School Library Acquisitions Policy: How It Impacts the Delivery of Library Services to Middle School English Language Learners

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SCHOOL LIBRARY ACQUISITIONS POLICY:
HOW IT IMPACTS THE DELIVERY OF LIBRARY SERVICES TO MIDDLE SCHOOL ENGLISH LANGUAGE LEARNERS

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Benjamin C. Flores, Ph.D.
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DEDICATION

I dedicate my dissertation to my amazing and understanding family. First of all, to my husband, David, whose thoughtful and kind words of encouragement kept me focused and gave me great comfort when I felt discouraged, anxious, and frazzled. Secondly, to my wonderful children—my oldest son Matt and his wife Claudia, my second oldest son Daniel, my lovely daughter Erica, and my “baby”– Jacob who have supported me throughout this seemingly “long and winding road.” Thirdly, to my sister, Irma Haynes, who unknowingly gave me courage and strength to study hard in spite of her own life’s challenges. It is because of my family’s love and support I can proudly say that this dissertation is theirs—it bears the fruit that feeds me—strength, energy, and inspiration. I am eternally grateful for your love and support.

A mis padres, les dedico éste trabajo con todo mi corazón y amor. No hay palabras suficientes para darles las gracias por el orgullo, gratitud, y agradecimiento que siento en ser su hija.
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SERVICES TO MIDDLE SCHOOL
ENGLISH LANGUAGE LEARNERS

By
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Dissertation

Presented to the Faculty of the Graduate School of
The University of Texas at El Paso
in Partial Fulfillment
of the Requirements
for the Degree of

DOCTOR OF EDUCATION

Department of Educational Leadership and Foundations

THE UNIVERSITY OF TEXAS AT EL PASO

May 2013
ACKNOWLEDGEMENTS

There are so many people to thank and so many feelings that fill my spirit. I feel truly blessed to be able to acknowledge all who helped me through this challenging and demanding time in my life.

I wish to thank my committee—such an accomplished and inspirational group of women. I feel honored to have chosen you to accompany me on this “long and winding road.” Dr. Tinajero, I have long admired you as a scholar and educator since I was an undergraduate student. Your accomplishments are an inspiration to all Latina women in our community. Dr. Espinoza, your knowledge and scholarliness encourage me to be a better scholar. Your guidance is very well appreciated. Dr. Cortéz, you have seen me at various stages of stress and anxiety and through your heartening words have “calmed” my uncertainties and anxiety. I am so fortunate that you spent time assuring and encouraging me.

Dr. Staudt, how can I adequately thank you? I will start by thanking you for inspiring me to explore ideas worth pursuing when I took your course: Cultural, Political, and Linguistic Borders. Your lectures spurred my curiosity and interest and served to stimulate ideas for my dissertation. Thank you for allowing me to explore my curiosities and ultimately express my sense of civic awareness and social justice. Your activism, scholarship, authorship, and leadership are asset not only to this university but to our entire borderland community and beyond. I am truly honored to have chosen you as committee chairperson.

I would also like to thank the study participants for being gracious enough to be interviewed. Special thanks also to Edith Vera, fellow doctoral candidate, now Dr. Vera, who assisted me when I was ready to give up. Thank you for your guidance and understanding.
Thank you also to Dr. Debra Martínez whose encouraging words and insight gave me that final impetus to complete this process.

Last, but certainly not least, I would like to thank my family—my husband and children for their love, inspiration, and support. Thank you David, my life partner, for your love, and the spiritual strength you exude. Your never-ending intellectual curiosity inspires me to aim higher in all my endeavors whether personal or professional. Matt, my first-born, thank you for your perseverance, diligence, and loyalty—your unique qualities inspire me. Daniel, my second son, thank you for your strong spirituality, faith, and natural sense of leadership. Your qualities give my soul comfort. Erica, my lovely daughter, I thank you for the strength and dedication you have in your personal and professional life. I so admire your independence. Jacob, my youngest, I thank you for your resolute academic and professional viewpoints. Since early childhood your intelligence has astounded me. All my children—your dedication to your professional lives and your caring and compassionate nature amazes me and makes me so proud of you. I love you and I carry you in my heart always.
ABSTRACT

The Del Sol Independent School District (DSISD) serves a student population totaling 64,214 that includes a Hispanic population of eighty-two percent (DSISD, 2011). Of this total student population, 25.2 percent consists of English Language Learners (ELLs)—predominantly Spanish-speaking students (DSISD, 2011). Current DSISD library collection figures reveal that each campus library has an inordinate low number of Spanish materials. The district librarians are guided by an acquisitions policy that seemingly offers scant guidelines for acquiring books that address the information and literary needs of diverse student populations.

To this end, it is vital to examine and bring better understanding of how school librarians make decisions when ordering library materials that may impact the delivery of library services to Spanish-speaking ELLs. This study considers how school library acquisition policy may possibly affect the delivery of library services to middle school Spanish-speaking English Language Learners.

Utilizing a qualitative design and relying heavily on interviews in multiple settings, the study shows how school librarians make sense of the school district acquisitions policy and how they justify their acquisitions decisions. Moreover, the study also presents the middle school ELLs’ experience in their respective libraries, how they perceive the delivery of library services, and how they make meaning and sense of their respective library Spanish collections.

The analysis of the study revealed that the ELLs’ feelings and opinions about the importance of their respective library Spanish collections varied between campuses. Their sentiments concerning the library Spanish collections had much to do with the degree to which they value their home language. The manner in which the ELLs perceive the delivery of library
services was more explicit. Overwhelmingly, they are quite appreciative of their respective librarians and purport the services as being caring, useful, and helpful at all three campuses. The study also revealed that the school librarians’ interpretation of the policy does not allow for developing the Spanish collection because acting as “street-level bureaucrats” (Lipsky, 2010), they make broad discretionary decisions about acquiring library books to appease teacher requests at the expense of Spanish-speaking library patrons. Moreover, acting as “street-level bureaucrat,” they want to serve individuals, but end up serving collectively due to teacher requests. Ostensibly, the manner in which the librarians interpret the district acquisitions policy has an impact on the delivery of service provided by the librarians. Providing fair and equitable library service would be an effective means to assure impartial availability of services and equitable access to library materials, particularly in campuses with significant ELL populations.

More emphasis should be placed on how librarians serve their community of patrons and how they engender a feeling of trust, welcomeness, and acceptance. As responsible and conscientious librarians they are obligated to uphold the philosophy of intellectual freedom as it concerns a person’s access to all library materials. There should be a certain degree of diligence in making sure that the diversity of library collections not be limited and in this manner inclusiveness and not exclusiveness should be the standard in collection development. Recommendations for these serious issues are directed in the conclusion of this paper.
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CHAPTER 1

INTRODUCTION

The city of Del Sol, Texas* has a population that is predominantly Hispanic/Latino. This reality is reflected in the student population of its largest school district—the Del Sol Independent School District (DSISD). Currently, the DSISD serves a student population totaling 64,214 that includes a Hispanic population of eighty-two percent (Del Sol Independent School District, 2011). It is important to note that Hispanic students represent a number of subcultures and that not all Hispanic students are English Language Learners (ELLs) nor are all Hispanic students bilingual. The subculture that will be included in this study is middle school Spanish-speaking English Language Learners enrolled in the DSISD. Of the total DSISD student population, 25.2 % consists of ELL students (Del Sol Independent School District, 2011). These ELLs are predominantly Mexican American students—people of Mexican heritage who are Spanish language speakers, the area’s largest culturally distinct minority group.

DSISD school libraries from all socioeconomic levels have low Spanish collections—from the schools in the barrio to those in middle to upper class areas. SES factors of the school community, therefore, have little to do with the inordinate low number of Spanish materials found at every school library. School budgets are set by DSISD policy and are further allocated by school administration.

*The names of the study participants—students and librarians, school district, schools, and cities have been given fictional names to protect their identity and privacy.
The school administrator and the Campus Improvement Team (CIT), allocate the library budget as they deem appropriate. Ultimately, it is the school librarian who decides how to spend the library budget and how to develop the library’s collection. The school librarians are guided by an acquisitions policy that offers seemingly scant guidelines regarding acquiring materials that address the information and literary needs of diverse populations. Nevertheless, librarians are guided by a policy that requires positive reviews for every new item that is ordered for the library (Del Sol Independent School District, 2005). It is of great significance to examine how DSISD middle school librarians develop their Spanish library collections and the manner in which they deliver library services to their respective ELL populations. Equitable access to library materials as well as access to books written in the ELLs’ home language is of great importance if DSISD librarians are to ensure optimal library experiences to all their student patrons. After all, providing equitable library service and access to books that meet the needs of all constituents is at the forefront of librarians’ service ethics (Mestre, 2010).

The home language of Hispanic youths, specifically English Language Learners (ELLs), is very significant when conversations and discussions lead to topics concerning academic literacy, including library skills. The ELLs’ public school library (K-12) experiences—library use and library skills development—may be hindered by their limited language proficiency. It is of great importance to public school librarians to have a clear understanding and insight to the information and library needs of their Hispanic patrons, specifically ELLs and to focus more deliberately on the delivery/access of library services, materials, and educational support to this ever-growing population. Traditionally, prominent documents that guide American library services include the American Library Association (ALA) Code of Ethics and Bill of Rights and the
Reference and User Service Association (RUSA) guidelines. These documents clearly embody the idea that librarians provide ...“equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests” (American Library Association, 1997-2013). Invariably, these documents focus on equitable public library services—public school libraries are no exception. Currently the DSISD’s library policy does not offer guidelines for school library collection development that specifically addresses the needs of diverse school populations. The existing DSISD school library policy follows the Texas State Board of Education guidelines which strictly address total number of books, software, and electronic resources that should be available per student. Number of resource materials per student sets the criterion that assesses school library collections as “Acceptable,” “Recognized,” and “Exemplary.” The DSISD Policy Manual includes three brief paragraphs that addresses policy compliance with the State Board standards and names the Superintendent as developer of rules, regulations, and procedures to assure “systematic maintenance of libraries as current resources for teachers and student”(Del Sol Independent School District, 2011, p. 1). The School Library Programs: Standards and Guidelines for Texas, under Standard V., Principle 3, mentions that the school librarian “is knowledgeable about learning differences and ethnically and culturally diverse interests of the school and local community and develop a school program that responds to these unique community characteristics”. This recognition of ethnically and culturally diverse students’ library needs in the document appears only once—in a brief sentence. Oddly enough, this brief sentence is found in the Administrative Code for School Library Programs—Chapter 4—Section 4.1 which is very lengthy document—approximately ten pages in length (Texas State Library and Archives Commission & State Board of Education, 2012).
This current condition that seemingly renders no guidelines or requirements as to the pursuance of Spanish book collections in DSISD school libraries may possibly impact ELLs intellectually, socially, and culturally in a negative manner. This current situation that ostensibly renders fewer educational opportunities and choices for DSISD English Language Learners in school libraries gives credence to Angela Valenzuela’s argument that schools “subtract” resources from language minority youth. She writes that assimilationist policies and procedures pay no attention and may even be against students’ culture and language when they do not provide opportunities to enhance students’ feelings of confidence and pride in themselves and their communities thus lessening their intelligence and abilities based on their cultural and language differences (Valenzuela, 1999). The current non-policy for collection development of Spanish library books and materials may possibly be the cause for “subtractive” learning for Spanish-speaking ELLs in various ways. The following enumerates what ELLs lose when their intellectual, literary, information, social and cultural needs are overlooked.

- Familiarity with the library—an understanding that the library is a place to find and access information resources;
- Countless reading opportunities and literary choices;
- Learning about literacy skills as well as literary skills;
- Experience that results from knowing how to collect information;
- Benefits and advantages the library offers to encourage intellectual inquisitiveness
- Sense of “fitting in” and involvement in the school community

DSISD school libraries may be providing a less than average service to ELLs at a time when the number of Hispanic students is rising and when economic hardships prevent Hispanic
families from purchasing books that can be read at home. Limited number of Spanish books and resources in school libraries impact English Language Learners in very direct ways—it limits their literacy and information needs, it diminishes their sense of belonging, self-identity, their sense of empowerment, and emphasizes social exclusion. “Hispanic children are entitled to know as much as possible about the richness of their culture, about the contributions of others like themselves to the society at large” (González, 2000, p.23). These children’s cultural heritage is their distinctive identity that is constantly seeking self-expression. Furthermore, by reading distinguished Spanish books, Hispanic children will find their own culture and traditions reflected in them in a very authentic manner. Additionally, minority youth who read literature that reflects their own cultural experiences and history, can become empowered to visualize their own future within the society in which they live (Watson, 2000). Consequently, learning experiences in the library can become a strong and sound connection between Hispanic youth and their culture. These priceless library experiences can also facilitate in creating cultural connections that, regardless of their circumstances, will empower Hispanic students to strive to become anything they wish to be. Ultimately, the apparent small number of Spanish books at school libraries can be regarded as a probable equity issue that may impact ELL’s information knowledge as well as their home language literacy.

Limited Spanish collections in public school libraries also limit ELLs’ literary choices and preferences. Alire Sáenz (1999) passionately believes that students are products of what they read—not, what they choose to read, but what is available on the book shelves. He believes that books that are assigned to students limit their view of the world. Students should be given the freedom to explore and choose books they are drawn to. Saenz adds that extensive choices
on library bookshelves enhance one’s interpretation of our world and shape our history (Sáenz, 1999).

Conceivably, equitable and quality library services for ELLs in the Del Sol Independent School District have been apparently deficient because school libraries reflect national trends and movements. Throughout its many decades of existence, American public school libraries, as well as the role of librarians, have changed in both mission and direction. During the 1940s-1950s librarians’ main role was deemed generally as custodians or wardens of books (Texas State Library and Archives Commission & State Board of Education, 2009-2010) as well as active advocates in teaching reading skills and in instilling study habits. Moreover, a librarian’s role was also perceived as one who proactively encouraged leisure and recreational reading to young readers. Subsequent decades produced an evolution of national school library standards (1960, 1988, and 1998) that advocated for the librarians’ increased involvement in collaborative efforts with school teachers in integrating information literacy into the school curriculum (Texas State Library and Archives Commission & State Board of Education, 2009-2010). Hence, the custodians of books came to be known as library media specialists. Collaboration with teachers also included planning and implementing the school curriculum. The new vision also includes the teaching of digital technology skills and literacy, particularly as they enhance the STEM (science, technology, engineering and mathematics) curriculum (Doll, 2005). Currently, in the state of Texas, school library programs support strengthening student achievement in the foundation curriculum areas, e.g. English language arts and reading, mathematics, social studies, and science, otherwise known as the state-mandated Texas Essential Knowledge and Skills (TEKS) standardized testing since its inception in 2003. Consequently, DSISD school
librarians follow the lead of school administrators and faculty as they respond to a state-mandated curriculum that prescribes school library collections. Decades of adhering to changes in public school curriculum, whether it is second language learning curriculum e.g. immersion, whole language, bilingual education or the STEM curriculum, DSISD librarians seemingly adhere to the status quo, i.e. the requests of their school teachers as well as national trends and state-mandated library standards. Aligning collection development with instructional and curricular needs has evidently been accepted as library policy.

1.1 Statement of the Problem

Current DSISD library data indicated in the district’s library vendor’s (Follett) collection analysis website, Spanish library collections in DSISD school libraries’ are disproportionate to their Hispanic student population at every campus. In every school library less than 20% of the entire library collection consists of Spanish language books. In many school libraries, the total Spanish books are less than 5% of the total library collection. At one DSISD campus there are no Spanish books in the library (Follett, 2008). A possible mismatch exists that renders an unjustifiable and unbalanced number of library books that are available to the Spanish-speaking ELL population at every DSISD school. Factors that give cause to the low numbers of Spanish materials in DSISD school libraries could be explored to rule out inequitable and inadequate library service for the ELL school populations.

The topic of this study is to examine how school library collection/acquisitions policy shapes and affects the delivery of library services—services made available to middle school Spanish-speaking English Language Learners. The study will be conducted in three DSISD middle schools where the number of Spanish books and the ELL population percentage is at great
variance. The study will also examine if library services to the ELL population at the three schools are equitable, adequate, and well-served. Findings of the study will serve to offer collection development guidelines that will aid in ensuring that school library collections are in accordance with the specific needs of ELLs, and to ensure that DSISD school librarians follow Texas State Library and American Library Association guidelines for library services to diverse school populations.

1.2 Research Questions

The study will examine how the district’s acquisitions policy affects the delivery of library services to middle school Spanish-speaking English Language Learners in the Del Sol Independent School District. Questions that will guide this study include the following:

1. What is the connection between school library collection/acquisition policy and library use by English Language Learners (ELLs)? How do ELLs experience school libraries?
2. How does the delivery of library services affect middle school ELLs’ library experience?
3. How does collection/acquisition policy shape (have an effect) on what happens in the library? Does acquisition policy dictate collection development?
4. How do librarians affect the delivery of library service to ELLs?

1.3 Hypotheses

The proposed hypotheses were guided and based on the literature review. The following proposed hypotheses will be utilized to guide and develop the research for this study.

1. Middle school libraries that provide Spanish-speaking English Language Learners’ access to books written in their home language assist in providing equitable library services;
The manner in which the district’s library acquisitions policy is interpreted by the middle school librarians affects the delivery of library services to middle school Spanish-speaking ELLs.

1.4 Importance of the Study

To date, a review of the literature concluded that there has been limited research on how a school district’s library acquisitions policy may have an impact on the delivery of services to middle school Spanish-speaking English Language Learners. While there are many studies both theoretical and empirical that have examined the Mexican American students’ education, specifically, English Language Learners, there are only a small amount of studies that have examined public school libraries’ delivery of and access to services of Spanish materials to their respective ELL population. Hence, this study would be of assistance in serving to establish a niche for this research that is apparently deficient.

Past and current published studies and articles have not examined the delivery of library services for middle school students in public schools, specifically the information needs of Spanish-speaking ELLs who attend the Del Sol Independent School District middle schools. This study would be unique in that it would be the first one of its kind to investigate current delivery of library services to middle school ELLs in the Del Sol, Texas borderland.

Perusing DSISD schools’ library collection figures and respective school demographics, an apparent mismatch exists between Spanish library holdings and the number of ELLs at each campus. Possible inadequate and inequitable Spanish library holdings in the DSISD middle school libraries can ostensibly impact students socially and intellectually. A diligent and careful examination and investigation of the possible current mismatch between middle school Spanish
library holdings and the number of ELLs at each campus will optimistically result in a means for providing more equitable and democratic library collections. Moreover, a more representative library collection at the middle school level can alleviate a possible gap in the delivery of library services to ELLs in the Del Sol Independent School District.

This study will also bring an awareness of the ELLs’ experience in the library through the ELLs’ own voices—how they perceive the delivery of library services and how they feel about their library Spanish collection at their respective school libraries. The study will also reveal how middle school librarians make acquisition decisions—specifically how they develop their Spanish book collections and justify their collection development choices through their own voices as well.

This study’s findings will optimistically respond to gaps in the literature, specifically as it takes into account personal experiences from professional-client connections—librarians and students. The study will also hopefully provide an understanding of how middle school librarians make sense of their role as “street-level Bureaucrats” and how they perceive and perform their work as it impacts diverse student populations, specifically, middle school English Language Learners. Moreover, this study will also lend a perspective on how middle school ELLs make sense of their role as beneficiaries of their school’s library services as delivered by their respective school librarians. Finally, these librarian-student perspectives and stories could have implications for how middle school librarians perceive and interpret their district’s acquisitions policy and how they act upon making acquisition decisions that may positively have an effect on their middle school ELL patrons.
1.5 Limitations of the Study

This study does not intend to include all school libraries (K-12) in the Del Sol Independent School District because it would not be feasible to collect data from ninety-four campuses that include thirteen grade levels and more than ninety librarians. The inclusion of all DSISD libraries and their staffs, while interesting, would be beyond reach given the limited time for conducting a study of such magnitude. This study does not intend to include all possible library Spanish resources that can be accessed by English Language Learners. It will not include library resource such as Spanish electronic websites, audiovisual resources such as Spanish audio books, Spanish ebooks, and Spanish videos and DVDs. The information gathered will include only the interview data from the study’s participants: the middle school English Language Learners, their respective campus librarians, and the DSISD library administrator. Most importantly, the scope of the study will involve three middle school librarians one from each of the three middle schools selected for the study and a total of eighteen middle school ELLs: six ELLs from each school (two ELLs from each grade level), and the DSISD library administrator. All study participants will participate in face-to-face interviews.

1.6 Delimitations of the Study

The delimitations of the study encompass the following:

- The study was conducted between May 2012 and June 2012;
- The targeted schools are located in the Del Sol Independent School District (DSISD) in Del Sol, Texas;
- The three targeted middle schools (grades 6, 7, 8) are located in three different areas of the DSISD: South central, Central, and West central;
• Interview participants include three Texas state certified middle school teacher librarians, the DSISD library administrator, and eighteen DSISD middle school Spanish-speaking English Language Learners (IRB Reference # 322735-1).

The next chapter, Chapter 2, includes a literature review. The literature review consists of a brief overview of the history of American libraries and Texas libraries and librarianship as it concerns the delivery of library services. It also includes literature that takes into account library acquisitions policies—how libraries acquire their materials. The acquisitions policies included are from various types of libraries: public schools, private schools, parochial schools, and the Del Sol Community College. The local Del Sol Independent School District will also be reviewed. The American Library Association acquisitions policy will also be examined as well as the guidelines for library services to Spanish-speaking library users.

The literature review chapter will also contain literature that will frame the study. That literature includes Lipsky’s (2010) *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. Other writings that will also support the study’s purpose is Krashen’s (2003) work on second language acquisition and the importance of school libraries (access to books) as they can ameliorate the effects on poverty regarding school attainment and literacy expansion. Additional literature will include studies that focus on the importance of equitable delivery of library services to diverse populations.

Following the literature review, the study’s methodology is discussed. Chapter 3 includes the study’s research design and data collection strategies, the study’s research population, the study’s setting: the Del Sol Independent School District, South Central Middle School, Central Middle School, West Central Middle School, and Library Learning Resources. The chapter also
includes the study’s data collection strategies which include the IRB procedures, the study’s instrumentation—face-to-face interviews, and finally a discussion regarding the study’s validity.

Chapter 4 presents the student data analysis. This chapter includes a brief overview of the study’s data, a brief overview of the student interviews: sites, subjects, instrumentation, and settings. The chapter also includes a detailed and rich description of the study’s participants from each of the three middle schools as well as the data analysis from each middle school. A detailed discussion of the student data findings brings the chapter to a close.

Chapter 5 is a virtual iteration of the previous chapter except that it includes an analysis of the librarians’ data. The chapter begins with an overview of the librarians’ research data followed by an overview of the participant librarians from South Central, Central, and West Central Middle Schools, and Library Learning Resources. The campus librarians’ data analysis follows. This chapter also includes the Del Sol Independent School District’s library administrator data analysis. The chapter concludes with a full discussion of the librarians’ data results.

The final chapter, Chapter 6, will include a discussion of what was learned from the study—the study findings, what the analysis implies for library acquisitions policy and how it affects the delivery of library services to middle school Spanish-speaking English Language Learners in the Del Sol Independent School District. The chapter will conclude by providing possible future opportunities of research and implications regarding how this study adds to the traditional body of scholarship.
CHAPTER 2

LITERATURE REVIEW

In order to determine the possible impact that the Del Sol Independent School District’s library acquisitions policy has on the delivery of library services to DSISD Spanish-speaking middle school English language learners, a review of the literature focuses on strands that will hopefully lend justification to this study.

This chapter will include a review of the literature which proposes to provide a framework and lend credibility to this study. The chapter will begin with a historical framework that includes an overview of American libraries and libraries in Texas, the plight of Mexican American students in American schools, and a brief history of bilingual education in the United States. The historical framework will be followed by a review of literature focusing on Krashen’s (2003) theories on second language acquisition theory and book accessibility and poverty followed by a literature review of delivery of library services to English learners in American libraries. Next, an examination of various acquisitions policies from various American school districts including DSISD’s acquisitions policy will be presented. Then literature focusing on Lipsky’s (2010) Street-Level Bureaucracy: Dilemmas of the Individual in Public Services will lend credence to the possible justification of the school district’s librarians’ delivery of library services to the district’s middle school Spanish-speaking ELLs. Finally, the literature will consider the American Library Association’s guidelines regarding the delivery of library services to Spanish-speaking library patrons.
2.1 Brief Overview of American Libraries

Even though there have been many changes in the status of the public school library, there is little literature that exists that offers much regarding the public school library’s prominence in the bigger landscape of American library history. Even so, literature presents major highlights and landmark dates regarding the development of American public school libraries especially for the twentieth century and beyond. Briefly, by early 1900, many new elementary and secondary schools had agreements with local public libraries to supply independent and extracurricular reading needs of their students (Wiegand, 2007). The National Education Association (NEA) became very active in attempting to have more direct control over school library collections. In the 1920s, the NEA expanded standards for elementary and secondary school libraries (Wiegand, 2007). This action led to the state and local government’s funding school library supervisors, supplying library handbooks, and publishing recommended reading lists. The Depression as well as World War II disrupted the libraries’ growth, but after the war school libraries began to expand their collections of non-print materials transforming libraries to “media centers” or “school library and media centers” (Wiegand, 2007). The Great Society legislation of 1965 included the Elementary and Secondary Education Act (ESEA) which enabled growth in public school libraries: by 1958 there were 40,000 school libraries; by 1985 there were 74,000 school libraries; by 2005 there were 82,000 school libraries (Wiegand, 2007) and by 2012 there were 81,920 school libraries in the United States according to the American Library Association (American Library Association, 1997-2013). An important aspect of public school library history includes the evolution of children’s librarianship. At the turn of the century, men in power had no hesitation in allowing female librarians to employ their “natural”
instincts to choose appropriate books for children (Wiegand, 2007). Elementary and secondary school librarians have through the years lost that authority to choose books and have worked under the “authority” to which they must look for guidance. This authority is the curriculum set and enforced by federal, state, and local officials (Wiegand, 2007). Seemingly, in the last half of the twentieth century, school librarians increased collections and developed a set of service conventions as determined by educational administrators. Thus librarians conceded their own authority and in so doing reduced their status with the educational administrators to whom they reported. In a more positive note, the American Library Association (ALA) adopted a Library Bill of Rights (LBR) in 1939 to promote intellectual freedom and oppose censorship. The LBR is the heart and core of equitable library services (Wiegand, 2007).

2.2 Brief History of School Libraries in Texas

The growth and progress of school libraries in Texas was slow and erratic. Due to the lack of library records that were kept by country and urban school districts, there is no data gathered regarding efforts to set up school libraries. The earliest known data indicate that a New Braunfels school started a library in 1854 (Paris, 2011). Even though the state Constitution of 1845 provided for the establishment of free schools, it was not until the beginning of 1884 that Texas school districts began building permanent schools. The number of school libraries increased after the establishment of the Texas Library Association in 1902 (Paris, 2011). By 1910, school libraries had multiplied to 1,978 according to the Texas Library and Historical Commission (Paris, 2011). This commission later became the Texas State Library and Archives Commission. The early libraries were not supported by state or local funds and various methods of raising funds were used: box and pie suppers, benefit dances, candy sales, and so forth. Due
to the lack of funds, schools depended on support from the local public libraries. Locally, the Del Sol Public Library provided both books and library instruction to the local high school (Paris, 2011). Funding was also met by loans to the schools from the People’s Loan Library at the University of Texas and the “traveling libraries” that were sent from the Texas State Library (Paris, 2011). The significance of school libraries came to the forefront with the establishment of a library section in the Texas State Teachers Association in 1915. During the Great Depression many of the school library services were reduced but the Texas 1939 Works Projects Administration (WPA) allocated workers to school libraries. Higher standards for school library services became a reality after the Gilmer-Aiken Laws of 1949. The Gilmer-Aiken Laws facilitated schools to hire professionally qualified librarians as special-service teachers funded by the state increasing the number of professional school librarians by 1954 (Paris, 2011). During the 1960s Texas school library collections grew to include audio visual materials and equipment (Paris, 2011). School libraries became more pertinent to the curriculum and their perception changed from supplementary to necessary. The following decades have brought added numerous changes to school libraries, e.g., training of certified librarians was advanced to the graduate level in 1979, number of graduate hours increased from eighteen to twenty-one credit hours, new approaches to teaching of school curricula, and the broadening use of technology. Continuing affirmative changes to school libraries as well as a State Department of Education mandate that became effective in 1985 have strengthened the manner in which Texas school libraries serve Texas students (Paris, 2011).
2.3 Overview of Mexican American Students in American Schools

The history of educating Mexican American students has always been an uphill battle. McNeil states in Valenzuela’s *Leaving Children Behind*, that the history of the education for Mexican American students has been a story of struggle (McNeil, 2005). This struggle is not only evident here in our borderland, but in schools throughout the country. Historically, and even now, there is an abundance of research findings regarding grade retention, academic achievement, and dropouts among Mexican American students. Valencia and Villarreal, in *Leaving Children Behind*, claim that the anti-social promotion legislation (Senate Bill 4) which addresses grade retention has adverse impact on the educational progress of minority students (Valencia & Villarreal, 2005). The authors stress the fact that certain demographic characteristics: age, gender, racial/ethnic minorities—particularly African American and Latino, language minorities, and students with low socioeconomic status have higher probabilities of flunking—a euphemism for retention (Valencia & Villarreal, 2005). In addition, Valencia and Villarreal, criticize policy makers’ fondness for “ascribing minorities’ chronically low achievement to individual–level factors such as cognitive ability, motivation, and family background characteristics” (Valencia & Villarreal, 2005, p. 23). Most compelling is the idea that standardized testing in Texas, whether it is the Texas Assessment of Academic Skills (TAAS) or the Texas Assessment of Knowledge and Skills (TAKS), results in turning classrooms into “test-score production mills” (McNeil, 2005, p. 93). Flores and Clark in Valenzuela’s *Leaving Children Behind* offer the opinion that subjecting individuals to high-stakes testing accounts to a denial of equal opportunity and when this denial is based on test scores, “it is nothing more than institutionalized racism and oppression” (Flores & Clark, 2005, p. 243). Furthermore,
McNeil states that when a standardized system by definition omits individuality, the system is therefore “flawed, fraudulent, and harmful to children” and is all the more detrimental to minority children (McNeil, 2005, p. 102). If the system is harmful to children, it is also detrimental to communities.

Immigrant Mexican American students’ backgrounds—their prior levels of former schooling, their parents’ education level or lack of education, and literacy practices that take place in their homes—are often ignored by public schools (Valenzuela, 1999). These students are considered by some to be significantly under-schooled. These students cannot possibly work at age-appropriate levels in required subjects. Moreover, the schools are not equipped with trained staff and appropriate technologies for teaching a wide diversity of students (Valenzuela, 1999). Valenzuela’s, *Subtractive Schooling*, criticizes schools and state education policy as one that is culturally and linguistically subtractive. Instead of fostering the assets that children bring to school, public education in Texas takes away students’ linguistic, cultural, and community-based identities (Valenzuela, 1999). The result of subtractive schooling can result in a damaging personal and academic disengagement.

Historically, the American system of public education has been instrumental in facilitating diverse ethnic children to fully participate in American life. American schools have enabled multitudes of ethnic children to assimilate into the American culture. In general, American schooling did well in fulfilling this immense mission. Unfortunately, American schooling, particularly in the Southwest, has always been a story of struggle for Mexican American students (McNeil, 2005). According to San Miguel, Jr., scholar of American history specializing in Mexican American education, little had been written on the educational past of
Chicanos before 1985 (San Miguel, 1986). Specifically, no book had been published that offered an interpretation of their experiences in school. In San Miguel’s (1986) essay, *Status of Historiography of Chicano Education: A Preliminary Analysis*, he posits that institutionally based historical studies on the schooling of Chicanos have argued that public schools have been exclusionary and discriminatory in nature. Moreover, San Miguel identifies three major policy clusters that reflect the discrimination toward Chicanos (San Miguel, Jr., 1986). The first cluster relates to the enactment of language policies by government and school officials during the 19th and 20th centuries, i.e. English as the language of instruction. The second cluster pertains to administrative practices, e.g. placement of Chicano students in separate schools and classes based on national origin, biased attitudes of Anglo school administrators. The third cluster regarded various types of discriminatory educational practices, e.g. the conscientious underfunding of “Mexican” schools and how these impacted Chicano students (San Miguel, Jr., 1986). Another major argument San Miguel makes is that institutionally-based studies on Chicano education have much to do with the content and curriculum that is utilized to teach Chicano students, e.g. Chicano children have been taught an Anglo-American concept of health, government, and culture and at the same time has tried to do away with the children’s cultural heritage, the Chicano curriculum has been generally non-academic and strongly vocational, and educational outcomes which included patterns of poor school performance reflected in standardized achievement scores in reading, math, and general knowledge (San Miguel, Jr., 1986). Twenty-seven years ago, San Miguel (1986) put forth reflections about past studies that still resonate:
1. Not too much information is given about the origins and development of the Mexican American allegiance to education that is referred to in several studies;

2. Previous studies do not indicate where and how long Mexican Americans attended school. Most studies imply that their attendance was sporadic at best. Newer studies indicate that their schooling was not limited to public school education;

3. Past studies do not indicate what types of schools Chicano students attended nor do they indicate the curriculum content taught;

4. Up until the San Miguel’s article, no studies had provided an evaluation of the influence Mexican American students had on the formation and substance of American public school education;

5. Studies have provided little information regarding the impact that increasing education had on Mexican Americans and their communities (San Miguel, Jr., 1986, pp.535-536).

According to the salient Mexican American Education Study authored by the U.S. Commission on Civil Rights, several factors have contributed to the uphill struggle Chicano students have endured throughout the Southwest for many decades (United States Commission on Civil Rights, 1971-1974). First of all, Mexican American students are culturally and geographically different from all other ethnic groups. Unlike other ethnic groups who traveled great distances to live in America, the earliest Mexican Americans found themselves in the American general public as a conquered people following the war with Mexico in 1848. The latest Mexican emigrants who cross the international boundary rarely find an American society which is not that radically different from theirs (United States Commission on Civil Rights, 1971-
Secondly, the Mexican American shows physical characteristics that distinguishes them from their Anglo counterpart. Thirdly, the Spanish language of the Mexican American has proven to be a barrier that has accentuated the Anglo dominance in American schools. Historically, Mexican American children who used Spanish were punished and had to comply and obey to the “No Spanish” rule (United States Commission on Civil Rights, 1971-1974). The language and culture exclusion in American schools has possibly deepened the resentment suffered by Mexican American children. According to the Mexican American Education Study, Texas led all fifty states in the frequency of the use of the “No Spanish” rule (United States Commission on Civil Rights, 1971-1974). Punitive measures (e.g. detention, charging money for every Spanish word spoken, inordinate amount of additional writing assignments, and even corporal retribution) were undertaken to discourage Mexican American students from speaking Spanish (United States Commission on Civil Rights, 1971-1974). The exclusion of Mexican culture and the Spanish language has been difficult to implement through the decades, specifically, because both were native to this border region (Ciudad San Jacinto and Del Sol) hundreds of years before the arrival of the Anglo. The past discord of cultures in Southwest schools is a perpetual one that has not been reconciled and has been possibly injurious to Mexican American students.

Negatively labeled people, specifically young, culturally different children, are made to feel that everything is wrong with their existence, according to Adichie (2009), Nigerian novelist and informative speaker. In a speech titled, “The Danger of a Single Story” given before a Technology, Entertainment, Design(TED) conference in July, 2009, Adichie passionately speaks about the danger of believing only one story, a single story about unfamiliar peoples and
cultures. It is her ardent belief that a single story creates stereotypes, and that an incomplete story becomes the only story. This “single” story belief enables us to risk losing our sense of understanding and compassion crucial to human growth (Adichie, 2009). On a local context, this idea of the danger of a single story can apply to educators who perceive only a single story of the Mexican American student: the abject immigrant and the vision that it engenders—poor, undocumented, and the incapability of being educated. Perhaps an improved image would be one that is ubiquitous in this borderland: school children who find themselves pledging loyalty to two cultures, two languages, and the invariable struggles they experience seeking identity in this seemingly merging borderland (Rippberger & Staudt, 2003).

If the Del Sol Independent School District librarians are to meet the literacy, literary, and informational needs of the English Language Learners in this district, familiarizing themselves with the long history of the Southwest, particularly the border region would be helpful. A brief look at Del Sol’s past may shed some light on this issue. This borderland is truly an international borderland that is in reality defined and divided by the narrow Rio Grande. This reality of the internationality of the border is clearly felt when “border” issues conflict the borderland. Unfortunately, border issues include the issue surrounding “illegal” immigration. People, new to the borderland, do not understand the symbiotic interaction that has prevailed since the 1800s. This international boundary, perhaps the most intriguing in the world, twists and turns on a southeasterly path starting at the New Mexico state line in Anthony flowing through Del Sol and then south to San Antonio and then down to the north side of Corpus Christie on the Texas Gulf (Sharp, 1998). On the Mexican side, the Río Grande runs south from San Jacinto to the city of Chihuahua from there it meanders through several Mexican states and ends in
Monterrey and Reynosa and empties into the Gulf east of Matamoros (Sharp, 1998). This wide expanse of land has witnessed significant unprecedented historical events, particularly in the Del Sol-Ciudad San Jacinto region. It is also an area that, although located side-by-side, is separated by “profound social, economic, and psychic differences than by physical and political frontier” (Paz, 1979, p. 136). The obvious differences are the usual dichotomies—strengths-weaknesses, wealth-poverty, and supremacy-dependency of a marginalized area. The Del Sol-San Jacinto region witnessed the Mexican Revolution from 1910 to 1917. Even though this was a dangerous time for citizens living on both sides of the border, a sense of tolerance for ethnic and cultural differences permeated the region, perhaps due to the constant exposure of foreign values and attitudes on both sides of the border (Martinez, 1994). Amiable attitudes and tolerance changed after the Immigration Law of 1917 (Romo, 2005). This law required that all immigrants at every point of entry have a passport, pass a literacy test and pay eight dollars a person (Romo, 2005). This law engendered a tremendous amount of political agitation and unrest from the daily borders commuters. The Immigration Law of 1917 changed the border community forever.

The issues and concerns regarding the influx of Mexican documented and undocumented immigrants into the United States, especially entering from Ciudad San Jacinto, has been the bane of the borderland existence. The economic, education, civic, political, legal, and social justice issues all are affected by immigration. Controversial issues that impact a community also impact area schools. The immigration issue has become a very contentious topic in the past few years. It is a “complex issue, and dealing with it is one of the major civil challenges of this decade” (Quesada, 2007, p. 40). With the tremendous increase in immigrants,
both documented and undocumented, and the building of a fence to ward off would-be intruders, the immigration debate stirs deep emotions. This issue spills over to books, news stories, research, daily conversations, albeit contentious ones, and media events. In the world of librarianship it is no different. There is a current divide a “border” in the field of librarianship that involves all librarians whether they work in a school, community college, large university, or city public library (Quesada, 2007). The problem lies with librarians’ struggle to provide or continue to provide adequate library services to Hispanics in the face of anti-immigrant sentiment. In 2007, the state of Georgia’s Gwinnett County Public Library board eliminated its $3,000 annual budget for Spanish fiction books (Quesada, 2007). The director of the library was terminated because her collection development policies were favorable toward the Spanish speaking patrons. These actions were probably due to public sentiment toward the rapid increase of more than a quarter-million undocumented immigrants in five years (Quesada, 2007). An administrative attempt to control a library’s collection development policy that alienates a specific segment of the population renders that library “private” rather than a library for the general public. This type of outcome indirectly threatens information accessibility for citizens and legal residents who speak Spanish.

Another aspect of this immigration issue that affects library services is the argument that by creating bilingual collections, librarians are contributing to a divided America. The divide in this controversy pits the “pluralistic” librarians against the “ethnocentric” librarians. The pluralistic librarians are those who believe that “libraries help maintain our American identity and unity as a nation when they stock books in our common language—standard English” (Stephens, 2007, p. 43). These librarians also have concerns about serving undocumented
immigrants. The ethnocentric librarians believe that libraries should reflect the diversity of community demographic—specifically those of diverse ethnic groups. Ethnocentric librarians are accused of undermining the American democracy that created one nation for all (Stephens, 2007). Pluralistic librarians on the other hand, believe that they have a duty to uphold the American way of life and save their English book collections for Americans in the future (Stephens, 2007). The bottom line is that these issues create difficult challenges that confront librarians. Schon (2006), director of the Barahona Center for the Study of Books in Spanish for Children and Adolescents at California State University, San Marcos, found that “the nation’s largest minority group, Latinos are the most segregated in public schools—often enduring overcrowded classrooms in urban areas where immigrants frequently settle in large numbers” (Schon, 2006, p. 48). These schools tend to have less-qualified teachers and fewer educational resources which include poor library resources. Obviously, academic achievement is hampered when Latino children arrive in schools unable to speak English. Schon believes that there is no doubt that encouraging Latino children to read—in any language—is one of the best ways to enrich their lives as they become aware of their culture and deepen their interest in reading as well (Schon, 2006).

The educational struggle for Mexican American students has been apparent for more than five decades. The struggle lies in the development of effective models for educating English Language Learners (ELLs). Frequently, ELLs are perceived as a “problem” for the school and the obvious method to remediate the situation is to send ELLs to a specialist to be “fixed” (Thomas & Collier, 1997, p. 23). ELLs receive less access to the traditional grade-level curriculum in the remedial program. As expected, the achievement and equity disparity intensifies as
native English speakers leap ahead while ELLs progress at a much slower pace. The most common kinds of American school services that are provided for ELLs are English as a Second Language (ESL) pullout and transitional bilingual education (Thomas & Collier, 1997). Both services are remedial in nature and have been recognized as resulting in inevitable suffering for both participating students and faculty (Thomas & Collier, 1997). The distress and suffering from the social consequences derive from the perception that ELLs are underachievers. Thomas and Collier (1997), leading researchers and writers in bilingual education, ESL, and dual language research, believe that these programs work best when the school community espouses the programs as being innovative enrichment language programs for all students. Thomas and Collier (1997) also believe that when the school community perceives such programs as being academically successful, English learners are truly submerged in the learning process. Moreover, the researchers strongly believe that enrichment programs for ELLs are tremendously effective when they are intellectually demanding and use the students’ linguistic and cultural experiences as a resource for learning (Thomas & Collier, 1997). No matter what these enrichment programs are called: dual language, bilingual immersion, two-way bilingual, or developmental bilingual education, they benefit all students. A history of the development of bilingual education and these enrichment programs must be examined.

2.4 Overview of Bilingual Education in the United States

The 1960s gave rise to educational methodologies developed to remedy the English language deficiency of Mexican American students. Bilingual education was born out of the necessity to teach the massive numbers of Spanish speakers in American public schools. Plainly and simply, bilingual education is the usage of two languages in school. Commonly, “bilingual
education incorporates the practice of teaching non-native English-speaking children in their native language” (Wetig & Brignoni, 2009, p. 29). Bilingual programs born in the 1960s aimed at allowing children to advance in math, science, and social studies as they learned English in a separate class (Wetig & Brignoni, 2009). In the present educational framework, which covers a transformative demographic period, bilingual education is defined as something more detailed. The contemporary bilingual education comprises teaching methodologies in the classroom that utilize the native language of ELLs for daily lesson (Wetig & Brignoni, 2009).

Historically, bilingual education has experienced changes in pedagogical direction as well as in nomenclature. Originally, bilingual education began as two experiments: immersion and two-way immersion. Immersion education became a commitment to bilingual schooling in Canada throughout grades K-12 where students were instructed ninety percent of the school day (grades K-1) in the minority language and ten percent of the day in the majority language (English) (Thomas & Collier, 1997). The early Immersion programs typically emphasized the minority language more than English in the first years and gradually with each consequent grade, more instruction in English is provided until students learn the core curriculum equally using both languages by grades four or five (Thomas & Collier, 1997). Currently, “immersion” typically refers to students receiving “all instruction in the second language, with the exception of language arts in the first language (Leyba, 2005, p. 36). Many programs add the amount of subjects taught in the first language as students progress (Leyba, 2005). The two-way bilingual education was initiated in private schools in the United States in 1963 by Cuban immigrants who lived in Miami, Florida (Thomas & Collier, 1997). The Cuban community, whose goal was to return to Cuba, wanted their children to learn English and still maintain their Spanish. As public
school enrollment dropped, public schools readily developed bilingual classes to draw students back to public education. English-speaking parents began to enroll their monolingual children in the classes; the two-way integrated bilingual schooling became a program model in the United States (Thomas & Collier, 1997). The bilingual classes offered half-day grade-level curriculum in Spanish and the other half in English. The outcome was the 50-50 model of two-way bilingual education (Thomas & Collier, 1997).

The ultimate goal of bilingual enrichment is to bridge the equity gap for a better future for English Language Learners. Research overwhelmingly indicates that proficient bilingual students surpass monolinguals on school tests (Collier, 1995). Students who can successfully cross cultural, socioeconomic, and language barriers can better confront future social issues as well as value others’ knowledge and life experiences (Collier, 1995). The capacity to do so enables them to become more tolerant and respectful in a cross-national perspective. This perspective is very much needed in this borderland of Del Sol and Ciudad San Jacinto.

2.5 Krashen and Second Language Acquisition: L1 and L2 Literacy

Bridging the equity gap for English language learners must be a feasible goal for every school community, especially in border regions like Del Sol, Texas. Bilingual enrichment plays an important role in language and reading development for minority-language children. Krashen, linguist and bilingual education researcher and activist, is not only a fervent advocate of bilingual education, but is a prolific contributor to the fields of second language acquisition and reading. According to Krashen (2003), reading can perform three major roles in language development for ELLs:

1. Developing literacy in the primary language facilitates English literacy;
2. Proficiency in English reading leads to free voluntary reading in English which is an obvious path to English literacy and the development of academic English;

3. Reading in the primary language (once English is attained) should continue, as it is an important means in developing advanced proficiency in the heritage language (Krashen, 2003, p. 55).

Krashen (2003) is a life-long proponent of the theory that states that first language reading facilitates learning to read in a second language. The argument that favors this proposition is tri-fold:

1. One learns to read by reading—understanding what is on the page;
2. The text is easier to understand in a language one already knows;
3. Once one can read, this reading aptitude transfers across languages (Krashen, 2003, p 55-56).

Support for this theory is drawn from several correlational studies that indicate a clear connection between reading in primary/heritage and second language, i.e. L1 and L2. The studies indicate that children who read better in their primary language are also apt to read better in English (Escamilla, 1987; Saville-Troike, 1984; Tregar & Wong, 1984; Cummins, Swain, Nakajima, Handscombe, Green, Tran, 1984; Gonzáles, 1989; García-Vásquez, Vásquez, López, & Ward, 1997; and Cobo-Lewis, Eilers, Pearson, & Umbel, 2002). Other second language studies, e.g. correlational, in-school free reading, self-selected reading, and case histories have indicated that there is overwhelming evidence that reading in a second language, particularly free reading, also known as pleasure reading “makes a powerful contribution to the development of academic proficiency in a second language” (Krashen, 2003, p. 62). Reading in a
second language contributes to first-language reading and heritage-language proficiency as indicated in the following studies: (Tse, 1998; Krashen, Tse, & McQuillan, 1998; Cho & Krashen, 2000; Tse, 2001; Kondo, 1998; McQuillan & Rodrigo, 1998; Schon, Hopkins, and Vojir (1984). These studies clearly support Krashen’s (2003) argument that there is good evidence and support for his three roles for reading and language acquisition theory.

**2.6 Book Accessibility and Poverty**

As can be demonstrated from the in-school free reading and the self-selected reading studies, when English language learners read, it has an affirmative impact on literary development. However, a major problem ELLs encounter is a lack of confidence in accessing books to read (Ramos & Krashen, 1998). This is a very severe barrier since the crucial factor in encouraging reading is access to reading materials, i.e. books (Ramos & Krashen, 1998). Another problem facing ELLs in high-poverty areas is that there is little to read outside the school, particularly print resources in the heritage language (Neuman & Celano, 2012). In disadvantaged communities, the role of literacy in particular, can play a very significant part in giving low-income students a fighting chance (Neuman & Celano, 2012). It is disheartening to know that the average American family spends $118 a year on reading materials and the average Hispanic family living in high-poverty areas spends even less on reading materials (Visual Economics, 2010).

Since school libraries are the sole sources of reading materials for many children, it is of great concern that school libraries are inadequate in housing needed reading materials, especially when poor students have even less access to books at home (Allington, Guice, Baker, Michaelson, & Li, 1995; Pucci, 1994; Pucci & Ulanoff, 1996). There have been a number of
publications that indicate that school libraries are inadequate in meeting the needs of their student readers, specifically their low-income students. If students are to read extensively and expansively, schools should provide children access to books. It makes sense that if children are exposed to reading materials by merely experiencing physical immediacy, they will engage in a reading activity to some extent. A study to determine a pattern of access was conducted in a total of twelve elementary schools in five school districts that serve low-income students (Allington, Guice, Baker, Michaelson, & Li, 1995). Six schools were high poverty schools and six served few poor students. The results indicated that the high poverty schools provided children with significantly less opportunities to visit the school library. These same high poverty schools set greater restrictions (book lending policies) in access to books than in those schools with less poor students. The unfortunate end result is that students from poor families have limited access to books at home and at school. Just as dismal is the exceptionally gloomy situation with respect to books written in Spanish (Pucci, 1994). According to a 1996 published report, there was a lack of books in the primary language in many school libraries in the greater Los Angeles area whose Spanish-speaking populations were 90% or more (Pucci & Ulanoff, 1996).

There have been numerous studies that indicate that poverty impacts children’s school performance in a negative manner (Krashen, 2011). According to Krashen (2011), limited access to books in the home has not improved since the 1990s. Four studies that were conducted between 2008 and 2010 indicate that increasing the access to books not only helps students, but it also eases the effects on poverty on school attainment and literacy expansion (Krashen, 2011). Two studies, one conducted by Achterman (2008) and another by Krashen (2010) suggest that access to books in libraries can also lessen the effects of low socioeconomic
status. According to the Achterman (2008) study, the strongest predictor of English language arts tests scores in the fourth grade was the impact of social class (Krashen, 2011). Not surprisingly, the strongest predictor in higher grades (grades 8 and 11) was the contribution of the library (Krashen, 2011). Another study conducted by Evans, Kelley, Sikora, and Treiman (2010), involved 70,000 fifteen-year-olds in twenty-seven countries (Krashen, 2011). This study found that “the effects of books in the home was about the same as the effect of parental education, twice as strong as the effect of father’s occupation and stronger than the effect of standard of living, as measured by the GDP, or gross national product” (Krashen, 2011, p. 18). Schubert and Becker’s study also conducted in 2010, involved 2,810 children in Germany and concluded that the number of books in the home was a strong predictor of reading achievement as socioeconomic status (SES) (Krashen, 2011). A study conducted in 2010 by Krashen, Lee, and McQuillan suggested that access to books in libraries mitigates the effects of SES (Krashen, 2011). Specifically, this study utilized test results from the PIRLS organization (Progress in International Reading Literacy Study). The PIRLS is administered to fourth graders in many countries every few years (Krashen, 2011). Krashen, Lee, and McQuillan analyzed the 2006 results from many countries. The focus was to examine the impact of various factors believed to be related to the fourth graders’ reading achievement (Krashen, 2011). Similar to the 2008 Achterman study, the PIRLS study concluded that the library was a strong predictor of reading achievement, nearly as strong as SES (Krashen, 2011). These four studies concluded that “predictors related to access to reading material are strong and consistent predictors of reading test scores” (Krashen, 2011, p. 20). These studies also validate that children who come
from poor homes and who have modest access to books either at home or in their community, have the school library as their only access to books.

The Mexican American student not only struggles with bridging the equity gap in the classroom but likewise experiences an uphill battle in the school library. A possible gap exists between the obvious reality of minimal Spanish collections in the Del Sol Independent School District school libraries and the universal doctrine of librarianship which is to strive to establish and provide quality services for their community patrons, namely students in the school community. Consequently, the status of children’s library services for minority children is of crucial benefit especially here in the city of Del Sol and in the DSISD where the Hispanic population is over eighty percent. As the demographics in the United States reflect an ever-growing Hispanic population, it is of utmost importance that this growth mirrors a growing concern and interest in the education of America’s largest ethnic minority—Hispanics. Therefore, the DSISD and its administrators need to seriously examine current issues and trends as well as the status of school library services as they pertain to English Language Learners in the largest school district in the city of Del Sol.

2.7 Delivery of Library Services in American Libraries

Historically, children’s librarians in the United States have advocated providing and promoting quality resources and services for their young patrons for over one hundred years. Likewise, the American Library Association (ALA) has been a forerunner in sponsoring and partnering with many projects to fulfill that goal. The U. S. Commission on Libraries and Information Science (NCLIS) has even implemented a resolution acknowledging the vital role libraries have in American children and youth (Immroth, 2000). In essence the resolution urges
society to utilize the enormous potential of American libraries in supporting and encouraging librarians’ abilities and efforts in assisting children and youth in successful and wise use of information (Immroth, 2000).

Traditionally, librarians have been the forerunners in promoting literacy and the love of books and reading to its young patronage. School librarians have likewise promoted literacy and the love of books and have gone beyond that realm by making certain that children are given opportunities to succeed in school and become lifelong learners. As the demographics for Hispanics continue to grow, library services must also change with Hispanics’ growing demands for equitable resources and materials, i.e. Spanish books. Librarians who serve this particular population should be more aware and informed in endorsing and in making available resources and services specifically targeted for these patrons. Providing expanded services and resources to English Language Learners has an incredible impact on the future of the United States. These ELLs will share in the success of this country in various viewpoints: education, business, health, politics, military, and social justice. Within the local context, DSISD school librarians should also heed the call for improved and expanded library services for their English Language Learner patronage. The success of Hispanic youth is becoming increasingly important locally, nationally, and globally.

“For more than two centuries, libraries have served schools, colleges, and communities by preparing and promoting informed citizenry and offering safe places for deliberation and exchange of a wide spectrum of ideas” (Kranich, 2006, p. 1). Libraries truly follow a community-based mission that benefits all its community members. School librarians ensure a wide diversity of resources to teach children about their information rights under the First
Amendment, copyright laws, and privacy protections (Kranich, 2006). They collaborate with teachers, public and academic librarians, and community groups in order to improve the curriculum and student learning. School librarians also teach children skills needed to find, evaluate, and use information effectively and responsibly (Kranich, 2006). In this era where we are literally bombarded every second with both useful and useless information, students need sophisticated information literacy skills to live, learn, and work in this digital age and likewise carry out the daily activities of citizens in a democratic society. It is therefore, heartrending that although numerous library studies have been conducted over the years, they mostly focus on circulation, management, funding, and policy issues. Few of these studies focus on collection development, specifically collections for Spanish speakers and readers.

An exploratory study conducted by Driver and Wall (2007) focused on delivery of library services to Spanish speakers in public libraries in the state of Kentucky. Although this study gave great insight as to current practices that validate the need for library services to Spanish speakers, it was conducted in a public library, not a public school library. Another recent study conducted by Adkins and Bala (2004) in Dunklin County, Missouri which has an ever-increasing population of migrant workers, indicated that a need to validate the legitimacy for both dominant and vernacular literacies are required in order to have truly equitable library services for Spanish speaking public library patrons. Again, this study is important in that it advances the ideal of true equitable library services for the Spanish speaking; it also focuses on public library services. Another study conducted by Whitmire (2003) explored differences in the academic library use of several ethnicities—Asian American, African American, Latino, and Native American undergraduates (Whitmire, 2003). Although this was an important study dealing with
library services for a wide range of ethnicities, it spotlights academic libraries, not public school libraries. A study conducted by Love (2009) indicated that partnerships between the academic library and Minority Student Affairs programs can produce effective results for minority students (Love, 2009). This was an additional study that focused on academic library services. A study conducted by Solis and Dabbour (2006) describes how an academic library’s grant money contributes to Latino success by strengthening collections. This is yet another example of how academic libraries engender Latino student success. Results of a study conducted by Haras, López, and Ferry (2008) suggest that K-13 library use and information literacy development are correlated. Although this study’s focal point was public school libraries, it mainly dealt with the correlation between library use and information literacy—not on delivery of service to English language learners. Although worth noting, the following study reveals the contradiction in providing library services, i.e., information needs to minority groups. A study conducted in the Spanish speaking community of Pasco, Washington by Herring (2005) indicated that the Pasco library provided for the information needs of Spanish speaking patrons in this area. But, the study’s survey documents reveal a considerable level of library underuse by Latino residents. Library administrators are at times conflicted when addressing issues concerning Spanish collection development—if Spanish collections are increased, will the Spanish speaking community make use of the library services?

As previously mentioned, Driver & Wall’s (2207) library study was conducted in Kentucky and included public libraries. In Kentucky, the Hispanic population has been steadily increasing due to the migration of Spanish speaking farm workers (Driver & Wall, 2007). Their figures from 2005 indicate that Hispanic population was at 74,613—ranking the eighth in
growth in the United States (Driver & Wall, 2007). The number of “unauthorized residents” was estimated at 15,000 (Driver & Wall, 2007). This increase of the Hispanic population created considerations and challenges for the public libraries in Kentucky. The purpose of this study was to collect information from public libraries in Kentucky regarding their services, programs, and experiences with the Spanish-speaking population in their service areas. The sample included 195 public libraries and surveys were mailed to the contact person listed for each library (Driver & Wall, 2007). Only eighty-three surveys were returned (Driver & Wall, 2007). There were some limitations to the study, but it did meet its purpose in obtaining data and opinions about library services to Spanish-speaking patrons (Driver & Wall, 2007).

Previously mentioned, several recent studies explore and investigate the delivery of library services to Hispanic patrons: (Driver & Wall, 2007; Whitmire, 2003; Love, 2009; Solis & Dabbour, 2006; Haras, Lopez, & Ferry, 2008; Herring, 2005; and Adkins & Bala, 2004). However, these studies have focused primarily on the delivery of library services in American public libraries as well as in academic libraries, not in the delivery of library services in public schools. There have also been many journal articles as well as books that present and identify the library and information needs of Hispanic youths as well as the delivery of library services in school and public libraries. Allen’s (1988) journal article, “Library Services for Hispanic Youth” commends early literature—books, articles, government reports, and essays that have broadened one’s recognition and acknowledgment of library services to Hispanics. The studies indicate the importance of how library services to higher education Latino students and public library Spanish-speaking patrons are benefitted by the library services. Nevertheless, studies that focus on the delivery of school library services to ELL’s, specifically middle school students
are unmistakably few. Moreover, studies that have included school library services have been lacking in addressing the special needs of English Language Learners’ literacy, literary, and information needs. Perusing current publications and even keynote addresses by nationally-known authors/speakers fail to mention the important role of public school libraries regarding the delivery of library services to economically disadvantaged and possibly underserved English Language Learners, specifically in the state of Texas. Case in point is Intercultural Development Research Association (IDRA) president and CEO, Dr. María “Cuca” Robledo Montecel, who vehemently supports IDRA’s Quality Schools Action Framework to be utilized as a guide to work in educational reform (Montecel, 2011). The framework does not mention how public school libraries impact ELLs as they acquire critical literacy skills. Moreover, her keynote addresses to numerous professional associations, e.g. Texas Association of Chicanos in Higher Education (TACHE) refer to the twenty-five common characteristics of successful schools with no mention of library services to English Language Learners or the importance of library collections that are accessible to this growing group of students in the state of Texas (Montecel, 2011).

A study that is quite positive in its scope was one conducted by the American Library Association in 2007. The study was financed by the 2006 World Book Goal Award and was given support by the ALA office for Research and Statistics (American Library Association, 2008). The purpose of the study was “to develop an accurate baseline distribution of linguistically isolated areas in the United States relative to public library location” (American Library Association, 2008). The number of public libraries participating in the study was 672 in forty-one states. Of the 672 libraries, 586 surveys were returned and utilized. Of the 586 libraries, 480 (82%) were
in agreement that they served a linguistically isolated market (American Library Association, 2008). The major findings comprise the following:

- Spanish is the most championed non-English language in public libraries and it is the prioritized language to which the libraries develop services and programs;
- Most of the libraries that serve non-English patrons are smaller communities (fewer than 100,000 residents). Almost fifty-five percent of the residents traveled one to three miles to get to the libraries;
- Obstacles to library participation by the non-English speakers include literacy, reading and library habits, and not knowing what services are offered by the library. The obstacles were identified by the participant librarians;
- The most successful library programs and services that were expanded for non-English library patrons were English as a Second Language (ESL), language-specific collections and materials, usage of computers and computer classes, story time and special programs (American Library Association, 2008).

This study serves as testimony that libraries need to change to better serve all their community patrons. It can also serve as a tribute to librarians who make decisions to provide specific library materials and services to better serve their non-English speaking patrons. This study also serves as evidence that diligent study and exploration can bring about changes that affect all library patrons in a positive manner, specifically in communities that serve large numbers of Spanish speakers and readers. Although the study was quite compelling in its scope, it focused on the services delivered to non-English speaking patrons in public libraries. It is crucial that there are studies that indicate that there is a need for improved library services for
Studies such as this one greatly benefit librarians nationwide, but particularly here in the city of Del Sol. The studies involving school libraries should be conducted with more frequency and urgency. Studies are needed to identify strengths and weaknesses in current school library collections and to draw from these studies ideas and suggestions for future collection development.

Although influential and powerful, these published studies and articles have not examined the delivery of library services for middle school students in public schools, specifically the information needs of Spanish-speaking English Language Learners who attend the Del Sol Independent School District middle schools. This study would be unique in that it would be the first one of its kind to investigate current delivery of library services to middle school Spanish-speaking ELLs in this borderland. Moreover, while there is published information on programs in many other parts of the United States on how to provide services and programs for the Spanish-speaking population, there are few published articles on Spanish-serving library services in the Southwest, namely, the city of Del Sol. Hence, this study would help in establishing a niche for this research that is apparently deficient.

The delivery of library services to all library patrons has much to do with how librarians expend their materials budget when making collection development decisions. After all, library patrons peruse and check out books that are available on the library bookshelves. Many schools are facing financial constraints and school librarians face a good deal of inquiry by school and district administrators concerning their library acquisitions. Many educational institutions follow acquisitions guidelines better known as acquisitions policy. The policy enumerates book selection criteria. The criteria ostensibly enable the librarian to justify her/his decisions
concerning the library’s acquisitions. In order to examine the Del Sol Independent School District school libraries acquisitions policy, a number of school acquisitions policies were considered. The following section briefly describes several operational school acquisitions policies that will lend assistance in comprehending the DSISD library acquisitions policy.

2.8 School Library Acquisitions Policy

The goal of the library acquisition policy, also known as selection policy, is to assist as a reference for librarians to follow when making acquisition decisions for the library collection (Hutchinson, 2002). The acquisitions policy is utilized for all library collections—print, non-print materials, and electronic resources. The primary mission of the acquisitions policy is to make sure that the library resources support the needs of its patrons whether those resources are educational (usually for schools), or informational purposes (generally for public and special libraries) (Hutchinson, 2002). “A selection policy should be in place at the district level for all schools and school libraries” (Hutchinson, 2002, p. 54). The acquisitions policy for schools ensures that the policy supports the curriculum and maintains a balanced and timely collection.

The main responsibility for the selection of school library resources lies with the head teacher-librarian or teacher-librarians under the guidance of the head teacher-librarian (Hutchinson, 2002). The teacher-librarian is usually the person in charge of the selection process since he/she is the one educated and trained in collection development (Hutchinson, 2002). The teacher-librarian also is familiar with the publishers and authors, knows the school’s curriculum, and the students’ and teachers’ needs. The librarian also knows how to order library materials and how to make them available in the most useful manner (Hutchinson, 2002). The acquisition procedure can be a cooperative one that includes faculty, library staff, students, and
administrators. The standard guidelines for selection vary depending on each individual library although the library recognizes the developing nature of information technologies and is responsive to all new formats that support the mission of the school library (Hutchinson, 2002).

The American Library Association (ALA) has specific criteria that are used as guides for the selection of library materials in schools. The criteria (American Library Association, 1997-2013, p. 3) include the following:

- “Educational importance;
- Contribution the subject matter makes to the curriculum and to the interests of the students;
- Favorable reviews found in standard selection sources;
- Favorable recommendations based on preview and examination of materials by professional personnel;
- Reputation and significance of the author, producer, and publisher;
- Validity, currency, and appropriateness of material;
- Contribution the material makes to breadth of representative viewpoints on controversial issues;
- High degree of potential user appeal;
- High artistic quality and/or literary style;
- Quality and variety of format;
- Value commensurate with cost and/or need;
- Timeliness or permanence;
- Integrity” (American Library Association, 1997-2013, p. 3).
More common criteria for selection evaluation includes reviews from authoritative sources, recommendations from faculty, students, staff, and administration, relevance to the curriculum, replacement for weeded or withdrawn library materials, availability of resources, degree of interest for faculty and students, and cost (American Library Association, 1997-2013, p. 3).

In order to understand how acquisitions policies are utilized in other libraries, several acquisitions policies were randomly selected and considered from an online database that listed libraries’ acquisitions policies. Five school acquisitions policies were examined: two parochial schools—The Jewish Day School in Seattle Washington and the Owensboro Catholic Schools in Owensboro, Kentucky and three public schools—Westwood Elementary School in Fairview, Tennessee, The Brearley School in New York City, and the University Laboratory High School in Urbana, Illinois.

The Jewish Day School’s selection policy was almost identical to those of the American Library Association except that it added elements that would ensure a strong contribution of Judaic and Hebrew curriculum to the library collection (The Jewish Day School, 1990). The Owensboro Catholic Schools’ library purchases library materials based on the following criteria: “authority, scope, format and technical quality, authenticity, treatment and arrangement, aesthetic considerations, price, special features, and general suitability and age appropriateness” (Owensboro Catholic Schools, 2007, p. 2). Interestingly, the selection policy did not include criteria that reflected Catholic teachings or Catholic catechism.

The public school libraries included common selection criteria very similar to that of the American Library Association, e.g., authorship authority, timeliness of materials, and curriculum
relevance. It is curious though; the Brearley School did not list curriculum relevance as a criterion for selection in light of the fact that curriculum is a principal selection category in school library selection policy (The Brearley School Library, 2011). Also, the Brearley collection development policy was the lengthiest and most detailed of all the school policies reviewed. It was eighteen pages long. Of the public library selection policies reviewed, only the Westwood Elementary School criteria listed “cost” as important (Westwood Elementary, n.d.). The policy also considered user aids in books such as bibliography, glossary, and index as very important (Westwood Elementary, n.d.). The University Laboratory High School selection policy was very different than the other policies in that it included criteria that would ensure that library materials support the emotional and recreational needs of the users and stressed that materials represent differing viewpoints of controversial issues to enable users to search their own beliefs, attitudes, and behavior and to make smart decisions in their everyday lives (University Laboratory High School, 2012). These last two criteria of the selection policy give a sense of inclusiveness and universality to the policy.

Other acquisitions documents that were examined include state guidelines and standards for library acquisitions in Missouri and Texas. The state of Missouri’s standards for Missouri School Library Media Centers surprisingly contains one brief paragraph from a forty-six page manual (Missouri Department of Elementary and Secondary Education, 2008). The manual contains twenty-seven pages filled with tables that indicate the number of reference, nonfiction, fiction, print magazines, and visuals in all the public school libraries (Missouri Department of Elementary and Secondary Education, 2008). The brief paragraph (five sentences) concerning acquisitions policy is titled “Selection Tools” and basically states that
materials added to the collection must have positive reviews and/or are previewed when possible (Missouri Department of Elementary and Secondary Education, 2008). The selection tools included are common professional journals which include current book and media reviews (Missouri Department of Elementary and Secondary Education, 2008). The selection criteria also include age and grade appropriate materials and that selection tools within the district is encouraged (Missouri Department of Elementary and Secondary Education, 2008).

The Texas State Library and Archives Commission likewise has a very small mention regarding the state’s standards and guidelines for library acquisitions. Basically, the commission expects Texas libraries to offer a current balance of print, multimedia, and electronic resources that are selected “according to district and board approved selection policies” (Texas State Library and Archives Commission & State Board of Education, 2011b, para. 1). It also states that the librarian should develop and maintain a balanced collection based on curriculum and user needs and offer access to resources via the internet (Texas State Library and Archives Commission & State Board of Education, 2011b). Provisions for access to information outside the campus via inter-library loans, telecommunications and technology are also included (Texas State Library and Archives Commission & State Board of Education, 2011b). The library collection standards and guidelines mostly specifies ranges for the size of the school library collections for the different categories of materials, e.g, collection of books—9,000 to 12,000; subscriptions for elementary schools—20 to 45, middle schools—40 to 125, high schools 45-150, size of databases, periodical databases, full-text news databases, and news sources—local, state, and national (one each) per school (Texas State Library and Archives Commission & State Board of Education, 2011b). The Texas State Library and Archives Commission’s school library programs standard and guidelines
is basically used as a model that allows Texas school districts to develop their own acquisitions policy.

The choice to examine a community college—the Del Sol Community College (DSCC), acquisitions policy together with public and parochial school libraries is due to the fact that the Del Sol Independent School District libraries have access to the DSCC library collection via internet. Middle school and high school students are able to access and peruse the DSCC online catalog. This resource is an important one because students have access to resources such as online databases, e-book collection, internet websites selected by librarians, and citation help and tutorials.

The Del Sol Community College general collection development policy stresses that the final authority for materials selection lies with the head librarian at each campus library (Del School Community College, n.d.). Furthermore, it states that materials selection is a shared responsibility of the public services librarians and faculty at each campus (Del School Community College, n.d.). Some of the criteria for selection include: importance of subject matter to the college curriculum, size and appropriateness of current collection in specific subject field, precision of information, possible use of the library materials by students, staff, and faculty, students’ reading and interest levels, contemporary works, significance of author, reliability of publisher or producer, format (print, non-print), price, availability of shelf and storage space, and maintenance requirements (Del School Community College, n.d.). This policy is different from the other selection policies examined due to the fact that the user needs at a community college are different from those of the kindergarten through high school libraries.
The Del Sol Independent School District policy was also considered. This acquisitions policy combines library acquisitions and supplemental classroom materials as one body. The policy mentions that “acquisitions and supplemental materials for classroom use, professional staff will ensure that materials selected:

- Support and are consistent with the general educational goals of the state and district;
- Meet the high standards in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance;
- Are appropriate for the subject and for the age, ability level, learning style, and social and emotional development of the students for whom they are selected;
- Are designed to create an environment that results in students examining their own attitudes and behavior, understanding their rights, duties, and responsibilities as citizens, and making informed judgments in their daily lives” (Del Sol Independent School District, 2012, p. 2).

The district librarians’ Policy and Procedures Manual is issued to every district school librarian to be shelved in the library office and referred to as needed when making acquisition decisions. As librarians consider acquiring library materials, they are advised to utilize selection tools for this process. Tools include maintaining a “file” of recommended materials for purchase is strongly suggested. The file should be current and revising should be continuous throughout the year as necessary. The manual states that the file should be kept in the vendor’s electronic file to ensure ease of ordering. “Since complete reviews are included on the vendor website, librarians should read the entire review and ascertain if items would meet collection needs”
It should be noted that the policy states “collection needs”—not “student needs.”

As can be ascertained, most of the library acquisition policies that were looked at share common selection criteria with the American Library Association. Seemingly, the ALA selection criteria are possibly perceived as an archetypal library acquisitions model. Interestingly, after perusing the different library acquisitions policies, consideration for acquiring materials that meet the needs of diverse student populations was lacking. Ostensibly, there is no uniform support to develop diverse library collections in these acquisitions policies at a time when the Hispanic population is growing and is presently the largest ethnic minority group in the United States (U.S. Census Bureau, 2013).

2.9 ALA Guidelines for Library Services to Spanish-Speaking Library Users

The Del Sol Independent School District plays a vital role as a dominant education provider for thousands of children in our city. As a leader in education for a vast student population, DSISD is often seen as having ultimate authority in what and how it bestows knowledge to its enrolled masses. DSISD, as well as all school districts in Texas, is guided and monitored in activities and programs related to public education by the Texas Education Association. TEA’s mission is “to provide leadership, guidance, and resources to help schools meet the educational needs of all students” (Texas Education Agency, 2007-2012, p. 1). School libraries therefore fall under this “umbrella” and additionally follow Administrative Code for School Library Programs as mentioned previously. Moreover, school librarians are additionally guided by the American Library Association (ALA), “the world’s oldest and largest library association in the world, providing association information, news, events, and advocacy
resources for members, librarians, and library users” (American Library Association, 1997-2013, p. 1). DSISD librarians are therefore fortunate in following the leadership of two invaluable institutions.

Building on the assets that English Language Learners bring to school also applies to what they bring to their school library. The American Library Association’s position on library Spanish collections is clear: “Spanish-speaking communities in the United States have varying language skills and competencies in English and Spanish. The members of these communities have diverse needs and are entitled to access materials that meet those needs” (American Library Association, 2010, p. 2). The “Guidelines for Library Services to Spanish-Speaking Library Users” were approved by the Research and User Services Association (RUSA), a division of ALA (American Library Association, 2010). REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish Speaking was also instrumental in the creation of the guidelines (American Library Association, 2010). The guidelines were designed to aid librarians in the development of library and information services regarding the target population—Spanish speakers. ALA’s Guidelines for Library Services to Spanish-Speaking Library Users details not only a specificity as far as collection and selection of materials, but it also outlines use of vendors in acquiring Spanish-language items, ways to promote support for the Spanish language collection, evaluation of the Spanish language collection, support for programs, services, and community relations that support bilingual and Spanish services, outreach services, intercultural understanding, personnel issues such as staff development, facilities issues such as signage, collection placement, and access to the Spanish collection through distribution of library brochures, library maps, and guides on how to use the library
It only makes sense that the students who have diverse needs are entitled to access materials diverse enough to meet those needs. Equally important is REFORMA’s stance on Spanish literate library patrons. REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish Speaking, is an affiliate of ALA, and its mission is to promote library and information services to Latinos and Spanish speakers (REFORMA: The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking, n.d.). REFORMA is totally committed to the improvement of the full spectrum of library and information services e.g. collection and selection of Spanish and bilingual (Spanish/English) materials, bibliographic access, use of vendors in acquiring Spanish language books, outreach services, Spanish signage, collection placement, and bibliographic instruction for approximately 46.9 million (as of July 2008) Spanish-speaking and Latino people in the United States (American Library Association, 2010). Moreover, REFORMA actively seeks development of library collections to include Spanish language and Latino oriented materials as well as supports librarians seeking to enhance the services and programs that meet the needs of the Latino and Spanish-speaking community at the national, state, and local levels. It also strives to be at the forefront of the effort to educate the general public about the communities librarians serve and to advocate for and seek to protect Hispanic’s rights to decent library service (REFORMA: National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking, 2008).

2.10 Librarians as “Street-Level Bureaucrats”

The commendable efforts on the part of REFORMA assist in bringing awareness to American libraries and their respective librarians of the increasing need to provide non-English
patrons, particularly Spanish speakers, with fundamental library services. Once library acquisitions policies that include services to diverse populations are employed, it is the responsibility of the librarian to adhere to the policy and make equitable and unbiased acquisition decisions. Because librarians work in the front-line of public service delivery, they have broad discretion over the dispensation of benefits of public authorization. Simply stated, librarians have the upper hand when it comes to selecting, ordering, and purchasing library materials for their library patrons.

In his seminal book, Street-Level Bureaucracy: Dilemmas of the Individual in Public Services, Lipsky examines the crucial role that street-level Bureaucrats have as policy makers and/or policy implementers. Lipsky believes that street-level Bureaucrats are people who work in public service such as teachers, police, workers in the welfare department, lower courts, legal services offices, and other agencies, to name a few (Lipsky, 2010). Lipsky, refers to these “Bureaucrats” as having street-level authority, implying that they have a distance from the center where the authority resides i.e., Bureaucrats who set the rules and structures of authority (Lipsky, 2010). Furthermore, Lipsky states that street-level Bureaucrats should respond to the individual needs of the people they serve, but most invariably, they deal with clients/patrons collectively and in fact the street-level Bureaucrats can deeply influence the outcomes of their efforts as they improvise or attempt to interpret receptiveness to the individual case (Lipsky, 2010). Lipsky believes that acting as street-level Bureaucrats, workers can be choosy when they want to control the work situation, i.e. they can be selective in deciding who can be clients and decide how they want to dispense resources and also be discerning when making decisions about doling out resources (Lipsky, 2010). In his book, Lipsky
also states that street-Level Bureaucrats have the ability to interpret program goals and policies and can also change, accommodate, or manipulate policy to perform their jobs. He adds that the street-level Bureaucrats have expansive discretionary and interpretive powers that they posses when making choices and making decisions regarding the deliverance of services (Lipsky, 2010). Street-level Bureaucrats ultimately execute policies as they see fit in order to make sure that the organizational goals are attained (Lipsky, 2010).

Lipsky’s examination of public servants as street-level Bureaucrats evokes familiar parallels to the librarians’ autonomy from administrative control and how they behave under the conditions of their work. School librarians are much like street-level Bureaucrats for a variety of reasons:

- Librarians work in public service.
- Librarians are policy implementers.
- Librarians respond to patrons collectively.
- Librarians can be selective when making decisions regarding who can be “clients” and decide how and to whom they dispense resources.
- Librarians have the ability to interpret policy.
- Librarians have the ability to change policy to accommodate their job performance.
- Librarians have broad discretionary and interpretive powers when making choices regarding the deliverance of services.
- Librarians execute policies as they deem appropriate in order to attain the mission of the library.
Seeing how street-level bureaucracy operates, it is apparent that school librarians are central to the delivery of library services as they are the ones who interpret and make decisions concerning library acquisitions policy. Ostensibly school library acquisitions policy can have an explicit and implicit impact on the delivery of library services in public school libraries.

The purpose of this study was to answer the research questions which deal with how the school district acquisitions policy affects the delivery of library services to English Language Learners. From a librarian’s perspective, these two issues presented very interesting concerns to examine. The first two research questions of the study are significant and need to be examined and explored to determine if less than equitable library services to Spanish-speaking English Language Learners in the three study middle school libraries is a reality. When middle school students, (ELLs included) are taken to the library as a class or they go to the library on their own, they will invariably select books that are on the bookshelves. When the library collection includes books written in Spanish that are low in numbers and limited in selection, ELLs may have limited access to reading materials. Many ELLs, specifically the ones included in this study, live in disadvantaged neighborhoods. The library books in their school library may be the only ones they may have access to for recreational reading. As previously indicated, the ELLs included in this study come from mostly disadvantaged homes. Studies indicate that having limited access to books either at home or in school libraries is directly tied to poverty (Neuman & Celano, 2012). Children living in poverty invariably attend schools that inadequately support the school libraries (Neuman & Celano, 2001). Neuman and Celano (2001) found that these children living in poverty do not have much contact with books at home and the lack of access is more notable in their communities—public libraries and bookstores. Not having access
to books due to poverty widens not only the access gap to books but also the inequitable access to information (Celano and Neuman, 2012). These gaps may inexorably widen an “achievement gap” between high and low-income families (Krashen, 2011, p. 17). An important aspect of examining and exploring issues such as limited library materials and services to ELLs serves an important purpose: to gather and analyze the data in order to answer the first two research questions. It is crucial that there are studies that indicate that there is a need for improved library services for non-English speakers. Studies such as this one can possibly benefit librarians nationwide, but particularly here in the city of Del Sol. The studies involving school libraries should be conducted with more frequency and urgency. Studies are needed to identify strengths and weaknesses in current school library collection acquisition practices and to draw from these studies ideas and suggestions for future collection development as they may possibly improve the delivery of library services.
CHAPTER 3

METHODOLOGY

This study took into consideration how local district library acquisitions policy affects the delivery of library service to Spanish speaking middle school English Language Learners (ELLs). The intent was to write a narrative about how Spanish-speaking ELLs perceive library services in their respective middle school libraries as interpreted through the lens of a teacher/librarian. The work also endeavored to analyze library acquisitions policies at various academic settings with the purpose of providing clarity when dealing with issues and activities that are critical to meeting the library needs of Spanish-speaking English Language Learners. The methodology utilized to guide the research will be presented in this chapter as well as research design and data collection strategies, research population, research setting, research instrumentation (face-to-face interviews), validity of the study, and delimitations of the study.

3.1 Research Design and Data Collection Strategies

This study was guided by a qualitative design relying heavily on interviews in multiple settings. By utilizing qualitative interview data collection, I proposed to provide rich descriptive information on the manner in which library acquisitions policy may have an effect on the delivery of library services to middle school Spanish-speaking English Language Learners. The criteria for selecting qualitative method as research design, specifically a case study, weighs heavily in Creswell’s (2009) viewpoint on qualitative research as “a means for exploring and understanding the meaning individuals...ascribe to a social or human problem” (Creswell, 2009, p. 4). Creswell’s meaning of what encompasses the qualitative research procedure, specifically,
the interpretive, flexible, and inductive data analysis allowed me to become an interpretive researcher as I sought meaning, sense, and understanding of the manner in which Spanish-speaking ELLs perceived delivery of library services in their respective school libraries and how the campus librarians comprehended their roles as providers of library services.

For this study, qualitative research methodology was guided by “the researcher as the key instrument” (Creswell, 2009, p. 175) and participant interviews generated varied questions designed to seek meaning that is socially constructed, locally situated, and that has specific context. In this sense, through open-ended interviewing, the study’s participants—middle school Spanish speaking English Language Learners, middle school librarians, and the district library administrator provided rich descriptive information about their respective experiences, personal opinions, and perspectives about the delivery of library service. The data collected through the librarians’ interviews also gave me some sense of how library acquisitions policy is interpreted, accepted, and fulfilled. Thus, “participatory world view, narrative design, and open-ended interviewing” as viewed by Creswell (2009, p. 16) enables the researcher to seek out explication and meaning of phenomena as perceived by the study’s participants.

Creswell’s (2009) idea regarding the researcher acting as the vital instrument in qualitative research methodology resonates with Trueman’s idea stating that participant observation renders the participant observer as one who is immersed in the culture he/she is observing (Trueman, 2000-2013). Interviews fall under the realm of participant observation. As such, the researcher can use his/her own experiences within the interview group which provides “first hand insights” into why people conduct themselves as they do and also involves “getting to know” the people of the culture being observed or studied (Trueman, 2000-2013).
Additionally, the researcher enters the culture of the people being studied and experiences incidents in the manner in which respondents experience them. The goal of the participant observations is to understand and give meaning to the subjects’ world from their point of view (Trueman, 2000-2013, para. 2). Utilizing participant observation in this study contributes to the depth of the interview and adds validity to the study.

3.2 Research Population

The research study’s participants are representative of the population I was interested in studying—Spanish-speaking, middle school English Language Learners, their respective school librarians, and the district library administrator. I decisively selected research sites and participants for this study that would “best help the researcher understand the problem and the research question” (Creswell, 2009, p. 178). As previously stated, my intent was to gather first-hand information and knowledge from Del Sol Independent School District (DSISD)middle school ELLs and their respective librarians in order to know how ELLs utilize their school library Spanish collection and most importantly, what it is that they do in their respective school libraries. Middle school students, specifically, English Language Learners, are the ones whose opinion of library services and resources at their respective campuses were crucial to this study. Middle school English Language Learners’ library usage may shed light on the following:

- how ELLs utilize the books that are on their school library shelves,
- what it is that they do in the library,
- how they use the Spanish books, and
- how ELLs perceive the Spanish book collections.
In order to justify acquisition/collection policy, one must know how and why Spanish materials are utilized by middle school English Language Learners.

I also proposed to gain insight as to how campus librarians acquire and develop the library Spanish collections and how they make use of acquisitions and collection policy. School librarians also answer to the school community as to how they expend budgets and justify the purchases of materials with district and campus allotted library budgets. Including school librarians as research participants was inherent to this study because it is librarians who ultimately answer to their school communities as to the book choices and purchasing decisions they make in developing a library collection that reflects the school’s diverse student population. Choosing to include the district library administrator in this study was also a natural decision since the district library administrator oversees the district librarians’ execution of district library acquisitions policy. The DSISD library administrator, according to the district online job description, “performs the managerial, supervisory, and coordinating tasks to assure that every student and teacher has the resources needed to facilitate and enhance the learning/teaching process” (Del Sol Independent School District, 2010, p. 1). The job description lists two special knowledge skills: the ability to select materials for school district libraries and the ability to acquire library materials. These two knowledge skills are exercised continually throughout the calendar year because it is the district library administrator who ultimately recommends, oversees, and approves the purchase and allocation of instructional materials for campus libraries (Del Sol Independent School District, 2010). All campus library purchase orders are submitted to the library administrator for perusal and approval. Librarians must include
written justification for every book ordered when they submit purchase orders for their respective libraries.

In order to establish the research population for this study, I carefully reviewed two sets of statistics: school campus demographics and library Spanish collection totals from all the Del Sol Independent School District’s campuses. The more than ninety-four campuses comprise twelve high schools, fifteen middle schools, and fifty-six elementary schools and eleven alternative campuses (Del Sol Independent School District, 2012). Criteria considered for the selection of the sample population took into account the highest percentage of English Language Learners (ELLs) per school campus, the school campus with the lowest number of Spanish library books, and campuses located in the school district’s South Central area which has the school district’s highest percentage of economically disadvantaged students. For the sake of time and practicality, rather than include all ninety-four campuses, I chose three middle schools that met the criteria I had set. My goal was to choose three middle school campuses which denoted the most disparity between ELL population and available Spanish library materials. One middle school that met the study’s selection criteria was the school where I worked. I decided to select another middle school campus to offset conflict of interest. The three DSISD middle schools selected for this study were South Central Middle School, Central Middle School, and West Central Middle School. Table 3.1 illustrates the non-participating DSISD middle schools’ demographics, and school library collection statistics. Table 3.2 illustrates the participating DISD middle schools’ demographics, and school library collection statistics.
### Table 3.1 Del Sol Independent School District Non-Participating Middle Schools

<table>
<thead>
<tr>
<th>DSISD Middle School</th>
<th>Enrollment</th>
<th>% of ELLs</th>
<th>% ESL Enrollment</th>
<th>Total Library Bks.</th>
<th>% Spanish Bks.</th>
<th>% Econ. Dis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams M.S.</td>
<td>580</td>
<td>10.3</td>
<td>4.0</td>
<td>15,340</td>
<td>1.1</td>
<td>78.3</td>
</tr>
<tr>
<td>Rio Grande M.S.</td>
<td>827</td>
<td>2.5</td>
<td>2.1</td>
<td>15,305</td>
<td>0.6</td>
<td>50.1</td>
</tr>
<tr>
<td>North Central M.S.</td>
<td>677</td>
<td>13.0</td>
<td>3.0</td>
<td>17,119</td>
<td>2.1</td>
<td>82.0</td>
</tr>
<tr>
<td>Del Campo M.S.</td>
<td>839</td>
<td>28.2</td>
<td>16.2</td>
<td>15,487</td>
<td>0.8</td>
<td>89.2</td>
</tr>
<tr>
<td>Southlands M.S.</td>
<td>758</td>
<td>26.3</td>
<td>19.7</td>
<td>18,007</td>
<td>1.2</td>
<td>82.1</td>
</tr>
<tr>
<td>Alamo M.S.</td>
<td>894</td>
<td>18.1</td>
<td>11.9</td>
<td>10,113</td>
<td>0.7</td>
<td>71.8</td>
</tr>
<tr>
<td>Boone M.S.</td>
<td>944</td>
<td>19.4</td>
<td>14.3</td>
<td>12,713</td>
<td>1.2</td>
<td>79.0</td>
</tr>
<tr>
<td>Leeds M.S.</td>
<td>1,108</td>
<td>12.9</td>
<td>8.6</td>
<td>13,796</td>
<td>2.2</td>
<td>59.2</td>
</tr>
<tr>
<td>Pasoville M.S.</td>
<td>1,004</td>
<td>15.5</td>
<td>10.0</td>
<td>14,742</td>
<td>1.3</td>
<td>70.1</td>
</tr>
<tr>
<td>De Leon M.S.</td>
<td>628</td>
<td>5.4</td>
<td>2.2</td>
<td>21,661</td>
<td>0.4</td>
<td>21.0</td>
</tr>
<tr>
<td>Loma Hills M.S.</td>
<td>889</td>
<td>23.8</td>
<td>17.3</td>
<td>15,148</td>
<td>2.8</td>
<td>92.9</td>
</tr>
<tr>
<td>Travis M.S.</td>
<td>1,296</td>
<td>6.9</td>
<td>2.6</td>
<td>16,607</td>
<td>2.0</td>
<td>46.7</td>
</tr>
</tbody>
</table>

### Table 3.2 Del Sol Independent School District Participating Middle Schools

<table>
<thead>
<tr>
<th>DSISD Middle School</th>
<th>Enrollment</th>
<th>% of ELLs</th>
<th>% ESL Enrollment</th>
<th>Total Library Bks.</th>
<th>% Spanish Bks.</th>
<th>% Econ. Dis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Central M.S.</td>
<td>927</td>
<td>53.0</td>
<td>44.1</td>
<td>14,376</td>
<td>3.1</td>
<td>97.6</td>
</tr>
<tr>
<td>West Central M.S.</td>
<td>840</td>
<td>30.7</td>
<td>18.7</td>
<td>15,517</td>
<td>5.0</td>
<td>75.1</td>
</tr>
<tr>
<td>Central M.S.</td>
<td>939</td>
<td>39.6</td>
<td>32.9</td>
<td>18,850</td>
<td>0.2</td>
<td>96.1</td>
</tr>
</tbody>
</table>

The rationale for choosing middle schools for this study is based on the school district’s library policy which espouses the American Library Association of School Librarians’ (ALASL) stance regarding flexible access. The ALASL is a division of the American Library Association (ALA). Since the late 1980s and early 1990s the terms “flexible access” and “flexible scheduling” have been used interchangeably by school librarians when they talk about providing open access to the school library throughout the day, instead of only during a scheduled “library time” requested by teachers (American Library Association, 1997-2013, p. 1). Through the
years, flexible scheduling and flexible access have been used similarly as it relates to how school libraries are traditionally and typically deemed essential to the curriculum of the school. The ALASL position statement on flexible scheduling is that “the integrated library program philosophy requires an open schedule. Classes need to be flexibly scheduled into the library on an as needed basis to facilitate research, training, and utilization of technology” under the leadership of teacher and librarian (American Library Association, 1997-2013, p. 1). The Texas State Library and Archives Commission’s Standards and Guidelines for Texas School Library Programs clearly states under Standard 1, Principle 3 that the library operate with flexible schedules at all levels of program development, i.e., Exemplary, Recognized, Acceptable, and Below Standard (Texas State Library and Archives Commission, 2011, para. 4). The DSISD Library Policy and Procedures Manual strongly suggests that secondary libraries (middle schools are considered secondary schools) use flexible access for all classes and subjects. It also states that “flexible access is increasingly recommended on the state and national level for elementary campuses and its use is encouraged in all DSISD libraries.” (Del Sol Independent School District, 2005, para. 3). The philosophy of utilizing flexible access is based on “need” instead of allowing for an arranged or prescribed “library time.” The “need” therefore can ideally result in more opportunities for genuine learning or simply to appreciate the “teachable moment” (McGregor, 1997-2013, p. 1).

Since DSISD secondary school libraries are encouraged to utilize, as per school district library policy, a flexible or as needed approach to access the school library, I chose middle school libraries for this study based on my experience with the manner in which secondary school students frequent their respective campus library. As I perceive and know from
experience (I have been a high school librarian for two school years), high school students visit the library less than middle school students. Middle school teachers access the library with more consistency and frequency than their high school counterparts. Circulation statistics indicate that middle school students utilize their campus libraries for the sole purpose of checking out books for recreational reading with more frequency than their high school counterparts. Circulation figures in Table 3.3 confirm my personal observation concerning high school and middle school library circulation numbers. See Table 3.3. At the high school level, English teachers utilize the library at the beginning of every school year for the sole purpose of taking the freshmen students to the library for the freshmen library orientation. Once the library orientations take place, students frequent the library on their own or with their classes for research purposes. Unfortunately, for many high school students, the orientation is their only library experience for the remainder of their high school education.

| Library Circulation Average Totals for Elementary, Middle, and High Schools 2011-2012 |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| Elementary School Avg. (57 campuses)       |
| 20,374                                       |
| Middle School Avg. (15 campuses)            |
| 9,076.2                                      |
| High School Avg. (11 campuses)              |
| 5,785.5                                      |

Since middle school students access the library with more consistency and frequency than their high school counterparts and because middle school students seemingly check out books for recreational reading, these reasons provided a rationale for considering middle school students as the study’s research population.

Because middle schools in the Del Sol Independent School District comprise grades sixth, seventh, and eighth, I decided to limit the number of research participants at each
campus. I chose to interview two English Language Learners from each grade level from three middle schools. The total number of student participants was eighteen. The selection of the student participants was left entirely to the ESOL teachers at each campus, but I did insist that they follow three selection criteria to ensure balance in English fluency, grade level, and gender. I emphatically expressed that students from three ESL levels—I, II, III be selected, that teachers choose two students from each grade level, and that they choose an equal number of boys and girls.

The total study participants include eighteen DSISD middle school Spanish speakers who are English Language Learners, their respective school librarians which include a total of three middle school librarians, and the district’s library administrator. The total study participants equal twenty-two (N=22).

3.3 The Setting

Two essential steps in qualitative research consist of thoughtful deliberation in considering and evaluating the research setting(s) and the careful planning needed in identifying the most appropriate type of setting (Slavin, 2007). The selection of a setting or settings for this study and the research problem were unavoidably conjoined. Therefore, I needed to select settings that would make it possible to understand the educational and cultural setting of the school library as an essential place where library services are delivered to English Language Learners and to also understand how and why Spanish books are utilized by ELLs. The focal point of this study was to examine middle school library Spanish collections as well as the schools’ English Language Learner (ELL) population. The settings for this study were chosen on this premise: middle schools with the lowest number of library Spanish books and
the highest percentage of ELLs. Consequently three field locations were carefully chosen as research sites for this study. Upon choosing the settings for this study I knew I had to initiate gaining entry and I had to literally employ the “casing the joint” approach as described by (Hammersley & Atkinson, 1997). This approach was very important in providing me information about who would be the most appropriate gatekeeper to approach and rely on during the data collection process. The gatekeepers utilized for this study included a principal’s secretary from one school and two ESOL teachers, one each from the other two schools. The three research sites are located in generally economically disadvantaged areas in the city of Del Sol with a high percentage of English Language Learners and ostensibly small Spanish book library collections. The three research sites are middle schools in the Del Sol Independent School District.

3.3a Del Sol Independent School District

Organized in 1883, the Del Sol Independent School District (DSISD) located in Del Sol, Texas, is the largest district in Region XIX, the Texas Education Agency’s Educational Service Center (Del Sol Independent School District, 2012). The DSISD began quite humbly with the official opening of its first public school for two hundred students in late 1883 (Del Sol Independent School District, 2012). The following year a bigger school, Central Elementary School, was built (DSISD, 2012). In 1885 the city’s first high school was established and was housed on the second floor of that same school building (Del Sol Independent School District, 2012). Central Elementary School was also home to the first public kindergarten class in Texas in 1893 (Del Sol Independent School District, 2012). Almost one hundred and thirty years later, the DSISD has grown to include more than 253 square miles and comprises ninety-four campuses with 64,000 students (Del Sol Independent School District, 2012). The district is the
tenth largest school district in the state of Texas and the sixty-first largest district in the United States (Del Sol Independent School District, 2012).

3.3b South Central Middle School

South Central Middle School, one of the research sites, is a Title I school in the Del Sol Independent School District. South Central was established in 1973. It is located in an economically disadvantaged area of Del Sol, Texas as indicated on its demographic information on Table 3.3. (Del Sol Independent School District, 2007-2008, Texas Education Agency, 2010-2011). For this study I considered two school years of demographic figures for the three middle schools for the following reasons. First, I began to research all DSISD school demographics during the 2007-2008 school year and secondly, the 2011 school demographics are the most current posted on the DSISD Research and Evaluation website. Table 3.3 illustrates South Central’s student information.

<table>
<thead>
<tr>
<th>Table 3.3 South Central Middle School Student Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollmen</td>
</tr>
<tr>
<td>2007-2008</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

3.3c Central Middle School

Central Middle School, the second research site, is also a Title I school in the Del Sol Independent School District. Home of the Hornets, it was established in 1958. Central Middle
School, like South Central Middle School, is located in an economically disadvantaged area of the city. It is a feeder school to Davis High School in the DSISD (Del Sol Independent School District, 2007-2008, Texas Education Agency, 2010-2011). Table 3.4 indicates Central’s demographic data.

**Table 3.4 Central Middle School Student Information**

<table>
<thead>
<tr>
<th></th>
<th>2007-2008</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>939</td>
<td>Economically Disadvantaged</td>
<td>94.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>98.4</td>
<td>At-Risk Students</td>
<td>80.0%</td>
</tr>
<tr>
<td>ELL</td>
<td>39.6%</td>
<td>Enrolled in Bilingual Educ.</td>
<td>32.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>853</td>
<td>Economically Disadvantaged</td>
<td>96.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>99.1%</td>
<td>At-Risk Students</td>
<td>76.0%</td>
</tr>
<tr>
<td>ELL</td>
<td>38.1%</td>
<td>Enrolled in Bilingual Educ.</td>
<td>No data</td>
</tr>
</tbody>
</table>

**3.3d West Central Middle School**

West Central Middle School is the third research site. Like the other two middle schools, it is also a Title I school in the Del Sol Independent School District. The school mascot is the Wolverine and its year of original occupancy was 1987. West Central is a feeder school to Del Sol High School and is also located in an economically disadvantaged area of the city (Del Sol Independent School District 2007-2008, Texas Education Agency, 2010-2011). Table 3.5 demonstrates West Central’s demographic data.
### Table 3.5 West Central Middle School Student Information

<table>
<thead>
<tr>
<th></th>
<th>2007-2008</th>
<th></th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>840</td>
<td>Economically Disadvantaged</td>
<td>74.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>89.8%</td>
<td>At-Risk Students</td>
<td>61.4%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>74.8%</td>
<td>At-Risk Students</td>
<td>61.4%</td>
</tr>
<tr>
<td>ELL</td>
<td>30.7%</td>
<td>Enrolled in Bilingual Educ.</td>
<td>18.7%</td>
</tr>
</tbody>
</table>

### 3.3e Library Learning Resources

The Del Sol Independent School District central office houses the district’s Library Learning Resources (LLR) where the district library administrator’s office is located. LLR is the fourth research site. The DSISD has had a library administrator who is not employed as a campus librarian since it established the LLR. The library administer position is a full time position. Other school districts in the city have library administrators who work concurrently as school librarians and district library administrators. The current DSISD library administrator is a career librarian and has been in this position for five years.

### 3.4 Data Collection Strategies

Approval from both the Del Sol Independent School District Institutional Review Board (IRB) and The University of Texas at El Paso IRB (IRB Reference # 322735-1) was obtained prior to starting the research. Upon IRB approval, I scheduled meetings with each middle school principal to explain the nature of my study and the student and librarian interviews. The meetings were very resourceful in that I knew who was/were the gatekeeper(s) on campus, the principals’ feelings and opinions about their campus libraries and librarians, and more
specifically how they felt about their campus library Spanish collections and the delivery of library services to their English Language Learners. All three principals were interested in knowing the results of the study and they all requested that I send them the results of the study. After meeting with the campus principals, I met with English Speakers of Other Languages (ESOL) teachers from each of the three research campuses. I requested to meet with them in order to explain the research and to provide information and answer questions they might have about the research. At each campus meeting I gave the ESOL teachers parental consent forms to be filled out by the participant students’ parents/guardians. I left the selection of research participants entirely up to the ESOL teachers although I did insist that the student participants reflect a balance in both gender and English fluency (ESL levels I, II, III). Once all the parental consent forms were signed, I began to schedule the student interviews although I had to wait approximately one month in order to make sure that all Texas Assessment of Knowledge and Skills (TAKS) and the State of Texas Assessments of Academic Readiness (STAAR) testing was completed at each of the three middle schools. The Del Sol Independent School District does not allow any type of research/field work to take place during state mandated standardized testing. In order to offer a detailed account of my data collection procedures, I have provided a “research log” which offers information regarding all data collection procedures. See Appendix A.

Since the student participants were minors, I utilized parent consent forms in order to assure their anonymity and the confidentiality of their interview responses. The consent procedure also provided clarity in case the participants chose to terminate their participation at any time and for whatever reason without consequence. The parent consent forms also stated
that student participation would not affect their school work or grades in any matter whatsoever. All research participants were asked to answer the interview questions with honesty and were told to ask questions for clarification or explanation during the interview process. The face-to-face interviews were recorded with a digital portable tape recorder and an iPad. Both audio tapes and iPad were kept securely and safely stored in a locked filing cabinet in my home office.

3.5 Instrumentation

Three different interview protocols were utilized as the sole source of the qualitative data. The student interview protocol comprised fifteen questions that were developed with the purpose of eliciting responses in a truthful and straightforward manner with the least amount of intimidation. The student interview questions were also developed in order to generate data that would appropriately and adequately assist in answering the study’s research questions. The student interview questions were written in both English and Spanish with the intention of giving the students the choice of answering in the language they felt most comfortable speaking. See Appendices B and C.

Two librarian interview protocols were utilized for the study. One protocol was designed for the campus librarians and the second one was to be utilized for the district library administrator. The campus librarian interview protocol consisted of twelve questions that were developed with the purpose of obtaining responses that would reflect the librarians’ knowledge, insight, feelings, and opinions regarding their daily work as they interact with their library patronage, specifically, English Language Learners. The interview questions also delved into their perspectives and interpretation of the school district’s library acquisitions policy. See
Appendix D. The library administrator’s interview protocol included six questions. The administrator’s interview protocol was comparatively brief due to the fact that she has no interaction with campus library patrons nor is she responsible for campus library acquisition decisions. The goal of the library director’s interview protocol was to elicit information that would reflect the director’s beliefs, opinions, point of view, and knowledge of the district’s acquisition’s policy. Moreover, I wanted to draw out her perspectives on the significance and implications of providing diverse library collections to the district’s most ubiquitous patronage—the districts’ student population. See Appendix E.

Face-to-face, one-on-one, in-person interviews were the sole source of qualitative data. Three different interview protocols were used for collecting data. The researcher-generated interview protocols included a questionnaire (15 questions) for the middle school English Language Learners in both English and Spanish, a questionnaire (12 questions) for the middle librarians, and one questionnaire (6 questions) for the district library administrator. The entire interview data were gathered by the researcher in natural environments. Traditionally, qualitative researchers collect data in natural environments—in the field where participants experience and encounter issues and predicaments that are being studied (Creswell, 2009). My goal was to interview six English Language Learners (ELLs) from each of three DSISD middle schools. I requested to have an even number of sixth graders, seventh graders, and eighth graders, and ensure that the interviewees met gender and English fluency balance at each campus. My selection criteria based on gender, grade level, and English fluency was emphatically requested to the ESOL teachers from each campus. Ultimately, I did not select the student participants. The ESOL teachers at two of the campuses met as a committee and
carefully selected the students. At the third campus only one ESOL teacher chose all six interviewees because she teaches all the ELLs at that campus and knew exactly who to select based on my criteria. I yielded to the ESOL teachers as to their selection because they know their students very well and most of them have known and taught their respective ELLs for three consecutive years.

Table 3.5a indicates information regarding the final selection of the South Central interviewees. As can be seen, the interviewees comprised six students—half male, half female and all enrolled as ESL Level II students. Four of the six interviewees were seventh graders including one sixth grader and one eighth grader. The interviewees were evenly divided in choosing their preferred interview language.

Table 3.5a South Central Middle School Interviewees

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade Level</th>
<th>ESL Level</th>
<th>Gender</th>
<th>Interview Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>6</td>
<td>II</td>
<td>Male</td>
<td>English</td>
</tr>
<tr>
<td>Student 2</td>
<td>8</td>
<td>II</td>
<td>Male</td>
<td>English</td>
</tr>
<tr>
<td>Student 3</td>
<td>7</td>
<td>II</td>
<td>Female</td>
<td>Spanish</td>
</tr>
<tr>
<td>Student 4</td>
<td>7</td>
<td>II</td>
<td>Male</td>
<td>English</td>
</tr>
<tr>
<td>Student 5</td>
<td>7</td>
<td>II</td>
<td>Female</td>
<td>Spanish</td>
</tr>
<tr>
<td>Student 6</td>
<td>7</td>
<td>II</td>
<td>Female</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

Table 3.5b illustrates the interviewee information for Central Middle School. The only common element regarding this group of interviewees is that they all chose Spanish as their preferred language for the interview. The interviewees comprised three eighth graders, two seventh graders, and one sixth grader. This group was gender-balanced. Half of the
interviewees were enrolled ESL Level II and one student was an ESL Level I student and two were ESL Level III students.

**Table 3.5b Central Middle School Interviewees**

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade Level</th>
<th>ESL Level</th>
<th>Gender</th>
<th>Interview Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>8</td>
<td>III</td>
<td>Female</td>
<td>Spanish</td>
</tr>
<tr>
<td>Student 2</td>
<td>8</td>
<td>II</td>
<td>Male</td>
<td>Spanish</td>
</tr>
<tr>
<td>Student 3</td>
<td>6</td>
<td>II</td>
<td>Female</td>
<td>Spanish</td>
</tr>
<tr>
<td>Student 4</td>
<td>7</td>
<td>III</td>
<td>Male</td>
<td>Spanish</td>
</tr>
<tr>
<td>Student 5</td>
<td>7</td>
<td>II</td>
<td>Female</td>
<td>Spanish</td>
</tr>
<tr>
<td>Student 6</td>
<td>8</td>
<td>I</td>
<td>Male</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

Table 3.5c displays the composition of the West Central student interviewees. As can be seen, the group was gender balanced but all other categories had varied elements. Most of the interviewees were eighth graders including one seventh grader and one sixth grader. Half of the interviewees were enrolled as ESL Level II students with two students being enrolled in ESL Level III and one enrolled in ESL Level I. Four of the interviewees chose Spanish as their preferred interview language and the rest chose English.

**Table 3.5c West Central Middle School Interviewees**

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade Level</th>
<th>ESL Level</th>
<th>Gender</th>
<th>Interview Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>8</td>
<td>II</td>
<td>Female</td>
<td>Spanish</td>
</tr>
<tr>
<td>Student 2</td>
<td>8</td>
<td>III</td>
<td>Female</td>
<td>Spanish</td>
</tr>
<tr>
<td>Student 3</td>
<td>8</td>
<td>II</td>
<td>Male</td>
<td>English</td>
</tr>
<tr>
<td>Student 4</td>
<td>7</td>
<td>II</td>
<td>Male</td>
<td>English</td>
</tr>
<tr>
<td>Student 5</td>
<td>8</td>
<td>III</td>
<td>Male</td>
<td>Spanish</td>
</tr>
<tr>
<td>Student 6</td>
<td>6</td>
<td>I</td>
<td>Female</td>
<td>Spanish</td>
</tr>
</tbody>
</table>
There was not much choice in selecting the participant librarians since the librarians were “part and parcel,” i.e. an essential part of the middle school research population. I determined that that same argument could be made for the DSISD library administrator. I had no choice in selecting the participant librarians. Nevertheless, it was quite fortunate regarding the librarians who participated in this study. Although the number of librarian participants was quite small, the diversity in gender and experience they presented to the study was valued. The South Central librarian is a female and worked at South Central for thirty years, first as a teacher and then as a librarian. She was a librarian for over twenty-five years. She is now retired, and I believe that her expertise as a librarian contributed to the study in a positive manner. The librarian at Central Middle School is a male and has been at Central for over twenty years. I am also fortunate that a male librarian participated in this study. The percentage of male librarians in DSISD is quite low—less than one percent; there are a total of ninety-seven librarians—ninety female and seven male. It was interesting to explore a male librarian’s point of view in this study. The West Central Middle School librarian is a female who has been a librarian at West Central for one year as a full time librarian. During the 2010-2011 school year, she worked as a half-time librarian. She and a retired librarian job shared. Interviewing the West Central librarian gave me the opportunity to interview someone with little experience as a middle school librarian and to comprehend and make sense of the differing viewpoints from two experienced middle school librarians and one librarian with limited experience. The DSISD library administrator is also fairly new in this position. Before becoming the district library administrator, she was an elementary school librarian for four years and a library technologist for the district for three years. At the time of the interview, she
her predecessor had that position for over twenty years. Even though I profusely explained the study to all four librarians, they were quite apprehensive and reluctant about being interviewed by a fellow librarian. All the same, they acquiesced, albeit in a hesitant manner.

3.6 Interviews

Upon receiving Institutional Review Board (IRB) approval from both DSISD and UTEP, (see Appendix F) I began to schedule time to meet with the ESOL teachers at the three middle schools. The meetings took place before district testing (TAKS, STARR). As I met with the ESOL teachers, I explained the parent consent forms to them and told them that the forms had to be completed before any of the interviews took place. The parent consent forms were written in both English and Spanish and had signature areas highlighted in yellow indicating where parents and/or guardians were to sign. See Appendix G and H.

District-wide testing took precedence over my study so the interviews were scheduled to take place after all testing was completed. The DSISD has a policy in place that does not allow any research field work to take place at any school campus during state mandated testing. In fact, the district will not allow any outside school projects to take place during district-wide testing. The interviews had to be scheduled so as not to interfere with the various end-of-the-school activities, e.g. awards assemblies, graduation programs, appreciation luncheons, classroom parties, and other middle school activities that culminate the eighth grade school year. The interviews began the third week of May and concluded on the first week of June.
Each of the student interviews were recorded simultaneously utilizing a digital mini-tape recorder and an iPad. Both mini-tape recorder and iPad were not electrical. Both recording devices served their intended purpose very well. Each student interview ranged from seven minutes to sixteen minutes to complete. The interviews had been planned to take place in each middle school library. For the most part, the interviews took place in the school library, but due to testing and local teacher union voting, some of the interviews occurred in places other than the library: computer lab, teacher’s lounge, an all-purpose teachers’ room, and a testing center. Also, even though I scheduled the student interviews in the school libraries, when I arrived to interview the students, the libraries would be closed for unknown reasons, and in some cases the librarian was absent on the days the interviews took place.

Each of the librarian interviews were likewise recorded simultaneously using a digital tape recorder and an iPad. The librarian interviews ranged from six to ten minutes in length and the library administrator’s lasted almost ten minutes. The librarian interviews had been planned to transpire in their respective libraries, but due to time constraints, only the West Central librarian’s interview took place in the campus library. The South Central librarian’s interview took place at my house almost two months after the student interviews and the Central librarian’s interview took place at the school library where I work. The district library administrator’s interview took place at the district central office where she works. All librarian interviews took place between June 11, 2012 and July 23, 2012, well after the student interviews had been completed.

Upon arriving at each campus, I asked the ESOL teachers for the parent consent forms. Once I had the signed parent consent forms for each of the interviewees, I then met with the
interviewees during their ESL classes on an individual basis. Before the student interviews commenced, the interviewees were handed an assent form to sign before the interview began. After they read and signed the forms, I conversed with them to verify their name, grade level, teacher’s name, and the ESL level they were enrolled in. My goal was to “break the ice” and have them feel at ease with me and to reassure them that the interview would not affect their class work or grades. I also reassured them that the opinions they expressed were totally confidential. I had to repeatedly tell the student interviewees that the tapes were not going to be heard by anyone but me and that their responses were totally private and no one would ever know who said what. As the researcher/interviewer, I too felt nervous and wary of how the interview would progress. I worried about the interview setting, especially when the interviews took place in school settings other than then library, the tape recorder not recording, my iPad not functioning, running out of my allotted time for interviewing, interviewees being absent, and other trivial worries besieged me. Nevertheless, I moved forward with the interviews. Even though the student interviewees gave the impression that they were eager and excited to begin the interviews, I quickly realized that they felt apprehensive and reluctant. But as I continued with the questions, the students slowly became more engaged and I sensed more collaboration from them and they became less inhibited and their cooperation led to better participation.

Before beginning the interview, I asked each one of the student interviewees to respond in the language they felt more comfortable. I told them they were not limited to utilize one language throughout the interviews—they could respond in both languages throughout the interview. All interviews were set in motion with a “grand tour question” as I had hoped
students would “ramble on and on” (Spradley, 1979, p. 87). I had planned the questions to elicit descriptive responses. The entirety of the interview questions were “experience questions.” According to Spradley, experience questions simply ask for any experiences the interviewee has had in some particular setting (Spradley, 1979, p. 88). I trusted that the “experience questions” would be suitable for middle school students, especially because the interviewees were English Language Learners. I purposely asked experience questions because I knew they all had had experiences in their school libraries. All questions were designed to be phrased exclusively in personal terms in order for the students to present their own point of view or perspective. All fifteen interview questions and follow-up questions were presented to all interviewees in the same order. As stated previously, the questions were experience questions, but I did want to elicit specific opinions from the student interviewees about the delivery of library service they receive and their school library’s Spanish collection.

At South Central Middle School the interviewees were anxious and uneasy before the interviews began. Even though I broke the ice by conversing with them and putting them at ease before the interview began, all interviewees, except for one, were quite shy and responded to the questions in almost inaudible soft voices. Their ESOL teacher had told me, weeks before the interviews began, that students from families in the South Central community, also known as the “Segundo Barrio,” were wary of any type of documents that required signatures and/or questions directed at students and their parents that dealt with academic or personal matters. Families in the South Central community react in a cautious and even fearful manner because they are uncertain that the documents they sign or questions they answer will inadvertently get them “in trouble” with school personnel who will report
them to U.S. Customs and Immigration Service regarding their documented or undocumented residency status and that ultimately they or their parents will be deported back to Mexico. The ESOL teacher also told me that ELLs might feel reluctant to participate in the interviews because it is not uncommon for them to feel apprehensive when they encounter any questioning for whatever reasons because they think their responses will jeopardize their grades, their school work, or their ESL levels (dropping down to a lower level or not advancing to the next level). Therefore, before each interview I assured each student interviewee that the questions dealt with their views and opinions about their school library. I made certain that their responses were confidential and that no one in the school or school district would listen to the recordings or read the transcriptions. I basically went over the parental consent forms with them in great detail and assured them that they could stop the interview at any time if they did not feel comfortable answering the interview questions. All the South Central student interviewees hesitantly acquiesced and I felt confident that once the interviews began, they were at ease and answered with increasing confidence.

The student interviewees at Central Middle School were not as hesitant or shy as the students at South Central. The ESOL teachers at Central had selected alternates in case the original interviewees were unable to participate due to an absence. I was fortunate that they took such measures because two alternate interviewees were interviewed due to absences and also because one student’s parent did not want him to participate. The ELL interviewees at Central Middle School were outgoing, confident, and eager to begin the interview. In fact, the ESOL teachers told me that the student interviewees were quite impatient as they waited to be called out from their classrooms for the interviews. I could detect no reluctance in the manner
in which they approached the interview and in the manner in which they responded. They smiled, were friendly, and very polite. The ESOL teachers had good rapport with their students and perhaps this relationship enhanced their feelings toward the interview process.

The student interviewees at West Central Middle School were not as apprehensive as those from South Central, but not as enthusiastic as the ones from Central Middle School. The ESOL teachers at West Central were friendly and very cooperative and so were their respective students. What I sensed at this school was that the student interviewees were hesitant when we entered the place where the interviews took place. They were unfamiliar with the room where they interviewed. The room was very large and perhaps they felt a bit uncomfortable in a strange room with a stranger asking them questions about their library. But, the interviewees did feel more at ease and relaxed as the interviews progressed. The student interviewees were also very friendly and after the interviews stayed and talked about other topics that interested them about their school and teachers.

All student interviews took place before the librarian and library administrator interviews. The librarian interviewees were apprehensive when I first approached them about interviewing them. All three middle school librarians asked me similar questions: “Why me? Am I the only one being interviewed?” They were apprehensive and wondered why I had picked them out of ninety-seven librarians in DSISD. I simply responded that they were not selected, but rather their libraries had been selected for my research study. When I explained the selection criteria, all of them became defensive and still persisted that I select other libraries instead of theirs. I spoke with the district library administrator about their lack of unwillingness to participate in the study and she gave me very helpful insight. A year before I began the data
collection (April 2010), the DSISD superintendent met with librarians twice to discuss his plans to downsize the number of librarians in the district. I did not attend any of the meetings due to illness. The superintendent’s plan included a three-year phase period intended to ease budgetary constraints by eliminating some school library positions: first at the high school level, then elementary schools, and finally middle school librarians. The first phase would eliminate all second librarians at every high school. The second phase would eliminate half of the elementary school librarians by having one librarian work at two school libraries. The third phase would eliminate all middle school librarians because by then (after two years) they would have trained school clerks to work as librarians. Eventually all school libraries in the school district would be staffed by school clerks. At the time he designed this plan, he was not aware that librarians are Texas certified teachers and require a master’s degree from accredited library and information programs from accredited universities. The plan was not pursued, but left many librarians wondering what the future held for them at DSISD. Therefore, the library administrator told me that most librarians were wary of questions and issues concerning their school libraries. Specifically, the three librarians I was planning on interviewing were conceivably worried that my research study would reflect negatively on their jobs and/or their profession. I reassured the librarians that my study had nothing to do with the DSISD or was evaluative in nature. I still met with resistance because it was late in the school year and they all told me that I could not have chosen a “worse time” for the interviews. I reassured them that I would interview them at their convenience (time and place) and they finally agreed to be interviewed, albeit reluctantly. When the interviews began, the South Central librarian was out of town and I had to wait almost one month to interview her. The Central librarian was
interviewed after school hours at the school library where I currently work. The West Central librarian was the most difficult to schedule due to her work schedule and perhaps also because she felt a bit apprehensive about the interview. I believe that she felt apprehensive because she had just completed her first year as a full time librarian at West Central and possibly felt that her responses would reflect negatively on the library and on her job performance as a librarian.

3.7 Methodology

After the interview procedures, I reviewed the field notes and wrote a reflection after each interview. I also noted descriptions of each interview setting and particularly how I felt about the spaces in the schools where I was told to interview the students. I also logged feelings of interviewees as I perceived them as well as certain words or phrases that struck me as unusual, strange, or that were unexpected. Of importance was writing down the interviewees’ actions and making sense of what I observed, e.g. interviewees’ apprehension, uncertainty, shyness. I also wrote down thoughts regarding links or connections that I perceived between the study participants individually and collectively. I strove for objectivity especially as I interviewed the librarians and the library administrator, although I know that subjectivity arises when one attempts to interpret. The salient point of my reflection after the interviews was to keep in mind and to make sure that I interpret policy (library acquisitions policy) as it is observed in the interviews, particularly the librarian interviews.

I transcribed all interviews verbatim. All transcriptions in Spanish were translated entirely by me. The audio recordings as well as my iPad are kept in a safe place in my home. I never take my iPad out of my house to ensure safe-keeping and to avoid inadvertent violation of privacy. As per IRB protocol, I will destroy and/or delete all recordings soon after all data has
been analyzed and the research study is completed. IRB allows the researcher to keep the recordings for two years.

3.8 Conclusions

Upon completion of the interviews, I reflected on the data collections procedures and on the interviews, and I began to find sense in how library service delivery and Spanish collections in the three middle schools mean to English Language Learners and what I learned from their worldview—the overall perspective from which they see and interpret their world. I feel strongly that time affected the interviews in various ways:

- I had limited time to schedule and complete the interviews.
- The time set aside for the interviews was very restricted due to district-wide testing and end-of-the-year activities.
- The time allotted for every interview was likewise restricted due to the length of class periods. I could only interview the student participants during their ESL class periods.

I also believe that the school spaces where the interviews took place affected the student interviews in ways that are still to be analyzed and scrutinized. I had specifically requested that all student interviews take place in the school libraries, a natural setting where “participants experience the issue or problem under study” (Creswell, 2009, p. 175). Instead, the interviews took place mostly outside the library, particularly in one school. I could sense that the student interviewees were distracted when being interviewed because the interview spaces were strange and unfamiliar to them—teacher’s lounge, teacher all-purpose room, computer lab, and testing center. The move to these areas was unavoidable. Nevertheless, time restrictions
and setting changes will be further examined and explored in the chapter that follows (Data Analysis).

3.9 Document Sources

In order to give additional credibility to the interview data and to analyze library acquisition policy in various settings, I collected a number of acquisition policies from public and parochial libraries and one community college library. Obviously the Del Sol Independent School District acquisitions policy was included. The diverse types of acquisition library policies allowed me to develop a better understanding of how libraries at different settings develop their collections and how library policy imparts guidance for librarians as they go forth and provide library services to English Language Learners. Moreover, the documents enabled me, as a researcher, to “obtain the language and words” of librarians in diverse settings as they perceive, understand, and make sense of how library acquisition policy affects the delivery of library services in their respective community settings (Creswell, 2009, p 180).

3.10 Validity of the Study

This study is entirely qualitative work that cannot be validated nor can it be ensured for reliability in the same manner that quantitative studies are measured. Hammersley’s definition (1987, p. 69) states that “an account is valid or true if it represents accurately those features of the phenomena that it is intended to describe, explain, or theorise.” Slavin (2007) reminds us that a measure’s validity refers to the extent it truly measures the concept it claims to measure. Keeping these ideas and definitions in mind, I have also followed Creswell’s (2009) suggestions in order to obtain the validity of my study. My attempt was to employ definite procedures by checking for accuracy of the findings at all levels. It was vitally important that I proceed in a
structured and well-ordered fashion throughout data collection procedures and data analysis to ensure validity of my study. I followed the various steps suggested by Creswell (2009) as well as others including Dr. Méndez’ class notes from her Qualitative Research Methods course.

The number of steps taken to protect the validity of the study is vital in qualitative research (Creswell, 2009). Numerous researchers advocate and promote the credibility of the findings of research studies by following certain procedures/steps. Yin (2003) supports the idea that qualitative researchers document all procedures and the numerous steps of their studies as meticulously and as much as possible (Yin, 2003). Key’s (1997) module on qualitative research synthesizes Wolcott’s (2001) steps in maintaining the validity of qualitative research (Key, 1997). Wolcott’s steps in maintaining the validity of qualitative research suggest that in order to maintain validity one must be a good listener, record accurately, get feedback, attempt to achieve balance, and write accurately, to name a few (Wolcott, 2001). Creswell (2009), as well, utilizes steps from specific to general in a linear, bottom-to-top manner that involve several levels of analysis that he believes increase validity (see Table 3.9). According to Creswell (2009), validity is achieved by following his specific and careful steps in the research process. He advises that the steps that are followed in the process of research check for accuracy and credibility of the findings of the study (Creswell, 2009). Creswell assures the qualitative researcher that the steps taken in the process of research check for accuracy and credibility of the findings and conclusion of the study (Creswell, 2009). Even though the steps taken to ensure validity are an important aspect of qualitative research, one must keep in mind that the people who contribute to the study—the participants, also add to the study’s validity.
Table 3.10 Creswell’s Steps in the Research Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 6</td>
<td>Interpret the data—make meaning of the information</td>
</tr>
<tr>
<td>Step 5</td>
<td>Propose how description and themes will be represented in narrative</td>
</tr>
<tr>
<td>Step 4</td>
<td>Utilize coding to describe in detail settings and/or participants, identify themes</td>
</tr>
<tr>
<td>Step 3</td>
<td>Code the data</td>
</tr>
<tr>
<td>Step 2</td>
<td>Read through all the data—make sense of the information</td>
</tr>
<tr>
<td>Step 1</td>
<td>Organize and prepare raw data—transcripts, field notes</td>
</tr>
</tbody>
</table>

Data Analysis in *Qualitative Research*, Creswell 2009

Dr. Méndez’ class notes (Z. Méndez, personal communication, October, 2009) concerning qualitative research data validity also guided me in ensuring the validity of my study. Méndez’ recommendations are well-grounded on her research experience. She begins by expounding on the importance of the research questions. Dr. Méndez maintains that research questions have to be designed for meaning—they have to do with meaning. Méndez believes that meaning is socially constructed and that meaning is locally situated—meaning has specific context. She explains that validity is based on the purpose of the systemic (total and complete) and systematic (methodical, organized, efficient) documentation and rendition of an account. Moreover, validity involves manageability and practicality. Although Méndez asserts that fidelity to data is important, she believes that validity does not rest solely on results or statistics, but on the interpretation of the story—looking at the layers of validity. She
emphasizes the qualitative researcher’s responsibility to portray deep and rich description.

Méndez’ descriptive validity seeks to connect it to a broader cultural landscape.

To ensure the validity of this study, I took steps suggested by Creswell. The steps included carefully reading the interview data, reading and rereading all transcriptions, and reading my field notes. I prepared the data for analysis which included the following steps: (1) I transcribed all twenty-two interviews, (2) I word processed all the transcriptions in English and Spanish, and (3) I translated thirteen Spanish transcriptions to English. After preparing the data for analysis I examined the transcriptions as well as the translations. I ensured reliability by checking transcripts for accuracy and making sure no mistakes were made during the transcription process. To ensure there were no translating mistakes, I asked two Spanish teachers to read over my translations. I began coding one month after I transcribed the participants’ interviews. I coded by hand using a color-coded scheme. To ensure the coding process was clear and the meaning of the codes was not altered during the coding process, I continually wrote notes about what the codes meant and signified (Gibbs, 2007). The coding scheme I utilized was one I developed which I named “thematic analysis” because certain themes and issues emerged from all the interviews. The thematic analysis encompassed color coding the feelings the participants had about the following themes: the school library in general (blue), the library collection (pink), Spanish books (yellow), English books (orange), library service (lavender), and library space (green). I also circled in red unexpected responses that emerged from the interviews. I color coded student participant responses at three levels. The first level was the raw data. The second level encompassed the themes that emerged and that I began to understand and interpret. Interpretation is important because it provides
meaning to the findings and guides the study’s data and analysis reliability (Creswell, 2009). The third level which indicated the prevalent themes that emerged at each school campus and how they differed from campus to campus. This third level followed Creswell’s advice on triangulation which states that “if themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study” (Creswell, 2009, p. 191). The third level allowed me to triangulate ideas, issues, and arguments that I drew from each level of analysis. During the coding process I kept in mind that validity is based on deciding if the findings are precise as perceived by the researcher, the participant/interviewee, or those who read an account (Creswell & Miller, 2000).

3.11 Delimitations of the Study

The delimitations of the study encompass the following:

- The face-to-face interviews were conducted between May and July 2012.
- Interview participants included middle school Spanish-speaking English Language Learners, middle school librarians, and the school district library administrator.
- The research sites included three middle schools serving students in grades six, seven, and eight in the Del Sol Independent School District in Del Sol, Texas.
- The three middle school in the Del Sol Independent School District were chosen with the purpose of providing data on school library Spanish collections and how library acquisition policy affects the delivery of library service to middle school Spanish speaking English Language Learners.
- The total research population was twenty-two (N=22).
This chapter took into consideration the study’s research methodology design—its data collection strategies, and its research population and study sites. In order to establish an understanding of the manner in which the interviews were conducted, a good portion of the chapter gave clear details of the interview procedure—from the beginning (approval of the local school district, DSISD, and the university, UTEP IRBs) to the final interview with one of the librarians who had taken a lengthy vacation (July 2012). The qualitative research methodology detailed in this chapter focused on twenty-two interviews set mainly in three middle schools. The interview process produced interesting and unanticipated perceptions and attitudes that were revealed by the interviewees. The interview data collection provided information on the manner in which library acquisition policy as perceived by school librarians may have an effect on the delivery of library services to middle school Spanish-speaking English Language Learners. Most importantly, the data collection strategies and procedures described in this chapter also reflected information that gave understanding and serious consideration to the research questions.

The following chapter will analyze the interview data in greater detail and will portray deep and rich description as I seek meaning, sense, and understanding of how middle school ELLs perceive delivery of service in their respective school libraries. The chapter will comprise student interview thematic analysis and findings and discussion. Data analysis and findings and discussion of the study’s librarians will follow in a subsequent chapter.
CHAPTER 4

DATA ANALYSIS: STUDENT INTERVIEWS

4.1 Data Overview

The data analysis for this study is a qualitative research approach which encompasses narrative description and thematic development (Slavin, 2007). In this chapter data analysis results as well as an interpretation of the findings are presented. This chapter, also sought to answer two of the research questions:

1. How does the delivery of library services affect the middle school English Language Learners library experience?

2. How do ELLs experience school libraries?

The study also sought to gain an overall meaning and understanding of the data in order to draw general conclusions that can serve a relevant and useful purpose to the Del Sol Independent School District’s community. To this end, I considered the fact that the eighteen middle school English Language Learner participants responded to a total of thirty-one questions each (fifteen questions followed by sixteen follow-up questions). Therefore, approximately five hundred and fifty-eight responses were given by the student participants. After the data was disseggerated for coding purposes, and was subsequently coded, I began to seek how the student participants responded to the interview questions. In order to analyze the data, answer the research questions, make sense of the student responses, and to interpret the meaning of those responses, interview responses were examined by campus. To provide an understanding of the overall composition of the study’s population, a detailed description and visual interpretation follows.
I sent an email to the English Speakers of Other Languages (ESOL) middle school teachers of the three study sites: South Central Middle School, Central Middle School, and West Central Middle School requesting to meet with them regarding the selection of English Language Learners (ELLs) for the study I was planning to conduct at the three schools. I explained that I needed their assistance in selecting ELLs to participate in the study. I also informed them that I would be discussing the research with them and answer any question they might have concerning the study. A total of ten ESOL teachers responded and agreed to meet with me. One ESOL teacher from South Central responded and let me know that she would be the only ESOL teacher making the student selections because she taught all ESOL students at South Central. Four ESOL teachers from Central Middle School responded and agreed to meet with me as soon as district testing was completed. Five ESOL teachers from West Central Middle School responded to my email and also agreed to meet with me after district-wide testing.

As soon as the district-wide testing concluded, I met with the ESOL teachers and requested that they select two ELLs from each grade level (sixth, seventh, and eighth) to participate in the study. I requested that the student participant pool include balance in gender, grade level, and English as a Second Language (ESL) level. All the ESOL teachers responded promptly to my requests. Through emails, we set up tentative schedules for the interviews. After I received parent consent forms from all the participating ESOL teachers, I confirmed dates for the interviews. I also consulted with the campus librarians in order to schedule the student interviews in the school libraries. Finally, the interviews began during the third week in
May, 2012, and continued through June 1, 2012. In order to establish a sense of representation of the study’s sample, I have included the study’s population data in Table 4.1.

Table 4.1 Campus Site Student Participants

<table>
<thead>
<tr>
<th>School</th>
<th>Participant Gender</th>
<th>Participant ESL Level</th>
<th>Participant Grade Level</th>
<th># Student Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>South Central</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Central</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>West Central</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Participant Totals</td>
<td>9</td>
<td>9</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

Figures indicate totals as of interview dates, May-June 2012. Figures indicate campus student participants only.

All student participants were enrolled as ESL students when the interviews took place.

At this point it is important to give an explanation regarding the manner in which middle school ELLs are placed in the ESL levels according to the Language Acquisition for the Middle School Program (LAMP) in the DSISD. LAMP is the middle school English program for Speakers of Other Languages (ESOL). Because ELLs enter middle school with different English language fluency, LAMP is instrumental in accommodating ELLs in individualized progression of course work depending on the student’s entry level. LAMP addresses the needs of ELLs, supports English language acquisition and fluency, and avails students with academic content classes (Del Sol Independent School District, 2007). Upon enrolling, the school counselor makes arrangements to assess the ELL’s English proficiency in oral, reading, and writing at the DSISD Testing Center (Del Sol Independent School District, 2007). Other LAMP eligibility criteria include parent/guardian and student interviews. Results of the assessment and interviews are reviewed by the Language Proficiency Assessment Committee (LPAC) and they decide on appropriate placement for the ELL. ELLs are placed into Level 1 (pre-emergent, emergent), Level 2 (intermediate), Level 3 (advanced), English Workshop, or Reading Workshop (Del Sol Independent School District, 2007).
As an example, the South Central Middle School participants as illustrated in Table 4.1 were all ESL II students at the time of the interviews. According to EPISD LAMP criteria, these students had lived in the United States for two years, had a rating of the TELPAS reading rating of B-1, and had a raw score of 28 or below on the State of Texas Assessments of Academic Readiness (STAAR) English or on the STAAR Spanish Tester (Del Sol Independent School District, 2007. The LAMP handbook describes Level II as an intermediate level reading course that develops language and vocabulary to endorse reading and learning through the use of ESL strategies and multicultural literature thus promoting success for English learners (Del Sol Independent School District, 2007). Of the eighteen study participants, sixty-seven percent of the participants were in ESL level II, twenty-two percent were ESL III students, and only eleven percent were beginner ESL students (ESL I). Student participants’ information (at the time of the interviews) regarding gender, ESL levels, and grade levels are illustrated in Table 4.1.

Making sense of data is an interpretive undertaking that is filled with human creativity. Consequently, in order to bring validity to the study’s data as well as fidelity to my interpretation of the data, attention must be given to bias as I perceive the purpose and goals of this study as well as to my personal narratives. I aspired to accomplish this by distancing myself from the data analysis as a researcher with Hispanic heritage, as a librarian by profession, and as a young student who entered the American public school system as a native Spanish speaker wanting to continue reading in my native language as well as wanting to learn to read in a second language. It is with this sense of objectivity that I strive to present this study’s data analysis.
4.2 The Student Interviews: A Brief Overview

A brief description of the study sites, study subjects, instrumentation, and interview settings will be given in order to review and give an understanding of the significance of this study. The study sites comprised three middle schools in the Del Sol Independent School District. The three schools which are located in disadvantaged neighborhoods serve an average of ninety-seven percent Hispanic students, and an average of almost forty percent of the student population of the three schools are Spanish-speaking English Language Learners (Del Sol Independent School District, 2012). Table 4.2 demonstrates the demographic information for each of the three middle schools. Six students from each of the middle schools were selected by their respective ESOL teachers to reflect an equal balance of gender, ESL levels, and grade levels.

Table 4.2 Middle School Student Information – 2010-2011 School Year

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Economically Disadvantaged</th>
<th>ELLs</th>
<th>Hispanic</th>
<th>At-Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Central Middle School Student Information - 2010-2011 School Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>892</td>
<td>97.6%</td>
<td>54.8%</td>
<td>98.9%</td>
<td>72.8%</td>
</tr>
<tr>
<td>Central Middle School Student Information - 2010-2011 School Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>853</td>
<td>96.1%</td>
<td>38.1%</td>
<td>99.1%</td>
<td>76.0%</td>
</tr>
<tr>
<td>West Central Middle School Student Information - 2010-2011 School Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>97.6%</td>
<td>23.9%</td>
<td>92.5%</td>
<td>56.4%</td>
</tr>
</tbody>
</table>

The instrumentation utilized for this study was a face-to-face interview. The student interview instrument comprised fifteen questions and follow-up questions totaling thirty-one questions written in both English and Spanish. See Appendices B and C. The student interviews were more like questionnaires than interviews due to the fact that the study participants
comprised young minds whose ages ranged from eleven to thirteen years of age. Additionally, the student participants were Spanish-speaking English Language Learners who displayed much trepidation and apprehension as they responded to questions that were asked in a second language they are learning. Moreover, the study participants were visibly shy when answering questions posed by the researcher—a total stranger. The student participants were asked fifteen questions and were given the option to respond in the language they felt more comfortable speaking. The interview setting, as outlined in the study’s proposal, was to be the students’ respective school library. For a variety of reasons, the school library was used for only a handful of students.

The remainder of this chapter will include a narrative of the data analysis of the student participants’ responses. Study findings and discussion will follow the data analysis and will conclude by considering how the data analysis provided information that made it possible to answer two of the study’s research questions.

The Study Participants: South Central Middle School

The study participants from South Central Middle School totaled six students and one librarian. From this point forward, pseudonyms were given to all student participants to protect their identity and privacy. As stated previously, I requested that the ESOL teachers try to select a group of students that would reflect gender, grade level, and ESL level balance. See Table 4.3 below for details.
Table 4.3 South Central Middle School Participants as of Interview Dates—May-June 2012

<table>
<thead>
<tr>
<th>Student</th>
<th>Gender</th>
<th>Grade Level</th>
<th>ESL Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martín Chávez</td>
<td>M</td>
<td>6</td>
<td>II</td>
</tr>
<tr>
<td>Marco Hernández</td>
<td>M</td>
<td>8</td>
<td>II</td>
</tr>
<tr>
<td>Susana Díaz</td>
<td>F</td>
<td>7</td>
<td>II</td>
</tr>
<tr>
<td>Sammy Delgado</td>
<td>M</td>
<td>7</td>
<td>II</td>
</tr>
<tr>
<td>María Martín</td>
<td>F</td>
<td>7</td>
<td>II</td>
</tr>
<tr>
<td>Aracely Jimenez</td>
<td>F</td>
<td>7</td>
<td>II</td>
</tr>
</tbody>
</table>

The ESOL teacher at South Central selected students from the ESL Level II because most of her students fall into that level. Only one ESOL teacher selected the students because she teaches all ESL students. There were mostly seventh grade students because one eighth grader did not wish to participate and a sixth grader forgot her parental consent form and an alternate was chosen to take her place in the interview. The gender balance I requested was met.

4.4 The Study Participants: Central Middle School

The study participants from Central Middle School totaled six students and one librarian. See Table 4.4 below for details.

Table 4.4 Central Middle School Participants as of Interview Dates—May-June 2012

<table>
<thead>
<tr>
<th>Student</th>
<th>Gender</th>
<th>Grade Level</th>
<th>ESL Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Cortéz</td>
<td>F</td>
<td>8</td>
<td>III</td>
</tr>
<tr>
<td>Eduardo Gonzaléz</td>
<td>M</td>
<td>8</td>
<td>II</td>
</tr>
<tr>
<td>Maricela Montaño</td>
<td>F</td>
<td>6</td>
<td>II</td>
</tr>
<tr>
<td>Andrés Maldonado</td>
<td>M</td>
<td>7</td>
<td>III</td>
</tr>
<tr>
<td>Karime Benítez</td>
<td>F</td>
<td>7</td>
<td>II</td>
</tr>
<tr>
<td>Ben Montes</td>
<td>M</td>
<td>8</td>
<td>I</td>
</tr>
</tbody>
</table>
The ESOL teachers worked well together in selecting a varied and balanced group of participants. A sixth grader was dropped from the study because she was absent on the day of the interview—an alternate was chosen. Grade levels were not balanced, although all three ESL levels were represented. Overall, there was more balance in the three categories at Central Middle School than in South Central Middle School.

4.5 The Study Participants: West Central Middle School

The study participants from West Central Middle School totaled six students and one librarian. See Table 4.5 below for details.

<table>
<thead>
<tr>
<th>Student</th>
<th>Gender</th>
<th>Grade Level</th>
<th>ESL Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Fuentes</td>
<td>F</td>
<td>8</td>
<td>II</td>
</tr>
<tr>
<td>Perla Estrada</td>
<td>F</td>
<td>8</td>
<td>III</td>
</tr>
<tr>
<td>Josué Robles</td>
<td>M</td>
<td>8</td>
<td>II</td>
</tr>
<tr>
<td>Mario Martínez</td>
<td>M</td>
<td>7</td>
<td>II</td>
</tr>
<tr>
<td>Alfonso Ochoa</td>
<td>M</td>
<td>8</td>
<td>III</td>
</tr>
<tr>
<td>Juanita Valles</td>
<td>F</td>
<td>6</td>
<td>I</td>
</tr>
</tbody>
</table>

The West Central ESOL teachers were the most diligent in selecting students that met my request of grade level, gender, and ESL level balance. On the two days of interviews, two students were unable to participate due to absence and testing—two alternates were chosen. If the two original students had participated, there would have been a well-balanced representation of the categories. The majority of the participants were eighth graders, two of which were in ESL level three.
In general I was pleased with the selection of the study participants. The ESOL teachers from the three middle schools were attentive and diligent in their choice of study participants. It was they who took care that all parental consent forms were filled out properly and turned in on time. They also were the ones who chose alternatives and took care that the interview process proceeded as planned.

4.6 The Student Interviews—Time and Spaces

There were several time issues and concerns that placed time constraints on the student interview schedule as illustrated in Appendix I. Optimistically, the student interviews were not affected by the time limitations that were not possible to control.

4.6a South Central Middle School

A significant sense of apprehension was exhibited by the student interviewees at all three campuses, particularly at South Central Middle School. I believe that the setting played a role in the students’ reticence and introversion as they at times struggled to answer the interview questions. As stated in Chapter Three, the student interviews took place in areas/spaces of the schools other than the library, e.g., an all-purpose classroom, computer lab, teacher’s lounge, and a testing center. The interview spaces utilized in South Central, although quiet and private demonstrated to me that four out of the six student interviewees were possibly disconcerted about being interviewed in unfamiliar areas of the school. This disconcertment may have manifested itself in the students’ apprehension and shyness before and during the interviews. My concern about the students’ feelings of uneasiness was in light of Creswell’s belief that qualitative researchers collect data in natural environments, namely, where participants experience and encounter issues that are being studied, i.e., library services
(Creswell, 2009). Nonetheless, the students’ responses were valuable in seeking their feelings, opinions, and perceptions about the delivery of library services, their Spanish book collections, and their school libraries in general.

4.6b Central Middle School

The student interviews had been set up to take place in the school library at Central Middle School, but when I arrived on the day of the interviews, I was informed in the front office that school district union voting was taking place in the library. I was told that the library would be closed all day. I was never notified of the change until the day of the interviews. No one in the front office offered me any other room or area where I could interview the students, so I went to meet with the head ESOL teacher so that she would suggest a place/area in the school that would allow privacy with little or no interruptions. She suggested the teachers’ lounge. Although the Central Middle School interviews took place in a hot and uncomfortable space/area in the school, the student interviewees were less reticent than the South Central students. They were a lively group of students, but individually were less animated, although their perspectives and opinions about their school library and the manner in which the librarian delivered library services were significant to this study.

4.6c West Central Middle School

When I arrived at the school for the interviews, I went directly to the West Central library to begin the interviews as I had planned with the school librarian and ESOL teachers. I was quickly apprised of the interview setting. There was testing taking place in the library for the entire day. I was told to interview the students in an all-purpose room across the hall from the library. It was empty, but a Professional Learning Community (PLC) meeting was going to
take place there that morning, but the time of the meeting was uncertain. In spite the lack of privacy, quietness, and temperature control, the West Central Middle School interviewees were more receptive to the interview and were less shy and reticent than the South Central and Central students. Overall, the student responses gave insight as to how these groups of students perceive their school library, delivery of library services, and the library collection, specifically the Spanish collection. The study’s research data was enriched due to all student interviews.

The choice of utilizing strange areas and seemingly uncomfortable and noisy spaces as the settings for the student interviews in all campuses was beyond my control. The interview settings possibly posed a variety of distractions for the students as well as for me. Regrettably, the student interviews took place at the end of the school year when so much is on the students’ schedules—shortened class periods due to end-of-the-year activities. Additionally, at the end of the school year, the school libraries are closed for regular class visits for the purposes of collecting all overdue and lost books and prepare end-of-the-month and yearly reports. Because the student interviews could not take place in the libraries where students are comfortable and familiar with their surroundings, the interviews took place in spaces outside their realm of experience. In spite of these drawbacks due to time and space, the students were interviewed and they responded in a seemingly honest, albeit reticent manner (in most cases). Their responses gave attentive insight as to their personal experiences in their school library.

4.7 Data Analysis

After completing the student interviews, I transcribed the interviews and word processed the transcriptions in English and in Spanish, depending on the students’ language
preference. I then translated the Spanish interviews to English. I double checked all transcriptions for accuracy to ensure that no mistakes in grammar or language usage were made during the transcription process. I then began to read and review the transcriptions and color code the transcriptions by hand and wrote notes to myself as to what the codes meant and signified. This coding process was described in detail in the methodology chapter.

As I read the raw data from the interviews, I began to color code the responses so that common patterns would emerge. I created a chart that illustrated the main ideas and thoughts that I gleaned from the student responses. As I wrote out the very brief main ideas of each question and color coded the student responses, I labeled the common patterns or common strings as Level 1 Coding. Patterns emerged as I color coded the student responses. The common patterns yielded common themes in all three campuses after I completed the Level 1 Coding. The common patterns are the following:

- Responses that expressed feelings/opinion about their library or librarian (coded in blue)
- Responses that directly addressed the library collection (coded in pink)
- Responses that dealt with the library Spanish book collection (coded in yellow)
- Responses that expressed how they felt about the library collection in general, specifically the books written in English, which by the way, comprise over ninety-five percent in all three middle schools (coded in orange)
- Responses that addressed their feelings/opinions about delivery of library services (coded in lavender)
- Responses that conveyed feelings/opinions about space in the library (coded in green)
• Unexpected responses (coded by circling response in red)

I developed charts for each campus titled “Level 1 Coding.” The charts illustrate all color coded participant responses for questions one through thirteen. Questions fourteen and fifteen were not color coded because these dealt with library services students sought at the public libraries. I took note of those responses in order to learn what type of library services the study participants seek out when they visit the city public libraries.

Setting up this chart enabled me to study individual responses and give me better direction regarding what issues and concerns were given more consideration by students and how they perceive their library experiences. The prevalent patterns generated the following four focus areas or themes:

• Library collection as a whole
• Spanish collection (opinions and ideas)
• English books (opinions and ideas)
• Delivery of library services

The four themes dominated the student responses in all three campuses. The themes that emerged from the color coding guided the data analysis (Creswell, 2009). Overwhelmingly, in all three campuses, responses having to do with the delivery of library services were the most prevalent.

4.7a South Central Middle School

The prevalent theme that emerged from the student interviews at South Central Middle School was the delivery of library services. There were approximately forty-eight responses expressing how the student participants experienced the delivery of library services. Student
feelings and opinions about the delivery of library services were expressed briefly and succinctly. The responses and corresponding questions yielded many varied responses that reflect the manner in which the student participants experienced and encountered the delivery of library services at their library.

The responses dealing with feelings and opinions about the school librarian were very positive. All student participants had similar thoughts about the librarian. When asked about the best quality of the librarian and what they like best about the librarian, the prevailing thought was that she is a nice and helpful person. When asked how the librarian makes the library visit good, bad, and/or useful, most students described helpful experiences and that she gave good presentations. When asked what they liked least about the librarian, five out of the six students answered “nothing.” The idea to hire more librarians was an interesting common response to the questions about suggestions to make the library better and the question about the worst quality of the library. Obviously, students think that the library is understaffed. In general, the student participants seem to experience better than average delivery of library services due to the helpfulness and nice disposition of their school librarian.

The second most prevalent theme was one that reflected student opinions and feelings concerning the school library Spanish collection. There were five interview questions that elicited responses that dealt explicitly with the school library’s Spanish collection. The third most common theme revealed responses concerning the English book collection which comprises more than ninety-five percent of the entire library collection.

Primarily, the South Central study participants expressed the idea that Spanish books are important to have in the school library for first level ESL students—those who cannot read
English, and for those who do not understand English. It was interesting to note that although the student participants place much value in Spanish books, they expressed common responses about not checking out more Spanish books or reading more in Spanish if there were more Spanish books in the library. Moreover, half of the student participants believe that no more Spanish books are needed in the library because they need to learn English. One student even expressed the opinion that no more Spanish are needed because he does not want to lose the English he has already learned. Nevertheless, there were eleven responses that reflected the students’ certainty that having more Spanish books in the library is very appealing to them.

Even though the student participants’ responses reveal that Spanish books are important in their school library, their strong opinions about needing to learn more in English and not having a need for more Spanish books were unexpected responses. Additionally, there were a couple of responses expressing the importance of having Spanish books in the library for the students who are learning Spanish and “so others can learn Spanish.” These last two responses were quite unexpected albeit useful and practical because there are Hispanics who are quite fluent in communicating in Spanish but who cannot read or write the language. It is insightful and perceptive that students understand this seeming inconsistency. It also reflects a compassionate feeling for their fellow English Language Learners.

The last theme that emerged during the coding process was the student responses expressing thoughts and ideas about the library collection as a whole. The responses were brief and concise. The responses were positive descriptions about their library, albeit, simple and minimal. Some student descriptions about the books included “lots”, “interesting”, and “good selection.” Surprisingly, the responses did not reflect concerns students had about the Spanish
collection in their library. The students seem to be drawn to “interesting” books and magazines and gave specific preferences such as scary books and science books. Additionally, the student participants included other services offered in the library such as computer use and an opportunity to practice and play chess. Some of the responses also alluded to the “system” being good and orderly. Possibly, the term “system” as used by two of the participants refers to the library in a general manner. On the whole, the student participants’ thoughts and ruminations about their library were positive and amazingly limited regarding the Spanish library books.

The overall South Central Middle School student interview responses gave a glimpse of how they perceive the delivery of library services and how they experience their school library. Although the interview responses were brief, they were succinct and at times perceptive.

4.7b Central Middle School

The delivery of library services was the prevailing theme that emerged from the student interviews at Central Middle School. There were approximately thirty responses that reflected how the student participants experienced the delivery of library services. The student participants shared their feelings, opinions, and ideas about the delivery of library services in a brief, albeit, succinct manner. The responses described the manner in which the student participants experienced and encountered the delivery of library services at their library.

The interview question that yielded the most responses was how the librarian makes going to the library a good/bad/useful experience. The prevalent responses were positive—four students responded that the librarian makes the library experience good and helpful. One student commented that the students encounter a “bad” experience when they are sent back
to class. The interview questions with the second and third most responses dealt with what
students like best about their librarian and to name the librarian’s best quality. The responses
were quite flattering—he’s nice, he’s fun, he’s helpful, he’s smart, he explains, and teaches a
lot. On the other hand, there were a number of negative remarks describing what students like
least about the librarian and the worst quality of the librarian. Responses described the
librarian as “mean” and that he “tells us off”, “he tells us to go back to class,” and “he gets mad
when we run in the library.” These negative behaviors that the students describe about their
librarian are ostensibly triggered by the students’ inappropriate behavior in the library. Other
qualities that frustrate the students about their librarian are that he does not speak Spanish, he
speaks “fast in English,” and he is difficult to understand. Again, these comments have much to
do with their lack of experience and practice speaking and understanding English. These two
groupings of responses (positive and negative) may seem contradictory, but in context are
behaviors that students remember about their school librarian. If negative behaviors are
displayed by the school librarian on a daily basis and possibly continue for the duration of the
school day and ultimately the school year, students will interpret that behavior as negative and
may be harmful to the library’s public relations as well as to the manner in which library
services are perceived.

The second-most dominant theme that emerged was the students’ opinions and
thoughts regarding their school library collection. There were eight interview questions that elicited responses concerning the library collection. The varied, yet similar words to describe
the library collection were mostly positive. It is obvious that the student participants have
diverse opinions about the books that comprise the library collection. Some students placed
importance on the large number and selection of library books. Some students believe that
both Spanish and English books should be added. Interestingly, the negative descriptions about
the library books include not only that they are old and torn, but they are not in order—they
are “mixed up” and “not in correct order.” One student even said that the books should be put
in correct order. Observably, the student responses concerning an orderly collection is
something they expect from the library. Perhaps, it is because students realize that a well-
organized library allows for easier access to the books they need and want. Other negative
student observations are that the library does not have “what we need” and that “most
students cannot read the English books.” These last two thoughts reveal a certain level of
frustration they experience about the library collection in general.

The third and fourth most prevailing themes that emerged from the interview data
coding conveyed the participants’ responses concerning the Central library Spanish collection
and the English collection. The student participant responses were garnered from seven
interview questions.

Quite unexpectedly, the students’ responses reflecting their feelings and opinions about
the Spanish collection were less in number than how they felt about the English books. It would
be expected that English Language Learners would want, search for, choose, and read more
Spanish books than English books. But surprisingly, the student responses reveal various
feelings and thoughts that place much importance and value in English books. In their opinion,
the availability of English books in the school library affords them the opportunity to learn more
English which they believe is important if they are to learn more. Specifically, one student said,
“English books are important for learning English.” Several students expressed a preference for
English books over Spanish books in order to learn more English and to “read more in English.” They believe that more English books are needed—not more Spanish books.

An unexpected response that was given about the Spanish books was that Spanish books are needed in the library for those who do not speak Spanish. Three students stated that Spanish books are important to have in the library “for those learning Spanish.” These ideas about the accessibility of Spanish books in the library for those who do not speak Spanish and for those learning Spanish seem incongruous in a school that has a ninety-nine percent Hispanic population. Personally, I have yet to experience students checking out Spanish books in order to maintain their Spanish skill or non-Spanish speaking students checking out Spanish books for the sake of learning the language. Nevertheless, perhaps these students are being compassionate about their fellow students who do not know Spanish and who should have access to Spanish library books.

In general, the Central Middle School student interview responses were probable while others were unexpected. The most revealing responses were those relevant to the Spanish and English book collections. Surprisingly, the student participants had definite ideas about the importance of English books. English books are perceived to be important for learning English and just as important, to maintain the English they already know. The student participants also valued a well-organized and orderly library collection. It is apparent that these students have definite ideas about effective accessibility to the library books they deem important and necessary to enhance their education and information needs.
4.7c West Central Middle School

The major theme emerging from the West Central student interviews was the delivery of library services. Approximately thirty responses conveyed student experiences associated with how students perceive the delivery of library services at their school library. The student responses relayed how the student participants sensed the delivery of library services at their school library.

A significant number of responses relayed the students’ positive thoughts about their school librarian. There were thirteen responses expressing how the librarian creates helpful and good library experiences for the students. Additionally, students described the librarian as nice (five responses) and helpful (sixteen responses). Clearly, students are very much aware of the librarian’s serviceable nature. Students also described various library services that they enjoy e.g., using computers, reading books and magazines. There were five remarks that denote a sense of frustration regarding the lack of service due to a limited staff. One student observed that the library “should have more people who help students.” Evidently, students believe that the library is understaffed. Responses also reflected the fact that the librarian and her clerk are sometimes too busy to help students find books or information students need. Students also remarked that when the library is closed, obviously they cannot get the books they need. On the whole, students recognize that their school library’s delivery of service is satisfactory due to their appreciation of the librarian’s helpfulness and amiability even though they also express the notion that the library is understaffed and often unavailable (closed).

The second most prevalent theme that became apparent from the interview data was the students’ responses regarding the importance of the Spanish collection. There were nearly
twenty-eight student interview responses that reflected their perceptions about the Spanish book collection in their school library. The student responses expressed feelings and opinions about the importance of the Spanish library book collection.

Overwhelmingly, the student participants spoke out in favor of the importance of having Spanish books in their school library. All six student participants believe that Spanish books are necessary for those who do not read English and/or do not understand English. Additionally, all six student participants answered convincingly that if the school library had more Spanish books they would visit the library more often, check out more Spanish books, and they would read more in Spanish. Interview questions regarding feelings about the Spanish books in their school library yielded responses that expressed that there should be more Spanish books and that there are not enough Spanish books for those who want them. A total of six responses expressed the opinion that there were not enough Spanish books in the library—there should be more. It is quite clear that the West Central middle school interview participants feel strongly about the importance of having a larger Spanish collection in their school library.

As strongly as the West Central interview participants believe that Spanish books are an important part of their school library, they were very obvious in their apparent lack of comments regarding the English library book collection which comprises over ninety-five percent of the library collection. There were only three responses that expressed a preference for English books over Spanish books. When asked “if there were more Spanish books in the library, would you check out more books?” one student responded, “No, I would check out more books in English.” Another student answered, “No, now I need to learn English.” A third student said that there should not be more Spanish books in the library. This sentiment that
implied an apparent lack of interest of the library’s Spanish book collection was surprising, but understandable in light of the students’ desire to learn English.

A theme that emerged from the interview data was the student participants’ thoughts and opinions about their library collection in general. Five students described the collection as having many books and its large selection. The student participants described the books as awesome, interesting, pretty cool, and appealing. Students also expressed how the books are well organized (fiction and non-fiction). Negative comments included books not being interesting and that the library needs more books, i.e., the library has a limited book collection. Frustration was also expressed concerning the unavailability of books because they are already checked out. There were three remarks regarding new books: “need more books,” “get more new books,” and “add more books.” It is apparent that the student participants possess both positive and negative opinions about their library book collection.

The West Central Middle School student interview data revealed that the delivery of library services was the most significant issue and concern due to the numerous responses by the student participants. The student participants were straightforward in the manner in which they conveyed their feelings and opinions in regard to the delivery of library services. They conveyed positive feelings and opinions concerning the manner in which they are served as library patrons, although they expressed concern regarding the library’s need to have additional staff to assist them in accessing the library resources. The importance of their library’s Spanish collection also resulted in a significant number of responses. Not surprisingly, the student participants feel that the Spanish books are of great value and need to the Spanish-speaking students. Their lack of interest or attention to the English library collection was unexpected.
Only three comments (out of the fifteen interview questions and the corresponding follow-up questions) were made about the English library collection. On a more positive note, the students value and appreciate how well their school library is organized and how the library affords them a place to not only access reading material, but to read peacefully and enjoyably.

4.8 Discussion

The final step in the data analysis entails the interpretation of the data. According to Creswell (2009) these steps prepare the data for analysis and subsequent interpretation. The objective was to learn how the participants perceive the delivery of library service in their school libraries, what their respective Spanish library collection means to the participants, and how they experience their school libraries. This goal responds to two of the research questions. Keeping the research questions in mind assisted in the interpretation of the data. Additionally, I wanted to learn about their worldview—the overall perspective from which they see and interpret their experiences in the library as it relates to their overall school experience. Additionally, I considered how the campus ESL programs and the student-librarian connection had bearing on how students perceive the delivery of library services.

The prevalent theme of the interview responses in all three middle school campuses was the delivery of library services. The delivery of library services comprises how students are served as library patrons, the availability and access to literary and information sources found in the library, and the connection or rapport student have with the school librarian. Serving the library community’s information needs and catering to those needs are hallmarks of responsible librarianship. At all three campuses the majority of the participant students’ responses were similar in their positive opinions about their respective librarians. At South
Central the main opinion was that the librarian was a nice and helpful person and that their library experiences were helpful. In general, the South Central student participants deemed their library experience better than average attributable to the helpfulness and nice nature of their school librarian. On the negative side, a common idea shared by the students was that the library is understaffed ostensibly when the librarian is too busy and no one’s there to help them.

At Central Middle School the common theme among the student responses was also the delivery of library services. The students very similarly had positive opinions about their school librarian. They had rather flattering words to describe the librarian—“he is nice, helpful, smart, and teaches a lot.” But there were negative remarks when they commented on the worst quality of the librarian—“he is mean; he tells us off, tells us to go back to class, and he gets mad when we run in the library. The negative remarks were expressed in obvious frustration. As stated in the previous section of this chapter, when students experience negative behaviors from the librarian on a regular basis, they ostensibly perceive the library as an unwelcoming or an undesirable place to frequent. This results in a lack of desire to visit the library not only at Central Middle School but other libraries as well.

Western Central Middle School study participants had very similar responses to those at South Central. Student responses to interview questions that dealt with the delivery of library services were positive. The majority of the students described their school librarian as nice and helpful. They also believe that their library experiences were good due to the librarian’s helpfulness and amiability. The students also conveyed an appreciation for services offered in the library: computers, books, and magazines. Western Central students expressed frustration
regarding an apparent lack of library services due to a limited staff. This sentiment was also expressed by the South Central Middle School study participants. Additionally, students felt that library services were compromised due to the library’s staff being too busy to help all students. This sentiment was likewise expressed by the South Central students. For the most part, the West Central study participants conveyed a feeling of satisfaction regarding the delivery of library services mainly due to the librarian’s helpfulness and amiability even though they also expressed the idea that their school library is understaffed.

The librarian-student connection in these three schools is obvious—students appreciate and acknowledge the helpfulness and amiability of their respective school librarians. The manner in which they describe their librarians is reflective of how the librarians impart their knowledge in a display of service. This thought is inspired by Michael Lipsky’s seminal book, *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. Lipsky introduced the term *street-level bureaucracy* to refer to workers, specifically those from public services (which include teachers and librarians) who deal with people and who comparatively have an effect on their lives. Lipsky also puts forth the idea that street-level Bureaucrats influence how people experience government, i.e., they embody the government to the people (Lipsky, 2010). He believes that these street-level Bureaucrats are policy makers since they are the ones who interpret the policy into action. A second important idea of Lipsky’s work is the discretionary power that gives street-level Bureaucrats the independence of deciding the details of their job and who have “wide discretion over the dispensation of benefits and the allocation of public sanctions” (Lipsky, 2010, p. xi). Simply stated, Lipsky states that there are two ways to understand the term “street-level bureaucracy”: one is to link it with public services with which
citizens normally interact and the second is how street-level Bureaucrats interact with citizens as they exercise their work duties and have discretion in implementing authority (Lipsky, 2010). Applying Lipsky’s concept to the world of librarianship is apropos especially as it applies to the delivery of library services as perceived by middle school English Language Learners and as delivered by middle school librarians.

According to Lipsky, more than half of all workers employed in local governments are public school employees (Lipsky, 2010). Not surprisingly, school librarians provide direct services in the schools. The manner in which librarians dispense library services and perceive their role as providers of service can have an effect on the school library’s mission as a provider of educational support. The manner in which librarians interact with their student patrons and make use of discretionary decisions can result in success or failure of the quality of library services and access to library resources. As stated previously, the student participants seemingly appreciate and acknowledge the helpfulness and amiability of their respective school librarians. Moreover, the students perceive the manner in which their respective librarians impart their knowledge in a display of service. Evidently, the librarian-student connection at the three campuses is a practical and sensible one. The librarians’ discretionary decisions regarding their role as service providers have rendered an optimistic quality to the delivery of library services. A few student comments about the library being understaffed (at South Central and West Central) and the librarian being “mean” do not discount the veracity of their positive opinions about their librarians and how seemingly satisfied they are about the delivery of library services.
The second most prominent theme that emerged from the student interviews was how the students perceive the Spanish collection in their respective campus library. This theme was significant as it relates to the availability of library sources to Spanish-speaking English Language Learners in a predominantly Spanish-speaking school community. The South Central Middle School participants as illustrated in Table 4.1 were all ESL II students who were enrolled in classes designed to expand their English language fluency and promote and advance their reading and learning skills.

The fact that the South Central study participants are enrolled in the intermediate ESL level program at South Central is a testament to their strong belief that although having more Spanish books in their school library is an appealing idea, English books are more important than the Spanish books. They expressed the idea that more Spanish books are not needed in the library because they need English books to learn English. Moreover, they shared the common thought that if the library had more Spanish books they would not check out more Spanish books nor would they read more in Spanish. Half of the students believe that no more books in Spanish are needed in the library because they need to speak English, and one student stated that he did not want to lose the English he had already learned. The South Central study participants may believe that they do not need to uphold and preserve their first language; after all, they already speak it and understand it. These students may be experiencing “internalized oppression.” According to Laura Padilla, internalized oppression is particularly manifested in the Latino community, including recent immigrants (Padilla, 2004). Padilla explains that at the individual level Latinos disparage themselves when they “cavalierly use Spanish when convenient—for example, to temporarily bond with other Latino/as while also
being ashamed by it when it reveals too much of our heritage. Through the support of the English-only movement, “we send the message that we should be ashamed of our inherited language” (Padilla, 2004, p. 19). Distress patterns that result from an unhealed hurt cause one to have feelings of “self-invalidation, self-doubt, isolation, fear, feelings of powerlessness and despair...” (Roy, 1999, p. 3-4). These students may have experienced negative perceptions and images of Latinos in their homes or community and may have internalized hurtful feelings that may reflect a lack of respect for their ethnicity, specifically, the Spanish language. They may come from homes where the home language is not respected or honored and may feel that they should speak English to feel included in their school community and by doing so become full participants in school life. Nevertheless, the South Central study participants have very definite opinions about the importance of English books and display a lack of interest in the library Spanish collection.

The Central Middle School study participants had very similar sentiments about the importance of having Spanish books in their library. Half of these students are enrolled in the intermediate ESL level (Level II). One student is enrolled in the first ESL level (pre-emergent and emergent) and two are enrolled in the third level (advanced). Their interview responses regarding the Spanish books in their library were superceded by their opinions of the English books. The salient idea was that the English books in the library were of more use to them because they strongly believe that it is important for them to learn more English and to maintain the English they already know. A common sentiment was that more English books are needed in the library—not more Spanish books. These feelings that reflect a lack of interest and
lack of importance in the library Spanish collection may indicate that they, like their South Central counterparts, may also have feelings of “internalized oppression.”

The West Central study participants’ feelings and opinions about the importance of their library collection of Spanish books were overwhelmingly positive. All participants stated emphatically that if the school library had more Spanish books they would visit more often, check out more Spanish books, and would read more in Spanish. Additionally, they articulated a need for more Spanish books in the library because there are not enough for those who want them. There were three responses that reflected a preference for books in English for the sake of learning English. The strong positive sentiment regarding the importance of having Spanish books in their school library is possibly due to the fact that West Central houses an academic dual language program, Connecting Worlds/Mundos Unidos. This original Two-Way Dual Language Gifted and Talented (GT) program incorporates second language acquisition and GT methodologies to achieve academic excellence and dual language proficiency in Spanish and English (Del Sol Independent School District, 2007). This model program, exclusive to the school district, the state of Texas, and nationally is a two way program where it strives to have a 50/50 balance in which students receive approximately fifty percent of instruction in Spanish and fifty percent of instruction in English in all subject areas (Del Sol Independent School District, 2007). Classroom instruction is delivered by one classroom teacher in both languages (Del Sol Independent School District, 2007). The first cohort of students entered this program at West Central in 2000 and currently approximately 160 sixth through eighth grade students are enrolled in the program (J. Hunt, personal communication, February, 2013). This year, two English Language Learners are enrolled in the dual language program. Students who are GT
qualified and who pass the language survey that the program’s coordinator (Mary Nolte) administers are welcome to join (J. Hunt, personal communication, February, 2013). The majority of the students enrolled in the program come from Montecito Elementary School, an elementary feeder school to West Central (J. Hunt, personal communication, February, 2013). The district’s elementary Gifted and Talented (GT) dual language program is housed at Montecito but the program does accept a handful of students every year from other schools (J. Hunt, personal communication, February, 2013). Possibly, due to the dual language program at West Central, ELLs are inevitably aware of the value and importance of maintaining their home language as they perceive how students in the school engage academically in two languages. This experience may possibly lead West Central’s ELLs to perceive the dual language students’ sense of honor, respect, and appreciation for languages, specifically Spanish—their home language.

It is important to reiterate the significance of the study participants’ feelings and opinions about the delivery of library service at their respective school libraries. The delivery of library services was the prevalent theme that emerged from the student interviews. It is noteworthy that the shared sentiment was one of satisfaction due to the common opinion that the librarians are ostensibly friendly and helpful. The apparently sound librarian-student relationship is possibly due to the discretionary decisions that are made by the school librarians. According to Lipsky, the librarians acting as bureaucrats ideally serve individuals, but in practice serve all library patrons (Lipsky, 2009). This perception benefits the student library patrons, particularly because they are English Language Learners who need to feel socially inclusive. Inclusiveness involves the idea that libraries should be seen as comfortable and
inviting places where student needs, including those of ELLs are addressed and met. School libraries should be socially inclusive where ELLs feel valued and have the opportunity to participate fully in the life of the school (Bissett, 2010).

It is also of notable significance how solidly West Central’s study participants collectively communicated their positive feelings regarding the importance of having Spanish books on the library shelves. It is striking how only West Central’s participants expressed their appreciation for their library’s Spanish collection. Surprisingly, the majority of the participants from South Central and Central conveyed feelings and opinions of unimportance regarding their respective library’s Spanish book collection. As stated previously, the Spanish-speaking English Language Learners at these two campuses may have “internalized oppression” which renders them with feelings of exclusion and even isolation. These students may have lost respect for their home language and may feel the need to avoid Spanish possibly because they are ashamed of their native language. Possibly if these students see more library books written in their native language in the library they may begin to feel that their language and cultural values and ideals belong in their school.

The cultures and people of both schools—South Central and Central are very similar, specifically when considering the ELLs’ feelings and opinions about the Spanish books and the delivery of library services in their respective libraries. The interviews revealed that the ELLs at both schools displayed an excessive amount of deference possibly due to traditional Mexican rearing practices, particularly by Mexican mothers, as described in Valdés book Con Respeto. According to Valdés, respeto (respect) entails “both the presentation of self before others as well as a recognition and acceptance of the needs of those persons with whom interactions
take place” (Valdés, 1996, p. 132). The idea of respeto also includes instilling a sense of “boundaries of roles and role relationships and of the responsibilities each individual has when acting in each role” (Valdés, 1996, p. 132). She adds that Mexican mothers’ child rearing practices include emphasizing to their children not be disrespectful (irrespetuosos) toward others so that they in turn will not be disrespected. Valdés also states that young and older children are frequently warned by their mothers not to be disrespectful. The notion of being respectful and bien educado (being polite) to authority figures e.g. adults, teachers, school authorities is very well ingrained in Mexican youth from a very young age. This child-rearing practice by Mexican mothers could have possibly had an effect on the manner in which the study ELLs chose to respond to the interview questions, specifically when expressing their perceptions regarding their respective school librarians. The ELL study participants at all three middle schools expressed surprisingly similar and very polite words to describe their librarians and exhibited an obvious unwillingness to complain or be angry about their libraries or librarians.

Ultimately, Spanish-speaking English Language Learners may feel a stronger sense of inclusion if the library services reflect a sense of well-being and trust. The library needs to be a place where they feel equal and valued—where no one is turned away, where library services, are for everyone (Varheim, Steinmo, & Ide, 2008). The library is one of the most open and worldwide establishments that exist (Varheim, Steinmo, & Ide, 2008). It is through positive interactions between librarians and students that a constructive partnership can happen and students, particularly Spanish-speaking English Language Learners, may entrust the library institution to deliver equitable library service. How public school librarians function as policy
decision makers and exercise significant discretion as they carry out their daily library agenda will be discussed in the following chapter.
CHAPTER 5

DATA ANALYSIS: LIBRARIANS

Personal experiences can influence how a researcher makes a decision regarding the choice and approach of the research methodology to be utilized for a particular study (Creswell, 2009). In the eighteen years as a DSISD librarian, I have yet to attend a librarians’ meeting where discussions regarding the information and literary needs as well as library services for Spanish-speaking ELLs take place. I have also never heard discussion concerning the significance of library collection development that reflects the Spanish-speaking student populations in DSISD during mandated district-wide staff development sessions or school district librarians’ meetings. Unfortunately, such discussions that may affect library acquisition decisions among librarians and district-approved vendors have also been nonexistent. I believe serious discussion and diligent dialogue need to transpire so that at least the topic can be acknowledged and taken into account.

The public school library can be a virtual fertile source for human interaction involving students, teachers, administrators, and school staff as they go about the school day. This setting together with all the school population’s “actions, moods, characters, and likely prospects” provides viable accounts that provide a foundation for analyzing how students and school personnel make sense of their world (Hammersley & Atkinson, 1995). As a librarian and participant observer the following accounts have transpired in the DSISD school libraries where I have worked:
• Both middle school and high school students not being permitted to check out books until they successfully ask for books and/or give their DSISD identification number in English;
• Many times I have perceived the shyness of ELLs’ demeanor as they struggle with great effort to pronounce strange words in English that they don’t even comprehend as they attempt to check out a single book;
• When ELLs check out Spanish titled books, they are met with resistance from either their teacher (who takes them to the library) or the librarian or the library clerk. ELLs are told that they need to check out books written in English so they can learn English in a more expeditious manner;
• As ELLs browse for their book(s) selection(s) they are chastised by library staff to speak to each other and the library staff in English;
• If Spanish is spoken, ELLs are told they cannot check out materials until they ask for them in English;
• As soon as ELLs walk into the library they are chastised by the library staff and told not to speak loudly and especially not to speak in Spanish because “we are not in Mexico;”
• Almost invariably, ELLs are directed to the “Easy” book collection and told to choose from those books which include Dr. Seuss, Mother Goose, and other books that are popular in the lower elementary grades (kindergarten through third grade);
• Middle school students visibly cringe and are embarrassed to check out such juvenile books;
• Library staff discourages ELLs from checking out new books because, after all, “these students may go back to Mexico and not return the newly-purchased library books;”
• Reading teachers who take their classes to the library would preface their library visit instructions by saying, “I do not want to see anyone checking out Spanish books” or “Do not check out any books in Spanish.” Unfortunately such statements were expressed so many times on a daily basis that Spanish book circulation is very low;
• ELLs often check out books in English as they are urged by teachers and librarians and end up returning the book because the ELLs cannot read the books since they are written a foreign language. When I commented about this, a librarian I worked with would invariably (and often) say, “what matters is that students are checking out books—it is good for our numbers.”

These types of incidences occurred repeatedly in my years as a school librarian. It has been my experience that when ELLs encounter such negative and seemingly penalizing attitudes from the library staff, they rarely come back to the library on their own to check out books for recreational reading. These accounts, as perplexing as they seem, urged me to search for an understanding and meaning in these behaviors by librarians and library clerks who seemingly deliver less than equitable library service to ELLs who may be affected by such seemingly unfortunate conduct. My goal in initiating and completing this study was to explore how middle school librarians at the three study sites select, order, acquire, and provide access to non-English materials to middle school English Language Learners. More specifically, I wanted to consider if librarians encounter pressure from faculty to order and purchase what teachers want on the library shelves. Additionally, I wanted to make sense of the librarians’
personal attitudes and awareness of providing access to resources as well as providing equitable library services to Spanish-speaking English Language Learners in the study’s three middle schools.

As stated in the previous chapter (data analysis of the student interviews), this study is a qualitative research approach which includes narrative description and thematic development (Slavin, 2007). This chapter will present data analysis results and interpretation of the findings. Pursuing this endeavor, I considered the fact that three middle school librarians and the district Library Learning Resources administrator who is also a librarian, responded to a total of forty-two questions. Approximately fifty-five responses were given by the four librarians. The study’s librarians were given pseudonyms to protect their identity. A description of the librarian interviewees is illustrated in Table 5.

<table>
<thead>
<tr>
<th>Librarian</th>
<th>Campus</th>
<th>Gender</th>
<th>Library Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marianna Jones</td>
<td>South Central</td>
<td>F</td>
<td>30</td>
</tr>
<tr>
<td>John Patterson</td>
<td>Central</td>
<td>M</td>
<td>17</td>
</tr>
<tr>
<td>Katie Smith</td>
<td>West Central</td>
<td>F</td>
<td>12</td>
</tr>
<tr>
<td>Karen Wells</td>
<td>Education Center</td>
<td>F</td>
<td>9</td>
</tr>
</tbody>
</table>

5.1 The Librarian Interviews: A Brief Overview

The qualitative research methodology was directed by “the researcher as the key instrument” (Creswell, 2009, p. 175). I sensed that as a researcher I was essentially “witness and instrument” as I gathered data (Lofland, 2005). The fact that I am a librarian, I had to distance myself from feelings of sympathy and/or identification with the librarians I planned to
interview. I also had to be cautious because I perceived myself as carrying out an “insider” participant researcher role since I was going to interview colleagues (Lofland, 2005).

The instrumentation utilized for this study was a face-to-face interview. The interview instrument comprised twelve questions for the school librarians. A separate interview instrument which comprised six questions was utilized for the library administrator. I contacted all four librarians by phone to initially set up dates for the interviews. I had to change interview dates several times with each librarian due to time constraints which included several end-of-the-year activities such as librarians’ meeting, completion of end-of-the-month reports and annual reports, and closing and/or preparing the libraries for summer school. I interviewed the West Central librarian and the Central librarian very close to the end of the school year. The South Central librarian’s interview took place in the summer (2012). The interviews were not favorably welcomed by the school librarians. As previously stated, all four librarians were quite apprehensive and reluctant to be interviewed, particularly the West Central librarian. The interview setting as noted in the study’s proposal did not take place in the libraries except for the interview with the West Central librarian. That interview took place in the school library office. The South Central interview took place at my home due to the fact that the librarian had been on vacation for almost one month and had retired from the school district after more than thirty-five years of service. The Central librarian’s interview took place after school hours at the library where I work. The interview for the Library Learning Resources’ (LLR) administrator took place in her office at LLR. The four interviews were recorded using an iPad and a digital recorder.
I had no opinion regarding the selection of the librarians who participated in this study. Nonetheless, I was fortunate regarding the diversity of the group. As illustrated in Table 5.1, all librarians have solid experience as librarians and there is one librarian who is male. There are very few male librarians in the school district (less than one percent), so it was valuable to include a male librarian’s perspective in this study.

The remainder of this chapter will include narrative data analysis of the librarians’ interviews. The study findings and discussion will follow. Reflection on how the data analysis provided information that enabled me to answer the research questions will bring the chapter to a close.

5.2 Data Analysis

The data gleaned from the librarians’ interview was analyzed similarly to the analysis of the student interview data. I color coded the school librarians’ interview responses separately from the library administrator’s responses because the questions were different. The school librarians’ interview responses were transcribed shortly after the interviews. As I read, reviewed, and transcribed the interview responses, I began to color code common responses. I labeled this coding, Level 1 Coding, much like the Level 1 Coding for the student interview responses. I placed the interview questions and responses in three different charts—one for each librarian. As I placed the interview responses in the chart and color coded them, common patterns began to emerge. Creating the charts made it possible for me to see the common patterns and in general enabled me to examine librarians’ opinions, feelings, and perceptions of their library experiences, i.e. delivery of library services and how they rationalize their library collection acquisitions. Common patterns yielded the following common themes:
• Librarians’ opinions about Spanish books
• Librarians’ perception about the acquisitions policy
• Librarians’ perception regarding how they deliver library services
• Librarians’ justifications for acquisition decisions

These themes that emerged from the color coding guided the data analysis (Creswell, 2009).

5.2a South Central Middle School Librarian

The prevalent theme that emerged from the South Central librarian’s interview was her opinions, thoughts, and perceptions of the Spanish books in her library collection. When asked if the school library reflects the diversity of the school population she clearly responded that the Spanish collection is small due to the teachers’ requests—teachers do not want all materials in Spanish. The librarian added that the teachers do not want her to order books entirely in Spanish therefore she orders bilingual books (books written in English and Spanish).

Responding to a question about her views and attitudes regarding increasing the Spanish collection she replied that she is teacher driven when ordering materials. Through the years she has ordered bilingual books as per teacher requests. When asked if she thinks her Spanish book collection is adequate she said that basically it is because she orders teacher-driven requests and if teacher requests are used as criteria then, yes, the Spanish collection is adequate. When asked if the Spanish collection reflected the school’s ELL population, the librarian responded that the ELL population does not make a difference in the size of the Spanish collection because teachers want students to get “into” English books as soon as possible. Therefore, the Spanish collection is small but adequate due to teacher goals.
The rest of the themes that emerged from the South Central librarian were the delivery of library services, acquisitions policy, and justification for acquisitions decisions. Regarding the delivery of library services, she believes she is attentive when communicating with the ELLs’ needs even though she is not a Spanish speaker. During library orientation she elicits the help of teachers who do speak Spanish and together they conduct the orientation in English and Spanish. She expressed her appreciation toward the teachers who assist her with orientation and other lessons. The librarian is also satisfied with her delivery of service as she says she makes it easy for the students to find bilingual and Spanish books by separating the two types of books especially to benefit the non-English speaking students. Concerning the librarian’s perception of the district library policy, she believes that the acquisitions policy does have an effect on collection development. The district policy requires librarians to read book reviews and base their decisions on favorable reviews when making collection development decisions. Her response implies that she is guided by the acquisitions policy in her endeavor to acquire library materials. A final and significant theme that emerged from the interview is how the South Central librarian justifies her acquisition decisions. This theme is directly linked to her insight and opinions concerning the Spanish book collection in her library. Basically, she justifies her acquisition decisions on her reliance, trust, and confidence on teacher requests. She unconditionally relies on teacher requests when she orders and purchases library books and materials. If teachers do not want Spanish books on the shelves, she orders what they request—more English books and bilingual books. The South Central librarian affirms that if teacher requests are met, the collection is adequate because ultimately she orders materials that are teacher-directed. The South Central library collection is teacher-driven.
My overall impression of the South Central librarian is her acquiescence to the teachers’ opinions and wishes regarding what they want her to have on the library shelves. As indicated in her interview responses, her library collection is basically “teacher driven.” The librarian allows the teachers to determine the appropriateness of reading materials for the school’s general collection. Allowing and/or relying on most of the library acquisitions requests to be made by teachers may possibly account for the schools small and limited Spanish book collection. Limiting Spanish books may also have a negative effect on the delivery of services to the school’s ELL population as well as perhaps conveying to them that their school library has a pessimistic viewpoint regarding Spanish books and perhaps diminishes their home language.

5.2b Central Middle School Librarian

The two overwhelming common themes that emerged from the Central Middle School librarian’s interview were his opinions and feelings about the library’s Spanish book collection and his justification for acquisition decisions. Out of the twelve interview questions, he answered six with responses that dealt with the library’s Spanish collection and how he makes acquisition decisions. When asked how he responds to the literary and information needs of the school’s Spanish literate students his response was that the Spanish collection is not large because he needs to stress that ELLs learn English. He also explained that the ELLs at first check out one book in Spanish and one in English and later they want to check out two English books. He emphasized that the library has a large collection of easy books like Dr. Seuss and “stuff” — books that help “them” learn English. His response to a question that asked about his views and attitude toward increasing the Spanish book collection was that it needs to be increased to a certain point only because English has to be stressed. He emphasized that he did not want “his”
students to just check out Spanish books, especially the “ones” who only know Spanish. He added that he wants to have a majority of at least ninety to ninety-eight percent English books in the library so “they” can learn English. When asked if he thought his Spanish book collection is adequate he replied that it is not adequate—he needs to expand it “a bit” but that he really needs to keep it mostly English. Another interview question asked what measures he takes to ensure that the Spanish collection is adequate for Spanish-reading students. His response was that he gets input from the ESOL teachers and they stress that students need to learn English. He added that he mostly listens to the ESOL teachers when making decisions about acquiring Spanish library books. The last question regarding the Spanish book collection elicited his opinion about the Spanish book collection and how it reflects the ELL population. His reply was a definite “no.” He added that even though the ESL population at the school is big, he “needs to have most of the library in English not in Spanish.”

The second common theme that surfaced was the librarian’s perception of the acquisitions policy. His response to the question about how the acquisitions policy affects the library collection development was that he likes it. He gets input from teachers and has a sense of freedom when choosing books to fill the library’s specific needs. When asked what guides his collection development, he replied that his standards are based on what students want and what teachers need.

Another theme that emerged from the interview was his perception of the delivery of library services to the school’s ELL population. He responded that every class goes to the library every three weeks—including ESL students. He communicates to the ELLs in English but he also communicates by using gestures and pointing “to help get my point across.” He added that the
ESL students can access databases that allow them to convert information to Spanish but “I do try to emphasize the use of English in the library.”

The Central Middle School librarian’s interview responses were short and curt and he had no desire to elaborate. I felt quite certain that the responses he gave were the best I was going to get from him. The Central librarian had adamant ideas about developing his library’s Spanish book collection and perceptions about his ELL library patrons. He may possibly believe that having Spanish books on the library shelves may impede the ELLs from learning English and by having easy books like “Dr. Seuss and stuff” will help the ELLs learn English. This may possibly perpetuate poor delivery of library services to his Spanish literate patrons and also suggest to them that their library does not value books written in their home language further perpetuating a negative feeling that their home language is not valued at school, and specifically, in the library.

5.2c West Central Middle School Librarian

After reading and re-reading the West Central Middle School librarian’s interview responses as well as reviewing the data analysis, I concluded that there was no salient theme that emerged. She spoke equally about her perceptions about the district’s acquisitions policy, her opinions about Spanish books in her library, the delivery of library services to ELLs, and how she justifies her acquisition decisions. Her attitude toward the interview made an impact on me mostly due to the uneasiness she conveyed. When I first approached her about my study and explained that I needed to interview her, she was adamant about seeing the questions ahead of time and being interviewed via telephone. She plainly told me that we did not need to meet—she could just jot down some answers and email them to me. After convincing her that the
interview was going to be a face-to-face interview, she reticently agreed. When we met she was
critical of the interview questions and with the focus of my research. Basically, she was
perturbed by the interview. She repeatedly asked me why I had chosen this type of study and
commented frequently that she did not understand the study’s focus on Spanish books and
ELLs. She seemed offended by the interview questions in a manner that disconcerted me. I
proceeded with the interview in spite of her reticence and the tension-filled tone of her voice.

The first two interview questions dealt with the school district’s acquisitions policy and
how it affects collection development in her library. She was quite familiar with the policy that
requires librarians to justify their choice of materials before ordering them. She added that
librarians follow policy by obtaining two to three good reviews about the books being
considered for purchase before placing book orders. She believes that the acquisitions policy
allows for a very high quality collection. She also considers teacher requests when ordering
library books. The second interview question asked that if the acquisitions policy has no effect
on collection development, then what criteria guide her collection development. She
responded that she did not have to address that question because she reads book reviews in
professional journals and that alone ensures “well written books in the library.” She added that
she attends various campus professional learning communities (PLC) in order to peruse the
curriculum in order to ensure that the library collection supports classroom instruction.

The next three questions dealt with issues concerning Spanish books and ELLs. The first
question in that group of questions was if she thought that the library collection reflected the
diversity in the school population. She asked me if I was asking her about racial diversity. Before
I responded she answered that her library “has very, very multicultural content.” She then gave
me an example of how she perceived this question. She said that in a racial sense if ten percent of the student population is Black, ten percent of the library collection should not reflect that statistic because the materials in her library “are very diverse.” When asked how she responds to the literary and information needs of Spanish literate students, she emphasized the need to talk to ESOL teachers to see what materials are needed in the library. She added that teachers prefer the students to read English. Moreover, the librarian said that she orders low-level high interest English books because “they” do better when the collection includes both English and Spanish. She never directly responded to the interview question because her focus is to order what the ESOL teachers need to see in the library. The next interview question was how she makes library services to ELLs possible—how she perceives her delivery of library services to ELLs. Again, with this question she responded how she makes the library available to everyone—the flexible library hours of operation, the flexible schedule, how the library layout accommodates anyone at anytime, and how the library is open whenever teachers need it. Not one example dealt with how she delivers library services to ELLs.

The next interview question referred to the criteria she utilizes when ordering new books. She replied that she looks at reviews and ensures the reviews are good and maybe order “some” Spanish books. The next question asked for her attitudes and views about increasing the Spanish collection in her library. Her first reply was that the collection is determined by the librarian and “what teachers and kids want.” She added that teachers want a heavy emphasis on English books with low vocabulary. I assumed she was describing books for ELLs. She said that she only orders ten to fifteen percent books in Spanish because teachers want mostly English books. The librarian also mentioned that “the effort is made to order” popular books
like the Harry Potter books and the *Twilight* series. Again, she perhaps implied that she orders these popular books in Spanish.

The last three interview questions were mainly about her perceptions about the library’s Spanish book collection. When I asked if the Spanish book collection was adequate, she said that the entire collection is inadequate because she would like more timely materials, but that it is a good collection based on the budget constraints she has to deal with. She ended by saying that the Spanish collection is “adequate based on budget.” The following question asked what measures she takes to ensure that the Spanish collection is adequate for the Spanish-reading students. Once more the response she gave was one that did not give focus to the Spanish collection. Her reply was that she reads reviews, talks to teachers, and talks to students about what they would like to see in the library. The final interview question asked if the Spanish book collection should reflect the ELL population in West Central. Her reply was that she did not believe that the Spanish book collection should reflect the ELL population. She explained that if the school has a ninety-seven percent Hispanic population the library books should not be ninety-seven percent of the entire library collection. She ended the question and the interview by saying, “That is not giving them an opportunity to read English.” She obviously misunderstood the question because I was not asking about the school’s entire Hispanic population. I was referring only to the English Language Learners at the school who comprise 30.7 percent of the student population.

The West Central librarian was seemingly uncomfortable when speaking about Spanish books for her library. Even when the interview questions specifically asked about Spanish books, she did not mention the words “Spanish books.” Her resoluteness about not increasing
the Spanish book collection for a number of reasons e.g., teacher requests, budget constraints, and that ELLs need to read English may possibly lead to poor delivery of library services to her school’s ELLs and limit their reading choices. Furthermore, the limited Spanish collection may possibly send a negative feeling about their literary choices and diminish the privilege of expanding the literary skills of their home language.

5.2d DSISD Library Administrator

I approached the DSISD library administrator’s interview differently than the three campus librarians for the following reasons. First of all, she is not a campus librarian and therefore has no contact with students. She also does not work with or have direct contact with campus teachers. She also does not deal with school library budgets. Since she does not develop school library collections, does not directly deliver library services to students, or expend school library budgets, it would not make sense to ask her questions that do not directly affect her, although indirectly they affect her significantly since she is the district’s library administrator. I decided to ask her questions that would reflect her perceptions of how the district’s acquisitions policy may possibly affect the delivery of library services to middle school English Language Learners.

My first question to her was if the core collections for new schools are considered for diverse populations and if so, why or why not. She replied that yes they are considered to meet the needs of each child but they are not limited to Spanish speakers because there are different ethnic groups coming in such as “Korean or whatever” as well as “handicapped students such as blind or deaf.” I then asked her if the ELLs’ reading abilities are considered when setting up core collections in new schools. Without hesitation she replied that core collections are set up
according to the reading levels of the campus. She explained that elementary school reading levels do not go over the sixth grade level and in middle schools the collections include very limited young adult books. She added that “we” take into consideration the reading levels because “a lot of the people that come over do not know any English at all so you need an easy section for that school.” I asked a follow-up question and inquired if the Spanish books are maintained or after they have noticeable wear and tear are deleted and not replaced and if the Spanish collection decreases with time. She replied that it all depends on the librarian. If the librarian is bilingual she is prone to ordering more “bilingual” books and if they get worn the same title may not be bought because it may no longer be available. She added that there are Spanish titles in libraries, “but that is not the majority of the materials in the library.”

The next question I asked was very significant because I wanted definite and specific reasons why the DSISD middle school libraries had small Spanish book collections. She replied that at the middle school level kids are expected to speak English. She added that people coming from Mexico have no English experience and are thrown in with those who have been in American public schools since kindergarten and are expected and encouraged to speak English and that is why “their” books are mainly in English. I assumed at this point that she was referring to “their” books as the books in the library. She further added that libraries do have dual language books “which I think are great for these types of learners because you have Spanish translated into the English and that I think would encourage them to read more.”

The next question was also significant because I wanted her opinion about the district’s acquisitions policy for libraries. She replied that the district’s acquisitions policy is found in the librarians’ Policy and Procedure Manual. She said that she liked it because it requires librarians
to have two positive reviews when materials are considered for purchase and therefore quality materials are acquired. The library administrator also expressed the idea that this policy will result in less parent complaints. She concluded her ideas about the district’s acquisitions policy by stating that librarians “also need to ensure books are up-to-date and not older books.” I was surprised that she did not express the fact that the acquisitions policy does not mention that librarians should be aware of student needs when acquiring new library materials.

The last two questions are also important because they convey the library administrator’s beliefs concerning the benefits of having a diverse library collection and the value of developing a library school collection that reflects the needs of English Language Learners. The library administrator does believe that having a diverse library collection benefits the school community—staff, students, parents. She added that if you have a diverse collection you meet the needs of everybody. She continued by saying that different books for different languages have to be in the library because “these are your patrons” and that librarians have to ensure that there is something for everybody. She also implied that the school library collections are different depending on the area of town, e.g., more Spanish books are needed in the high schools where South Central and Central middle schools feed into compared to the schools “on the West side where Japanese and Korean are needed.” The last interview question elicited her ideas about the value of having DSISD middle school library collections reflect the needs of ELLs. The library administrator replied that it is very important. She explained that students read for pleasure and so librarians try to order materials for ELLs because if most materials are in English then “those kids” are not interested and will not read for pleasure. She ended the interview by saying “you need to have materials that are available for them to meet
their interests.” I assumed that by this last sentence she was referring to English Language Learners.

The library administrator for the DSISD is a knowledgeable and experienced librarian. My impression is that she wants libraries to reflect their respective students’ reading interests, but only to a certain point. Her responses were brief and concise. She did not specifically say that Spanish book collections are important although she emphasized that books are needed for ELLs but she restricted her idea of books for ELLs as “bilingual” books and easy English books. Limiting these types of books for a sizeable percentage of each middle school student population is limiting ELLs’ access to books and access to books written in their home language. When ELLs know that they have a wide choice of books in their school library that are written in their home language, they may frequent the library more often, choose books they like, and read more. The school library is a place where students feel well received, appreciated, and at ease knowing that their recreational and informational needs can be met with minimal obstacles. The school library should be able to contribute to the ELLs’ literary growth and expansion.

5.3 Discussion

As stated at the beginning of the chapter, there were four common themes that emerged after Level 1 Coding. The themes are:

- Librarians’ perception about acquisitions policy
- Librarians’ opinions about Spanish books
- Librarians’ justifications for acquisition decisions
- Librarians’ perception regarding how they deliver library services
These themes that emerged helped answer the research questions and gave importance and significance to the manner in which the school librarians perceive their roles as providers of library services to ELLs. Moreover, the themes also gave insight as to how the middle school librarians make sense of the school district’s acquisitions policy as they acquire and develop their Spanish library collections.

Two of the librarians (South Central and West Central) understand the district’s library acquisitions policy. Both have a clear understanding of what the acquisitions policy is and both believe that the policy does play a role in materials selection and that it greatly affects their libraries’ collection development. The South Central librarian stated procedures involved in the selection of books and actually named specific resources used for acquiring library materials. The West Central librarian also gave resources used for acquiring library materials. These two librarians indicated no reticence when talking about their perception of the acquisitions policy. The Central librarian seemingly has no use for the policy because he said he likes the policy but felt that he had the freedom to choose for specific library needs. His collection development is based on what students want and what teachers need. Obviously the acquisitions policy has no effect on his collection development, since ultimately he acquires materials based on patron needs. Even though the three librarians either explicitly or implicitly know the district’s acquisitions policy, they in the end order and purchase library materials based on what their respective campus teachers want for their English Language Learners. They make discretionary decisions—ideally serving individuals, but in practice serving all patrons (Lipsky, 2010). Through discretionary power the three campus librarians serve faculty above students as far as acquisitions are concerned. According to Lipsky, street-level Bureaucrats (government workers,
police officers, teachers, librarians) are the real policy makers—they render policy into action (Lipsky, 2010). Librarians as street-level Bureaucrats interpret acquisitions policy to justify their own perceptions of the policy and execute it into action when they acquire library materials based mostly on what teachers want them to order. In this way librarians utilize their discretionary authority to justify their library acquisitions.

Although the librarians did not openly express their opinions about Spanish books, they implicitly have less than favorable opinions about having Spanish books on their library shelves when they acquiesce to the requests and wishes of their respective campus teachers. Teachers who do not want their Spanish speaking ELLs to read in their home language possibly are not familiar with or aware of Stephen Krashen’s second language acquisition theory as it relates to diverse populations. Krashen’s theory consists of five key hypotheses about second language acquisition, the fifth one; the affective filter hypothesis, explains that motivation, self-confidence, and anxiety all affect language acquisition (Krashen, 1981). Krashen (1981) strongly believes that students will feel accepted and will not be afraid to take risks if they are taught in a non-threatening environment. According to Krashen (1981), if students feel nervous, anxious, or afraid, their “affective filter” will invariably interrupt knowledge acquisition (Krashen, 1981). In order to offset that affective filter, teachers should endeavor to provide an atmosphere where ELLs feel accepted and treated equally. This viewpoint applies in the school library as well. ELLs need to feel welcomed and they need to know that their school library has a wide choice of books in their school library that are written in their home language. If they know that there are books in the library that they can read, they may read more and increase their literacy development. Krashen fervently believes that when students have more access to books they
read more and they increase their literacy development (Krashen, 1981). Furthermore, Krashen says that we acquire language and develop literacy by understanding interesting and compelling messages (Krashen, 1981). He adds that access to books at school, especially books written in the home language, leads to self-directed reading which he believes is a strong predictor of reading achievement (Krashen, 20011). The school library should be able to contribute to the ELLs’ language acquisition and literacy development.

The middle school librarians expressed their viewpoints regarding their justifications for their library acquisition decisions. All three librarians had very similar responses to interview questions regarding how they decide to acquire their respective library books, specifically the Spanish books. It was interesting to note that they justify their acquisitions by expressing their need to comply to their respective ESOL teachers. They all solidly articulated that their acquisition decisions are fundamentally based on the teacher requests as illustrated on Table 5.1.

Table 5.1 Justification for Acquisition Decisions

<table>
<thead>
<tr>
<th>South Central</th>
<th>Central</th>
<th>West Central</th>
</tr>
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<tbody>
<tr>
<td>Teacher requests</td>
<td>Gets input from teachers</td>
<td>Considers teacher requests when ordering library books</td>
</tr>
<tr>
<td>Unconditionally relies on teacher requests</td>
<td>Teachers stress what students need</td>
<td>Feels the need to talk to “ELL” teachers to see what materials are needed in the library</td>
</tr>
<tr>
<td>Orders and purchases what teachers want</td>
<td>Listens to ESL teachers’ when making decisions</td>
<td>Focus is to order what the ESL teachers need to see in the library</td>
</tr>
<tr>
<td>If teacher requests are met collection is adequate</td>
<td>His acquisition standards are based on what students want and what teachers need</td>
<td></td>
</tr>
<tr>
<td>Allows teachers to determine appropriateness of collection</td>
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Librarians deal with a certain level of bureaucracy including interpreting and acting upon policy. As perceived from their interview responses, they offset the bureaucracy mindset of “rules and regulations with a discernible orientation towards service” (Smith, 2008). Rather than pursue district acquisitions policy explicitly, their interpretation of the policy seems to lean toward service aimed at teachers possibly because librarians rely on teachers’ expertise and experience concerning materials teachers want their students to peruse and ultimately read. One wonders who bears the majority of authority when making acquisition decisions, the client or the professional (Bunge, 1999). In this case it seems that the middle school ESOL teachers have the most authority when rendering collection development decisions. Perhaps the librarians should not give up collection development authority and solely include their professional service to patrons (ultimately ELLs) and partake in making acquisition decisions based on having a more representative library collection that is serviceable for the entire student population. After all, historically and traditionally, libraries do not deliver exclusionary services, especially in a school setting.

The middle school librarians also expressed how they perceive the manner in which they deliver library services to Spanish speaking English Language Learners. Of the three librarians, the South Central librarian seemed to be more attentive in communicating with her Spanish-speaking patrons. Since she is not a Spanish speaker, she elicits the help of Spanish-speaking teachers to assist her during library orientation presentations. She also stated that she is satisfied with her delivery of service since she assists students in finding both bilingual and Spanish books. The Central librarian mentioned that he communicates with ELLs through gesturing and pointing and added that ELLs can access databases in Spanish, but that he
“emphasizes the use of English in the library.” The West Central librarian expressed how she makes the library available to everyone and added the library’s hours, the flexible library schedule for classes, and how the library design accommodates anyone at anytime. These accommodations are for everyone. She failed to mention how she delivers library services to the school’s Spanish-speaking population.

According to Lipsky, clients come in for service (Lipsky, 2010). This belief reflects the natural librarian-student relationship. In the case of the middle school librarians, with the exception of the South Central librarian, they seemingly compromise professional service to patrons by intentionally or unintentionally censoring certain types of library materials and thus they limit library services instead of improving the delivery of library services (Smith, 2008). “Librarians also share characteristics of street-level bureaucrats: they have regular interactions with and therefore immediate and close relationships with the public” (Smith, 2008, p. 24).

Perhaps, in that relationship, the middle school librarians should strive to present equality of book selections and communicate with their Spanish-speaking patrons in a manner that will be welcoming when they enter the library (Smith, 2008). This ideal delivery of library service may seem a bit romanticized, but it is attainable. Encouraging reading and increasing every student’s access to books is a librarian’s realistic aspiration.

The district library administrator as mentioned before is an experienced librarian and administrator who also, like the three librarians, seemingly discuss the Spanish library collections in the school district libraries and how they may have an impact on the delivery of library services to English Language Learners possibly as an afterthought. The library administrator is adamant in her opinion that core collections for new libraries are considered
for diverse student populations but they are not limited to Spanish speakers because there are “different ethnic groups coming in such as Korean or whatever as well as handicapped students such as blind or deaf.” First of all, the blind and deaf students are provided books from the Special Education department in the district—the Special Education Resource Service Center (SERS). Personally, I am well aware of that resource center because I was the sole librarian there for over ten years. SERS provided a wide variety of educational materials for the visually and hearing impaired students. The school libraries would many times request materials, especially books in Braille for their visually impaired students and hearing devices for the hearing impaired students. This service greatly facilitated the special education students’ reading needs. SERS would expedite the requested materials and have them delivered via warehouse to the campus libraries or classrooms. As for books for other ethnicities i.e., Japanese and Korean, she is talking about a minimal percentage of students compared to the percentage of Spanish speaking ELLs. According to the DSISD 2010-2011 enrollment statistics, ELLs comprised 25.2% of the student population and the Asian enrollment was 1.1% of the DSISD enrolled students (Del Sol Independent School District, 2011). There is no question as to which ethnicity needs books in their home language more than the Spanish-speaking ELLs. The library administrator also had similar sentiments concerning reasons why middle school libraries’ Spanish collections are small. She explained that at the middle school level kids are expected to speak English and that students who have no English experience are still expected and encouraged to speak English and that is why “their” books are mostly in English. Speaking English and being able to read in English are two different concepts. Especially newcomer ELLs cannot pick up English books from the library shelves and be able to read them. The library
administrator also added that librarians do have bilingual books and dual language books on library shelves. Regrettably, bilingual books and dual language books do not replace children’s classic and traditional Spanish books written entirely in Spanish by well-known and critically-acclaimed authors.

The district’s library administrator gave her opinion about the district’s library acquisitions policy as being one that basically requires librarians to have two positive reviews for every books that is ordered and acquired, therefore quality materials are acquired. She mentioned that this ensures less parent complaints and an up-to-date collection. Surprisingly she did not mention anything about the policy requiring librarians to be sensitive and attentive of student needs when acquiring new library materials. Responses to the last two interview questions that refer to the benefits of having a diverse library collection and how developing a library collection that reflects the needs of ELLs were very positive and encouraging in light of her previous feelings, ideas, and opinions about Spanish library collections. She mentioned that by having a diverse library collection you meet the needs of everybody and that you need to have materials that are available to meet their interests.

The library administrator’s ending remarks do not reflect the current middle school library Spanish collections in the three study campuses. Student visits in the middle school grades for the most part encompass perusing, selecting, and checking out books for recreational reading. Their needs vary from those of younger (elementary) students who are told what to read and older (high school) students who frequent their school library to fulfill and/or conduct research requirements for their classes. Consequently, middle school English Language Learners should not be directed to the small and limited selection of Spanish books
the likes of which include Dr. Seuss, Mother Goose and other juvenile books which are weak and inadequate Spanish translations of popular American literature. These students should have equitable choices of books to select from that are written in their home language and that reflect their culture.

The majority of the district’s ELLs are Spanish speakers. The Spanish collections in the three study campuses do not reflect equity in the libraries but rather a possible disparity. These students should have equitable choices of books that are written in their home language. As community-minded individuals, we librarians should not be limiting access to books; we should be encouraging reading and increasing their access to books—all books, especially those that are culturally relevant, raise awareness to the ELLs’ home language, and give opportunity to expand fluency and appreciation of their home language. Appendices J-O, visually illustrate the marked disparity in the Spanish collections in the three study campuses. The appendices show Spanish collections as they existed during the interviews (May 2012) and the Spanish collections from four years ago (August, 2008).

Ostensibly, the manner in which the study’s school librarians interpret library acquisitions may have an effect on the delivery of library services, particularly to Spanish speaking English Language Learners. The service provided by professional librarians in any library setting—schools, municipal public, higher education—should be on the equitable availability of services as well as equitable access to library materials. Librarians’ equitable delivery of library services is feasible when they pay attention to what their patrons want to read, especially their foreign language speaking patrons.
CHAPTER 6

CONCLUSION

This research topic began years ago in my mind as I witnessed first-hand the silent struggles Spanish-speaking English Language Learners face when they step into the school library to possibly select a book they can read or more often check out a book they cannot read or understand. Time and again they enter the library and find themselves in a world that is interesting and yet daunting due to their inability to communicate their thoughts and literary interests in the predominant language of their schools. Many of them, unable to ask for reading materials, silently do as they are told and invariably check out books they are unable to read, much less comprehend. These library books that are foreign to their language and culture are often returned the same day they are checked out—many times they are returned within hours. What could possibly be the reason behind requiring children to select books in a foreign language and in so doing, expect them to read the books? Often these students communicate in their native language in order to be given assistance and are told to speak English, not Spanish. Seemingly, English Language Learners soon learn that the school library is an exclusive place for those who speak the “approved” and “accepted” language and ostensibly accept the idea that the school library is a special place for those who speak, read, and understand English.

Visiting the library should never be a struggle for anyone. The librarians’ goal is to serve all library patrons and fulfill their literary and information needs—no matter how diverse the needs may be. As librarians, we convey to our patrons that the library is a place for everyone and that the moment they walk through the door, they will be well-received and well-served library patrons. In order to ascertain if these were unfortunate isolated incidents that I
happened to observe, I embarked on this journey that has been an educational and insightful experience. Now that the librarian and student interviews have been completed, analyzed, and reflected upon, possibly both the librarians and the patrons they serve experience pressures that are created ostensibly by those who create procedures set by governing bodies i.e. district acquisitions policy, whose goals may be different from those of librarians and students.

6.1 Listening to the Students

Keeping the first hypothesis and two of the research questions in mind, I wanted to explore how the student participants perceive the delivery of library services in their respective schools, how the middle school ELLs make meaning and sense of their respective library Spanish collection, and how they experience their school libraries. Conclusively, at all three campuses students had similar positive feelings and opinions about their respective librarians. Students believe that their good library experiences were due to the librarians’ helpfulness and amiability. A few negative opinions about one librarian in particular, were due to possible behavior problems that are not uncommon among middle schoolers. The sound librarian-student connection in the three schools is evident—students appreciate and acknowledge the serviceable attitude of their respective librarians. The manner in which librarians are perceived has much to do with the manner in which the delivery of service is discerned. As young as middle schoolers are, they have definite ideas and opinions about their school libraries and their school librarians. According to Michael Lipsky, in his seminal book Street-Level Bureaucracy: Dilemas of the Individual in Public Services, librarians are considered street-level bureaucrats. As such, they provide direct service in the schools. Lipsky believes that the method librarians utilize to render such service has a strong effect on the library’s mission as a provider
of educational support. The students interviewed communicated their satisfaction with the manner in which they were served by helpful and amiable librarians even though many of the students expressed a need for additional staff in the library and a few mentioned that the library needs a librarian who speaks Spanish. Nevertheless, the positive portrayals of their librarians are reflective of how the delivery of library service was perceived and experienced by the study participants.

As mentioned previously, one cannot help but reflect upon and consider the peculiar similarities—their excessive deference, regarding their opinions and feelings about the school libraries and librarians. Their responses concerning the lack of Spanish books in their school libraries and their seemingly positive library experiences and rapport with their school librarians may have much to do with their home life—the manner in which they were raised. As pointed out previously, it is possible that the study’s ELLs responded to the interview questions mindful of their duty to be respectful and polite. Traditional Mexican child-rearing practices, specifically delivered by Mexican mothers, infuse a strong sense of politeness and respectfulness toward everyone especially authority figures. Throughout their formative years they are cautioned and warned by their mothers to be respectful toward others in all aspects of their daily encounters with people. The Ells’ apparent reluctance to complain or show annoyance or anger regarding their library experiences is possibly due to their ingrained sense of politeness and respect toward others. This sense of deference, though commendable, can be misleading when making sense and meaning of how ELLs perceive their school libraries and librarians.

The students’ feelings and opinions about the importance of their respective library Spanish collection varied between campuses. Overwhelmingly, at West Central the study
participants articulated positive sentiments concerning the importance of having Spanish books—books written in their home language, as an integral component of the library collection. This sentiment of valuing and being aware of the importance of maintaining their home language could possibly be due to the school’s participation in dual language instruction. The schools’ community ostensibly honors, respects, and has a healthy appreciation for languages, namely, Spanish. Surprisingly, the study participants in South Central expressed a lack of interest in having a better-rounded library Spanish collection. This sentiment was interesting due to the fact that South Central is located in the heart of Del Sol’s Segundo Barrio—a disadvantaged area that is located in close proximity to Mexico. These students may have feelings of internalized oppression possibly due to negative feelings that have been fostered due to a lack of respect for their ethnicity and home language. The study participants in Central also articulated an apparent lack of concern for their library Spanish collection. These students expressed strong and positive feelings regarding their English library books because ELLs perceive the English books as being more useful to them because it is important for them to learn English and maintain the English they already know.

The delivery of library services and books in general, whether they are written in Spanish or English, are matters that are significant to the study’s English Language Learners’ library experience. Seemingly, the Spanish-speaking ELLs who participated in this study have satisfactory library experiences. They articulated positive interactions that conveyed a productive and hopefully beneficial partnership with their respective librarians. Opinions and feelings regarding equitable delivery of library services and library Spanish collections are ostensibly connected; nevertheless, the study participants expressed sentiments that spoke
positively of their school librarians. Most importantly, the student participants purported to feel included and valued as they interrelate with their school librarians. The delivery of library services is perceived by the Spanish-speaking middle school English Language Learners as being one that is caring, useful, and helpful.

6.2 Listening to the Librarians

Even before embarking on this research study, I had bleak personal experiences regarding school libraries and colleagues that needed clarifying or needed to be scrutinized at least for peace of mind. The experiences as described in the second paragraph of Chapter 5 needed to be justified or explained, perhaps laid to rest upon completion of this study or more importantly, serve a civic need to effect change or bring awareness to a seemingly significant and yet negligible aspect of librarianship: how library acquisitions policy affects the delivery of library services to Spanish-speaking English Language Learners.

The previous section concluded that study participants ultimately feel that they are valued and supported by their respective school librarians as they navigate and negotiate their library “business” during their library visits. The librarian participants would find it reassuring and satisfying that their young library patrons have positive opinions about them and about their libraries. The study librarians are fortunate that the student participants have no way of knowing that generally, the librarians cater to teacher needs and wants and possibly not those of students, particularly English Language Learners. Collectively, the librarians’ acquisition decisions are fundamentally based on teacher requests and thus giving campus ESOL teachers the authority to develop the library collection as they see fit, specifically the Spanish library collection. All three campus librarians expressed strong feelings and opinions about ordering
what teachers want—more English books, not books written in Spanish. One librarian called her library collection, teacher-driven. Another librarian said he wants his library collection to reflect ninety to ninety-eight percent of books in English. The third librarian had similar opinions when she stated that she speaks to the “ELL” teachers to see what materials are needed in the library because the teachers prefer “that kids read English.” The librarians’ opinions and feelings concerning the underdevelopment of Spanish books were steadfast and clear: acquire library materials that teachers request. These discretionary acquisition decisions made by librarians render small Spanish collections at all three school libraries. Whatever idealized notions of diverse collections the librarians may deem desirable in their respective libraries are not a reality.

The librarians’ utilization of the district acquisitions policy is adhered to because it is a requirement that school librarians select library materials based on at least two positive reviews for every book considered for acquisition. The librarians’ interpretation of the policy does not allow for developing the Spanish collection because acting as street-level Bureaucrats, they make broad discretionary decisions about acquiring library books to appease teacher requests at the expense of Spanish-speaking library patrons. Moreover, as street-level Bureaucrats, they want to serve individuals, but end up serving collectively due to teacher requests. Ostensibly, the manner in which the librarians interpret the district acquisitions policy has an impact on the delivery of service provided by the librarians. Library service that is provided by professional librarians would be an effective means to assure impartial availability of services and equitable access to library materials, particularly in campuses with significant ELL populations.
The district library administrator’s standpoint regarding diverse library collections is plain: library collections for diverse populations should not be limited to Spanish speakers—different ethnic groups should also be considered including the special education populations. The Del Sol Independent School District’s Special Education Department purchases instructional classroom materials as well as special-needs reading materials for this student population. Moreover, other ethnicities (Asian) in DSISD comprise 1.1% of the district’s student population compared to the ELL population which is 25.2%. She stated that by having bilingual books and dual language books on library shelves justify the lack of books written in Spanish. Nevertheless, she does believe that by having diverse library collections, librarians can meet the needs of everybody.

The participant librarians’ stance on diverse library collections brings to mind Stephens’ (2007) writing about library collections that contribute to a divided America. Stephens states that pluralistic librarians are those who stock their libraries with books in a common language—English and who also have serious concerns about serving those who ostensibly can’t speak or read English—the undocumented immigrants (Stephens, 2007). The ethnocentric librarians believe that their library collections should reflect the diversity of their respective community demographics and seemingly undermine the American democracy that created a nation for all (Stephens, 2007). Whatever belief the DSISD librarians want to follow is their choice, but they should be mindful that school children who have diverse needs are entitled to access materials diverse enough to meet such needs.

The ostensible notions that the participant librarians (including the library administrator) have about the importance of having diverse library collections is contrary to the
reality that exists in the middle school libraries. The majority of the district’s ELLs are Spanish speakers. It only makes sense that by being culturally aware and sensitive to the special needs of foreign language patrons, librarians would genuinely aspire to meet the needs of the ELL population by increasing their access to books written in the ELLs’ home language. The equitable availability and delivery of library services is realistic and possible when librarians pay attention to what their patrons want to read, particularly their Spanish-speaking patrons.

6.3 Research Questions and Hypotheses Revisited

The four research questions posed in Chapter One were implicitly answered throughout the paper. The questions were not intended to give definitive answers. After purposeful reflection, the questions could be merged into one thought-provoking question: How does the district acquisitions policy as perceived by the school librarians affect the quality of library services to middle school English Language Learners? The delivery of library services is invariably dictated by the school librarians’ perception and interpretation of the district acquisitions policy. Conclusively, the study librarians yield to their respective campus ESOL teachers’ wishes when it comes to acquiring library materials for the school’s ELL population. If the campus ESOL teachers want their ELLs to read only English books, that is what will be available on the library shelves; Spanish collection numbers at each of the study campuses verify this statement. If ELLs earnestly want to read books written in their home language, they will ostensibly learn that the school library is not a place to find such books. If the school librarians answer to the campus teachers’ wishes and requests, then this lack of attention to student needs and student wishes render meager library services.
Upon reflection of the study’s results, the first hypothesis is confirmed—when middle school libraries provide Spanish-speaking ELLs access to Spanish books it assists in providing equitable library services. By the same token, when ELLs do not have access to Spanish books, equitable library services are non-existent. It is disheartening when students, specifically ELLs, perceive the school library as an exclusionary place where only those who speak and read the “appropriate language” can reap the full benefits of library services. Whether the school library is purposely or unintentionally an exclusionary place is a serious matter. More awareness and consideration should be provided by school librarians as to how and to whom they dole out library services.

The second hypothesis is also confirmed: the manner in which the district’s acquisitions policy is interpreted by school librarians does affect the delivery of library services to middle school Spanish-speaking ELLs. Whether librarians answer solely to teacher requests and wishes, or solely to student requests, or entirely to their own predilections and preferences, the service they provide will be guided by their ultimate decisions. In reality, the bottom line is that interpretation of policy is a totally individual undertaking—thoughtful and considerate decisions will generate a comprehensive delivery of library service.

6.4 Implications for Future Research

This unique, albeit small study is a beginning for further research. The first step would be to expand the study population to include additional English Language Learners from the three middle schools included in this study. The additional pool of participants would include students enrolled in the West Central’s dual language program as well as students enrolled in Spanish classes. This additional group of students would invariably expand the results of the
study. The second step would be to refine the current librarian interview instrument by changing the format of the protocol. A feasible approach would be to change the format of the protocol to include a series of prompts that would elicit conversations instead of short responses to single questions. This approach might generate more insight and comprehension regarding how the librarians make sense and meaning of the district’s acquisitions policy and its effect on their delivery of library services. A third step would be to include participant observation at the three middle school libraries. Actual observations would augment the researcher’s insight regarding how ELLs experience their library and how the librarians serve their Spanish-speaking patrons. The observations could be scheduled to encompass one entire school year. The extended participant observation would add to the richness of the study’s narrative as it would portray the development of authentic librarian-student interactions in natural settings. The observations would also give a better indication of how librarians and Spanish-speaking patrons interact in response to day-to-day course of events or unpredicted circumstances. Additional focus on the research instrument as well as on the study’s participants would not only be helpful, but would lend itself to telling the story of the library and how librarians act upon the district’s acquisitions policy and how middle school Spanish-speaking students perceive the delivery of library services.

Future research would also consider comparing two school districts within the city of Del Sol—perhaps a comparison between the Del Sol Independent School District and the next largest school district in Del Sol with an emphasis on constructive bilingual education. Future research would also consider gender, developmental psychology, and ethnicity issues, e.g. how students identify themselves: Mexican, Chicano, Latino, or Hispanic like the bureaucracy calls
them. These analogous topics would give depth and dimension to understanding the region’s culture and how it is perceived by its Spanish-speaking English Language Learners.

6.5 Recommendations for Leadership

Recommendations for leadership are varied and include consideration which lie within the local public schools and outside the realms of schools—parental involvement and business enlistment. It would be right and appropriate for school district leadership to recruit local librarians who understand the region’s culture—the borderland’s history and consideration of Spanish language requirement or preference in job announcements. Inclusion of reading and study materials, e.g. second language acquisition, multicultural and bilingual issues as they are relevant to ELLs’ education would also benefit teachers in training. Staff training to include readings on Krashen’s language acquisition theories and his numerous works on the importance of reading would also benefit school principals, librarians, and teachers at all levels. Library acquisitions policy statement should be revisited by district leaders, school leaders, and librarians for a more forceful statement of compliance with policy. School leadership should also take proactive measures to ensure that campus English Language Learners are well-served within the school community, specifically in the school library. Principals should consider increasing budgets for Spanish-language materials and encourage the utilization of discretionary library fine monies to purchase library materials to expand Spanish book collections. School leadership should also strive to strengthen and support parental, business, and other constituencies to press/push from outside the school for bilingual value for students and school libraries. These recommendations and measures will optimistically ensure that
English Language Learners are provided sufficiently with resources that will enrich and expand their library services and learning experiences.

6.6 Reflections

When discussions arise having to do with diversity in collection development, librarians can draw much acumen from the principles drawn from the Library Bill of Rights. The inherent philosophy of the document is based on intellectual freedom which is the heart of equitable library services. Article II of the document unmistakably states that library collections must embody the diversity of people and ideas in our communities (American Library Association, 1997-2013). It also states that librarians have an undeniable obligation to select and provide access to materials and resources that meet the needs and interests of all community members that the library serves. Moreover, the document also affirms that library materials and resources should be representative of the languages that are commonly used in the library’s service community (American Library Association, 1997-2013). Finally, the document also cautions that librarians must not allow their own partiality to control their degree of tolerance regarding collection development (American Library Association, 1997-2013).

As idealistic as these interpretations of the Library Bill of Rights seem, they are ideals that epitomize the egalitarian nature of libraries—libraries are for everybody. Libraries provide universal impartial access to resources for everyone. The library is grounded in quality delivery of services for everyone. These are basic principles of librarianship that although are uncomplicated, may become irrelevant in school settings where large percentages of student populations are English Language Learners and the collective goal of the school is to get the ELLs to learn English as soon as possible.
It would be proper and appropriate for district library programs to develop a framework that would instill a sense of comprehensiveness to the role of the school librarian. As librarians, we quantify many aspects of our work: circulation statistics, total number of resources utilized daily, monthly, and yearly e.g., online databases, ebooks, periodicals, audio visual materials; number of classes served daily, monthly, yearly; number of patrons served daily, monthly, yearly; number of data searches completed; number of classes taught; number of classes scheduled in the library; number of overdue materials; number of lost materials; number of damaged materials, and so on. We should recognize that people are more important than numbers. More emphasis should be placed on how we serve our community of patrons and how we engender a feeling of trust, welcomeness, and acceptance. As responsible and conscientious librarians we are obligated to uphold the philosophy of intellectual freedom as it concerns a person’s access to all library materials. We should be diligent in making sure that we do not limit the diversity of library collections and in this manner be inclusive and not exclusive in collection development. As I perused the data of this study, I perceived an inherent lack of cultural awareness from the participant librarians. It is fortunate that we live in an ethnically diverse border city; it is unfortunate that many see diversity as a barrier that obstructs learning, specifically learning a second language—English. Having robust Spanish collections in middle school libraries should not be perceived as an impediment to learning English, but as a linguistic advantage. As previously mentioned, Stephen Krashen adamantly believes that developing literacy in the primary language facilitates English literacy. Additionally, first language reading facilitates learning to read in a second language—once one can read, this reading aptitude transfers across languages (Krashen, 2003). Krashen also espouses the importance of the home
language as it affects accessibility of library materials by Spanish-speakers. Librarians should understand that having Spanish books in the library does not impede the learning of English but rather the presence of Spanish books in the library gives Spanish-speaking English Language Learners a choice, an opportunity to read in their home language as this also makes it easier to develop proficiency in the first language and thus facilitates second language acquisition. We, as responsible and compassionate librarians, should endeavor to be receptive, understanding, appreciative, and mindful of ELLs’ literary needs and be sensitive and welcoming to their contributions—what they bring to the library and to the school community: their home language and their culture. Present and future middle school librarians would benefit in seeking to serve their student patrons in an equitable and compassionate manner.
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APPENDIX A
Pre-Research Procedures

- I contacted the UTEP IRB director in December 2011 and was told I had to submit research proposals to both DSISD and UTEP IRB’s simultaneously.

- I contacted the DSISD Research and Evaluation researcher in early January 2012 to inquire about required forms needed for both UTEP and DSISD IRBs.

- The DSISD researcher sent me the required forms for DSISD IRB approval via email. The forms included: a Basic Application Form, an Application Cover Page, a Proposal Pre-Approval and a Confidentiality Agreement Form.

- The Basic Application Form and the Application Cover Page were filled out by me on February 3, 2012.

- A Proposal Pre-Approval form and a Confidentiality Agreement Form had to be filled out by my immediate administrator before contacting the participating study sites. These forms were a requirement from DSISD since I am a current DSISD employee. He signed the forms on February 8, 2012.

- My dissertation chair was also required to fill out both forms. The forms were hand delivered to her office at UTEP and were signed on February 5, 2012.

- As I worked on the proposals, I contacted the principals’ secretaries in order to meet individually with each principal and to explain my research and obtain their approval. I also needed to have each principal sign the required forms—Proposal Pre-Approval and Confidentiality forms.

- I met with the study site principals in late January and early February. The Proposal Pre-Approval forms were signed and submitted to DSISD IRB via email on February 17, 2012.
• The Confidentiality forms were signed after the Proposal Pre-Approval forms because when I met with the study site principals, I did not have them with me. I sent the Confidentiality forms via email for the principals to sign. It took more than a week to get the forms signed by the principals.

• Letters of collaboration were also sent out to the three study sites. The letters of collaboration were required by the UTEP IRB. The letters gave general information about the study and in essence granted the researcher permission to conduct research at the three study sites. Upon receipt of the letter of collaboration at each study site, the letters were to be re-printed on DSISD campus letterhead stationery and signed by the study site administrators.

• The Letters of Confidentiality were returned to me in mid-February and I submitted them to UTEP IRB via email on February 17, 2012.

• All DSISD and UTEP IRB forms and proposals were submitted to the respective offices on February 17, 2012.

• I received an approval letter from DSISD IRB on March 1, 2012 that stated that I could commence my research at DSISD study sites at my convenience.

• On March 20, 2012, UTEP IRB director emailed me letting me know that my IRB package had been signed on IRBNet and to have my dissertation chair electronically sign my IRB submission.

• On April 3, 2012 the UTEP IRB director emailed to inform me know that she had unlocked the IRB submission so that I could revise the student consent form.

• I revised the document and re-submitted the revisions on April 5, 2012.
• The IRBNet submittal package was locked on April 10, 2012.

• I received permission and approval from UTEP IRB on April 20, 2011.

• Due to district-wide TAKS testing during April 23-26, I couldn’t contact ESOL teachers from the study sites to schedule a meeting. Therefore, I waited until TAKS testing ended to contact them.

• I emailed South Central Middle School, Central Middle School, and West Central Middle School ESOL teachers on May 3, 2012.

• One ESOL teacher from each school responded—not positively (West Central).

• I arranged via email to meet with the Central ESOL teachers on May 4, 2012.

• I met with a South Central ESOL teacher on Friday, May 4, 2012
  1. She volunteered to select the 8 ELLs at South Central
  2. She had 37 ELLs.
  3. Other ESOL teachers had 1 or 2 students only.
  4. I explained the research and gave her the parental consent forms.
  5. As soon as the forms are completed, she will let me know via email.
  6. I met with the school librarian to remind her that I will interview her later in the semester, preferably in June when teachers are no longer on duty.

• I met with Central M.S. ESOL teachers during their conference period on Friday, May 4, 2012.
1. I explained the research project, answered various questions, and the teachers were interested in the research.

2. At the end of their conference, all four teachers had specific students in mind for the interviews.

3. I gave the ESOL teachers the parental consent forms and as soon as they are completed, they will let me know via email.

4. I met briefly with the campus librarian to inform him that I will be interviewing him sometime in June when librarians are on duty with no students. I also have to arrange to interview the ELLs in the library.

- I was not able to visit with the West Central ESOL teachers due to STAAR testing at my campus.

- I emailed the West Central ESOL teachers letting them know that I could meet with them on the week of May 14th through 18th.

- I emailed the West Central ESOL teachers on Monday, May 14th about meeting with them on Thursday, May 17, 2012. I expressed to them the importance of seeing them on Thursday.

- I emailed the ESOL teacher at South Central on Monday, May 14th to see if she had the parental consent forms ready.

- I emailed the ESOL teachers at Central on Monday, May 14th to see if they had the parental consent forms ready.

- The South Central ESOL teacher emailed me on May 14th to let me know that most of her parent consent forms were turned in.
• The West Central ESOL teachers responded and will meet with me during their PLC period on Thursday May 17th.
• I met with the West Central ESOL teachers on May 17th.
• I went to Central M.S. on May 18th to get parental consent forms and found out that none of the teachers had collected parental consent forms. I reminded them that I needed to interview the students as soon as possible now that STAAR testing was completed.
• The South Central ESOL teacher communicated with me via the school secretary letting me know that I could begin the interviews at South Central on Wednesday, May 23rd.
• On May 23rd I received an email from one of the ESOL teachers at West Central that I could begin interviewing on May 30th.
• On May 23rd I went to South Central in the morning and set up the interviews in the school library. The ESOL teacher had five parent consent forms ready and I interviewed four ELLs in the morning.
• On May 24th I went to South Central to interview one student. I also went to Central M.S. to pick up parental consent forms and found out that the teachers only had ONE parental consent form completed. I spoke with one of the ESOL teachers and reminded her that the last day of school (at DSISD) for students was May 6th and I needed to interview the students before the 6th and before all end-of-the-year activities at Central M.S.
• On May 29th I returned to South Central to interview the last student during my lunch hour.
• On May 30\textsuperscript{th} I went to West Central to interview all six ELLs. I couldn’t interview the students in the library because there was Spanish placement testing in the library all day long. I quickly set up for the interview in an all-purpose room across from the library. I interviewed five students because one student was being tested in the library. I arranged with that student’s teacher to interview her the following day (May 31\textsuperscript{st}) during first period.

• On May 31\textsuperscript{st} I returned to West Central during first period to interview the last student. The library was available, so I interviewed the student in the library.

• Friday, June 1\textsuperscript{st} was a very busy day since it was the last day I could interview the students. I began the interviews during first period but not in the library because there was teacher union voting in there. I was told to interview the students in the teacher’s lounge which was private and quiet but had no air conditioning. It was uncomfortable for both the students and me. I interviewed only four students in the morning due to their scheduling. I only interviewed students during their regular ESL class period. They were never removed from other classes to participate in the interviews. I went back to Central M.S. after the students’ lunch period and interviewed the remaining two ELLs.

• I finished all interviews on Friday, June 1\textsuperscript{st}. I reiterate that I only interviewed students during their regular ESL classes at all three schools. They were never removed from other classes to participate in the interviews.

• I interviewed the middle school librarians on the following days:

  Central       June 11, 2012 after school
West Central       June 12, 2012 during my lunch hour

South Central     July 23, 2012  This interview took place long after the school
                    year because the librarian had been out of town.

Library Administrator    July 17, 2012
English Language Learner (ELL) Questionnaire

1. Tell me about your school library.

2. Is it important to have Spanish books in your school Library? If so, why? If not, why not?

3. If your library had more Spanish books
   a. Would you visit your school library more often? Why or why not?
   b. Would you check out more Spanish books? Why or why not?
   c. Would you read more? Why or why not?

4. Do you visit your school library on your own—not with your reading class?
   If so, how often and why? If not, why?

5. When you go to the school library on your own, what do you do?

6. Describe your feelings about your school library.

7. Give reasons why you visit your school library.

8. How do you feel about your school library’s Spanish books? Should there be more Spanish books available? Are the books in good shape? Do the books appeal to you?

9. In what ways does the librarian make your library visit a good experience? A bad experience? A helpful experience?

10. What do you like best about your school library? Your school librarian?

11. What do you least like about your school library? Your school librarian?

12. What’s the best quality of your school library? Your school librarian?

13. What’s the worst quality of your school library? Your school librarian?

14. If you could suggest or even change something to improve your library visit, what would you change or do?
15. Have you visited the city public libraries? What made you visit those libraries?
APPENDIX C
Cuestionario Para Estudiantes

1. Cuéntame sobre la biblioteca de tu escuela.

2. ¿Es importante tener libros escritos en español en la biblioteca de tu escuela? Explica por qué sí o porque no.

3. Si la biblioteca de tu escuela tuviera más libros en español:
   a. ¿Visitarías la biblioteca más seguido? Sí o no—porqué?
   b. ¿Sacarías más libros en español? Sí o no—porqué?
   c. ¿Leerías más? Sí o no—porqué?

4. ¿Visitas a la biblioteca de tu escuela solo(a) sin tu clase?
   ¿Si la visitas, qué seguido lo haces? ¿Si no la visitas, por qué no?

5. ¿Cuándo vas a la biblioteca de la escuela sin tu clase, qué haces en la biblioteca?

6. Describe tus sentimientos sobre la biblioteca de tu escuela.

7. Dime las razones por cuál visitas a la biblioteca de tu escuela.

8. ¿Qué sientes sobre los libros en español que se encuentran en la biblioteca?
   ¿Debería haber más? ¿Están los libros en español en buena forma? ¿Te llaman la atención?

9. ¿En cuáles maneras la bibliotecaria de tu escuela hace tu visita una buena experiencia?
   ¿Una mala experiencia? ¿Una experiencia útil o servicial?

10. ¿Qué te gusta más de la biblioteca de tu escuela? ¿De la bibliotecaria?

11. ¿Qué te gusta menos de la biblioteca de tu escuela? ¿De la bibliotecaria?

12. ¿Cuál es la mejor cualidad de la biblioteca de tu escuela? ¿De la bibliotecaria?
13. ¿Cuál es la peor cualidad de la biblioteca de tu escuela? ¿De la bibliotecaria?

14. ¿Sí pudieras dar sugestión o cambiar algo para mejorar las visitas a la biblioteca, qué cambiarías, o harías?

15. ¿Has visitado a las bibliotecas públicas de la ciudad? ¿Por qué visitas las bibliotecas de la ciudad?
Proposed Questions for DSISD Middle School Librarians

1. Tell me about your library.

2. How does the Del Sol ISD acquisition/collection development policy affect your library’s collection development?

3. If the DSISD collection development does not have an effect on your collection acquisitions, what standards guide your library acquisition decisions?

4. In your opinion, does your library collection reflect the diversity in your student population?

5. How do you respond to the literary and information needs of Spanish literate students?

6. How do you make library services to non-English speaking students possible?

7. On what criteria do you base your decisions when ordering new materials?

8. What are your views and attitudes toward increasing the Spanish book collection in your library?

9. How do you acquire Spanish books for your library—do you utilize district-approved book vendors or utilize Follett only, or do you seek specific Spanish book vendors?

10. Do you believe that your Spanish collection is adequate? Why or why not?

11. What measures have you taken or take to ensure that your Spanish collection is adequate and appropriate for your Spanish-reading students?

12. Do you believe that the Spanish collection in your library should reflect/match the ELL population in your school? Why or why not?
Proposed Questions for DSISD Library Administrator

1. When making decisions about core collections for new campus libraries, are diverse populations considered? Why or why not?

2. When you set up a core collection with the district-approved book vendor (Follett), do you take English Language Learners’ reading abilities into consideration? Why or why not?

3. In your opinion, what are the reasons for small Spanish book collections in the DSISD middle school libraries?

4. What is your opinion of the district’s library policy, specifically, the acquisitions policy or collection development policy?

5. In what manner is having a diverse library collection beneficial to the school community?

6. How valuable is it for DSISD middle school libraries to develop a collection that reflects the needs of the school’s English Language Learners?
THE UNIVERSITY OF TEXAS AT EL PASO
Office of the Vice President for Research and Sponsored Projects
Institutional Review Board
El Paso, Texas 79968-0587
phone: 915 747-8841    fax: 915 747-5931
FWA No: 00001224

DATE:        April 20, 2012
TO:          Aurea Galindo, BS Educ., M.Ed., MLIS
FROM:        University of Texas at El Paso IRB
STUDY TITLE: [322735-1] School Library Acquisitions Policy: How It Impacts the Delivery of Library Service to Middle School English Language Learners (ELLs)
IRB REFERENCE #: 322735-1
SUBMISSION TYPE: New Project
ACTION:      APPROVED
APPROVAL DATE: April 20, 2012
EXPIRATION DATE: April 20, 2013
REVIEW TYPE: Expedited Review

Thank you for your submission of New Project materials for this research study. University of Texas at El Paso IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This study has received Expedited Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the study and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

Please report all NON-COMPLIANCE issues or COMPLAINTS regarding this study to this office.

Please note that all research records must be retained for a minimum of three years after termination of the project.

Based on the risks, this project requires Continuing Review by this office on an annual basis. Please use the appropriate renewal forms for this procedure.

If you have any questions, please contact Athena Fester at (915) 747-8541 or afester@utep.edu. Please include your study title and reference number in all correspondence with this office.
University of Texas at El Paso (UTEP) Institutional Review Board
Informed Consent Form for Research Involving Human Subjects

Protocol Title: School Library Acquisitions Policy—How It Impacts the Delivery of Library Service to Middle School English Language Learners (ELLs)
Principal Investigator: Ñuera L. Galindo
UTEP: Educational Leadership and Foundations

In this consent form, "you" always means the study subject. If you are a legally authorized representative (such as a parent or guardian), please remember that "you" refers to the study subject.

1. Introduction

You are being asked to take part voluntarily in the research project described below. Please take your time making a decision and feel free to discuss it with your friends and family. Before agreeing to take part in this research study, it is important that you read the consent form that describes the study. Please ask the study researcher or the study staff to explain any words or information that you do not clearly understand.

2. Why is this study being done?

You have been asked to take part in a research study of how middle school English Language Learners experience their school library and how they feel about the services they are provided in the school library.

A total of eighteen subjects will be enrolling in this study at three middle schools—six subjects at Middle School, six subjects at Middle School, and six subjects at Middle School.

You and your child are being asked to participate in this study because your child is a middle school English Language Learner in the Independent School District. If you decide to enroll in this study, your involvement will last about ten to twenty minutes of interview time.

Revised: 04/15/09

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Additionally, the librarian at each middle school (and) and the library administrator are going to participate in the study.

3. What is involved in the study?

If you agree to take part in this study, the researcher will: call you out of your English class and ask you to be interviewed in the school library. The interview consists of fifteen questions and will take approximately ten to twenty minutes or as long as it takes you to respond to the interview questions. The questions will be asked in the language you prefer—English or Spanish and will be audio recorded. When the interview is finished, you will be asked to go back to your English class.

4. What are the risks and discomforts of the study?

There are no known risks associated with this research.

5. What will happen if I am injured in this study?

The University of Texas at El Paso and its affiliates do not offer to pay for or cover the cost of medical treatment for research related illness or injury. No funds have been set aside to pay or reimburse you in the event of such injury or illness. You will not give up any of your legal rights by signing this consent form. You should report any such injury to Ms. Aurea Galindo at ( ) and to the UTEP Institutional Review Board (IRB) at (915-747-8841) or irb.orsp@utep.edu.

6. Are there benefits to taking part in this study?

There will be no direct benefits to you for taking part in this study. This research may help us to understand how middle school English Language Learners’ literary and information needs are understood and provided by middle school librarians.

7. What other options are there?

You have the option not to take part in this study. There will be no penalties involved if you choose not to take part in this study.
8. Who is paying for this study?

There is no funding for this study.

9. What are my costs?

There are no direct costs.

10. Will I be paid to participate in this study?

You will not be paid for taking part in this research study.

11. What if I want to withdraw, or am asked to withdraw from this study?

Taking part in this study is voluntary. You have the right to choose not to take part in this study. If you do not take part in the study, there will be no penalty.

If you choose to take part, you have the right to stop at any time. However, we encourage you to talk to a member of the research group so that they know why you are leaving the study. If there are any new findings during the study that may affect whether you want to continue to take part, you will be told about them.

The researcher may decide to stop your participation without your permission, if he or she thinks that being in the study may cause you harm. The study may be stopped if the researcher becomes ill and cannot continue the study.

12. Who do I call if I have questions or problems?

You may ask any questions you have now. If you have questions later, you may call Aurea Galindo at either (   ) or (   ), or email her at either algalind@   .org or algalindo@miners.utep.edu.

If you have questions or concerns about your participation as a research subject, please contact the UTEP Institutional Review Board (IRB) at (915-747-8841) or irb.orsp@utep.edu.
13. What about confidentiality?

1. Your part in this study is confidential. None of the information will identify you by name. The only persons who will have access to the recordings are the researcher and the person who will transcribe the recordings. All records of the recordings as well as the recordings will be stored in a locked filing cabinet where no one will have access to the filing cabinet except the researcher. After the study is completed and finished, the researcher will dispose of the recordings—the audio tapes will be destroyed. No names will be used in the data analysis. Your information—your name will be kept confidential.

2. Every effort will be made to keep your information confidential. Your personal information may be disclosed if required by law. Organizations that may inspect and/or copy your research records for quality assurance and data analysis include, but are not necessarily limited to:

   - UTEP Institutional Review Board

Because of the need to release information to this party, absolute confidentiality cannot be guaranteed. The results of this research study may be presented at meetings or in publications; however, your identity will not be disclosed in those presentations.

14. Mandatory reporting

If information is revealed about child abuse or neglect, or potentially dangerous future behavior to others, the law requires that this information be reported to the proper authorities.

15. Authorization Statement

I have read each page of this paper about the study (or it was read to me). I know that being in this study is voluntary and I choose to be in this study. I know I can stop being in this study without penalty. I will get a copy of this consent form now and can get information on results of the study later if I wish.
Título del Protocolo: Servicio Bibliotecario Que Reciben Principiantes del Lenguaje Inglés en Escuelas Intermedias
Investigador Principal: Áurea L. Galindo
Departamento de UTEP: Educational Leadership and Foundations

En éste formulario de consentimiento, “usted” siempre se refiere al estudiante participante. Si usted es el representante legal y autorizado (padre o guardián), por favor tenga presente que “usted” se refiere al estudiante participante.

1. Introducción

A usted se le solicita participar voluntariamente en la investigación que se enumera a continuación. Por favor tome su tiempo en hacer su decisión y sientase libre en discutir lo que se le propone en éste proyecto de investigación con familia y amigos. Antes de estar de acuerdo con su participación en éste proyecto de investigación, es importante leer el formulario de consentimiento que se describe a continuación. Por favor haga preguntas sobre el proyecto de investigación al investigador para que se le explique términos desconocidos o cualquier información que no fue claramente entendido o comprendido.

2. ¿Por qué se hace ésta investigación?

Se le ha solicitado a usted y su hijo/hija su participación en éste proyecto de investigación porque su hijo/hija es estudiante principiante del lenguaje inglés de escuela intermedia del distrito escolar de . Este proyecto de investigación aborda en temas relacionados con el tipo de servicio bibliotecario que se le proporciona en la biblioteca de su escuela.

Un total de diez y ocho participantes se van a inscribir a éste proyecto de investigación en tres escuelas intermedias del distrito escolar de . Seis participantes se solicitarán en las escuelas intermedias.
Se le está solicitando la participación de usted y su hijo/hija en éste proyecto de investigación porque su hijo/hija es estudiante principiante del lenguaje inglés en una escuela intermedia en el distrito escolar de . Si decide inscribirse en éste proyecto de investigación, su participación durará más o menos unos quince a veinte minutos de entrevista.

Adicionalmente, participarán los bibliotecarios de cada una de las tres escuelas intermedias y la administradora de los servicios bibliotecarios del distrito escolar de

3. ¿Qué se involucra en ésta investigación?

Si decide participar en éste proyecto de investigación, la investigadora lo/la llamará de su clase de inglés para que participe en una entrevista en la biblioteca de su escuela. La entrevista consiste de quince preguntas que tomarán aproximadamente de quince a veinte minutos o según el tiempo que usted tome en responder a las preguntas del investigador. Las preguntas serán dichas en el lenguaje que usted prefiera—inglés o español y serán grabadas en cinta de audio. Cuando se complete la entrevista, usted podrá regresar a su clase de inglés.

4. ¿Cuáles son los riesgos e inconvenientes de ésta investigación?

No hay ningún riesgo o inconvenientes de ningún tipo asociados con éste proyecto de investigación.

5. ¿Qué pasa si me lastimo o perjudico en ésta investigación?

La Universidad de Texas en El Paso (UTEP) y sus afiliados no ofrecen dinero para cubrir el costo médico en caso de daño relacionado con la investigación. No hay fondos que se han apropiados para pagarle o reembolsarle en el evento que haya tal daño o enfermedad. No va a rendirse de sus derechos legales al firmar éste formulario de consentimiento. Debe reportar cualquier daño a la investigadora de éste proyecto, la señora Aurea Galindo al teléfono y al Institutional Review Board (IRB) de UTEP al teléfono (915-747-8841) o la correspondencia electrónica irb.orsp@utep.edu.
6. ¿Hay beneficios en tomar parte en ésta investigación?

No habrá beneficios directos para usted si participa en este proyecto de investigación. Este proyecto de investigación nos podrá ayudar a comprender como las necesidades literarias y las de información que confrontan estudiantes principiantes del lenguaje inglés se dan a entender y son proporcionadas por el/la bibliotecario(a) de su escuela.

7. ¿Cuáles son las otras opciones o alternativas?

Tiene la opción de no participar en este proyecto de investigación. De ninguna manera habrá castigo si decide no participar en éste proyecto de investigación.

8. ¿Quién va a pagar por ésta investigación?

No hay fondos para pagar por su participación en ésta investigación.

9. ¿Cuáles son mis costos?

No existen costos directos.

10. ¿Me pagarán para participar en ésta investigación?

No se le pagará por su participación en éste proyecto de investigación.

11. ¿Qué si quiero retraer o alejarme de ésta investigación?

Tomando parte en éste proyecto de investigación es voluntario. Usted tiene el derecho de escoger si quiere participar o no en ésta investigación. Si no quiere participar en ésta investigación, no habrá castigo.

Si decide tomar parte en ésta investigación, tiene el derecho de suspender su participación a cualquier momento sin perjuicio. Sin embargo, le damos ánimo para que hable con la investigadora principal para darle de saber porque suspende su participación en ésta investigación. Si hay cualquier descubrimiento de información durante la investigación que pueda afectarlo en su decisión de suspender su participación, se le dará de conocer esa información.
Es posible que la investigadora principal decida suspender su participación sin su permiso si cree que su participación le pueda causar daño o le pueda perjudicar en cualquier manera. El proyecto de investigación se puede suspender si la investigadora principal se enferma y no pueda continuar la investigación.

12. ¿A quién le puedo llamar si tengo preguntas o problemas?

Puede hacer cualquier pregunta que puede tener ahora mismo. Si tiene preguntas más adelante, le puede llamar a Aürea Galindo al teléfono ( ) o ( ) o también puede corresponder electrónicamente a: algalindo@miners.utep.edu.

Si tiene preguntas o preocupaciones sobre su participación como un participante de este proyecto de investigación, por favor comuníquese con el UTEP Institutional Review Board (IRB) al teléfono (915-747-8841) o electrónicamente a irb.orsp@utep.edu.

13. ¿Qué pasa con la confidencialidad de la investigación?

1. Su parte en este proyecto de investigación es confidencial. Ninguna información lo identificará por nombre. Las únicas personas que tendrán acceso a las grabaciones de audio serán la investigadora principal y la persona encargada a transcribir las grabaciones. Todos los documentos sobre las grabaciones de audio serán archivadas en gabinete cerrado para garantizar privacidad donde nadie tendrá acceso a las grabaciones excepto la investigadora principal. Después que el proyecto de investigación se termine, la investigadora principal va a deshacer de las grabaciones de audio. Ningún nombre se usará en el análisis de datos. Su información—su nombre se quedará confidencial.

2. Todo esfuerzo posible será hecho para mantener su información confidencial. Su información personal puede ser revelada si es exigido por la ley. La organización que podrá revisar y copiar sus datos para asegurar calidad y análisis de datos incluye pero no está necesariamente limitado a:
La institución de junta de evaluación de UTEP (Institutional Review Board—IRB)

Porque es necesario dar a conocer información a ésta institución, confidencialidad absoluta no se puede garantizar. Los resultados de éste proyecto de investigación podrán ser presentados en conferencias o publicaciones; sin embargo, su identidad no será revelada en éstas conferencias.

14. Informe mandatario

Si información se revela sobre abuso infantil o negligencia, o conducta que pueda ser potencialmente peligrosa en el futuro a los demás, la ley requiere que ésta información sea reportada a las propias autoridades.

15. Declaración de autoridad

He leído cada página de éste documento sobre el proyecto de investigación (o alguien me lo leyó). Sé que ser participante en ésta investigación es voluntario y yo escojo participar en la investigación. Sé que si no quiero participar en ésta investigación no habrá castigo. Obtendré una copia de éste formulario de consentimiento hoy y puedo conseguir información sobre los resultados del proyecto de investigación más adelante si yo lo deseo.

Nombre de Participante: ___________________________ Fecha: ___________________________

Firma de Participante: ___________________________ Tiempo: ___________________________

Permiso de Padre/Guardián para autorizar la grabación de audio al estudiante (hijo/hija):
Por favor indique Sí o No:

__________________ Sí permito la grabación audio de mi hijo/hija durante éste proyecto.

Revised: 04/15/09
No permito la grabación audio de mi hijo/hija durante este proyecto.

Firma de Participante o Padre/Guardián: ________________________________

Formulario de Consentimiento
Presenciado por el Testigo: ____________________________

Firma

Nombre en Molde: ____________________________

Fecha: ____________  Tiempo: ____________
APPENDIX I
Student Interviews: Time Constraints

- The student interviews were scheduled after all state-mandated testing (STAAR) ended in mid-May, 2012. As stated previously, the Del Sol Independent School District does not allow or approve research fieldwork during mandated district-wide testing. After STAAR testing, I had a two-week time frame to conduct all eighteen student interviews. The interviews had to be scheduled around my work schedule (Monday-Friday, 8:45 AM to 4:45 PM).

- Interviews were scheduled around my work schedule.

- Students could only be interviewed during their ESL class time.

- Students were sent to the interview sometimes many minutes after the scheduled time for the interview.

- Interviewing was scheduled around many end-of-the-year activities and projects at all campuses, especially at Central Middle School.

- Teachers and librarians were stressed due to end-of-year-activities and scheduling the student interviews was not a priority.

- Teachers gave me interview schedules that conflicted with my work hours.

- Some of the interviews took place before, during, and after my daily work schedule.
South Central Middle School Library Collection Analysis as of August 2008

Summary by 100s
This report shows you the average age, number of titles, and percentages for the main Dewey ranges and categories in your collection. This quick snapshot of your collection helps you immediately begin to identify its strengths and weaknesses. Click the magnifying glass to search for titles that address your specific needs. Click the links above for charts that illustrate your collection’s average age and main classifications percentages.

= Search TITLEWAVE for recommendations within a particular Dewey Range/Classification
= View items in your collection

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Hundred Divisions Totals | 1996 | 6278 | 44.68%

Additional Category Listings

| General Fiction       | 1994        | 1415  | 10.07%          |
| Reference             | 1996        | 532   | 3.79%           |
| Biography             | 1996        | 1188  | 8.45%           |
| Professional          | 1998        | 18    | 0.13%           |
| Story Collection      | 1992        | 114   | 0.81%           |
| Paperback             | 1991        | 1720  | 12.24%          |
| Easy                  | 1992        | 688   | 4.90%           |
| A/V                   | 1992        | 1467  | 10.44%          |
| Spanish               | 1995        | 437   | 3.11%           |
| Special Collections   | 1994        | 195   | 1.39%           |

Additional Category Listings Totals | 1993 | 7774 | 55.32%

Totals | 1995 | 14052

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South Central Middle School Library Collection Analysis as of April 2012

Summary by 100s
This report shows you the average age, number of titles, and percentages for the main Dewey ranges and categories in your collection. This quick snapshot of your collection helps you immediately begin to identify its strengths and weaknesses. Click the magnifying glass to search for titles that address your specific needs. Click the links above for charts that illustrate your collection’s average age and main classifications percentages.

- Search TITLEWAVE for recommendations within a particular Dewey Range/Classification
- View items in your collection

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Hundred Divisions Totals

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Additional Category Listings

| General Fiction                                           | 1997 | 1114 | 9.18% |
| Reference                                                | 1997 | 561  | 4.62% |
| Biography                                                | 1996 | 1207 | 9.94% |
| Professional                                              | 2002 | 5    | 0.04% |
| Story Collection                                          | 1992 | 104  | 0.86% |
| Paperback                                                | 1991 | 1666 | 13.72%|
| Easy                                                     | 1993 | 743  | 6.12% |
| A/V                                                      | 1996 | 709  | 5.84% |
| Spanish                                                  | 1995 | 451  | 3.71% |

Additional Category Listings Totals

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Central Middle School Library Collection Analysis as of August 2008

Summary by 100s
This report shows you the average age, number of titles, and percentages for the main Dewey ranges and categories in your collection. This quick snapshot of your collection helps you immediately begin to identify its strengths and weaknesses. Click the magnifying glass to search for titles that address your specific needs. Click the links above for charts that illustrate your collection’s average age and main classifications percentages.

= Search TITLEWAVE for recommendations within a particular Dewey Range/Classification
= View items in your collection

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APPENDIX M
Central Middle School Library Collection Analysis as of April 2012

Summary by 100s
This report shows you the average age, number of titles, and percentages for the main Dewey ranges and categories in your collection. This quick snapshot of your collection helps you immediately begin to identify its strengths and weaknesses. Click the magnifying glass to search for titles that address your specific needs. Click the links above for charts that illustrate your collection’s average age and main classifications percentages.

= Search TITLEWAVE for recommendations within a particular Dewey Range/Classification
= View items in your collection

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<td>n/a</td>
<td>0</td>
<td>0.00%</td>
</tr>
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<td>93</td>
<td>0.51%</td>
</tr>
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<td>274</td>
<td>1.50%</td>
</tr>
<tr>
<td>Easy</td>
<td>1990</td>
<td>1637</td>
<td>8.99%</td>
</tr>
<tr>
<td>A/V</td>
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<td>830</td>
<td>4.56%</td>
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<tr>
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<td>1996</td>
<td>2</td>
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<td><strong>38</strong></td>
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<td>Special Collection</td>
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<tr>
<td><strong>Additional Category Listings Totals</strong></td>
<td><strong>1990</strong></td>
<td><strong>10232</strong></td>
<td><strong>56.20%</strong></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1991</strong></td>
<td><strong>18207</strong></td>
<td><strong>96.20%</strong></td>
</tr>
</tbody>
</table>

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West Central Middle School Library Collection Analysis as of August 2008

Summary by 100s
This report shows you the average age, number of titles, and percentages for the main Dewey ranges and categories in your collection. This quick snapshot of your collection helps you immediately begin to identify its strengths and weaknesses. Click the magnifying glass to search for titles that address your specific needs. Click the links above for charts that illustrate your collection’s average age and main classifications percentages.

= Search TITLEWAVE for recommendations within a particular Dewey Range/Classification
= View items in your collection

<table>
<thead>
<tr>
<th>The Hundred Divisions</th>
<th>Average Age</th>
<th>Items</th>
<th>% of Collection</th>
</tr>
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<tbody>
<tr>
<td>000 Generalities</td>
<td>1999</td>
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<td>100 Philosophy and Psychology</td>
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<td>1989</td>
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</tr>
<tr>
<td>300 Social Sciences</td>
<td>1994</td>
<td>1184</td>
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<tr>
<td>400 Language</td>
<td>1991</td>
<td>23</td>
<td>0.15%</td>
</tr>
<tr>
<td>500 Natural Sciences/Mathematics</td>
<td>1994</td>
<td>1421</td>
<td>9.38%</td>
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<td>600 Technology</td>
<td>1996</td>
<td>916</td>
<td>6.05%</td>
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<tr>
<td>700 The Arts</td>
<td>1995</td>
<td>892</td>
<td>5.89%</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Hundred Divisions Totals</td>
<td>1994</td>
<td>6643</td>
<td>43.87%</td>
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</table>

Additional Category Listings

| General Fiction      | 1992    | 3920  | 25.89% |
| Reference            | 1994    | 652   | 4.31%  |
| Biography            | 1994    | 1138  | 7.52%  |
| Professional         | 1995    | 9     | 0.06%  |
| Story Collection     | 1987    | 138   | 0.91%  |
| Paperback            | n/a     | 0     | 0.00%  |
| Easy                 | 1987    | 822   | 5.43%  |
| A/V                  | 1993    | 955   | 6.31%  |
| Spanish              | 1993    | 755   | 4.99%  |
| Special Collection   | 1992    | 111   | 0.73%  |
| Additional Category Listings Totals | 1992 | 8500 | 56.13% |
| Totals               | 1993    | 15143 |       |

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APPENDIX O
West Central Middle School Library Collection Analysis as of April 2012

Summary by 100s
This report shows you the average age, number of titles, and percentages for the main Dewey ranges and categories in your collection. This quick snapshot of your collection helps you immediately begin to identify its strengths and weaknesses. Click the magnifying glass to search for titles that address your specific needs. Click the links above for charts that illustrate your collection’s average age and main classifications percentages.

= Search TITLEWAVE for recommendations within a particular Dewey Range/Classification
= View items in your collection

<table>
<thead>
<tr>
<th>The Hundred Divisions</th>
<th>Average Age</th>
<th>Items</th>
<th>% of Collection</th>
</tr>
</thead>
<tbody>
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<td>131</td>
<td>0.94%</td>
</tr>
<tr>
<td>100 Philosophy and Psychology</td>
<td>1998</td>
<td>87</td>
<td>0.62%</td>
</tr>
<tr>
<td>200 Religion</td>
<td>1991</td>
<td>168</td>
<td>1.20%</td>
</tr>
<tr>
<td>300 Social Sciences</td>
<td>1996</td>
<td>1058</td>
<td>7.57%</td>
</tr>
<tr>
<td>400 Language</td>
<td>1994</td>
<td>29</td>
<td>0.21%</td>
</tr>
<tr>
<td>500 Natural Sciences/Mathematics</td>
<td>1996</td>
<td>1192</td>
<td>8.52%</td>
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<tr>
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<td>1997</td>
<td>823</td>
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<tr>
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<td>422</td>
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<tr>
<td>Reference</td>
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<td>565</td>
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</tr>
<tr>
<td>Biography</td>
<td>1995</td>
<td>1168</td>
<td>8.35%</td>
</tr>
<tr>
<td>Professional</td>
<td>1998</td>
<td>8</td>
<td>0.06%</td>
</tr>
<tr>
<td>Story Collection</td>
<td>1990</td>
<td>141</td>
<td>1.01%</td>
</tr>
<tr>
<td>Paperback</td>
<td>2007</td>
<td>5</td>
<td>0.04%</td>
</tr>
<tr>
<td>Easy</td>
<td>1989</td>
<td>744</td>
<td>5.32%</td>
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<tr>
<td>A/V</td>
<td>1995</td>
<td>593</td>
<td>4.24%</td>
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<td><strong>1994</strong></td>
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<td><strong>4.78%</strong></td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>1996</strong></td>
<td><strong>13983</strong></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

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CURRICULUM VITA

Aurea L. Galindo was born in Cd. Juárez, Chihuahua, México to Absalóm and Aurea González. She and her family moved to El Paso, Texas when she was a toddler. Upon graduation from Bel Air High School in El Paso, Texas, she attended El Paso Community College and later The University of Texas at El Paso. She interrupted her studies to accompany her husband to Nebraska where he was pursuing a pharmacy degree. After the birth of their children, she resumed her academic career and graduated from UTEP with a Bachelor of Science degree in Education in 1984. Two years later she earned a Master of Education degree from UTEP. Aurea worked as a lecturer in the Languages and Linguistics Department at UTEP and also taught English as a Second Language classes at the El Paso Community College. In 1992 Aurea was accepted into the Library and Information Masters program at the University of Texas at Austin. During her last year of study at UT Austin, she worked as a school librarian. Upon graduating from UT Austin in 1995, she continued working as a librarian and in the spring of 2007, she applied and was accepted into the Educational Leadership and Foundations Doctoral Program at the University of Texas at El Paso. As she worked on her doctoral degree, she continued to work as a librarian at a district-wide special library—Special Education Resource Services. Upon graduation, she looks forward to continued employment as a librarian as well as pursuing a teaching position at the El Paso Community College.