children were from

diverse cultural and linguistic backgrounds. She persuaded them to leave their daughter in her class.

I found that Helena said a few things that were very prejudiced to me right away without even thinking about the words coming out of her mouth. I had to stop her from saying all these things that were coming out of her mouth. But at the same time I appreciated her honesty. I could see where she was coming from (from interviews, May 15th, 2009).

She found that Helena had some stereotypical thinking and ethnic prejudice and expressed them without thinking. Thus, she tried to help her to eliminate her prejudice and to raise her cultural awareness in a cohesive multicultural community, by building caring relationships with friends, by helping her experience diverse cultures and languages in her class environment, teaching materials, class instructions and daily lives.

Later, they liked it that Helena was trying to eat with chop sticks and trying new food and trying new experiences and they were proud of that later. At the beginning of the year they were very, very much against it. They just didn't know. It was a lack of knowledge and lack of experience from their point and now later they are proud of that. They made a choice even though they've moved close to a primarily Hispanic school. They've made a choice to continue her to come here and to be a part of that. That's part of my job, not only to educate the children but to help educate the parents and to bring all the families in and embrace all the cultures (from interviews, May 15th, 2009).

Ms. Macy stated that the reason that Helena's family held prejudices toward certain ethnicities: "It was a lack of knowledge and lack of experience". She said that the family was so proud that Helena learned diverse cultures and languages and played with friends from diverse cultural and linguistic backgrounds. She asserted that enlightening all the families to eliminate their ethnic prejudice and embracing the diverse cultural differences with a caring and honoring attitude was another important part of creating a cohesive multicultural community. Derman-Sparks & Ramsey (2007) insist that one of criticism of

anti-bias multicultural education is some of families might prefer to assimilate quietly into the society rather than challenge the system. However, this criticism underestimates the importance of involving families as part of community. As Ms. Macy believed multicultural education is not for the children from diverse cultural and linguistic backgrounds, but for all children and all families. Thus, the teachers in early childhood classrooms should help the children and families to eliminate their ethnic prejudice and to raise their cultural awareness in a cohesive multicultural community.

Learning from each other: “We all have different things and part of our cultural makeup is what we can share with each other”

Ms. Macy believed that if she helped all of the children to experience diverse cultures and languages, they could raise their cultural awareness, could become interested in the diverse culture and languages, could learn appropriate attitudes toward differences and finally could learn from each other’s culture and language. She stated that this aim could be achieved by creating a cohesive multicultural community. She asserted that the scope of a cohesive multicultural community was not limited to her class community but expanded to their families and school members.

I think the whole community needs to keep forward and learning about diversity, learning about second language learning. Respect for others begins at home with the family, then school family is added, and for my children we also learn to respect our school community and neighborhood (from interviews, Feb. 3rd).

Derman-Sparks & Ramsey (2007) also insist that anti-bias multicultural education is not just for people “who are different than whites” (p.11). It is relevant to all children

and their families. Ms. Macy explained how the early exposure of diverse cultures and languages positively affects the children and their families using the example of Katie's family.

Katie (an American girl) is very interested in learning Korean. Katie always pretends like she is speaking Korean. Korean is her favorite language and she pretends like she is Korean and has a Korean name. She wants to learn Korean so we teach her a few words. She will write and she pretends to write in Korean and I show her how to write in Korean by using a poster or book to help her. Her family has also encouraged that. Her father bought her a Japanese book and she brought it for us to read about a girl who wears a kimono to school. Her sister thinks everyone is going to laugh at her, but she wore her traditional clothing to school and everyone was interested. We talked about that and I had a kimono in our home center, so we tried it on Katie and all the girls wanted to wear the Asian clothing that day and we have a wok there and other tools from other countries and sushi. Then Katie brought sushi to school as play center, so her parents encourage multiculturalism in their own family. Just by seeing Katie so interested, I think it makes them more aware. They look for things when they're shopping to bring that awareness home to her and to her sister (from interviews, May 4th, 2009).

This example showed how Katie's interests and enthusiasm about Korean culture positively affected her family. Katie loved to pretend to be Korean. She pretended to speak in Korean and to have a Korean name. She might be influenced by her Korean friends in the class. She wanted to learn Korean so Ms. Macy helped her learn to write in Korean by using posters and books in her class. Her family was supportive of Katie's enthusiasm in learning about Korea, so her father bought her a Japanese book. This might be because of his misunderstanding or the difficulty of getting a Korean book. The book was about a girl who wore Kimono to school. Katie brought the book to the class and shared it with her friends. In Ms. Macy's home center, there were a variety of traditional clothes including Kimono, so Ms. Macy let Katie put on the Kimono which made her feel

special. Ms. Macy stated that Katie's interests and enthusiasm about Korean culture made her family more aware of different cultures.

The next example was about how Emilio's mother was influenced by different cultures and how she started to embrace diversity through the field trip experience.

Emilio (a Latino boy) even had his mom buy fortune cookies for the class to give to the class. They started eating kimbab more at their house. His mom has really started to embrace that as well. She's much more aware when she goes to the grocery store for her shopping about not only buying Hispanic food but also buying Asian food. It's quite unique and I like it. Even Beth's (American girl) dad rolled kimbab for her for snacks. Just by doing a few things and honoring what they bring every day in their lunch. At the field trips parents notice the multi-culturalism just in the foods they were all eating and how some brought chopsticks to eat with. Just by the exposure it helps them to take that back home to the families. It's just everyday living and learning (from April 22nd, 2009).

Emilio's mother volunteered for the class field trip in the spring. During lunch time, she was surprised at the diversity of lunches the children brought. She was amazed at the four year old children using chopsticks to eat their lunch. She added that it was her first time to see Korean kimbab and Chinese dumpling and she never tried them before.

After the field trip experience, Emilio's mother started to embrace diverse culture.

Emilio's family started eating kimbab or sushi at their home. He even brought Chinese fortune cookies for his snack. His mother became more aware of different food and culture when going to the grocery store.

Ms. Macy addressed that she was also one of the learners in their cohesive multicultural community. She indicated that she was born and grew up in a primarily Caucasian community, so she had little opportunities to experience diverse cultures and languages.

I grew up in a primarily Caucasian school and so this is helping me learn about the world and I don't see the world the same anymore. I see it now through the eyes of our children which are good learning experiences for me (from interviews, Feb 20th, 2009).

However, she did not perceive the children's diverse backgrounds being different than hers as a barrier that disturbed the children's learning (Crawford, 2004; Cummins, 2000; Freeman, 2004). Instead, she considered the cultural and linguistic diversity as a great resource to be utilized in her class to provide the children with more meaningful and effective learning. She stated that she was also learning every year with the children and families from diverse cultural and linguistic backgrounds.

It's amazing the talent the children possess and they know already in their home language and cultures that they can share with each other. It helps the English-speaking children. It helps all of us to learn more, whether it's their reading in another language or writing in another language or just showing a character, eating a snack, eating a food, playing a new game (from interviews, May 15th, 2009).

All children have their own strengths and uniqueness. The children's diverse cultures and languages should be one of those strengths. By representing everyone's cultural and linguistic backgrounds, she helped all children to understand their strengths and to learn from each other in a cohesive multicultural community. This was not only for the children and families from culturally and linguistically diverse backgrounds but for all of the children and their families, as well as the teacher herself.

To be brief, Ms. Macy believed that, in a cohesive multicultural community, all children were able to raise their cultural awareness which helped them to embrace diverse culture and language in a caring and honoring attitude. She emphasized that the children's cultural awareness should be raised through representing their cultural and

linguistic diverse backgrounds in their everyday lives. She also asserted that raising cultural awareness could help the children, as well as their families, to eliminate their stereotypical thinking and cultural prejudice. Ms. Macy stated that this prejudice was from a lack of knowledge and lack of experience of diverse cultures and languages. By helping all children to experience the diverse cultures and languages in her cohesive multicultural community, they could raise their cultural awareness, could become interested in the diverse culture and languages, could learn appropriate attitudes toward differences and finally could learn from each other's culture and language.

When representing the children's diverse cultural and linguistic backgrounds, she emphasized the importance of the teacher's attitude. She wanted to teach children to learn diverse culture and languages with a caring and honoring attitude, not just in knowledge level of sharing. She did this by modeling an attitude of respect and interest in what each child shared from their languages and cultures. By showing her respect and interest in the children's diverse languages and cultures and providing opportunities to share them with other friends, she encouraged all of the children to learn cultural awareness and gain a caring and honoring attitude to develop a positive appreciation toward different culture and languages. Ms. Macy insisted that the children's diverse cultural and linguistic backgrounds should be represented to raise their cultural awareness which help to eliminate cultural prejudice and to embrace the diversity in a cohesive multicultural community.

Summary

This section presents Ms. Macy's perceptions and teaching practice to create a cohesive multicultural community. In Ms. Macy's understanding, a cohesive multicultural community was described as togetherness, bonding, mutual respect and caring attitude. To create a cohesive multicultural community, she emphasized building caring relationships with community members, reflecting the children's cultural and linguistic backgrounds in teaching practice, and anti-bias multicultural education. Gay (2002) and developmentally appropriate practice (Copple & Bredekamp, 2009) supports her perceptions of a cohesive multicultural community.

She believed that a cohesive multicultural community could be created based on caring relationships among community members. To build intimate relationships among children, she taught the happy heart rules, the eight basic rules that should be kept in her class. She collaborated with the parents when teaching the happy heart rules. Along with the happy heart rules, she also developed the children's own loving rules each year, and then added them to the happy heart rules later. Ms. Macy also prepared discussion time for sharing feelings with children to help children to be empathetic and compassionate toward others.

Ms. Macy made her effort to reflect the children's cultural and linguistic backgrounds in her classroom environment, including the symbolic curriculum (Gay, 2002). Ms. Macy displayed children's books which reflect their home languages and cultures in the book center. She decorated the home center with cultural artifacts from their cultures and presented the post office center to copy and write in the children's

home languages. She also presented various language forms in the home languages in the classroom in order to expose children to their home languages and cultures. Through these efforts, Ms. Macy attempted to make her class a place where all of the children actively engage in their home languages and cultures (Gay, 2002; Gonzalez, Moll & Amanti, 2005).

She attempted to reflect the children's diverse cultural and linguistic backgrounds in a variety of ways. She prepared the teaching materials that contained the children's cultures and languages. During the class instructions, she connected their cultural and linguistic knowledge to the contents of class. She organized the discussion time for sharing their home languages and cultures in her class. By connecting the teaching materials, the contents of the class, and the class instructions to the children's diverse cultural and linguistic knowledge, the class learning is more relevant and meaningful to the culturally and linguistically diverse children. This is also beneficial for all children to raise their cultural awareness and to learn appropriate attitudes toward differences (Derman-Sparks & Ramsey, 2007).

Ms. Macy reflected the children's diverse cultures and languages not only in her class instructions but also in their everyday lives. In her class, the children celebrated other friends' birthday with the birthday songs in five different languages. They know how to say 'Hello', 'good bye', and 'I love you' in the friends' languages and how to count numbers in four different languages. During the play time, the children compared the different animal sounds by cultures. The class enjoyed a variety of food and snacks from the children's cultures such as Korean rice puffing snacks and Chinese style spring

rolls. Ms. Macy called to the children from Korea in an affectionate ways following Korean culture. In Ms. Macy's class, the children's cultures and languages were found in everywhere and every moment in her class since she believed the children's culture and language were not separated from their everyday lives.

Ms. Macy believed that, in a cohesive multicultural community, all children were able to raise their cultural awareness which helped them to embrace diverse culture and language in a caring and honoring attitude, as Derman-Sparks & Ramsey (2007) insist. She emphasized that the children's cultural awareness should be raised throughout representing their cultural and linguistic diverse backgrounds in their everyday lives. She also asserted that raising cultural awareness could help the children, as well as their families, to eliminate their stereotypical thinking and ethnic prejudice. Ms. Macy stated that this prejudice was from a lack of knowledge and lack of experience of diverse cultures and languages. By helping all children to experience the diverse cultures and languages in her cohesive multicultural community, they could raise their cultural awareness, could become interested in the diverse culture and languages, could learn appropriate attitudes toward differences and finally could learn from each other's culture and language. When representing the children's diverse cultural and linguistic backgrounds, she emphasized the importance of the teacher's attitude. She wanted to teach children to learn diverse culture and languages in a caring and honoring attitude, not just in knowledge level of sharing. She did this by modeling an attitude of respect and interest in what each child shared from their languages and cultures. By showing her respect and interest in the children's diverse languages and cultures and providing

opportunities to share them with other friends, she encouraged all of the children to learn cultural awareness and gain a caring and honoring attitude to develop a positive appreciate toward different culture and languages. Ms. Macy insisted that the children's diverse cultural and linguistic backgrounds should be represented to raise their cultural awareness which help to eliminate cultural prejudice and to embrace the diversity in a cohesive multicultural community.

Helping culturally and linguistically diverse children's English development utilizing their home languages and cultures: "I want them to be bilingual or multilingual. I don't want to sacrifice one language for the other."

The teacher's perceptions of the children's home language in their English development

Ms. Macy believed that children's home language plays an important role in their educational development including their second language development, thus it must be valued and be reflected in their schooling. Her perception toward the children's home language was supported by many scholars (Freeman & Freeman, 2001; Faltis & Hudelson, 1994; Krashen, 1999; Moll & Greenberg, 1990; Schwarzer, 2001; Schwarzer, Haywood, & Lorenzen, 2003). She stated that the most important reason for appreciating children's home language was because it was their mother tongue. They spoke to their families and learned their culture through their mother tongue. Since language is one of the most salient aspects of culture, if children's home language is neglected in their schooling, the possibility of their school failure is increased (Nieto, 2000). Cummins

(2000) insists the importance of children's home language in schooling as follows: "to reject a child's language in the school is to reject the child from the school (p.6)".

Children's learning can be more meaningful and effective if it is related to their background knowledge and cultural backgrounds (Garcia, 2001; Gay, 2002, Gonzalez, Moll, & Amanti, 2005; Nieto, 1997). Thus, Ms. Macy believed that children's home language and cultural backgrounds should be reflected in her teaching practice to provide effective learning for children.

I firmly believe that home language is the most important because that is their native tongue. That's what their mothers and fathers speak to them, their grandparents speak to them. If we sacrifice one language for another, they will have a very difficult time to speak to their parents and families. Their home language is very important for their heritage and if we don't value it at school, they lose it (from interviews, May 4th, 2009).

One of my purposes is to encourage them to speak at home in their home language and read in their home language. Language is not just language. It is part of the culture and it is a big piece of culture (from interviews, May 14th, 2009).

The second reason for emphasizing children's home language in her class was because it promoted their English development (Freeman & Freeman, 1991, 1992, 1993, 2001; Faltis & Hudelson, 1994; Krashen, 1999; Moll & Greenberg, 1990; Schwarzer, 2001; Schwarzer, Haywood, & Lorenzen, 2003) as well as their academic achievement (Garcia, 2001; Nieto, 2002). Ms. Macy strongly believed that children's home language is a strong predictor of their English development and emphasized the development of both languages in her teaching practice. She stated that one of her educational goals was to help all children to be bilingual. According to Cummins (2000), there are more than 150 research studies supporting bilingualism and its positive effects on children's

linguistic and educational development (Baker, 2000; Toknhama-Espinosa, 2003; Lee, 2000; Pollock & Van Reken, 1999; Schecter & Bayley, 2002; Skutnabb-Kangas, 2000). The research suggests that bilingual children are “more flexible and creative in thinking and achieve intellectual development” (Bae, 2003, p. 19). Since children’s knowledge and skills transfer across languages from their home language to the language they must use in school and vice versa, children with a solid foundation in their home language develop their English abilities successfully (Cummins, 2000). Thus, Ms. Macy emphasized the development of both languages, rather than sacrificing their home language for English learning.

I want them to stay proficient in their home languages. I don’t want to sacrifice one language for the other. I want them to be bilingual or multilingual. From my teaching experiences, if children are farther along in their home languages, it is much easier to learn and acquire English because their language learning is not two separate things (from interviews, May 4th, 2009).

The children, sharing their things from their own culture help them use their English language as well as their native tongue. I want them to be strong in their first language and then that helps them as they acquire a second language. I truly want the children to become bilingual not just speaking one language or switching, trading out one language for another. If they begin to read in their home language first, it helps them to become to learn quickly in a second language and to become more proficient in their second language (from interviews, Feb. 20th, 2009).

Ms. Macy’s perception of underlining the importance of children’s home language for their educational development was also supported by the new edition of developmentally appropriate practice (2009). Developmentally appropriate practice (2009) emphasizes that the important role of children’s home language in terms of their English development and indicates that English learning should be an additive process instead of the displacement of the children’s home languages.

Immigrant children are able to develop English proficiency without having to give up their home language, and it is important that they retain their fluency in the language of their families and communities (p.14).

Ms. Macy asserted that reflecting the children's home language in her class learning could help to raise all of the children's cultural awareness. Because of growing internalization and increased mobility, it is necessary for children in the twenty first century to learn how to interact with peoples from culturally and linguistically diverse countries (Dermank-Sparks & Ramsey, 2007). To achieve success in relationships and interactions, children must learn appropriate attitudes about cultural and linguistic diversity in a global context (Bennett, 1990; Gay, 1994; Nieto, 1997; Hanley, 1999, Banks, et al. 2001). Ms. Macy believed that utilizing children's home language would help all children in her class to raise cultural awareness and acceptance and to embrace other people that are different from themselves.

I think it is important for my children to hear different languages. It helps them become more accepting and loving of each other and then recognize we are not all the same. We come from different places and we are just great together and so I really like to do that anytime I can and honor them (from interviews, March 9th, 2009).

We become aware of others and more empathetic to other cultures and more understanding of people with differences. I think that is establishing a community; to recognize we are all different and we all have different things to share and part of our cultural makeup is what we can share with each other. So I try to do a really good job at honoring that throughout the day and throughout the year (from interviews, April 22nd, 2009).

In summary, Ms. Macy insisted that children's home languages must be emphasized and utilized in teaching practice for three reasons: to provide children with effective learning by reflecting their cultural and linguistic backgrounds, to promote their educational development including English development, and to raise children's cultural

awareness and appreciation for differences. By integrating her perceptions of children's home languages into her teaching practice, Ms. Macy created a class environment where the linguistic and cultural experience of children was actively accepted and validated.

Understanding the children's different English abilities: "The good indication comes when we meet the family for the home visit"

Ms. Macy stated that recognizing each child's English ability was the first step to helping their English development in class. At the beginning of the semester, all children come to the class with different English abilities based on their amount of exposure to English: how long they've been in the United States, if they have older siblings who are more proficient at English, and if they speak in English at home. Even though the school offered a pre-screen test for English Language Learning (ELL) students who qualified for enrollment in pre-K classes, Ms. Macy explained that the test was not a good indicator since their parents already had information about the test and helped their children prepare for it. To determine children's English abilities, the school district offered the Peabody Test twice a year, but Ms. Macy stated that this test was also not the perfect indicator for understanding children's English abilities.

We get tested at the beginning of the year and at the end of the year for an oral language vocabulary test, called the Peabody Test. I was quite disappointed with the tester because she was going too quickly for ESL students and her voice was harsh... I had to go and stop her and tell her "Hoon is quite shy and he's very delicate". I was not allowed to see the test but I just wanted to tell her his personality because I saw he was very nervous. She wasn't allowing him time to look at the four pictures and make the best choice. I know he could do very well. I am not going to trust in those results as much as I normally would because I saw the way she was doing the test (from interviews, April 9th, 2009).

She believed that home visits were the best indicator for understanding children's initial English abilities. In their book, *Funds of Knowledge*, Gonzalez, Moll, and Amanti (2005) display home visits as the most useful method to identify funds of knowledge that exist in each child's home and to establish rapport between school and home. Ms. Macy also utilized home visits to understand more about the child and family and to establish reciprocal relationships with the family. Moreover, she exploited home visits to recognize their initial English abilities.

The good indication comes when we meet the family for the home visit. I can listen to the parents speak and see the level of English that the parents have and then often I go play with the child in their room and I can get a good sense of what their English ability is based on them showing me objects in their room (from interviews, May, 14th, 2009).

I can also ask questions to them. In Naoki's home, I asked him, "I didn't have a train like that. It was so special. "How do you build a train, Naoki? How did you do it?" You know, he could not explain it in English but he showed me how to build it (from interviews, May 15th, 2009).

Developmentally appropriate practice (2009) insists that teachers in practice should understand each child as an individual within the context of families, cultures, linguistic norms and their home languages and cultures in teaching practice. By visiting their homes, Ms. Macy tried to collaborate with families in terms of children's language development and to understand the children as unique individuals within the family context respecting their home languages and cultures.

Besides home visits, Ms. Macy also utilized the language development charts for each child and observed and recorded their English development continuously to acknowledge the individual children's English abilities. While observing the children's

English usages in her classroom, she was focusing on their receptive language as well as their expressive language. Ms. Macy understood that the English learning children's expressive language level was lower than their receptive language level, so she did not estimate their English abilities just from their expressive language level.

I am always looking and reviewing to see their receptive language. Can they understand me? Can they follow a simple direction in English? Can they copy some words in English? Then I am looking more at their expressive language. Can they use some of the new vocabulary? Can they make short sentences with the new vocabulary? I expect their receptive language to be much higher than their expressive language. I am always looking for new strategies and new ways to help their expressive language because I know, I can tell by looking at them visually how their receptive language is (from interviews, May 4th, 2009).

During center time, Ms. Macy walks around the class and observing and writing children's speech pattern.

Teacher: I am listening to their vocabularies to see I can help them expand their vocabularies for the community helpers and transportations. At first, we have to know what they know. We did yesterday brainstorming about this so I can see what their backgrounds information about this is (from field notes, Feb. 24th, 2009).

For better understanding the children's English abilities, she utilized the audio-version of books to provide them with various voices. Since the children were familiar with Ms. Macy's voices, she attempted to see if they understand the contents of book with different voices. While children were listening to the book, she observed English learning children's reactions and checked if they understand the book. If the children were Korean or Chinese and attended Korean and Chinese bilingual classes at school, she discussed their English understanding levels and their progress with bilingual teachers to confirm her recognition of their English abilities. Later, she also discussed with the children's parents what she observed from home visits and observation charts in terms of the children's English abilities.

In terms of understanding children's English abilities, Ms. Macy was a teacher with strong ideas about how to understand children's language. She stated that recognizing the children's English ability was an ongoing process and could not be understood just by the results of standardized tests. She made great efforts to recognize the children's different English abilities through home visits where she observed the communication levels and patterns in each child's home. Also, by incorporating the language development charts into her teaching practice, she could understand each child's English ability. She continuously shared the children's English development with their parents through various channels such as face-to-face conversations, phone calls, and parent conferences. Based on her observations and conversations with the children and their parents, Ms. Macy utilized her understanding of children's different English abilities to provide each child with the most effective method of English learning.

Matching language mates: "(Language mate) helps them to relax and to feel more open to learning a second language"

Ms. Macy's perception of matching language mates is related to Vygotsky's (1978) the zone of proximal development¹⁷. According to Vygotsky (1978), the zone of proximal development is a collaborative space in which a learner performs at a higher developmental level if they are being supported by a more knowledgeable peer. Thus,

¹⁷ The zone proximal development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

she matched two children together as language mates. When matching language mates, she took into consideration the children's characteristics and their home languages and English levels. By referring to her language development charts, she determined the language mates according to the children's language needs. For instance, if they needed more English stimulations, she matched them with English only speaking children. If they had a low level of English proficiency and needed more home language help, she matched them with home language bilingual children. Ms. Macy stated that the purpose of matching language mates was to encourage communication and relationships between children that she knew would be a good match based on their language development. As Gay (2002) demonstrates, matching language mates could increase cross-cultural communication among children; therefore it would be beneficial for the low English proficiency children's English development. The following example shows how Ms. Macy matched the language mates.

During the center time, the teacher approached to a Korean boy and Hispanic boy in a block center who were building railroads and playing with trains. While watching their play, she said:

Teacher: Wow, it looks great. I know Naoki (a new Japanese boy who has low level of English) also likes trains. I went his home and he has many trains. He is an expert train builder. Do you want to play with Naoki? Naoki, could you she them how to build a circle trail? (from field notes, Feb. 24th, 2009).

Ms. Macy's effort for matching language mates by the children's home language was not limited to her class but expanded across grade levels. In her class, there were multiple Chinese, Korean, Latino, and Japanese children, but only one Turkish and Brazilian child. Thus, it was difficult to match the language mates when he or she was the only child who represented his/her cultural background, so she expanded matching

language mates across grade levels. Since she had been working at the school seven years, she knew almost every student and easily recruited students to volunteer as language mates.

On our way back from cafeteria during lunch time, the teacher met a child in a hall way. She greeted him and conversed with him for a while. Later, the teacher explained me that he was her former student from Turkey. She told me that she introduced him to Kohan, her current student from Turkey and she wanted to check if they got along well. It seemed to show her another effort to match language mates by children's home languages (from field notes, March 4th, 2009).

During the outdoor play, the teacher approached to three second grade Korean girls making a sandcastle and conversed with them. She seemed to teach one of them.

Teacher: I have a Korean girl whose name is Yuna. She lives in a school apartment. Do you still live the apartment? She lives very close to you. She likes reading and singing like you. Do you want to play together? (from field notes, Apr. 21st, 2009).

Ms. Macy stated that her purpose of matching language mates was to help both children's language development, their home language and English, as well as their relationships. She considered matching the language mates to be especially effective for new children with a low level of English proficiency because it provided them with a more comfortable environment to develop their English.

It is very stressful on the children to hear a new language all day not knowing what they were saying and try to figure it out. (Language mate) helps them to relax and to feel more open to learning a second language (from interview, April 22nd, 2009).

Her effort to match children by their home language was also found in Professional Learning Community (PLC). Hord (1997) defines the term *professional learning community (PLC)* as "a collegial group of administrators and school staff who are united in their commitment to student learning. They share a vision, work and learn

collaboratively, visit and review other classrooms, and participate in decision making (p, 57)". PLC, conducted by the school district, is designed for teams of teachers to meet once a month and discuss curriculum and the best practice for the children. Her pre kindergarten class partnered with a sixth grade class. Ms. Macy and her partner teacher coordinated their class once a month for an hour. During PLC time, Ms. Macy also matched language mates.

I try to pair them by language. My first goal is to match them up by language or ethnicity and then match with someone familiar and someone like them. They have something in common and something to share (from interviews, March 9th, 2009).

I think it (PLC) is helpful. The children love the time that they get to be with their buddy. It not only helps our own classroom community but it helps our school community because they learn about upstairs, they get to go visit another class and it just expands (from Interviews, April 15th, 2009).

Ms. Macy utilized the method of matching language mates with three purposes: for developing English, for developing home language, and for building caring relationships. When matching language mates, she took into consideration the children's characteristics and their home languages and English levels and then determined the language mates according to the children's language needs. Her effort to match language mates was expanded across grade levels if she could not find the language mates in her class. She also attempted to match the language mates in PLC. Ms. Macy believed that matching the language mates could increase communications between children (Gay, 2002) and this could develop their English proficiency as well as their home language proficiency.

Collaborating with bilingual teachers: “We coordinate what we’re teaching”

Ms. Macy made great efforts to coordinate her class with bilingual teachers to help the children’s home languages and English developments. Since the school offered a pullout program¹⁸ for Korean and Chinese English learning students, she was able to design her class with Korean and Chinese bilingual teachers. In formal conversations, Ms. Macy gave her negative opinion about the English as a Second Language (ESL) pullout program. She believed that language learning should be integrated into children’s everyday learning, not separated from their mainstream class. Crawford (2004) supports her beliefs that “speaking a language other than English is conceived as a language deficiency, a handicap of students themselves, in ESL pullout (p. 37).” Crawford (2004) also indicates that one of the shortcomings of ESL pullout is “the difficulty of coordinating lessons between ESL pullout and mainstream staffs” (p.38). In this circumstance, English learning students will be confused in their language learning because the pullout class does not match the mainstream class. To get over this mismatch between the pullout class and the mainstream class, Ms. Macy tried to build a partnership with the bilingual teachers and coordinate her class with the pullout class as much as possible.

Establishing partnerships, between the subject teachers and the EAL (English as an additional language) teacher, is utilized in diverse classrooms to serve the needs of English language learning children in mainstream settings (Creese, 2006; Arkoudis, 2003)

¹⁸ ESL pullout: students are literally “pulled out” of mainstream classrooms for small-group tutoring in the second language, typically lasting 30 to 45 minutes per day. It is also called submersion plus ELL, one of the most common but least effective ELL instruction (p. 37, Crawford, 2004).

in a secondary classroom. Many scholars (Arkoudis, 2003; Creese, 2000, 2002; Davison, 2001) report, however, the difficulty of achieving successful partnerships because of different epistemological stances (Creese, 2006). According to Creese (2005), the focus of the EAL teachers is largely language development and content understanding while the subject teachers feel the pressures of a standards-based curriculum. In the book, *Teacher Collaboration and Talk in Multilingual Classrooms*, Creese (2005) identifies three types of collaborations: support, withdrawal, and partnerships. Since the school adopted an ESL pullout, it was close to a temporary withdrawal model: Ms. Macy taught the subject in her class and bilingual teachers taught English in separate classes. However, the ways that Ms. Macy collaborated with bilingual teachers were expanded to partnerships. They planned together when choosing the theme to teach, decided which teaching materials would be used for the class and then shared those teaching materials to make their teaching themes and materials consistent. For example, when they planned to teach the theme of 'seasons', Ms. Macy communicated with bilingual teachers and decided which materials or books they would use in their classes. Ms. Macy taught the selected theme in her class in English and then bilingual teachers taught the same theme in their classes. Therefore, the Korean and Chinese bilingual children were able to learn the same contents both in English and in their languages and this could reinforce their understanding of the content area as well as their English abilities.

We coordinate what we're teaching so that she (bilingual teacher) can teach the children in Korean. We like to overlap so that I'll teach a theme in English and she'll teach the same thing in Korean and use English, too. I give her the English version (of teaching materials) and she'll add Korean words to it (from interviews, March 9th, 2009).

We really work well as a team sharing information and sometimes we do the project twice. We do try to overlap and we do try to copy each other's ideas and that's for benefit of the children (from interviews, April 15th, 2009).

Ms. Macy also invited the bilingual teachers to her class to teach relevant class themes in the children's home languages. As Schwarzer, Haywood, & Lorenzen, (2003) insist, this is one of the methods by which English monolingual teachers help the children's home language development. They prepared activities emphasizing the children's home languages such as reading children's books, teaching simple phrases, playing traditional games, and teaching children's songs.

Sometimes, I ask bilingual teachers to come and do a side-by-side reading with me. They read the home language version and the, like in fairy tales, often I'll have a flannel board or a hand puppet or a finger puppet or a song, something that we can tie it together and that way it helps them learn their English (from interviews, March 9th, 2009).

Besides collaborating with bilingual teachers in her class instruction, Ms. Macy also got help from bilingual teachers in terms of establishing reciprocal relationships with families. She brought them when visiting the children's home as translators or experts who have a generally good sense of community context to facilitate the connection to the household (Gonzalez, Moll, & Amanti, 2005). Developmentally appropriate practice also suggests that "teachers should use the language of the home if they are able or try to enlist the help of bilingual volunteers" (p.23).

However, Creese (2005) indicates, partnership teaching is not generally applied to teaching practice since "no national guidance is given in terms of formally allocated liaison time, shared assessment schemes or admission and induction work in mainstream classrooms"(p.87). Even though Ms. Macy attempted to collaborate with bilingual

teachers, she could not work with them to match all of the content area. In other words, her collaboration with bilingual teachers was limited to certain content themes due to restricted times to coordinate lessons and limited teaching materials in both languages. Moreover, she could only provide the collaborative class for Korean and Chinese children because of the restricted resources.

Ms. Macy's other effort to utilize children's home languages into their English development could be shown in 'thematic word wall papers'. Collaborating with other teachers in the school district, she created 'thematic word wall paper' for English learning students. In the thematic word cards, the vocabularies were presented with the related picture. Thematic word wall cards were similar to picture vocabulary cards, but the meaning of words were written in four different languages: English, Spanish, Korean, and Chinese. She stated that it was much easier for English learning children to see the word and pictures together in order to make connections between them. When making the thematic word wall papers, she also collaborated with bilingual teachers. Ms. Macy shared the thematic word wall papers not only with the teachers in her school but also with other pre kindergarten teachers in her district as well as parents in her class.

To help the children's English development as well as their home language development, Ms. Macy coordinated her class with the bilingual teachers. They planned together when choosing the theme to teach, decided which teaching materials would be used for the class and then shared those teaching materials to make their teaching themes and materials consistent. She also invited bilingual teachers to her class to teach relevant class themes in the children's home languages. Besides coordinating class, she discussed

the children's language progress with the bilingual teachers, kept track of it using her language development charts and tried to offer the children the best practice for them. She also created the 'thematic word wall papers' in four languages with other teachers in the school district and with bilingual teachers. It was true that her collaborations with bilingual teachers were limited due to restricted resources; however, Ms. Macy made a strong effort to provide the best practice in terms of the children's English and home language development in the given circumstance.

Utilizing children as their home language experts: "They are an expert in their home language and can they also be a teacher for our class"

Ms. Macy considered the children's cultural and linguistic knowledge as great language resources in terms of children's language development (Crawford, 2004; Cummins, 2000; Freeman, 2004; Gay, 2002; Gonzalez, Moll, & Amanti, 2005; Schwarzer, Haywood, & Lorenzen, 2003). Thus, she utilized this resource by having the children as the language experts. Schwarzer, Haywood, & Lorenzen (2003) suggest using students' cultural and linguistic assets as resources by inviting students to share their cultural and linguistic knowledge throughout the year. They indicate that this is one of the methods used to overcome the limitation of English monolingual teachers helping home language development. Employing children as the language experts is also related to getting help from more knowledgeable peers in Vygotsky's zone of proximal development (1978). As Vygotsky (1978) insists, children's learning can be enhanced if they are being supported by a more knowledgeable peer.

Ms. Macy arranged time for the children to bring their favorite books in their home languages and share the books with friends. During this time, the child became the teacher of the home language. The child sat on the teacher's chair and read the book in his/ her home language and taught other children some words from the book in their home language.

Ms. Macy introduces children that Miho is going to read a Japanese chapter book.

Teacher: Miho, our Japanese teacher will read a chapter book about pre-K class like us. Let's see what happened in the class.

The teacher becomes an audience during the reading time. When some of children make noise while reading, Ms. Macy asks them to respect each other and reminds them they all going to be a reader of the chapter book. She encourages all children to be teachers and readers of their home languages. This makes them prod of themselves as well as their language abilities. During reading, the teacher asked questions to Miho and she answered it in English and simple word in Japanese.

Teacher: How do we say bubble in Japanese?

This helped children to understand the contents of book even though they cannot understand Japanese (from field notes, April 21st, 2009).

They are an expert in their home language and can they also be a teacher for our class. Yesterday, Kevin was teaching us a few Chinese words. He also brought some writing, so I made copies for the children, and it was just simple vocabulary words, and simple numbers. So we are going to put those in the writing center today. It's just a great way to experience new cultural events firsthand from the children and they are talking about something they know and they are familiar with and it's unique to them and it's a great way to share in the class (from interviews, April 22nd, 2009).

During this time, Ms. Macy became the audience and was modeling for other children how to be a good listener: showing her interest and asking questions about the book. Ms. Macy stated that children's diverse language skills were great resources in terms of children's language development and could enrich children's literacy experiences. Even though she was an English monolingual teacher, she utilized children's

diverse language resources in their learning process (Franquiz & Reyes, 1998; Schwarzer, Haywood, & Lorenzen, 2003). By showing her interest in children's home languages and providing opportunities to share them with other friends, she wanted the English learning children to be more confident about their unique cultural and linguistic backgrounds.

Yesterday, John told us a Korean story the other day and then Jane said, "Ms. Macy, I can teach you how to write that in Korean". Because they're going to Korean school on Saturdays, so we want to honor that, that they're taking an extra day off to go to their school to learn even more in depth their native language. So we're letting them teach us at school the following Monday (from interviews, May 15th, 2009).

As shown in the above description, Jane volunteered to teach Korean related to the story of John. The children in her class knew Ms. Macy would appreciate them sharing their cultural and linguistic knowledge, so they were willing to share what they learned from home or from community.

I want to make them feel successful and let them be a reader in front of the class. During their reading, I am an audience, not a teacher. They are the expert of their language. I am sitting with them as a part of the audience and modeling what a good listener does (from interviews, April 15th, 2009).

I wanted to provide them with an environment where the child feels supported and not pressured. That kind of supportive environment really helps them feel secure and nurtured and helps them open to learning a second language and it helps them to know that I care. "My teacher cares about me. She's getting right down to listen to me." (from interviews, April 22nd, 2009).

Besides reading books in the children's home languages, Ms. Macy also utilized the children's home languages related to her teaching instructions. For example, if the children were learning about animals, she asked children the names of animals in their home languages. Then children presented different animals names in home languages and taught them to other children.

The class was learning about frog's life cycle. When talking about frog's life cycle, the teacher asked 'tadpole' in Korean and then Korean children answered it. Other Japanese, Chinese, Turkish children also presented how to say 'tadpole' in their home languages. Then the teacher asked all children followed how to say 'tadpole' in diverse languages (from field notes, April 21st, 2009).

Sometimes we try to learn just a few words in Korean, a few words in Chinese to help the children. Move them along and help them to make connections to what we're saying in English (from interviews, April 15th, 2009).

Ms. Macy stated that sharing the children's home languages was effective for English development for English learning children. During the sharing time, English learning children were actively engaged in the class because it was related to their background knowledge. Since the contents of the class were related to their cultural and linguistic backgrounds, they were confident of sharing their thoughts in English.

It's wonderful to let them share that because they are so comfortable with that and they can speak more freely about that. It gets them to use their English more by talking about something they are experts at, relating it to stuff they already know. That's when the best learning takes place is when we make those background connections and then we are able to express them verbally to our friends. The children feel so empowered and successful when they're the experts and they are sharing (from interviews, April 22nd, 2009).

If you can repeat the things that they love they grow even more. You think that they've learned it all now, but now they grow even more and are able to express what they're doing. It just helps their vocabulary expand and anytime they can verbally talk about the steps it helps enhance not only their first language but their second language and enhance their processing skills and their verb tense as well, their oral language development (from interviews, April 15th, 2009).

Ms. Macy also indicated that utilizing the children's home language was also helpful for developing children's language switching skill, a critical factor of both language developments. Franquiz & Reyes (1998) indicate that "codeswitching implies some degree of competence in the two languages used by the speaker, even if bilingualism is not yet stable" (p.215).

Miho could translate English to Japanese to Naoki and Hoon could translate to John in Korean. When children start translating, it really helps them with their English and it helps their home language as well because they have to be strong to switch back and forth (from interviews, May 4th, 2009).

Ms. Macy utilized the children's home languages as resources for both their English and home language development in her class. She invited the children to read their favorite books in home languages. She taught some home language words, related to her class instruction, presented by the children. By relating the class to their cultural and linguistic knowledge, the children were provided more opportunities to use English in class, so this was also useful to develop their English abilities. It was also beneficial for all of the children to learn about cultural awareness and develop an appreciation for different cultures. In utilizing children's home languages, she emphasized the importance of the teacher's attitude. She did this by modeling an attitude of respect and interest in what each child shared from their languages and cultures.

Helping English language learning children's English development in her class instructions

Ms. Macy stated that the children's English learning should be integrated into their everyday learning (Crawford, 2004; Echevarria, Vogt, & Short, 2008; Walqui, 2006). She stated that separation of English learning children from regular coursework might be easy but not the best practice; it should not be separated from their core learning environment. Crawford (2004) indicates that "speaking a language other than English is conceived as a language deficiency, a handicap of students themselves, in ESL pullout (p.

37).” This was related to her belief that English development was not only about developing social English for better communication but also about developing academic English in a classroom context. Thus, Ms. Macy utilized various methods for helping the children’s English development in her class. Most methods that Ms. Macy utilized in her class were related to sheltered English instruction (Walqui, 2006; Echevarria & Short, 1999; Echevarria, Vogt, & Short, 2008). Sheltered instruction is a means for making grade level academic content more accessible for English language learners while promoting their English development. However, sheltered instruction is mostly used in secondary classrooms because the purpose of sheltered instruction is to increase academic achievement. In Ms. Macy’s classroom, sheltered instruction was utilized but it was modified to make it suitable for pre kindergarten children.

The following description is an example of her literacy class which shows how Ms. Macy helped children’s English development in her teaching practice.

The theme for the week was ‘garden’. During a circle time, the teacher was reading a book about gardening, “Tops & Bottoms”. While reading the book, she used dolls of bear and hares, the main characters of the book. She changed her voice a lot according to characters and acted out such as she was hoeing, hugging, and sweating. While reading, she also asked children comprehension questions to help their understanding of the book. She spoke very slowly and her questions were very simple. When she was reading, she kept contact eyes with each child.

After reading the book, she asked questions to children and let them explain the meaning of words about hoeing/ planting/ watering/ pulling weeds.

Teacher: What are the friends doing?

She asked them same questions several times. It seems to help children’s understanding.

She connected the questions to what they have previously learned.

Teacher: Do you remember what we did in the garden? We got rid of some plants.

The teacher gave all children the chances to speak out their thinking. A new boy from Japan raised his hand and tried to say something. However, he seemed to

have a difficulty of speaking in English. When he was spending time to think, other children started to make noises. So the teacher said,

Teacher: When somebody is sharing, we have to be respectful and give them talking turns.

The teacher was waiting for the new boy to be ready to speak. She said to other students,

Teacher: He is thinking. Let's wait.

When he finished his answer, she praised him with all friends.

Teacher: It is a great answer. Let's give him a finger kiss.

A child from Korea raised her hand and compared the story with 'a hare and tiger', Korean traditional story. Later she explained that the class already read the book with one of parents. The teacher praised the child,

Teacher: Great! You remember the Korean story of a hare and tiger. Give her a thumb kiss.

Then a Chinese boy also mentioned about a Chinese story about a hare and tiger he read at his home. Then she encouraged him to bring the book and share it with friends (from field notes, March 31st, 2009).

Ms. Macy's first method of helping English learning children's English development was to model English. From observations of her teaching practice, it was found that she spoke more slowly using simple words and sentences when speaking to the English learning children. She also spoke the sentences repeatedly and asked the children to copy her English. Ms. Macy stated that she was modeling their English with simple languages and let them copy her to improve their expressive languages. Her method was found in the SIOP, "use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence)" (Echevarria, Vogt, & Short, 2008).

I usually ask the children to copy me. You know, to copy is big. They are not going to be producing English at first; they're copying English at first and I'm modeling it in simple sentences—that's another thing is make short sentences, simple language and let them copy it back (from interviews, May 14th, 2009).

While reading the book, Ms. Macy acted out and changed her voices a lot according to the characters of books. She also emphasized the use of real objects such as pictures and character dolls to add to the fun of learning English and to made children

more attentive to the class. From her own experiences in Korea and Japan, Ms. Macy knew that it was very stressful for her to listen to an unknown language all day. Thus, she tried to add some more interesting factors for children's English learning. The SIOP suggest teachers use a variety of techniques such as visuals, demonstrations, gestures, and body language. The SIOP explain the use of various techniques is to make concepts clear. Adding to the SIOP, Ms. Macy provided more interesting factors in her class instruction to make children more attentive to the class, considering their age level (Developmentally appropriate practice, 1997).

I change my voice a lot, different characters, finger puppets, all those kinds of things help add to the fun of acquiring a new language and it helps their listening skills, because they can be attentive. When they hear the same voice and the same, "blah, blah, blah, blah," it just sounds like it's all coming together and at them. Often children who don't have any English will go home with a headache; they will go home with some physical problems because they've just been bombarded all day (from interviews, May 14th, 2009).

Ms. Macy stated that it was important to the English learning children's English development that they were given opportunities to speak in front of their friends. Thus, she emphasized 'talking turns' in her class so that all of the children had a chance to speak out and to share their thoughts with friends. The SIOP points out the importance of providing ample opportunities to use strategies, but it does not indicate providing more chance to speak out in class. Thus, "talking turn" is a unique method, developed by Ms. Macy, of using the SIOP in the early childhood classroom. In each class, all children used their talking turns at least once and sometimes twice. During the talking turns, the children turned to the speaker and listen to what the speaker said without interrupting.

When the children were talking, Ms. Macy became the audience and was modeling for other children how to be a good listener.

When someone has a talking turn, that we turn to the speaker and we listen with our ears and with our eyes and we listen with our heart. We don't interrupt them and talk to our friend; we listen to them. This is for establishing a safe place to speak out (from interviews, May 14th, 2009).

Ms. Macy said that the purpose of talking turn was to encourage the children's English speaking by establishing a more comfortable and safe environment to speak out. When English learning children had the talking turns, she usually gave them more waiting time considering the level of their expressive languages and their characteristics. She stated that English learning children needed more time than native English speakers to connect what they know to English thus she gave them more wait time to figure out how to express themselves when speaking out. The SIOP suggest providing sufficient wait time for student responses consistently. However, the SIOP does not indicate considering each child's characteristics when providing waiting time. Ms. Macy provided more wait time for each children considering their individual appropriateness (Developmentally appropriate practice, 1997).

Even though Hoon is very bright, he needs more wait time. His receptive language is very quick, but his expressive time is not that quick. I was telling Ms. Cho that we have to wait long but then even longer for him. And then he is so nervous that he has to rest and then overcome and then speak. So we always want to provide more wait time for him (from interviews, May 14th, 2009).

Ms. Macy emphasized the importance of praising children in terms of their English development. The SIOP suggest using scaffolding technique consistently to provide the right amount of support for helping their understanding. However, Ms. Macy praised the children, not only to help their understanding, but also to make them feel

more comfortable and confident. Therefore, she sometimes complimented the children even when they gave inappropriate answers since her purpose of compliment was not just helping their understanding. She said that she reminded herself of being in a foreign country and how it was stressful to hear an unknown language all day. She assumed that this would also apply to English learning children. She stated that it would be very stressful and challenging for the children to speak English, which was an unfamiliar language for them. In her teaching practice, Ms. Macy praised the children a lot since she believed that praise could raise children's confidence of speaking English. Because the English learning children's expressive language level was lower than their receptive language level, it was often a great struggle for them to express their feelings and thoughts. So they tended to be reluctant to express themselves and they lost their confidence to speak in English. Thus, she praised the children to make them more confident to express their thinking in English and to develop their expressive language level.

Praising children is very important especially for ELL children. Oh yes, praising words or just that smile goes a long way. Truly knowing that they're trying and even when they are having a struggle, they are trying. I do have to be there to help them and to praise them and have the best intentions for the class and for the community (from interviews, May 14th, 2009).

Another of Ms. Macy's efforts to encourage the children's English development was utilizing various methods to interpret what the children said¹⁹. Since English was not the first language for them, many of the English learning children had difficulty expressing what they thought in English. While expressing their thoughts, English

¹⁹ The detailed description of how Ms. Macy interpreted Naoki, low English proficiency child, in an illustrative example.

learning children often struggle to find the appropriate words in English but Ms. Macy helped them in various ways. Sometimes she guessed the context and presented several vocabularies to check if she understood what the children were trying to say. If there were bilingual children around her, she asked for help from them. Sometimes she asked children to draw or to act out what they were trying to say. The important thing was she never ignored what English learning children tried to say. Even though it was just one or two words or they did not fit in a context, she took time to interpret what they said to better understand them.

In summary, Ms. Macy utilized a variety of methods for helping the children's English development in her class. First, she tried to provide English modeling for children. For better modeling, she spoke slowly using simple words and sentences when speaking to the English learning children. She also repeated her instructions when speaking and let the children copy her English. Second, she utilized real objects such as pictures, character dolls, and finger puppets and acted out or changed her voice to add more interesting factors to children's English learning. Third, she provided the English learning children with talking turns as much as possible, a chance to speak out and to share their thinking with friends. Fourth, when the English learning children had the talking turns, she gave them more waiting time considering the level of their expressive languages and their personalities. Fifth, she praised the English learning children a lot to make them more confident to express their thoughts in English and to develop their expressive language level. Finally, she utilized various methods such as guessing, drawing, acting out or asking bilingual children for help to interpret what the children

were trying to say. Many of her methods were related to sheltered instruction but she modified sheltered instruction, considering the children's age level and individual characteristics, to make it more suitable for the early childhood classroom.

Summary

In this section, I have presented evidence regarding the teacher's support of home language and culture in terms of their English development. Ms. Macy believed that the children's home language played a critical role in their English development (Freeman & Freeman, 1991, 1992, 1993, 2001; Faltis & Hudelson, 1994; Krashen, 1999; Moll & Greenberg, 1990; Schwarzer, 2001; Schwarzer, Haywood, & Lorenzen, 2003). Therefore, she insisted that their home languages must be emphasized and utilized in teaching practice to provide children with effective learning by reflecting their cultural and linguistic backgrounds, to promote their educational development including English development, and to raise children's cultural awareness and appreciation for differences.

To help the children's English development as well as their home language development, she made great efforts to recognize the children's different English abilities through home visits where she observed the communication levels and patterns in each child's home. Also, by incorporating the language development charts into her teaching practice, she could understand each child's English ability. She also reflected the children's cultural and linguistic backgrounds in her classroom environment. Ms. Macy displayed children's books which reflect their home languages and cultures in the book center. She decorated the post office center to copy and write in the children's home

languages. She also presented various language forms in the home languages in the classroom in order to expose children to their home languages and cultures. Ms. Macy utilized the method of matching language mates for developing English, for developing home language, and for building caring relationships. When matching language mates, she took into consideration the children's characteristics and their home languages and English levels and then determined the language mates according to the children's language needs. Her effort for matching language mates was expanded across grade levels and through PLC. Ms. Macy also coordinated her class with the bilingual teachers for the children's language development (Creese, 2005). They planned together and shared teaching materials to make their teaching themes and materials consistent. She also invited bilingual teachers to teach relevant class themes in the children's home languages. She discussed the children's language progress with bilingual teachers. She also created the 'thematic word wall papers' in four languages with other teachers in the school district and with bilingual teachers. Since Ms. Macy believed the children's home languages as resources for their language development, she considered them as home language experts and utilized their home language skills in her class. She invited the children to read their favorite books in home languages. She taught some words in home languages related to her class instructions by the children.

In her class, Ms. Macy utilized a variety of methods for helping the children's English development in her class: presenting English modeling, making use of real objects such as pictures, character dolls, and finger puppets, providing talking turns, a chance to speak out and to share their thinking with friends, giving more waiting time,

complimenting a lot, and interpreting what the children were trying to say using guessing, drawing, acting out or asking bilingual children. Many of her methods were related to the SIOP (Echevarria, Vogt, & Short, 2008) but she modified the SIOP, considering the children's age level and individual characteristics, to make it more suitable for the early childhood classroom.

Establishing reciprocal relationships with culturally and linguistically diverse families: “We are a team in the child’s life”

The teacher’s perceptions of establishing reciprocal relationships with culturally and linguistically diverse families

Ms. Macy believed that the parental role was important in terms of children’s development. She stated that if the children were from culturally and linguistically diverse backgrounds, their parental role was emphasized more. She considered the families as partners who helped the children’s development along with the teacher; therefore, the families should be included in a cohesive community.

We are a team in the child’s life, not only just the learning part but their growing, their emotional support, and their social environment. It all works together. We really are truly a partnership so I want them to feel that right from the beginning (from interviews, April 7th, 2009).

I think we are like a partner. I am really looking to build a trust between the teacher and the family. It is very important early on (from interviews, Feb. 20th, 2009).

Her perceptions about the families as partners are supported by the theory of funds of knowledge (Gonzalez, Moll, & Amanti, 2005), which emphasizes discovering household

knowledge and building close relationships between teachers and parents through home visits. Developmentally appropriate practice (2009) also views parents as partners in terms of children's development and suggests involving families as a source of information about the children.

Since Ms. Macy perceived parents as partners, she emphasized the importance of establishing reciprocal relationships with them. Ms. Macy considered home visits as the best way to build close relationships with parents. Through home visits, Ms. Macy stated, she could gather information about the children and their families and develop the families' cultural knowledge base (Gay, 2002). She also indicated that home visits were effective for building close relationships with the families as well.

Home visiting is a great way to start a partnership with the family. I think I want to tell them—as much as I want to learn information about their families—I also want to communicate a little bit of information about me and about my family and about our school family 'cause this is a community, too. And so early on we go to their home (from interviews, April 8th, 2009).

Gonzalez, Moll, & Amanti (2005) also suggest home visits as the way to discover household knowledge and to build reciprocal relationships between teachers and parents.

The interview is not only meant to gather information, but to create new linkages between parents and teachers the language of the interview becomes an important context for these relationships, and a great deal of thought should precede how communication will take place (Gonzalez, Moll, & Amanti, 2005, p. 16).

Ms. Macy believed that the reciprocal relationships with families were built through active communication with them. She stated that it was highlighted more if they were from different cultural and linguistic backgrounds. In her class, she utilized various methods to increase cross-cultural communications, which are explained in the later section. Gay (2002) also asserts the importance of cross cultural communication with

parents to better understand their needs. Copple & Bredekamp (2009) suggest that teachers should share the information about the child and their understanding of the child's development with the family in frequent communication.

Ms. Macy believed that all of the children in her class must be represented as a part of a community and the children's cultural and linguistic backgrounds should be reflected in class (Gay, 2002; Gonzalez, Moll, & Amanti, 2005; Copple & Bredekamp, 2009). Thus, she considered the families as valuable resources when integrating their cultural and linguistic knowledge in class.

In summary, Ms. Macy believed that the role of family was critical in terms of the children's development, thus she considered that families as partners, as well as members of her cohesive multicultural community. She emphasized the importance of building reciprocal relationship with them and encouraged active cross-cultural communication with families. Through the reciprocal relationships, Ms. Macy gathered information about the children and families, as well as integrated the family resources into her teaching practice.

Understanding diverse families' backgrounds: "Home visits is a great way to start a partnership with the family"

Ms. Macy believed in the families as partners, who helped the children's development along with the teacher, thus she emphasized the importance of establishing reciprocal relationships with them. Ms. Macy considered home visits as the best way to build reciprocal relationships with parents. Gonzalez, Moll & Amanti (2005) also

strongly insist on visiting each child's home to attain funds of knowledge that exist in each child's home and to establish rapport between school and home. Twice a year, Ms. Macy visited her students' homes, usually at the beginning of each semester. It took generally for 30 minutes, on occasion for more than an hour. Doing so allowed her a better understanding of the families and their household cultures. In the comfort of their own homes families opened up more. Ms. Macy could then ask more questions about their children's interests and discuss family goals.

It's a great way to start a partnership with the family. I just make them feel comfortable by becoming a part of their home. We really are truly a partnership so I want them to feel that right from the beginning (from interviews, April 7th, 2010).

I visit their home to help the families feel more comfortable right from the beginning and it helps to honor their culture by taking time out to do a home visit. It helps the children too when they come to school they know that I already know about their books at their house and their toys and their favorite things (from interviews, Feb. 20th, 2009).

Accompanying Ms. Macy on such visits, especially on initial ones, were Korean or Chinese bilingual teachers. This was because she was uncertain initially about the parents' English ability and she believed that families would feel more comfortable conversing in their native languages. When visiting the children's home, the funds of knowledge approach also suggest bringing someone who has a generally good sense of community context to facilitate the connection to the household (Gonzalez, Moll, & Amanti, 2005).

If it's a Chinese family I take the Chinese teacher with me. If it's a Korean family, I take the Korean family with me. Because when we first meet a family, I don't know how much English either parent has. It is also more comfortable for them to talk in their home language, so I take the bilingual teachers with me and I can listen to Korean or Chinese and attend, although I can't understand

everything. The teachers communicate with parents and take notes and tell me in English (from interviews, April 7th, 2009).

When visiting their homes, Ms. Macy brought prepared questionnaires with her.

The questionnaire contained two sets of questions. One set concerned the child, his or her likes and dislikes, previous schooling experience, their routine practice of household, feelings about the new class and friends, and the family's goals for their child that year. The second set covered the family's cultural and linguistic background, their length of stay in the U.S., the language spoken at home, the child's command of it, and his or her interest in learning English. Ms. Macy stated that the purpose of the interviews was to stimulate conversations with families for better understanding them. As the demographics of her students altered year to year, Ms. Macy annually modified her questionnaires. Having collected information, Ms. Macy made use of it in her classroom practices. Integrating the children's information into class learning, they were able to incorporate what they already learned from home to the learning process in class; therefore the learning would be more meaningful and valid for them (Gonzalez, Moll & Amanti, 2005).

When visiting home, I always prepare written material, questionnaires. In questionnaires, I ask about the children's interest and the family goals so I can build a class that is reflective of the students I teach. Each year the class is different, they have different likes and interests (from interviews, April 7th, 2009).

One sheet is just like favorites such as what's your child's favorite toy? What's your child's favorite color, favorite foods? What do you want from a teacher? Let them think that we're interested. The other one is a cultural and linguistic to know how much English is spoken at home or how many languages? What is their feeling about learning a second language? Is the parent interested in learning English because we have ESL classes at our school, so we want to let them know that as well? (from interviews, April 8th, 2009).

The researchers in funds of knowledge consider that the knowledge and practices of households are dynamic, interactional and theorized so teachers should “come to deeper understanding of the complexities of student lives” (Gonzalez, Moll, & Amanti, 2005, p. 21).

It is so important to learn how culture is expressed in students’ lives, how students live their worlds. We can’t make assumptions about these things. Only a part of that child is presented in the classroom (Gonzalez, Moll, & Amanti, 2005, p. 81).

By understanding the children’s everyday lives and practices outside of school, teachers are able to view each child as a whole person instead of judging the child only from the performance within limited classroom contexts. They also are able to learn respectful attitudes toward the cultural resources found in each household as “containing ample cultural and cognitive resources with great potential utility for classroom instruction” (p.75).

Gonzalez, Moll, & Amanti, (2005) indicated that home visits are beneficial for discovering the children’s funds of knowledge as well as building reciprocal relationships with parents. In addition, Ms. Macy stated that another benefit from her home visits was building strong bonds with the child. During home visits, Ms. Macy spent time playing together with the child to build rapport with him/her.

I like the home visit where I get to just spend time with them. They’re excited that their new teacher’s coming and they show me more about themselves than they even realize. I also can look at the way the child plays there and ask what they like (from interviews, April 7th, 2009).

Besides building strong bonds with the child, Ms. Macy also exploited home visits to gain an understanding of the child’s initial English abilities.

The good indication comes when we meet the family for the home visit. I can listen to the parents speak and see the level of English that the parents have and then often I go play with the child in their room and I can get a good sense of what their English ability is based on them showing me objects in their room (from interviews, May, 14th, 2009).

Ms. Macy indicated that the first step for establishing reciprocal relationships with families was home visits. Through home visits, she was able to better understand the families and build strong bonds with parents. Home visits, Ms. Macy believed, were more effective for culturally and linguistically diverse families. In visiting their homes, Ms. Macy could expand her questionnaire. In turn, parents could, in the comfort of their own home, ask the teacher about their children's school lives. Bonds were forged not only with these parents but also with their children. Moreover, Ms. Macy made use of home visits to understand the children's initial English abilities by conversing with them. The information gathered from home visits were utilized in her classroom practice. The home visits established a foundation on which communication and reciprocal relationships with families could be built.

Increasing cross-cultural communications: "I really like to hear their voice and it's important to me to know which parents have a low level of English"

Ms. Macy believed that the reciprocal relationships could be established based on active communication with families, especially those who were from different cultural and linguistic backgrounds. Gay (2002) also asserts the importance of cross cultural communication with parents to better understanding their needs. Developmentally

appropriate practice (2009) suggests teachers sharing the information about the child and understanding of the child development with family in frequent two-way communication.

Ms. Macy made her efforts to stimulate cross-cultural communication between her and the families with cultural and linguistic diverse backgrounds. She utilized various methods such as face-to-face conversations, phone calls, weekly news letters, and twice-a-semester parent conferences. The best way to communicate, she stated, was face-to-face conversations, especially when dealing with a different linguistic background. Through face-to-face exchanges she could interpret whether there was mutual comprehension. Written communication served as a supplement to the face-to-face conversations, she stated.

Developmentally appropriate practice (2009) also suggests the importance of maintaining regular, frequent conversations with parents through day-to-day communication and in planned conferences.

Ms. Macy considered that face-to-face conversations even more necessary for parents who have limited English proficiency. She stated that it was important to know which parents had low level of English through face-to-face conversations so she could adjust her speech speed and vocabulary levels considering their English proficiency. She indicated that face-to-face conversations played a role in breaking the language barrier between parents and her. When conversing with parents from different linguistic backgrounds, she spoke slowly and used simple words in short sentences. She employed facial expressions, body languages, and gestures to help clarify meanings.

I prefer much more face-to-face communication. I see most of the parents in the morning so face to face communication to me is the best way to communicate. I

also give out newsletters and information through a weekly take home folder. I do not like to email parents. To me, that's very impersonal and so it is not a good form of communication. I really like to hear their voice and it's important to me to know which parents have a low level of English so that I can do face to face so they can watch my lips and look for my gestures and I can make the language more simple so they can understand me. So face-to-face communication is the best and then written communication to keep them updated is the second form of communication (from interviews, April 8th, 2009).

Well, like for Naoki's mom at today's party, I just made sure, the same for the children that I'm face to face and use gestures. I use words, if I hear them I can hear how much English they have, I really make it simple—very short sentences, one or two words (from informal conversations, Feb. 14th, 2009).

Since Ms. Macy considered parents as partners in terms of the children's development, she prepared more elaborate schemes to invite family members with the purpose of increasing cross-cultural communications. Besides a Valentine's party, Easter party, or children's birthday party, which most classes already celebrate, she also prepared 'family gathering times' once a month, inviting all of the families. These provided more opportunities for face-to-face conversations with families from different cultural and linguistic backgrounds.

I try to think of ways to include the parent around our themes, our parties or around their culture. Ways that they can come and share information with the children and be part of the classroom. So I planned to set up times for 'family gathering time' once a month (from interviews, April 7th, 2009).

She also scheduled 'cultural day', especially engaging the families from diverse cultural backgrounds. Through the cultural day, culturally and linguistically diverse families learned about the U.S. culture and school systems by conversing with Ms. Macy and other families. They also became more informed about Ms. Macy's class, Ms. Macy herself, and other families, all of which often led to more face-to-face conversations with the teacher.

To facilitate face-to-face communication, Ms. Macy sought assistance from bilingual teachers. With the language barrier thereby effectively bridged, parents felt at ease in their native languages to discuss various issues with Ms. Macy. Ms. Macy believed that the bilingual assistants also served as mediators who could fill in the cultural gaps between herself and parents.

When I communicate with culturally and linguistically diverse parents, I often ask helps from bilingual teachers. I'm very fortunate that we have a Korean teacher and a Chinese teacher on staff. They will always call for me and talk to the parent directly or send a note. Sometimes I don't know their background information and I'm always looking for ways to relate to people (from interviews, March 9th, 2009).

To increase cross-cultural communication, Ms. Macy had to draw on her experience at her school. In her class, seven different cultural and linguistic backgrounds were represented: Chinese, Korean, Japanese, Brazilian, Turkish, Mexican, and African-American. The school, however, employed only Korean and Chinese bilingual teachers. Hence, Ms. Macy had to utilize bilingual parents and children from either her own class or from the school at large. In seven years as a teacher at that school, she learned nearly all the students' cultural and linguistic backgrounds. So when, in her classroom, one culture was represented by a sole child, Ms. Macy would introduce that child to another member of that culture in another grade. She called this "matching families." Matching families, Ms. Macy believed, helped a new family accommodate to their new circumstances as well as increase cross-cultural communication between her and the parents.

I also ask help from other parents. Like, if I need to talk to Naoki's mom (low English leveled parent) ... she can't talk to me on the phone, I can call another

parent. Miho's mom (Japanese/ English bilingual parent) can understand me and she could call Naoki's mom and translate (from interviews, April 8th, 2009).

Sometimes, I let the child translate to their parents. In this morning, I talked to Naoki's mom about our field trip but she seemed she could not understand. So I asked Miho to help us. "Miho, can you tell her about the farm, about the big ostrich?" And let him talk to her in Japanese. ... So if the child is standing right there I let the child help tell the parents in their languages (from interviews, April 8th, 2009).

One final example of how Ms. Macy worked to increasing cross-cultural communication was her initiation of a partnership with local English as a Second Language (ESL) conversation group. In her first year at the school, Ms. Macy had sixteen English learning students; therefore, communicating with their parents was difficult. Ms. Macy proposed to the principal to start an ESL class for the parents. She found a community group called "Women's League" that provided free ESL classes for parents. A partnership was formed and ESL conversation groups began in 2002; they continue even today. ESL conversation meeting occur twice weekly. Ms. Macy believed these increased cross-cultural communication by improving limited English proficiency and building confidence in parents to speak directly with their child's teacher.

Ms. Macy believed that parents and teachers could enhance the education experience of their children by working together as a partner. Partnership was especially necessary when the parents were from different cultural and linguistic backgrounds. Mutual trust was what bound the team together. Such trust depended on good cross-cultural communication. To increase cross-cultural communication, Ms. Macy used various methods, chief among them were the home visits and face-to-face conversations. When necessary, she sought help from bilingual teachers, parents, and children. She

“matched families” to help prevent new ESL families from feeling isolated and to increase their opportunities to speak to her. She also helped launch ESL services for parents. Through these ways, she built a foundation of mutual trust and opened lines of communication. This foundation was the basis for establishing reciprocal relationships with diverse families.

Utilizing family resources in her teaching practice: “If you just ask, parents are always willing to share”

Ms. Macy, in establishing reciprocal relationships with culturally and linguistically diverse families, made her efforts to understand their backgrounds and to increase cross-cultural communication. In following up, Ms. Macy applied what she had learned from her efforts into her teaching practice. Aside from helping establish reciprocal relationships, she integrated these family resources to provide meaningful learning for the children. Gonzalez, Moll & Amanti (2005) assert that children can learn effectively when learning is related to their funds of knowledge, “ample cultural and cognitive resources with great potential utility for classroom instruction” (p.75).

Since Ms. Macy considered parents as partners in children’s learning, she invited parents from diverse cultural backgrounds to present their own cultures and knowledge of traditions to the class. This was planned by Ms. Macy and arranged with each parent during the home visits. When Ms. Macy visited their homes at the beginning of the semester, she asked parents if they would be willing to share about their cultures and traditions in her class. There were no certain formats of sharing. They could present their

cultural artifacts, read children's books, teach the children's songs in their languages, or share their traditional snacks. The parents could choose what and how to present. Ms. Macy encouraged them to share their cultures and languages with her class and appreciated the parents for their sharing. In her class, Ms. Macy became "the bridge" between home and school and between funds of knowledge and class practice (Gonzalez, Moll, & Amanti, 2005). She connected their funds of knowledge to her teaching themes or class instructions so as to provide more meaningful experience to children. The parents' volunteered sharing of their cultural knowledge was not a one-time event; she sprinkled them throughout the year according to her lesson plans. Developmentally appropriate practice (2009) also suggests that parent involvement should not be limited to scheduled events; thus, teachers should prepare various activities to increase parental involvement.

Everyone really has a chance to share throughout the year. Not only just around the holidays but throughout the year try to involve them in the learning process. The children are so proud to have their parents come and help in the class or share something or share a song (from interviews, April 8th, 2009).

If you just ask, parents are always willing to share. It's the asking, sometimes, is the hard part because you don't want to impose because so many families just had young babies in their home and it makes it a little more difficult for them. But if you ask they will share (from interviews, April 15th, 2009).

Derman-Sparks & Ramsey (2007) and Hatch et al. (2002) criticize sharing children's cultures in school following a tourist approach which emphasizes the stereotypes of cultures such as the ethnic holidays, traditional food and costumes. In a tourist approach, the purpose of presenting the children's diverse cultures and languages is the presentation itself. The teachers do not need to show their interests in learning the

children's diverse cultures and languages and do not need to care about the connection between the presentations and their classes. In Ms. Macy's class, on the other hand, the purpose of the parents' sharing the children's cultures and languages by their parents was to provide all children opportunities with learning from each others. She indicated that it was important to learn diverse cultures and languages firsthand from the children and families who have the diverse cultural and linguistic backgrounds. During the presentation, she made the children and families who brought their cultures and languages to class as the experts and she herself became a learner. She honored the children's cultures and languages and showed her interest in learning by asking questions about what they brought. What follows are some examples of parents' volunteered presentations.

At the very beginning of semester, I ask parents to come and to share their traditions, culture and languages with the children by reading a book in their home language helping us cook and prepare food and teach a song. This year, one parent came and read a story in their language and then talked about the book in English. And then one child's family came and helped us to roll the kimbap, their traditional food and prepare that and help each child to do it. One family helped with their traditional children song (from interviews, March 9th, 2009).

A Korean parent volunteered to come and help me make Kimbab with the children. So we made the Kimbab and then they got to use real chopsticks and try the sushi and they loved to roll with the bamboo rollers to roll their own sushi and we actually made Korean food more than once because they loved it so much (from interviews, April 8th, 2009).

Ms. Macy also utilized family resources when decorating her class environment. She, as much as possible, decorated her class environment so as to reflect the children's cultural and linguistic backgrounds. She asked parents to bring in items which represented their cultures and traditions; she then let them decorate the learning centers.

One home center, for example, was decorated as a Chinese restaurant. It had Chinese menus, newspapers, chopsticks, sushi sets, and Korean, Japanese, and Chinese snacks. Ms. Macy also prepared traditional costumes in the home center. Children were thus able to share their culture's fashion traditions with the class. A section of the book center was filled with books in home languages. All the children could look at the books in home languages whether or not they knew the language. To help children's early literacy development in their home languages, Ms. Macy hung, in front of a post office center, simple words posters with pictures in three different languages. Ms. Macy reflected the children's languages and cultures through various teaching materials. For instance, she prepared community workers' photographs which represent diverse ethnicities and hang them at the child's eye level when teaching community workers. This was because she wanted children to see how diverse people were working together in a real life community. When teaching a transportation theme, she prepared a transportation puzzle in Korean. She introduced models of insects in three languages- Chinese, English and Japanese. Therefore, all children saw themselves represented in their learning processes. They also were able to see other children's diverse cultural and linguistic backgrounds represented which raised their cultural awareness.

Ms. Macy stated that she had been collecting various teaching materials reflecting the children's cultures and languages over the last seven years of her teaching. Her collecting was from local community bookstores, library, and conference book fairs or from her own traveling to Korea and Japan. The Internet was also a good source. She stated that it was not easy to get the materials contained diverse cultures and languages.

Most of them only represented the White culture and even if there were some materials representing diverse cultures and languages, the price of those materials were expensive.

When I first started work, there were no those stuffs. All for whites. You can't even find black or Asian ones (from interviews, March 10th, 2009).

Always, when I'm shopping I'm looking for more multicultural photographs and pictures. If they're not available I go take my own photographs. But now the market is catching up; sometimes they're too expensive, so I will take my own but sometimes there are some printable things now you can get for free on the internet, too. We're lucky to have access to the internet and taking our own photographs as well (from interviews, April 8th, 2009).

The biggest source, however, were parents. Their providing of authentic, cultural teaching materials was another way of utilizing family resources in teaching and manifested a gratifying form of their reciprocal roles in the teacher-parents relationships.

When I visit their home, we talked about sharing cultures and I ask parents, "Please bring your things from home, too." If they don't have books in their home language maybe they have a newspaper or something, some kind of writing that they can share. I encourage the families to share their cultures and languages and I've done that more this year (from interviews, Feb. 20th, 2009).

I ask parents, if I don't have things, I ask parents to help me get those things and that's the one of purpose of the home visit. I see what they have and how they could help me and if I know they're going to go home for the summer, I will often give them money and have they buy posters, books, music, outfits, costumes, traditional outfits from their home country and then bring it back to me. So I have things from Iran, South Korea, China, many countries because I've asked parents to do the shopping for me. Now I'm looking for African-American masks and usually parents and the community, other teachers know I look for things like that so they help me find those things (from interviews, March 9th, 2009).

Ms. Macy believed that it was important to collaborate with culturally and linguistically diverse parents to integrate their cultural and linguistic knowledge into her teaching practice, reflecting their cultures. She considered the parents as partners in terms of the children's learning and prepared a variety of methods to utilize those family resources.

For stimulating parental involvement in her class, she invited parents to present their own cultures and knowledge of traditions to the class. They helped to decorate her class environment with their cultures and languages and to provide teaching materials that reflected children's cultural and linguistic backgrounds. She believed that reflecting those family resources was beneficial not only for children from diverse cultural backgrounds but also for all of the children in her class (Derman-Sparks & Ramsey, 2007). Ms. Macy insisted that all children should be exposed to diverse cultures and languages in her class and should experience their uniqueness to learn from one another in a cohesive multicultural community.

Summary

Ms. Macy considered "understanding families' backgrounds" as a first step for establishing reciprocal relationships. The best way to do this was for her to visit their homes. A home visit is not new in the field of education. Typical home visits, however, are to discuss a student's problem, to mentor parents, to provide suggestions to parents, or to distribute school supplies and books (Gonzalez, Moll, & Amanti, 2005). In other words, a typical home visit was not part of a reciprocal relationship. It was a one-way transmission from a teacher to families. This was not the case with Ms. Macy's home visiting. Her home visit allowed her to understand more about the children and to learn more about their diverse cultural background. Her home visit allowed her to build strong bonds with parents and children. She experienced families' diverse cultures in their home lives. By briefly immersing herself in their home environment, Ms. Macy helped the

parents to open up to her, to converse about their children and their lives. In a word, home visiting established a foundation of “understanding family backgrounds” and of reciprocal relationships between the teacher and families from diverse cultural and linguistic backgrounds.

Based on her newfound understanding of the families’ backgrounds, Ms. Macy made her efforts to increase “cross-cultural communication with culturally and linguistically diverse families.” Gay (2002) asserts the importance of cross cultural communication with parents for better understanding their needs. Ms. Macy used a variety of communication methods, such as face-to-face communication, family gathering times, phone calls, weekly news letters, home visiting and parent conferences. As developmentally appropriate practice (2009) suggests, she tried to maintain regular, frequent conversations with parents. What she valued most, however, with parents of different cultural and linguistic backgrounds were face-to-face conversations. Sohn & Wang (2006) found that English speaking teachers preferred to use emails or letters when they communicate with parents from different linguistic backgrounds for clear transmission of their messages. Ms. Macy, however, used written communication as a supplement to her face-to-face conversations. Many researchers (Scarcella, 1990; Ghuman and Wong, 1989; Sohn & Wang, 2006) found immigrant parents were reluctant to speak to teachers because of their limited English proficiency. Ms. Macy tried to overcome this barrier with her face-to-face encounters. She could, in this manner, see their facial expressions and gestures which helped her determine if they both really understood each other. In such exchanges, she relied on the assistance of bilingual

teachers, parents and children to help her. Ms. Macy believed that communication had to be a two-way street. Her emphasis on face-to-face conversations with parents from different linguistic backgrounds was her way of establishing reciprocal relationships with them.

The practice of “utilizing family resources in teaching practice” grew out of the reciprocal relationships with diverse families. Ms. Macy designed lots of opportunities for diverse families to participate in the children’s learning process, and to share their cultures and languages. As developmentally appropriate practice (Copple & Bredekamp, 2009) suggests, parent involvement in her class was not limited to the scheduled events, as usual classes do. Parents read traditional children’s books, told traditional stories, taught songs in children’s native languages, made traditional foods and snacks. They decorated the class environment with Ms. Macy and assisted her in collecting teaching materials that reflected their cultures and languages. Through such parents’ participation, children’s cultures and languages were well represented. As an expert of the class learning, Ms. Macy played a role of mediator who integrated their cultural and linguistic knowledge into her class practice (Gonzalez, Moll, & Amanti, 2005).

What was most important, however, was to provide meaningful and effective learning for children by reflecting their funds of knowledge. Ms. Macy stated that inviting parents and presenting their cultures and languages in class offered children the opportunities to learn each others’ cultures and languages. She believed that it was critical for culturally and linguistically diverse children to be proud of their own cultures and to have positive experiences of sharing their cultures with friends. In addition, this

was beneficial for all children to learn appropriate attitudes towards differences and diversity in a cohesive multicultural community.

Helping a new boy to be transformed as a member of a cohesive multicultural community: An illustrative example

At the beginning of semester

Ms. Macy said it was not a regular thing to have a new child in the middle of the semester but this happened in her class in that year. At the end of January, a new boy came to her class which already had created a cohesive community among the members: all children knew each other and they already had the bonds with other friends. The new boy, Naoki, was from Japan. He had arrived in the U.S. with his family six months before because of his father's study. Before entering Ms. Macy's class, Naoki attended a child care center for two months but his English level was very low. He only knew some simple words in English and could not speak in sentences. Since he could not understand English much, and he had not built bonds with the teacher or children at all, he was offensive and violent to her and other children. The other friends were also offended with the new boy because he hit them all day. Ms. Macy described how Naoki was at first.

When he first arrived, I noticed that his attention span is very short and his English, while he knows some words, he's mixing Japanese and English and just using one word or maybe two word sentences but what is most striking is that he is hitting others. He is just hitting out and my class was very offended because at this point in the year, the hitting has stopped but for him, his English is so low and he's impulsive. He wants things so he grabs from other children and he hits (from interviews, Feb. 20th, 2009).

He couldn't stay with the group and he was running around the room. Then he was hitting everyone. If anyone got close to him he would just hit them. Because this happened in late February, my class, we had already resolved that and now we were working together as a great team and positive relationships and then they were just so offended that this new friend would come out of nowhere and hit them all day. I just ... I didn't know what to think. I thought, okay, maybe he has a hearing problem. Maybe he's ADHD, maybe he's ... you know I was thinking all these things and ... he has defiant disorder. I just was labeling him in my head but I just like, no, no, he just doesn't understand. But how am I going to work with him and I better do it quick. So I really had to keep him close to me and talk to his parents (from interviews, May 15th, 2009).

At the beginning, the new boy caused a lot of problems in the class: hit other friends, ran around the classroom, ignored the teacher, and refused to her. Ms. Macy stated that she firstly suspected he had other problems such as a hearing problem, attention deficit hyperactivity disorder (ADHD), or defiant disorder. She immediately realized, however, that she was labeling him as a troublemaker on the assumption that he had a problem. She reflected on her previous teaching experience with children who could not speak English at all and realized that all of his problematic behaviors were caused by his lack of English understanding and not bonding with the class community. Unfortunately, many of the teachers who were in charge of culturally and linguistically diverse classes were likely to see children's cultural and linguistic differences as a deficiency according to the deficit model (Crawford, 2004; Cummins, 2006). In the deficit model, the lower achievement of children who have diverse cultural and linguistic backgrounds in schools is ascribed as a problem with the student rather than considering the role of the school itself and instructional practices. In this model, cultural and linguistic diversity in lifestyle and ways of learning were considered as problematic. Ms.

Macy, however, saw his cultural and linguistic background as a resource and tried to find out ways to help the new boy by utilizing his language and culture in her class.

Building bonds with friends

Ms. Macy stated that the first thing the new boy needed was strong bonding with the class community members: the teacher and friends. So she brought back the happy heart rules in class and taught it again both for the new boy and for other children.

So we did take out our chart with the pictures, our happy heart rules, and we went back over it. I had to explain to him the next day, he still didn't know, and they're like,

Children: "Well, why didn't he know? He learned it yesterday."

Teacher: I said, "No, it takes a while. Do you remember us at the beginning of the year? He's still learning." I would wink at them and,

Teacher: "You can help," and wink at them and give them thumbs up,

Teacher: "Help him to learn."

So then they started going to him, "Be gentle. Gentle touch."

You know, I had to empower the children to be patient with him as well because they started setting him up for failure and they were just tired of it (from interviews, May 15th, 2009).

As she did at the beginning of the semester, Ms. Macy taught the happy heart rules, as discussed in the section one, using pictures and acting each rule out several times considering the new boy's English proficiency. At this time, she empowered the other children to be patient for him. She reminded them that their behavior was similar to the new boy at the beginning and asked them to be Naoki's teachers as she did for them.

During the center time, the new boy was playing in a block center. But he seemed to have a trouble with playing with other children. He pushed other friends, break other friend's bridge, and throw a toy car to a friend. A boy came to the teacher and told her that the new boy ruined the class rules. At first, the teacher told the boy to help him;

T: He doesn't know the rules. He is a new student. We all don't know the rules at first. Do you remember you didn't know at first? You can show him. You're the expert of the happy heart rules. We all become a teacher for him. You can show him. Show him first. His English is not good yet. Act it out.

After that, the teacher called the new boy and explained the happy heart rules using pictures and actions. She explained "be gentle" and "share with friends". But he didn't listen to it. The teacher showed how to share with me other friends: she gave a toy to me and other children with the word of "share". She repeated the action several times and then asked the new boy to follow her action. He refused to follow the actions at first. He answered in opposite ways. "No gentle" "no share". But after several trying, he finally followed the share action. Then the teacher gave him a great praise.

T: Look at Naoki! He is sharing toys with me.

Then she gave him a finger kiss (from field notes, Feb. 3rd. 2009).

The above description represented how she empowered children to help the new boy in a cohesive multicultural community. In Ms. Macy's class, it was not only the teacher's role to help the new boy. She emphasized togetherness and caring attitude for all children and asked each of them to play the role of teacher for him and to help him as a community.

Ms. Macy's other effort for Naoki to build strong bonding with the other children was preparing time to discuss their feelings when they hurt other friends' feelings. As she demonstrated in her perceptions, Ms. Macy emphasized togetherness, mutual respect, a caring attitude, and strong bonding in a cohesive multicultural community. She believed that children could consider other's situations and feelings even though they were four-year-olds.

In my class, I place a great importance on social interactions and strong bonding. We read books and use puppets to model appropriate behaviors. The children love to answer, "What if?" questions where they describe what they could do to handle a particular problem. I want children to feel confident, accepted, and share their special traits with their friends by being an expert (from interviews, May 15th, 2009).

She prepared the discussion time one week after Naoki entered the class. During the time, Ms. Macy asked the children questions about particular situation to help them to view the situation from Naoki's point of views. For example, she asked questions such as how they felt if they were in a new class, with new teacher and friends and how their feelings were hurt if the new friends won't play with them. Ms. Macy stated that she wanted the children to know how Naoki had a hard time in a new class and why he needed friends' helps.

Through Naoki's home visit, Ms. Macy found out he was an expert train builder. So she complimented what he was good at in front of friends and stimulated the other children to pay attention to him.

During the center time, the teacher approached to a Korean boy and Latino boy in a block center who were building railroads and playing with trains. While watching their play, she said:

Teacher: Wow, it looks great. I know Naoki also likes trains. I went his home and he has many trains. He is an expert train builder. Do you want to play with Naoki? Naoki, could you she them how to build a circle trail? (from field notes, Feb. 24th, 2009).

By helping the new boy to learn the happy heart rules, by viewing the situations from his view point, and by complimenting his special ability in front of friends, the children would be able to better understand him and these interactions between the new boy and the other children would help them to build strong bonding, the foundation of a cohesive multicultural community.

Building bonds with the teacher

To build an intimate bond with Naoki, Ms. Macy also visited his home. She said that it was not planned home visiting as she usually did. Her usual home visiting was scheduled before visiting with the prepared questionnaire. On that day, however, Naoki cried all day since he did not want to be detached from his mom. Ms. Macy tried to help him but she could not because she did not have bonds between Naoki. So, what she did for him was riding the school bus with Naoki and visited his home after school. She said that Naoki was so excited to her visiting his home.

At his home, Naoki firstly introduced Ms. Macy his bedroom. He showed his favorite stuffed animals, books, dinosaurs, and train sets. So, she was able to learn what he liked and she utilized those things in her class to make him include into her community. For examples, Ms. Macy brought her train sets and stuffed animals to provide him with what he liked and what he felt comfortable. Whenever he had a detachment problem with his mom, she talked to him using his stuffed animal “You will be fine. I am here for you” and gave him a kiss. By doing that, he stopped crying. From home visiting, Ms. Macy also found out Naoki was an expert of train, so she tried to make friends with him using what he loved.

(visiting their home) is bonding with children, knowing them and being willing to try something new to see if that could help them tap into some of their prior knowledge or tap into some of their own cultural learning that will help them (from interviews, May 4th, 2009).

Ms. Macy stated that his home visiting changed Naoki’s behavior in her class a lot after all. She said that Naoki and she were able to build intimate bonds each other

after home visiting. Through home visiting, Ms. Macy found out what he liked and utilized them in her class to make him felt comfortable.

Collaborating with his parents

Ms. Macy believed that the children's parental role, especially those who were from diverse cultural and linguistic backgrounds, was critical in terms of the children's learning as well as creating a cohesive community. Thus, she encouraged the parents to participate in the children's learning in class and collaborated with the parents as a part of the cohesive multicultural community.

During Naoki's home visiting, she asked his parent questions about him and his family: his prior schooling experiences both in Japan and in the U.S., feelings about the new class and friends, their length of stay in the U.S., the language spoken at home, and his English and Japanese reading and writing level. She stated that the conversations with his parents at his home helped her to better understanding of Naoki since the parent talked much more about him and his needs in a comfortable environment.

Ms. Macy firstly suggested his parent help him to remember the friends' names in the class. In this way, she encouraged him to feel closer with the classmates and to be included in the class community.

I suggested his parent to help him remember kids' names in class. His dad has since told me, "Oh, I didn't know it was so important that I help him learn the kids' names. I help him to fit in." So it has totally changed him (from interviews, May 15th, 2009).

Ms. Macy also explained the happy heart rules, which were frequently used in her class, to Naoki's parent. She showed the picture of each rule and described the action in the picture. She said that she acted out some of rules considering their English proficiency. After explanation of the happy heart rules, Ms. Macy asked his parents to use the rules at home frequently so that Naoki became accustomed to the rules. She asked them to hang the happy heart rules on his bedroom, a door or somewhere he could see it easily. Since Naoki's English proficiency was not good enough to understand all of the rules, she also recommended them use the happy heart rules in both languages: Japanese and English.

Along with the happy heart rules, Ms. Macy introduced the slogans which were used in her class, such as "Take a turn, give a turn", "Helping hands", "Be gentle", "Gentle Touch", and asked Naoki's parents to use them at his home. She stated that it was important for Naoki, when he misbehave, to give same directions both at home and at school. She also recommended his parents speak in Japanese when using the slogans for his better understanding.

Because it's so important, whether we speak in Japanese or we're speaking the same words. So that's very helpful with the parents, establishing that trust and that bond and establishing language ... crossing language barriers that we all be saying the same thing. They see that it works so quickly that a personality just like Naoki's can be transformed. Within two weeks he was totally transformed and a part of the community (from interviews, May 15th, 2009).

Ms. Macy also encouraged Naoki's parent to do playdates with his classmates. As his father was attending a graduate school, the family lived in a school apartment complex nearby Hills School. Considering his home location and cultural and linguistic background, Ms. Macy introduced Naoki's parent to the classmate's families who lived

in the apartment complex to stimulate them to do playdates together. After doing playdates, Naoki became a close friend with Jun, a boy from Korea who lived in the same apartment and Naoki's parent also became close to Miho's parent from Japan. Playdates were beneficial especially for Naoki's parent since they had limited English proficiency and had no prior understanding of the U. S. schooling. Through the playdates, Naoki's parent could get information about the class and school from Miho's parent in Japanese and this helped them to understand more about Naoki's schooling. This helped Naoki's rapid adjustment to Ms. Macy's class.

Besides collaborating with Naoki's family in terms of his schooling, Ms. Macy supported the family's adjustment to the U.S. as well. She explained how she helped his family when he injured his teeth. At the beginning of the semester, Naoki hurt his tooth and gum when he got off the school bus but his family did not tell to the teacher or the bus driver. After two weeks, he got a bump on his gum and the tooth started changing colors. Naoki's father called Ms. Macy while I was interviewing her after class, so I and the teacher could discuss what happened to him in detail. His father asked Ms. Macy if the school covered his injury since I hurt in a school bus. Usually the schools in Japan and Korea covered the students' injury when they got hurt in school. So he expected to be covered about Naoki's injury from the school. There was a cultural misunderstanding of the school insurance system between Japan and the U.S.

In Japan and Korea the families assume the school will take responsibility but they don't realize that you have to have health insurance. In their country, if get hurt at school, as part of school, the school will pay and the school will take care of it. But here it's different, so I had to explain that to father (from interviews, May 15th, 2009).

As a graduate student, Naoki's father purchased the health insurance for his family but it did not include the dental service. So, he was frightened and worried when Ms. Macy was explaining about the situation. Because of his limited English proficiency, she slowly explained him several times. She suggested him to see a school nurse the next day. When the nurse checked Naoki's condition, Ms. Macy was with him. After the nurse checking, she introduced his father a special clinic which offered a cheap dental service less than \$30 to low income family and helped him to get an appointment with the clinic. With X-rays test, it was found that Naoki's tooth was needed to be pulled out but his gum was okay and he was able to be treated with low price with Ms. Macy's help.

Ms. Macy explained why she helped the families even with the things not related to their children's schooling as following.

Sometimes when they're moving here from a foreign country they don't have a family here and it's very lonely and isolating. They're a bit frightened at first. You know, I'm not just the child's teacher. I always need to be there to help the parent because I'm kind of their family away from their family. If I don't know, I'll go find out. Sometimes they don't have medical insurance or health care. I'll go find a doctor; I'll go find it cheap. Sometimes the cafeteria they don't know how to fill out the forms because they can't read English. Because we are a community but even beyond we're just a family community. So I feel like the parents know that I will help them with anything and if I don't know the answer I will certainly ask and try to find the answer for them (from interviews, May 15th, 2009).

For Naoki's rapid class adjustment, she actively collaborated with his family. She visited his home and asked about him and his family to get to know each other. During home visit, she suggested his parent to help Naoki to remember his classmates' name. She also explained the Happy Hear rule and class slogans that were frequently used in her class. She asked them to use them at his home in Japanese and English to help him to be

familiar with them. Ms. Macy proposed his parents to do playdates with his classmates and arranged the playdates considering his home location. Besides his schooling, she also helped his family when he had an accident at the school bus to find out a cheap dentist. She believed that she was not just Naoki's school teacher but a part of his family. Ms. Macy considered that his family was a cohesive multicultural community as well.

Helping him to be included in class

At the beginning of the semester, his English was so limited that it was hard to understand him. He sometimes spoke in Japanese and English together or usually spoke using one or two words. As explained earlier²⁰, Ms. Macy also utilized various methods to develop his English ability: speaking slowly using simple words and sentences to provide English modeling, using real objects or acting out, giving him more waiting time considering the level of his expressive languages, and praising him a lot in front of friends when he spoke out in English. Besides the above methods, Ms. Macy especially took care of interpreting what he said. Sometimes she guessed the context and presented several vocabularies to check if she understood what Naoki was trying to say. Sometimes she asked him to draw or to act out. The important thing was she never ignored what Naoki was trying to say. Even though it was just one or two words or it did not fit in a context, she took time to interpret what he said to better understand him. The following description showed how she interpreted Naoki's intention utilizing various methods.

²⁰ More detailed information was explained in a section of "how she helped English language learning children's English development".

I try to help interpret what he says. Sometimes I can't understand Naoki yet. So I really have to give him a lot of waiting time and then sometimes I'll just understand one word he says, so I guess.

The other day we were writing a poem for our mothers, and I couldn't understand him because his "Ls"—often there are certain letters that they don't have in their own language. He didn't have an "L" or an "R" correctly and I thought he was saying cars or crayons and it wasn't. He became more and more frustrated, so he is screaming it at me. You know, some people talk to you louder because they think you can understand it if I just get louder.

Finally, I just looked at him and I said,

"I want to understand but my English sometimes isn't good." I put it totally on me. "I can't understand my English today. Can you show me?"

He goes, "Yes, yes, Ms. Macy."

He grabbed my hand and he took me over and he started touching the shelves.

"Ms. Macy, look, this one, here."

I said, "Red, blue, mm-hmm, good."

He was like, saying something more to me.

I said, "They're different colors."

"Yes! It was colors." he goes, "That one, that one. Kalah ..."

He couldn't say it again. So I said, "Oh, colors. You're trying to tell me *colors*."

And he just went, "Yes!" Then he sighed and it was so beautiful.

I just said, "I get it now. Colors."

He goes, "Yes, yes, yes."

Then he goes, "Rainbow."

I said, "Oh, your mother loves the colors of the rainbow."

Then he's, "Yes. Yes, yes. All colors."

He started saying colors better because we were modeling it back and forth and I got it. But he was so smart the way he figured out how he could go and show me different colors in the room and make me get it.

I was like, "Yeah. I got it." It was successful; it was good. That showing each other and modeling it, "Take me to it. I don't understand. Just take me there."

They will take you over. If they don't know the name, just point; that's okay. I will give you the name. So acting out is very big and waiting and trying to interpret what they're saying and guessing sometimes just by their own gestures or their own pictures that they're able to draw (from interviews, May 14th, 2009).

Ms. Macy encouraged him to participate in class activities as well. As she presented in her perceptions of children's home languages in terms of their English development, she considered that his cultural and linguistic background was one of his talents; therefore she actively utilized his background knowledge. In Ms. Macy's class,

the children loved to compare the class contents with their cultures and languages²¹.

Whenever the children brought their cultures in her class, she asked Naoki: “How about Japan?” “How can we say in Japanese?” At first, Naoki did not answer. It might be because of his limited English proficiency or his lack of bonding with the teacher and the class. After Ms. Macy’s several attempt to connect the class contents to him, however, Naoki started to bring his cultural knowledge to the class. Whenever he connected the class contents to what he already knew, she complimented him a lot so that he felt he was included in her class community.

“Ooh! Naoki has a great idea. Can you tell us more about your idea?” So I make his idea maybe even bigger than he thought and honor him and praise him. Even though he might be acting out I know children basically want to please and be successful (from interviews, March 31st, 2009).

Sometimes Naoki brought ideas which were not really related to the class contents, but Ms. Macy highly valued his tries of participating in the class activities. Considering his English ability, she stated, Naoki’s attempts of speaking out in the class was from his great efforts.

I don’t know when he is going to say and what he is going to say. Sometimes he was so close sometimes or not, just like we are. But he is taking the risk. What a great student take a risk like that? Because usually it takes a while for the silence period (from interviews, March 31st, 2009).

Through this process of including him in her class activities, he became the most motivated learner and actively participated in the class activities at the end of semester. The following showed one of examples of how he brought his culture to the class and how Ms. Macy connected the class contents to the children’s background knowledge.

²¹ More detailed information of how children compared the class contents with their cultures and languages were displayed in the first section of “Creating a cohesive multicultural community”.

While the teacher was making flower press with children, the new boy from Japan asked if there is Japanese flower in there.

The teacher said “Japanese flower? Hmm, I don’t know if there is Japanese flower is here but I know there are many beautiful Japanese flowers.”

Then he told me “Japanese flower beautiful. Flowers on kimono”

The teacher talked to the class about Kimono.

The teacher: Our Japanese teacher, Naoki, told Kimono, the Japanese traditional clothes, has beautiful flower patterns on it.

Then other children from Korea and China also said that their traditional clothes also have the flowers on the clothes (from field notes, May. 2nd, 2009).

Besides connecting the class contents to his funds of knowledge, Ms. Macy also arranged the class activity that was related to his personal experience. The next day his tooth was pulled out, she prepared the activity of “making smile snack”. Using two slices of apple as lips, a piece of cheese as the gum, and marshmallows as the teeth, the children made their own smile faces. While they were making their smiles, Ms. Macy explained what happened Naoki’s tooth and praised how he was brave when his tooth was pulled out. Ms. Macy also added that she was proud of Naoki since he did not lose his big smile even after losing his tooth. She stated that she tried to change his traumatic experience to pleasant experience making snack with friend.

I remembered this snack we made, using two apple slices and then the gum is a pieces of cheese and then the marshmallows are the teeth and so I brought that snack for us to build and to eat and we talked about how Naoki needs to leave a space right here. It was great to help him through a traumatic experience. It was a positive thing to help us through a traumatic event so in his school life (from interviews, May 15th, 2009).

Ms. Macy helped Naoki to be included in her class activities. She utilized various methods to develop his English ability. She arranged the class contents connected to his background knowledge to make him actively participate in the class activities. She also

prepared a special snack related to his personal experience. Ms. Macy explained how he was transformed as a member of her cohesive class community with his statement.

Naoki yesterday told me, “Ms. Macy, Ms. Macy, my heart, my heart,” and he made the shape of a heart with his fingers and he put it up to his chest and he goes, “my heart is getting so big, so big, so big, it just pop out.” I said, “I think so, but don’t let it pop.” And he just laughed so hard with me and then today again he did his heart because he was helping clean up all the blocks and showed me again with his heart. He even knows that his heart is growing because he has love in his heart that teaching feelings and teaching kindness. That’s part of building the class community and the cohesive community is asking us now (from interviews, May 14th, 2009).

At the end of semester, Naoki changed a lot. He learned how to help other friends. He loved to teach Japanese and share what he knew with friends and the teacher. He was an active learner during class. He always smiled a lot. He transformed as a member of a cohesive multicultural community at the end.

Chapter summary

This chapter explores Ms. Macy’s perceptions and teaching practice according to three categories: creating a cohesive multicultural community, helping culturally and linguistically diverse children’s English development utilizing their home languages and cultures, and establishing reciprocal relationships with culturally linguistically diverse families. An illustrative example is provided to offer more detailed descriptions of how the teacher integrating her perceptions and teaching practice in terms of serving culturally and linguistically diverse children and families, as described in three sections. To build bonds with classmates, she re-taught the happy heart rule to all children and stimulated

the other children to help Naoki to learn the happy heart rule. She also prepared time for discussing how Naoki was feeling in a new class with a new teacher and new friends. This is related to how the teacher built caring relationships among community members, as discussed in category one. To build intimate bonds with Naoki, she visited his home and talked to his family about what he was good at and what he liked and utilized the information in her class to make him feel comfortable. As discussed earlier in category one and three, the teacher utilized home visits to establish relationships with Naoki and his family. She also collaborated with his family for his rapid class adjustment. She suggested to his parent that they should help him remember his classmates' name and to use the happy heart rule and class slogans that were frequently used in her class in both Japanese and English. As presented in category one, Ms. Macy made use of the happy heart rules as the connection between the teacher and parents. She also proposed that his parents do playdates with his classmates and arranged the playdates considering his home location. Besides his schooling, she also helped his family find an affordable dentist when he injured his tooth. Ms. Macy helped Naoki to be included in her class activities by utilizing various methods for his English development as discussed in category two.

CHAPTER 5 DISCUSSION AND IMPLICATIONS

In this chapter, I firstly present the brief summary of findings, highlighting its significance which was not addressed in previous literature. After that, I display the implications of this study in the early childhood educational field, especially for pre-service teachers, in-service teachers, teachers' educators, and administrators who are serving culturally and linguistically diverse children and families. Finally, I demonstrate the limitations of this study and make recommendations for future research.

Findings for Research Questions

This study started from the assumption that children's learning can be more effective and meaningful if their culturally and linguistically diverse backgrounds are reflected in their school learning. To prove the assumption, I conducted a preliminary study with the topic of "a teacher's perceptions and experiences in multicultural education", with the same participant of this study. After conducting the pilot study, it was found that the participating teacher focused on the aspect of creating a cohesive community, utilizing the children's cultures and languages in her class, and establishing close relationships with the families. Based on the results from the preliminary study, I narrowed the scope of this study and modified the research questions as following:

1. What are an in-service pre kindergarten teacher's perceptions of creating a cohesive multicultural community with culturally and linguistically diverse

children and how does the teacher draw on her perceptions to build a cohesive multicultural community in her class?

2. How does the teacher perceive children's home languages in terms of children's English development and help culturally and linguistically diverse children's English development utilizing their cultural and linguistic backgrounds?
3. How does the teacher understand the roles of culturally and linguistically diverse parents in terms of children's learning and establish reciprocal relationships with culturally and linguistically diverse families?

The findings display the results of the study according to three main categories: creating a cohesive multicultural community, helping culturally and linguistically diverse children's English development utilizing their home languages and cultures, and establishing reciprocal relationships with culturally and linguistically diverse families. These categories answer each research question, respectively.

The first research question is about creating a cohesive community. The first section, "*creating a cohesive multicultural community*" answers the question. This is mostly related to Gay's (2002) a cultural and caring learning community that emphasizes using the children's cultural knowledge and scaffolding in the learning process. Developmentally appropriate practice (2009) also insists that creating a caring community of learners is necessary to meet the needs of culturally and linguistically diverse children. The participating teacher stated that her ultimate goal of teaching culturally and linguistically diverse children was to create a cohesive multicultural

community. To create a cohesive multicultural community, the teacher tried to build caring relationships with community members, to reflect the children's cultural and linguistic backgrounds in her teaching practice and to practice anti-bias multicultural education in her class.

In order to build caring relationships with community members, the participating teacher utilized the happy heart rules, encouraged the children to develop them as their own loving rules, and prepared discussion times for sharing feelings with friends. The foundation of a caring community is "consistent, positive, caring relationships" (Copple & Bredekamp, 2009, p.16). Since a caring community can be built based on intimate and positive relationships, each member should be valued and reflected in a caring community. In effect, the utilized methods in the teacher's class are not only for culturally and linguistically diverse children; they are the methods for all children to build caring relationships with one another. They could be performed in all classrooms. However, it is significant that the participant showed how they could be expanded and applied to build caring relationships with culturally and linguistically children. One of the misconceptions about practicing multicultural education is that many teachers cannot add anything in terms of multicultural education to the curriculum since they are already overburdened. However, as Derman-Sparks & Ramsey (2007) insist, "Teaching about diversity and justice is woven into, not added onto, the existing curriculum, so it is a change in perspective rather than an elaborate new curriculum" (p.12).

For example, the teacher made a one-page handout of the happy heart rules with pictures and brought it to the children's home when she visited at the beginning of the

semester. At the home visits, she explained the happy heart rules to parents and asked them to use the rules at home frequently so that children became accustomed to the rules. If the children were from diverse cultural and linguistic backgrounds, she asked parents to use the happy heart rules in both English and their home languages, at their home. She stated that this helped children with limited English proficiency to be familiar with the happy heart rules easily. For Ms. Macy, the happy heart rules were not just the rules used in her classroom. She considered the happy heart as the connection between the teacher and parents and between English and their home languages. Similar to the happy heart rules, the discussion times for sharing feelings with friends was not just for culturally and linguistically diverse children. It was also performed in usual classes. However, as seen in the illustrative example, she utilized the sharing feeling times to help children understanding how Naoki felt with the new teacher and new friends. She asked children questions about how they would feel if they were in a new class, with a new teacher and friends and how their feelings would be hurt if the new friends won't play with them. Ms. Macy stated that she wanted the children to know how Naoki had a hard time in a new class and why he needed friends' help. Through these methods of building caring relationships, the children were able to reflect themselves so as to learn appropriate attitude toward other friends, as developmentally appropriate practice insists, "how they expect to be treated and how they treat other is significantly shaped in the early childhood setting" (Copple & Bredekamp, 2009, p. 16).

Reflecting the children's culturally and linguistically diverse backgrounds is another way of creating a cohesive multicultural community. There is numerous literature

which highly emphasizes integrating the children's culturally and linguistically diverse backgrounds into class learning (Gay, 2000, 2002; Ladson-Billings, 1992; Irvine, 2003; Gonzalez, Moll, & Amanti, 2005; Mercado, 2005; Copple & Bredekamp, 2009; Garcia, 2001; Nieto, 2002; Freeman & Freeman, 1991, 1992, 1993, 2001; Faltis & Hudelson, 1994; Krashen, 1999; Moll & Greenberg, 1990; Schwarzer, 2001; Schwarzer, Haywood, & Lorenzen, 2003). As explained in category one, the participating teacher reflected the children's diverse cultures and languages in three aspects: the classroom environment, learning process including teaching materials and class instructions, and everyday lives.

In terms of reflecting children's cultures and languages in the classroom environment, Gay (2002) insists that the curriculum should be designed responsive to the children's cultural and linguistic background. Gay (2002) indicates that the curriculum does not only refer to the formal one but also the symbolic curriculum, including classroom decorations, bulletin board and symbols and pictures used in the class. Franquiz & Reyes (1998) and Schwarzer, Haywood, & Lorenzen, (2003) demonstrate how English monolingual teachers utilize the children's home languages and cultures in their classrooms: developing a multiliterate print environment, preparing literature in the children's home languages in a class library, and creating audio-tape cassettes with the children's home languages, which are all found in the teacher's classroom.

Integrating the children's cultural and linguistic knowledge into class learning, described as learning process in this paper, is the most critical aspect of culturally responsive teaching (Gay, 2002), funds of knowledge (Gonzalez, Moll, & Amanti, 2005), and developmentally appropriate practice (2009) since this is directly related to an

increase in the children's academic achievement. Gay (2002) insists that teachers in multicultural classrooms should establish cultural congruity in classroom instruction. Gonzalez, Moll, & Amanti (2005) assert that the classroom learning should be related to children's everyday lives and practice. When the children's funds of knowledge is integrated into school learning, the children are able to incorporate what they already know and what they learn from home to the school learning process; therefore, the learning will be more meaningful and valid for them. The provided examples, in category one (pp.96-100), demonstrate that how the teacher connects what children were learning in the class to what they've already known. In other words, the class instruction was related to the children's funds of knowledge (Gonzalez, Moll & Amanti, 2005) which was what the children already learned from their cultures and languages from home.

Even though integrating the children's culturally and linguistically diverse backgrounds into class learning is highly emphasized by numerous literature, most of them are related to the concern about the academic achievement of culturally and linguistically diverse students, especially in higher grade levels; therefore, they mostly focus on the class instructions or the children's academic aspects. As a result, there is very few literature dealing with culturally and linguistically diverse children and families in early childhood educational settings. Developmentally appropriate practice (Coppie & Bredekamp, 2009) present that it is important for the children "to hear and see their home language and culture reflected in the daily interactions and activities of the classroom"(p.16). However, it just presents the importance but does not provide the specific and practical examples of how to reflect the children's home languages and

cultures in the daily interactions. As a pre kindergarten teacher, the participating teacher extended the scope of reflecting children's cultural and linguistic knowledge to their everyday lives. This is because children learn a great deal not only from the class instructions but also from daily interactions or play with others during center times or recess times. The examples showing the teacher's teaching practice (pp.100-105) provide the specific ways how she reflected the children's cultures and languages in their daily lives. Thus, the findings of this study are significant because they highlight the aspect which previous literature of multicultural education ignored: how the children's cultural and linguistic knowledge can be applied to their everyday lives in early childhood education.

Practicing anti-bias multicultural education is the final way of creating a cohesive multicultural community²². In the section, *practicing anti-bias multicultural education*, it is described how the pre kindergarten teacher raises children's cultural awareness, eliminates their stereotypical thinking, celebrates 'cultural days' and expands the scope of anti-bias multicultural education to the children's families. The goals of anti-bias multicultural education are "to ensure equitable individual participation in all aspects of society and to enable people to maintain their own culture while participating together to live in a common society" (Derman-Sparks & Ramsey, 2007, p.8). Researchers who supported anti-bias education insisted that anti-bias education should be included in school curriculums because if the students construct knowledge of diversity and learn proper attitudes toward differences in their school learning, then they will be more

²² The detailed information of practicing anti-bias multicultural education is provided in pp.105-120.

sympathetic and respectful toward differences (Bowman, 1992; 2007; Derman-Sparks & ABC Task Force, 1989; Derman-Sparks, 1992; Delpit, 1995; Nieto, 1996; Ramsey, 1998). Derman-Sparks & Ramsey (2007) indicate that one of the most frequently asked question by white teachers has been “What if all the kids are white?” The question implies the misconception that multicultural education is only for the people who are different than whites. However, it is not only for the diverse students but for all people since “a society without racism will benefit all people, including whites, and cannot be achieved unless all groups, especially those in power, join the struggle” (Derman-Sparks & Ramsey, 2007, p.11). Practicing anti-bias multicultural education is critical but many teachers in practice believe that if they recognize or discuss issues of ethnicity in their classroom, they might be labeled as insensitive. Hence, they try to ignore their student’s ethnic backgrounds and identities in order to better assimilate them into mainstream American society (Irvine, 2003). Derman-Sparks & Ramsey (2007) also indicate the fallacy of multicultural education, “learning about differences among people will make children become prejudiced” (p.11). They state that “young children’s misconceptions and biases reflect those that are expressed by parents, peers, television, movies, and books and become entrenched when they are left unchallenged” (p.11). Thus, teachers should teach children to “respect themselves and create equitable relationships with a wide range people and teach children how to work toward eliminating prejudice and discrimination” (p.8) through the anti-bias multicultural educational approach (Derman-Sparks & Ramsey, 2007).

In the provided examples of *practicing anti-bias multicultural education* (pp.105-120), the children had time to compare and discuss their different skin tones and learned that they are all different as well as they are unique. In her class, discussing differences was neither hurtful nor discriminating; it was rather sharing and accepting each other's own uniqueness. All of the children in the class, therefore, could raise cultural awareness by discussing their differences and uniqueness, not in a harmful way but in a helpful way, in their daily lives. The description of *celebrating cultural days* shows how the class celebrated the children's traditional foods, costumes, and holidays in a different way than a tourist approach does (Derman-Sparks and the ABC Task Force, 1989; Derman-Sparks, 1993). It also described how Ms. Macy dealt with the issues of children's different socioeconomic status and gender in her class and how she ensured social justice and inclusion of everyone in her community in the James' story.

The presented examples of Helena's families and *Amazing Grace* show how the teacher approached the children and families who already had certain prejudice toward ethnicity and gender, and how she made her effort to eliminate ethnic and gender prejudice explicitly. The provided descriptions in the theme, *learning from each other*, are the results that present the teacher's efforts of eliminating prejudice in her class. Much literature indicates the importance of anti-bias multicultural education in practice and it has been asserted that anti-bias multicultural education should be included in regular curriculum (Bowman, 1992; 2007Derman-Sparks & ABC Task Force, 1989; Derman-Sparks, 1992; Delpit, 1995; Nieto, 1996; Ramsey, 1998). In this sense, the

findings of this study are significant because they demonstrate specific ways of integrating anti-bias multicultural education into an early childhood classroom.

The second research question is about developing the children's English abilities. The second category, "*helping the children's English development utilizing their home languages and cultures*" answers the question. Children's home languages must be emphasized and utilized in teaching practice for three reasons: to provide children with effective learning by reflecting their cultural and linguistic backgrounds (Garcia, 2001; Gay, 2002, Gonzalez, Moll, & Amanti, 2005; Nieto, 1997), to promote their educational development including English development (Cummins, 2000; Freeman & Freeman, 1991, 1992, 1993, 2001; Faltis & Hudelson, 1994; Krashen, 1999; Moll & Greenberg, 1990; Schwarzer, 2001; Schwarzer, Haywood, & Lorenzen, 2003), and to raise children's cultural awareness and appreciation for differences (Bennett, 1990; Gay, 1994; Nieto, 1997; Hanley, 1999, Banks, et al. 2001, Derman-Sparks & Ramsey, 2007). Developmentally appropriate practice (Copple & Bredekamp, 2009) also emphasizes the important role of children's home language in terms of their English development and indicates that English learning should be an additive process instead of the displacement of the children's home languages.

Immigrant children are able to develop English proficiency without having to give up their home language, and it is important that they retain their fluency in the language of their families and communities (p.14).

The second section answers the second research question, how the pre kindergarten teacher promoted children's English development, according to five themes: understanding the children's different English abilities, creating a class environment

reflecting the children's home languages and cultures, matching language mates, collaborating with bilingual teachers, and utilizing children as their home language experts.

To understand the children's initial English abilities, home visits were utilized. In this study, home visits were used with several purposes: to establish reciprocal relationships with parents and children, to gather their cultural and linguistic knowledge, and to understand their initial language abilities, both English and home language. Home visits is considered the most effective way of establishing reciprocal relationships with families and gathering their household knowledge in the theory of funds of knowledge (Gonzalez, Moll, & Amanti, 2005). However, home visits in the funds of knowledge theory do not mention understanding the initial language abilities of the children and their parents. This is important since teachers can figure out how to help the children's English development in their classes when they understand their initial English abilities. Teachers also can find a better way of communicating with parents when they understand their English abilities. Developmentally appropriate practice (Copple & Bredekamp, 2009) insists that teachers in practice should understand each child as an individual within the context of families, cultures, linguistic norms and their home languages and cultures in teaching practice. By visiting their homes, the teacher tried to collaborate with families in terms of children's language development and to understand the children as unique individuals within the family context respecting their home languages and cultures. In this aspect, the findings are significant since they show how a pre kindergarten teacher expanded the scope of applying home visits, not only for establishing reciprocal

relationships with families and gathering their cultural and household knowledge but also for understanding their initial language abilities and for applying this knowledge.

The method of *matching language mates*, presented in the second section (pp. 135-138), was based on Vygotsky's Zone of Proximal Development (1978); the children's learning could be enhanced in collaboration with more knowledgeable peers. However, the method of matching language mates is applied when there is enough population who speak the children's home languages. If the child is the only one speaking the home language, it is not easy to find his/her language mates. This obstruction cannot be solved by the individual teacher's effort; therefore, matching language mates can be more effectively applied when the school, the school district and the community work together.

Crawford (2004) indicates that one of the shortcomings of ESL pullout is "the difficulty of coordinating lessons between ESL pullout and mainstream staffs" (p.38). In this circumstance, English learning students will be confused in their language learning because the pullout class does not match the mainstream class. To get over this mismatch between the pullout class and the mainstream class, this study displays how a pre kindergarten teacher tried to build a partnership with the bilingual teachers and coordinate her class with the pullout class as much as possible. In the theme, *collaborating with bilingual teachers* (pp.138-143), it was described how the pre kindergarten teacher built partnerships with the bilingual teachers. Establishing partnerships between the mainstream teachers and EAL (English as an additional language) teachers is emphasized by many researchers (Creese, 2000; 2002; 2006;

Arkoudis, 2003; Davison, 2001), especially in higher grade levels. Her collaborations with bilingual teachers demonstrated how the partnerships between the mainstream teacher and bilingual teachers could enhance the children's learning in the early childhood classroom. They planned together when choosing the theme to teach, decided which teaching materials would be used for the class and shared those teaching materials to make their teaching consistent. However, as Creese (2005) indicates, partnership teaching is not generally applied to teaching practice since "no national guidance is given in terms of formally allocated liaison time, shared assessment schemes or admission and induction work in mainstream classrooms" (p.87). In fact, the participating teacher attempted to collaborate with bilingual teachers, but she could not work with them to match all of the content area. In other words, her collaboration with bilingual teachers was limited to certain content themes due to restricted times to coordinate lessons and limited teaching materials in both languages. Moreover, she could only provided the collaborative class for Korean and Chinese children because of the restricted resources. Along with matching language mates, this collaboration could be more developed with supports from the school, the school district and the community.

The method of *utilizing children as their home language experts* is mostly related to the notion that the children's cultural and linguistic knowledge as great language resources in terms of children's language development (Crawford, 2004; Cummins, 2000; Freeman, 2004; Gay, 2002; Gonzalez, Moll, & Amanti, 2005; Schwarzer, Haywood, & Lorenzen, 2003). Schwarzer, Haywood, & Lorenzen (2003) suggest using students' cultural and linguistic assets as resources by inviting students to share their cultural and

linguistic knowledge throughout the year. They indicate that this is one of the methods used to overcome the limitation of English monolingual teachers helping home language development. Employing children as the language experts is also related to getting help from more knowledgeable peers in Vygotsky's zone of proximal development (1978). As Vygotsky (1978) insists, children's learning can be enhanced if they are being supported by a more knowledgeable peer. Even though the participating teacher was an English monolingual teacher, this study shows the advantages of utilizing children's diverse language resources in their learning process (Franquiz & Reyes, 1998; Schwarzer, Haywood, & Lorenzen, 2003).

The presented methods of helping children's English development in the literacy class were mostly related to sheltered English instruction (Walqui, 2006; Echevarria & Short, 1999; Echevarria, Vogt, & Short, 2008). Sheltered instruction is mainly used in secondary classrooms because its purpose is to increase students' academic achievement. In this study, sheltered instruction was utilized but it was modified to make it suitable for pre kindergarten children. Therefore, the findings of this study are significant because they show the modifying ways of sheltered instruction applied to pre kindergarten children, considering the children's age level and individual characteristics, to make it more suitable for the early childhood educational practice.

The third research question is about establishing reciprocal relationships with families. The third category, "*establishing reciprocal relationships with culturally and linguistically diverse families*" answers the question. The teacher's perceptions about including the diverse children's family members as a part of her cohesive multicultural

community are supported by the theory of funds of knowledge (Gonzalez, Moll, & Amanti, 2005), which emphasizes discovering household knowledge and building close relationships between teachers and parents through home visits. Developmentally appropriate practice (2009) also views parents as partners in terms of children's development and suggests involving families as a source of information about the children. This study presents establishing reciprocal relationships with families according to three themes: understanding diverse family's backgrounds, increasing cross-cultural communication, and utilizing family resources in teaching practice.

In this study, home visits are displayed as the most effective way to understand the families' diverse cultural and linguistic backgrounds²³. The researchers in funds of knowledge consider that the knowledge and practices of households are dynamic, interactional and theorized so teachers should "come to deeper understanding of the complexities of student lives" (Gonzalez, Moll, & Amanti, 2005, p. 21).

It is so important to learn how culture is expressed in students' lives, how students live their worlds. We can't make assumptions about these things. Only a part of that child is presented in the classroom (Gonzalez, Moll, & Amanti, 2005, p. 81).

Gonzalez, Moll, & Amanti (2005) explain that building close relationship between teachers and parents as a term of *funds of knowledge networks of exchange, reciprocal relations* or the creation of *confianza*. Through the reciprocal relations, teachers can extract funds of knowledge from the households' experience and then parents become partners who provide authentic resources in class. As Mercado (2005) argues, the

²³ In the finding section (pp.158-162), the methods and applications of home visits in a pre kindergarten classroom is fully described.

funds of knowledge approach could “provide educators with an inquiry-based process for creating meaningful home-school partnerships and the tools to generate research-based knowledge through participant observation in local households” (pp. 146-147).

Gonzalez, Moll, & Amanti (2005) also suggest home visits as the way to discover household knowledge and to build reciprocal relationships between teachers and parents.

The interview is not only meant to gather information, but to create new linkages between parents and teachers the language of the interview becomes an important context for these relationships, and a great deal of thought should precede how communication will take place (Gonzalez, Moll, & Amanti, 2005, p. 16).

By understanding the children’s everyday lives and practices outside of school, teachers are able to view each child as a whole person instead of judging the child only from the performance within limited classroom contexts. They also are able to learn respectful attitudes toward the cultural resources found in each household as “containing ample cultural and cognitive resources with great potential utility for classroom instruction” (Gonzalez, Moll & Amanti, 2005, p.75).

There is a biggest difference between Ms. Macy’s home visits and home visits in funds of knowledge. The main idea of home visits in funds of knowledge is indulging in the children’s home culture by visiting their home to understand their cultural knowledge and to build close relationships with families. Ms. Macy’s also did as described in home visits in funds of knowledge. However, she also bring the happy heart rules, the hands out in her class, to the children’s home as the traditional home visit does. This means that she combined her way of home visits between in the traditional way and in the funds of knowledge theory to provide the most effective methods for each child and family.

In this study, Ms. Macy's home visits are presented with various purposes: for gathering the children's funds of knowledge, for understanding the children's and parents' initial English abilities, and for building rapport with the parents. In addition, home visits are utilized, in this study, to build bonds with the child. It was specifically described, in the illustrative example, how Ms. Macy built rapport with Naoki and his parents through home visits. The home visits in this study were different from the traditional home visits, which were conducted to mentor parents, to distribute books and supplies, or to provide suggestions for the students' academic activity (Gonzalez, Moll, & Amanti, 2005). The participating teacher visited the children's home to gather their funds of knowledge, to establish reciprocal relationships with families and children, and to understand their initial language abilities. In this sense, the findings of this study are significant since they demonstrate how home visits can be modified and applied to early childhood classrooms with culturally and linguistically diverse children and families.

Increasing cross-cultural communication is emphasized in this study to establish reciprocal relationships with families. Gay (2002) asserts the importance of cross cultural communication with parents to better understand their needs. Copple & Bredekamp (2009) suggest that teachers should share the information about the child and their understanding of the child's development with the family in frequent communication. This study presented face-to-face conversations as the best way of communicating with culturally and linguistically diverse families (pp.162-166). It was important to know which parents had low level of English proficiency through face-to-face conversations; teachers then adjusted their speech speed and vocabulary levels considering the parents'

English proficiency levels. Written communication such as email or letters served as a supplement to the face-to-face conversations. On the contrary, the previous literature indicate that English speaking teachers preferred to use emails or letters when they communicate with parents from different linguistic backgrounds for clear transmission of their messages (Sohn & Wang, 2006). However, the participating teacher insisted that face-to-face conversations played a role in breaking the language barrier between parents and her; therefore, she prepared more elaborate schemes to invite families with the purpose of increasing face-to-face conversations. Family gathering times and cultural day were the examples. Through the cultural day and family gathering times, culturally and linguistically diverse families learned about the U.S. culture and school systems by conversing with the teacher and other families. They also became more informed about the class, the teacher, and other families, all of which often led to stimulate cross-cultural communications.

Utilizing family resources in teaching practice is another way to establish reciprocal relationships with culturally and linguistically diverse families (Gonzalez, Moll, and Amaiti, 2005). In the finding section, how the pre kindergarten teacher utilized the resources of culturally and linguistically diverse families is fully described (pp.167-171). For example, the teacher invited parents from culturally and linguistically diverse backgrounds to present their own cultures and knowledge of traditions to the class. They presented their cultural artifacts, read children's books which demonstrate their cultures and traditions, taught the children's song in home languages, and shared their traditional snacks. They also decorated the class environment to reflect their cultures and languages.

The participating teacher indicated that it was not easy to get the materials reflecting the children's diverse cultures and languages. Most teaching materials only represented the White culture and even if there were some materials representing diverse cultures and languages, the price of those materials was expensive. Thus, when reflecting the children's cultures and languages in class, the biggest source is parents. Their providing of authentic, cultural teaching materials was another way of utilizing family resources in teaching and manifested a gratifying form of their reciprocal roles in the teacher-parents relationships.

In terms of integrating the children's cultural and linguistic knowledge into class, the participating teacher played a role of "the bridge" between home and school and between funds of knowledge and class practice (Gonzalez, Moll, & Amanti, 2005). She connected their funds of knowledge to her teaching themes or class instructions so as to provide more meaningful experience to children. The parents' volunteered sharing of their cultural knowledge was not a one-time event; she sprinkled them throughout the year according to her lesson plans. *Developmentally appropriate practice* (2009) also suggests that parent involvement should not be limited to scheduled events; thus, teachers should prepare various activities to increase parental involvement. Reflecting those family resources was beneficial not only for children from diverse cultural backgrounds but also for all of the children in her class (Derman-Sparks & Ramsey, 2007). All children should be exposed to diverse cultures and languages in her class and should experience their uniqueness to learn from one another in a cohesive multicultural community.

An illustrative example is provided to offer more detailed descriptions of how the teacher integrating her perceptions and teaching practice in terms of serving culturally and linguistically diverse children and families, as described in three sections. To build bonds with classmates, she re-taught the happy heart rule to all children and stimulated the other children to help Naoki to learn the happy heart rule. She also prepared time for discussing how Naoki was feeling in a new class with a new teacher and new friends. This is related to how the teacher built caring relationships among community members, as discussed in category one. To build intimate bonds with Naoki, she visited his home and talked to his family about what he was good at and what he liked and utilized the information in her class to make him feel comfortable. As discussed earlier in category one and three, the teacher utilized home visits to establish relationships with Naoki and his family. She also collaborated with his family for his rapid class adjustment. She suggested to his parent that they should help him remember his classmates' name and to use the happy heart rule and class slogans that were frequently used in her class in both Japanese and English. As presented in category one, Ms. Macy made use of the happy heart rules as the connection between the teacher and parents. She also proposed that his parents do playdates with his classmates and arranged the playdates considering his home location. Besides his schooling, she also helped his family find an affordable dentist when he injured his tooth. Ms. Macy helped Naoki to be included in her class activities by utilizing various methods for his English development as discussed in category two.

Discussion

The significance of this study can be found in the conceptual frameworks. To establish the conceptual frameworks, I adopted culturally responsive teaching (Gay, 2000), funds of knowledge (Gonzalez, Moll, & Amanti, 2005), anti-bias multicultural education (Derman-Sparks & Ramsey, 2007), developmentally appropriate practice (1997, 2009), and English as a second language theories (Schwarzer, Haywood, & Lorenzen, 2003; Franquiz & Reyes, 1998; Freeman & Freeman, 2001; Creese, 2005; Walqui, 1992, 2006; Echevarria & Short, 1999; Echevarria, Vogt, & Short, 2008). The reason for adopting several theories and approaches as my conceptual frameworks was because one conceptual system cannot fully explain my study. This means there was a missing part in each theory and approach. Culturally responsive teaching originates from the concern about the academic achievement of African-American students, especially students in higher grade levels. The funds of knowledge approach is developed from the research conducted in Tucson, Arizona, focusing on low-income Latino families thus the provided examples in funds of knowledge are mostly related to their family history and Latino lives. On the other hand, my study is more focused on the whole development of pre kindergarten children from diverse cultural backgrounds, not focusing on any particular academic aspect and not highlighting a specific ethnic group. Thus, my study can fill in a missing part of culturally responsive teaching by providing the application of the theory in the pre kindergarten classroom. It also shows how funds of knowledge can be applied in a class with eight different cultural and linguistic backgrounds.

Developmentally appropriate practice has been used as a framework in early childhood education. However, in terms of reflecting the children's social and cultural context, it was criticized because it did not meet the needs of culturally and linguistically diverse children. To compensate for these criticisms, the new edition of developmentally appropriate practice (2009) addresses the importance of reflecting children's social and cultural context, but it is still not clearly stated how to indicate their cultural and linguistic backgrounds in the daily interactions and activities in the classroom and how to increase communication with low English proficiency parents. To aid the decision making of teachers in practices, more detailed practical examples or role models should be presented. This study contains of a specific ways of reflecting the children's cultural and linguistic knowledge in the classroom, helping their English development, and establishing relationships with those families. Thus, this study can fill in a missing part of developmentally appropriate practice by providing more detailed practical examples from a pre kindergarten classroom.

Anti-bias multicultural educational approach is adopted as one of my conceptual framework to provide rationales of Ms. Macy's perceptions and teaching practice in terms of creating a cohesive multicultural community. In this study, it is described how Ms. Macy made her efforts to raise children's cultural awareness, celebrated "Cultural days", in a different way of a tourist approach, eliminated children's and their families' stereotypical thinking and prejudice, and created an atmosphere of learning from each other. Thus, this study is significant because it provides detailed descriptions of practicing anti-multicultural educational approach in a pre kindergarten classroom.

To support the children's English development, especially utilizing their home language, I employ English as a second language learning theories. One of the theories adopted in this study is sheltered instruction. Since sheltered instruction originated from the concern about the academic success of English language learners, it is mostly used in secondary and elementary classrooms. However, there is not much application of sheltered instruction in the early childhood educational field. Thus, this study can fill in a missing part of sheltered instruction by providing the detailed description of how it is applied in early childhood classrooms effectively.

Implications of the study

This study provides detailed descriptions of an in-service pre kindergarten teacher's perceptions and teaching practice with culturally and linguistically diverse children and families. The implications of the study can be used for teachers in practice. There is numerous literature that emphasizes the integration of the children's culturally and linguistically diverse backgrounds into class learning (Gay, 2000, 2002; Ladson-Billings, 1992; Irvine, 2003; Gonzalez, Moll, & Amanti, 2005; Mercado, 2005; Copple & Bredekamp, 2009; Garcia, 2001; Nieto, 2002; Freeman & Freeman, 1991, 1992, 1993, 2001; Faltis & Hudelson, 1994; Krashen, 1999; Moll & Greenberg, 1990; Schwarzer, 2001; Schwarzer, Haywood, & Lorenzen, 2003). However, even these studies have centered on "what teachers teach" rather than "how they teach" (Irvine, 2003; Nieto, 2003). In order words, the studies point to the importance of developing the children's cultural and linguistic knowledge base to enhance school learning, but they do not

demonstrate explicit ways to cultivate such a base. Therefore, many teachers in practice experience difficulty in applying the children's cultures and language in their class learning. These confusions will be increased if the teachers themselves are not from culturally and linguistically diverse backgrounds. Currently, approximately 87% of pre kindergarten-12 classroom teachers in the U.S are from white middle-class backgrounds (NCES, 2007). The participant of this study is an English monolingual female teacher from the white middle class; this is representative of the "average" teacher according to current demographics. The presented examples and descriptions in this study will demonstrate the explicit and practical ways of how in-service teachers, especially those who are from white middle class backgrounds, can cultivate the children's cultural and linguistic knowledge base, reflect this knowledge base in their class learning including class environment, class instructions, and children's everyday lives, help the children's English development, and establish reciprocal relationships with families from culturally and linguistically diverse backgrounds. Thus, this study will be a source of detailed practical information for in-service teachers in early childhood educational field.

This study also has implications for pre-service teachers and teacher educators. In a study of exploring the pre-service teacher's perceptions in multicultural education (Braud, 2007), many pre-service teachers had few experiences with culturally and linguistically diverse people and limited chances to engage in conversations about diversity. Thus, most of them have experienced the conflict between their perceptions and coursework in terms of multicultural education (Cochran-Smith, 2001; Horm, 2003). The study also indicates that there is discordance among pre-service teachers in terms of

applying what they learned from the coursework to their teaching. Some pre-service teachers are overwhelmed by the amount of information from coursework while others state that there has not been much learned. This can be interpreted that the coursework from the university is somewhat disconnected to teaching practice. In disregard of their demographics, pre-service teachers have to teach the class with culturally and linguistically diverse children and families. Thus, it is important for pre-service teachers to be provided with information during their coursework that reflects the actual teaching practice they will encounter. All evidence in this study contains the voice and experience of an in-service pre kindergarten teacher in several aspects. The presented examples and descriptions in this study will provide more specific and practical information about the class with culturally and linguistically diverse children and families; therefore, it will provide teacher educators with ideas and information on program development for training pre-service teachers.

This study also offers many suggestions for educational administrators. Even though Ms. Macy accomplished many affirmative outcomes in terms of integrating the children's culturally and linguistically diverse knowledge into her class learning, there are limitations that cannot be overcome by the teacher's effort alone. For example, as this study has demonstrated, it is shown that there are limitations when matching language mates, collaborating with bilingual teachers, and collecting teaching resources reflecting the children's diverse cultures and languages. Ms. Macy used her own time and money to provide the children with books in their home languages. Her teaching resources could be more affluent if the school library or community libraries would provide the children's

books in home languages. Ms. Macy stated that she needed more supports from school and community since her cohesive multicultural community included the school community, as well as the local community.

I think the whole community needs to keep forward and learning about diversity, learning about second language learning. Respect for others begins at home with the family, then school family is added, and for my children we also learn to respect our school community and neighborhood (from interviews, Feb. 3rd).

Therefore, integrating the children's cultural and linguistic knowledge into the class learning can be more effectively accomplished when the school, the school district and the community work together.

Limitations of the study

I conducted a one-year pilot study with the same participant and this might cause a limitation. As seen in the interview questions in appendix 1, I asked very specific questions to the participant. This was because I already conducted a pilot study with a similar topic, so I could ask her general interview questions about her perceptions and teaching practice. This means that the pilot study helped to narrow the scope of this dissertation study. Another reason is because I conducted most of the in-depth interviews with the participant during the middle of the semester, as I explained in the methodology part. By doing that, I was able to obtain in-depth answers with various examples and to check if her answers matched her teaching practice from observations.

One of the limitations of this study can be found in the research site. This study was conducted in a school located near university housing. Thus, the school had a special

context: since most parents were graduate students of the university and lived in the university housing, the parents' education levels were high and their socioeconomic status was similar. Because of this aspect, the research site served a great deal of cultural and linguistic diversity and expected active parental participation in children's school learning. However, the particular research site caused a limitation of this study. Even though the study is related to multicultural education, it specially highlights only a part of multicultural education: the children's culturally and linguistically diverse backgrounds. The issues of children's gender, race, and socioeconomic status, which are also important parts of multicultural education, are not explicitly discussed in this study. This means that such issues are mentioned in the provided data sources but not fully described in this study. For example, in the story of James (p. 113-115), it was presented how the teacher made an extra effort to celebrate his cultural backgrounds during a cultural day considering his personal situation (e.g. low socioeconomic status, lack of parental participation) but did not discuss how she dealt with this issues in other parts of her teaching practice. The teachers in ordinary classes have to encounter not only the children's culturally and linguistically diverse backgrounds but also their different socioeconomic status, race, or gender issues. They might also consider the parents' educational levels when collaborating with them. Since this study is mostly focused on the children's cultural and linguistic diversity and how to incorporate them into teaching practice, it ignored other part of multicultural education which, in reality, must be considered by teachers in practice. Thus, it is needed for further analysis in terms of the aspects of children's gender, race, and different socioeconomic status.

Similarly, certain methods utilized in this study could be easily achieved because of the particular conditions of the research site. For example, as explained earlier, the teacher utilized home visits as a method for creating a cohesive multicultural community, establishing reciprocal relationships with children and families and understanding their funds of knowledge and initial English abilities. The reason that the teacher could easily access the children's home was because of active parental participation in children's school learning and the close proximity of their homes. The method of matching language mates also could be applied when there is enough population who speak the children's home languages. Similarly, the teacher could establish partnerships with bilingual teachers because the research site retained bilingual teachers. The teacher was able to easily access these resources due to the special school context and there might be difficulties to utilize these methods in general school contexts.

There is another limitation related to this issue. It was true that the teacher greatly utilized available resources in her given circumstance, to serve culturally and linguistically diverse children and families, and this study focused on describing this aspect. However, the study somewhat ignored the exceptional examples due to highlighting the successful cases. For example, the teacher could not use the method of home visits for all of the children in her class. She could not visit James' home because he was homeless. Even though the study presented how the teacher represented James' cultural backgrounds in her class without visiting his home, it does not provide other teaching practices reflecting his personal conditions (e.g. homeless, low socioeconomic status). In addition, this study presented the successful examples of the method of

utilizing children as their home language experts. However, it was more related to her beliefs and desire because the teacher could not achieve all of the children's expertise in terms of sharing their cultural and linguistic knowledge. In terms of the collaboration with bilingual teachers, the study focused on describing only from the teacher's perspective: it does not contain the bilingual teachers' perspectives. Therefore, it is recommended that further study would include the bilingual teachers' perspectives, as well as the teacher's perspective, when describing their collaborations.

Recommendations for future research

The research demonstrates the recommendations for future research based on the limitations I experienced conducting this study.

When selecting the participants, it is recommended to select multiple participants, instead of single participant. Since this study employed the single participant, it required confirmation procedures to determine if the participant was appropriate for my study. The research site, well-known for its diversity, was selected, the principal's recommendations were acquired and a one-year preliminary study was conducted. Because of these procedures, this study is able to provide in-depth descriptions of the well-prepared teacher's perceptions and experiences in terms of teaching culturally and linguistically diverse children and families. However, it could provide other perspectives if the future studies select multiple participants from typical early childhood classrooms, instead of a school well-known for diversity, and then compare the different participants' teaching practice according to their perceptions.

As demonstrated in the limitations of the study, I recommend for future study to contain the children's and their parents' voices in addition to the teachers' voice. From prolonged engagement and persistent observations, this study was able to include in-depth descriptions of the participant's perceptions and teaching practice. However, a variety of perspectives from the children and their parents were not included. It will be more meaningful and significant if the future research includes the children's and their parents' diverse voices.

Appendix A Interview questions

Feb. 20th

1. This is the first interview is about the participant's background and the class environment. Actually, we discussed this before, in the pilot study. Okay, the first interview is your background. So I want a little bit more about your background.
2. Could you tell me your educational background?
3. I will ask you more about your ESL certification and could you describe where and when did you get your certification?
4. So during the coursework for your ESL certificate, are there any courses that helped you to achieve diversity?
5. I'm going to ask you more about your National board certificate. Could you tell me why and how you get the certificate?
6. I want to know more about the article in the National board about parents and teacher communication. Can you tell me more about article?
7. I saw a new boy from Japan who has a low level of English. Could you tell me more about him and his family?
8. Could you tell me how you communicate with family?
9. How do you help the new boy to be your class member?
10. Now I would like to know more about your class environment that reflects children's background. How do you reflect the children's backgrounds?
11. It looks like you have more materials that reflect your culture and languages than last year. Could you explain where you get those materials?
12. Now I will ask you more specific questions about home center. It looks like Chinese restaurant. What is your purpose for that?
13. I will ask you about the book center and tell me about your book center.
14. You mentioned that it helps the children's first language development. How do you think this will help their first language development?
15. I would like to talk about your post office center. Yea, this is the new one I didn't see last year, so can you tell how children use the post office?

March 9th

1. I want to know more about professional learning community so could you explain about PLC?
2. When I saw the PLC in your class last time, you and your partner is the 6th grade student. Could you explain how you make partners with 6th graders?
3. What are their roles in your class?
4. All right. I will give you more questions about the buddy. How do you decide the buddy like when you make partner with your student and 6th grade?
5. Is it fixed or changed every time?
6. How does PCL help your class?

7. I would like to ask you more questions about Asian culture festival in January and what programs did your class, did your class prepare for that?
8. I know you like working with bilingual teachers. Could you tell me more about the way the bilingual teacher helps your class? How are you are working with the bilingual teacher?
9. How do you plan your class with them?
10. Thank you. I'm going to ask you about the calligraphy. I saw the calligraphy on the wall which is written in Asian languages. Could you tell me about that?
11. How was calligraphy beneficial for your class?

April 7th

1. Today I will ask you about family community. We already talked about family community and the importance of family communication based on the National board articles. Let's talk more about family community, especially with parents from diverse cultures and linguistic backgrounds. I think building partnerships with parents from diverse cultures is a little bit or quite different from building partnerships with the parents from the U.S background. How do you think? Do you feel any differences?
2. What do you mostly care when you communicate with diverse parents?
3. This might be a similar question that I asked, but why do you think that building close relationships with parents from diverse backgrounds is important?
4. Let's talk more about your strategies to improve family communication. You said that communication with them is important. Right? Then, how do you improve the communication with family?
5. Tell me more about home visiting.
6. Is it for everyone or only for families from other cultural backgrounds?
7. Actually that part, new boy and his home visiting, I want to know more about that.
8. You said that you bring the questionnaire when you're visiting their home. Can you tell me what kinds of question you asked in the questionnaire?
9. Is it always the same for every year?
10. During the observation, I observed every family has their own parenting style. How do you manage their different parenting styles when it conflicts with your styles?

April 8th

1. We talked about play date yesterday. Could you tell me how you increase play date after school?
2. How about the new boy?
3. So, you are saying play date helps the new boy...
4. You mentioned it helps his family, too. How?
5. Good. The next question is about the sharing time. Tell me about the sharing time.
6. Could you tell me how the culture sharing time has helped to your children?

7. Now I want to know how you communicate with the low English level parents. Since you have a diverse student in your class you must have parents who cannot speak English very well. How do you work with those parents?
8. That's a very good example of building family community and how you communicate with lower level, low English level parents. Good. This is another question, but I wonder, you know, Joon, who lived far away from the school, and you are giving him a ride and I thought, at first, it was your obligation. Could you explain about that?

April 15th

1. Today I will ask you questions related to school community. We already talked about PLC and working with bilingual teachers and now I wanted to ask you about ESL parents meeting. I remember that you proposed an ESL parents' meeting to school. Could you tell me why you proposed the ESL parents meeting?
2. Do you think those ESL parents meetings are improving communication between parents and teachers?
3. Let's talk about how you are working with other teachers at the school. I remember that you present to other teachers how to help diverse students. Is that correct?
4. (Ms. Macy started to talk about the new boy after she explained how she helped the child in other classes. She explained a lot about how she helped the new boy.
5. All right. And let's change the topic. I'd like to ask you about thematic word wallpaper. Could you explain what it is?
6. Could you define 'school community'?
7. When you're saying everybody has their own voice but I am thinking that the parents who cannot speak in English ... I wonder how they can have their own voice in school community.
8. So, you are saying, in terms of helping diverse students and their families, you think working with whole school, school communities is important, right?
9. I know you are attending a lot of workshops and you also present by yourself in a workshop and I want to know how those workshops related to ESL or multi-culture help you.

April 22nd

1. Today I am going to ask you about how you are helping children's home language development in your class. During my observations I found that you were emphasizing children's home language in your class. Can you explain more about that?
2. I'm going to ask you about yesterday's class. Miho, the Japanese girl, I was surprised that she was reading a Japanese book in front of class. Tell me more about that.
3. Yeah, I cannot speak in Japanese but it was a children's book and there were very interesting and simple rhymes in there. You asked her the meaning in Japanese.

4. (explain more about yesterday class/ other Chinese boy reading his book in class)
5. It was very surprising to me that, while you're reading a book they compared the Korean and Chinese stories and your stories.
6. Another interesting thing in your class is every child compares the things in their culture. Yesterday when you explained about the frog and their life circle and you asked them, "How does a frog make a sound in Korea and Japan?"
7. I like it happens in every one of your classes. Like, Naoki, he always compare in Japanese. When you explain something he always compares something in Japan.
8. I'd like to ask you more specific questions, like such as Korean transportation puzzle. In your another class I found that when you teach transportation you brought Korean transportation puzzles and encouraged Joon and John, the Korean boys, working together in Korean.
9. You know I was quite surprised that in home center and when they are pretending to have a birthday party and you and the children are singing in Korean birthday songs.
10. Can they sing in Chinese, Spanish, also? You are learning new languages each year.
11. (She started to talk about assessment)
12. What is the language test?

13. Can you choose the test?

May 4th

1. In the last interview we talked about the assessment that is given twice a year. Some lady from AISD came to your class and assessed the children. Now I'm going to ask you about your assessment especially related ESL students. I've observed that you are assessing children almost every day. Could you explain the assessment standard and which guideline you are following?
2. In your class most of them are ESL students and you are assessing them. You said that when you assess them formally you are following Texas guidelines. But informally, are you applying another standard for ESL student or are you applying the same standards for all students?
3. Let me ask you a more specific example about that. You know, I observed Joon, a Korean boy, kind of shy. How would you assess him? I know from the beginning of the semester he cannot express himself in English.
4. Let's talk about Naoki, the new boy. At the beginning he could not speak in English almost at all. So how did you assess him?
5. The last, the Turkish boy, could you tell me about him, how you assessed him?
6. In your class, what I've found interesting is that your children are very interested in learning other languages. Tell me about that.
7. Tell me about Emilio and Naoki.
8. How about Helena?
9. I also remember you said that multicultural education is not just for the snack not just for the clothes.

10. You said that the purpose of the bilingual class was not only for helping their English development but also helping their home language development. How?
11. Do you think children's home language development is related to their English development?
12. When I ask you about children's ethnicity and their level of home language and you answered that two Latino children are not speaking in Spanish at their home.

May 5th

1. Could you tell me about the African-American cultural day in your class?
2. What did you specifically prepare for the African-American culture? From my observations, you prepared lots of stories and hundreds of books.
3. Among those activities I like that matching color and find out the colors. Tell me about that.
4. I was surprised that when you ask them about their color they all answered, "white."
5. You told me that he didn't realize that he was African-American.
6. They are in pre-K levels and this is the first step of schooling. Do you the children have their own cultural identity?
7. Also, the last year, Heaven, Heaven's family didn't know about other cultures and at first they said they were kind of pull out because there were lots of children from other cultures.
8. I was here last year and comparing last year's program of African-American festival it looks quite different. Why are you planning different programming every year?
9. This is another question about when you are teaching community workers, like policeman or postman, and you said that you prepared lots of pictures that also represent diverse cultures. Explain about that.
10. All right, we also have talked about children's stereotypes yesterday. Could you tell me about your experience of Korean girls who have some fear of children with dark skin?
11. The last class when you were talking about pink caterpillars, it was a very good example.

May 14th

1. I'm going to ask you about children's English development in your class. At the beginning of the semester all of the children had a very different level of English. Could you talk about that?
2. Could you tell me why it is important and why they have to learn English?
3. You are an ELL certified teacher. Could you tell me how your certification helped to teach children's English development?
4. You know the main part of the questions for today is how you are helping children's English development, so I'll ask you about more specific questions

- about what you did from my observation. (I shared my field notes about how she helped ELL children) Could you explain each of them?
5. Also, in your class sometimes you're using an audio version of a book. Could you tell me about that?
 6. We had one counselor's class from outside.
 7. (We talked about the counselor's class. Since he English was difficult to understand for the children so Ms. Macy taught the same content again in her class after the counselor's class)
 8. Now I'm going to ask you about Naoki's English development.
 9. Let me ask you about their parents, how you are helping ELL parents to help their children's English development at their home.
 10. Could you tell me about Joon, the Korean boy who never speaks out in English?

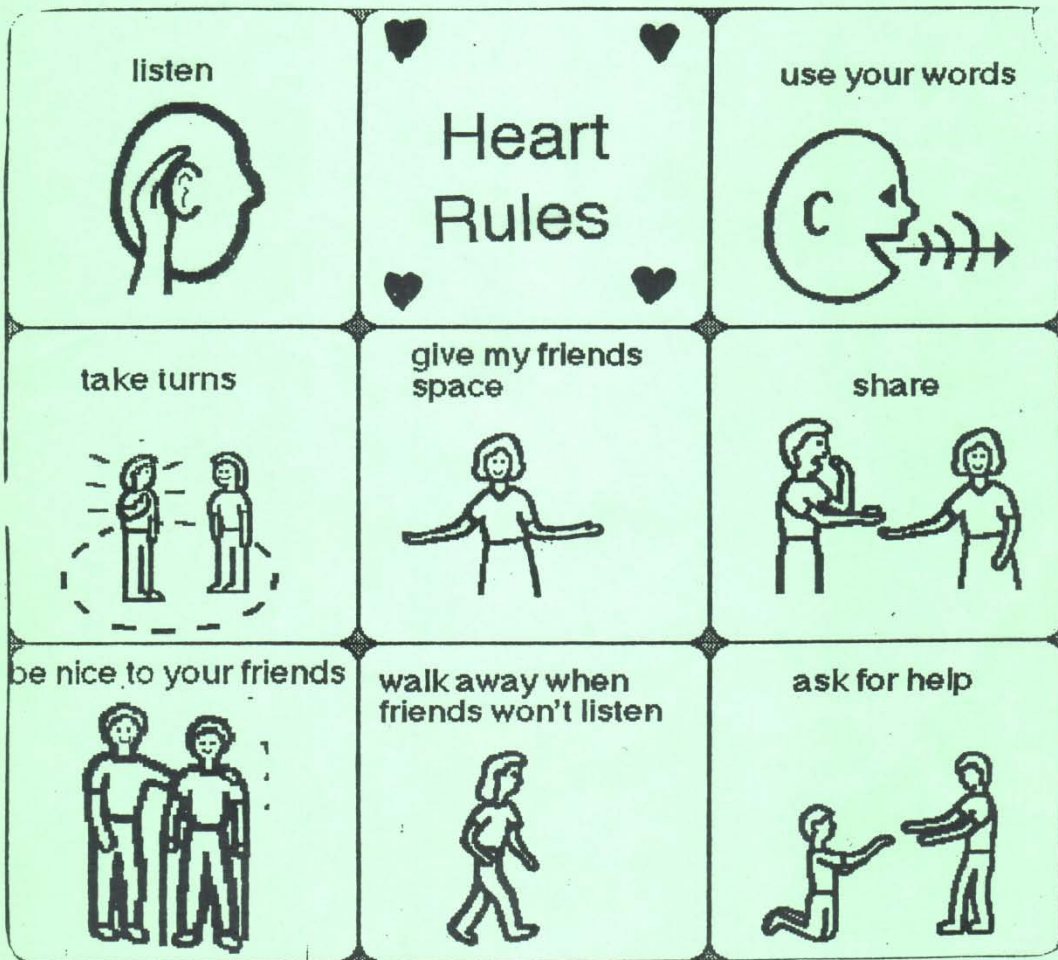
May 15th

1. Today I'm going to ask you about class community, how you are making a cohesive community in your class. You said that cohesive multicultural community is your goal of teaching diverse children. So what does the cohesive multicultural community mean to you?
2. How would you define it?
3. Do you think classroom community is important for diverse students who are from different cultures and different languages? How?
4. Let's talk about Naoki, the new boy from Japan. Do you remember his first day in your class? Could you tell me how he was at first?
5. I want to ask you how you worked with his father and mother, his parents to help him to be a class member.
6. Now it seems that you and Naoki's family have a very strong bond.
7. As I know, you are helping their parents and family, if it is not related to school life. Do you want to tell me about that?
8. How lovely. Now let's change the topic a little bit. So far you have been talking about how you are helping Naoki with his parents. Then I would like to highlight how you help him in the class. These are from my observations and how you are working with Naoki and how you help him to play with other friends. Let's talk about this.
9. Also when you praise him, you let the children praise him, too. I like that.
10. I also found out that you always make some connection with him with other friends.
11. I also write that at activities you, do you remember making a smile with marshmallows? When you plan the activity, were you planning to connect to Naoki and how he lost his tooth?
12. All right. I've asked you about Naoki and how you helped him to be a class member. Now I want to know more about your effort to make the class community for everyone, for all students.
13. Do you have other activities that include families?
14. That's great. Now, I'd like to talk about loving rules in your class.

15. I also found in your class you are making each child to be an expert in their area.
16. Like Miho is a Japanese teacher; Soyeon a Korean teacher?
17. I also found that you are having very strong and close bonds with each child.
Sometimes children need some time out when they are over-acting but after that you always bring a child very close to you and whisper to him or her.
18. In your class the most impressive thing is the children themselves. The kids are taking care of each other. I've found many, many examples, like when you observed the insect with viewfinders. If someone skipped their turn the friends close to him or her asked them, "She didn't get a turn. It's his turn." Or during outdoor play, when someone feels cold and they share their sweater ...
19. And their languages and their culture and their backgrounds are a matter?
20. What kind of environment does your child learn best in? When did you ask this question?

Appendix B Happy Heart Rules

Happy Heart Rules!



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