Published under the authority of:

TEXAS ASSOCIATION FOR BILINGUAL EDUCATION

Affiliate of the National Association for Bilingual Education

TABLE OF CONTENTS

Texas Association for Bilingual Education
2020-2021 Executive Board

EDITORIAL ADVISORY BOARD FOR CURRENT ISSUE

Editorial Introduction

Dear Colleagues,

I hope all of you are doing well during this very difficult time when COVID-19 has been with us for most of 2020. In spite of that many of you responded with excellent manuscripts and reviews for JBERI 2020!

The *Journal of Bilingual Education Research and Instruction* is committed to the exchange of educational data, studies, ideas, practices and information with researchers, practitioners and policymakers in this public forum. It is published online once or twice a year and can be accessed at the TABE website homepage, TABE.org. In this issue readers are invited to an in-depth examination of research, best practice, and advocacy topics that frame our work as bilingual educators. In the lead article, *The Teaching and Learning of Korean and Spanish: An Auto-ethnography Study on Foreign Language Acquisition,* Drs. Weonjin Shin, Lileana Rios-Ledezma and Fuhui Tong, all from Texas A& M University, present findings from a study that explores how language learners employ a repertoire of language acquisition strategies while facing the challenge of acquiring a foreign language. The study indicates that awareness of the students' first and target language is important for curriculum design. Next, in their article, *Acquiring Language and Science Content in a Dual Language Kindergarten Classroom: Engaging with Classroom Pets to Communicate, Predict and Measure*, Drs. Lynda Cavazos, Esther Garza and María Arreguín-Anderson, from UT San Antonio, describe how a dual language classroom teacher encouraged young dual language learners to apply their knowledge of science process skills in Spanish to communicate, predict and measure during a variety of activities. Next, in their article, '*ELLevating' the Success of High School Emergent Bilingual in Math: Appropriate Accommodations and Strategies for Building Confident Learners,* authors Robin Ho, Carron Collier and Katherine Burke from Denton High School and Dr. Holly Hansen-Thomas from Texas Women's University, describe a project on how mathematics teachers at a Texas high school with improved their ELs pass rates on high stake End of Course exams. Myrna R. Rasmussen, doctoral student at UT Rio Grande Valley, in her article written in Spanish, *Ideologías lingüísticas de los maestros bilingües y la creación de espacios bilingües equitativos y dinámicos a través del translenguaje: Un metaanálisis de la eficacia, las políticas y la práctica en las aulas* emplea un metaanálisis de la investigación cualitativa existente sobre las ideologías linguísticas de los maestros bilingües. Then, in her article, *Examining Bilingual Preservice Teachers' Perceptions of a Spanish Online Biliteracy Course—Ideas for Design and Implementation,* Dr. Delia Carrizales from Texas Tech University, examines how bilingual preservice teachers perceive an online Spanish biliteracy course. This study adds to the limited literature on online Spanish methods courses for bilingual preservice teachers. Finally, we end this issue with a special treat--a Memoir from Dr. Suzanne Wagner, Illinois Resource Center, Retired, in her article *Memoirs of an ESL Teacher: Four Sociocultural Premises to Help English Learners Become Confident, Rigorous Learners! Enjoy!*

Special thanks are due to Editorial Assistant Dr. Isaac Martinez for his valuable contributions to JBERI Issue #22 as reviewer and technical assistant in the layout and design of the Journal. In addition, this issue would not be possible without the reviewers and the individuals who submitted manuscripts for publication consideration.

Thank you!! Take care and stay well!

Dr. Josefina V. Tinajero, Editor   Dr. Debbie East, Co-Editor
The University of Texas at El Paso   Coaching, Consulting and Training
tinajero@utep.edu   debbie.east1@me.com

The Teaching and Learning of Korean and Spanish: An Auto-ethnography Study on Foreign Language Acquisition

Dr. Weonjin Shin, Texas A&M University

Dr. Lileana Rios-Ledezma, Texas A&M University

Dr. Fuhui Tong, Texas A&M University

Abstract

This study explores how language learners employ a repertoire of language acquisition strategies while facing the challenge of acquiring a foreign language. Using an auto-ethnography approach, this qualitative research discusses the experiences of two researchers as they participate in both the teaching and the learning of a foreign language. The method of this research provided a visible platform for language teachers and learners in a beginner level to identify the effectiveness of the strategies utilized in the language sessions. Opportunities to explore metacognitive and linguistic awareness during the foreign language acquisition process were achieved through self-reflection and discussion. The study overall provide the approach of foreign language learning and teaching to novice language learners and teachers that language learning in a meaningful and authentic context is important. In addition, the study indicates that awareness of the students' first and target language is important for curriculum design such as cross-linguistic learning, cognates, and cultural factors.

Keywords: auto-ethnography, second/foreign language learning

The Teaching and Learning of Korean and Spanish: An Auto-ethnography Study on Foreign Language Acquisition

The importance of bilingual and foreign language education, and particularly English as a second language (ESL), has increased significantly over the years. English has been identified as the language most widely taught as a foreign language across 100 countries, including China, Russia, Germany, Spain, Egypt, and Brazil, and it is the primary foreign language chosen in non-native English schools above all others (Crystal, 2012).

In the United States, the population of students whose first language is one other than English has grown significantly. This figure was recently estimated as 4.6 million students—approximately 9.4% of the school-age population—which is an increase of over 60% in the last decade (National Center for Education Statistics, 2015). However, although it has been many decades since *Lau v. Nichols,* many school districts still face challenges in providing adequate content and supplemental language instruction enough to facilitate English learners (ELs) to reaching educational achievement standards (Alanis & Rodriguez, 2008; Olden, 2014).

Due to the added challenges posed in educating ELs to the point of English competency or fluency, school districts with large numbers of ELs may be more likely to experience academic failures (Escamilla, 2006). Specifically, many remedial bilingual/ESL programs fail to educate ELs to the threshold of linguistic competency which is needed to achieve a successful academic career (Olsen, 2014). According to the National Center for Education Statistics, the EL graduation rate in Texas in 2016 was 73.7%. Additionally, from the 2015 National Assessment of Educational Progress (NAEP) data, 67% of fourth-grade EL students and 70% of eighth-grade EL students had scores below basic reading levels.

For effective teaching, researchers have advocated that bilingual/ESL educators need to tailor the language and content curriculum according to the specific EL student's needs and language levels (Coleman & Goldenberg, 2009). To address this concern, the present research is unique in that two bilingual researchers participated in the teaching and learning of a foreign language simultaneously as both a learner and a/an teacher/educator. Such an auto-ethnographic approach can reveal much about educating students, thus contributing to our understanding of teacher and student practices (Pinnegar & Hamilton, 2009).

This auto-ethnography study highlights the observations of two PhD-candidate researchers interested in examining the early stages of foreign language development. Because there is substantial research (Nicoladis, Rose, & Foursha-Stevenson, 2010; Siu, & Ho, 2015; Pasquarella, Chen, Gottardo, & Geva, 2015) focused on foreign language learners' use of metacognitive strategies for cross-linguistic transfer, the researchers placed themselves in the shoes as a new foreign language learners/ teacher in a beginner level in order to report on the use, affective factors, and potential effectiveness of these metacognitive strategies from two crucial perspectives: the language teacher, and the language learner. Thus, the purpose of this research is to observe what adult language learners and language teachers who teach beginners would experience when they start learning and teaching target languages. To be specific, researchers in this study have dual role both as a novice language learners and as teachers, adopting an auto-ethnographic approach to share novice language learners and teachers' perspectives. At the end

of this research, we hope to provide implications not only to adult learners, but also to increase awareness for language educators as well as teachers who work with ELs.

Theoretical Framework

Subsumption Theory

This research is founded on the principles put forward by Ausubel (1962, 2000), who defines *meaningful learning* as an authentic product—a psychological process that involves the interaction between meaningful ideas and schemas (i.e., relevant background knowledge and the learner's cognitive structure). Brown (2007) further considers the principle of meaningful learning to be "The process of making meaningful association between existing knowledge/experience and new material will lead toward better long-term retention than rote learning of material in isolated pieces." (p.91).

Additionally, Brown (2007) states that subsumption theory provides the theoretical idea in comparison to the practice of language learning repetition. More specifically, meaningful learning, or subsumption, is the process of making connections by anchoring new information to previously established information within the cognitive structure. Brown also emphasizes that meaningful learning plays a significant role in a student's long-term memory. Ausubel (1962, 2000) insists that learning should be connected to the long-term acquisition of knowledge and abilities of learning knowledge through meaningful learning. Brown also used metaphor cognitive structure as a building block in that meaningful learning is stacking each block (knowledge) to the previous one while rote learning is knowing about isolated blocks.

Ausubel (1962, 2000) compares meaningful learning to rote learning. According to Ausubel (1962, 2000), meaningfully learned materials are connected to existing concepts in cognitive structure to make them possibly comprehensible of other significant relationship such as derivative, descriptive and supportive. Since new knowledge is connected to the existing concepts, learning from meaningful context have longer retention span. However, rote learning is isolated entities which does not make any connection in cognitive structure. Since rotely learned materials are not anchored to existing information, it is easily forgotten and does not stay for long-term memory. Novak (2002) supported that young learners are more likely to adapt meaningful learning context but often, whereas adult students rely too much on rote learning which does not retain in the students' long-term memory nor utilize the knowledge in new context (Edmondson & Novak 1992; Novak, 2002). Novak (2003) also agreed with the most important idea from Ausubel (1962, 2000) of meaningful learning which can be incorporated into instruction to actively engage students' learning.

We, therefore, adopt subsumption theory in this study which is intended to help educators design curricula of teaching target languages. We propose that meaningful learning helps students acquire a target language through connections to foreign language structures. Ultimately, language learning should be conducted in a meaning-based context, whereby students acquire knowledge with a better understanding of it and that it is fed into long-term memory.

Crosslinguistic Transfer

In this auto-ethnographic research, we sought to use crosslinguistic transfer as a means to acquire the target language. Transfer is defined by Odlin (1989) as the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired. It is obvious that not all foreign language learners learn English in the same way; thus, an interest in crosslinguistic transfer is necessary, as it tells us much about how the foreign language learner will acquire the target language (Odlin, 1989).

Crosslinguistic transfer is a great asset that bilingual students can take advantage of when they are explicitly taught and learn how to navigate the overlap and ambiguity that may exist in some languages (Nicoladis, Rose, & Foursha-Stevenson, 2010). For instance, in a study conducted by Pasquarella et al. (2015) with both Chinese-English bilinguals and Spanish-English bilinguals, the transfer patterns reveal that with respect to specific domains, such as word reading accuracy, transfer between Spanish and English occurs due to the shared script and overlap in grapheme-to-phoneme correspondences. The same study, however, shows no significant crosslinguistic transfer between Chinese and English. This reinforces the notion that cross-language transfer of particular reading skills is based upon the similarities across the languages; as the authors write, "the greater the overlap, the stronger the association of the skills across languages" (Pasquarella et al., 2015, p. 106).

Siu et al. (2015) state that many bilingual researchers consider cross-language transfer as a key component for biliteracy development. Moreover, L2 syntactic skills mediate the language connection between L1 syntactic skills and L2 reading skills, as well. As Siu et al. argue, such findings fit into Cummins's (1979) linguistic interdependence hypothesis, which states that basic interpersonal communication skills (BICS) can be shared and are interdependent across languages.

We, as bilingual educators and foreign language learners ourselves, have purposefully used our first/native language and our foreign language to teach and learn the target language. Our knowledge of the crosslinguistic transfer concept allowed us to take advantage of the transferrable skills and to highlight them within our teaching and learning experiences to make this study possible.

Literature Review

Auto-Ethnography Research

Auto-ethnography emerged from the idea of ethnography, which has been adopted by many schools of sociological research and is utilized in broad trends of qualitative research (Mirhosseini, 2018). Auto-ethnography is defined by Heider (1975) as "ethnographic research, writing, story, and method that connect the autobiographical and personal to the cultural, social, and political" (Given, 2008, p. 48). Researchers who conduct auto-ethnography-style writing describe personal, interpersonal, and intrapersonal experiences based on individual and groups of levels (Ellis, Adams, & Bochner, 2011). Researchers should try to understand what young children really think about their own learning, but because children cannot always express themselves clearly, this requires a great deal of interpretation on the part of investigators

(Gouzouasis & Rye, 2014). While much research represents quantitative data analysis and third-person perspective, many teacher educators now place themselves as participants in their own research in order to seamlessly contribute to the field of teacher education and development (Pinnegar & Hamilton, 2009). This approach in language learning research can help researchers to understand the unique connections between the broader sociocultural world and one's personal status (Lapidus et al., 2013). The main purpose of auto-ethnographies is to reexamine the researcher's own reflection toward their experiences, providing their connection to readers for them to understand what the researchers have been through in terms of cultural or historical phenomena. This approach thus lets educational settings to connect personal experience to educational initiatives, policies, curricula, and methods (Escamilla, 2018).

Auto-ethnography approach in language learning research

When we consider the auto-ethnography approach specifically in regards to language learning research, we find previous studies that adopt this approach in their qualitative linguistic research (Ai, 2016; Escamilla, 2018; Lapidus et al., 2013; Quicke, 2010; Salas, 2017; Yazan, 2018). Quicke (2010), with critical reflection, writes about his own practice as a local education authority and educational psychologist in the United Kingdom. Quicke indicates that the auto-ethnography approach allows him to be more involved than other approaches since he makes himself a key player in his research project, allowing him to understand the participant's point of view. By using personal narration, Ai (2016) discusses his understanding of the challenges of English study in the Chinese educational system and provides best practices for English language teachers in China based on his experiences. Lapidus et al. (2013) examine the auto-ethnographies of two ESL teachers enrolled in a graduate teacher education program by analyzing their personal paths.

Effective Language Learning Practices

When learning new languages, one should consider the various effective strategies that factor greatly into the success or failure of language acquisition. From the plethora of strategies available, one that is most commonly used and that is powerfully effective is the ability to access prior knowledge (Marzano et al., 2000). Activating prior knowledge allows students the opportunity to attach new knowledge to existing areas in their minds (Derrick-Mescua et al., 1998). Presenting new information in the context of known information increases one's ability to gain access to the content or material (Brown, 2007).

In a four-part series of article from Coleman and Goldenberg (2009) address the importance of the four domains, or modalities of literacy crucial in language learning—listening, speaking, reading, and writing. They discuss how, as foreign language learners acquire these domains, they move across stages of proficiency, from the beginning stage, to intermediate, to advanced, and finally, to what they term the advanced high stage. Without a balanced use of these four domains of literacy, ELs may struggle to acquire high levels of proficiency because both receptive and expressive skills are crucial to proficiency in the foreign language (Coleman & Goldenberg, 2009).

Multicultural Awareness

Along with accessing a student's background, including opportunities for listening, speaking, reading, and writing, it is vital that educators understand a student's culture in order to teach them a language. According to Brown (2007), language is a part of culture. Similarly, Genç and Bada (2005) argue that teaching L2 is neither complete nor accurate if the culture (cultures) associated with that language is (are) not incorporated. They argue that second-language learners must have a general knowledge of the speakers, traditions, and customs of the target language; specifically, the country or countries where the target language is spoken in order to make the language learning meaningful.

Following the auto-ethnographic model, Smith et al. (2016) conduct research of their classroom practices with multicultural awareness. According to the study, the researchers were both the participants and practitioners observing their teaching behaviors through reflective practices. They find that teacher educators should be aware of and reflect on their multicultural knowledge as they teach languages to students because of the cultural factors that can impact a student's language learning.

Altogether, the literature substantiates the need for teacher education through auto-ethnography research. Additionally, research indicates that a teacher's own experiences are a vital part of the process, as the teacher can learn from their students' perceptions and reflect their views via the curriculum. Crucial to the current study is the importance of teaching language within a cultural context.

Dual Role Studies within the Auto-Ethnography Approach

Some studies report the dual role of those studies' authors being both an EL student and an EL teacher (Ai, 2016; Lapidus et al., 2013; Yazan, 2018; Yumarnamto, 2016). Lapidus et al. (2013), for instance, explain that the auto-ethnography approach is the appropriate research method when describing L2 teachers who are L2 learners simultaneously to understand the unique connection between the sociocultural and the personal. For her part, Yazan (2018) applied the auto-ethnography approach in her research to report on her personal experiences as a teacher of TESL education. Specifically, in one section of her paper, Yazan reflects on her teaching experiences when dealing with TESL teacher education and provides how the Yazan could develop the curriculum as long as thoughts and opinions as a researcher. Yumarnamto (2016) explored the EL teacher's identity and growth in Indonesian ELT's professional context. Yumarnamto (2016) reflected personal documents, notes and photo to reflect the memory while interview five Indonesian ELTs for their personal experiences and reflection. For their part, Fajardo and Torres-Guzman (2016) conduct a case study of a language awareness workshop for teachers by teaching basic Spanish skills to teachers in order to exchange personal information with other participants. Overall, the authors felt that it would be helpful for the teachers to deepen and enhance their own concepts by experiencing firsthand what EL students' experience.

Although the studies discussed above are important and provide useful insights, none of the researchers had a dual role as both a teacher and a student, teaching and learning a language at the same time, nor did any of the researchers conduct cross interviews of their dual role experiences. Rather, the authors provide their personal experiences after they were already a

student or a teacher, and their works reflect their thoughts about their experiences. Thus, the current research is different in that it examines the cross teaching and learning of a foreign language of two researchers actively participating as both teachers and students, and the work reflects the authors' foreign language learning and teaching experiences via the auto-ethnography approach. This study will provide guidelines for teachers who teach beginning level language learners in regards to providing a meaningful learning environment and identifying effective approaches that can improve students' interest and motivation.

Research Questions

The purpose of this study is to explore how language learners use a repertoire of language acquisition strategies to acquire a foreign language. We posed the following research questions:

1. What are the effective strategies when teaching a foreign language to students who have never been exposed to the target language?
2. What can be learned from the crosslinguistic transfer that occurs between English/ Spanish and English/Korean?
3. What can be learned from bilingual students' abilities to grasp a third language?

Methods

Participants

As discussed, the researchers of this study were the participants who taught and learned Korean and Spanish as a foreign language so that each could experience the learning and teaching of languages. Both study participants were doctoral candidates majoring in bilingual education and they were under pseudonym of Mary and Jane: Mary is a native Spanish speaker and fluent in English, and Jane is a native Korean speaker and fluent in English. Both participants taught their native language to their counterparts and also learned their counterpart's native language. Through the peer-teaching and learning of Korean and Spanish, the participants were able to observe how language teaching and learning strategies could be utilized to maximize language acquisition. Additionally, as learners, the participants also experienced the language learning process in order to better understand the role of metacognitive awareness in foreign language acquisition.

Mary is a bilingual/ESL instructional specialist for a school district in central Texas. During her 12 years in education, she has worked as a bilingual teacher, lead teacher, and instructional coach/specialist in several school districts in south Texas, and now in mid-Texas. She received her bachelor's and master's degrees in bilingual education with a specialized emphasis in reading. Mary earned a PhD in educational psychology with a specialization in Hispanic studies at a large state university in the United States. Mary was born in the United States but grew up in the south Texas. As an English learner, she spent much time balancing the two languages of English and Spanish, and learned an excellent command in both. Although most of the community in south Texas spoke Spanish while growing up there, she developed native-like English skills and now works to help immigrants, ELs, and teachers of ELs attain high levels of proficiency in both English and Spanish.

Jane is a native Korean, was born in South Korea. She started learning English as a foreign language when she was 10 years old. She enrolled in English classes that met five hours per week

from the regular school curriculum, as well as in an extra English class that met for two hours in an after-school program. Then, in junior high school, Jane's parents also hired English teachers who were native English speakers from the US, Canada, and the UK who tutored her in English. Jane and her family moved from Korea to Miami and Jane also attended an intensive English program from one of the private university. Jane entered the College of Education at a large public university in South Korea, focusing on English education and was issued an English language teaching license issued by the South Korean government. Jane then taught English as a foreign language to junior high and high schools in South Korea for two years. She was motivated to learn more about bilingual education, and thus decided to pursue a graduate degree in the US. Jane graduated with a master's degree in curriculum and instruction in English teaching as a second language at a large public university in the United States and earned PhD degree in bilingual education at the same university.

Materials and Procedures

For this study, the researchers set a language learning goal of providing sufficient language learning to assist the learners in using the target language when traveling internationally. Specifically, acquiring the language through meaningful cultural lessons, the learners would gain greater understanding and sensitivity while interacting with people in the country in which the language is utilized. The curriculum was designed by the teacher according to the learner's acquisition level. With respect to both learners, the curriculum was designed first, with the introductory elements focusing on the alphabet (see Appendix A as an example), along with important cultural aspects.

As the learning progressed, the topics included foods, colors, animals, and counting, along with the months and dates, among other subjects. Both languages were taught using all components of language arts: reading, speaking, listening, writing, and grammar. The duration of this study was roughly one full year. The learners participated in two-hour classes twice a week. In order to help the participants recall the teaching and learning that took place, classes were audio-recorded for discussion and research purposes, and these recordings were available for teachers and learners to use.

To incorporate cultural aspects and increased engagement in the target language community, the teachers prepared visual aids like flash cards, images, textbook (see Appendix B and D as examples) and PowerPoint slides(see appendix F as an example) and brought their respective students to Korean/Mexican restaurants. In the restaurants, the teachers taught the students how to greet persons in the restaurant, order food, name the items found in the restaurant (e.g., table, chair, drink, and dish), and interact with the server in Spanish/Korean (see Appendix E as an example). The students had opportunities not only to engage and interact in the target language community but also to use and converse in the target language in ways they had learned from their classes.

Practicing four language domains

Four language domains were addressed during the sessions: listening, speaking, reading, and writing, in order to increase comprehensible input and develop second language. Because of the beginning level of both language learners, each began by learning the alphabet in their target

language. Through recitation and speaking activities including read aloud, the language learners were immersed in comprehensible input and opportunities to practice learning the target second language.

During the sessions, the teachers took time to provide feedback and correct the pronunciation of phoneme or words when the language learners were struggling with particular phonemes that may or may not have existed in their native languages. When the sessions progressed to the word level, the teachers used visual materials such as flash cards, power point slides, and interactive books to demonstrate words within a context. Learners practiced reading and followed the pronunciation as they engaged in a variety of texts. When the sessions continued with sentence level, additional reading materials were used. These materials included books, magazines and articles from internet websites. Learners were asked to read by themselves first and then read aloud in front of the teacher who could provide immediate feedback and correction, if needed.

During vocabulary development, language teachers explicitly explained vocabulary terms and provided English instruction. To explain the meaning of the vocabulary, visual aids such as pictures, clip arts, children's book and images were used in collaboration with matching games and other engaging vocabulary activities.

Moreover, for listening and writing domains, teachers slowly spoke in the target language when they explained the meaning of vocabulary words. Because both learners were at the beginner level, word dictation was used. Students were asked to listen first and write down the words that they heard. For alphabet learning, teachers provided scaffolded activities including a children's book of learning in the target language so that authentic writing practices could take place. Teachers also introduced and used foreign language learning applications (apps) to provide students an opportunity to practice their listening and writing through the apps. Apps were designed to recognize the user's voice and pronunciation so students can practice their listening and speaking as well. At the end of the sessions, teachers provided connections between the learning in the classroom and real-life situations in which each student would engage in the target language. For example, students were taken to the local Korean and Mexican restaurant and asked to read the menu and communicate with the servers who spoke the target language. This activity provided students an opportunity to practice their reading, listening and speaking skills in an authentic context.

Overall, researchers use combined methods with an emphasis in developing the four language domains to cultivate authentic conversational language and intermediate levels of comprehensible input. The sessions commenced with learning alphabetic principles to contributing to conversations in the target language and finally reading books. Above all, researchers embraced second language acquisition strategies in order to provide language materials for learners and increase the development of languages.

Strategies for Language Teaching

In reference to the strategies for language teaching, we adopted both metacognitive strategies and cognitive strategies derived from O'Malley et al. (1985) as well as communication strategies from Dornyei (1995). Cultural awareness was also at the forefront of our instruction for language learning since we know that language cannot be separated from culture (Brown, 2007). Language learning with a heighted awareness of cultural is a unique process by which meaning

is shared between cultural representatives (Brown, 2007). This type of instruction deeply affects one's patterns of thinking, feeling and acting (Brown, 2007). Since cultural awareness is one of the important factor when learning a language (Psaltou-Joycey, 2008), it was incorporated in the content taught (e.g. wedding ceremony in Korea and Mexico; see Appendix F as an example).

First, to be specific, selective attention, functional planning and self-monitoring are used which are three strategies from metacognitive group. Selective attention is used mainly for grammar explanation and language differences between English and Korean or English and Spanish. By using this strategy, students can become aware of the linguistic differences to facilitate learning the target language, a contrastive analysis. Functional planning was adopted before participants joined the cultural events that the teachers prepared, such as learning vocabulary of foods and how to order specific dishes before going to restaurant to communicate with servers in target language. Self-monitoring was also used by students and teachers in regards to correcting pronunciation, grammar and appropriateness related to the language task.

Second, repetition, translation and auditory representations were used as cognitive strategies to increase target language development. Repetition was adopted and utilized when students needed to learn the target language alphabet and basic vocabulary. This was also used when students participated in listening, reading, and writing practices. For example, Korean learner practiced Korean alphabet writing (see Appendix C as an example). Translation was necessary for beginners. Auditory representation was adopted for sounds by explicitly comparing different sounds of alphabet from English and Spanish (e.g. Spanish has two n sounds /n/ and / ñ /.). We considered these strategies to be helpful for younger learners as well.

Third, integrated communication strategies included opportunities for participants to be exposed to nonlinguistic signals, literal translations, foreignizing and code-switching. Nonlinguistic signals were used when teachers explained feelings (sad, happy etc), connotation (questions, suspicious voice tone from book reading) and sound imitation such as animals and transportation. Participants used literal translation when teachers needed to further explain lexical items (see Appendix G as an example). Idioms or language structure of Spanish and Korean (e.g. verbs place in the last position of sentence in Korean). Teachers use foreignizing when students faced challenges in pronunciation. In addition, code-switching was adopted when each student utilized the target language and included further explanation or description in English. Similarly, cross-linguistic influence and cognates were adopted in order to increase linguistic awareness. Cross-linguistic influence will occur when meaningful, prior experiences are at play when learning new information; thus, increasing language acquisition (Kellerman, 1995). This concept is in line with a category of meaning learning theory from Ausubel (2000) which states that previous information or a language learner's schema is important to accept new information. Cognates are words that share the same etymological origin which happens when two languages share the same parent language (Costa, Santesteban, & Cano, 2005). We adopted to use of cognates for Spanish language teaching.

Data Collection

In the course of this study, a variety of teaching materials, such as flashcards, internet sources, books, worksheets, and videos, were used to provide instruction. Furthermore, as mentioned above, the researchers recorded each session to allow for reflection and analysis of the learning process. These recordings also served as a means for data collection. Additionally, the participants were asked to write in reflective journals, where they were to include their

perspectives and thoughts about their experiences as a teacher of a target language, as well as a student of language learning during the research. The participants were asked to be aware of the metacognitive strategies required during language learning and reflective journaling.

For the first three months, researchers designed the curriculum and contents and requested IRB approval for the study. Following IRB approval, we conducted 12 sessions in 4 months. Each session was between 1-2 hours including Korean and Spanish languages learning which are mostly focused on alphabet, word level and simple greetings. After 12 sessions, participants were interviewed about their perspectives. Another 12 sessions were progressed for 4 months with sentence level of reading and conversation. Second round of interview was conducted for each participant. Each of them was asked to keep their own reflective journal after the session.

The participants were interviewed regarding their overall experiences, opinions, thoughts, feelings, and progress toward the language teaching and learning. These interviews were conducted once every three months for the entire study year. After each interview, the participants discussed their thoughts and opinions regarding the improvement of language teaching and learning from both the teacher's perspectives and the student's perspectives.

Results and Discussion

Meaningful Learning

Mary, the Korean language learner and Spanish teacher, felt that learning a language in a meaningful context is key. To be specific, when she attempted to learn the grammar rules and syntax of Korean, rote learning and memorization did not help her to understand or remember. As Mary stated,

> The least effective activity for [me to acquire the language] was when it was very grammar-based and very meaningless. When it was not meaningful for me to learn, to listen, or to speak without a particular context, I didn't feel like I learned the language.

Conversely, when Mary felt she learned the words in an authentic way, the learning was more effective. For example, one activity was to learn vocabulary and to use these words to describe family members. Mary created sentences using the words necessary to do so and was able to acquire the vocabulary within a meaningful context. Moreover, Mary used her native language to acquire the Korean alphabet. Specifically, Mary connected new information to old information, such as learning ㅎ /h/ and ㅍ /p/ sounds. She also associated the alphabet sounds to their visual shapes. For instance, Mary stated,

> I always knew that is ㅍ/p/ because it looks like [ㅍ] pi, and it seems like
>
> ㅎ /h/ has [a] 'hat' on.

These combinatorial processes geared the student's language acquisition, as well as improved linguistic features.

Jane, the Spanish language learner and Korean teacher, affirmed that her ability to grasp the use of the Spanish language could be attributed to meaningful, authentic opportunities provided by the Spanish language teacher. As Jane shared,

> Generally, learning content related to real-life practice is very helpful for
> me to understand easily and [to] remember.

Jane credited her success to acquire basic Spanish language skills to the many authentic opportunities that were presented to her for her to practice the four language domains in relevant ways. During the exit interview, Jane noted that it was often the case that rote grammatical methods were practiced and were useful when she needed to memorize Spanish vocabulary or grammar rules. However, Jane also stated that rote learning should be provided in a meaningful context; otherwise, it was easy to forget later.

Crosslinguistic Transfer and Cognates

There are alphabetical and structural differences between Korean and English. This linguistic awareness helped the student distinguish the two languages from a linguistic perspective. To be specific, Mary noticed:

> Batchim, which we don't have, [helped me understand Korean because]
> just knowing that those differences existed helped me to understand [the]
> Korean language [a] little bit better and how to [approach or read] those
> words.

Based on the interview with Mary, there are few cognates between Korean and English except for foreign language words. For example, there are some words that the Korean language has borrowed from foreign languages (e.g., pizza, radio). Such words did not exist previously in the Korean language; however, due to the spreading of cultural concepts and the diffusion of ideas, the Korean language has adopted a number of words into their language. Therefore, the incorporation of these words assisted Mary when reading and with her phonological skills.

In the case of Jane, the native Korean speaker, she did not use any Korean/Spanish cognates to acquire the Spanish language, although she was able to use English/Spanish cognates to find meaning during her Spanish language learning sessions. For example, when she was made aware of the cognate connections in words like "hospital" and "plato," she used cognates whenever possible to create meaning. As she stated,

> [The use of] cognates boosted and geared my learning speed. I [was able
> to] understand where the words were coming from.

Throughout the interview, Jane recalled ways in which she used English/Spanish cognates to understand words in Spanish, the target language. Such instances occurred when the names of the colors were being introduced: Jane relied on her knowledge of "roses" and made the connections that the color "rosa" in Spanish meant pink.

Cultural Awareness

Mary, the Korean language learner, said she was highly motivated when she was learning the language in a cultural context:

> Being aware of [the Korean] culture [helped me] appreciate learning the foreign language.... Just being aware of the different culture helps you appreciate the language you're learning.

Further into the interview, Mary stated that while Korean culture is quite different from Hispanic culture, the differences did not deter her; in fact, she reported that those differences stimulated her curiosity to continue learning more about the Korean language and about Korean culture in general.

It appeared that Mary understood the words and language structure better when she considered cultural factors. From a Korean language teacher perspective, the findings from this auto-ethnography demonstrated that seeing differences between cultural factors can increase one's ability in language learning because language is highly connected to culture. For instance, there are five ways to address others in the Korean language. Koreans often practice a variety of conversational forms of speech, depending on their age and status. Initially, the Korean language learner did not seem to understand the differences in the forms of speech; however, as the language lessons progressed, the student indicated that learning cultural factors allowed her to better understand when and how to use a particular form of speech.

During this auto-ethnography, Jane, the Spanish language learner, experienced a heightened awareness of the Spanish language and Hispanic cultures. As the complexity of the Spanish lessons increased, the Spanish learner became aware of the vast access of knowledge she had gained pertaining to the culture of East Texas and the way Spanish is used there. Jane stated,

> There are a lot of signs in Spanish, and after learning Spanish, I try to understand.... Now, I use the cognates to try to understand….

Jane also made it clear that those Spanish language lessons that coincided with opportunities to learn about the Latino culture helped her to understand the language better and to establish meanings on a deeper level. Without explicit language instruction and embedded cultural lessons, this study's Spanish language learner might not have created personal connections to the language and seen the ubiquity of the language around her.

Strategies for Language Teaching

Throughout this auto-ethnographic study, both bilingual teachers realized that using a variety of visual aids provided useful tools to maximize language acquisition. Initially, when the teachers only provided the alphabet letters and sounds verbally, both language students were observed having difficulty grasping and remembering the respective alphabets. In particular, according to an interview, Mary demonstrated difficulty in distinguishing the Korean alphabet since the letters appeared to be unlike anything in her native language. However, as the instructional methods were modified and visual aids were implemented, both students appeared to acquire much greater familiarity with the foreign alphabets and languages. For example, any type of the visual format such as photo and clips from the website, image from book, and image cards with vocabulary would help students to understand the language visually and induce them

to have long-term memory. Researchers agreed that students are more likely to remember the vocabulary when visually aided.

Moreover, both bilingual teachers incorporated opportunities for the language learners to engage in activities that would require them to listen, speak, read, and, finally, write the vocabulary they were studying. Listening, speaking, reading, and writing are the four critical modalities that students must develop to establish language proficiency. The analogy has been made by others that learning a new language and strengthening all four critical modalities is not unlike building a table; if all four table legs (modalities) are not stabilized, then the table will be forever wobbly. PowerPoint slides, for both the Spanish and Korean sessions, were created for the purpose of frontloading vocabulary, including visuals to make connections and for providing strong foundations for the language lessons. Furthermore, written activities allowed the language learners to cement their learning and their practice generating words and sentences in the target language.

Discussion

This study explored foreign language learning through an auto-ethnography research method. It was conducted by researchers who both taught and learned a target language, either Korean or Spanish, which had never been formally taught to the participants before. Both the participants/teachers/students have held bilingual/ESL positions. All lessons were conducted in English, the common language, and the data were collected through a series of reflections, dialogues/discussions, and a final interview.

The results of this study demonstrated three main elements of foreign language learning and teaching. First, the participants indicated that learning the target languages in a meaningful context was helpful for language acquisition. Within such meaningful context, the students were better able to understand the content, and their newly acquired skills stayed with them longer. Both indicated that language learning using only rote learning did not let them make connections with their previous knowledge. Xu and Padilla (2013) share similar results regarding teaching methods in their study focused on teaching Chinese. In their paper, they suggested that teaching language while providing meaningful background knowledge, such as origination and information about the types of Chinese characters, is fundamental. This concept is supported by Ausubel's (2000) subsumption theory, which states that meaningful learning connects new information to old information within cognitive skills, which leads one toward long-term retention (Brown, 2007). Meaningful learning is a process of knowledge construction in which learners seek to confirm their experiences (Mayer, 2002). In the current context, this means that cognitive activities that take place in meaningful learning allow students to actively participate in the process of constructing meaning (Mayer, 2002). The findings of this auto-ethnography strongly suggest that when bilingual educators provide authentic opportunities for language learning, language learners are able to acquire the necessary skills to acquire the basic skills, which then set a foundation for further learning. As results show, teachers should teach language in a meaningful context such as vocabulary in a real life context, or language usage in authentic way.

Second, in terms of crosslinguistic awareness of language learning, the two participants had different opinions regarding their respective language learning experiences. The Spanish learner acquired the target language faster than the Korean learner. For the Spanish learner, she

noted that the cognates between English and Spanish helped her to acquire Spanish. This is logical, as there are many vocabulary words that are similar between Spanish and English, so the student who is fluent in English was able to acquire Spanish more quickly than the Korean learner attempting to learn Korean. Similarly, Proctor et al.'s (2006) study examining the role of Spanish vocabulary in acquiring English reading skills demonstrates that Spanish vocabulary affects student's English reading skills. The study demonstrates that crosslinguistic transfer helps students to learn a target language.

With the exception of five letters, Spanish and English share the same alphabet. Due to this close relationship, there are many cognates—words that sound the same and have the same meaning in both languages—which helped the Spanish language learner decipher the foreign Spanish vocabulary, thereby speeding up their acquisition of the vocabulary. This result provides the implication to the language teachers that using cognates between the students' first language and target language will be one of the effective way to improve language learning for the students. In comparison, the Korean learner acquired Korean vocabulary at a slower rate, as, with the exception of foreign words. Furthermore, the Korean learner's ability to acquire familiarity with the Korean alphabet was difficult due to the differences between the English and Korean alphabets. Both participants agreed there is a limited amount of crosslinguistic utility existing in English and Korean, as opposed to English and Spanish. This can be explained by the contrastive analysis theory, which states that use of linguistic analysis can be predicted by linguistic, structural similarities and differences between two languages (Ellis, 1994; Odlin, 1989). More specifically, research shows that crosslinguistic structural similarities may boost target language acquisition while, conversely, differences may impede L2 acquisition (Melby-Lervag & Lervag, 2011). Thus, teachers should help students experience crosslinguistic transfer for their L2 learning because crosslinguistic transfer affects a student's cognitive and affective domains, in that L1 affects L2 acquisition (Talebi, 2014).

Third, both the Korean and Spanish language learners indicated that learning cultural factors highly motivated them to learn the languages. This finding provides evidence to suggest that learning both linguistic and cultural aspects simultaneously supports the motivation of a target language. Since L2 learning cannot be separated from the L2 community, interest in cultural factors boosts the learning of a target language (Ho, 1998). Moreover, cultural interest highly affects students' attitudes toward learning a language (Madkhali, 2016). Using their observations of Iranian English as a foreign language (EF) learners, Yeganeh and Raeesi (2014) believe that cultural adaptation in language teaching is significant because students perceive target language culture as part of their language learning experience. Yeganeh and Raeesi also indicate that the role of L1 culture is important in the EFL classroom. Future language teachers may consider that teaching language with cultural factor embedded will help students to acquire the target language.

Fourth, in the current study, both learners stated that due to the fact that the language learning occurred both in an authentic way and in a non-threatening environment, they felt that this led to an improved ability to recall critical vocabulary, conversational phrases, and alphabetic relationships between letters and sounds. Thus, authentic learning content and friendly contexts appeared to improve the language learners' abilities to acquire the foreign languages.

Fifth, both participants agreed that communication strategies were useful when they learned the target language. From the beginners' perspectives, nonlinguistic signal plays

significant role on learning new words. Tones and gestures are the guide to guess what these words mean and help understand the nuances of language usage. Along with cross linguistic influence and cognates, code switching is important to understand and memorize the words in long term. For the Korean learner, foreignizing helps to read the words such as bus, taxi, orange and banana etc. Korean borrowed these words for Korean language so the phoneme is similar to English. In addition, the participants agreed that functional planning increase the motivation and interest toward target language. Participants used this technique before they visited tasks of topics related to restaurant and they were looking forward to experience cultural aspects with using the target language. In addition, Spanish learner indicated that using cognates between English and Spanish were very helpful on learning Spanish. She felt that cognates boosted Spanish language learning since the morpheme or phoneme look alike. This helped the Spanish learner to acquire language faster and new vocabulary retained longer on her memory. This is supported by De Groot and Keijzer (2000) that cognates can help students to learn language easily with long term memory. Cognate facilitate phonetic similarity and vocabulary which ultimately lead the students' readability (Beinborn, Zesch, & Gurevych, 2014).

Lastly, even though the participants in this study were adults, ultimately, they participated as emergent, bilingual learners which provided insight from the perspectives of beginning language learners. Strategies that were found to be effective are also applicable to language learners at a younger age. We do believe, therefore, that the findings of this study can inform language educator/practitioners who work with ELs to better understand the process of emergent language learning and the phenomena that occur within a bilingual brain. Thus, this research has implications to increase awareness for adult language learners, language educators, as well as teachers who work with young ELs. Ultimately, it provides a guideline not limited to future novice language learners, but for language teachers as well. In this study, both the perspectives of a novice language learner of a target language, and language teachers of beginner language learners were explored, and we hope that the finding of this research may add to the existing literature of language teaching and learning for a broader age group.

Significance of the Study

The findings of this auto-ethnography research, though context-specific, have implications for foreign language learning and teaching. This work provides evidence that indicates that when teachers know the specifics of the culture and structure of a student's L1, then the language learning in the target language will be further cemented by making meaningful connections. While this idea is not revolutionary, this result supports the need to understand the cultures and backgrounds of our ELs in order to teach the target language, as such context can provide specific language information that the teacher can then utilize to provide purposeful language instruction. Furthermore, this auto-ethnography highlights the benefits of consistently using the four language domains (listening, speaking, reading, and writing) of literacy in order to provide opportunities for language learners to authentically interact with the target language and for them to increase proficiency in that language. Overall, this study provides approaches to language educators and teachers on how they can adjust their instruction to tailor the needs of novice language learners which may include young and adult students.

References

Ai, B. (2016). Experiencing different identity prototypes in learning and teaching English: A Chinese learner's Autoethnography. *Changing English, 23*(3), 280-291.

Alanis, I., & Rodriguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education, 7*(4), 305-319.

Ausubel, D. P. (1962). A subsumption theory of meaningful verbal learning and retention. *The Journal of General Psychology, 66*(2), 213-224

Ausubel, D. P. (1971). *Educational psychology as a discipline for prospective teachers*. AERA. https://files.eric.ed.gov/fulltext/ED046900.pdf

Ausubel, D. P. (2000). *The acquisition and retention of knowledge: A cognitive view*. Norwell, MA: Kluwer Academic Publishers.

Beinborn, L., Zesch, T., & Gurevych, I. (2014). Readability for foreign language learning: The importance of cognates. *International Journal of Applied Linguistics, 165*(2), 136-162.

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). New York: Longman.

Coleman, R., & Goldenberg, C. (2009). What does research say about effective practices for English learners? Introduction and Part1: Oral language proficiency. Kappa Delta Pi Record, 46(1), 10-16.

Costa, A., Santesteban, M., & Cano, A. (2005). On the facilitatory effects of cognate words in bilingual speech production. *Brain and Language, 94*, 94-103.

Crystal, D. (2012). *English as a global language*. Cambridge, UK: Cambridge University Press.

Darling-Hammond, L. (2000). How teacher education matters. *Journal of Teacher Education, 51*, 166-173.

Derrick-Mescua, M., Grognet, A. G., Rodriguez, M., Tran, H., & Wrigley, P. (1998). *Help! They don't speak English starter kit for primary teachers. A resource guide for educators of limited English proficient migrant students, grades Pre-K–6* (3rd ed.). Oneonta, NY: Eastern Stream Center on Resources and Training. Retrieved from www.escort.org/products/helpkit.html

De Groot, A. M. B., & Keijzer, R. (2000). What is hard to learn is easy to forget: The roles of word concreteness, cognate status, and word frequency in foreign-language vocabulary learning and forgetting. *Language Learning*, *50*(1), 1–56.

Dörnyei, Z. (1995). On the teachability of communication strategies. *TESOL Quarterly, 29*, 55-84.

Edmondson, K., & Novak, J.D. (1993). The interplay of epistemological views, learning strategies, and attitudes of college students. *J.Res. Sci. Teach. 30(6)*, 547–559.

Ellis, C., Adams, T. E., & Bochner, A. P. (2011). Autoethnography: An overview. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 12*(1). Retrieved from http://www.qualitative-research.net/index.php/fqs/article/view/1589/3095

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Escamilla, K. (2008). Semilingualism applied to the literacy behaviors of Spanish-speaking emerging bilinguals: Bi-literacy or emerging biliteracy? *Teachers College Record, 108*(11), 2329-2353.

Escamilla, K. (2018). Growing up with the Bilingual Education Act: One educator's journey, *Bilingual Research Journal, 41*(4), 369-387.

Fajardo, G. R., & Torres-Guzman, M. E. (2016). "Now I see how my students feel": Expansive learning in a language awareness workshop. *Language Awareness, 25*(3), 222-240.

Ferguson, A. (2009). *"Healthy seeds planted in rich soil": Phenomenological and autoethnographic explorations of ethnodrama* [Unpublished master's thesis]. University of Saskatchewan.

Gao, Y. H. (2014). Faithful imitator, legitimate speaker, playful creator and dialogical communicator: Shift in English learners' identity prototype. *Language and Intercultural Communication 14*(1), 59-75.

Genç, B., & Bada, E. (2005). Culture in language learning and teaching. *The Reading Matrix, 5*(1), 73-84.

Gouzouasis, P., & Ryu, J. Y. (2015). A pedagogical tale from the piano studio: Autoethnography in early childhood music education research. *Music Education Research, 17*(4), 397-420.

Heider, K. G. (1975). What do people do? Dani auto-ethnography. *Journal of Anthropological Research, 31*(1), 3-17.

Ho, M. (1998). Culture studies and motivation in foreign and second language learning in Taiwan. *Language Culture and Curriculum, 11*, 165-182.

Kellerman, E. (1995). Cross-linguistic influence: Transfer to nowhere? *Annual Review of Applied Linguistics, 15,* 125-150.

Lapidus, A., Kaveh, Y. M., & Hirano, M. (2013). ESL teachers/ESL students: Looking at autoethnography through the lens of personetics. *L2 Journal, 5*(1), 19-42.

Lawton, J. T., Saunders, R. A., & Muhs, P. (1980). Theories of Piaget, Bruner, and Ausubel: Explications and implications. *The Journal of Genetic Psychology, 136*, 121-136.

Madkhali, A. (2016). *A study of the L2 motivational self- system in an ESL intensive context among Saudi Arabian students* (Publication No. 8-2016) [Master's thesis, St. Cloud State University]. Retrieved from https://repository.stcloudstate.edu/engl_etds/67/?utm_source=repository.stcloudstate.edu%2Fengl_etds%2F67&utm_medium=PDF&utm_campaign=PDFCoverPages

Marzano, R. J., Gaddy, B. B., & Dean, C. (2000). *What works in classroom instruction*. Aurora, CO: Mid-continent Research for Education and Learning.

Mayer, R. E. (2002). Rote versus meaningful learning. *Theory into Practice, 41*(4), 226-232.

Melby-Lervag, M., & Lervag, A. (2011). Cross-linguistic transfer of oral language, decoding, phonological awareness and reading comprehension: A meta-analysis of the correlational evidence. *Journal of Research in Reading, 34*(1), 114-135.

Mirhosseini, S. (2018). An invitation to the less-treaded path of autoethnography in TESOL research. *TESOL Journal, 9*(1), 76-92.

Neeley, T. (2012, May). Global business speaks English. *Harvard Business Review*. Retrieved from https://nces.ed.gov/fastfacts/display.asp?id=96

Nicoladis, E., Rose, A., & Foursha-Stevenson, C. (2010). Thinking for speaking and cross-linguistic transfer in preschool bilingual children. *International Journal of Bilingual Education and Bilingualism, 13*(3), 345-370.

Novak, J. D. (2002). Meaningful learning: The essential factor for conceptual change in limited or appropriate propositional hierarchies (LIPHs) leading to empowerment of learners. *Sci. Educ. 86*(4), 548–571.

Novak, J. D. (2003). The promise of new ideas and new technology for improving teaching and learning. *Cell Biology Education, 2*, 122-132.

Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning*. Cambridge, UK: Cambridge University Press.

Olsen, L. (2014). *Meeting the unique needs of long term English language learners: A guide for educators*. Washington, DC: National Education Association. Retrieved from https://www.meadowscenter.org/files/resources/LEPDropoutReport_web.pdf

O'Malley, J., Chamot, A., Strwner-Manzanares, G., Russo, R., & Kupper, L. (1985). Learning strategy applications with students of English as a second language. *TESOL Quarterly, 19*, 557-584.

Pasquarella, A., Chen, X., Gottardo, A., & Geva, E. (2015). Cross-language transfer of word reading accuracy and word reading fluency in Spanish-English and Chinese-English bilinguals: Script-universal and script-specific processes. *Journal of Educational Psychology, 107*(1), 96–110

Pinnegar, S., & Hamilton, M. L. (2009). *Self-study of practice as a genre of qualitative research: Theory, methodology, and practice*. Dordrecht, Netherlands: Springer Netherlands.

Proctor, C. P., August, D., Carlo, M. S., & Snow, C. (2006). The intriguing role of Spanish language vocabulary knowledge in predicting English reading comprehension. *Journal of Educational Psychology, 98*, 159-169.

Psaltou-Joycey, A. (2008). Cross- cultural differences in the use of learning strategies by students of Greek as a second language. *Journal of Multilingual and Multicultural Deveopment, 29*(4), 310-324.

Quicke, K. (2010). Narrative strategies in educational research: Reflections on a critical autoethnography. *Educational Action Research, 18*(2), 239-254.

Salas, R. G. (2017). Disrupting equilibrium: Working for equity and social justice in education for English learners. *International Journal of Multicultural Education, 19*(1), 7-23.

Shea, P. (1996). *Media, multimedia, and meaningful language learning: A review of the literature*. Paper presented at WebNet 96, San Francisco, CA.

Siu, C. T., & Ho, C. S. (2015). Cross-language transfer of syntactic skills and reading comprehension among young Cantonese-English bilingual students. *Reading Research Quarterly, 50*(3), 313-336.

Smith, P., Warrican, S. J., & Kumi-Yeboah, A. (2016). Linguistic and cultural appropriations of an immigrant multilingual literacy teacher educator. *Studying Teacher Education, 12*(1), 88-112.

Talebi, S. H. (2014). Cross-linguistic transfer among Iranian learners of English as a foreign language. *Educational Research, 24*(2), 212-227.

Xu, X., & Padilla, A. M. (2013). Using meaningful interpretation and chunking to enhance memory: The case of Chinese character learning. *Foreign Language Annals, 46*(3), 402-422.

Yazan, B. (2018). TESL teacher educators' professional self-development, identity, and agency. *TESL Canada Journal, 35*(2), 140-155.

Yeganeh, M. T., & Raeesi, H. (2014). Developing cultural awareness in EFL classrooms at secondary school level in an Iranian educational context. *Procedia - Social and Behavioral Sciences, 192*, 534-542.

Yumarnamto, M. (2016). *Indonesian English language teachers' professional growth and changing identities: An autoethnography and narrative inquiry.* (Publication No. 10124174)[Doctoral dissertation, Indiana University]. ProQuest Dissertations Publishing.

Appendix A   **Appendix B**

Example of Korean alphabet learning (vocabulary)

Appendix C   **Appendix D**

Example of Korean alphabet writing and reading material (Book)
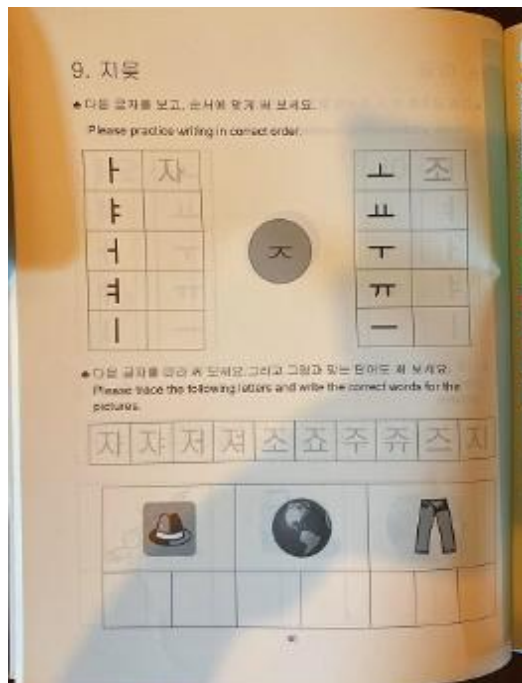
Appendix E

Example of Spanish vocabulary learning

Step 5: Ordering

"Quisiera" followed by your order

"¿Me trae?" followed by your order

"por favor" if ordering for the table, say "¿nos trae?".

For a half portion, ask for "media porción"

Use the prepositions "con" and "sin" to specify "with" and "without" something, respectively, such as: "Todo mi orden sin queso, por favor" ("I would like my whole order without cheese, please").

Appendix F

Example of Spanish reading material

En una oración completa, dime el color, el sustantivo, y si es singular o plural.

El vestido es blanco y bonito.

Acquiring Language and Science Content in a Dual Language Kindergarten Classroom: Engaging with Classroom Pets to Communicate, Predict, and Measure

Dr. Lynda Cavazos, The University of Texas at San Antonio

Dr. Esther Garza, Texas A&M University-San Antonio

Dr. María Arreguín, The University of Texas at San Antonio

Abstract

In science classrooms around the country, teachers are deliberate in the design of activities that entice dual language learners to develop an interest in science topics and concepts. Key to these efforts are the opportunities to learn about scientific processes and practices through activities that are interactive and authentic, such as the active exploration of a classroom pet. In this article, the authors describe how Ms. Ornelas, a dual language classroom teacher, encouraged young dual language learners to apply their knowledge of science process skills in Spanish to communicate, predict, and measure during activities that involved pet turtles. Strategies are presented for teachers interested in adopting a classroom pet to promote science inquiry and discovery in a dual language classroom.

Acquiring Language and Science Content in a Dual Language Kindergarten Classroom:

Engaging with Classroom Pets to Communicate, Predict, and Measure

Introduction

The following vignette provides a glimpse into a dual language kindergarten classroom that demonstrates how students prepare for their instructional day with their pet turtles.

It's turtle race day in Ms. Ornelas' dual language Kindergarten classroom! The students are energized and excited which results in numerous voices emanating in both languages from different parts of the classroom. Today, Ms. Ornelas' students will be involved in measuring the length of their two classroom pet turtles' shells and predicting the outcome of a turtle race. As the students participate in this interactive activity, the science process skills of prediction, measurement, and communication are three of the expected science learning outcomes that they will have the opportunity to apply as young scientists.

The scenario above contextualizes best practices in science and demonstrates how bilingual learners, or students who speak and are literate in two languages (Baker, 2001), become motivated when a science lesson involves living things. Scholars agree that realia, concrete objects, and visual aids significantly enhance comprehension in bilingual environments (Echeverria et al, 2000). In this article, we propose that bilingual learners (BLs) benefit from lessons that purposefully integrate realia, or objects, and organisms to systematically engage in science process skills. To illustrate this idea, we present the case of Ms. Ornelas, a Kindergarten dual language teacher, who supports her BLs' cognitive development in science learning through the application of the science processes that revolve around the observation of classroom pet turtles. Additionally, we describe how Ms. Ornelas (pseudonym) incorporates opportunities to turn and talk emphasizing academic discourse. Finally, pedagogical implications are discussed.

Using Real Life Objects and Organisms as an Approach for Science Learning

Instructional strategies that center around the use of real life objects and organisms (plants and animals) can support a BLs' understanding of science inquiry because teachers can easily scaffold-learning experiences while connecting to language development. An effective inquiry approach is best implemented when real life objects and organisms are provided to create authentic experiences that support BLs as they observe and interact within scientific content and its processes. Direct exploration of real-life objects and organisms, such as pets, promote BLs' interest in science education. Pets are not only a natural source of science learning and investigation, but also address the humanistic side of the socio-emotional development for young learners as they explore their surroundings (American Humane Association, 2015). BLs flourish in their learning when they are allowed to investigate science in a risk-free environment (Huerta & Jackson, 2010). Therefore, it is essential that science inquiry programs for BLs demonstrate the following three essential criteria:

- work against a pedagogy of poverty (Haberman, 1991);
- provide a rich basis of tactile experiences that build vocabulary and background knowledge for BLs; and
- serve as a gateway for using language to speak and write and therefore, construct and solidify scientific understanding (Huerta & Jackson, 2010).

Learning Language Through Scientific Inquiry

When science instruction is infused with literacy skills, BLs become motivated to acquire language and use it as a tool to ask and answer questions about the world around them (Their & Davis, 2002). Moreover, in this quest to satisfy their curiosity, science BLs become users and producers of language and knowledge resulting in a better understanding of the scientific world. Learning a new language is not only about acquiring vocabulary and workable syntax, but also involves the social and emotional aspects of this process as children explore nature phenomena (Lightbown & Spada, 2006). Therefore, BLs are prompted to pay greater attention to all aspects of the learning process including language, content, context, and their interactions with others as they decide what is relevant and what is not in science (Cartwright, 2008). In teaching science literacy, language support should be combined with hands-on, minds-on activities, where BLs are also able to carry out conversations about the real world in their home language with peers and teachers (Bruna & Gomez, 2008; Fathman & Crowther, 2006; Gonzalez et al., 2005; Roseberry & Warren, 2008). When BLs explore realia, abstract concepts become concrete thus, facilitating the acquisition of complex vocabulary (Echeverria et al., 2000). Specifically, the use of pets seems to have an impact on children's ability to acquire content specific terminology (Daly & Suggs, 2010; Zasloff et al., 1999). During the exploration of a classroom pet, sensory learning is part of the engagement and also scaffolds academic language development. During this process, BLs build theories about animal's needs and characteristics based on their previous experiences and a deep understanding is forged in their home language. When observing animal pets, for example, BLs may ask:

* How does the texture of the animal's skin feel?
*What happens when the pet eats?
*What are the differences and similarities between your classroom pet and your neighbor's

pet?

In science inquiry, BLs can explore by using their cultural emergence and linguistic expertise from their families and communities in combination with academic language and knowledge being introduced at school (Gonzalez et al, 2005; Roseberry & Warren, 2008). Pets also provide students' opportunities to connect cultural knowledge about caring for animals while teachers address linguistic skills and common misconceptions about living organisms. To further understand the linguistic and cultural emergence of BLs in science, educators-should correlate it with developmentally appropriate practices (DAP) (Bredekamp & Copple, 1997). In the revised edition of DAP, Bredekamp and Copple (2009) have expanded the definition of DAP to include not only the strengths and knowledge of early childhood development and learning, but also the scientific knowledge that emerges during the science inquiry process. Since culture and language are critical components of a child's development, early childhood practices will only be developmentally appropriate if they are responsive to cultural and linguistic diversity (Bredekamp

& Copple, 2009). In DAP classrooms, BLs can construct their own knowledge while teachers facilitate scientific discovery. To illustrate this point, the authors describe how a dual language kindergarten teacher supported BLs' engagement in measurement, prediction, and communication, while attending to the development of academic language**.**

Ms. Ornelas' Dual Language Kindergarten Classroom

Ms. Ornelas is a bilingual education teacher, in a 50-50, one-way dual language Kindergarten classroom. In order to support the 50/50 model and ensure fidelity, Ms. Ornelas' science instruction was delivered in Spanish. To expand her knowledge of dual language education, early childhood theories, and science literacy, Ms. Ornelas pursued graduate studies in bilingual education. The enrollment in Ms. Ornelas' classroom was 97% Latino with a total of 18 students, 8 boys and 10 girls. The dominant and heritage language of these students was Spanish and several of the students also spoke English as their first language. The students used both Spanish and English, as supported in this dual language model, to learn and process the concepts introduced and were observed as naturally curious and excited about learning science. In Ms. Ornelas' dual language classroom, students developed their bilingualism through active, hands-on learning, which they integrated into science learning stations. Ms. Ornelas' classroom included realia and visuals such as anchor charts and graphic organizers to support BLs' opportunities for meaningful communication (Saunders & Goldenberg, 2010). The classroom's ecological design was print rich, to support strong literacy practices, with anchor charts and labeled items in Spanish. There were learning stations where BLs' explored science materials based on the learning objectives. At the science learning station, there were two pets, a land and water turtle. Wellman (1978) points out that direct exploration of realia and living things facilitates BLs' language development and results in a deeper understanding of scientific concepts and process skills.

Science Process Skills

Science process skills are abilities that easily transfer to varied situations and scenarios (Padilla, 1990) and promote a deeper understanding of a scientific concept or topic. This deep understanding is an important goal for educators to ensure that students engage in scientific thinking. Table 1 defines and exemplifies science process skills including observation, measurement, classification, communication, inference, and prediction in a classroom with pet(s).

Table 1
Basic Science Process Skills

Basic Science Process Skills
Observation – using the 5 senses to gather information about an object or event. Example: Describing a pet turtle.
Measurement - assigning numbers to objects or events that are arranged according to a set of values. Example: Measuring a turtle's shell with a ruler or using a non-standard form of measurement such as math manipulative cubes.

Classification - grouping or ordering objects or events into categories based on properties or criteria. Example: Classifying turtles as land or water based on their characteristics.
Communication- using words or graphic symbols to describe an action, object or event. Example: Communicating how a turtle moves by drawing a picture.
Inference - making an "educated guess" about an object or event based on previously gathered data. Example: Turtles walk slow because they have a hard shell.
Prediction - stating the outcome of a future event based on a pattern of evidence. Example: Predicting how long it would take for a turtle to walk a certain distance.

Teaching the science process skills, presented in Table 1, can be challenging due to the low incidence of instructional time dedicated to science (Greenfield et al., 2009). Under these circumstances, there is a tendency to minimize practice of science process skills focusing only on observation (Piasta et al., 2014), which is not sufficient to help gain an understanding of science inquiry. Based on this identified gap, there is a need to expand knowledge and practice of all science process skills in authentic ways with real life organisms.

Prediction, Measurement, and Communication with Classroom Pets

In this section, we describe how BLs in Ms. Ornelas' classroom used the following science process skills: communication, prediction, and measurement with their classroom pet. Each science process skill is defined and explained with examples of implementation. It was observed in the classroom that BLs were actively engaged in hands on activities and critical thinking with the pet turtles. These animals helped build a deeper understanding of the natural world while promoting science inquiry and vocabulary development. The use of pet turtles provided context for the use of academic language through strategies such as Turn and Talk.

Turn and Talk allows BL's to formulate ideas and share their thinking (Coleman & Goldenberg, 2009). Some benefits of Turn and Talk include building confidence, developing a capacity to articulate an idea, and exercising new vocabulary. Turn and Talk conversations open a window into BLs' understanding, vocabulary development, and articulation skills; which can be practiced as children forecast events, as is the case when they make predictions.

<div align="center">

Prediction

</div>

A prediction is based on observation and evidence that children have access to as they interact with the environment (Ostlund, 1998). As a science process skill, prediction represents an outcome that is based on students' observations. BL's predictions may reflect divergent ways of thinking and provide an insight into their conceptions and misconceptions about science concepts. In the activities presented here, Ms. Ornelas planned a race between a water turtle (Ralphie) and a land turtle and asked students to predict the outcome. Since Ralphie was the students' first classroom pet, they were familiar with his behavior. Therefore, they all predicted Ralphie would walk the fastest and win the race (see Figure 1).

Figure 1
Turtle Race

Following the race, students Turned and Talked about their predictions based on their prior experiences and used a Sentence Stem to verbalize their prediction. The use of Sentence Stems facilitated the Turn and Talk dialogue so students could better communicate their scientific reasoning. This strategy supported the practice of science process skills and language development as students also explained why the selected turtle would win.

Sentence Stem:

Yo predigo que _____ganará la carrera ya que _____.

[I predict that _____will win because _____.

Measurement

Measurement is the use of numbers to communicate quantitative observations through standard or nonstandard units (Ostlund, 1998). BLs' ability to measure can progress from the use of nonstandard units such as their hand span, cubes, blocks or crayons to standard units such as inches, centimeters, and feet. By providing measurement tools, such as tape measures and rulers, students can effectively understand the length of a particular object. BLs can explore measurement during science inquiry using standard and nonstandard units of measurements in authentic ways. In doing so, they develop practical knowledge that they can apply in different problem-solving situations. Coupled with the application process, BLs can also concretely develop the linguistic structures and academic vocabulary. Ralphie, the water turtle, resided in the science learning station, where he often received written letters from the students (see Figures 2 and 3). Ms. Ornelas decided to further stimulate students' thinking by having them compare the land and the water turtle. BLs first measured and analyzed both turtles' shell sizes, and then drew illustrations. In a whole group discussion, BLs shared and described their turtle illustrations. To further extend their previously made predictions, BLs discussed shell's sizes in relation to turtles' ability to reach the finish line first. The turtle race provided a context for the use of non-standard units of measurement and evidence-based predictions.

Figure 2
Letters to Ralphie

Figure 3
The Turtle Game

Ms. Ornelas asked the BLs to Turn and Talk to their partner about the size of the shell they measured using cubes as non-standard units of measurement. During this Turn and Talk interaction, students used their Sentence Stem to discuss how the turtles' shell size impacted the outcome of the race. Ms. Ornelas provided the following Sentence Stem in Spanish:

Yo medí _____utilizando_____cubos.

[I measured_____using _____ cubes].

Communication

Lastly, communication facilitates and integrates the use of other process skills. Moreover, communication provides a venue for sharing observations in multimodal ways, such as writing, drawing, speaking, and singing. Through communication, BLs generate rich language to participate in complex discourse which is essential to be successful in science related fields. In Ms. Ornelas' classroom, communication was also evident as students engaged in writing and drawing. Using illustrations is also a form of communication and assessment, and is beneficial in literacy development and mastery of academic language in science. In this case, BLs illustrated and phonetically wrote letters to a turtle (See Figure 2). Researchers have found that the use of classroom pets can enhance writing skills, reading readiness and comprehension skills (American Humane Association, 2015).

Figure 4
Communication

BLs were able to Turn and Talk about their turtle letters and illustrations. After both partners shared, they read a Sentence Stem to their partner expressing their feelings about having a pet turtle.

Sentence Stem:

Mi parte favorita de tener una tortuga como mascota es_____ porque_____.

[My favorite part about having a turtle as a pet is _____ because_____].

Pedagogical Implications

Science process skills should be an essential part of the science curriculum for BLs in early childhood classrooms. In Ms. Ornelas' classroom, students had authentic opportunities to predict, measure, and communicate through hands-on, engaging activities that scaffolded rich language experiences, and promoted acquisition of academic vocabulary. Science programs that emphasize hands-on experiences with direct exploration of animals, as was the case in Ms. Ornelas' dual language classroom, can strengthen the development of the science process skills for BLs. The attainment of these process skills is enhanced by science experiences and discoveries. In Ms. Ornelas' classroom, students had opportunities to explore, discover, and develop language by participating in strategies such as Turn and Talk and the use of Sentence Stems. Infusing Turn and Talk allowed BLs to share their thinking in a low risk setting. Students verbalized their thinking and scaffolded each other's understanding by generating science talk at a peer level.

Language learning was also extended in the writing and discussing of the BLs' science experiences. Research has found that when students write about what they have learned, they retain 70% of the content, but when they write about what they have learned and talk about it they retain 90% of the content (Daniels et al., 2007). In Ms. Ornelas' classroom, students were encouraged to communicate and write for different purposes, such as writing letters to Ralphie, the water turtle. In science inquiry, students learn to think like scientists by exploring big ideas and practicing all science process skills in authentic contexts (Gelman & Brenneman, 2012; Wasserman, 2015). Scientific inquiry also enables teachers and BLs to interweave other subjects such as language, literacy, and mathematics (Epstein, 2007; Gerde et al., 2013; Greenfield et al., 2009). Ultimately, the goal is to extend students' ability to apply their scientific knowledge beyond the classroom.

Conclusions

In conclusion, BLs in dual language programs whose native language is Spanish benefit from authentic learning experiences that aim to develop science literacy and academic language through inquiry-based approaches in their home language. Dual language teachers in early childhood classrooms should address language needs with rich experiences in science instruction by including real objects and organisms, such as classroom pets. Science can provide BLs a purpose to learn academic Spanish and English however, teachers should accomplish this with the emphasis of the science process skills, such as prediction, measurement, and communication, using varied learning modalities. The introduction and learning of the science process skills begins in early childhood programs that build on the BL's inherent fascination with the functioning of the natural world (French, 2004). However, as demonstrated in Ms. Ornelas' classroom practices, there are ways to capitalize on children's inherent curiosity to extend their observations they spontaneously make and facilitate mastery of all process skills.

References

American Humane Association (2015). *Pets in the Classroom Study.*
   https://www.americanhumane.org/app/uploads/2016/08/PETS-IN-THE-CLASSROOM-
   CKT-R4.pdf

Baker, C. (2001). *Foundations of bilingual education and bilingualism*. Multilingual Matters.

Bredekamp, S. & Copple, C. (1997). *Developmentally appropriate practice in early childhood
   education programs* (Rev. ed). The National Association for the Education of Young
   Children.

Bredekamp, S. & Copple, C. (2009). *Developmentally appropriate practice in early childhood
   education programs* (Rev. ed). The National Association for the
   Education of Young Children.

Bruna, K. R. & Gomez, K. (2008). Talking science, writing science: *The work of language in
   multicultural classrooms*. Taylor and Francis.

Cartwright, K. & B. (2008). *Literacy Processes.* Guilford Press.

Coleman, R., & Goldenberg, C. (2009). What does research say about effective practices for
   English learners? *Kappa Delta Pi Record, 46*(1), 10-16.

Daly, B. & Suggs, S. (2010). Teachers' experiences with humane education and animals in the
   elementary classroom: Implications for empathy development. *Journal of Moral
   Education, 39*(1), 101-112

Daniels, H., Zemelman, S., & Steineke, N. (2007). *Content-area writing: Every teacher's
   guide*. Heinemann.

Fathman, A. K. & Crowther, D. T. (2006). *Science for English language learners: K-12
   classroom strategies.* National Science Teachers Association.

Echevarría, J., Vogt, M. E., & Short, D. (2000). *Making content comprehensible for English
   language learners: The SIOP model.* Allyn and Bacon.

Epstein, A. S. (2007). *The intentional teacher choosing the best strategies for young children's
   learning.* NAEYC.

French, L. (2004). Science as the center of a coherent, integrated early childhood curriculum.
   Early Childhood Research Quarterly, 19, 138-149.

Gelman, R. & Brenneman, K. (2012). Science learning pathways for young children. *Early
   Childhood Research Quarterly,* 19, 150-158.

Gerde, H. K, Schrachter, R. E & Wasik, B. A. (2013). Using the scientific method to guide
   learning: An integrated approach to childhood curriculum, *Early Childhood Education
   Journal*, 41, 315-323.

Gonzalez, N., Moll, L. & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in
   households, communities, and classrooms.* Erlbaum Associates.

Greenfield, D. B., Jerout, J., Dominguez, X, Greenberg, A., Maler & Fulcillo, J. (2009).
Science in the preschool classroom: A programmatic research agenda to improve science
   readiness. *Early Education & Development*, 20, 238-264.

Haberman, M. (1991). The pedagogy of poverty versus good teaching. *Phi Delta Kappan,
   73*(4), 290-294.

Huerta, M. & Jackson, J. (2000). Connecting literacy and science to increase achievement for
   English language learners. *Early Childhood Education Journal, 38*, p. 205-211.

Lightbown, P., & Spada, N. M. (2006). *How languages are learned*. Oxford University Press.

Ostlund, K. (1998). What the research says about science process skills? *Electronic Journal of
   Science, 2*(4), 1-18.

Padilla, M. (1990). The science process skills. Research Matters-to the Science Teacher. No. 9004. Retrieved September 3, 2005 from http//:www.educ.sfu.ca/narstsite/publications/research/skill.htm.

Piasta. R. C., Le Paro, K. M, & Hamre, B. K. (2014). *Classroom Assessment Scoring System (CLASS) manual pre-k.* Brookes.

Roseberry, A. S. & Warren, B. (2008). *Teaching science to English language learners: Building on students' strengths.* National Science Teachers Association.

Saunders, W.M. & Goldenberg, C. (2010). Research to guide English language development instruction. In D. Dolson & L. Burnham-Massey (Eds.), *Improving education for English learners: Research based approaches* (pp. 21-81). CDE Press.

Their, M. & Davis, B. (2002). *The new science literacy: Using language skills to help students learn science.* Heinemann.

Wasserman, S. (2015). Making meaning from scientific investigation and living with the uncertainties of teaching science as inquiry. *Childhood Education 91*(6), 442-450.

Wellman, R.T. (1978). Science: A basic for language and reading development. In *What research says to the science teacher*, *1,* (Ed), M.B. Rowe. National Science Teacher Association.

Zasloff, R. L., Hart, L., & DeArmond, H. (1999). Animals in elementary school education in California. *Journal of Applied Animal Welfare Science, 2*(4), 347–357.

Vygotsky, L. S. (1986). *Thought and language.* Cambridge, MA: MIT Press.

'ELLevating' the Success of High School Emergent Bilinguals in Math: Appropriate Accommodations and Strategies for Building Confident Learners

Robin Ho, Denton High School

Carron Collier, Denton High School

Katherine Burke, Denton High School

Holly Hansen-Thomas, Texas Woman's University

Abstract

This project describes how mathematics teachers at a Texas high school with 9.5% (English learning) Emergent Bilinguals (EBs), increased their EBs' passing rate on high stakes End of Course (EOC) tests in mathematics, specifically the Algebra 1 exam. Using a number of supports, including research-based strategies such as translanguaging, anchor charts, word walls, writing in math, as well as after school tutoring, while taking an asset-based approach, the math department worked to improve the EBs' scores by 11%, with newcomer EBs' scores increasing 26%, when compared to the scores of the year prior.

Key Words: Emergent Bilinguals; Mathematics; High School, Translanguaging

Acknowledgments

ELLevating' the Success of High School Emergent Bilinguals in Math: Appropriate Accommodations and Strategies for Building Confident Learners

Introduction

The project we share describes how high school mathematics teachers of Emergent Bilinguals (EBs) implemented a number of supports and strategic scaffolds to promote success on the annual high stakes Algebra test. Denton High School (DHS) is located in a small Texas city on the outskirts of a large metropolitan area in the U.S., and is large and diverse. The 2,025 DHS students represent an ethnic distribution that includes almost 26% Latinx students, close to 13% African American, and over 46% White (TEA, 2018). DHS reports approximately 9.5% ELs on campus, and just under half of the student body is classified as economically disadvantaged. Demographics of teachers at DHS reveal some diversity, with 8% African American, close to 9% Latinx, nearly 15% Asian, and 64% White, in contrast to the U.S. national average of 90% White (NCES, 2019). Terminal degrees held by the majority of DHS' teachers are bachelor's degrees (almost 58%), but nearly 34% hold a master's or doctoral degree, which is close to 10% higher than the state average (TEA, 2018). Over 46% of the teachers at DHS have over 11 years experience teaching, with a number of teachers participating in innovative programming, such as International Baccalaureate (IB), Advanced Placement (AP) courses, Dual Credit, as well as Sheltered Instruction (SI) courses for students designated as needing English as a Second Language (ESL) services, apart from standalone ESL courses.

Three math teachers (authors 1, 3, & 4) were participants in one or more tiers of a U.S. federally funded grant program designed to support the language and literacy development of their high school EBs. This professional development program (PD), ELLevate! is a collaborative endeavor between the school district in which DHS resides, and the local university, and incorporates a whole school approach to effectively educate EBs through a four-tiered system. The first tier aims to reach and support all staff members on campus through PD centered on research-based strategies to promote literacy, language, and family engagement of EBs. The second tier promotes cognitive strategies to support writing in all content areas through a summer institute; the third tier consists of a series of three specially-designed graduate courses focusing on biliteracy development, Second Language Acquisition (SLA), and English as a Second Language (ESL) methodology; and Tier 4 provides scholarship funds for teachers to pursue a graduate degree to advance their preparation and training. At the time of this writing, all 185 DHS teachers participated in Tier 1, 46 in Tier 2, 15 in Tier 3, and 9 in Tier 4. Author 2 is a co-Principal Investigator, project director, and instructor in the ELLevate! project.

Theoretical Framework

The theoretical framework on which the research described here is rooted is that of a culture of authentic caring, as well as how translanguaging, or those "multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds" (García, 2009, p. 68), can be utilized as pedagogy in work with EBs. Valenzuela (1999) noted that when students perceive their home cultures, languages, and literacy practices are valued by teachers, the students themselves feel valued. Moreover, García, Ibarra Johnson, & Seltzer (2017) maintain that when students feel that their diverse language practices and home cultures are valued, their

socioemotional development promotes social justice (p. 14). Overall, when students' identities are valued and they feel socioemotional strength, learning occurs.

Research supports a flexible and transformational perspective on bilingualism that promotes and indeed, sanctions, the use of both (or multiple) languages as pedagogy (Stewart & Hansen-Thomas, 2016). McSwan (2020) notes that translanguaging has been developed in multifaceted pathways: conceptual, pedagogical, and theoretical. This paper focuses on the pedagogical perspective and discusses how translanguaging can support EBs in school. An important way of valuing and supporting multiple languages in class is through translanguaging pedagogy. Translanguaging "describes the fluid language practices of bilingual communities…(and) a pedagogical approach whereby teachers build bridges from these practices and the language practices desired in formal school settings" (Flores & Schlissel, 2014, pp. 462-462). Use of translanguaging pedagogical practices is a valuable way to increase interaction by EBs in content classrooms such as mathematics, and as such, was found to be an appropriate frame in which to ground the work conducted in the present descriptive study.

Applying these theoretical underpinnings to the high school EBs in the mathematics classroom through use of research-based strategies such as translanguaging, anchor charts, word walls, writing in math, and after school tutoring with meals helped to not only improve the EBs' scores on state mandated high stakes tests, but also to build confidence in the students' mathematical ability. Through these strategies, and an overall asset-based approach, the math department worked to improve the EBs' scores by 11%, with newcomer EBs' scores increasing 26%, when compared to the scores of the year prior.

Accommodations and Research-based Strategies that Support Students' Learning Translanguaging

The use of translanguaging as a pedagogical tool has transformed learning experiences for EBs at DHS. Because so many students at DHS speak English and Spanish (as well as many other languages) many teachers' expectations were that bilingual discourse would be the norm in their classrooms (Garcia, Johnson, & Seltzer, 2017).Translanguaging as a pedagogical tool is defined as the "instructional mobilization of students' full linguistic repertoire and the promotion of productive contact across languages" (Cummins, 2019, p. 21) and has emerged as an important practice with EBs. Recently, at DHS, students were encouraged to use translanguaging to communicate what they were learning while using their first language, or any language they use, instead of speaking English only (for specifics on how this played out in the English language arts classroom, see Hansen-Thomas, Stewart, Flint, & Dollar, 2020). These translanguaging classrooms gave every student a voice - especially those who were not yet comfortable speaking English. Using translanguaging as pedagogy, each student was included-- at their highest potential, with regard to being able to express themselves in math class as they engaged with difficult content. An important consideration to this use of translanguaging was that many of the content, and in particular, math teachers, were not bilingual. As supported by research by Daniel, Jiménez, Pray, & Pacheco, 2019; Daniel & Pacheco, 2016, and Rowe, 2018, the DHS teachers acknowledged that they had the capability to utilize translanguaging as a tool and to draw on the linguistic wealth of the EBs in math class--despite their own language repertoire. Critical to the success of translanguaging at DHS was making it explicit to students that translanguaging was not only acceptable, but also encouraged. In other classrooms, students often whispered in their

native language warily, constantly concerned if the teacher would reprimand them and instruct them to speak English. In the translanguaging classrooms at DHS, students were instructed that translanguaging was a classroom expectation (García et al, 2017). Using all available resources to gain a deep conceptual understanding of mathematics means communicating in other languages as needed. Being explicit about translanguaging also allowed the teacher to set ground rules about when to speak in another language - for example, not while the teacher was talking and not when they were practicing using their new English vocabulary.

Another critical component of the translanguaging classroom is the careful and intentional pairings or groupings of students. For example, we grouped beginning level English-speakers with students who were further along in their development of English. Our expectation was for the students to discuss math content in their first language. This grouping was obviously helpful for the new immigrants who did not yet understand English, but it also benefited the student explaining the content to their peers. This process required the student who better understood English to think deeply because they needed to understand the math content fully enough to be able to explain it in another language. Teachers in the general education classroom had to know their students' language experiences well to group students appropriately. To facilitate this, all students completed a general survey at the beginning of the year. In addition to responding to questions about interests, hobbies and math backgrounds, students described their language abilities. These survey responses enabled the teacher to appropriately and intentionally pair EB students with others.

Teachers and students at DHS used their entire linguistic repertoires to connect their worlds, which enabled them to reach their end goal, thus, for the students to understand math content. For example, and as was often the case, certain students understood their math teacher before other students. In one particular lesson the only Arabic-speaking student in the class, we will call him Mazin, was having problems understanding the teacher's instructions. Mazin was grouped with two Spanish speakers - of high (Lilia) and low (Fernanda) proficiency in English. Fernanda was an above average math student and the first in the group to understand the teacher's explanation of the math problem. Because she was quick to understand the algebra content, she explained the teacher's instructions, in Spanish, to Lilia who in turn, was able to explain the steps of the math problem, in English, to Mazin. This example is important because it illustrates how the Spanish-speaking students, Lilia and Fernanda, were able to work in concert, to help each other and also Mazin.

This is powerful because students were able to effectively become teachers in the classroom, and used their strength to help the teacher and their peers. The teacher, in that moment, was unable to communicate effectively to one EB, but other students were able to reach him. The teacher knew the importance of giving the students ample time to discuss content and instructions from the teacher, notably, in whatever languages necessary.

The final critical component in the translanguaging classroom is the use of activities which promote shared communication. Think-pair-share, rally coach, and other cooperative structures advanced by Kagan (2009) were useful, and promoted engagement. Structures which required students to take turns speaking and listening or reading and writing were found to be helpful with EBs. We found that when students are allowed to use their full language repertoire, active engagement in the lesson increases. Further, as math teachers, we noted that there was a shift in

equality for EBs in regular math classes because the EBs were able to share leadership with the teacher.

Writing in the Math Classroom

Teachers at DHS asked students to write in the math classroom often because the process helped increase student understanding, and also provided teachers a form of assessment. Writing in the mathematics classroom is a beneficial and supportive strategy to help students think about, make connections, motivate, and actively engage in mathematical learning (Sammons, 2018). However, to write about math content, students must be able to form thoughts about what they see, notice, or learn, and then put those ideas on paper. At DHS, doing this well took a lot of practice but was a good use of time. As students were getting comfortable writing in math class we first asked them to discuss content they would later write about. Teachers also scaffolded writing tasks by providing sentence stems or allowing newcomer students to write in their first language, or L1. By allowing students to write in their L1, we enabled them to be involved in the learning because some students were not capable or ready to write in English. We asked students to identify similarities and differences, describe shapes or lines, or list steps of their thinking processes. Prompts and visuals have been found to be useful to inspire students' writing in math class. For example, we provided students with an example of a graph and asked them to observe what they noticed about it (see figure 1). They were given time to write several answers and then shared a response verbally. Asking open-ended questions such as this one helped all learners because it allowed them to start with what they knew. In this way, all students had access to the material. EBs shared that such writing made them feel confident, capable, and smart as they responded verbally or in writing in their L1 to build their math and English skills.

Practicing Literacy in Mathematics
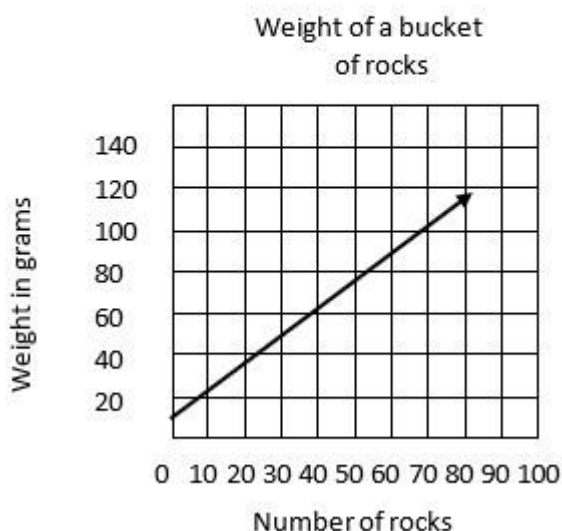
Figure 1: Students' Graph used to Prompt Writing

Bilingual Word Walls
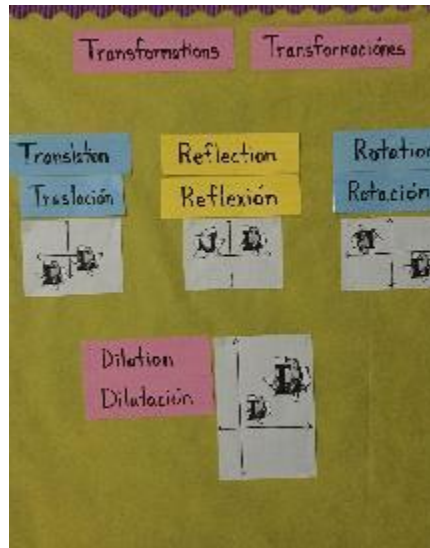
Figure 2: Bilingual Word Wall Example

The above photo is from author 3's geometry classroom. Bilingual word walls are used to support oral language as well as vocabulary and even writing (Almaguer, 2019) and are useful in content classes such as mathematics. At DHS, many of the EBs in this course had not passed the Algebra exam the prior year, but were successful when retesting the following year in geometry class. The word wall consisted of academic vocabulary in English and Spanish, the L2/L1 of several students in the classes, as well as a visual definition of the term. In this particular instance the five terms were all cognates. The pictorial definitions allowed access to the concepts that were visual and not dependent on language. However, the larger impact of the word wall positively evoked the notion of the affective filter (Krashen, 1982), that demonstrates the role of emotional variables in SLA. That is, the body language of students relaxed the first day the word wall was displayed and discussed. Spanish speakers became the experts when asked to share how to correctly pronounce the Spanish terms. It was as if room 223, with the white, monolingual teacher, finally reached the safe and welcoming environment it was meant to be.
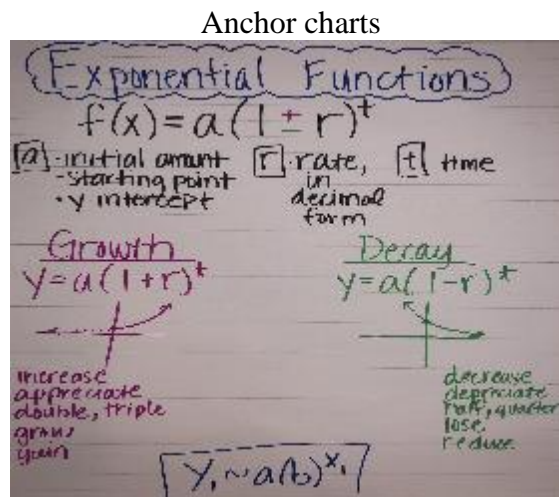
Anchor charts

Figure 3: Anchor Chart Example

Anchor charts, like the example above, are posters that summarize content and make the teacher's and student's comprehension overt (Harvey & Goudvis, 2017), and were used regularly by Author 1. She made the charts during class, as part of mini lesson lectures so content would be visible, and therefore more comprehensible to students. They served as a way to summarize key information and easily refer back to it later. Each algebra unit produced at least one chart that stayed on the classroom wall for the remainder of the school year. Some units, especially those that were vocabulary heavy, yielded a max of 2-3 charts. When students had questions or confusion about prior or new learning they were aware the information they needed was close by. For example, when a student could not remember which symbol, > or <, means greater than or less than, they could find clarification at a quick glance. Instead of feeling like they needed to ask a peer or the teacher a question, students were empowered to find the information on their own, which led to eventual memory retention.

Increasing a sense of belonging - an after school program

The sheltered algebra teacher, Author 1, hosted weekly after-school study sessions for her class which consisted of only EBs. The purpose of these sessions was twofold -first and most importantly, they gave the students a place of belonging within the school, and secondly, they provided additional time for teaching and learning. Research supports additional time for learning content for EBs, and after school programs are an ideal way to provide this time and support (see for example, Garcia & Muniz, 2020).

Some of the recent immigrants arrived to DHS with gaps in their formal education and needed this extra time with the teacher to catch up and reach grade level mastery. Her expectation was that all students in the class attend the sessions. She called and emailed student's guardians to explain the benefits and necessity of studying. Some of the recent immigrants arrived to DHS with gaps in their schooling and needed this extra time with the teacher to catch up and reach grade level mastery. On average, 75% of the students from her class attended the sessions weekly. The students spent about 75 minutes studying and then 30 minutes eating dinner together. The teacher covered current material as well as content from earlier in the school year using mini lessons and direct teaching. Although the review sessions were useful for teaching and reteaching content, providing dinner and camaraderie motivated students to attend the sessions and also gave the teacher a chance to interact with the students in a more relaxed setting. This extended time together led to positive peer and student-teacher relationships.

Discussion

Since learning about translanguaging, anchor charts, and other effective methods for reaching EBs, math teachers at DHS have had a renewed energy and passion towards teaching and being the best teachers they can be for their students. The math teachers gained confidence in their abilities and their positive attitudes started to spread around campus. They spoke highly of their EBs, taking an asset-based stance regarding their backgrounds and abilities. As described by Celedòn-Pattichis, Peters, Borden, Males, Pape, Chapman, Clements & Leonard, (2018) taking an asset-based stance in mathematics values and recognizes learners' backgrounds, linguistic knowledge, ways of knowing and learning, and their families' funds of knowledge, and that such perspectives are necessary to create positive change. One teacher reported,

I feel more confident teaching EBs now that I know how to include them in my classroom discussions. Even if they primarily speak a language other than English, they have experienced life differently than their US-born peers and oftentimes they have learned different mathematical problem solving strategies than we teach here in the U.S. I would venture to say that all my students are closer to becoming and speaking like mathematicians because they see things from a more global lens, thanks to having multinational perspectives in our classroom. It was clear from her comments that she recognized the students' background and valued their funds of knowledge.

At DHS, EBs added positively to classroom culture because they were able to help their teachers and their peers. Looking back on this experience, a senior said of her sophomore year in geometry class, "I brought knowledge to the table and knew I was valued when I spoke, even though my words had to be translated by my bilingual peers. My classmates and teacher wanted to hear what I had to say." When this was recognized, attitudes changed - students felt like they belonged in the school and even helped improve it.

Although many of our teachers are no longer taking graduate classes through ELLevate! they have a desire to continue learning. They enjoy reading education books and articles, and sharing and discussing them with their colleagues, all with the hopes of improving learning experiences for their students.

We recognize not all teachers have the same opportunities of those at DHS. These teachers had a high level of support from school administration, members of the community, and their partnership with the local university through the ELLevate! project. The high quality PD that ELLevate! provides to teachers of DHS is significant and unique because many teachers were enrolled in rigorous graduate level courses where they were exposed to theories and in turn were asked to incorporate those theories in their classrooms. Afterwards, they reflected and discussed outcomes with each other and formed a close-knit community of support.

Conclusions and Implications

The successful math test scores at DHS is one measure of what happens when research-based practices for reaching EBs are put into place by caring, supportive, and supported faculty. While others may not have what DHS has via ELLevate!, everyone can begin to make a difference. For example, classroom teachers can start by building a bilingual word wall, making anchor charts, incorporating writing, or by choosing one activity that includes structured communication and purposeful translanguaging. In these ways, schools can promote confidence and success for their EBs in math class.

References

Almaguer, I. (2019). Magnifying English Language Learners' Success Through Culturally Relevant Teaching and Learning Frameworks: Acknowledging the Multidimensional Implications on Language, Literacy, and Learning, pps. 316-332. In Onchwaryi, G. & Keengwe, J. (Eds.). *Handbook of Research on Engaging Immigrant Families and Promoting Academic Success for English Language Learners.* United States: IGI Global.

Celedòn-Pattichis, S., Peters, S. A., Borden, L. L., Males, J. R., Pape, S. J., Chapman, O., Clements, D. H., & Leonard, J. (2018). Asset-based approaches to equitable mathematics education research and practice. *Journal for Research in Mathematics Education,* 49(4), 373–389. https://www.jstor.org/stable/pdf/10.5951/jresematheduc.49.4.0373.pdf

Cummins, J. (2019). The Emergence of Translanguaging Pedagogy: A Dialogue between Theory and Practice. *Journal of Multilingual Education Research*: 9(13). Available: https://fordham.bepress.com/jmer/vol9/iss1/13

Daniel, S. M., Jiménez, R. T., Pray, L., & Pacheco, M. B. (2019). Scaffolding to make translanguaging a classroom norm. *TESOL Journal*, 10(1), 1–14.

Daniel, S. M., & Pacheco, M. B. (2016). Translanguaging practices and perspectives of four multilingual teens. *Journal of Adolescent & Adult Literacy,* 59(6), 653–663. doi:10.1002/jaal.500.

Flores, N., Schissel, J.L. (2014). A heteroglossic approach to standards-based reform in a globalized world. *TESOL Quarterly*, 48(3), 454-79.

García, O. (2009). *Bilingual education in the 21st century: A global perspective.* Maiden, MA: Wiley-Blackwell.

García, O., Ibarra Johnson, S., Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Philadelphia, PA: Caslon, Inc.

Garcia, A, & Muñiz, J. (January 23, 2020). ESL After the Bell: After-School Programs Give English Learners a Boost. *ASCD Express,* 15(10).

Hansen-Thomas, H., Stewart, M.A., Flint, P. & Dollar, T. (2020): Co-learning in the High School English Class through Translanguaging: Emergent Bilingual Newcomers and Monolingual Teachers, *Journal of Language, Identity & Education,* Early Online Edition, DOI: 10.1080/15348458.2020.172675.

Harvey, S., & Goudvis, A. (2017). *Strategies that work: Teaching comprehension for understanding and engagement* (3rd Ed.). Portland, ME: Stenhouse.

Kagan, S. (2009). *Kagan Structures: A Miracle of Active Engagement*. San Clemente, CA: Kagan Publishing. Available: https://www.kaganonline.com/free_articles/dr_spencer_kagan/281/Kagan-Structures-A-Miracle-of-Active-Engagement

Krashen, S. D. (1982). *Principles and practice in second language acquisition.* Oxford: Pergamon Press.

National Council for Education Statistics (NCES). Blog Editor (2019). A slightly more diverse public school teaching workforce. Available: https://nces.ed.gov/blogs/nces/post/a-slightly-more-diverse-public-school-teaching-force

Rowe, L. (2018). Say it in your language: Supporting translanguaging in multilingual classes. *The Reading Teacher,* 72 (1), 31–38. doi:10.1002/trtr.2018.72.issue-1.

Sammons, L. *Teaching Students to Communicate Mathematically.* Alexandria, VA: ASCD.

Stewart, M. & Hansen-Thomas, H. (2016). Translanguaging in the
Secondary class through poetry: A case of a transnational youth. *Research in the teaching of English,* 50:4 450-472.

MacSwan J. Translanguaging, language ontology, and civil rights. *World Englishes.* 2020;1–13.
https://doi.org/10.1111/weng.12464

Valenzuela, A. (1999). Subtractive schooling: *US Mexican youth and the politics of caring.*
SUNY Press.

Ideologías lingüísticas de los maestros bilingües y la creación de espacios bilingües equitativos y dinámicos a través del translenguaje: Un metaanálisis de la eficacia, las políticas y la práctica en las aulas

Myrna R. Rasmussen, University of Texas Rio Grande Valley

Abstracto

Este trabajo de investigación empleará un metaanálisis de la investigación cualitativa existente sobre las ideologías lingüísticas de los maestros bilingües. Se discutirá cómo la navegación de esas ideologías y la política lingüística en los distritos se traduce en la práctica de adoptar o rechazar la pedagogía dinámica del translenguaje en las aulas bilingües.

Palabras Claves: translenguaje, espacios dinámicos, emergentes bilingües, inmersión recíproca, giro multilingüe, repertorio lingüístico,

Ideologías lingüísticas de los maestros bilingües y la creación de espacios bilingües equitativos y dinámicos a través del translenguaje: Un metaanálisis de la eficacia, las políticas y la práctica en las aulas

Propósito

El propósito de este estudio es analizar la investigación cualitativa existente sobre la ideología y la práctica lingüística del maestro bilingüe. Esta investigación servirá para explorar cómo y con qué efecto la ideología del lenguaje del maestro y la interpretación de la política lingüística restringe o refuerza la pedagogía de translenguaje. Se identificaron nueve estudios que cumplen con el estándar de ser metodológicamente aceptables. También se agregarán los resultados de esos estudios a través de un metaanálisis que analiza los factores que influyen en cómo los maestros bilingües representan o promulgan la agencia educativa como formuladores de políticas en sus propias aulas.

Investigación

La educación bilingüe de inmersión recíproca, conocida en inglés como *Two-Way Dual Language*, es actualmente uno de los modelos educativos de enriquecimiento de más rápido crecimiento en los Estados Unidos. Este proporciona conocimientos de contenido a nivel de grado utilizando el inglés y otro idioma. La meta es lograr un alto rendimiento académico, de bilingüismo, biliteracidad[1]y conciencia intercultural (Marian et al., 2013). Los programas de educación bilingüe de inmersión recíproca, se consideran una mejor alternativa a los programas tradicionales de *ESL*, o inglés como segundo idioma. Estos se ofrecen a la mayoría de los estudiantes de idiomas minoritarios y son superiores a los modelos más tradicionales de programas bilingües (Lindholm-Leary, 2001). La promoción de programas de educación bilingüe de inmersión recíproca o duales ha trabajado para crear un cambio de paradigma. Es una ventaja cuando los académicos, los sociolingüísticos, la lingüística aplicada, los maestros, y otros campos relacionados se alejan de los programas sustractivos tradicionales y en vez utilizan más los programas bilingües aditivos que abarcan todos los idiomas y culturas. Algunos investigadores se refieren al "giro multilingüe" (Menken y Sánchez, 2019, p. 743).

Sin embargo, a pesar del aumento en la popularidad de los programas de inmersión recíproca, el monolingüismo hegemónico todavía existe. El plan de currículo y las prácticas de evaluación, han seguido inhibiendo el giro multilingüe a medida que los maestros de educación bilingüe luchan con políticas de separación de idiomas explícitas e implícitas, especialmente por la presión de las pruebas estandarizadas (Babino y Stewart, 2018). La relación entre las ideologías del purismo lingüístico y las ideologías contra-hegemónicas es compleja, la investigación ha demostrado que la práctica educativa de los maestros tiende a reflejar y contrastar sus ideologías establecidas (Babino y Stewart, 2018; Creese y Blackledge, 2010; Martínez et al., 2014; Zúñiga, 2016). Este conflicto se debe en parte a las influencias de micro-, meso- y macro nivel que promueven la separación estricta de los idiomas y limitan la adopción de las prácticas dinámicas bilingües por parte de los docentes, como el translenguaje (Deroo y Ponzio, 2019).

Para abarcar la dinámica pedagógica bilingüe del translenguaje en las aulas bilingües, se puede crear espacios de aprendizaje equitativos para los estudiantes bilingües emergentes mediante el uso del "completo repertorio lingüístico*"* para enseñar un contenido rigoroso y

---

[1] biliteracidad se refiere a la capacidad de *leer y escribir* en dos o más idiomas

desarrollar prácticas lingüísticas para uso académico (García y Wei, 2014). "Los estudiantes "*Latinx[2]*" son cada vez más simultáneos bilingües, y crecen en hogares en los que el translenguaje ahora es la nueva normalidad. No hay forma de estar "lingüísticamente aislado" en los hogares hoy en día, ya que la tecnología ha hecho que las prácticas de múltiples idiomas prevalezcan en todo momento" (Arreguín-Anderson y Alanís 2019, p.xix). Conceptualmente, el translenguaje, que tiene elementos en común con el trabajo de Cummins (2000), cuyos conceptos de "competencia subyacente o profunda común" (CUP) e interdependencia lingüística enfatizan los beneficios positivos de la transferencia en el aprendizaje de idiomas. Esto combate las distinciones falsas del uso de idiomas multilingües, como el "cambio de código, en inglés *code-switching*", o la "mezcla de códigos, en inglés *code-mixing*. Al señalar las limitaciones de estos conceptos como ideologías con déficit, limitan la gama de formas en que los estudiantes multilingües pueden usar el lenguaje (Creese y Blackledge, 2010). Más importante aún, el translenguaje impugna las ideologías con déficit relacionadas con el multilingüismo en la educación al desafiar conceptos tradicionales como el lenguaje "estándar" u "objetivo" que crea jerarquías lingüísticas (Conteh, 2018).

Investigaciones previas sobre ideologías y prácticas lingüísticas se han enfocado en la forma en que los estudiantes y los maestros navegan sus creencias bilingües frente a las normas lingüísticas obligatorias en el aula. Los resultados para los estudiantes demuestran que son conscientes de su propio bilingüismo, prefieren hablar en su idioma nativo y adoctrinan la ideología de que el inglés es el idioma del éxito académico (Stevenson, 2015). Los estudios también muestran que los maestros a menudo se ven obligados a comprometerse entre su ideología lingüística, las políticas de asignación de idiomas de transición e iniciativas de programas tomadas por decisiones jerárquicas, especialmente cuando se enfrentan a las presiones de alto nivel de desempeño (Babino y Stuart, 2018; Fitzsimmans-Doolan et al., 2017; Henderson, 2017; Henderson y Palmer 2015; Lee y Oxelson, 2006; Palmer, 2011, Zúñiga, 2016).

Para algunos maestros, las ideologías lingüísticas hegemónicas, incluyendo la de superioridad del inglés, se reflejan en las prácticas lingüísticas en su aula, independientemente de la política (Henderson, 2017; Henderson y Palmer, 2015). Esta preferencia por el inglés prevalece especialmente en los diálogos con maestros sobre el lenguaje académico (Heineke y Neugebauer, 2018). Para abordar verdaderamente el tema de las normas del lenguaje hegemónico que inhiben la equidad para los bilingües emergentes, existe la necesidad de comprender cómo los maestros bilingües pueden y actúan como agentes de políticas lingüísticas y profesionales. Para llevar esto a cabo, es importante poder implementar programas que realmente cumplan con los objetivos del bilingüismo, la biliteracidad y el biculturalismo.

Perspectiva / Marco teórico

Este estudio se basa en un marco de la teoría LatCrit, este nombre combina dos significados, uno enfocado en una identidad social y la otra en una postura analítica: "Lat" significa "latinos o latinas" y "crit" significan "crítico". Este marco teórico trata de aliviar la ideología y la práctica del lenguaje hegemónico en las aulas bilingües. LatCrit utiliza la raza y su interseccionalidad con el idioma y otros temas relacionados con la educación de latinos o latinas (i.e., historia sociopolítica, inmigración, clase) para enfocar las experiencias, identidades y

---

[2] relacionadas con, o marcadas por la herencia latinoamericana - utilizadas como una alternativa neutral de género a las latinas o latinos.

opresiones únicas en el sistema educativo (Freire et. al, 2016). También proporciona un espacio teórico para analizar experiencias de lenguaje enraizadas en la resistencia y opresión social, histórica y política de los latinos y latinas (Davila y de Bradley, 2010; Solórzano y Bernal, 2001). La investigación muestra que la identidad juega un papel importante en el éxito escolar, y el lenguaje está fuertemente entrelazado con la identidad, sin embargo, la instrucción académica en la mayoría de las aulas de educación bilingüe está segregada por idioma debido a la política lingüística o la práctica individual del maestro (Garcia-Mateus y Palmer, 2017). De hecho, los estudiantes latinos y latinas han experimentado la opresión lingüística durante muchas décadas a través de la inequidad estructural que favorece las normas monolingües en inglés. Blanton (2004) describe cómo estas normas vinculan la idea de conocimiento creíble del inglés y escribe: "La aplicación en inglés solamente sacrificó todos los demás aprendizajes a la desafortunada noción de que la comprensión del inglés, de los niños que no hablan inglés, representa la suma total de su aprendizaje" (p. 86). El uso de LatCrit como marco nos permite específicamente centrarnos en este estudio en los aspectos de las competencias lingüísticas de los estudiantes latinos bilingües que "a menudo se perciben como deficiencias y necesitan reparación" (Arreguín-Anderson, Salinas-Gonzalez y Alanís, 2019, p. 11).

Descontando los recursos que los estudiantes de habla hispana aportan al aula perpetúa las conversaciones públicas sobre problemas de idioma en los Estados Unidos que tienden a extraer de un discurso de "idioma como problema" (Ruiz, 1984).

Los maestros y los creadores de políticas lingüísticas deben considerar todas las experiencias de comunicación de los estudiantes latinos o latinas. Los estudiantes aprenden y usan ambos idiomas a través de la interacción social como capital lingüístico que se basa en las habilidades de comunicación adquiridas a través de historias orales de parábolas sobre tradiciones de narraciones latinas, cuentos y dichos (Yosso, 2005). Esto puede suceder más fácilmente cuando los maestros y los encargados de crear políticas lingüísticas critican cómo las políticas asimilacionistas monolingües crean entornos de aprendizaje con déficit para los estudiantes de idiomas minoritarios y trabajan activamente para hacer que esos espacios sean más equitativos.

Una vez más, LatCrit facilita estas prácticas de equidad educativa, ya que "apoya y adopta la relevancia del aprendizaje experimental como base para el avance académico de los estudiantes " (Arreguín-Anderson, Salinas-González y Alanís, 2019, p.12). A través del lente de LatCrit este estudio destaca la importancia de los maestros como agentes de cambio al usar las prácticas de translenguaje como una forma para que los estudiantes bilingües emergentes utilicen su repertorio lingüístico libremente.

Metodología

Al seleccionar la metodología para esta investigación, se consideró si realizar una revisión narrativa o un metaanálisis. Observando los estudios cualitativos existentes se revela las influencias a nivel micro-, meso- y macro en la implementación de la pedagogía bilingüe dinámica tal como la presentaron Deroo y Ponzio (2019). Si bien estas influencias podrían explorarse más a través de una revisión narrativa, un metaanálisis facilita una síntesis cuantitativa de la investigación para ir más allá del resumen. El metaanálisis nos ayudará a analizar el efecto que tienen múltiples variables internas y externas en la implementación de la pedagogía dinámica bilingüe. Este estudio se inspiró inicialmente en la metodología de metaanálisis utilizada por Willig (1985) y Rolstad, Mahoney y Glass (2005) para evaluar la efectividad de los programas bilingües. Sin embargo, esos análisis incorporaron criterios de selección para estudios que

requerían detalles estadísticos (tratamientos, puntajes, grupos de comparación, etc.) para evaluar cuantitativamente el rendimiento académico en gran escala. Los estudios en este metaanálisis son cualitativos y no incluyen esos elementos. Este estudio también incorpora elementos de Levitt (2018) para identificar un conjunto de estudios de investigación primarios, transformar los hallazgos primarios en unidades iniciales de datos para un metaanálisis, desarrollar categorías o temas y comunicar los hallazgos.

Existen diversas formas de metaanálisis cualitativos con conjuntos de procedimientos prescritos (Barnett-Page y Thomas, 2009; Timulak, 2013). Sin embargo, Levitt (2018) aboga por considerar cómo estos procedimientos pueden seleccionarse y adaptarse mejor utilizando un método de integridad metodológica para permitir a los investigadores fortalecer los procesos de investigación inductiva y cumplir sus objetivos específicos. Hay dos componentes centrales para establecer la integridad metodológica: fidelidad al tema y utilidad para lograr los objetivos de investigación (Levitt, 2018, 370). Para cumplir con el primer componente, se seleccionaron estudios cualitativos no mayores de 15 años para este metaanálisis de las bases de datos ERIC (EBSCO) y SAGE utilizando los siguientes criterios de búsqueda: ideologías del lenguaje del maestro, educación bilingüe de inmersión recíproca, español-inglés, maestro agencia, prácticas educativas, política lingüística, separación de idiomas, translenguaje, pruebas estandarizadas (de alto rendimiento), hegemonía, discurso crítico y equidad educativa. Se hicieron referencias cruzadas de los estudios y se eligieron si incluían al menos 10 o los 14 criterios (Apéndice 1).

Los estudios que cumplieron con los criterios para ser incluidos en el metaanálisis incluyen: Babino y Stuart (2018); Fitzsimmans-Doolan y col. (2017); Henderson (2017); Henderson y Palmer (2015); Kinsella (2018); Lee y Oxelson (2006); Martínez, Hikida y Durán (2006); Palmer (2011); y Zuniga, Henderson y Palmer (2018). Todos estos estudios utilizaron una combinación de entrevistas, encuestas y observación directa de programas de educación bilingüe inglés-español para analizar la ideología del lenguaje del maestro y las prácticas de enseñanza a través del discurso crítico. El uso de la *Tabla de Criterios* ayudó a la utilidad a lograr el objetivo de la investigación al facilitar el análisis de datos y la síntesis de los resultados a través de categorías ya establecidas.

Importancia académica del trabajo

El cultivo de espacios dinámicos de educación bilingüe para promover la equidad es significativo debido a la grave brecha en el rendimiento educativo de las estudiantes latinos y latinas tienen menos probabilidades de pasar a todos los niveles educativos que los estudiantes nativos americanos, afroamericanos, asiáticos americanos y europeos americanos (Burciaga, Pérez Huber y Solorzano, 2010). En 2019, la puntuación promedio en matemáticas de los estudiantes de 4º grado de los aprendices de inglés (*ELs*) fue de 220, 24 puntos más bajos que la puntuación de sus compañeros monolingües con 243 (NCES, 2020). Además, aunque el porciento a nivel universitario completado por todos los demás grupos raciales ha aumentado constantemente, los latinos o latinas "casi no han visto tal progreso en tres décadas" (Gándara y Contreras, 2009, p. 2). Esta privación de derechos funciona como grilletes metafóricos que se debieron eliminar hace mucho tiempo. Como señalan Arreguín-Anderson y Alanís (2019), "La libertad nunca se logra individualmente, sino en comunidad, y cuando dos estudiantes ponen sus dos cabezas juntas, la transformación se extiende más allá del individuo hacia la comunidad" (p. XIX). Si se va a producir un cambio real y duradero para proporcionar equidad educativa a los estudiantes *Latinx* de habla hispana, debe ser un esfuerzo colectivo con cabezas múltiples

trabajando juntas en asociación. Este estudio promueve la unión de ideas y perspectivas al incorporar las voces de los maestros en la investigación. Se discutió las formas en que los maestros y los estudiantes están influenciados por cómo los maestros apoyan o socavan la transición y separación de la política lingüística. Tomando en conjunto, los nueve estudios analizados ofrecen una visión exhaustiva de la compleja relación entre la ideología del lenguaje del maestro, el maestro como agencia de cambio y la práctica educativa. Comprender esta relación a un nivel fundamental es un paso valioso para crear un cambio poderoso y sostenible.

Referencias

Arreguín-Anderson & Alanís (2019). *Translingual partners in early childhood elementary programs*. New York:Peter Lang Publishing.

Babino, A., & Stewart, M. A. (2018). Remodeling dual language programs: Teachers enact agency as critically conscious language policy makers. *Bilingual Research Journal*, *41*(3), 272-297.

Blanton (2004). *The strange career of bilingual education in Texas, 1836-1981*. College Station, TX: Texas A&M University Press.

Barnett-Page, E., & Thomas, J. (2009). Methods for the synthesis of qualitative research: A critical view. *BMC Medical Research Methodology*, *9*(59), 1-11.

Burciaga, R., Pérez Huber, L., & Solorzano, D. (2010). Going back to the headwaters: Examining Latina/o educational attainment and achievement through a framework of hope. In E. Murillo, S. Villenas, R. Galván, J. Muñoz, C. Martínez, & M. Machado-Casas (Eds.), Handbook of Latinos and education: Theory, research, and practice (pp. 422-437). New York, NY: Routledge.

Conteh, J. (2018). Translanguaging. *ELT Journal*, *72*(4), 445-447.

Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, *94*(1), 103-115.

Cummins, J. (2000). *Language, Power, and Pedagogy: Bilingual Children in the Crossfire*. Clevedon, England: Multilingual Matters.

Davila, E. R., & de Bradley, A. A. (2010). Examining education for Latinas/os in Chicago: A CRT/LatCrit approach. *Educational Foundations*, *24*(1-2), 39-58.

Deroo, M. R., & Ponzio, C. (2019). Confronting ideologies: A discourse analysis of in-service teachers' translanguaging stance through an ecological lens. *Bilingual Research Journal*, *42*(1), 214-231.

Fitzsimmans-Doolan, S., Palmer, D., & Henderson, K. (2017). Educator language ideologies and a top-down dual language program. *International Journal of Bilingual Education and Bilingualism*, *20*(6), 704-721.

Freire, J. A., Valdez, V. E., & Delavan, M. G. (2016). The (dis)inclusion of Latina/o interests from Utah's dual language education boom. *Journal of Latinos and Education*, *16*(4), 276-289.

Gándara, P., & Contreras, F. (2009). The Latino Education Crisis: Consequences of Failed Social Policies. Cambridge, MA: Harvard University Press.

Garcia, O., & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. Basingstoke: Palgrave MacMillan.

Garcia-Mateus, S. & Palmer, D. (2017). Translanguaging pedagogies for positive identities in two-way dual language bilingual education. *Journal of Language, Identity & Education*, *16*(4), 245-255.

Henderson, K. I. (2017). Teacher language ideologies mediating classroom-level language policy in the implementation of dual language bilingual education. *Linguistics and Education*, *42*, 21-33.

Henderson, K. I., & Palmer, D. K. (2015). Teacher and student language practices and ideologies in a third-grade two-way dual language program implementation. *International Multilingual Research Journal*, *9*(2), 75-92.

Heineke, A. J., & Neugebauer S. R. (2018). The complexity of language and learning: Deconstructing teachers' conceptions of academic language. *Issues in Teacher Education*, *27*(3), 73-89.

Kinsella, B. (2018). 'Neither here nor there': An examination of language curriculum and ideology in a New Jersey public school. *Language, Culture and Curriculum*, *31*(1), 21-38.

Lee & Oxelson (2006). "It's not my job": K-12 teacher attitudes toward students' heritage language maintenance. *Bilingual Research Journal*, *30*(2), 453-477.

Levitt, H. M. (2018). How to conduct a qualitative meta-analysis: Tailoring methods to enhance methodological integrity. *Psychotherapy Research*, *28*(3), 367-378.

Lindholm-Leary, K. (2001). *Dual Language Education*. Clevedon, UK: Multilingual Matters.

Marian, V., Shook, A. & Schroeder, S. R. (2013). Bilingual two-way immersion programs benefit academic achievement. *Bilingual Research Journal*, *36*(2), 167-186.

Martinez, R. A., Hikida, M., & Duran, L. (2015). Unpacking ideologies of linguistic purism: How dual language teachers make sense of everyday translanguaging. *International Multilingual Research Journal*, *9*(1), 26-42.

Menken, K., & Sanchez, M. T. (2019). Translanguaging in English-only schools: From pedagogy to stance in the disruption of monolingual policies and practices. *TESOL Quarterly*, *53*(3), 741-767.

National Center for Education Statistics. (2020). *Mathematic Performance*. Retrieved August 22, 2020, from https://nces.ed.gov/programs/coe/indicator_cnc.asp

Palmer, D. (2011). The discourse of transition: Teachers' language ideologies within transitional bilingual education programs. *International Multilingual Research Journal*, *5*, 103-122.

Rolstad, K., Mahoney, K., & Glass, G. V. (2005). The big picture: A meta-analysis of program effectiveness research on English language learners. *Education Policy*, *19*(4), 572-594.

Ruiz, R. (1984). Orientations in language planning. *NABE Journal*, *8*(2), 15–34.

Stevenson, A. D. (2015). "Why in this bilingual classroom...Hablamos más español?" Language choice by bilingual science students. *Journal of Latinos and Education*, *14*, 25-39.

Solorzano, D., & Bernal, D. (2001). Examining transformational resistance through a critical race and Latcrit theory framework. *Urban Education*, *36*(3), 308-342.

Solorzano, D. G., & Yosso, T. J. (2010). Critical race and LatCrit theory and method: Counter-storytelling. *International Journal of Qualitative Studies in Education*, *14*(4), 471-495.

Timulak, L. (2013). Qualitative meta-analysis. In U. Flick (Ed.), *The Sage handbook of qualitative data analysis*. (pp. 481-495). Thousand Oaks, CA: Sage.

Willig, A. C. (1985). A meta-analysis of selected studies on the effectiveness of bilingual education. *Review of Educational Research*, *55*(3), 269-317.

Yosso (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Race Ethnicity and Education, 8:1, 69-91.

Zúñiga, C. E. (2016). Between language as problem and resource: Examining teachers' language orientations in dual-language programs. *Bilingual Research Journal*, *39*(4-5), 339-353.

Zúñiga, C. E., Henderson, K. I., & Palmer, D. K. (2018). Language policy towards equity: How bilingual teachers use policy mandates to their own ends. *Language and Education*, *32*(1), 60-76.

Examining Bilingual Preservice Teachers' Perceptions of a Spanish Online Biliteracy Course - Ideas for Design and Implementation

Dr. Delia Carrizales, Texas Tech University

Abstract

This article examines how bilingual preservice teachers perceive an online Spanish biliteracy course. The research design included open-ended surveys that yielded qualitative data. Some of the findings indicate bilingual preservice teachers found value in assignments that provided opportunities to practice the four language domains in Spanish and were connected to the state standards. Additionally, bilingual preservice teachers indicated their experience in the course would improve if the textbook was entirely in Spanish and additional resources were provided by the course instructor. This study adds to the limited literature on online Spanish methods courses for bilingual preservice teachers.

Keywords: bilingual preservice teachers, methods course, online instruction

Examining Bilingual Preservice Teachers' Perceptions of a Spanish Online Biliteracy

Course - Ideas for Design and Implementation

In Texas, approximately 908,131 Spanish-speaking students were classified as English Language Learners (ELLs) during the 2017-2018 academic school year (Sugarman & Geary, 2018). School districts in Texas are required to provide bilingual education programs where 20 or more ELLs share the same language ("19 TAC Chapter 89, Subchapter BB," 2020). However, Texas Education Agency (2020) recently reported a shortage of bilingual teachers in the state. Current teacher demographics in the state indicate 26% of teachers are Hispanic while 60% of the teaching workforce is white (Swaby, 2017). To exacerbate the issue of bilingual teacher shortages in Texas, the 2019 Bilingual Target Language Proficiency Test (BTLPT), one of the states' certification exams assessing the four language domains in Spanish needed for bilingual teacher certification reported a 56% passing rate (Texas Education Agency, 2019).

Bilingual teachers are expected to teach in English and another language therefore, the development of language proficiency is an important component in bilingual teacher preparation programs (Suttery, Ayaala, & Murrilo, 2005). Previous research has focused on recommendations made by scholars on the development of Spanish proficiency in bilingual teacher preparation (Guerrero & Valadez, 2011). This study focuses on bilingual preservice teachers' training and perceptions of the pedagogical approaches utilized in an online Spanish biliteracy course. Scholars in bilingual teacher preparation have noted that research examining bilingual teacher preparation programs remains thin (Flores, Sheets, & Clark, 2011). By examining preservice bilingual teachers' perceptions of an online biliteracy course, this study aims to add to the literature and body of knowledge on bilingual teacher preparation to directly impact certification exam results and address the bilingual teacher shortage.

Literature Review

Historical Overview

Over half a century has passed since the implementation of the Title VII Bilingual Education Act. The growth in bilingual education programs effectuated by the Bilingual Education Act did not provide time for research and planning (Flores, 2005). Furthermore, the implementation of the Bilingual Education Act initiated a series of changes teacher preparation programs were not prepared to implement. One of those changes was to prepare bilingual teachers to effectively teach ELLs.

Initially, the Bilingual Education Act was vague thus leaving room for interpretation which led to deficit views of ELLs (Wright, 2019). The ambiguity presented in federal and state mandates have led to the passage of laws such as, Proposition 227 and the enactment of subtractive bilingual programs. Proposition 227 ignored decades of research on second language acquisition and instead focused on acquiring English quickly and completely disregarding the value of ELLs native language. Subtractive bilingual programs which also place emphasis on transitioning ELLs to English quickly have often caused ELLs to lose their native thus eliminating a pool of potential bilingual teachers.

Course Components

A review of the literature indicates bilingual preservice teacher preparation courses should include the following features: (a) opportunities to develop academic Spanish in the content areas, (b) activities that incorporate the four language domains, (c) course work delivered in Spanish by the course instructor, (d) course readings in Spanish, (e) cultural competence, (f) adherence to state required bilingual teacher preparation competencies and (g) embedding strategies to promote metalinguistic analysis (Guerrero, 1998,2003,2011; Aquino-Sterling, 2016; Aquino-Sterling & Rodriguez -Valls, 2016; Flores, Sheets, Clark,2011; Musanti & Rodríguez, 2017; Rodríguez & Musanti, 2017). Having highly qualified bilingual teachers who can teach in the content areas is essential in implementing bilingual dual language programs in schools (Blum Martinez & Baker, 2010). Moreover, with the sustained rise of Spanish speaking ELLs in the United States, it is important that faculty develop courses to address the language demands of bilingual preservice teachers.

Methodology

An instrumental case study qualitative design was utilized for this study. This approach is appropriate for this study because the research is focusing on a particular issue (Creswell & Poth 2018). In this instance, the concern is bilingual preservice teachers' perceptions of an online Spanish biliteracy course.

Research Questions

This study investigated bilingual preservice teachers' perceptions of an online biliteracy course taught in Spanish.

The following questions were examined:

1- What learning activity or assignment did bilingual preservice teachers perceived as the most helpful?

2- What can the course instructor do to improve bilingual preservice teachers' experience in an online course?

Context of the Study

The teacher preparation program utilized for this study is located at a research university in the Southwest. The goal of the teacher preparation program is to graduate teachers of engaging pedagogy, models of effective learning, and significantly contribute to student achievement. Bilingual preservice teachers enrolled in this teacher preparation program are enrolled in various courses which prepare them to implement methods to engage ELLs. Bilingual preservice teachers enrolled in this teacher preparation program complete one year of student teaching and at least one semester in a Spanish dual language classroom.

Teaching Literacy/Biliteracy in Elementary Dual Language Programs was designed to prepare preservice teachers for sections of the Bilingual Supplemental exam, a multiple choice competency based, computer- administered test. The course, Teaching Literacy/Biliteracy in Elementary Dual Language Programs specifically targets competencies 002 and 003 of the Bilingual Supplemental exam.

The Bilingual Supplemental Exam Manual Competency 002 states "the beginning Bilingual Education teacher understands processes of first- and second- language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2)"(2018) . Competency 003 of the Bilingual Supplemental states: "the beginning Bilingual Education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development of biliteracy" (2018). The course also concentrates on preparing bilingual preservice teachers for the BTLPT, a competency based test that assess preservice teachers in the four language domains. In addition, the course was designed to enrich bilingual preservice teachers' academic Spanish and prepare them to teach Spanish language arts in elementary dual language classrooms. Teaching Literacy/Biliteracy in Elementary Dual Language Programs

consists of four modules and was taught online. Module One focuses on second language acquisition theories, module two places emphasis on teaching reading in Spanish, module three addresses assessment, reading, and writing methods and module four centers on the BTLPT.

The course content also provided PowerPoint voice-overs in Spanish designed by the course instructor and a majority of the required readings were provided in Spanish. To provide multiple opportunities to practice oral language development, the researcher held Zoom meetings in Spanish to explain the syllabus, and major coursework and assignments. As part of the teaching and program preparation, bilingual preservice teachers were expected to communicate with the course instructor in Spanish via e-mail and during Zoom meetings.

Participants

This study was conducted in the Fall of 2019, with 59 potential bilingual preservice teachers participants enrolled in the course. During the study some participants withdrew from the teacher preparation program or the course and not all of the preservice teachers completed the surveys for the study. All participants were female. Table 1 provides additional information about the bilingual preservice teachers enrolled in the course. It is important to note, 42 of the 59 bilingual preservice teachers completed the background information section of the questionnaire.

Table 1

Preservice Bilingual Teachers

Native Spanish Speakers	Non-native Spanish Speakers	Enrolled in a school outside the U.S	Enrolled in a bilingual/ESL program in the U.S	Never enrolled in a bilingual/ESL program in the U.S
37	1	9	23	9

The Researcher

I was born in Mexico and immigrated to the United States when I as four years old. While in elementary school I was enrolled in subtractive bilingual programs. I consider myself

proficient in Spanish in the four language domains. However, I have never received formal education in Spanish. The unique circumstances and experiences impacting my education and classroom experience as a dual language teacher have been the impetus to design undergraduate courses for bilingual preservice teachers.

Course Content

Teaching Literacy/Biliteracy in Elementary Dual Language Programs was taught entirely online using Blackboard as the learning management system. The course consisted of six different types of assignments designed to help develop bilingual preservice teachers' content specific academic Spanish, and methods to teach Spanish language arts. Each assignment was graded using a modified version of the BTLPT rubrics. A detailed description of each assignment is provided below.

Digital Journal Activities. Bilingual preservice teachers completed four digital journal activities (DJAs) throughout the course that were intended to provide a structured format for preservice teachers to record their own comprehension and summarize their learning. DJAs also gave the researcher an opportunity to identify skills that needed re-teaching. In the event, the research identifies areas that needed reteaching, students were asked to attend an optional Zoom meeting where content was retaught. DJAs provided bilingual preservice teachers with opportunities to practice the oral and written components of the BTLPT.

Reading Comprehension Quizzes. Bilingual preservice teachers completed four timed multiple choice and fill in the blank reading comprehension quizzes over the assigned course readings. The quizzes were intended to help bilingual preservice teachers improve their reading comprehension skills in Spanish and prepare them for the BTLPT.

Content Analysis Assignment. Bilingual preservice teachers completed two Content Analysis Assignments (CAAs) at the end of module one and two. The purpose of the CAAs was to reinforce knowledge and skills discussed in each module. For Module 1, bilingual preservice teachers created a PowerPoint voice over explaining literacy development in Spanish. In Module 2, bilingual preservice teachers were asked to interview a bilingual pre-kindergarten, kindergarten or first grade teacher who had taught reading in Spanish. Bilingual preservice teachers recorded the interview and then wrote a narrative essay detailing what they learned. This assignment provided bilingual preservice teachers with an opportunity to practice their oral language and writing in Spanish.

Differentiate and Evaluate. The Differentiate and Evaluate (D&E) had multiple goals. First, for the bilingual preservice teacher to read a book in Spanish and practice their oral language. Second, for the bilingual preservice teacher to write a narrative essay explaining why they chose the book and how the book was tied to a specific Spanish language arts state standard. Lastly, bilingual preservice teachers were encouraged to share their video-recorded links via Google Drive and create a repository of books read in Spanish for children. Thus, this would help them develop and acquire materials for their future classrooms.

Lesson Plan. In order to practice Spanish language arts vocabulary and prepare for the BTLPT bilingual preservice teachers completed a timed 25-minute lesson plan. The lesson included a minimum of 150 words, and a Spanish language arts concept aligned to the state standards. The lesson plan followed the BTLPT lesson plan format which includes vocabulary,

materials, a detailed description of the activities and procedures and a formal or informal assessment.

   E-mail. Bilingual preservice teachers also completed an e-mail in 25 minutes in Blackboard. The e-mail included a minimum of 50 words and the one of the BTLPT rubrics was used to grade the e-mail.

Data Collection and Analysis

   At the end of modules 1, 2 and 3 bilingual preservice teachers enrolled in "Teaching Literacy/Bilitearcy in Elementary Dual Language Programs" completed a survey that consisted of open-ended questions. To answer research question one, data yield from surveys one, two and three were coded based on frequency (Creswell & Poth, 2018). The researcher extracted themes from the frequency of the codes. To answer research question two, data yield from surveys one, two and three were also coded based on frequency. Four distinct themes emerged from the frequency of the codes.

Findings/Results

Perspectivas de Asignaturas

   As shown in Table 2, 59 bilingual preservice teachers participated in the Module 1 survey. Qualitative data indicated bilingual preservice teachers perceived the DJAs as the most helpful activity/ assignment in the module. For DJA 1 bilingual preservice teachers were asked to video record themselves discussing how they acquired their first language. (See Appendix A). In DJA 2, bilingual preservice teachers summarized their learning from the textbook required readings. (See Appendix B.)

   In Module 2, bilingual preservice teachers found CAA 2 the most helpful activity/assignment. In addition to the Zoom meeting where the researcher explained the CAA, bilingual preservice teachers received written instructions about how to complete and submit the assignment. (See Appendix C.)

   Qualitative data from Module 3 indicates bilingual preservice teachers found the D&E assignment to be the most helpful. The assignment consisted of completing an additional oral and written exam part additional assignment information is located in Appendix D.

Table 2

Perceived most helpful Assignment

	Module 1	Module 2	Module 3
Preservice bilingual teachers	59	53	54
Frequency of theme	22	30	33
Most helpful assignment	DJAs	CAA 2	D&E

Table 3 provides bilingual preservice teacher statements on why they perceived certain assignments in the course modules to be the most helpful.

Table 3

Significant Student Statements on Course Assignments

The most helpful assignment so far has been the DJA's. These have really pushed me to get a better understanding of what a bilingual classroom should look like and the importance of what we do. (Module 1).

For me, the assignment expresión escrita was most helpful. Summarizing a chapter helped me understand key points, and it was good practice on my writing skills in Spanish. (Module 1)

The different kind of journals keeps me engaged. I get to share what I learn in different ways. (Module 1)

The DJA's because they help me know if I am understanding the content. (Module 1)

The video where I am talking in Spanish about myself and expresión escrita, I learned a lot of about what are my strengths and weaknesses. I found it very helpful how in this class we were able to interview the teachers that have already had experience teaching Spanish phonics. I learned a lot from this conversation and awesome things from this class. Thank you for not only trying to get us to learn through a textbook but through other different learning methods.(Module 1)

I really enjoyed doing the bilingual teacher interview. It helped me so much understand and get feedback from another bilingual teacher about how bilingual students learn and comprehend things. I'm currently placed in a regular English classroom. I haven't had the opportunity to be in this environment. (Module 2)

I believe that the interview one because it gave us the opportunity to see what teachers see. It really opened my eyes to see that our instructor was saying that it is hard to find real authentic Spanish material to teach these students. (module two)

The D&E assignment was helpful, because I was able to use a book and connect it to a standards and analyze how it is helpful and what I would change to make it better. (Module 3

I would say the D&E 1 because we had to read a children's book and actually look at it from a TEKS perspective and observe what changed could be made in order to reach the objectives goal. (Module 3)

The D&E was an excellent assignment because I was able to practice teaching a Spanish SLA TEK by choosing a standard and a book. (Module 3).

Mejorar la Experiencia de Futuros Docentes

       From the three module surveys, four themes immerged indicating what the course instructor could to do improve bilingual preservice teachers' experience in an online Spanish biliteracy course. The first theme indicated bilingual preservice teachers would prefer to have a textbook that is written completely in Spanish. (See Table 4.)

Table 4

Theme 1 Textbook: Significant Statements

It would be a big help if we had an all-Spanish textbook for the class since all of our assignments are in Spanish, sometimes the translation is a bit challenging.

Provide a textbook that is in just one language

Use a textbook that is written in all Spanish.

El libro es la parte que me confunde mas, me gustaría que hubiera mas recursos que pudiéramos usar para hacer la clase mas fácil.

       The second theme from the modules surveys consisted of instructor feedback on course assignments. Some bilingual preservice teachers indicated a need for additional academic feedback from the instructor to expand on their knowledge. See Table 5.

Table 5

Theme 2 Feedback: Significant Statements

Provide us with feedback that we can reflect on to further our understanding.

Be more specific with feedback as far as providing more understanding for our errors.

Continue to have Zoom meetings and feedback/comment to why we got something incorrect.

To improve my experience in this course I would say just keep providing feedback during our Zoom meetings and assignments. It's agreat reference when there's a specific skill that needs improvement.

Provide more academic feedback on essays we turn in. I want to improve my writing in Spanish.

Continue to provide feedback. The Zoom meetings where the instructor gives information on modules and assignments are also very helpful.

       The third theme indicated bilingual preservice teachers perceived additional course resources as critical to improve their experience in the online course. Additional course resources included but were not limited to more PowerPoint audios designed and created by the course instructor. See Table 6.

Table 6

Theme 3 Resources: Significant Statements

Provide other resources to help with the assignments.

More PowerPoint or resources from instructor.

Provide more information and resources on Blackboard.

The fourth theme that immerged focused on examples of course assignments. Some bilingual preservice teachers perceived their experience in the course would improve if the instructor would provide more examples of completed assignments. See Table 7.

Table 7

Theme 4 Examples: Significant Statements

Explain the assignments in more detail and show an example.

Add more examples of expectations.

Providing examples of how to teach these standards more like this.

Continue to have detailed directions and examples.

Discussion

This study examined bilingual preservice teachers' perceptions of an online Spanish biliteracy course. The results from research question one suggests:

- bilingual preservice teachers preferred assignments that provided an opportunity to integrate and practice the four language domains
- bilingual preservice teachers seemed to have valued assignments that were connected to the field
- bilingual preservice teachers perceived assignments connected to the state standards as helpful

Furthermore, results from research question two yield four themes: textbooks, feedback, resources and examples. These results show that bilingual preservice teachers perceived:

- textbooks in Spanish as important in order to improve their experience in the course
- additional detailed feedback from the course instructor as vital to help further their understanding of content
- resources such as additional PowerPoints or resources in Spanish as useful to enhance their experience in the online course
- assignment examples as necessary to better understand the expectations

Limitations of the Present Study

   This study presented several limitations. First, there were 59 bilingual preservice teachers enrolled in the study however, not all of the bilingual preservice teachers completed the module surveys. Some did not answer certain sections of the surveys. Results could vary if all sections of the surveys had been completed. Additionally, only one bilingual teacher reported English as her native language. Further research is needed with bilingual preservice teachers whose native language is English.

   The data analysis presents yet another limitation to this study. Research question one focuses on the most helpful activity/ assignment from each course module. The data for this study were coded based on frequency and themes were created based on the frequency. Therefore, only the most helpful activity/ assignment was included in the results. Table 8 presents some statements from bilingual preservice teachers' who viewed other activities and assignments in the course as imperative.

Table 8

Statements from other Activities and Assignments

Her Zooms are helpful to clarify the assignments.(Module 1)

I believe that the most helpful was the reading and trying to reword it in Spanish.(Module1)

The article about fluency and the importance of fluency. (Module 2)

The quizzes over the readings were most helpful because they helped me summarize what I learned. (Module 2)

I really liked the activity where we had to record ourselves in Expression Oral 4. It was helpful because I was able to research about the topic and talk about it in Spanish. It helped me practice my Spanish. (Module 3)

   Research question two concentrated in what ways the instructor could improve the course. These data were also analyzed based on frequency and themes were created. There were several bilingual preservice teachers who perceived the content, activities and assignments in the course to be ideal and no improvement was needed. Others perceived that the organization of the content in the learning management system could improve. (See Table 9.)

Table 9

Bilingual Preservice Teachers Additional Perceptions

Nothing that I can think of. It has been meaningful and I have learned a lot. (Module 1)

Mejorar la organización en Blackboard de las actividades. (Module 1)

There is nothing I can think of right now. I really like the way we have zoom meetings to know what is going on and what the expectations really are. (Module 1)

This instructor does a really good job in giving clear instructions and providing extra support to get us to where we need to be with speaking and writing Spanish academically. (Module 2)

My instructor can update blackboard to only have one place for each assignment. (Module 3)

Implications

Although generalizations cannot be made due to the sample size, the current study provides a picture of what bilingual preservice teachers perceive as important in an online biliteracy course. Bilingual teacher educators at universities would benefit from knowing the perceived needs of bilingual teachers when designing and developing courses online or face to face.

This current research study indicates bilingual preservice teachers perceived feedback as imperative. This factor should be taken into consideration, when assigning courses to instructors. Providing feedback to 59 bilingual preservice teachers can be arduous.

Conclusion

The results of this study mostly support previous research statements. For example, Guerrero (1998) has been insisting scholars publish in Spanish for decades. This study clearly indicates bilingual preservice teachers perceived the need for textbooks in Spanish as important to further their understanding of content. Additionally, according to Aquino-Sterling (2016) the need for university course assignments that align to classroom practices is important in furthering the development of academic Spanish proficiency in bilingual preservice teachers. As indicated in this study bilingual preservice teachers perceived course assignments as opportunities to practice writing in Spanish. This quote indicates bilingual preservice teachers valued the opportunity to practice writing in Spanish:

"For me, the assignment Expresión Escrita was most helpful. Summarizing a chapter helped me understand key points, and it was good practice on my writing skills in Spanish".

Examining bilingual preservice teachers perceptions of an online biliteracy course provided insight about what bilingual preservice teachers' identified as valuable in a course. However, further research is needed to determine if the assignments perceived to be helpful by bilingual preservice teachers translates to high levels of achievement on BTLPT.

References

Aquino-Sterling, C. R. (2016). Responding to the call: Developing and assessing pedagogical Spanish competencies in bilingual teacher education. *Bilingual Research Journal*, *30*(1), 50-68.

Aquino-Sterling, C. R., & Rodríguez-Valles, F. (2016). Developing Teaching-specific Spanish Competencies in Bilingual Teacher: Toward a Culturally, Linguistically and Professional Relevant Approach. *Multicultural Perspectives, 18*(2), 73-8.

Blum Martinez, R. & Baker, S. (2010). Preparing teachers of bilingual students. *Yearbook of the National Society for the Study of Education*, *109*(2),319-350.

Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners (2020). Retrieved from: http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html

Creswell.J.W., & Poth, C.N. (2018). *Qualitative inquiry research design: Choosing among five approaches.* Thousand Oaks, CA: Sage.

Guerrero, M. D. (1998). Current Issues in the Spanish Language Proficiency of Bilingual Education Teachers, *Texas Papers in Foreign Language Education, 3*(3), 135-149.

Guerrero, M. (2003). We have correct English teachers. Why can't we have the correct Spanish teachers? It's not acceptable. *Qualitative Studies in Education,16*,(5),647-668.

Guerrero,C., & Guerrero, M.(2020). La creación de un nuevo espacio: se buscan profesores de espanol y educación bilingüe compromedidos. *Journal of Latinos and Education.19*,(1) 1-13. https://doi.org/10.1080/15348431.2020.1719840

Guerrero,M.D., & Valadez. C.M (2011). Fostering Candidate Spanish Language Development. In Flores-Bustos, B., Hernandez-Sheets, R., & Riojas- Clark,E. (Eds.), *Teacher preparation for bilingual student population: Educar para Transformar* (pp. 59-72). New York, NY: Routeledge.

Flores, B. (2005). The intellectual presence of the deficit view of Spanish speaking children in the educational literature the 20th Century. In. E.P. Pedraza y M. Rivera (Eds.), Latino education: An Agenda for community action research (pp.75-97). Mahwah, NJ: Lawrence Erlbaum Associates.

Flores, B, Sheets, R., & Clark, E. (2011). *Teacher preparation for bilingual student populations:* Educar para transformer. New York: Taylor & Francis.Musant, S., &

Rodríguez, A. (2017). Translanguaging in bilingual teacher preparation: Exploring pre-service preparation: Exploring pre-service bilingual teachers' academic writing, *Bilingual Research Journal, (40)*:1, 38-54.

Rodriguez, A. (2017). Pre-Service Bilingual Teachers and their Spanish Academic Language Proficiency as Measures by the BTLPT: Perceptions and Performance . *Journal of Bilingual Education Research & Instruction.19*(1), 1-25.

Sutterby,J.A, Ayaala, J., & Murillo,S. (2005). El sendero torcido al español. [The Twisted Path to Spanish]: The Development of Bilingual Teachers' Spanish-Language Proficiency. *Bilingual Research Journal*, *29*(2) 435-452.

Sugar,J. & Geary, C.(2018). English Learners in Select States: Demographics, Outcomes, and State Accountability Polices. Washington: Migration Policy Institute. Retrieved from: https://www.immigrationresearch.org/node/2164

Swaby, A.(2017). Texas School Districts struggled to recruit bilingual certified teachers. Retrieved from: https://www.texastribune.org/2017/02/21/texas-school-districts-struggle-bilingual-certified-teachers

Texas Education Agency (2018). Texas Examination and Educator Standards (TExES)
      program. Preparation Manual. Bilingual Education Supplemental.(164). Retrieved from:
      https://www.tx.nesinc.com/Content/Docs/164PrepManual.pdf

Teacher Educator Certification Examination Program Technical Manual Supplement (2019).
      Amherst, MA: Pearson. Retrieved from:
       http://www.tx.nesinc.com/content/Docs/2017_18_Technical_Manual_Supplement.pdf

Texas Education Agency (2020). Teacher Shortage Areas and Loan Forgiveness Programs.
      Retrieve from:
      http://www.tx.nesinc.com/content/Docs/2017_18_Technical_Manual_Supplement.pdf

Wright, W. E. (2019). *Foundations for teaching English language learners: Research, theory,
      policy, and practice*. (2nd ed.). Caslon Pub.

Appendix A

Primero:

Graba un video de 2-3 minutos relatando cómo aprendiste a leer y a escribir en español. (tengo que ver tu cara en el video)
Asegúrate de contestar las siguientes preguntas.

1. ¿De dónde eres?
2. ¿Por qué quieres ser maestra bilingüe?
3. Algo interesante acerca de ti
4. ¿Cuál idioma aprendiste a leer y a escribir primero?
5. ¿Quién te enseño a leer y a escribir en español, y cómo?

Finalmente:

1. Titula tu video DJA #1
2. Sube el video a YouTube (unlisted)
3. Entrega el enlace de tu video en Blackboard bajo DJA#1

Appendix B

Instrucciones:

- Lee- El capitulo 2. En tu resumen contesta las siguientes preguntas
- Escribí media pagina para cada respuesta
1. ¿Qué tan importante es el conocimiento de los maestros de la alfabetización nativa de los estudiantes de hablan español para la adquisición exitosa de habilidades de alfabetización en un segundo idioma?
2. ¿Qué estrategias y metodologías se han empleado para la enseñanza de la lectura en español a estudiantes monolingües o bilingües?

Appendix C

Primero: Entrevista a un maestro/a

- Tiene que ser un maestro/a que este enseñando o haya enseñado lectura en español
- También que este enseñando o haya enseñando en un grado escolar de pre-Kinder a primero de primaria
- La entrevista durara aproximadamente 6-10 minutos.
- Si tu maestro/a no quiere salir en el video puedes grabar tu cara solamente.

Las siguientes son las preguntas que vas hacer:

¿Cómo y cuándo aprendiste a leer y a escribir en español?

1. ¿Cual método de lectura utilizas para enseñar leer en español? ¿Lo consideras efectivo?
2. ¿Cuándo estudiaste en la universidad te enseñaron sobre los diferentes métodos de lectura en español? Si, si ¿cuáles fueron? Sí, no ¿te hubiera ayudado?
4. ¿Que ha sido lo más difícil de enseñar leer en español?

5.Si pudieras diseñar un programa de lectura en español, ¿cuales son algunas de los componentes que incluyeras?

6. En unos meses yo voy a estar ejerciendo como maestra/o, ¿que recomendación me darías con relación a cómo enseñar a leer en español?

Después: Escribe un ensayo narrativo relatando la entrevista. Por ejemplo: El día----- tuve la oportunidad de entrevistar a _____ Durante la entrevista ___me comento que ___. Tu ensayo debería de ser un mínimo de una página y deberías de responder a todas las preguntas ubicadas arriba.

Finalmente:

- Corta y pega tu enlace de YouTube a tu documento
- Titula tu documento CAA #2 y gurda como un PDF
- Entrega tu tarea en Blackboard bajo CAA #2

Appendix D

Primero:

- Escoge un estándar estatal de artes de lenguaje en español:
- https://tea.texas.gov/sites/default/files/Cap%C3%ADtulo%20128%20Artes%20del%20Lenguaje%20y%20Lectura%20en%20espa%C3%B1ol_K-5_Adoptado%20en%202017_June%2019-2019.pdf
- Después escoge un libro infantil para enseñar tu estándar estatal

Después:

Parte Oral

- Graba un video donde lees el libro que escogiste en voz alta (10 minutos máximo)
    - Ejemplos:
        - La oruga hambrienta-https://www.youtube.com/watch?v=XeP8oyOEFSU
        - ¿Dónde esta el ombliguito? https://www.youtube.com/watch?v=vAc5VabDRaA
- Después lee tu libro en voz alta . Asegúrate de
    - No hablar en inglés
    - Leer con fluidez
    - Leer con entusiasmo
    - Cambiar la entonación de tu voz

Parte de Escritura

Escribe un ensayo narrativo donde contestas las siguientes preguntas:

- ¿El libro que escogiste fue escrito originalmente en español? Si, si ¿cuáles fueron algunas palabras nuevas que notaste? Si, no fue originalmente escrito en español ¿cuales fueron algunos problemas de traducción que notaste?.

- ¿Si, fueras ilustradora que cambios harías a las ilustraciones y por que?
- Explica las partes del libro que son las ideales para enseñar el estándar estatal que escogiste.
  - Ejemplo: Escogí el estándar estatal K.2 (i)- identificar y producir palabras que rimen. El libro-…. es ideal para enseñar este estañar estatal por que…
- ¿Cuáles cambios le harías a este libro para poder enfatizar tu estándar estatal?

Finalmente:

- Corta y pega tu enlace de YouTube en tu documento
- Entrega tu tarea en Blackboard bajo D&E 1

Special Contribution: Lived Experiences

Memoirs of an ESL Teacher: Four Sociocultural Premises to Help English Learners Become Confident, Rigorous Learners

Dr. Suzanne Wagner

Memoirs of an ESL Teacher: Four Sociocultural Premises to Help English Learners Become Confident, Rigorous Learners

Many years ago, I taught English as a Second Language (ESL) at Elgin High School (EHS) in Elgin, Illinois. During that time, we enrolled many immigrant and refugee teenagers at our large suburban school of more than 3500 students. Approximately 10-15 percent of our entire student body were English Learners (ELs) enrolled in our comprehensive bilingual/ ESL program. Most of the ELs were from Mexico and Puerto Rico but we also had substantial numbers of Laotian and Vietnamese students, as well as several students from other countries. I was lucky to work at EHS during this time period -- the administrators and teachers supported the notion that these new arrivals should have the same learning opportunities that the general education students experienced.   I taught ESL in the morning, and in the afternoon, I worked as the chair of the bilingual/ESL department. In that capacity, I enrolled new students, screened their English language proficiency, and created their schedules. I got to know several hundred English Learners and I learned a lot about their families, cultures, experiences, and their ways of thinking. I left EHS in 1988 when I became an assistant director of the district's ESL/Bilingual Program.

Later, after 20 years as a teacher and administrator, I left the district and became a full-time PhD student at the University of Illinois of Chicago. I took pride in the fact that I already knew a lot about teaching and learning. I had spent many hours observing classroom teachers, not only at the high school, but also in elementary and middle schools. Therefore, I was a keen observer of my university professors' teaching styles. Sure enough, I observed a few questionable teaching practices. For example, in one class, the highly respected, well-published professor never learned our names, even though there were only 12 PhD students in the class. I wondered how he could respect us as learners if he didn't bother to learn our names. As he discussed the readings he had assigned us, he would point to one of us and ask an opinion about the author's statements or theories – and then he would promptly disagree with any contribution we made. Not surprisingly, we were hesitant to join in class discussions. He even complained about our lack of participation.

In another class, an interesting, knowledgeable professor routinely assigned us to work in small groups. At first, we graduate students were very engaged in the small group tasks he gave us. However, when he brought us back to the whole group, he never asked us to debrief about our group discussions. Instead, he went on to lecture about the topic or passage we had been assigned. By the third class session, we were on to him! He wasn't really interested in our experiences nor our reflections about the readings. So, what did we do? Just like children, when we got into our small groups, we decided what we would say if he happened to call on us -- and then we talked about whatever we wanted to!

The teaching styles of these two professors were in stark contrast to another professor. She, at first glance, seemed unorganized (coming in late, losing papers, forgetting to bring something)! Even so, everyone thought she was great. She took time to get to know us and find about our various educational roles. During that semester, she referred to our areas of educational expertise and used our experiences as classroom resources. I could not help observing how she responded to our contributions to the class discussions. I started taking notes: "I'm so glad you

mentioned that", "very interesting", "wow, what did you do next?", "what a thought-provoking reflection", "tell me more". One evening, I remember thinking that if I told her I needed to go to the restroom, she would probably say, "What a great idea!". Even though most of the graduate students in the class were busy full-time educators taking evening classes, we all came prepared and participated in class discussions.

These experiences validated my belief that it is important for teachers (or professors) to get to know their students. I am convinced that, no matter at what age and at what level students are, they need to be valued and respected as learners. I believe that when teachers are interested in their students' backgrounds and experiences, students will become more engaged in classroom activities. They will pay more attention, complete tasks, and work productively with their peers. This is especially true for the recently arrived English learners who enter our U.S. schools. They need to know that their cultures, backgrounds, and ways of thinking are recognized and valued. Otherwise, just like me and my fellow Ph.D. students, why would they want to participate?

After graduate school, I became one of the educational consultants at the Illinois Resource Center, the state agency that provided professional development for teachers of linguistically and culturally diverse learners. I taught courses, conducted workshops, and visited schools and classrooms. I continued to learn from my IRC colleagues and educators in rural, suburban, and urban schools throughout Illinois. In my courses and workshops, I shared current research, discussed effective program models, and taught effective teaching strategies for English learners. I always shared my opinion that providing welcoming and affirming learning environments for ELs is just as important as the academic curriculum and instructional methods that we provide. I often told "stories" about my high school students that supported this opinion. In this article, I share several student stories that exemplify four sociocultural premises that will help English learners be curious and confident learners in all of their classrooms. First, to set up the discussion. I want to share a story about a workshop I conducted in rural Illinois.

"They're from Mexico!"

I was about to begin a workshop for 40 elementary and middle school teachers who had English Learners in their mainstream classrooms. As the teachers were arriving, I walked around the room asking questions about their district and their EL population. How many English Learners did they have? How did the new immigrants happen to come to this area? The teachers told me that about 25 percent of their entire student population were Mexican immigrants who had arrived in the past two or three years. They knew that most of the immigrant parents worked at a manufacturing plant just east of town. "Where are they from?" I asked. They looked surprised. "They're from Mexico!", a teacher grumbly shouted. I laughed. "Oh, I mean that immigrants in a particular district often come from the same geographic area. What part of Mexico are your new Mexican students from?" There was silence – no one knew. Two ESL teachers came in. We asked them. They didn't know either! After I started the workshop, two bilingual aides joined the group. So, I stopped, greeted them and asked the question again, "Is there a certain area that your Mexican children came from? "Oh yes," said one of the aides, "almost all of our families are from Lerdo (pseudonym)." By now, the teachers were interested to find out more. Where is Lerdo? Is it a big town? What did the parents do there? Why did they immigrate? The teacher aides had the information: "Many were farmers and farm laborers, but some worked in town. People in Lerdo lost their farms or jobs because of several years of drought

and poor crops." I suggested that the teachers look at a map of Mexico with their EL students and ask them to help find Lerdo. Maybe the students could complete sentence frames about their school and friends they left behind. For example, one of the sentence frames could be "I liked my school in Lerdo because _____." It would be a good way to get to know them better and a great opportunity to make classroom connections with their experiences.

The workshop was well received; I shared multiple effective teaching strategies for English learners. After the workshop, I was thinking that the best part of the workshop was when the teachers became interested in learning about Lerdo. It occurred to me that when we meet new friends or new coworkers, it is natural and interesting to find out where our new acquaintances are from. In fact, learning more about people we meet is a common part of the getting acquainted process. Why wasn't this a natural occurrence with the newly arrived immigrant students from Lerdo? I surmised that the teachers probably thought that asking questions was too personal because their families may be undocumented. Even so, there are many caring questions that can be asked. As I pondered, I regretted that I didn't share a quote that I often use: "All the best strategies will likely be insufficient if they are employed in a setting where students do not feel valued or have confidence that they can succeed (Commins & Miramontes, 2012, p. 142).

Today I am mostly retired. Recently, I started writing up my stories as memoirs about my clever, interesting students at Elgin High School. As I wrote, I asked myself why the stories are worth writing and sharing? So, I came up with a big idea about each story. As I gathered many big ideas, I realized that the memoirs could fit into four guiding sociocultural premises to encourage educators to get to know their English learners and create ways to ensure welcoming and affirming environments. The two quick stories below explain the first premise. The first story is about a brilliant 17-year-old who wasn't so sure that I was teaching him what he wanted to learn. I call this story:

You Are Not Teaching Me This!

One evening, I was at the library with my own children. I ran into Sergio, a very bright, dedicated student who seemed a little bored in my classroom. We were surprised to see each other, and we chatted a bit. Then, I asked Sergio if he was looking for something – could I help him? He said, "Yes. I am looking for a book that teaches all the English verb tenses." I was surprised! He explained that he wanted the book about verbs to be in Spanish, comparing the tenses in English with the Spanish verbs. Then, he blurted out, "Because you don't teach us enough grammar and I really want to learn how to use all of the verb tenses!" He was correct— I did NOT teach all the English tenses. The EL students at EHS usually had two ESL classes a day. Sergio was in my third level ESL Literature and Composition class – and I only reinforced grammar and verb usage according to the literature or other readings we were doing. (Other teachers taught grammar in the more traditional ESL courses.) Anyway, we looked for an English grammar book in Spanish. There was a substantial collection of books in Spanish at the Elgin public library, and sure enough, we found one! It was very advanced. It was not a book that I could use for my classes -- but it was perfect for Sergio.
I'm so glad I ran into Sergio that night. I bet he really learned a lot from that book. Here is another story about a Linh, a Vietnamese student who asked for help beyond my classroom activities. (By the way, all the names in my student stories are pseudonyms.)

Linh and the IPA

It was the end of the class period, and my students were packing up to go to their next class. Linh came up to my desk and showed me some words she had written in English – but written in the International Phonetic Alphabet! She asked me, "Mrs. Wagner, do you know how to write words like this?" Surprisingly, I did! I was working on my masters in linguistics at that time. "Wow, Linh," I said. "I studied this about a year ago! It's called the International Phonetic Alphabet (IPA)! How do you know it?" She said that she learned the IPA at the refugee camp in Thailand where she lived in for six months. Her family knew they were going to be placed in the US, and she took English classes and the teacher taught her this alphabet. She said that writing the words this way really helped her pronounce the words she was learning. Then, she showed me a few words she was learning in her other classes. She asked me if I would be willing to write them into the IPA. I was amazed. I had been teaching ESL to high school students for several years and I never had given any thought to the notion that one of my students would have learned the IPA. So, of course I agreed, and I transcribed the words she had written down. Then, she asked, "If I bring more words to you, can you do this?" "Sure," I said, even though I knew I might have to pull out my course notes! Sure enough, at the end of the class periods that year, Linh would often come up to my desk with a list of a few words to transcribe. I was so glad she was comfortable enough to ask for my help. These stories about Sergio and Linh demonstrate that when children know that they are respected and valued, they are willing to ask for help, ask questions, and are comfortable about sharing their ways of thinking and learning. These are examples of my first premise:

English Learners (ELs) are curious, confident, and rigorous learners when their teachers learn about and respect their knowledge, experiences, and cultures.

We ESL and bilingual teachers know that our classrooms are safe havens for our English Learners. We get to know them very well and they get to know us. Our students also spend time in several classrooms and some of their general education teachers don't try to get to know them. My teaching experience tells me that it is safe to say that some of their teachers have negative views of immigrants. So, how can we help general education teachers get to know our English learners and respect their backgrounds, experiences and their cultures? Establishing specific designated school entry procedures is a great way to start. Who is the person who is assigned to welcome and place new EL students? Is it the principal, assistant principal, counselor, dean, or secretary? Sometimes, new families show up at busy times, and this task may be passed off to someone who may not exhibit welcoming behavior! This meeting with new students and their parents is an important way to show that the new EL students are welcome and that the school is a safe, wonderful place for the children to learn. (Of course, as I write, becoming acquainted with English learners is especially difficult when all students are learning virtually during the Covid 19 virus epidemic!) Even so, in addition to the routine general questions designed for new students, the entry interview (in person or online) is a great time to get acquainted with the new ELs, especially those who have recently arrived from their home countries. Entry questions can go beyond gathering academic information from their previous schools. Of course, the staff member needs to be sensitive to parents who may choose not to answer questions that they deem

to be too personal to share. The school entry person should listen carefully and gauge how to proceed with the conversation.

For ELs in PreK -3, the staff member most likely needs an interpreter to gather information about the parents and the new ELs. Here are some recommendations: ask the parents about their previous hometowns and regions and ask them to tell you about the schools that their children previously attended. When possible, ask questions about their families, what kind of work the parents did, and why they came to this area.   Be sure to ask them if they have any questions about their new school.

For ELs in intermediate and secondary grades (using an interpreter to conduct the entry process), talk directly with the students as well as the parents. If the new student is comfortable during the interview, encourage him/her to talk about his/her town and describe the schools he or she attended. For example: "What was it like?" "What grade were you in?" "What was your favorite school subject?" or, "What subject were you "good" at?" "What was your hardest school subject?" "Do you like to read?" "Is there something special you hope to learn at this school?" The staff member can share parts of these conversations with the receiving ESL and bilingual teachers.

As we bilingual and ESL teachers get to know our new EL students in our classrooms, we can share positive and interesting information with their general education receiving teachers. We can encourage the teachers to point to a map and show their current students where the new students are from. We can ask them to assign a classroom buddy who shares the same home language. Assigning a student "buddy" who speaks the same primary language is especially important at the secondary level; the buddy can show him/her how to navigate the halls, lunchroom, how to use a locker combination, and help figure out the PE rules, etc.

Learning about our English language learners is not just a nice idea -- these efforts also support learning. For example, several states have developed Social and Emotional Learning (SEL) standards.   The State of Illinois team of educators have identified several target competencies to achieve SEL standards. The competencies address the need for children to develop awareness and management of their emotions, set and achieve personal and academic goals, and use social-awareness and interpersonal skills that help them establish and maintain positive relationships. When teachers and other school staff members take time to converse and get to know English learners, their interactions show respect for the very students who may often feel like they don't "belong". This engagement with adults surely will help improve students' social/emotional development, their readiness to learn, their classroom behavior, and their academic performance.

Perhaps the most significant way to ensure that all teachers value their English learners and provide welcoming classroom environments is to increase collaboration between bilingual, ESL, and general education teachers (Wagner, King, 2012). Certified bilingual and ESL teachers have taken courses about methods, strategies, and assessments that are most effective for English learners. General education teachers have a wealth of experience, great ideas, and knowledge of supplementary texts and materials. Quarterly planning meetings among both groups allow them to share information and identify common classroom strategies that they will all use. For example, language education teachers can explain that implementing *multiple* prior knowledge

activities (not just one) not only helps students tell what they already know; prior knowledge activities provide academic language practice and help EL students participate in classroom discussions where they share their experiences, ways of thinking, and share ways of solving problems.

Now, let us move on to the second premise. Bilingual and ESL teachers know this premise very well. We all have stories about this one**:**

English Learners (ELs) creatively use their bilingualism and biculturalism in social and academic ways.

My high school English learners used their bilingualism in and clever and interesting ways every day -- especially when they were off task! One day, I was sitting in the back row of a classroom while observing a Spanish bilingual U.S. History class. The teacher was introducing the Magna Carta. The teacher said, "La Magna Carta estipuló (stipulated) …" and the student sitting next to me whispered to another student and said, "See, I told you that this magna carta stuff was estúpido! Pretty funny, actually. Of course, teenagers were very interested in learning swear words in each others' languages! Even though English learners sometimes take advantage of their bilingualism for clever or devious purposes, they need to know that their teachers understand that bilingualism is a gift, a skill, and a valuable resource. We need to demonstrate to our students that their primary language is a useful tool to help them learn. In fact, there often are valid uses of the students' primary language in English-speaking classrooms! Here is an interesting story about students creatively using a language other than English, followed by two stories about when I suggested the use of their primary language in my ESL classroom. I call the first story:

"Mrs. Wagner, Look Who's Talking!"

As all teachers do, I occasionally showed "movies" to my ESL students. It was hard to find appropriate films to match the ESL curriculum, so having a movie was a special event! Back then, we had to order a projector for our classroom, open the tin can with the reel of film, and thread the film from one reel to another! One day, my students were watching a particularly good film, but there was substantial talking and giggling from the back of the room. I shushed the three girls who were doing the talking. A couple of minutes later, they were talking and giggling again. I was surprised to see who was talking – they were three conscientious girls who were generally always on task. I shushed them again. Raúl, sitting in the front row, said to me, "Mrs. Wagner, look at them -- see who they are! They are not talking in English – how can they be talking to each other?" I looked more carefully at the back of the room –It was Prisha, who was from India, whose first language is Hindi, Mima from Burma, who spoke Kmer, and Alana, from Laos, who spoke Lao. And they were definitely speaking in a language other than English! I walked to the back of the room and stood behind the girls during the rest of the movie. Then, they had to pay attention. Curiously though, they continued to smile and were having trouble keeping from laughing. Something special was happening!

After the film was over, I addressed the girls. "OK, what was so funny and what language were you speaking?" They were bursting to tell us! "It's Chinese! We just discovered that we all know Chinese! So sorry, Mrs. Wagner -- we just couldn't wait to talk together!" All of the other students were amazed and started asking them questions! The Spanish-speaking students

were asking, "How do you know Chinese?" The Laotian students were asking "What dialect of Chinese?" A Vietnamese student said, "I know Chinese too!" The two Asian girls explained that it is not unusual for Chinese to be spoken in Laos and Burma and they spoke a mutual dialect of Chinese as well as their first languages, Kmer and Lao. Prisha explained that her grandmother was from China and she lived with Prisha's family and always talked to her in Chinese.

We were all happy for the three girls -- and we had a great discussion about bilingualism and multilingualism. One of the Mexican students from the state of Oaxaca said that she spoke Mixtec, an indigenous dialect when she was growing up -- but she spoke Spanish at school. I realized that I never really thought about the notion that my students might come to our school already knowing two languages, and that English was going to be their third!

Almost all of my students were literate in their primary languages, so I made sure that my students had two-way language dictionaries (i.e., Lao/English and English/Lao). The librarians also made sure that we had two-way dictionaries available for all of the primary languages of the English Learners. (In fact, our librarians even tried to have a small collection of fiction and non-fiction books in several languages that the students could check out!) I routinely asked my students to bring their language dictionaries to my class. Here is my favorite story about dictionaries. I call this story,

What does "suck" mean?

One morning, I was taking attendance and getting ready to begin my class when Karim, an Arabic-speaking student from Tunisia approached my desk. He had the English/Arabic part of his dictionary in his hand. "Mrs. Wagner, what does "suck" mean? I smiled. I knew why he was asking. Over the weekend, someone had used a spray paint can to write graffiti on the wall of the landing of the main stairwell of the high school -- in big printed letters, the message said, "This school sucks!" I saw that Karim had his dictionary open, and indeed, he had a page open where the word, "suck" was followed by a long set of definitions explained in squiggly Arabic letters. "Karim", I said smiling, "what does your dictionary say it means? He pointed to the definition and said, curiously, "to clean the carpet." Hilarious! I imagined him trying make sense of the graffiti wall with his English/Arabic dictionary. (This school cleans carpets??) I told him that probably everyone in the class might be asking that same question, so I would explain to the whole class.

After I took attendance, I wrote the word "suck" on the board. This made many students laugh! I asked if anyone could explain what "This school sucks" means. There was chatter, and one of the boys called out, "I hate this school!" I said "yes, that is the message!" So, as any ESL teacher would do, I began by defining "suck". I imitated sucking in my breath. I drew a baby sucking on a baby bottle on the board. My students were familiar with the term "slang". I explained that "This school sucks" was slang for this school is bad, lousy, yukky, etc. I told them how Karim's dictionary defined suck and pointed out that, actually, that was what a vacuum cleaner does. We had a good laugh. In other words, it was just a typical impromptu vocabulary building activity before we moved on to the day's lesson!

Back in the 1980s, literature in the field sometimes discouraged the use of EL students' primary language in ESL classrooms. Even so, there were times when I intentionally put my

students in groups according to their primary language -- especially when they were reading a difficult or thought-provoking passage in their literary texts. An example of this is in the next story.

"This is America!"

My advanced EL students were reading an adapted version of Steinbeck's "The Pearl". We were about to discuss the climax of the story where Kino (the main character), his wife, Juana, and their baby were followed by trackers wanting to steal the pearl that Kino had found in a clam that he caught. Kino told his wife to stay with the baby in a cave while he misled the trackers. Juana was disobeying Kino, suggesting that they were safer when they could both use their minds. I wasn't sure that all my students were understanding the details of this passage. So, I assigned small groups by primary language, and asked them to recap the story and talk in their first languages about what was happening. (I worked with the group of students who did not share a primary language with other classmates.) Then, I asked the groups to address the question, "Should wives obey their husbands?" Clearly, all of the groups were having lively discussions. That ten-minute primary language grouping allowed the students to better understand the gist and nuances of the story and prepared them to orally express their thoughts and opinions in the English discussion that followed. When we returned to the whole group instruction in English, a few of the boys seemed to think that, yes, wives should obey their husbands. One of the girls immediately jumped up and emphatically said, "This is America! Wives do NOT have to obey their husbands!" We all broke out laughing and had quite an interesting discussion that day!

Here is another story about how I encouraged my students to use their bilingualism to help them learn their English vocabulary words:

Flashcards for Older Learners

Mr. Brown, the graphic arts teacher, brought me a box full of cut–off ends of poster board and suggested that I might be able to use the scraps for flashcards. Using flashcards for teenagers? I didn't think so but I thanked him politely. I decided to figure out how I can use those nice poster remnants while teaching 15 new content vocabulary words every week. The next Monday, using a sharpie, I made a flashcard for each of the new words my students would be encountering that week. I separated the cards and placed them on the chalk tray. The students were accustomed to the Monday process of introducing the new words. As usual, the students and I developed comprehensible English definitions for the words and I wrote the definitions on the board. Then, I passed the flashcards out to 15 students. I asked those 15 students to copy the definition that was on the board onto the back of the card that each of them held. Next, I asked them my students to pass the cards around so that their classmates could write anything on the back of any flashcard in their first language that would help them remember the word's meaning. I knew I was taking a risk — I would not be able to read nor understand what many of the students wrote. The teenagers enthusiastically took on the flashcard activity.

Since I shared the classroom with other teachers, I had to remember to place the week's cards on the chalk tray every day. And, at the end of the class period, I had to pick up the cards and place the stack of the flashcards on a counter at the back of the room. Labor intensive. However, I soon discovered that when I remembered to perch the flashcards on the chalk tray, it

reminded me to model the words and encourage students to use the words as we encountered them in the week's readings. On Fridays, I noticed that many students liked to look at both sides of the cards before the vocabulary quiz. Nice – maybe this was a good idea.

The weekly stacks of flashcards on the counter got taller and taller. I was amazed at how often my students casually used the flashcards. I had to ask Mr. Brown for more poster board remnants! When we had extra class time, I pulled out a few flashcards for review. Thereare a lot of written phrases in a lot of languages on the back of those flashcards. I wondered – WHAT WERE THEY WRITING??? But it never seemed to be a problem, so I didn't investigate. The flashcard experience showed me that English learners really like to learn new words. One day, I saw Chanda looking at both sides of the flashcards and then placing them in two piles. I asked her what she was doing. She explained that she was putting the words that she knew in one pile and the words she wasn't sure about in another pile. Wow! Chanda was rating her words, an effective vocabulary learning strategy! Mr. Brown, my students, and Chanda helped me learn how to use flashcards for older learners.

So, my message is to suggest that it is very appropriate to embrace, honor, and utilize the bilingualism that the students already have. With or without us, our English learners use both (or all) of their languages to communicate at home, in their communities, and in their classrooms. This linguistic practice is called "translanguaging" and it allows students to ask questions and participate in their classrooms using vocabularies and skills that they already have (Garcia, Kyto, 2016). Our students need to know that their bilingualism is a great resource here and now, not just in their future. For example, it is valuable for older learners (who are literate in their first language), to take notes or write definitions in their own language to help them learn concepts and English vocabulary.

I believe that it is very important for bilingual and ESL teachers to explain to their English learners that we know that there are many teachers who scold them when they speak their home language at school. Point out that this usually happens when students are taking advantage of their bilingualism to use bad words, avoid tasks, talk about others, or exclude others from their conversations! In these cases, the students are engaged in unacceptable behavior and it is appropriate for teachers to reprimand them. At the same time, we must carefully remind our fellow teachers that even when we don't understand the language that students are speaking, we intuitively can tell when students are off task and misbehaving; and, of course, we admonish bad behavior. It is the behavior that is wrong, not the language. Furthermore, as language education teachers, we need to remind general education teachers, administrators, and other school personnel that growing up bilingually is a wonderful gift. When students are in the halls, lunchrooms, or buses and they are *not* exhibiting bad behavior, *nor* expected to be on task, it is normal behavior for them to use their first language with their friends in their common language groups. They should not be called out on using this gift. Now, let's move on to the next premise and the next story.

The knowledge and experiences of English Learners and their parents can be used as school and classroom resources.
Quang, the Reluctant Classroom Resource

Quang was a Vietnamese student was an English-proficient, high-achieving junior, fully exited from the bilingual/ESL program. He was one of my "pages" or student helpers. One day, he came into my office when the bell rang, as usual. Something was bothering him so I asked him what was up. He told me that he just took his history test about the Viet Nam War. He complained that the textbook didn't accurately describe the war. He said that the teacher never asked him, the only Vietnamese student in the class, if he wanted to share his insider's view. I was surprised. Quang would have been an excellent resource! I highly respected his history teacher. I told Quang that perhaps the teacher didn't even know that he was from Viet Nam since there were many Asians at our school. Or, perhaps, if he knew that Quang and his family fled from Viet Nam, maybe he thought it would be too personal to ask him to share his views of the war. I said that I would be happy to suggest to the teacher that he ask Quang to share some thoughts and experiences. For example, Quang's father was just released from a "re-education camp" after many years. "Oh, no," he adamantly insisted, "Don't do that! It's too late now." I respected Quang's wishes so I didn't talk with the teacher.

Looking back, I suspect that my general education teacher colleagues did not see our Asian, Latino, and other "foreign" students as resources. If this incident happened today, I would have invited Quang and some of my advanced or exited EL students from several language groups to help make a list of their experiences that could be used as resources in various courses. With my help, I think that they would have come up with some great ideas. Maybe they would have suggested life in countries where residents are not free, immigration and refugee issues, border stories, monarchies, coups, caste systems, and other societal structures. Then, I could have shared their ideas at the next faculty meeting. I could have told my colleagues that I could identify student presenters. Moving on, here is a story about Kye, a new student who became a great resource to our school.

The Light Bulb Incident

Newly arrived English Learners enrolled at EHS throughout the year. One day, a new Lao male student, Kye, arrived. After the intake procedures, Boun (my student page) took Kye to the Audio Visual (AV) department to take a picture for his student identification card. For some reason, I happened to go along. While we were waiting at the counter, a student helper for the AV department was trying fruitlessly to straighten out a cellophane tape which was pretty much tangled and hanging out of its cassette. Kye took great interest in the problem and kept pointing to himself! He told Boun in Lao that he could fix that but he needed a lamp. Boun told Mr. Lange, the AV director, what Kye wanted to do. Mr. Lange quickly grabbed a lamp and plugged it into the counter. (He had a grin on his face --he knew what was going to happen). Kye turned on the light, took the mangled tape into his hands and used the heat from the light bulb to quickly smooth out the mangled tape. Kye explained to Boun (in Lao) that he worked for a a tech company in Vientiane, Laos, and he had a lot of experience repairing films and cassettes. Mr. Lange looked at me and said, "I want him!" It was easy for me to look at his new schedule and reassign Kye out of a study hall and into the AV room as a student page! He was thrilled, and even though his

English was limited, he became quite an asset for the AV department! When they had trouble communicating with him, his new friend Boun would stop by to facilitate!

Now, here is one more story about how Joe, a general education student (who was not enrolled in bilingual or ESL classes) became a valuable resource: I call this one:

The New Assyrian Troublemaker

One day, Yassim, a new student from Syria, arrived with his uncle, his local sponsor. Wow, I wasn't sure that we had any students at school who spoke Assyrian. So, I had to look it up by looking at my NEB (Non-English Background) file and sure enough, there was a student named Joe Davis who had indicated that he spoke Assyrian at home! I told Yassim's sponsor that I was going to try to find a student who spoke his language before we started the enrollment process. I looked up Joe's schedule and off I went off to Joe Davis's biology classroom. I asked his teacher if I could speak to him; he said sure and told Joe to go with me. Once we were in the hall, Joe was nervous and asked me what he had done wrong. I quickly assured him that he didn't do anything wrong but that I needed his help if, by any chance, he spoke Assyrian. He said, "Yeah, how did you know that?" I told him about the NEB census list and explained that I had a new boy from Syria in my office. I asked him if he would be willing to help Yassim with his hall and PE lockers, show him around, and share a lunch period with him. He enthusiastically agreed. Joe explained that his dad was in the air force and met his mom in Syria – so he spoke Assyrian with his mom.

With Joe's help, we figured out that Yassim could take math with Joe and we were able to put Yassim in Joe's PE class. The boys seemed to hit it off, the uncle was thrilled, and I was happy that the meeting went so well…. Oops, not so fast. A few days later, Yassim was found smoking under the big stairway and Joe had to interpret in the Dean's office. Soon after, Yassim rifled through a few gym lockers. Again, Joe assisted with discipline in the Dean's office. The next week, as I was walking through the main office, I saw Yassim and Joe sitting in the deans' waiting room. Apparently, Yassim was about to pull the fire alarm when a teacher caught him. Oh, not again. Poor Joe -- I asked him to step out in the hall with me. I started apologizing and said that I had no idea that he would have to be called to interpret for disciplinary reasons … Joe put up his hand and said, "Mrs. Wagner. Stop! I know what you are going to say! DO NOT WORRY. I can do this. This is the first time that I have ever been IMPORTANT at this school!" He explained that he was working with the dean and they were trying to turn Yassim's behavior around. He told me that no one at school ever knew that he could speak another language. He never considered that being bilingual was a good thing and now he was happy to be helping out. It seemed to me that, for the first time, Joe was really valuing his bilingualism!

Obviously, all of my student stories are about high schoolers. Elementary students may not have experiences and talents that can be used as resources. But their parents do, and immigrant parents are usually thrilled to help out at school! After my years at EHS, one of my responsibilities as an administrator was to write and administer grant programs for the district's ESL/Bilingual Program. One of those grants was Project FIESTA: Families Involved in Education Supporting Teachers Actively! The grant focused on parent involvement at the pre-school and primary levels. (Wow – what a change for me.) My colleague, Lois Sands, an

outstanding principal in Elgin, taught me a lot about parent engagement and how to use parents as school and classroom resources! Lois and her bilingual teachers developed a user-friendly questionnaire that asked the parents about their jobs and talents. Ever year in the fall, Lois sent out this letter (in Spanish).

>Dear Parents,
>
>We need to make a list about our parents' talents, abilities, and interests in order to have the opportunity to use parents as resources in our classrooms. For this reason, we are asking you some questions. Add any details that you like. Remember, to respond will not obligate you to participate; your response simply lets us know how to help plan classroom activities which involve parents.
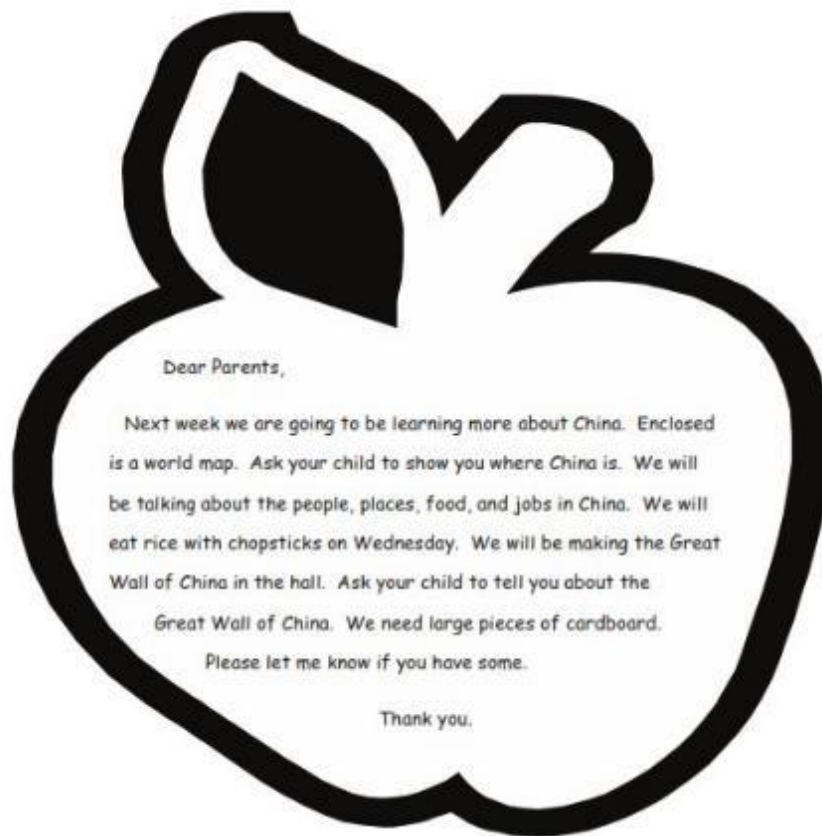>
>- What types of professions and jobs are represented in your home? For example, are there teachers, musicians, mechanics, hair stylists, nurses, gardeners, carpenters, cooks, artists, poets?
>- What talents, abilities, or hobbies do you have?

After the parents identified their talents and abilities, the teachers had to make sure that they figured out how to use them. For example, one father was a mason and he did a demonstration to second graders about how to build an arch! Lois and Lillian Rivera, one of the kindergarten teachers, co-presented a parent involvement workshop with me. Lillian told the participants how she invented weekly "apple letters" to communicate classroom information with the parents of her students. "After all," Lillian said, "how are parents going to support learning if they don't know what is happening in the classroom!"

As a bilingual teacher, Lillian wrote her apple letters in Spanish. However, she explained how to implement the weekly apple letter in English-speaking classrooms. She suggested that, at the beginning of the school year, through an interpreter, teachers can explain to the parents that although their children will be bringing home a lot of school communications in their backpacks, the apple letters will have a special graphic "apple" drawn around the message. The apple letters tell parents what their children are learning in the classroom and will suggest questions that they can ask their children. When the parents see the apple letter in their children's backpacks, they should make sure that the family interpreter reads the letters to the parents. Lillian reminded the workshop participants that parents are their children's first and most important teachers and they should communicate and work with their children in the home language, the language they know best. She explained that when parents talk with their children about school subjects, they are helping their children learn academic words and expand their vocabulary in their home language and these conversations help the children use their developing language, English, at school. After Lillian explained how to implement apple letters, she told a great story about the first year that she started sending them home.

The Apple Letter

One Friday afternoon in November, Lillian realized that she had not prepared an apple letter to send home that day. Oh, well, she rationalized -- she never promised she would send one out every Friday... so she decided to just skip writing the letter that day. On Monday, the next week, the school's bilingual secretary came into Lillian's classroom. "Lillian, what is this apple letter thing? I have answered at least 6 - 7 calls from your parents saying that they didn't get the apple letter on Friday!" This surprised Lillian! Wow! Clearly, the parents valued the apple letters! She said she was happy to have skipped it that day because she found out that it was very important to the parents! At the workshop, Lillian shared the results of this particular apple letter:

Dear Parents,

Next week we are going to be learning more about China. Enclosed is a world map. Ask your child to show you where China is. We will be talking about the people, places, food, and jobs in China. We will eat rice with chopsticks on Wednesday. We will be making the Great Wall of China in the hall. Ask your child to tell you about the Great Wall of China. We need large pieces of cardboard. Please let me know if you have some.

Thank you.

After sending this apple letter, one of the parents, Mr. Gonzalez, called Lillian late Friday afternoon after school. He was excited to tell her that he was happy to deliver big pieces of cardboard to school on Monday afternoon. He worked at the Elgin Corrugated Box Company! Mr. Gonzales was thrilled to donate several 4 x8 sheets of cardboard that he delivered to Lillian in the family station wagon! Lillian and her students were thrilled too!

I continued to learn about effective parent engagement while I was working on my doctorate at the University of Illinois at Chicago. My advisor, Dr. Flora Rodriguez Brown, was implementing an award-winning grant program called Project FLAME (Family Literacy: Aprendiendo, Mejorando, Educando). A principal of an elementary school in the university neighborhood believed that the stay-at-home moms were untapped resources. The school population was predominantly Mexican and Mexican American families. She asked Flora to find

someone to provide training to teachers about using parents as volunteers in the bilingual classrooms. Flora asked me to help. Both of us were concerned that the notion of parents helping in the classroom came from the principal – not the teachers. We suggested that the parent volunteers also should be trained, and we needed to figure out how to make both training sessions successful. A former FIESTA colleague, Maria Randazzo, an early childhood specialist, was exactly the person who could help. We would train the moms in the morning and do a workshop for the teachers in the afternoon. In this way, we could report to the teachers how the parent training was received by the participating moms. We knew that most of the stay-at-home moms were not proficient in English and some had limited schooling. We planned to talk about how to share books in classroom read-alouds, how to ask children to share information and express ideas, and tips about how to work with children in small groups. We planned to tell them about the importance of classroom rules, including some DOs and DON'Ts. Here is a story about the training sessions. I call this one,

Using Parents as Classroom Volunteers

On the designated day, speaking in Spanish, Maria introduced herself and ask the stay-at-home moms to introduce themselves, one by one, and tell us why they wanted to help in their children's classrooms. Oh my! There were about 40 moms there! My on-task Anglo-American brain was telling me that we would never get thru the packed agenda! But Maria knew what she was doing. As each participant told why they wanted to work in their children's classroom, I realized that what they were saying was powerful – especially for the teachers that we would be training in the afternoon! I quickly decided to write down their responses:

To feel useful (6 responses), to continue learning themselves (10 responses),to see how their children learn because schooling in Chicago is so different than the education they experienced that they want to know how it is done today (8 responses), to know the children that their children have as friends (2 responses), so that their children see that they value education (4 responses), to help the students who are most in need (5 responses), to help teachers because they see how difficult teaching is (6 responses), because it is such a thrill to see children learn to read (4 responses), because the younger children need attention and support so they can learn well (5 responses), because there is so much stress and work in their lives that helping the teachers makes up for some of the negative things (6 responses), because they are hoping to learn how to use a computer (2 responses), because they are stay-at-home moms and it is much more productive to help children than to watch the novelas (3 responses), because they can learn new ways to help their children with homework (4 responses), because she always wanted to be a teacher herself (1 response) and because to learn is to have power (1 response).

The parent training session in the morning was a huge success. We got through most of the agenda and passed out the DOs and DON'Ts handout. That afternoon, the teachers, grades K-8, came into the library. Many sat at the back tables. I passed out the handouts, which included the materials that we gave the parents. At first, I didn't see a lot of enthusiasm; however, the teachers were polite and ready to begin. I started by sharing the responses of the moms. As I

read them, I could see that the teachers were impressed. The moms' positive views of teaching and learning set the stage for the workshop activities. Maria pointed out that volunteer helpers in the classroom should make their lives easier, NOT harder. We both shared ideas and strategies about how to use the parents in meaningful ways. I explained to the teachers that when parents volunteer in the classrooms, they are learning how to support their children's reading and writing development. They are learning how to ask good questions and how to implement instructional strategies. As a result, they are more likely to use these strategies at home for all of their children! The afternoon session went well.

We heard later in the school year that the parent volunteer program went well; the teachers found useful ways to use parents as volunteers in their classrooms. There were a few problems with the moms who had limited schooling. The biggest problems were when parents didn't show up on the days they were expected or when families moved to different school locations. Even so, several teachers developed great partnerships with the moms and two of the moms enrolled in community college to begin their paths to become teacher assistants.

My experiences with Project FIESTA and Project FLAME taught me that immigrant parents intuitively have great respect for teachers and classrooms and are thrilled to become resources and become more involved in their children's learning. And now, we are coming to the final socio-cultural premise:

Educators of ELs have an important role in helping administrators, teachers, students, and community members get to know and respect their culturally diverse learners.

My stories about this premise take me back to Elgin High School. Toward the end of my years there, I was also an adjunct instructor at the Illinois Resource Center. Once a week each semester, I taught a graduate course that was required for obtaining ESL or bilingual teacher certification in Illinois. In the Cross-Cultural Education course, I used Nieto's *Affirming Diversity* (2000) as the text. Nieto points out that educators must confront racism and discrimination when they see it happening in their schools. The class members and I had a lively discussion about how we had seen racism and discrimination in action. We talked about not being silent anymore. A short time after that discussion, I had an occasion to take action at Elgin High School. I call this story:

Incident in the Dean's Office

Gloria, our bilingual home-school liaison, came into my office fuming. She explained that Jose Gonzalez' parents had come to school to meet with the dean because Jose had fought with another kid on the bus. Fighting was cause for suspension and parents were required to come in. Mr. Gonzalez had taken off work. Gloria went with the Gonzalezes to interpret for the meeting. As expected, Jose was suspended. But that was not the reason Gloria was angry. She told me that when she went into the Dean's office, Mr. Wilson, the dean, never looked up during the meeting, even when Gloria introduced the parents. He was looking down at the paperwork and then handed over the 3-day suspension slip. The meeting was quickly over. He did not greet nor say goodbye to the parents. Gloria was angry and Mr. Wilson's behavior made me really mad, too. So, I decided that this was the occasion to step up.

I marched over to the dean's office and stopped in at Mr. Wilson's door. He greeted me warmly, "Hi, Sue." I let him have it; I told him that if my husband and I had to take off work and show up at school because our son got in a fight, I'm sure he would stand up, shake our hands, and would talk with us about the seriousness of fighting at school. I pointed out that Mr. and Mrs. Gonzalez deserved that same respect. Even though my knees were shaking, I also pointed out that introductions and establishing relationships are important cultural courtesies. Mr. Wilson looked at me while I stated my case. Afterwards, he thought for a second, and said, "Thanks, I needed that." Whew! I was very impressed with Mr. Wilson's response that day.

Looking back, I missed an opportunity; I wish I had thought to ask him to talk about this topic with the other deans. The next story tells how I inadvertently created an opportunity for my EL students to get to know several general education students. I stumbled onto the need to co-teach with a teacher that I had never met. The outcome of getting our students together was more powerful than I anticipated. I call this story,

The Anthem Exchange

My second period ESL students often asked for a "free day" in the classroom. So, one day I relented, and said that we would indeed have a "free day" -- but I insisted that we have one learning activity; I wanted to teach them the words to a popular song. The students helped me choose the song. (It was "Once, Twice, Three Times a Lady….") Back then, there was no way to google the lyrics of the hit songs...so, I had to listen to the song, transcribe it, and make copies! I was even able to squeeze in a review of ordinal numbers (first, second, third, once, twice, etc.)! The song activity went great! After the activity, I asked the students what other songs they were interested in learning. Imagine my surprise when one of the girls asked for the" Star something Banner", the national anthem. Other students chimed in, "Yes! Teach us that – we are always at events where everybody else sings it!"

How was I going to teach the National Anthem?? I would need help! I checked the school's master schedule. Voila! The music department had a class called "Sophomore Chorus" during second period! So, I journeyed over to the music department wing and found Dean, the choral instructor. I didn't know him, but I explained the situation and asked if it would be possible to combine our students some day and get this song lesson accomplished. Dean enthusiastically agreed! So, we cooked up a plan. I typed up the lyrics, told my students a little history of how the anthem came about, gave them copies, and introduced the lyrics to my students before the "class exchange", as I called it.

On the day of the event, my students went into the large auditorium. Dean and I had made name tags for all of our students. There were 64 students in his class and only 25 students in mine. Dean's students were lined up against the auditorium steps and greeted us at the door. Two of the chorus students were paired up with each one of my students. They formed little groups throughout the auditorium. We started by engaging the students with a "get acquainted" activity. (I think we asked them if they had a nick name and how did they get it!) Then, the chorus students were asked to go up on the stage risers and sing the national anthem. Then, they were asked to sing it again, a few segments at a time, and Dean asked my students (who were seated throughout the auditorium) to sing along, using their copies. Then, the chorus students came

back to their small groups, and we all stood up and sang the anthem one last time! Yay -- that went well! The chorus students had prepared soft drinks in paper cups and brought out trays of cafeteria cookies! My students were thrilled. Dean asked my students if their home countries had national anthems – and would they sing them? After some encouragement, my Mexican students stood up and sang the Mexican anthem and everyone clapped! A few of the Lao students considered that they might sing their anthem, but they declined at the last minute. Even so, a good time was had by all!

Dean and I both agreed that his chorus students and my English Learners all benefitted from this learning experience. Our shared class exchange had continued benefits. A few friendships were made. One of my students told me that it was so cool to be able to greet his American teammates in the hall and lunchroom and be able to say "Hi Todd. Hi Sarah!" Also, my class got invited back in the spring to hear the dress rehearsal for the Sophomore Chorus' annual spring concert!

Getting the general education students and my English Learners together turned out to be such a great activity that I told my colleague, Barb Bonner, a counselor, all about it. We both agreed that there were very few structured opportunities for culturally diverse students to work with one another and develop friendships with students outside of their own groups. So, we proposed the development of a student cross-cultural committee. The principal loved the idea and suggested that the committee could be a human relations task force that would address issues of racial tensions that occasionally occurred at school. With his help, Barb and I established the Elgin High School Cross-Cultural Committee (CCC). We asked English teachers and guidance counselors to help us select White, African American, Latino, Asian, and other culturally diverse students for this important student committee. We asked them to recommend students who had leadership qualities and were willing to make cross cultural friendships.

The Cross-Cultural Committee (CCC) met once a month during the school day. We rotated the class periods of the meetings so that the students only missed a specific course once during each semester. Topics for the meetings varied; we had guest speakers, pertinent videos, and student panels that discussed various cross-cultural issues. At the monthly meetings, we always integrated our students in small group activities. The CCC took a field trip into Chicago once a year to attend an ethnic event or a cultural presentation. My next-to-the-last story is about one of those field trips!

The Cross Cultural Committee's Performance

One year, the Elgin High School CCC students performed at the annual Prejudice Reduction Conference sponsored by the Chicago Anti-Defamation League. Our students presented several funny skits that showed incidents of racial tension or cross-cultural conflicts that happen at high school (e.g., inter-racial dating, excluding others by switching to another language, bullying, etc.). The skits were clever and funny and our students received a standing ovation from a large auditorium filled with students from across the Chicagoland area. The CCC students were thrilled! On the commuter train returning to Elgin, they were talking, laughing, and having a wonderful time. It was so heartwarming to observe the cross ethnic friendships that these teenagers had developed. Jill (the homecoming queen), came back to my seat and told me

something that I will never forget: "Oh Mrs. Wagner, I loved today – just think, I never would have become friends with Boun and Tyrone if it wasn't for the CCC!

To this day, I sincerely believe that the field trip to Chicago with the Cross Cultural Committee was the best day of my entire career. Now, let's take a look at all of the four socio-cultural premises.

1. **English Learners (ELs) are curious, confident, and rigorous learners when their teachers learn about and respect their knowledge, experiences, and cultures.**
2. **English Learners creatively use their bilingualism and biculturalism in social and academic ways.**
3. **The knowledge and experiences of ELs and their parents can be used as school and classroom resources.**
4. **Educators of ELs have an important role in helping administrators, teachers, students, and community members get to know and respect their culturally diverse learners.**

I hope these premises are engaging and meaningful reminders to collaborate with and encourage our general education colleagues to get to know and value English learners. By doing so, we are helping English learners succeed in all their classrooms. They just might ask better questions, participate more in discussions, complete classroom tasks, ask their teachers for help, and take more pride in their written work , etc., etc. etc. . . . . By doing so, they become more confident and rigorous learners. Please share these premises with your school leadership teams and grade level colleagues. Talk about how each premise is currently practiced at your school. Share ideas about new ways to implement each premise! We teachers can make a powerful, positive impact in our English Learners' classroom participation and achievement. Finally, here is one last story about an evening class I taught at the Illinois Resource Center. My students were mostly teachers who were working on their ESL or bilingual certification. I call this story,

First Night of Class at IRC

Before my students arrived at the first class meeting for my Foundations of Language Education courses at IRC, I always wrote three sentences on the board and covered up each sentence with a narrow piece of chart paper. Later, after the students arrived and we all introduced ourselves, I asked the students if there were any teachers in the class who came to the United States as first-generation immigrants themselves. There were usually several class members that raised their hands. I pointed out that all the classmates whose hands were raised were successful college graduates, working as teachers, and taking graduate courses at night! What a remarkable achievement! Most likely, as they were growing up, they all spoke a primary language at home with their families, right? The teachers agreed that this was true. Then, I asked those class members these questions: "What do you think was the reason that you were able to be successful?" "What made a difference for you to take on the academic challenges that you must have faced?" In other words, "What was your motivation to do well in school and go on to college?" I said that I thought that their responses would somewhat match the sentences that I had covered on the board. I was usually right; when I asked them to share the reasons for their success, I pulled off the chart paper covering the sentence on the board that matched their responses:

1. *My parents worked so hard to make sure we had opportunities to get a good education, so I strived to achieve.*
2. *I seemed to have an inner strength that pushed me to do well at school.*
3. *I had a teacher (or teachers) who believed in me.*

References

Garcia, O., Kleyn, T. (Eds) 2016. *Translanguaging with Multilingual Students: Learning from Classroom Moments*: Bilingual and multilingual education (pp. 117–130). Encyclopedia of Language and Education, no. 5. Springer. New York, NY: Routledge.

Miramontes, O., Cummins, N. (2011*) Restructuring Schools for Linguistic Diversity: Linking Decision making to effective programs*, New York: Teachers College Press.

Nieto, S., Bode, P. (2019). Affirming Diversity : The Sociopolitical Context of Multicultural Education. Boston: Allyn & Bacon.

Social/Emotional Learning Standards. (2020), Illinois State Board of Education Website: https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx

Wagner, S., King, T. (2012). *Implementing Effective Instruction for English Language Learners: 12 Key Practices for Administrators, Teachers, and Leadership Teams*. Philadelphia: Caslon.