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Becoming Bilingual: Examining Teachers' Perceptions and Practices for Achieving Bilingualism and Biliteracy in English and Spanish in a Two-Way Dual Language Bilingual Education Program

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BECOMING BILINGUAL: EXAMINING TEACHERS' PERCEPTIONS AND

PRACTICES FOR ACHIEVING BILINGUALISM AND BILITERACY IN ENGLISH

AND SPANISH IN A TWO-WAY DUAL LANGAUGE BILINGUAL EDUCATION

PROGRAM

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by

Carolyn O'Gorman-Fazzolari

2017

To: Dean Michael R. Heithaus
        College of Arts, Sciences and Education

This dissertation, written by Carolyn O'Gorman-Fazzolari, and entitled Becoming Bilingual: Examining Teachers' Perceptions and Practices for Achieving Bilingualism and Biliteracy in English and Spanish in a Two-way Dual Language Bilingual Education Program, having been approved in respect to style and intellectual content, is referred to you for judgement.

We have read this dissertation and recommend that it be approved.

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Dean Michael R. Heithaus
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Vice President for Research and Economic Development
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Florida International University, 2017

DEDICATION

I dedicate my dissertation work to my family: Benito, Estelle, and Fania.

Your support, love, and laughter throughout this project allowed me to creatively and

thoughtfully complete another goal in life.

I also dedicate my dissertation to my friend and colleague,

Joy L.

The one teacher, who with great honesty, practices liberation pedagogy for the benefit of

each and every student in her classroom.

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ABSTRACT OF THE DISSERTATION

BECOMING BILINGUAL: EXAMINING TEACHERS' PERCEPTIONS AND

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Bilingualism characterizes not only people, but homes, schools, and communities across the United States. While some bilingual people are forced to suppress their bilingualism, others are encouraged to develop their skill set to a level of becoming biliterate. Bilingualism and biliteracy are key features in dual language bilingual education (DLBE) programs where students are provided daily opportunities to develop two languages simultaneously, along with grade-level academic content. Research in DLBE suggest closure of the achievement gap (Valentino & Reardon, 2015). Traditionally, DLBE programs were designed to keep the two target languages (for example, Spanish and English) separate as designated by time, space, teacher, and academic content area. Teachers who work under these strict guidelines often find that policing language use is both restrictive and unnatural, thus interfering with the flow of bilingual language development.

This qualitative case study included 10 teacher participants from one rural school district in the Midwest. The study investigated how teachers perceive and respond to the

constraints of language separation during instructional activities. Data were gathered from teacher interviews, classroom observations, and written informal interviews.

Findings from this study indicate that under the strict separation of language program model, DLBE teachers brought their unique personal bilingual experiences to their practice by creating opportunities for dynamic and flexible bilingual language use during instructional time. The following strategies contributed to their students' dynamic bilingualism: (a) the student as teacher, (b) active learning, student engagement, and group work, (c) the use of cognates, (d) strengthening bridges between languages and metalinguistic transfer, (d) reading the word and the world or learning literacy with culturally and contextually relevant literature, and (e) code-switching and translanguaging as a means of addressing the subtractive nature of language learning within an additive bilingual model.

On the basis of the findings, the researcher recommends that DLBE program models open spaces for practicing dynamic and flexible bilingualism. Strategizing spaces for the use of two languages during instructional time fosters growth and development for students to become functionally bilingual and biliterate.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

ACCESS	English Language Proficiency Assessment from WIDA
BUF	Bilingual Unit Framework
CAL	Center for Applied Linguistics
CUNY-NYSEIB	The City University of New York – New York State Initiative on Emergent Bilinguals
CUP	Common Underlying Proficiency
DLBE	Dual language Bilingual Education
EL	English learner
ELL	English language learner
ESL	English as a Second Language
GED	General Education Development
GLAD	Guiding Language Acquisition Design
KWL	Know – Want to Know – Learned Chart
L1	First Language or Home Language
L2	Second Language or an Additional Language
LOTE	Language Other Than English
MDCPS	Miami Dade County Public Schools
SCT	Socio-Cultural Theory
SLA	Second Language Acquisition
SSL	Spanish as a Second Language
TBE	Transitional Bilingual Education
TWDL	Two-Way Dual Language Immersion
UNESCO	United Nations Educational, Scientific and Cultural Organization
WIDA	World-class Instructional Design and Assessment
ZPD	Zone of Proximal Development

CHAPTER 1

INTRODUCTION

"Hablamos los dos. We speak both"[1]

There was a time in the United States when children's hands were slapped with wooden rulers for being "caught" speaking Spanish. There was also a time when teachers held mock funerals and buried Spanish dictionaries outside elementary schools (*Children of Giant,* 2015[2]). During that same time, it was not uncommon for Spanish speaking children to be punished for speaking their native tongue on playgrounds or in classrooms. Such events rarely occur in today's classrooms. In fact, the Spanish language has found a place alongside English in many educational contexts across the country. The linguistic partnership is commonplace in more than 800 dual language bilingual programs in nearly 40 states (Lindholm-Leary, 2013). The multi-decade transition from Spanish being viewed as problematic to Spanish being used for instructional purposes has occurred despite multiple roadblocks.

On June 2, 1998, California voters passed Proposition 227[3] in an attempt to eliminate bilingual education and to designate English as not just the dominant language, but the only legitimate language in which academic learning was to occur (Valenzuela, 1999). That political initiative impacted thousands of students in California and sent

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[1] See Zentella, 1997, p. 1.

[2] *Children of Giant* is a documentary about the film *Giant,* (1956). The storyline of *Giant* is about Texas families and change with Texas entering the modern era as it went from a cattle-ranching economy to an oil and gas empire. *Giant* is also about the people caught up in the process of the transition and the rise of Hispanics, the earlier inhabitants of Texas (Going Hollywood, 1995).

[3] Attacks on bilingual approaches to educating ELLs began in 1997 in California, when the politician and millionaire Ron Unz authored a ballot initiative (Proposition 227) to replace bilingual programs with an English-only approach to instructing ELLs (de Jong, 2011).

shock waves throughout the United States. Throughout the country, *227* became a familiar number with devastating implications for Californians and bilingual education advocates. The message was loud and clear: bilingualism was a problem and speaking languages other than English was taboo.

As time passed, the language debate continued to manifest in the politics of English-only movements. For example, in 2007, presidential hopeful Newt Gingrich addressed the National Federation of Republican Women in Washington D.C. He was quoted as saying, "The American people believe English should be the official language of the government…We should replace bilingual education with immersion in English so people learn the common language of the country and they learn the language of prosperity, not the language of living in the ghetto" (Collins, 2011, para. 3). Furthermore, three notable state-level mandates emerged in support of the English-only movement. They included California's Proposition 227[4], Arizona's Proposition 203, and Massachusetts's Ballot Question 2. While this was occurring, bilingual and multilingual education advocates throughout the United States were challenging the claims of Proposition 227. The goal was to unveil the problematic nature of the anti-bilingual education rhetoric that the proposition reflected[5]. Students, parents, teachers,

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[4] Since 1998, the political strategy used to pass Proposition 227 in California has been used to pass similar mandates in two other states: Proposition 203 in Arizona in 2000 and Question 2 in Massachusetts in 2002 (de Jong, 2011). In other words, a year after California's Proposition 227 was passed, Ron Unz (the Silicon Valley software millionaire that spearheaded the initiative) took his efforts to Arizona where 63 percent of voters approved Proposition 203 to ban bilingual education. In 2002, 68 percent of voters in Massachusetts voted in favor of replacing transitional bilingual education with Structured English Immersion programs (García, 2009).

[5] Proposition 227 declared "untested preconceptions about the cost of bilingual education" (Callahan & Gándara, 2014, p. 7). The Proposition suggested that bilingual education might increase economic costs in public schools. Further, the Proposition attempted to link bilingualism to economic loss as can be seen in the California Educational Code: Chapter 3, Article 1, 300(d). It states, "the public schools of California

administrators, researchers, school board members and bilingual education supporters rallied to respond to these initiatives. For example, Rebecca Callahan and Patricia Gándara, two prominent scholars in the field of bilingual education, published a book that examined the economic and employment benefits of bilingualism in the U.S. labor market, countering past research that showed no such benefits existed (Callahan & Gándara, 2014). Instead of rejecting bilingual education for school-age children, they sought to strengthen the opportunities, raise awareness of the multiple benefits and preserve the rights of linguistically diverse students by helping to liberate and amplify their voices.

From Subtractive Models to Additive Models

A monolingual Spanish-speaking child sits in an English-medium classroom. The teacher speaks only English. The child is an emergent bilingual student who speaks Spanish at home and is learning English at school. The child is taught in English and all assessments are conducted only in English. The teacher asks the child to name five colors for assessment purposes. The child says *red, azul, green, anaranjado y morado* (red, blue, green, orange and purple). The subtractive perspective of this child's color recall ability would indicate knowledge of only two colors, thus the child is at deficit. One could argue that the child is being punished because her language repertoire does not completely match the language of instruction and assessment. Or, one could argue that the teacher is at deficit by not being able to recognize that the student is correct.

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currently do a poor job of educating immigrant children, wasting financial resources on costly experimental language programs whose failure over the past two decades is demonstrated by the current high drop-out rates and low English literacy levels of many immigrant children" (Callahan & Gándara, 2014).

In this example, the child arrived at school speaking one language and the school adds a second language; additive bilingualism one would think. Realistically, this child is only developing the school language – English – thus, the bilingual nature of this program is subtractive. The outcome of the subtractive bilingual model is for the child to end up speaking the school language while losing her own language ($L1 + L2 - L1 = L2$[6]). Subtractive bilingualism is associated with a child's loss of identity, in which the child views her home language and culture as inferior when it is not accepted or valued at school (Cummins, 1979b). Contrarily, an additive bilingual perspective would look at this child's color recall ability through a much different lens. The lens would allow for the recognition of five colors even though they were listed in two distinct languages ($L1 + L2 = L1 + L2$). In this scenario, the teacher job is to recognize the student's comprehension of the concept of color. Thus, the teacher and student would simply work toward learning alternate English labels for *azul, anaranjado y morado* (blue, orange and purple). The additive bilingual model utilizes the home language (the L1) and the school adds a second language (L2) and the child ends up speaking both (García, 2009). With much time, effort and coherent research-based and socially just arguments, the field of bilingual education has been mostly resurrected from the traditional subtractive bilingual education framework. Instead, programs such as dual language bilingual education, a type of additive bilingualism, is in place for school-age children.

Irrespective of the several decades of research on additive bilingual programming and its associated positive results for closing the achievement gap (Thomas & Collier,

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[6] $L1 + L2 - L1 = L2$. L1 refers to first or home language and L2 refers to the second or additional (school) language (García, 2009).

2009; Valentino & Reardon, 2014), relatively few additive bilingual programs exist in the United States. To be clear, few additive programs exist in comparison to more common subtractive models, such as Transitional Bilingual Education (TBE)[7] and English-only models. Currently, the most common additive bilingual program is referred to as dual language bilingual education (DLBE). DLBE programs currently operate in approximately 1,390 schools (Resources for Dual Language Schools, n.d.). The research in bilingual education clearly supports the expansion of DLBE programs because of their "rich promise" for educating our nation's school-age children for bilingualism and biliteracy proficiency (Lindholm-Leary, 2005). Some research findings show that bilingual students reach higher levels of cognitive, academic and linguistic performance than their monolingual peers (Lindholm-Leary, 2005; Collier & Thomas, 2009; Valentino & Reardon, 2014). The momentum continues as exemplified in California, the state with the largest number of English learners (ELs) among Kindergarten – twelfth grade students (Migration Policy Institute, 2015).

On November 8, 2016, Californians voted in favor of Proposition 58, which repealed the English-only requirement of Proposition 227. The language debate has shifted in many parts of the United States from bilingualism as a *problem* to bilingualism as a *resource*. Furthermore, significant progress has been made over the years to endorse Spanish as one the most prevalent target languages in bilingual programs. Assimilationist

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[7] Transitional Bilingual Education program models initially permit content to be taught in the student's home language (Spanish), but the home language is eventually phased out to accommodate instruction in English only. This traditionally happens over a three year period.

ideologies of yesterday are being replaced by pluralist discourses.[8] This is evidenced by the large percentage of native English speaking students in dual language bilingual education programs today[9]. To further exemplify this shift, the U.S. Department of Education (2015) has noted that for all students, English learners (ELs) and native English speakers, "It is important to provide opportunities to gain critical 21st century language and cultural skills by creating clear and accessible paths to bilingualism and biliteracy in our schools" (p. 2). In sum, instead of teachers burning Spanish dictionaries in mock funerals, schools are purchasing them as curricular supports and wooden rulers are used to teach *la matemática en español* (math in Spanish[10]).

Background of the Study

In recent years, demographic reports indicate shifts that include greater linguistic and cultural diversity among Kindergarten – 12th grade (K-12) student populations. The National Center for Education Statistics projected a larger percentage of students of "color" in the 2016 enrollment. The Center revealed that in 2016, students of "color" or Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native and Two or More Races would total 51.4% compared to a 48.5% White population (U.S. Department of Education, National Center for Education Statistics, 2013). Students of color encompass a variety of identity constructs, with the largest category constituting people

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[8] In pluralist discourses, "bilingualism and multilingualism are valued for the individual, the group, and society" (de Jong, 2011, p. 15).

[9] Dual language bilingual education demographics and figures will be discussed in Chapter 2.

[10] In dual language bilingual education programs, language arts are commonly taught in both languages while content area subjects are taught in one or the other target language. For example, some programs teach science in English and teach math in Spanish (Beeman & Urow, 2013).

of *Hispanic* heritage. *Hispanic* includes people who identify with cultures and traditions of those who trace their roots to Spain, Mexico and the Spanish-speaking nations of Central America, South America and the Caribbean (United States Census Bureau, 2015).

The U.S. Hispanic population numbers 55 million or 17% of the population, which is the nation's largest ethnic or racial minority (United States Census Bureau, 2015). The total is comprised of a subset which includes the school-age students who identify as Hispanic and speak any number of Spanish dialects. The Migration Policy Institute website (2011) noted that Spanish represents the most common first or home language, spoken by 71 percent of all K-12 students classified as *English learners* (EL)[11]. English learners demonstrate proficiency in languages other than English (LOTE) and are learning English as an additional language. Currently in the U.S., ELs speak upwards of 150 different home or native languages (Baird, 2015).

As EL student populations grow, so do bilingual education programs, particularly dual language immersion (two-way immersion) programs. The momentum for this increase is derived from a variety of factors. The most common factors aim to help all participating students (ELs and non-ELs) develop high levels of language proficiency and literacy in two program (target) languages, attain high levels of academic achievement and develop an appreciation and understanding of multiple cultures (U.S. Department of Education, 2015). Furthermore, research suggests that ELs reach higher levels of

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[11] In this dissertation, the term English learner (EL) will be used in reference to linguistically and culturally diverse students who are learning English as an additional language. Also, and more appropriately, the term *emergent bilingual* will also be used. In the field of education, the term English language learner (ELL) has been replaced to avoid redundancy.

academic achievement than if they were in English-only programs (Valentino & Reardon, 2014).

While these factors are positive and productive, they can also present complex considerations for those accustomed to traditional monolingual educational practices. It comes as no surprise that teachers and school administrators spend countless hours seeking the most effective pedagogical strategies for their students. As student populations continue to shift and the traditional English-speaking Anglo student becomes the minority, educators question whether a standardized monolingual curriculum is most appropriate and effective. For those of us who have worked in the field of K-12 education, we recognize that shifting demographics inherently influence and challenge traditional monolingual education and thinking. In response to the changing linguistic and cultural features of school-age students, school personnel and local communities have the choice to either embrace and honor linguistic and cultural diversity or resist and reject the linguistic and cultural resources that students bring to school. For school districts and states that embrace such shifts and work toward transforming scholastic opportunities, language and cultural diversity is viewed as a resource, not a problem. As García and Menken's (2015) argue, "Transforming ideologies about bilingualism held by individuals, specifically principals and other school leaders, teachers, parents and students, create an ecological community of practice in which bilingualism (and biculturalism) is used as a resource and multilingualism is valued in schools" (p. 96). Thus, as the country moves forward with an increasingly more robust agenda for bilingual education—that is, dual language bilingual education—all educational constituents must continue to respond to the pedagogical, social, political, and linguistic

features of this growing opportunity. The central thesis of the present dissertation examines teachers' perceptions of the inclusion of and responsiveness to students' diverse linguistic practices in a school district that has implemented a dual language bilingual education program for all students.

Statement of Research Problem

Educational programming in the United States has taken many twists and turns over the years. One constant factor in the evolving system is the increase of linguistically and culturally diverse students. As school districts and state educational agencies attempt to address these shifts, myriad considerations must be examined. For example, schools must assess who their students are and what languages they speak, strategize academic and linguistic goals and consider how teachers must most effectively, and appropriately prepare for their unique teaching environment. In response to shifting demographics, some schools have transformed the traditional monolingual educational program to include goals of linguistic and cultural diversity so that students can learn English and an additional language in school, that is, become bilingual, biliterate and bicultural.

With 40 years of research and literature on immersion education and programming, the model that emerged as most (politically) appropriate and effective for students in the United States has been dual language immersion or two-way immersion education (Collier & Thomas, 2009; Genesee et al., 2006; Beeman & Urow, 2013). Herein, I will use *dual language bilingual education or DLBE* as the sole descriptor for this type of program. Dual language bilingual education programs are designed to develop bilingual and biliterate students who possess the hallmark skills of being able to communicate, read and write in two languages. The origins of dual language bilingual

education programs rested upon the assumption that two languages would be taught as two autonomous systems and acquired linearly (García, 2014). For example, a common configuration for DLBE programs was to allocate language by teacher - one who teaches English and another who teaches the other target language (Spanish, Mandarin, Portuguese, etc.). Students would participate in each teacher's class each day and the desired results of bilingualism would ensue. Over the last 20 years, when many school districts were implementing DLBE programs, the literature on bilingual and immersion language programs was infused with advice and guidance on how to design programs (Cloud, Genesee, & Hamayan, 2000).

Advice and guidance included choosing a formal language and content allocation model that allowed for the ease of implementation by simply selecting a 50/50 or 90/10[12] model (Collier & Thomas, 2009; Cloud, Genesee, & Hamayan, 2000). Both program designs inherently called for the separation of language and content depending on a predetermined delivery plan. Some researchers refer to this idea as "target language zones" (Palmer, Mateus, Martínez, & Henderson, 2014). These formal plans or "special spaces and zones" (p. 758) determine all conditions of language usage for instructional purposes. To employ a "strict separation of language" means to develop each language code independently of one another with the goal to increase proficiency of each language

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[12] There are several forms of DLBE programs (two-way immersion programs). They include 50/50 and 90/10 models. In 50/50 programs, English and the other language are each used 50% of the time to teach the curriculum; different languages are used to teach different content area subjects. Alternatively, in the 90/10 model, the lower percentage (10%) constitutes English instruction (usually language arts) and the higher percentage (90%) constitutes the minority language (most commonly Spanish). The latter model is most commonly found in elementary grades and adjust toward a 50/50 model as students progress towards upper elementary and middle school, and beyond (Collier & Thomas, 2009; Cloud, Genesee, & Hamayan, 2000)

autonomously. Some declare strict separation of language as artificial, and claim it does not allow for the natural development of bilingualism (Palmer et al., 2014). For example, a common content and language allocation plan includes a 50/50 model in which an equitable distribution of language and content unfolds. Even after the specific allocation of languages, educators must decide how to gauge appropriate language use within the curriculum (García, 2009) while considering how students can maximize access to the content curriculum and learning activities. Freire (1984) cautioned against the creation of unauthentic forms of existence. For example, in DLBE programs, a plan that *only* enlists restrictive boundaries produces restricted (human/student) objects void of complete authenticity.

The language separation ideology rests upon the assumption that the structure of language develops linearly and separately. According to García (2014), this ideology ultimately denies or refuses to recognize a whole body of work that stems from the Bakhtin Circle[13] and extends through contemporary research. Cummins (2008) suggests that teachers who maintain strict language separation appear to operate from the two solitudes assumptions. In other words, the separation of language model of instruction, particularly in DLBE programs, serve as the structure from which to learn two languages separately or through the ideological equation that *one plus one equals two*. The one plus one equals two ideology carries critical considerations for teaching and learning.

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[13] The Russian philosopher, Mikhail Mikhailovich Bakhtin (1895-1975), can be considered one of the most important intellectuals of our century. Bakhtin posited that language is inextricably bound to the concept in which it exists and is incapable of neutrality because it emerges from the actions of speakers with certain perspective and ideological positioning (García & Wei, 2014). Furthermore, it is supposed that works of intellectuals such as Lev Vygotsky were discussed among members of the Bakhtin circle since its members shared myriad theoretical assumptions addressed by Vygotsky – especially about social consciousness (Clark & Holquist, 1984).

According to Jim Cummins' Interdependence Hypothesis[14], the relationship between a student's first (L1) language and second language (L2) allows for the transfer and reinforcement of academic content and deeper learning concepts (Collier & Thomas, 2009). In other words, cognitive and linguistic development in the first language impacts learning and achievement in the second language. Taking this one step further, it must be noted that for bilingual children, learning languages is a bidirectional process. As languages and concepts are simultaneously learned, students have the opportunity to use both languages as a resource for bidirectional development. A strict-separation of language model is designed to restrict the free development of students or educators use of *plurilingual*[15] abilities (García & Wei, 2014). Strict separation is also said to limit a student's ability to engage fully in classroom learning activities, particularly for students who are developing L2 proficiency in the language of instruction.

Moreover, educators address the constraints placed on a student's ability to engage fully with the academic content because students possess different levels of language proficiency in the language of instruction. Research dealing with language separation points to potential constraints that may delay emergent bilinguals' ability to develop bilingual and/or multilingual repertoires if program designs only utilize separation models. For example, in addition to looking at DLBE programs in terms of the program model or restrictive separation policies, a potential shift in perspective could include how bilingual students use and practice language to most effectively leverage the

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[14] The Interdependence Hypothesis, developed by Jim Cummins, states that proficiency in the second language is related to proficiency in the native language (de Jong, 2011).

[15] Ability to use several languages to varying degrees and for distinct purposes (as cited in García & Wei, 2014, p. 11).

sociolinguistic realities of everyday life (García & Wei, 2014). For students, everyday life includes learning academic content in social contexts (school). While DLBE programs and practitioners have the utmost best intentions for increased bilingual student engagement and achievement, the question remains how to best leverage emergent bilinguals' language use in the classroom context to produce bilingually proficient students who can use language spontaneously in bilingual or multilingual contexts.

In summation, the discussion that resides in the field of DLBE today argues for a pedagogical approach to teaching and learning that seeks to extend beyond the "1 + 1 = 2" ideology in order to recognize the "greater complexity of the world in the 21st century" (García, 2011, p. 8). The ideological shift includes a critical response to the increased diversity by embracing *heteroglossia*[16] and the dynamic plurilingual abilities that students possess. García and Wei (2014) assert that bilinguals have *one linguistic repertoire* from which they select features *strategically* to communicate effectively. Therefore, the primary assertion proclaims that translanguaging – language practices of bilinguals not as two autonomous monolinguals - best captures the sociolinguistic realities of everyday life for bilinguals and that this linguistic truth should inform teaching and learning practices in DLBE classrooms.

Ultimately the question remains as to whether *languaging* practices[17] seek to liberate the classroom learning environment by realizing two important principles: social justice and social practice (García, 2009). García (2009) affirms that *social justice*

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[16] The notion that all ways of speaking include multiple styles, registers, dialects and languages, and that these things are not strictly bound entities (Fuller, 2013, p. 167).

[17] Languaging practices refer to the social practice of bilingual people that is in constant motion and is dependent on the context and environment (García & Wei, 2014).

principles value the strength of bilingual students and communities, and builds on their language practices. *Social practice*, places learning as a result of "collaborative social practices in which students try out ideas and actions, and thus socially construct their learning" (p. 153). According to Hornberger (2005), "bi/multilinguals' learning is maximized when they are allowed and enabled to draw from across all their existing language skills (in two+ languages), rather than being constrained and inhibited from doing so by monolingual instructional assumptions and practices" (p. 607), that is, strict separation of language. Plurilingual dynamics noticeably characterize bilingualism (or multilingualism) in societies, classrooms, and households throughout the United States. The dynamics also refer to "understanding that language use in the twenty-first century requires differentiated abilities and uses of multiple languages as citizens cross borders either physically or virtually" (García, 2009, p. 54), and also within multilingual classroom constructs. The fluidity of language makes educational practices difficult to fit into clear bounded rules or structures, such as strict language and content allocation plans. Research continually shows that allocation plans must expand to encompass the sociocultural concept of the "Third Space"[18] (Martin-Beltrás, 2014, p. 210), or more commonly called the translanguaging spaces or bilingual space. These organic spaces acknowledge and respond to *all* of the languages and dialects that students bring to school and provide access to the natural processes that bilinguals and multilinguals use outside of the classroom and in society.

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[18] Educational researchers have understood the *Third Space* as a bridge across official and unofficial discourses, or as a navigational space where students actively cross discursive boundaries, or finally as a transformational space, or collective Zone of Proximal Development, "where the potential for an expanded form of learning and the development of new knowledge can be heightened" (Gutierrez, 2008, p. 152).

Purpose of the Study

My study aimed at investigating how teachers perceive and respond to the constraints of language separation during instructional activities along with the exploration of the growing potential for flexible languaging and translanguaging pedagogy during classroom learning activities. The research design included an investigation of ten DLBE teachers' perceptions of how languages were used in order to achieve program goals. Teachers' perceptions of the program goals and subsequent practices were observed and analyzed.

Research (e.g., Dworin, 2003; Swain, & Lapkin, 2013; García & Wei, 2014) shows that linguistically diverse students mediate learning opportunities as they engage with peers in collaborative academic and social learning activities across English and Spanish instruction in dual language bilingual education classrooms. While mediating learning opportunities, students attempt to make meaning and co-construct knowledge about language and content in their collaborative grouping configurations in the language they are most proficient and in the language they are developing. The investigation included observations of teacher to student language use, student to student language use and student to teacher language use during classroom instructional time.

The investigation also explored the translanguaging phenomenon to gauge whether this was a naturally occurring function that students used to gain greater access to the curriculum, and if so, under what conditions it was most likely to occur. In other words, I sought to examine how students organically produced language in dynamic and functionally integrated ways and how students work individually and collectively to access the academic content curriculum. Examining the views of teachers and classroom

instructional practices provided insights into whether social justice and social practice principles were valued and accomplished.

Theoretical Framework

The central premise that theoretically underpins my work circulates around the belief that students acquire knowledge interpersonally or in relationships with others and the world, *before* it becomes internalized (García & Wei, 2014). In DLBE educational programs, classroom learning spaces combine strategic goals for language and content learning, with the prospect of bilingualism, biliteracy, and biculturalism for all students. García (2014) states that languages live as cognitive and social actions within the classroom space to facilitate thinking and learning. Social interactions among students and teachers provide opportunities to mediate learning while engaging with academic content and complex ideas. According to L.S. Vygotsky's *Sociocultural Theory (SCT),* all aspects of learning use real-life experiential learning, connections between language and intellectual competence, and social and instructional interactions, which promote increased cognitive functions. Martin-Beltrán's work (2014) says of sociocultural theory that it "conceptualizes learning as a cultural-historical practice, mediated through social interactions and cultural artifacts" (p. 210). Dual language bilingual education models set out to advance students' competence through the use of two distinct languages, and generally within a collaborative setting. Research calls for a particular focus that relates to how the learning spaces extend from a "two-silo" restrictive approach to an inclusive plurilingual approach that includes the translanguaging framework as a legitimate practice (Palmer, Martinez, Mateus & Henderson, 2014; García & Wei, 2014;

Hornberger, 2003). A two-silo restrictive approach refers to how two autonomous languages (Spanish and English) are kept separate for designated times and spaces.

Much of the research reviewed for my study stressed the importance of shifting the focus from the individual learner to the activity of learning as distributed cognition, particularly in dual language bilingual educational contexts. A sociocultural approach attends to how social and discursive practices mediate the development of thinking through a collective Zone of Proximal Development (ZPD)[19]. Student interactions raise opportunities for language learning grounded in the theoretical claim that collaborative dialogue involves a social and cognitive activity that incorporates linguistic problem solving (Martini-Beltrán, 2014). Thus, knowledge is acquired interpersonally, among peers and in relationships with others and the world. Translanguaging as pedagogical and strategy-based praxis promotes metatalk (talk about talk), metacognition (thinking about thinking regarding the learning task), and whispered private speech, all of which are essential for learning (García & Wei, 2014). Metatalk, metacognition and whispered private speech serve to extend the individual and collective ZPD.

Conceptual Framework

The conceptual framework (see Figure 1) for this study illustrates the fluid nature of how language and education can be conceptualized at the theoretical (Sociocultural Theory), the practical and instructional (Translanguaging Pedagogy), and the linguistic levels for the use of the L1 and L2 during instructional time. This can be further

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[19] The Zone of Proximal Development (ZPD) is defined as the gap between the child's current or actual level of development determined by independent problem solving and the child's emerging or potential level of development determined by problem solving supported by an adult or through collaboration with more capable peers (Dixon-Krauss, 1996).

conceptualized by attempting to reconcile the tremendous social, political, economic, and educational inequalities in the world within the realm of social justice, social practice, and liberation pedagogy in order to work toward transforming inequities so to allow for great equality and liberation for all (Purcell-Gates & Waterman, 2000). The multi-directional flow seeks to elucidate the nature of how teachers perceive language use based on both planned and spontaneous learning contexts that take place during instructional time.

Sociocultural theory grounded this study and functioned as a means to understand how dual language students draw upon English, Spanish, and translanguaging as cultural and cognitive tools to mediate learning (Martin-Beltrán, 2014). At the heart of Vygotsky's theory rests in the understanding of human cognition and learning as social and cultural rather than individual practice (Kozulin, Gindis, Ageyev, & Miller, 2003). A constructivist epistemology further grounded the present study because DLBE was designed on the premise that the learner uses active participation in constructing meaning rather than passive acquisition of literacy and language skills. The constructivist view of the student as an active participant in learning is consistent with Vygotsky's perspectives in SCT (Dixon-Krauss, 1996).

Furthermore, "Second Language Acquisition (SLA) research using a sociocultural lens has argued that microgenetic[20] analyses of discourse can help us to understand how language learning occurs during an interaction, not simply as a result of it" (as cited in

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[20] Microgenesis is "the processes involved in the formation and unfolding of a psychological process (the process of change), for example, the internalization of the meaning of a word in a specific context" (as cited in Swain & Lapkin, 2013, p. 125). In other words, the goal of the microgenetic method is direct observation of the change process as it occurs in individual children (from www.education.com)

Martin-Beltrán, 2014, p. 210). A further investigation included teachers' perceptions and reflections about how the target (L1 and L2) languages should be used during instructional time. Figure 1 illustrates the conceptual framework as it relates to the research questions, theory, and specific classroom operations. It exemplifies the process of interrelated social and processional language deployment within the essential constructive student space. The multi-functional/multi-personal duality generates the means to circulate language distribution through mediational and collaborational zones, of which and from which bi-functional simultaneous development occurs. Because of the symmetrical unity, transcendent operations of mutual educational endpoints allow for a liberation that breaks the generally fractal nature of language separation.
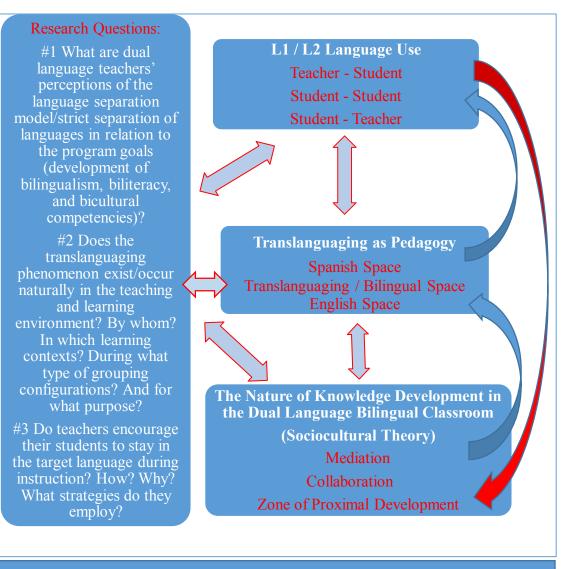
Figure 1: Conceptual Framework.

Research Questions:

#1 What are dual language teachers' perceptions of the language separation model/strict separation of languages in relation to the program goals (development of bilingualism, biliteracy, and bicultural competencies)?

#2 Does the translanguaging phenomenon exist/occur naturally in the teaching and learning environment? By whom? In which learning contexts? During what type of grouping configurations? And for what purpose?

#3 Do teachers encourage their students to stay in the target language during instruction? How? Why? What strategies do they employ?

L1 / L2 Language Use
Teacher - Student
Student - Student
Student - Teacher

Translanguaging as Pedagogy
Spanish Space
Translanguaging / Bilingual Space
English Space

The Nature of Knowledge Development in the Dual Language Bilingual Classroom
(Sociocultural Theory)
Mediation
Collaboration
Zone of Proximal Development

Language as a Resource: Social Justice – Social Practice – Liberation Pedagogy

Research Questions

  As mentioned in the above paragraph, the conceptual framework shows the key components of investigation, along with their relationships. A constructivist epistemology and Sociocultural Theory ground the present study to most aptly conceptualize learning through collective development and collaborative dialogue as mediated through language-learning opportunities. The research questions guiding this research project are the following:

1. What are dual language teachers' perceptions of the language separation model/strict separation of languages in relation to the program goals (development of bilingualism, biliteracy and bicultural competencies)?

2. Does the translanguaging phenomenon exist/occur naturally in the teaching and learning environment? By whom? In which learning contexts? During what type of grouping configurations? And for what purpose?

3. Do teachers encourage students to stay in the target language during instructional time? How? Why? What strategies do they employ?

Significance of the Study

  The significance of the study concerned educators who work with linguistically and culturally diverse student populations in dual language bilingual educational settings. The study was undertaken to contribute to the body of research in the field of DLBE in relation to how languages are perceived and used to mediate learning and develop functional bilingualism and biliteracy. By having a greater understanding of these factors, DLBE teachers can better support and leverage bilingual development in their unique settings. Students bring many linguistic varieties to school, thus opening the discussion about which languages should be spoken at what time and in which spaces.

According to a 2015 report by the U.S. Department of Education, the growing number of dual language programs has created a need for more high-quality, research-derived information to guide states, schools, and families (p. xx). In addition, as dual language bilingual education programs continue to increase in capacity, new research suggests that practitioners must rethink traditional structural frameworks (language separation) and implementation considerations. DLBE programs, when properly implemented, are one of the most promising educational models for closing the achievement gap (Collier & Thomas, 2009). Findings gathered from the study will add to the growing body of literature on how to most effectively leverage emergent and experienced bilingual students' linguistic practices and their subsequent ability to fully engage with the academic grade-level content.

Overview of Methods

The purpose of this study was to investigate how teachers perceive and respond to the constraints of language separation during instructional activities along with the exploration of the growing potential for flexible languaging and translanguaging pedagogy during classroom learning activities. Qualitative research methods were most appropriate for investigating the research questions. Ethnographic methods were used to gather and interpret data in my study. A case study design allowed me to produce and share relevant findings through observations, interviews, and written correspondence.

Assumptions

This study depends on the following assumptions:

1) The school district administration and school-level leadership support this research project since full access to the educational program, teachers and other components, as requested, was permitted.

2) The dual language bilingual education (DLBE) program is in its 10th year of implementation and will be expanded through 12th grade within two years. At that time, two-thirds of the school district will be dual language. The DLBE program is currently implemented in kindergarten – 10th grades (see Table 1 for language and content allocation by grade level).

3) The school district's strategic goals for all students include: bilingualism, biliteracy and bicultural competencies.

Delimitations

The following are delimitations for the study:

1) The sample for this study was conducted in one school in a public school district in one rural Midwestern town and includes professionally certified teachers who currently teach in the program.

2) The dual language bilingual education teachers are from different countries and have differing levels of professional development training specific DLBE programming, implementation and delivery. The teachers may or may not have received professional development or training in bilingualism and/or biliteracy development.

3) The study includes only fourth and fifth grades. The reason for this is because of the grade level centers that the district has designated. It was most

appropriate to focus this study on two grade levels within the same school

because the teachers are a cohesive group and work closely as a team.

Definitions and Operational Terms

In this dissertation, I use the following operational definitions:

Additive bilingualism is a process by which individuals develop proficiency in a second language subsequent to or simultaneous with the development of proficiency in the primary language, without loss of the primary language; where the first language and culture are not replaced or displaced (Cloud, Genesee, & Hamayan, 2000).

Code-switching assumes that the two languages of bilinguals are two separate monolingual codes that could be used without reference to each other. Instead, translanguaging posits that bilinguals have one linguistic repertoire from which they select features strategically to communicate effectively.

Deficit Model views English learners as "broken" and in need of fixing.

Dual Language is the curricular mainstream program taught through two languages. Students (L1 and L2) are taught together throughout the day in cognitively challenging, grade-level academic content in interactive classes that emphasize problem in authentic, real-world contexts (Collier & Thomas, 2009).

EL refers to English learner. English learner is also defined by English language learner (ELL). EL has replaced ELL because it is less redundant. EL is used in this dissertation to refer to students who speak languages other than English at home and who are learning English in school.

Generative Theme is a cultural or political topic of particularly current concern or relation to the reading students in a Freire-designed classroom that allows them to generate relevant, interesting, and didactic class discussion.

Heteroglossia is the notion that all ways of speaking include multiple styles, registers, dialects and languages, and that these things are not strictly bound entities (Fuller, 2013, p. 167). Additionally, a heteroglossic model of dual language bilingual education that includes "children that are both minority students and majority students" (García, April 3, 2014).

Inner speech is inhibited, soundless speech (Vygotsky, 1988).

Interpellation is the idea that institutions and their discourses call us, or hail us, into particular identities through the ideologies they shape (Althusser, 1972).

L1/L2 L1 refers to the first or home language and L2 refers to the second (or third+) and/or the target language

Languaging is a "series of social practices and actions that are embedded in a web of social relations," hence when we *language,* we perform a series of social practices that link us to what we want and who we believe we are. This concept allows us to acknowledge that within these social practices there are inequities produced by the social position of speakers (García, Ibarra Johnson & Seltzer, 2017, p. 162)

LOTE is an acronym used to refer to people who speak languages other than English.

Micro-alteration occurs "when a course, which is predominantly handled in one language, makes use of elements of the other language. This type of code-switching is a reflection of what occurs naturally in bilingual communities and has long been considered taboo by the language-teaching profession" (García, 2009, p. 298).

Microgenetic or Microgenesis is "the processes involved in the formation and unfolding of a psychological process (the process of change), for example, the internalization of the meaning of a word in a specific context" (as cited in Swain & Lapkin, 2013, p. 125). In other words, the goal of the microgenetic method is direct observation of the change process as it occurs in individual children (www.education.com)

Plurilingual is the ability to use several languages to varying degrees and for distinct purposes (as cited in García & Wei, 2014, p. 11).

Scaffolding refers to the activity that takes place with the Zone of Proximal Development (ZPD) as a more capable peer or adult, in social interaction, assists the learner in an activity that the individual will eventually be able to do alone (Esquinca, Araujo, & de la Piedra, 2014).

Space refers to a space and time in which certain languages are expected to be used. For example, Spanish space, English space and Bilingual space.

Subtractive bilingualism is a process in which individuals lose their primary language (and possible culture) as they acquire a new language and culture. This occurs frequently in the case of language minority students who attend schools where no provision is made to maintain and develop their primary language (Cloud, Genesee, & Hamayan, 2000).

Third Space is a bridge across official and unofficial discourses, or as a navigational space where students actively cross discursive boundaries, or finally as a transformational space, or collective Zone of Proximal Development, "where the potential for an expanded form of learning and the development of new knowledge can be heightened" (Gutierrez, 2008, p. 152).

Title III funds are dispersed by state and federal sources and must be used to implement language instruction and programs for ELs to achieve grade-level content standards and to increase their English language proficiency.

Transitional Bilingual Education (TBE) (also known as *early exit bilingual education*) is a type of school program in the U.S. for language minority students who do not speak English or have limited proficiency in English when they start schooling. The students' primary language is used for some curriculum instruction for a limited number of years (usually two or three). This approach aims to promote the students' mastery of academic material while they are learning English as a second language. These programs are intended to facilitate language minority students' transition to instruction in English only. These programs aim for full proficiency in oral and written English, but do not aim to maintain or develop the students' primary language. Often this leads to subtractive bilingualism.

Translanguaging is a process by which "students and teachers engage in complex discursive practices that include ALL the language practices of ALL students in a class in order to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new sociopolitical realities by interrogating linguistic inequity" (García & Wei, 2014, p. 121).

Summary

Article IX of the Treaty of Guadalupe Hidalgo (1848)[21] guaranteed that Mexican people would enjoy "all the rights of citizens of the United States … and in the meantime shall be maintained and protected in the free enjoyment of their liberty and property and secured in the free exercise of their religion without restriction" (as quoted in García, 2009, p. 163). If the rights were truly granted, this dissertation would be insignificant. In fact, Spanish would be the dominant language spoken in at least six states without regard

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[21] The Treaty of Guadalupe Hidalgo ended the Mexican American War in 1848. The Treaty ceded nearly half of the Mexican territory to the United States, which today is California, Arizona, Texas, Nevada, New Mexico, Utah, and parts of Colorado and Wyoming (García, 2009).

for dominant or minority status and bilingual education would perhaps be the norm. Today, languages are politicized and used as mechanisms of power and prestige. School systems permit Spanish (and other non-English) languages to be taught in classrooms, but place restrictions on its use. Though bilingual programs are on the rise in the United States, they exist under the power and prestige of policy makers and federal and state guidelines. From day to day, it is the students and teachers who must live and learn under the imposed restrictions of *speak English here and speak Spanish there or do not speak at all.* My dissertation research was conducted to uncover the realities of how languages are and should be used in dual language bilingual classrooms as a means of socially just and equitable learning opportunities.

Organization of the dissertation

The organization of this dissertation is as follows:

Chapter 1: Introduction of the context in which linguistically and culturally diverse student populations in the United States were situated. The chapter introduces the background of the study, the purpose and significance, the theoretical and conceptual frameworks, the research questions and key terms.

Chapter 2: Literature Review provides the scholarly background for the study. I begin by explaining what the literature says about implications for curriculum and instruction and teaching and learning with the use of the L1 and L2 during target language instructional time. I then discuss the shift in student demographics and how educational programs have responded to these shifts. Finally, a discussion of translanguaging as pedagogy and social justice and liberation pedagogy unfold to help round out the connections between the research questions and the literature.

Chapter 3: Methods detail how the study was conducted along with information about participants and their bilingual narratives and research site. It discusses qualitative case study methodology and explains why it is important for this inquiry. I end by explaining the data analysis processes.

Chapter 4: Findings and Analysis is a presentation of findings, results and analyses. I provide various means of conveying the analysis, including several photos.

Chapter 5: *Discussion and Implications for Practice* is discussed to give meaning to the findings, results, and analyses, and their implications for future research in the field of dual language bilingual education.

CHAPTER 2

LITERATURE REVIEW

The purpose of the present study was to investigate how dual language bilingual education teachers perceive program goals for developing functionally biliterate students. With this, further investigation included how students use two languages (English and Spanish) to navigate classroom learning activities in a program structure that is designed to separate languages for instructional purposes. The literature review discusses the key factors associated with how languages are perceived, learned, and used as tools for accessing grade-level content curriculum while developing bilingual and biliterate competencies. It also examines restrictive measures that are placed on programs, teachers, and students within dual language bilingual education (DLBE) program frameworks. The first aspect discussed are the demographic shifts and increased linguistic and cultural diversity among K-12 student populations in the United States. Implications for dual language bilingual education programs are then presented with an extensive review of first and second language factors for curriculum and instruction, as well as teaching and learning in response to ongoing changing demographics.

Shifts in Student Demographics and Educational Programmatic Transformations: From *Language as a Problem* to *Language as a Resource*

Speakers of languages other than English (LOTEs) represent the fastest growing population of K-12 students in the United States (National Clearinghouse for English Language Acquisition, 2010). Much of the current research in the field of bilingual education focuses on the shifting demographics among U.S. school-age populations and the transformation of educational programs in response to these shifts (Valentino &

Reardon, 2014). The research addressing such issues brings to light topics such as language ideology and language use and raises questions about how to best present, support, and evaluate bilingual teaching and learning in schools that implement dual language bilingual education programs.

For instance, with the increase of changing demographics, more linguistically and culturally appropriate programs are being implemented extensively throughout the United States, in rural, suburban, and urban settings. Much of these transformational efforts are based in socially, linguistically, and culturally just pedagogy for students whose home language is classified as 'other than English' (Collier & Thomas, 2009). According to Collier and Thomas, the delivery method of bilingual education currently acknowledged as most effective is dual language bilingual education (DLBE). Dual language bilingual education programs combine language minority and language majority students in the same classroom for language and content instruction. In the DLBE program model, native English speaking students desire bilingual competencies in the two programmatic languages (English plus one language) and students whose home or native language is other than English learn English plus the home language or some other additional language (most commonly Spanish).

Essentially, what has developed over time is an educational program model that serves to reject the "deficit" or the "language as a problem" ideologies. As mentioned, one way to do this is to join minority and majority students for instructional purposes and create the potential to alter language orientations from *language as a problem* toward *language as a resource* (Ruiz, 1984). Today, native English speaking families (majority groups) realize the benefits of bilingualism and want their children to have the

opportunity to become bilingual, thus viewing bilingual language abilities as a *resource*.

Dual language bilingual education programs were designed to address the age-old

principle of *language as a problem* (which equates to language minority students,

families and cultures as a problem). Language as a problem rests upon the *linguistic-*

assimilation ideology which presupposes "that all speakers of languages other than the

dominant languages should be able to speak and function in the dominant language,

regardless of their origin" (as cited in Hornberger, 2003, p. 131). Hornberger further

explains that this type of linguistic assimilation ideology, "the one language-one nation

ideology, does not grant equal rights to language minorities because monolingualism is

the ideal, natural state, while multilingualism is seen as an abnormal condition" (p. 131).

In countries like the United States, monolingualism has always been the norm and

school districts supported the monolingual language ideology. The transformation from

problem to *resource* becomes particularly relevant in monolingual societies. The

transformation taking place emphasizes that the assimilation ideology is no longer the

only linguistic ideology available in the United States due to the increasing recognition of

linguistic and cultural diversity. Instead the linguistic landscape continues to change

while recognition, acceptance and responsiveness promote other language ideologies

such as the linguistic-pluralism ideology. Cobarrubias (1983) notes that the *linguistic-*

pluralism ideology grants "coexistence of different language groups and their rights to

maintain and cultivate their languages on an equitable basis" (p. 65). Coexistence is the

key term in the explanation. It is not enough to only accept or appreciate the non-majority

languages. Their incorporation into the majority society is the desired goal. Complete

integration depends on how power hierarchies go beyond "tolerating" minority languages

within society. Hornberger (2003) addresses the relationship among ideologies in the

following way.

> I believe that coercive power relationships based on the linguistic–
> assimilation ideology exert an influence on the psychological insecurity of
> members of a society, whereas collaborative power relationships based on
> the linguistic-pluralism ideology promote psychologically secure
> majorities and minorities". (p. 133)

In other words, the linguistic-assimilation ideology refers to language as a problem and

the linguistic-pluralist ideology refers to language as a resource. Moving toward viewing

language as a resource involves respecting language rights of minority languages.

Though several noted bilingual programs began in the 1970s (in Miami and Chicago), the

real shift began to visibly take hold after UNESCO emphasized the importance of both

global and the national participation in supporting bilingual and multilingual education

for all children in the world.

> The requirements of global and national participation, and the specific
> needs of particular, culturally and linguistically distinct communities can
> only be addressed by multilingual education. In regions where the
> language of the learner is not the official or national language of the
> country, bilingual and multilingual education can make mother tongue
> instruction possible while providing at the same time the acquisition of
> languages used in larger areas of the country and the world. (García, 2009)

In 2003, UNESCO proposed three basic guiding principles for intercultural multilingual

education as a resource for all students:

1. *Mother tongue instruction* as a means of improving educational quality
   by building upon the knowledge and experience of the learners and
   teachers;
2. *Bilingual and/or multilingual education* at all levels of education as a
   means of promoting both social and gender equality and as a key
   element of linguistically diverse societies;
3. Language as an essential component of *inter-cultural education* in
   order to encourage understanding between different population groups

and ensure respect for fundamental rights. (García, 2009, original italics)

The goals sought to provide a foundational platform from which to approach the "new" face of bilingual education in the twenty-first century. As García (2009) notes, "language differences are seen as a resource, and bilingual education, in all its complexity and forms, seems to be the only way to educate as the world moves forward" (p. 16).

Now, many languages other than English (LOTEs), that is, Spanish, are not only viewed as a resource and valued in society, but are used in bilingual programs across the country as they contribute to and enrich the learning experiences (de Jong, 2011) of thousands of students.

Dual Language Bilingual Education Program Designs

According to the Center for Applied Linguistics (CAL) and Dual Language Education of New Mexico (DLENM), DLBE program and corresponding achievement goals are for all students to reach high levels of academic proficiency, bilingualism, as well as to develop positive cross-cultural attitudes and biliteracy competencies. Potowski's (2004) review of research on DLBE programs affirms that the above mentioned goals remain at the forefront of many dual language schools and programs, with a profound endorsement for raised student achievement[22] among ELs and non-ELs. Thomas and Collier (1997) presented a notable report on the research findings that specifically address the effectiveness of DLBE programming entitled, "School

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[22] Thomas and Collier (2009) state, "We found that students attending well-implemented bilingual classes taught by experienced bilingual teachers, and we used a measure of consistency the students' level of academic achievement in their first language. Those students on grade level in their first language (that is, tested in curricular subjects) reached on-grade-level performance in English, their second language, in all subject areas in four to seven years". (p. 25)

Effectiveness for Language Minority Students." The authors/researchers highlighted a series of investigations that pointed to the promising effectiveness of enriched bilingual educational programs for minority students. Lindholm-Leary (2004-2005) referred to such programs equally as favorable by highlighting the "rich promise" (p. 56) they offer. For example, Valentino and Reardon (2014) note that student outcomes are positively influenced by bilingual education. These outcome areas include both oral and written language development, rate of reclassification as fluent English proficient, and academic course-taking patterns. It is not uncommon for dual language bilingual education students, particularly native Spanish-speaking students, to take AP Spanish and Spanish Literature in high school (Teacher Interview, October 2016).

The contrary viewpoint contends that the more time EL students spend in a *time-on-task* or English immersion classroom (English-only) learning environment, the quicker they will learn English (Rossell & Baker, 1996). The time-on-task argument claims that EL students will learn English faster with greater exposure to English and slower with less English exposure or with the impediment of native language instruction. To date, research has not consistently supported such a claim (Valentino & Reardon, 2014). Fortunately for minority students, as well as the more recent addition of majority student populations, DLBE programs have become a relatively permanent fixture in North American schools (Cohen, 2015, p. 328).

According to Christian (2016), the number of schools offering DLBE programs has grown steadily, particularly in the last ten years. Examples of this growth can be seen in at least 39 states in the United States (U.S. Department of Education, 2015). Within the 39 states, it is estimated that 1,390 dual language/immersion programs are in full

implementation ("Resources for Dual Language School Parents", n.d.). Examples of this growth are evident across the country. For example, in April of 2016, New York City's School Chancellor Carmen Faiña announced that 38 new bilingual programs would be implemented across the five boroughs starting with the 2016-2017 school year (News and Speeches, 2016). The increase reflects New York Department of Education's commitment to increasing multilingual programs across the City. On June 15, 2016, the Indiana Department of Education announced the recipients of the Dual Language Immersion Pilot Program grant. The grant provides support to schools to either establish or expand dual language immersion programs. Indiana currently offers dual language bilingual education in Mandarin, Spanish, and French (Indiana Department of Education, 2016). More recently, on January 9, 2017, Aurora School District 131 in Illinois shared news that the district was planning to test a dual language program in a small number of elementary school classrooms next year (Freishtat, 2017). Program development is significant because Aurora, Illinois is the second most populous city in the state. News like this continues to emerge on newspaper headlines around the country as more and more school districts and states embrace the benefits of bilingualism for all students.

According to Christian (1996), dual language bilingual education programs are "ideal models to address the need for authentic interaction between native speakers of English and native speakers of a partner language for the purpose of developing stronger language and literacy skills in both languages and for achieving better sociocultural integration and intergroup relationships." De Jong and Howard (2009) further argue that DLBE programs create a learning context where fluent and less fluent speakers of the target languages could interact and learn together, thereby expanding opportunities for

building positive social relationships and for increased input and language use beyond just the teacher.

Dual language bilingual education programs were not designed as a "one size fits all" educational model. Programs are commonly designed in response to local student and community demographics and are dependent on available local, state and federal resources. As a result, DLBE programmatic designs vary in structure and implementation. For example, the proportions of instructional time devoted to English and the partner language differ, but, in general, a minimum of 50 percent of instruction takes place in the partner language through the elementary school grades (U.S. Department of Education, 2015). In the 2012-2013 school year, Spanish ranked as the most common partner (target) language, followed by Mandarin. It should be noted that although Spanish and Mandarin are the most common partner languages, there are a total of 30 different partner languages currently in DLBE programs nationwide (see U.S. Department of Education, 2015 report for a full list of languages). The U.S. Department of Education (2015) leaves program design decisions regarding structure and implementation to the local level so that districts can respond to their local needs. Only a few states—including Delaware, Georgia, Utah, North Carolina and New Mexico—have articulated state models or expectations for dual language program designs.

Traditionally, the linguistic environment in such programs separates languages of instruction by teacher and content area. For example, in a 50/50 model of instruction, science may be taught in Spanish while math is taught in English. Commonly, dual language teachers are encouraged to build students' bilingualism through pedagogical strategies using one language at a time. They focus on the development of one language

and one content area (science in Spanish). The notion of *language separation* has recently come into question (García & Wei, 2014; Palmer et al., 2014) as it has been characterized as providing an artificial linguistic framework that denies the fluid quality and the *trans-formative nature* (García & Wei, 2014) of language practices.

An original key feature of DLBE models is language separation (Collier & Thomas, 2005). Language separation models were originally designed using the "first language" (L1) and "second language" (L2) perspective of language acquisition (García, 2014). García notes that "our discursive practices with regard to bilingualism have been constructed through a *monoglossic* ideology, that is, a language ideology that sees bilingualism from a monolingual point of view, as if the bilingual student's language practices consist of two separate and whole languages, of two bounded autonomous systems, of a 'first/L1' that needs to be 'maintained' and a 'second/L2' language" to be developed (p. 149).

Following the recommendation of Cloud, Genesee, and Hamayan (2000), several models are possible for allocating the two languages for the instruction of different subjects. They assert that:

> Regardless of the model chosen, two principles are inviolable. The first is that the two languages must be kept separate at all times. This can be done either by having different teachers assigned to each language or by having distinctly different contexts for each language. Time, space, subject area, or even a marker of some sort (e.g., colored caps or ribbons) may delineate the contexts. Separating the two languages on the basis of time means that some programs use the two languages on alternate days or weeks… Additionally, each language should be allocated to the instruction of different subject matter. This would occur in addition to alternation by time and space…Some teachers even go as far as putting on a scarf of a specific color for "English time" and a scarf of another color for the other language. (p. 39)

As shown in the macro-content and language allocation plan (Table 1), languages and content are clearly separated by grade level, content area, and language of instruction. The model shown is the current model in place in Benton School District's (pseudonym) dual language bilingual education program. Benton School District is the school district studied in this project. Each grade level has one or more teams of teachers working together—one teaching the English portion of the day (50%) and the partner teacher teaching the Spanish portion (50%). The program is designed so that teachers work together to instruct two groups of students per pair allowing teachers to swap students for an even 50/50 split.

Table 1: Macro-Content and Language Allocation Plan for 50/50 DLBE Model

Grade	Spanish	Bridge	English
PreK	Creative Curriculum (90%)	Strong Emphasis on Oral Language Development Explicit planning for content and language TRANSFER	English Literacy (10%)
K	Language Arts Science Social Studies		Language Arts Math
1-5	Language Arts Science Social Studies		Language Arts Math
6	Language Arts Social Studies		Remaining classes in English
7	Language Arts Science		Remaining classes in English
8	Language Arts Science		Remaining classes in English
9	Language Arts		Remaining classes in English
10	Language Arts		Remaining classes in English

11	To be determined for 2017-2018 school year		To be determined for 2017-2018 school year
12	To be determined for 2018-2019 school year		To be determined for 2018-2019 school year

(Source: Benton School District Data Department, Retrieved on September 22, 2016)

The DLBE program model was implemented in 2007 on the basis of the recommendations of best practices in dual language bilingual education programming at the time. Neighboring school districts were implementing similar programs with nearly identical 50/50 program designs. According to best practices in the field of dual language at the time of implementation, teachers were instructed to separate languages during classroom instruction (Julia, personal communication, March 23, 2016). Also, teachers were instructed to keep "bilingual" conversation with their colleagues to a minimum, especially in front of students (Melba, personal communication, March 23, 2016). Language separation was the hot topic and discussed at every turn of implementation. Classrooms materials were purchased in either English or the other target language (Spanish), but not both. For example, bilingual books that had English text on one page and Spanish text on the facing page were highly discouraged. Bilingual books were thought to have adverse effects on developing bilingualism and biliteracy because the native English-speaking student might use the English text as a crutch while reading to comprehend the Spanish text on the facing page. School libraries were directed to purchase books in English or the other target language, but not both. They were further instructed to keep those books in separate locations in the library, too. Mixing books by language in the formal structure of the library was forbidden. Strict separation was omnipresent and defined by time, place, content, and context.

After several years of trying to maintain a strict separation language model,

scholars began to question the appropriateness and effectiveness of this model design.

One such study, conducted by Cloud, Genesee, and Hamayan (2000), discusses that

complete adherence to the rule of language separation is likely to be a challenge. The

authors explains that:

> There is no indication that any one system of language separation is more
> effective than others, as long as the system makes developmental sense for
> the learners. Programs do not distinguish themselves as being more or less
> effective in achieving academic and linguistic goals on the basis of the
> language separation model they have chosen to apply. Rather effective
> language separation is done in such a way as to allow for new concepts to
> be learned in the most efficient way.

On a practical front, DLBE program teachers have been pushing the boundaries of

language separation models because teachers find the rigidity of language separation

lacks the essence of bringing the languages together for authentic bilingual language use.

Instead of discouraging students from using the non-target language, teachers are

beginning to encourage their emergent bilingual students to utilize their bilingual,

bicultural voices (García, Ibarra Johnson & Seltzer, 2017). Though teachers adhere to the

macro-level language policy (see Table 1) of the school or district, teachers may naturally

try to leverage their students' bilingual development by making room for bilingual

language use during instructional time.

Curriculum and Instruction Implications: The Use of L1 and L2 during Target Language Instructional Time

First language (L1) and second language (L2[23]) use in schools present complex

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[23] L1 refers to the first or home language and L2 refers to the second (or third+) and/or the target language. For example, a native English speaker's L1 is English and the L2 is Spanish and a native Spanish speaker's L1 is Spanish and the L2 is English.

linguistic and academic considerations for curriculum and instruction, along with non-traditional implications for teaching and learning. Traditional monolingual instruction is supported by widespread pre- and in-service teacher training programs; curricular materials are abundantly produced and disseminated in English for monolingual educational programming, and all of the ancillary materials and services that accompany mainstream English programming are readily available. With the exception of a few pre- and in-service teacher training programs specifically designed for dual language bilingual education, university programs are presented solely in English for the purpose of monolingual instruction. It is no surprise that curriculum and instruction materials are readily available in English, the dominant or majority language in the United States. With the increase of K-12 students from linguistically and culturally diverse backgrounds, school districts are having to meet the educational needs of this growing population. Over the last 40 years, the increasing number of minority students has caught the attention of federal and state policy makers, funding agencies, educators, publishing companies, along with national and international advocacy (and naysayer) organizations. Progress is being made if measured by the increasing number of DLBE programs and the number of students enrolled to become bilingual and biliterate in today's system.

In fact, the United States Department of Education offered a day-long event entitled, "Why Multilingualism? A Symposium on Multiliteracy and Dual Language Learning for ALL" on September 23, 2016 (U.S. Department of Education, 2016). Members of the symposium included Secretary of Education John King, State Governors and Education Chiefs, scholars and researchers, dual language teachers, parents, and students for one of the first public federal venues to promote DLBE programming. The

Department recognized all of the states in the U.S. that currently offer the Seal of Biliteracy[24] for graduating seniors. The recognition was quite extraordinary since this is a fairly recent development and rests upon non-traditional linguistic and literacy standards of monolingualism. Secondly, the Department sought, as a future goal, to promote multiliteracy and increase dual language bilingual education learning opportunities for more K-12 students in the U.S. (Multiliteracy and Dual Language Learning Symposium, September 2016).

Other features that the symposium organizers emphasized were the potential for sustained capacity and the prevalent effectiveness of DLBE programming in the U.S. After years of research and advocacy (Lindholm-Leary, 2011; Collier & Thomas, 2009), the Department recognized how students, particularly ELs, achieve at or above grade level expectations and promoted current and past research in the field that support these claims. Another element addressed was the shortage of bilingual teachers and curriculum and instruction materials in languages other than English. Those working at the local and state levels know these challenges exist (Juana, personal communication, March 10, 2016), and now the federal constituents are addressing the same challenges. A favorable next step, as all local and state agencies know, would be to have support of the federal government for more comprehensive programmatic and curricular attention.

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[24] According to the National Seal of Biliteracy organization in California, a nationally recognized advocacy group, the Seal of Biliteracy is an award given by a school, school district or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The initiative was developed in California in 2008 and in 2012 over 10,000 graduating seniors were honored with the Seal. Today, 23 states have approved a statewide Seal of Biliteracy (What is the Seal? September 2016).

On the local level, it is not uncommon for DLBE teachers to design their own curricular materials, particularly for low incidence languages, such as Arabic and Polish. Moreover, with initiatives such as the reversal of Proposition 227 and other statewide initiatives such as the one in place in Utah,[25] spaces open for more universities to offer expanded pre- and in-service teacher education programs for teachers in bilingual and biliterate educational programs.

The DLBE programs need teachers who exhibit pedagogical features appropriate for students (L1 and L2) who are learning in bilingual learning environments with goals of becoming bilingual and biliterate throughout their schooling. For example, the Center for Applied Linguistics (CAL) suggests pedagogically appropriate features of teaching and learning for successful DLBE programs (Pacific Policy Research Center, 2010). These pedagogical features are not central to teaching monolingual students in a monolingual program of instruction. Rather, the features highlight the critical components of teaching for biliteracy. Additionally, the recommendations emphasized the most important features that can be used not to only train both pre- and in-service DLBE teachers, but also to design effective programs. Those features are highlighted in Table 2:

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[25] In 2008, the Utah Senate passed the International Initiatives (Senate Bill 41), creating funding for Utah schools to begin Dual Language Immersion programs in Chinese, French, and Spanish. In addition, then-Governor Jon Huntsman Jr. initiated the Governor's Language Summit and the Governor's World Language Council both with a goal to create a K-12 language roadmap for Utah. These groups aimed to address the needs for language skills in business, government, and education. In 2010, current Governor Gary Herbert and State Superintendent of Public Instruction Dr. Larry Shumway issued a challenge to Utah educators to implement one hundred Dual Language Immersion programs throughout Utah in 2015, with a goal of enrolling 30,000 Utah students. Due to the early success of the program and public demand, Governor Herbert and State Superintendent Shumway moved the target completion date to 2014, with a continuing goal to mainstream Dual Language Immersion programs throughout the Utah public school system. Portuguese was added to the program in the 2012-13 school year (Utah Dual Language Immersion, n.d.).

Table 2: Pedagogical Features of Successful Dual Language Education Programs

Pedagogical Feature	Description
Equitable Interaction	Promotion of positive interactions between teacher and learners. When applied equitably in a classroom with mixed L1 and L2 students this method has enabled both groups of students to perform better academically.
Targeted and Varied Teaching Techniques	Utilization of a variety of teaching techniques that respond to different learning styles. This method enables students with varying language proficiency levels to orient their learning more efficiently to the curriculum.
Student-Centered Teaching and Learning	The program should have a student-centered approach. Reciprocal interaction is preferable to teacher-centered knowledge transmission and is associated with higher-level cognitive skills. In classrooms with mixed L1 and L2 students, a bilingual program should encourage students to share their linguistic codes and cultural knowledge with other students.
Sharing Between Learners	Cooperative learning strategies should be encouraged. In a classroom with ethnically and linguistically diverse students, academic achievement improves when students collaborate interdependently on common objective tasks and share work experiences. Additionally, students' expectations and attitudes toward each other become more positive.
Language through Common Task Orientation	Language transfer is not always a result of cooperative learning strategies, and attention should be paid to this type of task. Linguistic knowledge transfer will occur when the cooperative learning strategy is focused around a language task that facilitates the students sharing language knowledge.

Adapted from (Howard, E. R., Sugarman, J., Christian, J., Lindholm-Leary, K. J., & Rogers, D., 2007)

The features listed serve to create opportunities for authentic and collaborative engagement with the language of instruction, language transfer and academic content. In other words, they allow teachers and students opportunities to engage with the curriculum in collaborative and meaningful ways, a hallmark characteristic of DLBE teaching and learning environments. The collaborative stance veers from the more traditional approach (teacher as keeper of all knowledge) to teaching and learning which situates the teacher in

front of the class as the sole provider of information. Instead, through cooperative

learning frameworks and student-centered designs, the classroom environment transforms

into a space from which students and teachers collaborate interdependently (the "sharing

between learners" in Table 2) to further realize and develop their bilingual and biliterate

skill sets. DLBE program designs that promote these characteristics while increasing

students' linguistic capacity with more languages have been traditionally called *additive*

bilingual programs. In other words, students are adding a language and associated

experiences to their already established home or native language and schools support the

academic and social developmental process.

Subtractive and Additive Bilingual Education Programs

"Educators who are committed to helping ... (emergent bilingual) students beat the odds must design and implement programs that are informed by the community's language history and linguistic repertoire, and build upon the ways of speaking and learning that children bring into the classroom. A necessary first step is sorting out the generational socio-economic, historical, and political issues that shape the linguistic and social capital ..." (Zentella, 1997, p. 263).

According to García and Kleifgen (2010), one of the most misunderstood issues

in pre-K-12 education is how to most effectively and appropriately educate students who

are not yet proficient in English, that is, English learner (EL) students. As a means of

addressing this issue, bilingual educational programs were designed to facilitate the

acquisition of language and content. Some program designs were developed and defined

as *subtractive*[26] models of bilingual education while others were termed *additive*[27]

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[26] *Subtractive bilingualism* is a process in which individuals lose their primary language (and possible culture) as they acquire a new language and culture. This occurs frequently in the case of language minority student who attend schools where no provision is made to maintain and develop their primary language (Cloud, Genesee, & Hamayan, 2000).

[27] *Additive bilingualism* is a process by which individuals develop proficiency in a second language subsequent to or simultaneous with the development of proficiency in the primary

bilingual programs. The two types of programs have vastly different goals for students. Subtractive models have the goal of monolingualism and monoliteracy for minority students by slowly removing the L1 from the student for the eventual replacement with the L2 (de Jong, 2011).

Additive models have goals of bilingualism and biliteracy development for all students, majority and minority learners, meaning that all students increase oral and written proficiency in both the L1 and the L2. Additive schooling is about "equalizing opportunity" (Valenzuela, 1999). In DLBE programs, students—really, all students—learn each other's languages. The idea is that "status," or the way that each target language (English and Spanish, for example) is perceived, is more or less "equal." Valenzuela's (1999) research took place in the late 1990s in Houston, Texas. She produced profound thoughts on additive schooling.

> In this world, students do not have to choose between being Mexican or American; they can be both. This pluralistic model of schooling builds on students' bicultural experience – which *all* minority youth bring with them to school – to make them conversant, respectful, and fluent in as many dialects and languages as they can master. The perfect starting point is with those that they already possess, or are on the verge of possessing. (p. 269)

As this may seem idealistic, it is indeed the motivational pedagogical approach in some bilingual education programs and even certain ethnic studies programs. To illustrate such, we might reflect on the how the Mexican American Studies or "Ethnic or Raza Studies" program in Tucson Unified School District in Tucson, Arizona was banned. The program was banned and deemed inappropriate for public education because it was believed to,

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language, without loss of the primary language; where the first language and culture are not replaced or displaced (Cloud, Genesee, & Hamayan, 2000).

"indoctrinate [Mexican American] students with dangerous ideology and embracing destructive ethnic chauvinism" (UCSD Cross-Cultural Center, 2011). The program was situated in a public school setting and increased graduation rates from 48 percent among Mexican American high school students to 93 percent, with 85 percent of those students going on to college. The curriculum accomplished many socially just goals with the primary aims of educating students to become "engaged, informed, and active in their communities" (UCSD Cross-Cultural Center, 2011). That program was considered an additive bilingual program because, in an additive school, "one's language and ethnic identity are assets and figure precisely in what it means to be educated in U.S. society" (Valenzuela, 1999, p. 270). Students were schooled with linguistically, culturally, historically and socially relevant coursework, a reality that today's educational systems still struggle with (Samson & Collins, 2012). In summation, this story further exemplifies the struggle for equal educational opportunities among minority groups. The conflict between ideologies, that of the subjects representing the dominant language and culture versus the minority voices, or in other words, those in power versus the silenced groups, allowed for yet another motion (such as Proposition 227 and HB 2281[28]) to defeat efforts for additive schooling and the successes that characterize such programs.

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[28] HB 2281 states that "The Legislature finds and declares that public school pupils should be taught to treat and value each other as individuals and not be taught to resent or hate other races or classes of people. A school district or charter school in the state (Arizona) shall not include in its program of instruction any courses or classes that include any of the following: 1. Promote the overthrow of the United States Government, 2. Promote resentment toward a race or class of people, 3. Are designed primarily for pupils of a particular ethnic group, and 4. Advocate ethnic solidarity instead of the treatment of pupils as individuals. (House Bill 2281, 2010)

Language Ideology

All native speakers demonstrate a tacit cultural knowledge of how to speak their language appropriately in different speech situations, in keeping with their community's ways of speaking (Hymes, 1974).

Hymes' quote identifies a clear function of bi/multi/lingualism. Those who possess the ability to speak two or more languages can distinguish among monolingual or bi/multi/lingual contexts and select the appropriate linguistic codes to participate in a given situation (Zentella, 1997). Thus, people exhibit their bi/multi/lingual identities as they navigate through given contexts, whether they be in school classrooms or in the community at large. Identity in this case relates to a person's ideology as knowing who they are and how their linguistic competencies affects their understanding of the given context. This is also true of teachers, particularly bilingual teachers who bring their bilingual and bicultural experiences to the classroom (Alfaro, Durán, Hunt, & Aragón, 2014).

Giroux (1988), defines "ideology" in the following way.

Ideology, as I use the term, is a dynamic construct that refers to the ways in which meanings are produced, mediated, and embodied in knowledge forms, social practices, and cultural experiences. In this case, ideology is a set of doctrines as well as a medium through which teachers and educators make sense of their own experiences and those of the world in which they find themselves. As a pedagogical tool, ideology becomes useful for understanding not only how schools sustain and produce meanings, but also how individuals and groups produce, negotiate, modify, or resist them. For instance, an understanding of how ideology works presents teachers with a heuristic tool to examine how their own views about knowledge, human nature, values, and society are mediated through the "common sense" assumptions they use to structure classroom experiences. Assumptions about learning, achievement, teacher-student relations, objectivity, school authority, etc., need to be evaluated critically by educators. (p. 5)

Thus, *language ideology* would entail an additive approach to bilingualism. Research shows that we can add on a second language in a timely fashion such that it benefits both majority and minority students where all students rise to a point greater than even the majority on its own couldn't beforehand imagine. That result is incumbent upon participation of the minority students; the majority doesn't get the benefit without them.

Language ideology[29] has factored into the conversation on bilingual education from the inception of DLBE programs due to framework designs that were built around the dominant language and additional language perspectives. The dominant language became the non-negotiable variable and the additional languages depended on the minority population's language, hence the terms majority language and minority language (Fitts, 2006). Such a dichotomizing distinction has promoted an overt hierarchy and covertly embedded messages from which an overwhelmingly important infrastructure arose. All constituents (teachers, parents, students, community) have access to this hierarchical ideology and, as a result, it becomes embedded in daily dialogues about students and the languages they bring to school, particularly the non-English language. A conclusion made by teachers in this study (Julia, Leticia, and Marie, individual personal communications, March 23, 2016) affirmed the hierarchical ideology. For example, if you step into a DLBE Spanish classroom, you might here the teacher say, *No se dice así* (you don't say it like that). The reference here indicates a hierarchy in appropriate or acceptable language usage through the lens of a particular ideology. The

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[29] Language ideology has emerged as a way to link linguistic practice to broader sociopolitical systems. The language choices available to children and their parents, as well as the discursive practices that are encouraged and supported by school, have an important impact on children's identity and their possibilities of developing agency or resistance to learning English and the minority language. (García, 2009)

49

phenomenon occurs when the student brings his home language to the classroom. The student's language is deemed incorrect and as a result corrected with the "appropriate" term (according to the teacher's perceived correctness).

A teacher who corrects a student's language use is inadvertently sending a message of power and in-class authority. The messages rings as true to the child by saying that the home language, the language spoken by *mamá, papá y abuela, no es correcto*. The teacher's ideological construct is problematic.

I add "linguistic abilities" or "language use" to this definition for teachers as a way of examining their own ideological views, as to avoid the hierarchical nature of which language structures or words are deemed appropriate or inappropriate in the learning environment. The notion involves educators "knowing who they are as teachers, their personal beliefs about teaching and learning, and how this affects the students that they teach" (Alfaro, Duran, Hunt, & Aragón, 2014, p. 20). Further, knowing their personal beliefs is particularly important for DLBE teachers because the students who enter their classrooms bring more diverse linguistic identities than the traditional monolingual student. It is important to understand that like all bilingual persons, "prospective bilingual teachers are products of their own cultural upbringing, schooling, and professional preparation; thus, the moment-to-moment decisions they make about first and second language use emerges from these sociocultural contexts" (Hornberger, 2003, p. 208), hence the importance of having ideological clarity.

With the removal of such terms such as majority and minority, the learning space has the potential to become a liberated space where all languages are part of the whole learning environment. For example, 50/50 DLBE program designs try to minimize the

distinction by providing equal amounts of instruction in both target languages. Another way that some DLBE program models set out to resist the majority/minority distinction is to provide literacy instruction to all students in two languages for equal periods of time, each day. The focus here is to normalize bilingualism in the United States. In other words, to improve our understanding of the makeup of bilingual children born in the U.S. who are developing bilingualism simultaneously as they live in homes and communities where English and Spanish is heard, spoken, and performed (Escamilla, et al. 2014).

Biliteracy Development

*"Research shows that while there are benefits to simply being bilingual, the greatest benefits come from being biliterate: reading, writing, and knowing the literature of both languages" (*Gándara, 2017).

"The goal of biliteracy is slowly but surely being embraced in the United States," (García, Ibarra Johnson & Seltzer, 2017, p. 142). Educational stakeholders are trying to understand and subsequently implement the most effective bilingual and biliteracy educational models while DLBE programs continue to increase in the U.S. Nationwide initiatives such as the Seal of Biliteracy and state-level propositions, such as the one passed in November 2016 in California (Proposition 58 to repeal Proposition 227) to repeal the previous past measure banning bilingual education, are making newspaper headlines and contributing to the ever-increasing momentum of DLBE programs. While bilingual programs continue to grow, researchers and practitioners continue to debate the most appropriate pedagogical and theoretical methods to teach biliteracy.

Biliteracy, by general definition, encompasses one's ability to communicate, read, and write in two (or more) languages around interactive and/or interpretive contexts (Hornberger, 2003). Formal monolingual schooling places emphasis on literacy

development in one language, while formal DLBE programming places emphasis on biliteracy development, such as English and Spanish or English and Mandarin. There remains much debate about how to best teach literacy to students learning two languages. For example, choices of simultaneous or sequential development must be considered. Some DLBE programs are designed using *simultaneous* literacy delivery models, while others are designed to teach L2 literacy *sequentially* only *after* initial L1 literacy has been taught. DLBE program directors and educators are left to decide which model of literacy development best suits the student population and program outcomes.

Many scholars (Beeman & Urow, 2013; Escamilla et al., 2014; García, 2009) have posited models of biliteracy development. Among them, García (2009) posed four models of language and literacy use in bilingual education programs in an effort to distinguish approaches that integrate and/or separate languages for instruction. The four models encompass major types of literacy models widely discussed in the literature on bilingual education and include:

1. The convergent monoliterate model: This model uses two languages (English and a LOTE to discuss an English language text. The objective, however, is simply comprehension of the English written text. In this sense, it is not truly a biliterate model.

2. The convergent biliterate model: This model uses texts in two languages with a goal of literacy in English. Although texts written in two languages are used, minority literacy practices are simply calqued on majority literacy practices. For example, in many English-Spanish bilingual programs, initial literacy in Spanish is often taught in ways that mimic reading strategies used to decode English, thus the emphasis on phonemic awareness.

3. The separation biliterate model: Here, one language or the other is used to interact with a text written in one language or the other, but there is strict separation based on the sociocultural and discourse literacy norms of the cultures that the texts represent. In practice, however, we rarely find the

sociocultural and discourse norms of Spanish-speaking cultures reflected in bilingual classes.

4. <u>The flexible multiple model</u>: In this case, the two languages are used to interact with texts written in both languages and in other media, according to a bilingual flexible norm capable of both integration and separation.

As is often the case in traditional bilingual education programs and DLBE programs, the most common models follow either the *convergent biliterate model* or the *separation biliterate model*. Often pre-packaged or boxed literacy programs are available in both English and Spanish, such as *Reading Street* from Pearson Education, which provides literacy materials in English and its accompanying program *Calle de la Lectura* provides literacy materials in Spanish (see Figure 2). This type of biliteracy program is commonly found in DLBE programs because it is a pre-packaged "solution" for biliteracy program designs that use the *separation biliterate model*. The English DLBE teacher uses the English box (*Reading Street*, Figure 2) and the partner Spanish teacher uses the Spanish box (*Calle de la Lectura*, Figure 2).
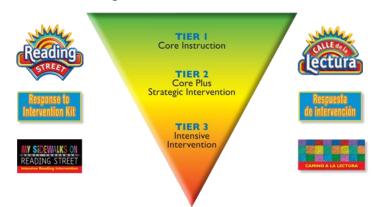
Figure 2: Pearson Education's Literacy Programs –
Reading Street and Calle de la Lectura

Questions about the appropriateness and effectiveness of pre-packaged biliteracy programs have emerged in recent years due to their standardized nature. Instead of relying on the literacy program for content and instructional guidance and procedural scripts, researchers are providing research-based and pedagogically sound practices for biliteracy development. For example, the "Teaching for Biliteracy" framework (Beeman & Urow, 2013) provides foundational structure for creating bilingual units of instruction, using a bilingual unit framework (see www.teachingforbiliteracy.com, for more information). This biliteracy approach is notable for creating the Bridge, or a way of connecting the two languages through meaningful academic content, to strengthen connections between languages. Theoretical foundations for "teaching for biliteracy" are not found in pre-packaged literacy programs designed to teach two languages separately with two separate boxes that are traditionally a simple translation from English to the "other" language.

Another approach to biliteracy development used in DLBE schools is called "Literacy Squared in Action" and uses a paired literacy format (Escamilla et al., 2014). This principle is a concurrent approach to biliteracy instruction in both English and Spanish and mirrors the children's simultaneous bilingual acquisition (see *Biliteracy from the Start* by Escamilla, et al., 2014). With these two types of biliteracy development models, program teachers typically hand select literacy materials and literature in the language of instruction to match the theoretical tenets, which allows teachers to work toward implementing a *flexible multiple model*, as explained above.

Constructivism and Bilingualism for Learning

Research indicates that bilingual students learn best in a classroom where teachers take a constructivist approach to instruction (Beeman & Urow, 2013, Adelman Reyes & Crawford, 2012). The epistemological stance of constructivism is principled on students as the creators of their own meaning. Knowledge and the nature of learning is not imposed from the outside, or by a teacher, textbook or system, but rather formed from inside the person (Schunk, 2012). Schunk (2012) defines this type of constructivism as *dialectical*, suggesting that:

> Knowledge derives from interactions between persons and their environments. Constructions are not invariably tied to the external world nor wholly the workings of the mind. Rather, knowledge reflects the outcomes of mental contradictions that result from one's interactions with the environment. (p. 232)

Teachers who explore the tenets of constructivism in the DLBE classroom generally provide contextualized and meaningful instruction, build on students' background knowledge and experiences, and require students to apply their developing skills to authentic tasks (Beeman & Urow, 2013). For example, Adelman Reyes and Crawford (2012), conducted research at Inter-American Magnet School in Chicago, one of the country's earliest dual language programs, and found that teachers used several guiding principles to characterize their constructivist classroom. The guiding principles that describe how students learn in a constructivist DLBE classroom include

- Goals: A definition of learning as the development of deep understanding and the ability to think in critical and creative ways. For educators, this means a primary emphasis on concepts – enabling students to construct meaning through reflection and abstraction – rather than teaching "critical thinking" as a preconceived hierarchy of skills or "cultural literacy" through the memorization of officially sanctioned facts. Supports of this type of intellectual exploration include the creative arts, interdisciplinary and project-based activities, and scientific investigation.

- Cognitive development: True learning is literally a rewiring of the mind, which can only occur through the active engagement of learning in making sense of their experience. Thus, in constructivist classrooms, students answer questions and solve problems by testing hypotheses through investigation, experiment, and collaboration with others. Knowledge gained through this process transfers across languages, academic disciplines, and home-school contexts.

- Disequilibrium: Learning builds on prior knowledge. It occurs when preconceptions are challenged, when mental models are thrown out of equilibrium by unexpected outcomes. This, in turn, inspires learners to reconstruct their conceptual framework to resolve their contradictions. Student mistakes and misconceptions thus become a valuable raw material used in the making of meaning rather than contaminants to be avoided.

- Inquiry: Teachers facilitate the learning process by providing an environment that encourages inquiry and discovery and by supplying the cognitive tools that students may need in their investigations.

- Scaffolding: Teachers help students navigate their own course through the zone of proximal development (ZPD). To do so, they maximize the use of the approaches such as process writing and the scientific method, which feature step-by-step progressions, and an emphasis on completing projects rather than on performing disconnected tasks.

- Social interaction: While learning is a process of meaning-making in the individual mind, it inevitably occurs in a cultural – or multicultural – context. That is, it builds upon one or more foundations of socially constructed meaning. Collaborative learning, especially when it involves children from different language and cultures, thus provides a stimulating blend of perspectives that can lead to greater understanding. It also places students in the role of teacher.

- Motivation: Self-directed learning means exploring what interests the learner – not in a haphazard, chaotic way, but in a purposefully planned community that blurs the line between instructor and instructed (Adelman Reyes & Crawford, 2012, p. 23).

Constructivist teachers provide learning activities through active participation so that

knowledge is constructed from experience. Students bring their interpretations of the

world, their diverse cultures and language abilities and co-construct new language and

knowledge alongside their linguistically and culturally diverse peers. The approach is holistic and sociocultural in nature, where everyone involved plays a role in constructing meaning. In relation to biliteracy development, DLBE teachers who work in partner configurations have the opportunity to integrate content, literacy and language instruction in and between the two target languages. By working together to plan and implement cohesive and comprehensive lessons and units of study, students have the opportunity to transfer knowledge and skills between languages. Cross-linguistic transfer does not assume automaticity, rather it results from an understanding of how languages are similar and different and how to make connections among languages. One strategy that serves the purpose of transferring knowledge and skills between languages is called "Bridging" (Beeman & Urow, 2013). The *bridge* is an "instructional moment in teaching for biliteracy when teachers bring the two languages together, guiding students to actively engage in contrastive analysis[30] of the two languages by visually placing them side by side and to transfer the academic content they have learned in one language to the other language" (p. 151). The bridge is further explained in detail in the Results section of this dissertation (Chapter 4). A fundamental consideration for placing languages side-by-side is the recognition that both languages and literacies mediate development for one another (Dworin, 2003). In other words, this is a two-way learning continuum where the first language (L1) influences learning the second or additional language (L2) and the L2 influences or mediates learning the L1.

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[30] Contrastive analysis is a practice in which bilinguals compare and contrast specific areas of their languages. Areas for contrastive analysis include phonology, morphology, syntax and grammar, and pragmatics (Beeman & Urow, 2013).

Transfer theory has been the theoretical, legal and foundational rationale for

bilingual education for 40 years (Escamilla et al., 2014). As evident in the body of

literature on bilingual education, there is a substantial amount of research on transfer

theory. Though this is the case, teachers and other practitioners have been given little

guidance on how to teach for transfer. Only recently have approaches such as "Teaching

for Biliteracy" and "Literacy Squared in Action" been introduced. Prior to this, the

assumption was that transfer occurred automatically or simply as a result of being in

contact with two languages. Now, transfer theory involves more strategic planning across

languages as supported by the bidirectional transfer theories and metalinguistic and

cognitive approaches, as presented in Teaching for Biliteracy and Literacy Squared in

Action. The two resources are notable theoretically-based guides for describing,

explaining and demonstrating biliteracy development for practitioners.

Sociocultural Theory and Bilingualism for Learning

Dual language bilingual education programs provide opportunities for both native

speakers of English and native speakers of a partner language to develop academic

content, language, and literacy skills in two languages. The pathways for achieving such

goals generally rely upon classroom learning activities that include comprehensible and

meaningful interaction with an emphasis on sociocultural integration and intergroup

relationships (de Jong, 2016). With regard to bilingual educational programming in

language learning contexts, the key is that knowledge is acquired interpersonally, that is,

in relationships with others and the world, before it becomes internalized (García & Wei,

2014). Wink (2005) emphasized that language and content learning are derived from

social practices, meaning they are socially constructed, often with friends or schoolmates, in specific contexts, for specific purposes.

Dixon-Krauss (1996) emphasized that the role of language in development of learning is of particular importance in DLBE programs. She reminded us that Lev Vygotsky's sociocultural theory seeks to recognize cognitive and social dynamics as central to this pedagogy. Of particular significance is the importance of social mediation and its role in learning; that is, people learn through their participation in social practices, and all human action is mediated by tools and signs (Vygotsky, 1978). Drawing on several of Vygotsky's theoretical insights concerning mediation, collaboration for learning, and the Zone of Proximal Development (ZPD), several implications for practice emerge. Swain and Lampkin (2013) pose three focal implications for L1 and L2 use in the classroom. The implications include the following (adapted from Swain & Lampkin, 2013):

1) Students should be able to use their L1 for the purpose of working through complex ideas;
2) Creating a sense of security for students; so that students feel comfortable using their linguistic repertoire for meaning-making purposes;
3) During the ZPD, one is always building from a known linguistic structure or concept, complexifying in some way the language or concept.

The first implication states that students should be permitted to use their first or home language (L1) during collaborative dialogue or private speech in order to mediate their understanding. In addition, this implication supports the generation of complex ideas as they prepare to produce an end product (oral or written) in the target language. Certainly, students' ability to summarize in one's home language is the most valid assessment of reading or listening comprehension. In other words, DLBE would more

likely foster this possibility from the perspective that a teacher involved could understand the student's L1 in order to make a valid assessment.

The second implication expresses that teachers need to set clear expectations about L1/L2 use in order to create a secure classroom environment in which students are able to engage in interaction with confidence. Vygotsky would posit that a "confident and secure learning community is conducive to learning" (Swain & Lampkin, 2013, p. 118). The third implication might include the teacher applying "planned use of the L1" (Swain & Lampkin, 2013, p. 122) to remind students of known structures or concepts.

As we can see, biliteracy development is clearly distinctive from monolingual literacy. When considering the development of two literacies, it is crucial to utilize a bilingual lens to account for factors such as how the L1 influences literacy development in the L2, simultaneous and sequential developmental factors, and how the integration of bilingual language practices provide pathways for development of expanded and more complex linguistic and literacy competencies.

Code-switching, Translanguaging and Spanglish

Fundamentally, bilingual speakers, like all other speakers, use language to communicate. The difference between monolingual speakers and bilingual or multilingual speakers is that the latter designation possesses linguistic structures and language in two or more languages. In any given context in which the bilingual or multilingual speaker must communicate, the opportunity presents itself to pull from any of the language codes available. When languages merge or come into contact in a contextually appropriate fashion, a few things can happen: The speaker might produce what scholars refer to as either code-switching, translanguaging, or "Spanglish". As

bilingual education and language learning theories continue to evolve, an articulated

understanding of these important concepts and implications for practice must be clear.

The following are definitions of these key terms and concepts used for this dissertation.

Table 3: Definitions of Complex Language Practices

	Code-Switching	Translanguaging	"Spanglish"
Definition	The juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems (Gumperz, 1982).	The complex language practices of multilingual individuals and communities	A term used to describe the casual oral registers of the speech of Hispanics in the U.S.
Pedagogical Implications	Switching back and forth between language codes that are regarded as separate and autonomous	The pedagogical approaches that draw on them to build the language practices desired in formal school settings.	Often used to demean and stigmatize the Spanish of U.S. Latinos as "corrupted" Spanish
Internal – External Perspectives	Considers language from an external perspective that looks at bilinguals' language behavior as if they were two monolinguals in one.	Refers to the ways that bilinguals use their language repertoires, from their own perspectives, and not from the perspective of national or standard languages.	To scholars, Spanglish is a misleading term that sows confusion about the Spanish language and its speakers (all citations in this category, Otheguy & Stern, 2011).

Code-Switching: The juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems (Gumperz, 1982).

Code-switching is also defined as, "switching back and forth between language codes that are regarded as separate and autonomous. It considers language only from an *external* perspective that looks at bilinguals' language behavior as if they were two monolingual in one" (García, Ibarra Johnson & Selzer, 2017, p. 20)

61

Translanguaging: An "approach to the use of language, bilingualism and the education of bilinguals that considers the language practices of bilinguals not as two autonomous language systems as has been traditionally the case, but as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages" (García & Wei, 2014, p. 2).

Spanglish: The ability to switch languages in the same sentence and situation that characterizes the most effective bilinguals (Zentella, 1997).

The potential for all three of these complex linguistic practices in bilingual programs remains a controversial topic. Some remain convinced that code-switching is inappropriate in educational contexts and often stigmatized (García, Ibarra Johnson, & Seltzer, 2017). Translanguaging is often referred to as the fluid and flexible use of languages in the classroom (Esquinca, Araujo, & de la Piedra, 2014), thus concerns practitioners due to the potential inability to produce pure speakers who demonstrate balanced bilingualism. Spanglish seems to be taboo as it is associated with random use of languages void of structure or contextual responsiveness.

Other perspectives include researchers who have documented bilingual language use and describe their findings to be in favor of these complex linguistic practices. For example, several research studies spoke of the potential for code-switching as pedagogically valid (Creese & Blackledge, 2010). They cite the following pedagogical potentials for code-switching: 1) increasing the inclusion, participation and understandings of pupils in the learning processes; 2) developing less formal relationships between participants; 3) conveying ideas more easily; and 4) accomplishing lessons more fluidly (p. 106). Though code-switching and translanguaging both relate to language practices, they embody distinctive features. A comprehensive review of translanguaging follows.

Translanguaging and Bilingualism for Learning

Translanguaging has emerged as one of the more recent approaches to teaching and learning in bilingual and multilingual education. Translanguaging as a pedagogy both integrates and transcends theoretical constructs from previous decades such as *code-switching* and *error analysis* toward a focus on how bilingual learners select features from their linguistic repertoire in performing academic or communicative tasks in literacy development (Mora, 2015). A translanguaging classroom is any classroom in which students may "deploy their full linguistic repertoires, and not just the particular language(s) that are officially used for instructional purposes in that space" (García, Ibarra Johnson & Seltzer, 2017, p. 1).

García and Wei (2014) discuss in depth the multiple conceptual layers of translanguaging. As a process, it is defined by "students and teachers engaging in complex discursive practices that include ALL the language practices of ALL students in a class in order to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new sociopolitical realities by interrogating linguistic inequities" (p. 121). In other words, the idea of translanguaging at school has allowed for a scholarly and practical look at the ordinary language practices in bilingual environments in formal educational settings.

Translanguaging pedagogy has been utilized in classrooms in order to recognize and validate students' full repertoire of semiotic resources (Esquinca, Araujo &, de la Piedra, 2014). For example, in the research study conducted on the U.S.-Mexico border by the aforementioned authors, a teacher used strategies and meaning-making tools in both languages (English and Spanish) to construct meaning of science content. This study

looked at how this particular teacher scaffolded[31] students' language development, developed students' high-order thinking skills, and involved all students in constructing understanding, all in the name of increasing students' access to rigorous learning levels. The example is highlighted because it exemplifies how languages can be used to increase students' access to rigorous academic content. The teacher's pedagogical approach is in sharp contrast to the typical widespread adherence to strict separation of language models where teachers and students try to develop language, literacy and content skills while only utilizing one of their linguistic codes (for example, English OR Spanish only). For students in a DLBE program who are developing two languages simultaneously (home language and additional target language), they might potentially fail to access the rigorous content in the additional target language because they are in the process of developing that language (Esquinca, Araujo, & de la Piedra, 2014).

García and Wei (2014) emphasized that becoming bilingual is not just the 'taking in' of linguistic forms by learners, but also "the constant adaptation of their linguistic resources in the service of meaning-making in response to the affordances that emerge in the communicative situation, which is, in turn, is affected by learners' adaptability" (p. 16). Adaptability includes the development of language patterns as a result of interactions between internal cognitive ecosystems and external social ecosystems. In order to achieve this, García and Sylvan (2011) recommend providing a model of multilingualism that adopts a dynamic plurilingual approach with translanguaging as an

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[31] *Scaffolding* refers to the activity that takes place at the Zone of Proximal Development (ZPD) as a more capable peer or adult, in social interaction, assists the learner in an activity that the individual will eventually be able to do alone (Esquinca, Araujo, & de la Piedra, 2014).

important strategy so that students and teachers can make sense of learning moment by moment.

The translanguaging framework supports the notion of bilingualism as a *resource* as supported through multiple research studies using classroom practices of bilingual students. Translanguaging for educational purposes includes practices such as (a) shifting between text in one language and discussion in another; (b) moving across texts that feature different languages; (c) discussion in one language but checking comprehension in another; (d) reading in one language and writing in another, discussing in one language and writing in another; (e) integrating students' language resources; and (f) using both languages flexibly in micro-alternation, or code-switching[32] (García & Kleifen, 2010). Translanguaging practice does not mean that language use becomes chaotic and messy, or even used in some sort of haphazard or unplanned way. Instead, a translanguaging classroom uses languages strategically and purposefully that are pedagogically supported for a more natural development of bilingualism.

Other research studies, such as Martin-Beltrán's (2014), finds that students often used translanguaging practices to engage in *languaging*[33], or the mediation of cognitively complex activities. For example, students of varying linguistic abilities use all of their linguistic repertoires to engage with the complexity of the content in any given subject. In practice, students' translanguaging practices "opened navigational spaces to consider

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[32] Translanguaging is not simply going from one language code to another. The notion of code-switching assumes that the two languages of bilingual are two separate monolingual codes that could be used without reference to each other. Instead, translanguaging posits that bilinguals have one linguistic repertoire from which they select features strategically to communicate effectively.

[33] Languaging emphasizes the agency of speakers in an ongoing process of interactive meaning-making (García & Wei, 2014).

multiple perspectives and enhance conceptual and linguistic understanding" (p. 224).

When students have the opportunity to engage freely with their peers, they tend to

support research claims of using the first language for second language development

(Palmer, Mateus, Martínez & Henderson, 2014). Creese and Blackledge's (2010) study

outlines examples of a head teacher's translanguaging practices. The head teacher used

her languages in a *teacher-directed translanguaging* format. In other words, in a

pedagogic context to make meaning, she transmitted information, and used linguistic

signs at her disposal to connect with her audience to increase community engagement.

The authors of the article maintain that the head teacher used English and Gujarati in a

translanguaging framework to "engage her audience, as a resource to negotiate meanings

and to include as much of the audience as possible" (p. 108). The researchers further

explain that the head teacher showed her "heteroglossia by encompassing language forms

simultaneously" (p. 109), not as distinct languages in this particular context.

Other forms of *teacher-directed translanguaging* involve planned and structured

activities by the teacher as a transformative pedagogy (García & Wei, 2014). They

continue to note that "in the diverse classrooms of today, learners have diverse profiles –

not only linguistically, but also socially, educationally, experience-wise, and so on"

(p. 92). This allows teachers to engage every student holistically and to differentiate

instruction to ensure that "all students are being cognitively, socially, and creatively

challenged" (p. 92). Challenging students' learning can be accomplished through use of

meaningful interactions and collaborative dialogue with linguistically and contextually

relevant input and output.

Translanguaging Pedagogy

To address the growing interest of Translanguaging pedagogy, two guides have been produced to address curriculum and instruction considerations for educators. The first is entitled, "Translanguaging: A CUNY-NYSIEB Guide for Educators" by Celic and Seltzer (2011). In this publication, Ofelia García contributed the foreword on theorizing translanguaging for educators, noting that, "the guide offers you practical assistance on how to use translanguaging to help facilitate more effective learning of content and language by bilingual students" (p. 1). The guide is intended for teachers of any grade level, language and institutional setting. As outlined in the "About this Guide" section (p. 11), the guide is divided into three parts. Part 1 sets the stage and the context for translanguaging pedagogy by providing the development of a multilingual ecology in the school, the design of instruction foundations, of collaborative work, and the use of translanguaging resources. Part 2 focuses on content and literacy development and highlights content area and reading instruction and content area and writing instruction. Part 3 targets language development in terms of vocabulary and syntax.

The other guide that provides insight into the world of translanguaging is entitled "Translanguaging in Curriculum and Instruction: A CUNY-NYSIEB Guide for Educators" (Hesson, Seltzer, & Woodley, 2014). Whereas the previously mentioned guide focuses on translanguaging strategies, this guide focuses on curriculum and instruction, with an emphasis on meeting the Common Core State Standards. The guide is divided into two parts. Part 1 addresses full units of instruction to demonstrate (in practice) how translanguaging fits into all grade levels, content area, or languages of instruction. For example, the guide includes eight full units of instruction. The units were

informed by the Common Core State Standards. There are three sample instructional units per grade level strand with one fiction, one non-fiction, and one content area unit (p. 14). Part 2 includes strategy pages that have been modified and shortened from the first guide (mentioned above). In this section, each strategy is illustrated using short classroom vignettes from each grade level strand. Each vignette is linked to a relevant Common Core State Standard and demonstrates how translanguaging can be used to help students access, meet, and even exceed that standard (p. 18). The authors emphasize that "without translanguaging, many students will be left behind as they are presented with fast-paced, English-only units, and rigorous new standards" (p. 18).

In sum, the guides help practitioners define language and content objectives as they relate to bilingual/multilingual classroom learning, explain or give rationale for multilingual language use in classroom environments, and implement well-articulated pedagogy that supports features that promote and advance social justice to ensure that students, particularly minority students, are instructed and assessed in fair and equitable ways (García, Ibarra Johnson & Seltzer, 2017).

Social Justice and Bilingualism for Learning

Why is the bilingualism of the well-to-do a source of linguistic security and a sought after advantage while the bilingualism of the poor is a source of insecurity and a disadvantage? (Zentella, 1997, p. 283).

I begin this section not by attempting to answer Zentella's question directly, but by first examining the context in which it lies. Teachers have many reasons why they chose the teaching profession. Teachers of DLBE have reasons, perhaps similar, perhaps slightly different than monolingual teachers. Bilingual teachers often cite additional linguistic and cultural, even political reasons. Some teach for social justice to support and

strengthen communities, others to level the playing field for the traditionally marginalized sector or possibly to seek out more equitable opportunities for minority students in school and society. Ultimately the question remains as to whether these practices seek to liberate the classroom learning environment by realizing two important principles: social justice and social practice (García, 2009). García (2009) affirms that *social justice* principles value the strength of bilingual students and communities and builds on their language practices. *Social practice* principles place learning as a result of collaborative social practices in which students try out ideas and actions, and thus socially construct their learning (p. 153). Both of these principles are central to dual language bilingual education pedagogy. The integration of students, languages and cultures within one space (the classroom) brings great hope of hearing all voices.

García and Wei (2014) explain that translanguaging refers to *new* language practices that "make visible the complexity of language exchanges among people with different histories, and releases histories and understandings that had been buried within fixed language identities constrained by nation states" (p. 21, original emphasis). The idea here is that naturally occurring language practices bypass the separate language structures that were once believed to exist. Ringer (2005) indicated that we need to "work with each other and with our students to move beyond the limiting notion that freedom privileges individuality over community" (p. 780). As Ringer further stresses, "We must focus our energies toward promoting a concept of liberty that stresses the freedom to work collectively, critically, and democratically toward the common good we're all striving for — a dialogic community in which individuals and communities work together for the benefit of all" (p. 780). Linguistically, "benefits" suggests the pluralism

ideology in which languages co-exist and produce secure majorities (populations) who demonstrate a respect for language rights and language-minority development (Hornberger, 2003). For this to occur, educators must work toward a more critical understanding of how we think about, negotiate, and transform the relationship among classroom teaching, the production of knowledge, the institutional structures of the school and the social and material relations of the wider society (O'Gorman-Fazzolari, 2016).

When educators provide students a space in school where they can draw on their everyday language practices, we dignify who they are as multilingual beings and support bilingual identity construction (Palmer et al., 2014). This is particularly valid when students of the majority language and cultural group are combined with minority populations within the learning context, as is the case in DLBE classrooms. Native English speaking students desire bilingual competencies and LOTE students seek the same valuable skills sets. As a result of this dynamic linguistic makeup, groups of students learn from one another, learn about each other's cultural contributions, and tend to rely on one another for the purpose of learning precious knowledge, the knowledge that each individual student brings to school. Freire (1970) proposed that students and teachers must talk about *generative themes*[34] that are drawn from the students' everyday world. Classrooms that value this ideology would then allow students the freedom to

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[34] A *generative theme* is a cultural or political topic of particularly current concern or relation to the reading students in a Freire-designed classroom are engaged in. This allows them to generate relevant, interesting, and didactic class discussion.

speak in whichever language they feel most comfortable in order to communicate from an individual and sociohistorical perspective.

Liberation pedagogy encourages students to bring their culture and personal knowledge into the classroom as a means of helping them understand the connections between their own lives and society (Fiore & Elsasser, 1987). Furthermore, this ideology seemingly empowers students to use language, all of their language, to control their environment. According to McLaren (2000), there is still reason to hope for a "cooperative pedagogical venture … that may lead to a revival of serious educational thinking in which the category of liberation may continue to have and to make meaning" (p. 170). When put into DLBE perspective, the traditionally marginalized student, for example the Hispanic student or Guatemalan student, now has a place in society where her language is valued and taught in school—indeed considered a value in the lives of the traditional class of power. García and Wei (2014) use "bilingual education because of its *continued* link to a sociopolitical agenda that insists on the use of the minority students' home language (Spanish) practices to provide more equitable educational opportunity, thus affirming the social justice agenda" (p. 48). Language use that allows for fluidity on the micro- or classroom or local level has the potential to liberate both monolingual and bilingual education from the traditional strict separation of language by classroom, teacher, and academic content.

Conclusion

This literature referenced in this chapter relates to the focal points of this study. The areas highlighted include the shifting demographics of K-12 students in the United States and the institution-level responses to these shifts. I included a review of literature

that pertains to language separation models and translanguaging pedagogies, strategies and goals for DLBE programs. The inclusion of how language models operate helps bring to light the importance of teaching and learning approaches for teachers and students in dual language bilingual education programs. I also discussed the idea of a free school space to exercise natural linguistic practices among teachers and student populations and how liberatory pedagogy may aid in creating these spaces.

In summation, a liberated teacher is one who opens spaces for bilingual practices in the learning environment, thus does not have the responsibility of policing language use. The liberated teacher creates spaces for liberated students to learn and practice bilingualism as bilinguals practice in society. Liberated students exhibit characteristics of bilinguals who use their linguistic repertoire as a resource to function appropriately in different contextualized spaces.

CHAPTER 3

METHODOLOGY

The route to bilingualism can take many forms. It can be simultaneous or sequential, occur at an early age or an older age, and can happen with any combination of languages in diverse contexts. My research project involved the study of English/Spanish bilingual language use within a 50/50 dual language bilingual education program (DLBE), also called two-way dual language (TWDL). Since their inception, DLBE programs have been designed to foster bilingual development where teachers and students were required to teach and learn under restrictive models of language separation. While bilingualism and biliteracy were valued under this model, the process by which these goals were accomplished has been an evolving topic of debate in the field. Researchers and experts in the field have raised important questions about strict separation of language in bilingual programs and whether such restrictions are the most appropriate pedagogical means for producing functionally bilingual and biliterate students. To best understand this phenomenon, several theoretical, linguistic and practical factors were considered, analyzed and discussed in this dissertation.

In this chapter, I begin by describing the multiple components of my research study, including the constructivist epistemological stance in which the study is situated, the sociocultural theoretical framework and the case study research design. I then outline the designated chronology of how I completed the study, and describe the research setting, participants and demographics of the school population and research site. Further discussion includes a description of the data collection tools and strategy for analysis,

along with a discussion of the trustworthiness of this study. I conclude the chapter by providing a deeper look at the participants' bilingual profiles and McLaren Elementary School's (pseudonym) dual language bilingual education program implementation process.

The objective of this study was to explore teachers' perceptions about English and Spanish language use in DLBE classrooms to achieve the program goals of bilingualism, biliteracy and bicultural competencies. Further objectives were to analyze the use of the two target languages, English and Spanish, during target language instruction and the spontaneous nature of bilingual language use that would account for and contribute to instructional, comprehension and participatory considerations. Chapter 3 describes the methods and procedures chosen to answer the following research questions:

1. What are dual language teachers' perceptions of the language separation model/strict separation of languages in relation to the program goals (development of bilingualism, biliteracy, and bicultural competencies)

2. Does the translanguaging phenomenon exist/occur naturally in the teaching and learning environment? By whom? In which learning contexts? During what type of grouping configurations? And for what purpose?

3. Do teachers encourage students to stay in the target language during instructional time? How? Why? What strategies do they employ?

Constructivist Epistemology

The lens through which I will be viewing the empirical evidence for this research is that of a constructivist. Teaching linguistically and culturally diverse emergent bilinguals[35] can be challenging (and very rewarding) for many educators. In general

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[35] *Emergent bilinguals* were students who are at the early stages of bilingual development. For the purpose of this study, this includes students who are classified as English learner (EL), as well as English speakers who are learning other languages. Further, the term includes students of varying bilingual linguistic abilities. For example, advanced or experienced bilinguals who use two (or more) languages with relative

terms, challenges arise because the pedagogical and theoretical approaches fail to match

the needs of the students and program goals. For example, the *banking model*[36] or

traditional behaviorism[37] as pedagogical approaches for linguistically and culturally

diverse learners in a dual language bilingual educational setting will most likely yield

unfavorable outcomes, if any outcomes are to develop at all. Essentially, the banking

model is a "label quest" (Zentella, 1997, p. 278) in which teachers have the answers in

their heads and after teaching, check to see if the students can regurgitate the correct

labels on tests, typically in a pencil and paper fashion. Zentella asserts that such tests are

an "effective way of expressing and maintaining the power differences between an

authority figure and child" (p. 278). True learning comes from real discovery of truth,

not through the imposition of an official (or standardized) truth (Chomsky, 2000) and

resulting regurgitation of facts. In other words, if only the authoritative truth is presented,

then how and when will students be afforded the opportunity to develop critical thought?

The information given by the authoritarian figure, that is, the teacher, serves to maintain

the power dynamic composed of the keeper of all information (the teacher) and the

receptacle (the student).

It is difficult to conceptualize learning, particularly meaningful bilingual language

and cultural learning in relevant contexts with such an authoritarian configuration. Quite

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ease, although their performances may vary according to task, modality, and language (García, Ibarra Johnson, & Seltzer, 2017).

[36] Paulo Freire (1994) defined the *banking model of education* as a fixed or predetermined set of knowledge that is deposited into the students' empty heads, who then have to retrieve the information and give it back during testing.

[37] *Behaviorism* is a "philosophy that defines learning as an externally directed activity: the acquisition of desired behaviors through repetition and reinforcement" (Adelman Reyes & Crawford, 2012, p. 13).

the contrary and under a much more pedagogically appropriate umbrella, teachers who provide student-centered activities for engaging meaningfully with academic content and who allow students to construct meaning individually and collectively tend to view learning differently. They view learning from a social constructivist perspective. The constructivist approach to learning serves to guide rather than prescribe what and how students learn. Constructivists conceive learning, "as a process of reconciling prior knowledge and understandings of the world with new experiences and social interactions, resulting in new knowledge and new understandings" (Adelman Reyes & Crawford, 2012, p. 12).

The dual language bilingual education program described in this study favored the constructivist approach as evidenced by teachers' pedagogical descriptions and empirical evidence displayed during classroom instructional time (see Chapter 5 for list of Constructivist Strategies). Most prevalent were opportunities for student collaborative engagement and social interaction as both planned and spontaneous or unprompted pathways toward the functional goals of bilingualism and biliteracy. Like all other TWDL programs, students in this program learn academic content through two target languages, English and Spanish. Also, typical of DLBE programs, all students speak either or both of the two target languages at home, and some even speak a third language (that is, Mandarin and Tagalog, as in the case of McLaren's DLBE program). Essentially, students bring their entire linguistic repertoires to school, share components of their repertoires, and it is from this standpoint that they collectively (and eventually individually) gain access to the grade-level curriculum.

Sociocultural Theory

The constructivist view that illustrates students as active participants is consistent with Lev Vygotsky's Sociocultural Theoretical (SCT) perspective. I chose SCT as a lens for gaining a more comprehensive understanding of both strategic and unplanned bilingual language use in classrooms designed to maximize students' linguistic and cognitive developmental processes in two languages. Practically speaking, these "developmental processes take place through participation in cultural, linguistic, and historically formed settings such as family life, peer group interaction, and institutional contexts like schooling and social activities." (Lantolf, Thorne, & Poehner, 2015, p. 207).

Vygotsky's research helps to inform more effective and efficient opportunities for language use and learning through active student participation and in collaborative learning environments. Dworin (2003) asserts that through social interaction, people negotiate meaning through language, or the tools and signs available in their environment. In fact, Vygotsky specifically stated that "passivity of the student is the greatest sin from the scientific point of view, since it relies on the false principle that the teacher is everything and the pupil nothing" (Dixon-Krauss, 1996, p. 18). Social interaction is particularly evident in bilingual academic learning environments where the actual and local languages are taught, learned, and valued. In thinking about how to best understand the interrelationship of languages and how they interact within the bilingual developmental sphere of accessing grade-level content, I selected an ethnographic case study research design.

Case Study Methodology

I selected a qualitative design to address the research questions of this study.

The nature of discovery necessary for my study was best situated in a qualitative case study design in which I could "investigate a contemporary phenomenon in depth and within its real-life context" (Yin, 2009, p. 18). In this case study, the *contemporary phenomenon* is the opportunity to become bilingual and biliterate in today's classrooms and the *real-life context* is the dual language classrooms in the chosen setting. Emerson, Fretz, & Shaw (1995) suggest that choosing an ethnographic approach as most logical as ethnographic field research involves the study of groups of people as they go about their daily lives. These same authors note the importance of being physically present and participating in the daily routines of the research setting, developing ongoing relations with the people in it and observing what is going on. The case chosen for my study allowed me to engage in multiple data collection activities, including teacher interviews, classroom observations, written correspondence, school-wide observations, and interviews with administration. I was granted complete autonomy to engage with the school's programs, teacher participants and administrators prior to starting the research.

Case studies fit cogently with ethnographic methodologies by allowing the researcher the ability to investigate the attributes of a social phenomenon (Flick, 2006) of bilingual education in the context in which it occurred. I chose ethnographic case study research design because I believe that research focused on discovery, insight, and understanding, from the perspectives of those studied, offers the greatest promise of making significant contributions to the knowledge base and practice of education (Merriam, 1988).

Dual language programs exclusively utilizing strict separation of language models have come into question because they do not always acknowledge the Third Space, the

translanguaging space, or the bilingual space. The bilingual space is a space that should allow teachers and students the opportunity to bring the languages and language practices together for both academic and social purposes. The practice of having a "bilingual space" or translanguaging space is becoming more widely recognized across educational contexts in an increasingly globalized world (Hornberger & Link, 2012). The importance of my research and selected methodology serves to explore how students and teachers use language to construct and negotiate meaning within programs with designated language policies. As new types of educational programs emerge (for example, more developed DLBE programs), new pedagogical approaches to teaching and learning—that is, translanguaging pedagogy—can hopefully develop.

The descriptive nature of this case study demonstrates the complexity of the research situation as seen from ten teachers' perspectives, along with observations of how the two target languages were used in the teaching and learning environment. The site chosen for the present study allowed for an exploration of the phenomenon in a contemporary context as it is a well-established DLBE program in its tenth year of implementation.

The Full-scale Study

The full scale study consisted of two phases that spanned over the course of two semesters. The chronology of the study is outlined in Table 3. It shows the research activities (written informal interviews, classroom observations, and face-to-face interviews), the time line, and frequency of research activities. Seeing that the relevance of study lies in the teachers' perspectives and practices, the bulk of this analysis was focused on the informants' language. According to Lofland, Snow, Anderson, and

Lofland (2006), language is the key to understanding most human interactions as it is the major symbolic system for establishing meaning. They state, "there are three kinds of talk that are central to qualitative research: talk in action (that is, in the flow of activity in the setting), informal interviewing, and intensive interviewing. Each of these types of talk can capture important aspects of the social world under study" (p. 87).

For this research project, similar forms of data collection were chosen with slight variations to account for logistical constraints. For example, in order to increase data collection on the teachers' perceptions and reflections, I maintained weekly contact with them via *written informal interviews and correspondence*. The written informal interviews occurred one-on-one with teacher participants via email, meaning I was in contact throughout the study to maintain "intimate familiarity with the social world under study" (Lofland, Snot, Anderson, & Lofland, 2006, p. 88). Seidman (2013) notes that it is not always possible to make in-person contact and as a result the researcher will have to rely on other means, such as the telephone or email. I used email correspondence in this study to facilitate extended contact with the participants.

I conducted *classroom observations* within each participants' classroom to account for "talk in action" or what is referred to as "accounts or patterns of talk formulated for a particular end in a naturally occurring situation that is part of some ongoing system of action" (Lofland, Snot, Anderson, & Lofland, 2006, p. 87).

Finally, in order to gain greater access to the teachers' perspectives, I conducted *face-to-face audio recorded interviews* with the participants. The teachers took ample time to offer their insights about the events under study. The interviews provided deeper

access to the participants' perspectives about the actions through an additional set of eyes.

(Refer to Data Collection section for further explanations)

Table 4: Chronology of the Study: Timeline Summary of Research Data Collection and Analysis

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Research Activity	Time Line	Frequency of Research Activity

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Phase One:

Written Informal Interviews	January – May 2016	As needed or requested
Classroom Observations	January – May 2016	15 Observation days (60 hours)
Interviews (face-to-face)	January - May 2016	2 (per teacher) ½ - 1 hour (20 total)

Phase Two:

Written Informal Interviews	August – Nov. 2016	As needed or requested
Classroom Observations	Sept. – Nov. 2016	10 Observation days (40 hours)
Interviews (face-to-face)	Sept. – Nov. 2016	2 (per teacher) ½ - 1 hour (20 total)

_____

Phase One took place between January and May 2016 (spring semester 2016) and Phase Two took place during fall semester 2016.

The Research Setting

The research setting was a rural town situated in the Midwestern United States and the participants included ten dual language bilingual education teachers. The study focused on fourth and fifth grade classroom teachers and students at McLaren Elementary School in Benton School District (pseudonyms).

I chose this research site for several reasons. First, and most significantly, in 2006 the program was designed based on "Guiding Principles for Dual Language Education," a

Center for Applied Linguistics publication designed to facilitate the implementation

process for new DLBE programs. The components of this guide provide a supporting

framework for planning, self-reflection, and growth (Howard, E. R., Sugarman, J.,

Christian, D., Lindholm-Leary, K. J., & Rodgers, D., 2007). Program designs that

followed best practices of the time (2006) have a unique dimension that is worthy of

investigating. Second, the DLBE program in Benton School District[38] is in its tenth year

of implementation and has grown at impressive rates. There are few DLBE programs that

have sustained like Benton School District's DLBE program for the duration and have

expanded upwards (Pre-Kindergarten through 10th grade with plans to include PreK-12)

and outwards (from two teachers in 2007 to 47 teachers in 2016). Third, the DLBE

program at McLaren Elementary School has supported ongoing professional

development opportunities for program teachers with advocacy and professional

development agencies and the State Board of Education. These agencies work closely

with dual language bilingual education programs to ensure that research-based practices

are implemented and that ELs are receiving the most appropriate educational services

according to state rules and regulations for bilingual education. For example, in the state

in which this district is located, state guidelines require school districts to provide a

transitional bilingual program, but schools can choose to implement a dual language

program to meet this requirement. Another reason that this school district was chosen for

this project is because I worked closely with this particular school district during the

implementation phase of its formative years. The final reason I chose this school district

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[38] Benton School District is a pseudonym. I use pseudonyms for the school, school district and teacher
participants for this study out of respect for their privacy and as an agreement with the institution.

is because the DLBE program employs a diverse array of teachers hailing from countries like Spain, Peru, Mexico, and the United States. Additionally, all ten teacher participants claim high levels of bilingual proficiency in English and Spanish, that is, bilingual teachers teaching in a bilingual education program.

As sole researcher, I feel that my bilingual proficiency in English and Spanish allowed me greater access and insight into the details, complexities and subtleties that would elude a less knowledgeable (or non-bilingual/monolingual) observer (Miles & Huberman, 1994). My high level of bilingual proficiency was particularly significant because six of the ten teacher participants involved in this study conducted classroom lessons in Spanish. Because of my bilingual proficiency, I was able to participate and observe intuitively and without challenges imposed by language barriers.

The unique nature of the school district involved in this research study is characterized by several distinct factors. First, the demographic shifts over the last ten years have impacted the majority and minority statuses of the two primary language groups. The K-12 student demographic shifts mirror the community-at-large demographics in that the English-speaking population steadily decreased while the Spanish-speaking population increased since the 2005-2006 school year. Figure 3 shows the corresponding increase in Spanish speakers and simultaneous decrease in English speakers.
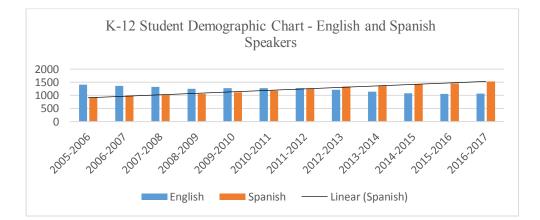
Figure 3: K-12 Student Demographic Chart – English and Spanish Speakers

K-12 Student Demographic Chart - English and Spanish Speakers

(Data Source: School District Data Department, September 21, 2016)

A second unique factor, aside from the demographic shifts, is the rural Midwestern setting in which the DLBE program is situated. Since the Spanish-speaking population has become the "majority," the face of this town has also shifted. Today, Mexican-themed restaurants and stores outnumber the non-Hispanic businesses in town. Bilingual signs populate store fronts and the local weekly newspaper publishes a column in Spanish. Though there exists a noticeable disparity among the more prominent and privileged generational Anglo farming families (the new minority) and those living in poverty (65% low income and approximately 30% living in poverty), the town's residents show continued efforts to establish mutual integration of language and cultures, which can be seen through the sustained growth and support of the DLBE program.

Benton School District is a public school district serving grades Prekindergarten through 12th grade. The town is characterized as a culturally and linguistically diverse community as evidenced by many indicators. Firstly, it ranks among one of the more diverse towns in its state with nearly three times the number of English Learners (ELs) than the state average. The school district has shown a steady increase of ELs over the

past ten years as indicated in Table 4. For instance, as indicated in Table 4, in the school year 2005-2006 (first column), there were 1408 K-12 students (first row) who identified English as the home language, compared to 920 Spanish home language speakers. Ten years later in 2015-2016, only 1061 students identified English as the home language, compared to 1465 Spanish home language speaking students. In other words, since the 2005-2006 school year, the English speaking population has decreased by nearly 250 total students, while the Spanish speaking population has increased by nearly 500 total students.

The first column in the chart shows the school year, starting with the 2005-2006 school year. The second column *English* shows the number of students who identified English as the home language. The third column shows how many students indicated Spanish as the home language. The fourth column indicates home languages other than English and Spanish. The next column shows the number of K-12 students who were identified as English learners (ELs) based on state-wide identification criteria. The following columns (White, Hispanic, Asian, Black, Multi-ethnic and American Indian) show the number of K-12 students by ethnicity. The final column indicates the total district enrollment for each school year.

Table 5: Kindergarten – Grade 12 Student Demographics from 2005-2006 to 2016-2017

Kindergarten - Grade 12 Student Demographics from 2005-2006 to 2016-2017										
	English	Spanish	Other Languages	ELL/LEP	White	Hispanic	Asian	Black	Multi-ethnic	Am Indian	Total Enrollment
2005-2006	1408	920	9	520	1086	1141	14	17	79	0	2337
2006-2007	1362	997	12	593	1058	1201	9	21	82	0	2371
2007-2008	1323	1027	11	540	1040	1207	9	17	86	0	2359
2008-2009	1254	1059	12	552	987	1211	12	23	92	0	2325
2009-2010	1281	1124	16	612	1023	1269	11	23	94	1	2421
2010-2011	1277	1185	17	662	1014	1349	12	24	77	1	2479
2011-2012	1273	1253	21	687	989	1443	14	25	74	1	2547
2012-2013	1212	1344	17	693	942	1557	14	22	38	0	2573
2013-2014	1141	1372	20	723	899	1569	14	12	39	0	2533
2014-2015	1081	1420	25	752	851	1604	12	12	44	0	2526
2015-2016	1061	1465	17	764	838	1635	6	18	45	1	2543
2016-2017	1073	1533	23	725	842	1618	16	53	18	7	2554

The total population of the town is just under 10,000, where many residents claim some connection to agriculture for sustenance. The town has attracted migrant workers with seasonal agricultural employment since the early 1990s. Many Mexican migrant workers who originally came to work as temporary pickers and processors remained as landscape laborers and continue to reside there today. According to one Anglo resident who relocated to this town 27 years ago, "The Migrant population significantly changed the community's population makeup" (Terry, personal communication, March 22, 2016). Terry was once the chief editor for a newspaper in town and a noted advocate for Migrant rights. His perspective on the changing demographics and his involvement in honoring the home language of the Mexican migrant residents was a primary focus of his attention in the community. In a recent interview with Terry, he stressed to me how the Hispanic migrants settled and planted roots in the small community in the 1990s. The migrant workers originally traveled around the United States making their way from region to

region following the harvesting seasons and always landed in this rural town for the fall harvest. The workers came in groups, children and women, too. Children attended school while the adults worked in the fields.

The migrant workers were employed as farmworkers to harvest fruit, vegetables, and other crops from August to November. Come the end of November, they were gone. At one point in the 1990s, Terry noticed that the migrant workers were still in town, later than November, their usual departure time. Each year, it seemed that more and more migrants began to stay past November. The rural town's population significantly grew from around 6,000 residents in 1990 to just under 10,000 in 2010 (see Figure 4). Much of this increase was due to the migrant population, but also the town was one of the few affordable areas left to live where families earning a low income or poverty level wage could live. Today, the population remains the same with the Hispanic residents still the majority.
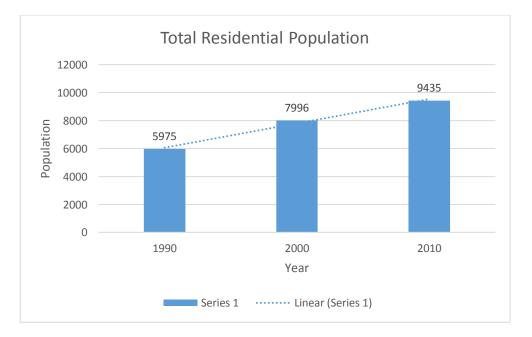
Figure 4: Total Residential Population

87

Benton School District's Dual Language Program

"The district experienced a tsunami of Mexican students entering all levels of school . . . Thus, a bilingual program emerged using the current staff to try to help students learn English as quickly as possible. Bilingual teachers were relatively unheard of" (Cynthia, Teacher Interview, February 2016).

In a recent survey conducted in Benton School District, findings revealed that the district's dual language bilingual education program (DLBE) is one of two "strengths of the district" (the other is the technology program). The development of the district's dual language has been a work in progress for the last ten years. The transformation from a Transitional Bilingual Education (TBE)[39] model of English/Spanish education began during the 2006-2007 school year. According to Juana, the principal of McLaren Elementary School, several critical factors brought about this transformation. First, the shift in student demographics started to become an extremely relevant topic of conversation both in the community and in the schools. The patterned shift included decreasing numbers of Anglo students (home language English) and increasing numbers of Hispanic students (home language Spanish). In other words, the English speaking majority was quickly becoming the new minority.

Second, during the time that the demographic shifts were beginning to occur and at a time when dual language bilingual education was gaining state-level recognition, the district superintendent came to the glaring realization that the Transitional Bilingual Education (TBE) program was not working for the district's students classified as English learners (ELs). State assessment data depicted alarmingly low achievement scores for the

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[39] Transitional Bilingual Education program models initially permit content to be taught in the student's home language (Spanish), but the home language is eventually phased out to accommodate instruction in English only. This traditionally happens over a three year period.

subgroup of Hispanic students. Beyond this, Hispanic parents were dissatisfied with the education that their students were receiving, and teachers were filled with questions about whether the TBE program was the most effective or appropriate model for the district's ELs. One teacher who worked in the district during that time described the TBE program as a "haphazard and poorly planned curriculum model that changed annually with no rhyme or reason" (Teacher Interview, March 2016). The teacher explained, "We taught Spanish the entire first semester and after Christmas break we abruptly switched to English and taught English for the rest of the school year." She recognized that EL students were quickly falling behind their non-EL peers, and their literacy development was at least two grade levels behind as determined by local testing measures.

While teachers were beginning to express their concern over student achievement, Hispanic parents were signing waivers to remove their children from the mandated and mandatory TBE program, in other words, rejecting the "bilingual" educational services for this children in favor of English-only. According to another former TBE teacher (Teacher Interview, March 2016), the disgruntled Hispanic parents stated that their students were not learning either language well and that an all-English education would be better. After undeniable negative publicity emerged in the local school community, the District Superintendent decided it was time to transform the highly ineffective bilingual education model with a program model that held greater promise. During that same timeframe, neighboring school districts were implementing DLBE programs with the help of local and state advocacy agencies. Lorena, the superintendent of Benton School District, made the executive decision to move forward with a phase-in/phase-out

transition process. It involved phasing in the DLBE program while phasing out the TBE program.

Beginning with the 2007-2008 school year, two first grade dual language bilingual education classes were phased in. Each year, at least two more classes would begin and the other classes would roll up to the next grade level. Logistically, while DLBE classes were being phased in, TBE classes were simultaneously being phased out. The transition would occur until all TBE program classes were completely phased out in all grade levels.

According to Juana, the phase-in/phase-out format served multiple purposes. It allowed for a steady transition for students, teachers and administrators. Teachers needed a distinct type of pedagogical and theoretical professional development and training program to be DLBE teachers and school and district administrators needed training on how to be effective instructional leaders of DLBE programs in their schools.

The recruitment procedure for the DLBE program started with incoming and newly enrolled PreK and Kindergarten students. Upon registering for school in either of those two grades, parents were given the option of enrolling in the DLBE program. If interested, they were asked to fill out an application and sign an informal contract stating that they understood the goals of the program and that they agreed to the long-term enrollment requirement. The long-term enrollment requirement was based on the necessary time involved to becoming functionally bilingual and biliterate, according to research. The reason the district started this protocol was because at the initial stages of implementation shortly after 2007, Anglo parents felt that their children were not becoming bilingual "fast enough" (Lorena, personal correspondence, March 2016). One

teacher remarked on this challenge, stating that "Some Anglo parents thought that their children would be able to speak Spanish (fluently) after just one or two years in the program, and when they didn't see that their 6-year-old was speaking fluent Spanish, they would pull them out of the program, claiming that it was ineffective" (Lorena, personal correspondence, Teacher Interview, March 2016). As a result, parents were then required to both attend a Parent Informational Workshop and sign the informal Enrollment Contract in order to enroll their child.

Today, the DLBE program encompasses grades PreKindgarten through 10th grade with plans to include programming through 12th grade within two years (Lorena, personal correspondence, October 2016). Of the nine total K, 1st, 2nd, and 3rd grade classrooms in each grade level, six are DLBE and three are monolingual English. In other words, two-thirds of all K-3rd grade classrooms are DLBE. The school serving fourth and fifth grades (the school site for this study) also contains the same program structure and student demographics with six DLBE classrooms and three monolingual English classrooms at each grade level. Ten years ago, the numbers were flipped with the majority two-thirds serving monolingual English and even less than one-third served ELs in the TBE program. In 2007, when the DLBE program was implemented for the first time, two DLBE teachers were transitioned into the program, the Spanish-speaking teacher from the TBE program and the English-speaking teacher from the ESL program. Today there are 47 total K-10th grade DLBE program teachers, an increase of 45 teachers in ten years. Many of those teachers also transitioned into the DLBE program from TBE and ESL, and

many have been employed as new DLBE teachers. Nine of the 47 teachers are from Spain with the Visiting Teacher Program.[40]

McLaren Elementary School

McLaren Elementary School is one of five schools in Benton School District (pseudonyms). Each school building is a grade-level center serving different grade levels: PreK, Kindergarten-3rd Grade, Grades 4 and 5, Grades 6 through 8, and Grades 9 through12. The school of focus in this study houses grades 4 and 5. The total enrollment at McLaren Elementary numbers 404 students with slightly more fourth graders (211) than fifth graders (193). Of the 211 fourth graders, 85 are identified as English learners (ELs) and 54 of the 193 fifth graders are identified as ELs. The school contains several types of educational programming, including monolingual English (three classes at each grade level) and dual language (six classes at each grade level). The table below shows the breakdown of instructional programs in the school. The breakdown is significant because it shows that the majority of students enrolled in the school (and district) are DLBE students learning to become bilingual and biliterate. DLBE designates the dual language bilingual education program which includes three partner configurations (DLBE 1, 2, 3) and MONO shows the English-only programming (See Table 5) for students who choose not to be in the DLBE program. Each DLBE classroom is

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[40] The Visiting Teacher Program is administered as a partnership between the State Board of Education and the Ministry of Education and Culture of Spain. Spain has participated in this program since 1997. The purpose of the partnership is to enhance understanding between the people of the United States and the people of other countries through education and cultural exchanges. The State Board of Education offers School Districts the opportunity to recruit Highly Qualified teachers from Spain to teach in Dual Language, Bilingual Education, and Spanish as a World Language Programs. The Ministry of Education in Spain has this program, whereby English-speaking teachers come to the United States to teach for a few years and then return home. These teachers cover many subject areas – but the chance to have a person from another country in residence in a U.S. school is a valuable opportunity for the students, staff, and community. In 2014, 54 teachers were hired to work in 11 school districts in the state (English Language Learning, n.d.).

comprised of students whose home languages are English, Spanish, and bilingual. The idea is to maintain an equal balance of home language speakers (English and Spanish) so that the proportions balance out in each classroom, thereby allowing students to act as *language experts* in the classes where their native language matches the language of instruction (Lorena, personal correspondence, October 2016). Student language experts serve the purpose of equalizing the language hierarchy so that no one language is more powerful or important than the other.

Table 6: Educational Programming at McLaren Elementary School

	DLBE 1	DLBE 1	DLBE 2	DLBE 2	DLBE 3	DLBE 3	MONO	MONO	MONO
Fourth Grade	Spanish	English	Spanish	English	Spanish	English	English only	English Only	English only
Fifth Grade	Spanish	English	Spanish	English	Spanish	English	English only	English Only	English only

The Participants and the Selection Procedure

Qualitative inquiry seeks to understand the meaning of a phenomenon from the perspectives of the participants (Merriam, 2002). The sampling associated with qualitative fieldwork is usually purposeful (not random) and most appropriately "conducted to learn about select cases" (Lofland, Snow, Anderson, & Lofland, 2006, p. 91). A purposeful sample of participants was selected for this research to learn about and understand the phenomenon of how languages are used for the development of bilingualism and biliteracy in two-way dual language bilingual classrooms.

The first step in the selection process included selecting the research site. The site was chosen because of the longevity and sustainability of the DLBE program, the significant demographic shifts that have occurred over the last ten years, and the recognition of the poorly executed Transitional Bilingual Education (TBE) program that

was in place ten years ago before the transformation. The direct result of these factors was the implementation of the DLBE program. The teachers were asked for their participation on the basis of criteria of being current dual language bilingual education teachers and their willingness to participate in all aspects of the study from January to November 2016. Participation was open to both English and Spanish DLBE teachers and participants were offered the option of contributing information, either written and/or orally, in either English or Spanish throughout the study. The teachers from Spain and Peru sometimes chose to contribute in Spanish, but not always.

Data Collection

I selected several qualitative methods of data collection to gain an understanding of "the meaning people (teacher participants) constructed" (Merriam, 1998, p. 6) in their authentic DLBE educational setting. The data collected for this study consisted of and were triangulated from three sources: 1) written informal interviews, 2) classroom observations with field notes, and 3) recorded semi-structured teacher interviews. The data were collected over two semesters from January to May 2016 (Phase One) and from August to November 2016 (Phase Two). Data collection took place both in the field (see Table 3) and by means of email correspondence. The method of email correspondence was selected as a data collection tool to augment the face-to-face interviews.

Over the course of 11 months, I conducted the following data collection activities. The activities are listed in chronological order as they appear in Table 3 and are described as follows:

1) Written Informal Interviews via Email Correspondence = ongoing

2) Classroom observations with field notes

Phase One: 6 one-hour observations per teacher, 10 teachers = 60 hours

Phase Two: 4 one-hour observations per teacher, 10 teachers = 40 hours

3) Semi-structured Individual Interviews with teachers, audio recorded

Phase One: 2 half-hour to one-hour interviews per teacher = 20 interviews

Phase Two: As needed for follow-up non-structured questions

1) Written Informal Interviews via Email Correspondence

Teacher participants were eager to participate in this study and contributed many observations. To honor their enthusiasm and willingness to participate, I chose to supplement the classroom observation and face-to-face data with written informal interviews. These informal written interviews were conducted via email correspondence throughout both phases of the study. Furthermore, the email correspondence served the purpose of maintaining regular contact with the participants because of the distance between the research site and my place of residence. I spent significant physical time in the field, conducting classroom observations and face-to-face interviews, so the method of informal interviewing emerged as a logical way of maintaining contact with the participants.

Often I had questions about what I observed in the field, and upon returning to my place of residence, I would make follow-up inquiries with the subject via email. Other times, I had a single question for all participants in which I would send an individual email asking for their thoughts, feedback, and reflections. Subjects were always informed that they could write as little or as much as they wished, could respond in either English

or Spanish, and that their email correspondence would be kept in secure electronic folders using confidential measures.

2) Classroom Observations with Field Notes

The ten participants' classrooms provided the physical environment from which to observe natural and real-life actions, behaviors, and language practices in either English and/or Spanish of the DLBE program. I observed all ten classrooms during both phases of the research project for a total of 100 observation hours. To ensure accurate recording, I focused on one aspect or focal point during each classroom observation. For example, during one set of observations, in order to understand the potential for translanguaging, I focused on how teachers fostered students' content knowledge through the use of all of their languages. In order to understand the potential for dynamic language use in the classrooms, I used the following questions on the data collection observation guides to identify potential characteristics (adapted from García, Ibarra Johnson, & Seltzer, 2017):

1. How are the student students' home languages and cultures celebrated?

2. How is instruction designed to promote translanguaging? How do teachers build students' content knowledge through the use of all of their languages?

3. How do students utilize their multiple languages to negotiate academic content? Is collaborative work designed to encourage students to use both their home languages and English to make meaning? How?

4. Does the teacher allow multilingual collaborative work to build students' listening and speaking skills? How? What strategies are used, taught?

5. How do multilingual resources build students' language and academic content skills?

6. How do teachers build students' reading and listening ability through the use of all of their languages?

7. How do teachers build students' content knowledge through the use of all of their languages?

8. How do teachers provide rigorous cognitive engagement for students?

9. How do teachers build students' writing ability through the use of all their languages?

10. How do teachers scaffold to enhance students' understanding?

A second focal point during observation was the teachers' use of strategies to maintain the language of instruction. Each classroom observation was followed-up with a one-on-one audio-recorded teacher interview.

In an effort to compile accurate and rich data during classroom observations, I included supporting observational field notes. The goal was to make permanent records of the descriptive and reflective information I observed in the field. My objective for recording descriptive field notes came at the suggestion of Bogdan and Biklen (2011), who encouraged objective records of the detail to produce "word-pictures of the setting, people, actions, and conversations as observed" (p. 120). In other words, as Gall, Borg, and Gall (1996) suggest, I painted a narrative picture of the participants teaching worlds that included dialogue, descriptions of the research setting, and explanations of events and behaviors. I recorded field notes about language use and behaviors, including teachers' reactions toward students' language use, along with student-to-student and student-to-teacher reactions and attitudes. In order to record the most accurate and organized information, I designed a three-column template for handwritten and/or typed notes (see Figure 5 and Appendix A). Each column allows for explicit recordings of pertinent information, including time, descriptive and reflective information, as

highlighted in Figure 5. Within the *descriptive details* category, the recording of quotes was a significant focus.

Figure 5: Three-Column Field note Template (Full Template in Appendix A)

Date: _____

Class: _____

Time	**Descriptive**: Notes (setting, actions, behaviors, conversations observed)	**Reflective** Information: Thoughts/Ideas/Questions/Concerns

The same template was copied and used for all classroom observations. The descriptive nature of the field notes included the following areas and follow recommended field notes guidance by Bogdan and Biklen (2011): 1) portraits of the subjects to include their physical appearance and characteristics that set people apart from others, 2) reconstruction of dialogue or the conversations occurring among students and teachers, 3) description of physical setting and drawings of the space and contents within, 4) accounts of particular events including listings of who was involved in the events, 5) depiction of activities and behaviors and particular acts, and 6) the observer's behavior as a subject of scrutiny and an instrument of data collection (p. 121). I both typed and recorded hand-written notes in the field notes template for efficiency measures during classroom observation.

The final column on the template, Reflective Information, allowed for recordings of more subjective accounts of personal observations, feelings, interpretations, ideas and opinions. As offered by Gall, Bord, and Gall (1996), I paid special attention to record reflective field notes that included "personal accounts of the course of inquiry, reflections on the methods of data collection and analysis, reflections of ethical dilemmas and

conflict, reflections on my frame of mind, and emerging interpretations" (p. 350). In addition, I frequently referred to recommended reflective field note categories proposed by Bogdan and Biklen (2011). They included 1) reflections on analysis and accounts of what I am learning, themes that are emerging, patterns and connections, 2) reflections on method and this study's design and possible methodological problems and accomplishments, 3) reflections on ethical dilemmas and conflicts that may arise, and 4) reflections on the observer's frame of mind, including opinions, beliefs, attitudes, and prejudices (p. 123).

Upon completion of each classroom observation, I wrote up a topical outline (Bogdan & Biklen, 2011). The topical outline included "key phrases and important topics and included the major sequence of events" (p. 126) so that I could go back and quickly identify relevant occasions and reference chronological events. These outlines later facilitated data analysis processes.

3. Semi-structured Teacher Interviews, Audio Recorded with Transcripts

I conducted one-on-one *semi-structured interviews* with teachers after the classroom and participant observations in order to gain further insight into their teaching methods and practice. The interviews were designed to delve into the teacher's school lives to learn about and recognize attributes of their perspectives and practices within the DLBE structure. Seidman (2013) encourages interviewing as a qualitative data collection method because it affords a unique glimpse into the individual's lived experiences in a given context.

I used a flexible format interview guide as my objective was not to follow scripted questions verbatim but rather to have a "list of things to be sure to ask about when talking

to the participant being interviewed" (Lofland, Snow, Anderson, & Lofland, 2006, p. 105). For example, if the central focus of a classroom observation was the teacher's use of strategies to maintain the language of instruction, then the follow-up interview focused on that topic. The flexible format allowed interviewees to speak freely about the topic and add information when and where necessary.

Data Analysis

In order to examine how students use language in the DLBE classroom and teachers' perceptions about language policy and program goals, I conducted ongoing analyses of the data while conducting field work. Characteristically, "ethnographic fieldworkers collect and analyze data simultaneously, allowing analytic concerns generated by initial observation and interviews to guide and focus the collection of new data" (as cited in Emerson, Fretz, & Shaw, 1995, p. 123). During both phases of data collection, I concurrently recorded, transcribed, and analyzed data. Doing so allowed me to discover, uncover, and identify relevant themes and patterns as they emerged in the field or in communication with the participants. In line with the scope of qualitative research, the ongoing analysis unfolded inductively to honor the bottom up nature of interconnected evidence and information (Bogdan & Biklen, 2011).

The amount of time that I spent observing classrooms amounted to approximately 100 hours. I developed the three-column fields note template to record notes (see Figure 5). The goal of each observation was to focus on one area of investigation and actively record *descriptive* notes (setting, actions, behaviors, conversations) and *reflective* information (thoughts, ideas, questions, concerns) and, afterwards, produce a topical outline. This cycle continued with each classroom observation and field note taking

100

opportunity with a focus on emerging themes for further and continued data collection (Dworin, 2003). Throughout the process, I reviewed notes and topical outlines to identify threads. Additionally, I often took a step back to look at the entire academic and social setting to fully engage with each individual's classroom activities as key components to the greater whole. I wanted to ensure that I was accounting for the diverse set of activities that were occurring in classrooms throughout the school. During this process, I pondered themes as they emerged, compared, and categorized patterns of ideologies and systems of beliefs (López & Fránquiz, 2009). I found this part of the research project to be of particular intrigue because I felt as though my perspectives included both emic and etic viewpoints. The emic perspective was present because I am familiar with the program under study and was able to decipher the nuances during classroom observations and teacher interviews. Also, because of my bilingual proficiency, I was able to engage with the languages and classroom cultures. The etic perspective I hold was defined by my absence from the DLBE program at this research site over the last four years. The relationship between the two perspectives provided familiar and new depictions of the research context and served to be complementary in nature during the entire study.

After each classroom observation, I conducted a one-on-one teacher interview. I recorded each interview with two audio devices, one being my cell phone and the other was a Flip audio/video recorder. I utilized an interview guide for each set of interviews which corresponded to each set of observations. As an example, if *Language Policy and Student Language Use* was the topic of observation, the interview that followed mirrored that particular topic. I transcribed the interviews and began to create codes and categories of data through line-by-line inductive coding (Miles & Huberman, 1984). Emergent

codes were identified during ongoing data analysis with the addition of *a priori* codes

that included aspects of and purposes of language use, language policy, and

translanguaging. A transcript excerpt is included for reference (see Figure 6)

Figure 6: Example Transcript Excerpt with Codes.

Transcript Excerpt	Code (English)
I: Tell me about your classroom language policy. S4: At the beginning of the year (school year), I used to have to beg and that is for those <u>students who speak English and they have to put their number up.</u> I'm finding that the kids, they understand the Spanish language (referring to students who are L2 Spanish learners), however, they don't have all of that vocabulary to speak in class with the other kids (Spanish speakers) and that's what I'm finding very hard, so I'm like <u>moving away from punishment for speaking English (in the Spanish classroom).</u> I feel that the kids feel really <u>pressured</u> to speak Spanish and that they would rather <u>not participate</u> and so they <u>shut down</u>. They're done. They're not willing to speak or *hablar* (speak) with anyone. So, that's what I'm finding. *I: How does this impact their ability to produce academic work in class?* S4: Writing, in centers or in writing in class, <u>they DO write in Spanish</u>. We read in Spanish every single day. It's just the <u>conversations between the kids and for the most part they do speak to me in Spanish</u> (pause)…MOST of them. There are only a few and then we have those with <u>Spanglish to communicate with me</u>.	Restrictive Language Policy Restrictive Language Policy Student feeling not liberated Forcing language policy Writing in Spanish Conversation in Spanish Spanglish

I: But, they understand that they should try to speak Spanish?	
S4: Yes, produce it.	
I: And if they speak English to you, how do you respond?	
S4: En español (in Spanish). I maintain Spanish.	T maintains language of instruction
I: If they have to use English to express themselves, is that okay?	
S4: Yes. But they understand that my class is Spanish. They know that. It's complicated. It's a complicated issue.	Ss know language policy
I see that the kids are learning. I know that they are learning the content in Spanish. Why? Because I can see it in their writing and their classwork and everything.	Ss learning content in Spanish
So, whether they speak to me in English or Spanish, I guess, I don't really pay much attention to that, but I want to see that they are understanding, like, can they understand the language, and if they can produce some of what, some of the language that we're using in class, the language that we are learning.	Language policy Comprehension among L2
I: How do you feel about the 'strict separation of language model'?	
S4: I think about us professionals, bilingual, like, we speak both, so how are we expecting our kids to be truly bilingual when we say, "ok, only Spanish in this class…you can't speak any other language." You should be able to code-switch.	Bilingual norms Code-switching
I was just talking to Leticia and a mother, she is like really bilingual, our conversation is like back and forth, English and Spanish. And we're expecting our kids to stay just in Spanish when	Bilingual language use

they are able to use their other language to like make up for the things they don't know in the other language.	Restrictive language policy
We're like, we understand each other (referring to parent conversation) and <u>we're expecting our kids</u> to know, if you can't say it, it's your problem.	Liberation
I: What about their receptive language?	
S4: <u>They get it</u>. That's like so amazing. I ask myself, how if that possible? Like, they get it, they understand what I'm saying.	Comprehension among L2
I: Does everyone have the opportunity to participate and engage with the content regardless of language ability? Like language isn't a factor?	
S4: No, I mean, like, speaking-wise. But, writing and everything else <u>has to be in Spanish.</u> Like writing, our centers, all that stuff. <u>It has to be in Spanish</u>.	Learning activities and language of instruction
I: What happens if a student can't answer something because they don't know the necessary language? Do they know strategies?	
S4: Yeah, they usually <u>ask a friend</u>, that's like the first thing they do. The second thing they do is that they <u>use the dictionary</u>. I also do a lot of writing in centers so kids know where to find the information, usually on the <u>walls.</u> They don't necessarily go up and copy, but when they read it, they go back and do their work.	Strategies

Memos: The first thing I noticed was the teacher's initial language policy (at the beginning of the school year), but seemed to loosen up as time passes. She noted that students, both L1 and L2, know the language policy in her classroom. Students know which language to speak, but as she expressed, she does not punish students for speaking the non-target language. She identified strategies for maintaining the language of instruction.

I considered this a vital method of "early" data analysis (Miles and Huberman, 1994). Early data analysis allowed for the opportunity to collect new data in the event that information emerged during the collection phase. In addition, the cycle of data collection included classroom observations and follow-up interviews and was repeated with another cycle. The cycle presented me time to think about existing data and generating strategies for "collecting new, often better, data" (Miles and Huberman, 1994, p. 50). During the cycle of data analysis, I reviewed codes, combined, re-organized, and categorized them with the goal of generating main themes and concepts. I labeled sections of transcript data as significant in order to compare information and look for similarities and dissimilarities. Once I started to exhaust concepts and only see repeating concepts, I halted line-by-line analyses and began to make analytical sense of the data in the evolving analyses. Through this practice, I was able to identify multiple dynamic bilingual linguistic methods and strategies used in the DLBE classroom (these methods will be discussed in detail in Chapter 4).

The availability of informal email correspondence allowed for ongoing and early data analysis, as well. After completion of Phase One of field work, I had the opportunity to continue the early analysis process while planning for the next phase. In sum, the selected methodologies helped me understand each individual case and the cases as a whole, starting with early analysis and continuing through the entirety of the project.

Teachers' Bilingual Profiles

> *"Languages are alive, they are in constant change and there is always something new to teach and learn"* (Caro, Teacher Interview, October 2016).

In this section, I highlight the teacher participants' personal and professional bilingual profiles. It is important to understand who the participants are and where they come from in terms of their bilingualism and how they achieved bilingual/multilingual proficiencies. Each of the ten participants are introduced separately. The teachers' names have been changed to protect their identity. Table 7 shows a list of teacher participants, their mother tongue/L1, language of instruction or the language in which they teach, and the number of year as an educator. In this particular DLBE program, each teacher's L1 matches the language of instruction.

Table 7: List of Teacher Participants, Mother Tongue, Language of Instruction and Number of Years as an Educator

Participant	Mother Tongue/ L1	Language of Instruction	Number of years as educator
Alberto	Spanish	Spanish	21
Cynthia	English	English	18
Eduardo	Spanish	Spanish	7
Julia	English	English	16
Julio	Spanish	Spanish	8
Leticia	English	English	11
Marie	English	English	17
Melba	Spanish	Spanish	5
Antoine	Spanish	Spanish	16
Caro	Spanish	Spanish	10

Alberto

Alberto is from Madrid, Spain. Currently, he teaches Spanish in the fourth grade dual language program at McLaren. Previously, he was hired by a neighboring district in 2013 to teach in the dual language program, but found himself teaching non-dual

language courses at the local high school. He felt "exploited" (Alberto, personal correspondence, March 23, 2016) because he was placed in a position different than he was originally hired for. As a result, he transferred to McLaren Elementary School. He made the decision to teach in the United States due to the "crisis and corruption in Spain" (Alberto, personal correspondence, March 23, 2016). Both he and his wife were hired as teachers under the Visiting Teacher Program, a joint program with Spain and the United States. In total, Alberto has been an educator for over 20 years. When asked the most unique feature of being a dual language teacher, he explained:

> Bilingualism. In Spain most of my students came to my country for different places in order to have better life conditions and opportunities. We asked them to speak only in our language, as an imposition. In a Dual program (Dual, not bilingual) students are respectfully treated by using at least two languages: one of them part of his/her identity and heritage, and the other one as part of an important part of his/her social environment. (Alberto, Original text, personal correspondence, March 23, 2016)

Cynthia

Cynthia is a local. She is a native English speaker and works as a Bilingual Resource Teacher in the DLBE program at McLaren Elementary School. She is in her 18th year of teaching, 13 years as an elementary school teachers and five years as a reading assistant and migrant summer school aide. Her "foray into bilingual teaching was not from any idealistic motivation, but due to economic necessity" (Cynthia, personal correspondence, February 10, 2016). Her experience working with local migrant families afforded her the opportunity to learn Spanish, at least *enough* to pass the state Spanish language proficiency exam. At this time, a person who was proficient enough to pass a language exam was granted a "Transitional Bilingual Education Certificate" (TBE) and allowed to teach English learners (ELs) and/or in that particular language (Spanish). At

that point in time, Cynthia was a highly sought after bilingual teacher due to her having

the TBE certificate and the extreme shortage in bilingual teachers around the area and

country at large. She noted, "As I had guessed, the TBE certificate had made me more

marketable in the modern public education market" (Cynthia, personal communication,

February 10, 2016).

Eduardo

Eduardo is from Lima, Peru. His native language is Spanish and second language

is English. He teaches in Spanish to fourth grade students in the DLBE program at

McLaren Elementary. He started to learn English in high school in Peru but noted that the

classes were not rigorous, so he started to really learn English formally when he was 26

years old in the United States. This was the first opportunity he had to become bilingual

and biliterate and this fortunate opportunity took place in an adult education program at

the local community college. He also attributes his increased bilingualism and biliteracy

development to working with his EL students at the school in which he now works.

Eduardo has been working in Benton School District since 2009. Before

becoming a Spanish dual language teacher, he served as a bilingual teacher's aide and a

Title III resource teacher. He was not properly certified by the state's certification

requirements to serve as a classroom teacher, hence the aide and resource positions.

Though, due to his desire to become fully certified, he worked and studied

simultaneously to complete a teaching certification program and most recently a Master's

Degree in Education. In addition to these commitments, he was also selected by the

school district to become an in-district Project GLAD Trainer.[41] This responsibility

allowed him to further his pedagogical repertoire in bilingual education and to support

the dual language bilingual program staff through in-house professional development.

Eduardo teaches the Spanish portion in the dual language bilingual program.

Julia

Julia's native language is English. Julia teaches fourth grade and in English in the

dual language program. Her experience as an educator spans the course of 16 years.

Julia's native language is English and she has been teaching English in the program at

McLaren Elementary for six years. Over that time period, she has worked in multiple

teaching capacities. They include special education teacher, ESL high school teacher and

coordinator, high school emotionally disturbed/behavior disorder teacher, elementary

ESL teacher, elementary bilingual teacher, and elementary dual language teacher. Her

most recent teaching position as dual language teacher revitalized her belief in bilingual

education. She believes that DLBE is the best program for ELs and that her contributions

are quite rewarding and have tangible results.

Her language learning experience began in 7th grade with Spanish as a foreign

language, a program that favored Castilian Spanish. She noted that her experience

learning a foreign language afforded her the opportunity to become biliterate but not

bilingual with oral proficiency. It was not until she began working in the dual language

program that she increased her oral proficiency in Spanish mostly by practicing with the

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[41] Project GLAD was developed and field-tested for nine years by the United States Department of Education. It is a professional model in the area of language acquisition and literacy. The strategies and model promote language acquisition, academic achievement, and cross-cultural skills. At the conclusion of the Project GLAD study in the early 1990s, the U.S. Department of Education places a mission of national dissemination upon the program. At that point, the federally funded project ended and the new goal began to help the nation 'BE GLAD'! (BE GLAD Training. (n.d.).

Visiting Teachers from Spain as that style of Spanish is what she initially learned. She

noted that,

> I learned Castilian Spanish as a kid and so I could understand the visiting
> teachers from Spain nearly perfectly, and was able to practice with them
> more easily. It was not as easy with the students and parents from Mexico,
> but I developed skills decent enough to communicate effectively with
> them on the phone, in person, and in print. It helped tremendously with
> parent relations, teacher-student bonding and with class control. Most
> parent notes contained phonetic spelling and interesting grammar usage,
> so knowing the sound and structure of the language was invaluable.
> (Interview, March 2016)

Julio

Julio is from Spain. He is a fourth grade Spanish teacher in McLaren's dual

language program. He was specifically hired by the school district two years ago as part

of the Visiting Teacher program. He noted that when he interviewed for the job in

Madrid, the Benton School District's school district administrator "briefly" explained the

dual language program (something he had never heard of), and he accepted the

"challenge" (Teacher Interview, March 2016). Julio is in the United States for three years

as a Visiting Teacher. Prior to teaching in the dual language program at McLaren

Elementary, he stated that he had "no idea about biliteracy or bilingual education"

(Interview, February 2016).

After learning about Julio's bilingual profile, I pursued the topic of teaching

Spanish based on being a native speaker versus being professionally trained to teach the

language to both native and non-native speakers. As noted, Julio was not trained to be a

bilingual teacher and found the DLBE program to be quite unique. The program goals

were quite contrary to any experience he had ever had. Like many teachers from Spain,

he completed his professional teacher training for monolingual Spanish schooling (as

teachers are trained in the U.S. for monolingual English programming). Though Julio has had many opportunities to learn languages, his trajectory toward multilingualism is quite different than the goals for McLaren's DLBE program.

Julio speaks three languages: Spanish, Portuguese and English. He learned Portuguese at age 24 while studying in Portugal. Learning English took a different path for Julio. Starting in 7th grade, he received two hours of English instruction per week. It wasn't until he was 26 years old that he enrolled in the Official Language School in Madrid and quickly advanced from a beginning level of English proficiency to an intermediate level. Today, he feels that he is functionally multilingual in three languages.

Leticia

Leticia is a native English speaker and teaches fifth grade DLBE in English. Her first Spanish class was taken at age four while she was in pre-school. From this experience at age four, she developed a love for languages. She studied Spanish formally when she entered high school in her 10th grade Spanish class. She continued her formal studies for three years, even minored in Spanish in college. She studied in Spain on two separate occasions and has travelled to Mexico, as well. Prior to becoming a teacher, she worked as a Spanish representative in the business world in which 75 percent of her clients were Spanish speaking.

Leticia is in her 11th year of teaching, six of those years have been spent in this district with the same partner teacher. She was hired in fifth grade the first year the DLBE program rolled up to fifth grade. She is one of two teaching pairs in this district that have sustained the duration of the program with the same partner teacher. She was

asked about why she wanted to become a DLBE teacher and provided the following response.

> I absolutely love being a dual language teacher for many reasons… First of all, I am able to communicate with the students and parents in both English and Spanish. Secondly, I feel that biliteracy is an amazing asset and accomplishment for our students. Thirdly, I have a great passion to assist, support, teach, and nurture our Hispanic students in this community. (Leticia, personal communication, April 25, 2016)

Marie

Marie is a native English speaker and teaches fifth grade English in the dual language program. She started her career 17 years ago as a monolingual 7th grade teacher in one of the Midwest's largest school districts. She moved to a different school district five years into teaching to become a bilingual teacher. There was such a shortage of bilingual teachers that people were being hired if they had beginning level proficiencies or conversational Spanish. After several years of teaching bilingual education, Marie decided to go back to school to get a BA in Spanish and foreign language teaching certification.

She started working at McLaren Elementary School seven years ago as a bilingual teacher. That is when the district was in the process of phasing in DLBE and phasing out Transitional Bilingual Education (TBE) programs. She has mostly moved back and forth between monolingual English and bilingual programs her entire career. Now she teaches English in the DLBE program at McLaren. She absolutely loves teaching ELs in any capacity, but particularly enjoys working in the DLBE program because she truly feels like she has "an extended family, a bigger family than I used to have" (Marie, personal

communication, March 23, 2016), referring to her two classes of students, partner teacher and the two-thirds DLBE program in her school.

Melba

Melba is a native Spanish speaker and learned to speak English as a second language in school. She teaches Spanish in McLaren's dual language program. Growing up, her Mexican parents only spoke Spanish at home as they were monolingual Spanish speakers. She took a common trajectory toward learning English as many children do in the U.S. At the age of four, she began formal schooling in a bilingual education program where she was "pulled out"[42] for language services. The inconsistent and disconnected language services were offered to Melba from the time she entered school until she finally "passed" the ACCESS[43] language proficiency test in 7th grade, an indicator which deemed her English proficient. In reflecting on her adulthood bilingual and biliteracy competencies, she cites that the reasons for possessing such skills is due to "continuing to speak my L1 and working with mostly my mom at home reading and writing in Spanish" (Interview). She continued by stating that her mother could only help her in Spanish at home while the school provided all necessary supports to learn English.

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[42] "Pull-out" language services are designed so that "specialist teachers take second language learners out of their standard curriculum classroom for a portion of the day to teach the societal language; the amount of time spent in these classes is determined by each student's proficiency level" (de Jong, 2011, p. 117).

[43] ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing ("About ACCESS for ELLs 2.0," WIDA website. n.d.).

Melba believes that her childhood experiences allow her to connect deeply with her students who have similar backgrounds and demographics. She is honored to have the opportunity to utilize her language skills and cultural knowledge in her classroom.

Antoine

"Mi primera lengua es español" *My first language is Spanish* states Antoine when asked about his language background. Responding in a proud manner, Antoine further explained that "Aprendí lectura y escritura en Ingles desde los 13 años de edad. Emigre a los UNITED ESTATES a los 29 años y me tomo un par de años para hablar el Inglés. Primero tome las clases de ESL, para mejorar el Ingles tome el GED en Ingles. Ahora tengo dos degrees en la Lengua de Shakespeare!!" *I learned to read and write in English at 13 years old. I immigrated to the United States at 29 years of age and it took me a few years to speak English. First, I took ESL classes, and to improve my English I took GED (classes) in English. Now I have two degrees in the language of Shakespeare!!* (Original Text, Antoine, personal communication, September 9, 2016)

Caro

Caro is from Spain and in the United States as part of the Visiting Teacher program. In Spain, she was a bilingual teacher and a one-on-one English tutor. She has been an English as a Second Language (ESL) teacher as well as a Spanish as a Second Language (SSL) teacher. She has also taught social studies in Spain. She became a dual language teacher because, in her study abroad program in the United Kingdom, she was given the opportunity to study in an educational program that was completely different that she was used to. This opportunity opened new doors for her and, as a result, she has

always wanted to pass along "the key in other's lives…to open up new doors" (email correspondence, October 4, 2016).

When asked about her perceptions of the DLBE program, from a non-Anglo United States perspective, she responded by stating that, "languages are alive, they are in constant change and there is always something new to teach and learn" (Teacher Interview, October 4, 2016).

Juana's Role as Instructional Leader and Administrator

Behind every highly effective professional teaching staff is an amply competent leader. Juana recently completed her doctorate and is now one of two leaders in the district with doctorate level degrees. Her thesis discussed social justice and educational leadership. She is an extremely active advocate for minority populations and stands tall when it comes to implementing socially just pedagogy in her school and among her teaching staff. To a high degree, she understands how the dominant culture functions at all levels of schooling and tirelessly tries to "disconfirm the cultural experiences of the excluded majorities" (Giroux, 1988, p. 7). At times when the DLBE program was under fire or she had a disgruntled parent in her office, she defended the program with research-based and pedagogically sound rebuttals. Juana believed in the bilingual educational model from beginning and her level of support has only grown.

As discussed in several sections of this paper, Benton School District has gone through substantial transformations in certain educational programming, particularly the Transitional Bilingual Education phase out to the Dual Language Bilingual Education program phase in. The transformation has been underway for ten years. Juana has worked

in the district through this entire transformation and has been supportive every step of the way.

Advocacy has a significant part of educational change. Like change in any sphere of life, it does not usually occur easily. Cloud, Genesee and Hamayan (2000) state that, "Often people fail to see the need for or the merit in change; people often believe that the proposed changes threaten important aspects of the status quo; or they believe that change is only warranted if there is a serious problem to be fixed and they do not see the need or reason for change otherwise; change often means compromise and even giving up something else and, thus is, difficult" (p. 185). Juana knew this going in to the massive undertaking of the phase-out and phase-in transformation, but clearly understood the expected benefits from day one. Her efforts (as cited by teachers in her building) are most impressive.

Validity

I attempted to assert validity and empirical accuracy or trueness through several measures. I was informed of these measures in Lofland, Snow, Anderson and Lofland (2006) and understood them as follows:

1) Theoretical Candor: The facts asserted and that are now subject to a trueness assessment are organized and analyzed in some substantive fashion.

2) The Ethnographer's Path: The criterion of "theoretical candor" reports one's view of the sources of one's analysis. An account of the ethnographer's path, in contrast, reports with whom one interacted, in what sequence, and how.

3) Field note and Interview Transcript Evidence: The third canon of ethnographic validity goes beyond the preceding one by reporting: a) the procedures for

processing and analyzing the data and b) the practices of presenting data in the report (p. 170).

I substantiated my assertions by explaining the data collection and analysis procedures to the research participants. I further articulated my assertions in Chapter 4 only after connecting with the informants for verification and authenticity. Furthermore, I articulated with whom I interacted, provided personal and professional bilingual profiles, and presented my research activities in a time line of events. I included a sample of the templates I used for classroom observations and an excerpt from a teacher interview. I explained the procedures for analysis and provided substantial evidence and examples throughout this report.

When necessary, I translated responses from Spanish to English and verified transcripts with participants by means of member checking. Member checking is perhaps one of the most important strategies used to promote qualitative research validity (Johnson & Christensen, 2012). By sharing interpretations of participant's viewpoints with the participants, areas of miscommunication can be avoided (Johnson & Christensen, 2012). Johnson and Christensen (2012) also discussed interpretive validity, which refers to portraying accurately the meanings attached by participants to what is being studied by the researcher. It also refers to the degree to which the research concerning participants' viewpoints, thoughts, feelings, intentions, and experiences are accurately understood by the qualitative researcher and portrayed in the research report.

Conclusion

The aim of this study was to explore how teachers perceive language use and the potential for dynamic bilingualism, that is, translanguaging, in their classrooms where a

strict separation of language plan was implemented. As part of this study, I observed how teachers reacted to language use among their students and how students used their entire linguistic repertoires as mediating tools to engage with academic content. The goal of my study was to add to the existing literature on how DLBE educators can best practice bilingualism in dynamic ways to more closely replicate the natural development of bilingualism and biliteracy in DLBE programs. The study included ten DLBE teachers and classrooms in a case study design. Data collection included observations and field notes, teacher interviews and transcripts, and written correspondence. Data were analyzed through a qualitative lens. Data from field notes and transcripts were analyzed qualitatively through a sociocultural lens to identify how language is used in the DLBE program under a strict separation of language framework and how this separation is perceived, planned for and leveraged for learning academic content.

CHAPTER IV

FINDINGS

We produce the posters on the walls together, they are not posters I buy from the teacher's store. The kids know where to find information, which ultimately helps them with their Spanish language development (Melba, personal communication, April 27, 2016).

In this chapter, I explore bilingual and dynamic language use, language policy consideration and teachers' perceptions and practices of developing bilingual competencies in a dual language bilingual education program. The data collected for this study came from ten classrooms and ten teachers in one rural school in the Midwestern United States. I present an analysis of data as related to each of the following research questions.

1. What are dual language teachers' perceptions of the language separation model/strict separation of languages in relation to the program goals (development of bilingualism, biliteracy, and bicultural competencies)?

2. Does the translanguaging phenomenon exist/occur naturally in the teaching and learning environment? By whom? In which learning contexts? During what type of grouping configurations? And for what purpose?

3. Do teachers encourage students to stay in the target language during instructional time? How? Why? What strategies do they employ?

In this chapter, I first provide an explanation of the school profile and how the makeup and environment support bilingualism in the school community. Next, I introduce how teachers utilize their pairing configurations to leverage bilingual development for their students and to support the program goals. The teacher pair design was built in to a 50/50 design model so that each language would be taught in separate classrooms and academic content would be split equally. Following is a discussion of language separation and how teachers both work under this model and respond to its

potential constraints. I then present the data related to the research questions and how teachers utilize certain pedagogical strategies that promote bilingual language skill development to enrich the collaborative learning environment for students to excel both collectively and individually. A list of strategies is provided with explanations and theoretical considerations to exemplify the themes that emerged throughout the study in relation to how teachers leveraged bilingualism in their classrooms. Finally, I present what I understand to be socially just practices that teachers developed as a means to liberate themselves, their students and their bilingual, biliterate and bicultural characters.

School Profile

Situated in the Midwest United States, McLaren Elementary School might seem like just another rural public school district. From the outside, the school buildings are constructed of red brick, and ample outdoor space provides play areas and sports fields for the schools and community. But, inside McLaren Elementary School, things are presented differently than the standard monolingual mainstream elementary school. The linguistic landscape is filled with bilingual signage and teachers and students feel free to speak both English and Spanish in public places, including the cafeteria, on the playground, and in the school's front office. The school principal and front office secretary, both monolingual English speakers, consistently put forth efforts to speak Spanish with parents, students, and teachers. The secretary uses a self-made cheat sheet that serves as her bilingual dictionary filled with key terms that allow her to communicate with monolingual Spanish speakers. The school principal takes weekly Spanish classes with one of the visiting teachers from Spain. These are just two examples of how the McLaren school community strives to provide a linguistically and socially equitable

learning environment. In this section, I highlight the teacher participants' classroom profiles as further evidence of attitudes and practices that support the bilingual, biliterate, and bicultural landscape of this school.

In order to conceptualize the diverse bilingual nature of this school, it should be noted how the students who participate in Benton School District's DLBE program enroll in the program. Enrollment procedures depend on several factors. There are two main ethnicities represented in the school district and two main languages that include English and Spanish. Anglo or students whose home language is English (non-ELs) enroll voluntarily. Upon registering for kindergarten, non-ELs are given the choice of enrolling in DLBE or a Monolingual English program. This is a decision that a family must make at one point in time because entering the DLBE program after kindergarten presents multiple considerations for the family and child. In order to enroll after kindergarten, a child's linguistic ability must closely match that of the students enrolled in the program in any given grade level. For example, if a third grade English-speaking child moves from a monolingual program of instruction into a DLBE district, the child will not have equivalent linguistic abilities as the DLBE children who have been in the program since kindergarten. As a result, the new child would be at a great linguistic disadvantage to be considered for the DLBE program. Catching up to the peers' levels of biliteracy development and bilingual competencies would pose too great of a challenge for the new student if it occurred after more than one to two years or after first grade. The rule was based in school policy.

On the other hand, incoming kindergarten students who identify Spanish (or any other language) as the home language are automatically tested with language proficiency

test as part of the state and federally mandated rules and regulations. This state uses the WIDA MODEL[44] English language proficiency instrument. If the Spanish-speaking child is identified as an English learner (EL), then the child is automatically placed in the DLBE program. The DLBE program satisfies the state and federal requirement for bilingual education because the student receives instruction in Spanish, the student's home or native language.

The final group of students who may enroll in the DLBE program are students who speak languages other than English and native Spanish speakers who are also proficient in English (not identified as EL). Benton School District has a small percentage of incoming kindergarten students who enter kindergarten already proficient in English and Spanish and this number is increasing with each new kindergarten class. Students who speak languages other than English and Spanish may also enroll in the DLBE program. In the past ten years, there have been several DLBE students whose home languages included Tagalog, Italian, and Mandarin.

Partner Collaboration: A Spanish Teacher and an English Teacher

We've been teaching together for five years. We've been partner teachers for five years. When we're in the hall with our students, she (Melba the Spanish teachers) always speaks Spanish to them (the students) and I speak English. So, whether it's lining up or something else, we could be conversing with the same group of students, she's speaking Spanish and I'm speaking English. We do the same when we speak all the time together. The students see us doing this all the time, Spanish, English and even Spanglish (Leticia, personal communication, April 26, 2016).

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[44] WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for Kindergarten through Grade 12. MODEL can be used by educators as an identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment (WIDA MODEL, n.d.).

Teachers in McLaren's DLBE program work in partner configurations. One Spanish teacher is paired with one English teacher. Together, they teach the entire grade-level content curriculum, plan units of study, and work together to provide a comprehensive educational experience for the two groups of students they share. The framework allows for each teacher to have a home room class for organizational purposes. For example, one teacher will oversee the roster for one group of students, input grades for progress reports, along with manage testing and other accountability-related measures. The 50/50 schedule is set up so that each group of students spends half of the day with each teacher. As a result, teachers must coordinate their planning time and delivery methods in ways that help facilitate attention to the micro (daily) and macro (language and content allocation) schedules.

As evident from classroom and program level observations, DLBE teachers not only share students, but they share ideas, curricular materials and strategies. They are frequently in and out of each other's classrooms, sharing and utilizing their resources within a highly collaborative framework. An outline of McLaren's DLBE program teacher team is shown in Figure # and is further exemplified in the Macro-Content and Language Allocation Plan (Table 1). Currently at McLaren Elementary School, there are six DLBE teachers in fourth grade and six DLBE teachers in fifth grade. The DLBE program serves two-thirds of the entire student population. In addition to the six DLBE teachers per grade level, there are three monolingual teachers who work independently.

Table 8: DLBE Teacher Team Configuration

McLaren Elementary School	Spanish Teacher	English Teacher
Fourth Grade DLBE	Teacher Team A	
Fourth Grade DLBE	Teacher Team B	
Fourth Grade DLBE	Teacher Team C	
Fifth Grade DLBE	Teacher Team D	
Fifth Grade DLBE	Teacher Team E	
Fifth Grade DLBE	Teacher Team F	

As observed in classroom observations and information gleaned from teacher interviews, the teachers in this program exhibited several distinct qualities that supported their ongoing quest for a sustained collaborative environment. Several of these qualities were highlighted in Beeman and Urow's (2013) work on effective collaboration. First, they trusted one another. The general ambience that permeated this school building was a sense of trust. On several occasions I observed where this trust originated and how it was supported and sustained. For example, the building principal allowed her teachers the freedom to teach and trusted their judgement about selecting appropriate cultural and linguistic materials. She stated that when teachers want to attend an academic conference or workshop, she finds the means to send them. Upon completing the conference or workshop, they come back to the school and teach the rest of the staff what they learned. (Juana, personal communication, October 2016) As a result of the teachers' remarks, a conclusion was drawn regarding how teachers prioritized trust and professionalism as the most valuable characteristics of their effective collaboration.

Second, flexibility was essential to their collaboration. Again, as witnessed during classroom observations and school-wide observations, teachers were extremely supportive of one another. A theme that continually emerged throughout the study was

124

the time constraint of having to teach two groups of students each day. Though they understood the reasons for this time sharing configuration, they still found it to be challenging. For example, Cynthia noted that the biggest complaint teachers have is that they are agonizingly pressed for time with the content demands of the fourth and fifth grade curricula (Cynthia, personal communication, April 28, 2016). Here in lies the importance of teacher and administrator professional development on pedagogical and programmatic considerations. Through the teachers' flexibility and teamwork, they persevered by offering their strengths and creativity to the entire group, thus trying to overcome any potential time constraint issues that would potentially affect student learning.

Finally, the pair groupings contributed to the group dynamic by means of a cohesive and shared philosophy. All of the DLBE teachers share bilingual and/or multilingual abilities. Some possess more proficient linguistic abilities than others, but language never impedes their progress. They have all had the opportunity to become bilingual and biliterate in some unique capacity. They understand the language development process that their students are embedded in and provide unique supports based on their personal and professional training and experiences. The overarching shared philosophy about bilingualism confronts biases and stereotypes that social and political measures might seek to promote. For example, Leticia discussed the way she explained bilingualism to her fifth grade students. She explained this to her group of students after a Spanish to English bridging activity (see Figure 17).

> Do you (talking to her students) realize that you just explained everything to me that you learned in your Spanish class, the science that you completely learned in Spanish, and you explained it to me completely in English? And they were

125

like…yeah! And I said, okay, how many of you could truly go home, because I know a lot of your parents speak just English or just Spanish, how many of you could go home and show them the same words and would they, the parents, be able to do the exact same thing that you did in this bridging activity? The students said, well, no! And I reminded them that they are smart bilinguals and the students stopped and thought about that reality. They hadn't thought about their bilingualism in that way before. (Leticia, personal communication, April 25, 2016)

Bilingualism works in different ways and each teacher brings his or her personal and professional experiences to the program. The result is a richly diverse learning environment where students of any language background feel confident that her language, culture and identity will be nurtured, valued and a meaningful factor in daily instruction.

The teacher configurations were effective partnerships and contributed significantly to how language use operated and was understood for bilingual development. The highly collaborative nature of the teacher partnerships emerged as a feature that contributed to how teachers collectively and individually practiced bilingualism, which were revealed in their classroom practices. While each teaching pair worked toward a common goal of advancing student achievement in two languages, their classroom language use strategies differed. I discuss the strategies in the sections that follow.

Macro-Content and Language Allocation Plan

According to the U.S. Department of Education, Office of English Language Acquisition (2015), in order for a DLBE program to be officially considered dual language, it must have at minimum a 50/50 program design. For planning purposes, districts and schools generally design a *Macro-Content and Language Allocation Plan*

(for example, Table 1) to determine which academic content areas will be taught in which language and in which grade level. Also, most DLBE plans use a 50/50 split including English and a partner language. Based on the 2015 report from the U.S. Department of Education, Office of English Language Acquisition, the most common partner language in the United States is Spanish. The DLBE program in Benton School District uses a 50/50 Macro-Content and Language Allocation Plan (see Table 1, shown again). Similar to other macro-content and language allocation plans, Benton School District's plan shows the distinction among language, content and grade level. For example, in grades K-5, language arts in taught in both languages while math is taught in English and Social Studies and Science are taught in Spanish. The plan was strategized in 2006 before the initial implementation and was designed to provide half of the grade level instruction in Spanish and half in English through the elementary grades. The plan slightly changes starting in Grade 6.

Macro-Content and Language Allocation Plan for 50/50 DLBE Model

Grade	Spanish	Bridge	English
PreK	Creative Curriculum (90%)	Strong Emphasis on Oral Language Development. Explicit planning for content and language TRANSFER	English Literacy (10%)
K	Language Arts Science Social Studies		Language Arts Math
1-5	Language Arts Science Social Studies		Language Arts Math
6	Language Arts Social Studies		Remaining classes in English
7	Language Arts Science		Remaining classes in English
8	Language Arts Science		Remaining classes in English
9	Language Arts		Remaining classes in English
10	Language Arts		Remaining classes in English
11	To be determined for 2017-2018 school year		To be determined for 2017-2018 school year
12	To be determined for 2018-2019 school year		To be determined for 2018-2019 school year

Previously, as in ten years ago when this program was implemented, guidelines regarding the importance of language separation was common and most often followed by new programs (Cloud, Genesee, & Hamayan, 2000). While the macro-content and language allocation plan allows for a common understanding of how the grade level content was to be delivered, particularly in which language and by which teacher, the plan failed to address the micro-level (classroom level) social network involved in teacher to student, students to student and student to teacher interactions. Bilingual

education scholars have been addressing issues surrounding language separation with research on authentic classroom language use and how restrictive language policies may have impeded rather than facilitate bilingual development. García and Wei (2014) discussed language separation in bilingual programs:

> Despite the presence of recursive and dynamic bilingualism within the bilingual classrooms of today, pedagogic approaches to bilingualism respond to it as additive; that is, as two or more autonomous language systems that need to be separated. Bilingualism continues to be seen by educational authorities that sponsor bilingual education as a set of 'parallel monolingulisms.' Two things are certain about all the bilingual education programs. One, bilingual education program structures usually separate languages, insisting that each language be used in its own educational space and time period or with different teachers. Two, despite language education policies that strictly separate languages, students and teachers constantly violate this principle. (p. 51)

The realistic practices of bilingual students are that they consistently violate the language separation policy. It only takes a few moments of observation to realize how students (and sometimes teachers) practice what is called dynamic bilingualism with its own type of fidelity.

Dynamic bilingual practices look differently for different people in different contexts. In other words, dynamic bilingualism is the fluid nature in which languages are used to communicate and make meaning in context. Based on data from multiple observations, I found that students were not intentionally trying to disregard or disobey the rules or policies, they were simply acting as bilinguals do. The way teachers responded to the spontaneous nature of language use in their classrooms varied by practice, perspectives and policy. The types of strategies that teachers utilized will be discussed in the latter part of this chapter.

Research Questions: Teacher's Perspectives and Practices

My job as a dual language teacher is to not only teach English but to connect it to Spanish and to the world as a whole. Also, it is my job to teach students to honor all cultures and languages. I also think it's very important to promote bilingualism. (Maria, personal communication, February 15, 2016)

It is important to recognize how teachers perceive the language and academic development processes in the dual language bilingual education program in which they teach. It is apparent from reviewing literature and conducing this research that teachers' knowledge and practices are as diverse as their students and their pedagogy. In this study, teachers were interviewed to learn more about their understanding of the program goals. As a result of these interviews, I found that the teachers all stated the three generally defined goals of bilingualism, biliteracy and biculturalism. I understand that the three primary goals of the DLBE program were explained to them as sort of an induction pledge. In practice, teachers' perceptions of the program goals were much more complex. This is not to say that teaching for bilingualism, biliteracy and bicultural competencies is not complex. Rather, as a result of highly reflective practices and professionally engaged collaboration, the teachers in this study highlighted a set of goals that derived from personal and professional interests in theory, pedagogy, politics and advocacy.

The teachers in this study have been professionally trained with at least an elementary teacher certification. Most of the teachers have Master's Degrees and other specialized certifications such as Special Education, Educational Leadership and various international certifications. A few even have additional certifications and trainings that bring them closer to the pedagogy and theory of DLBE education. Additionally, the DLBE teachers who participated in this study have between five and 21 years of

experience in the field. All of the teachers in this study are bilingually proficient and apply their bilingual competencies to their practice. The data gathered during this study revealed the complexity of the how teachers perceived bilingualism and practices for becoming bilingual.

Dual Language Bilingual Education Program Goals

"This is a great Discovery, education is politics! When a teacher discovers that he or she is a politician, too, the teacher has to ask, What kind of politics am I doing in the classroom? That is, in favor of whom am I being a teacher? The teacher works in favor of something and against something. Because of that, he or she will have another great question, How to be consistent in my teaching practice with my political choice? I cannot proclaim my liberating dream and in the next day be authoritarian in my relationship with the students" (Shor & Freire, 1987, p. 46).

Research Question 1. What are dual language teachers' perceptions of the language separation model/strict separation of languages in relation to the program goals (development of bilingualism, biliteracy, and bicultural competencies)?

In general, educational programs have established goals for student achievement and for groups of students. All school districts and specialized programs have established achievement and outcome goals. As a means to understand the complexity of generalized goals for overall student achievement, I use Miami Dade County Public Schools (MDCPS) as an example. MDCPS has one district goal in regard to student achievement. The district identifies, "Preparing for Success in the Third Millennium" (Student Achievement Handbook, n.d.) as, "Each student succeeds academically, personally, and civically as measured by: 1) demonstrating age/grade level appropriate knowledge mastery, 2) having a post-secondary plan, 3) graduating, and 4) successfully entering higher education arena and/or the workforce" (Student Achievement Handbook, n.d.). As an educational public service provider, MDCPS has outlined its achievement goals for all students. This goal structure applies to the entire student population, whether the student

be monolingual, bilingual or multilingual, and with any combination of linguistic, cognitive, cultural and literacy skills.

The differentiation among stated and practiced district achievement goals lies in the various program types. In other words, educational programs within the school district may have additional goals set for its students in particular programs. For example, a DLBE program has its own set of goals above and beyond the district achievement goals. A sample set of goals for DLBE programs might be to, "Foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages" (Dual Language Education of New Mexico website). In a recent publication concerning the current state of dual language program in the U.S., the U.S. Department of Education cited that the primary objectives of dual language programs are "to help students develop high levels of language proficiency and literacy in both languages, attain high levels of academic achievement, and develop an appreciation and understanding of multiple cultures" (U.S. Department of Education, 2015). The goals stated here represent the most widely accepted and practiced goals among dual language programs in the United States.

The framework for such programs (regardless of where they are implemented or in which languages they teach) rely on the educators' fundamental understanding and appreciation of how the program goals realistically play out in local contexts. The extent to which teachers foster students' growth and development in bilingualism and biliteracy relates to their perceptions of how the goals support to their classroom dynamics and students' home dialect and cultural practices. In order to fully understand the scope of

how the program goals interact with student to student, teacher to student, and student to teacher language use, interpretations of program goals must be understood.

Following is an in-depth examination of the multiplicity of factors that impact the ways in which bilingualism and biliteracy are understood and developed at McLaren Elementary School. The profiles here include the teachers' perceptions and practices that I identified as most compelling to tell the story of bilingualism as a dynamic feature within dual language bilingual education (DLBE). Quotes and examples are provided as they relate to each teacher. I use pseudonyms for the participants, the school and the district to protect identity and privacy.

Alberto

Alberto, the fourth grade Spanish teacher, spoke about his personal impression of McLaren Elementary School's DLBE program goals:

> It is difficult to me to put in hierarchical order some of the goals I understand we should reach. In spite of this I´ll try to talk about some goals what are essential in this kind of program. As far as I'm concern, I really believe that there is a philosophical, perhaps also political goal behind these kind of programs: respect for Cultural Diversity, and a Guarantee of equal opportunities, independently the student's background or origin. (Alberto, March 24, 2016)

This teachers' level of interpretation reaches beyond the universal nature of a static goal structure as indicated by his references to philosophical and political goals. These references beg the question of whether it is possible to teach in a bilingual education program in the United States without considering the political spirit that honors minority languages (Spanish in this case) and conceptualizing "equal opportunities" for students in

the minority sector of the social stratification. This hierarchical distinction is further

exemplified in the follow-up comment by the same Spanish teacher,

> There is a big goal, in my opinion that is the definition of the program. We
> should guarantee the biliteracy, from an academic point of view, for the
> population joined to the dual language program. It is clear for me that
> there are two languages in contact. One of them is politically dominant;
> the other one is increasing its social presence and power. (Alberto, March
> 24, 2016)

This internationally trained teacher talks freely about language contact and the political

dominance of one language (English) over the "other" (Spanish). Attention is given to

Spanish, the minority language, with an indication of the increasing status within society.

Increasing status is evident based on the upsurge of dual language programs in recent

years. As of the 2012-2013 school year, 39 states and the District of Columbia reported

offering dual language education programs, with Spanish and Chinese being the most

common reported partner languages (U.S. Department of Education, 2015).

The teacher clearly identifies one of the fundamental sociolinguistic premises that

Beeman and Urow (2013) identify in their quest to capture the complexity of teaching for

biliteracy in the United States. This premise reminds us that, "Spanish in the United

States is a minority language within a majority culture" (p. 5). More specifically, this

premise serves to recognize that *teaching for biliteracy* in English and Spanish is notably

different than teaching for monolingual literacy in English alone. In the U.S., the norm is

to learn literacy in English and teachers are prepared through certification programs to

teach monolingual English literacy, just as teachers in Latin America are trained to teach

monolingual Spanish literacy with the goal of developing literacy in Spanish for majority

speakers. The teacher also recognizes this premise by stating, "I think the goal for all

students is the same: biliteracy and social command over both languages" (Alberto, personal communication, March 24, 2016).

The majority-minority language dichotomy operationalizes how, when, where, and to whom languages are taught in the U.S. and directly impacts program goals, particularly those of dual language bilingual programs. This is clearly evident when considering the *macro-content and language allocation plan* (see Table 1) and strict separation of language policies. This distinction has been highly disputed and argued. For example, in a recent work from García and Wei (2014), they argue that the distinction between "the macro and the micro, the societal and the individual, and the social and the psycho" (p. 24) is resolved when a translanguaging ideology is adopted and practiced. The translanguaging philosophy serves to dismantle these distinctions instead of further delineating the dichotomies.

Cynthia

Cynthia, the fourth and fifth grade Bilingual Resource Teacher, understands the goals to be 1) to help students become fluent in their L1 while achieving grade-level content standards, 2) to help students become fluent in their L2 while achieving grade-level content standards, and 3) to help students understand both cultures. Her job description as bilingual resource teacher distinguishes her from other teachers as her role is to provide Spanish language and literacy development to students whose home language is Spanish (L1) above and beyond the standard Spanish curriculum. According to Cynthia, the rationale for initiating this teaching position was based in research that recognizes Cummins (1979a) concept of Common Underlying Proficiency (CUP). In this theory, Cummins proposed that, although on the surface the structural elements of the

two languages might look different, there is a cognitive *interdependence* that allows for transfer of linguistic practices (García & Wei, 2014). For example, the bilingual resource teacher explained that she teaches Spanish literacy skills:

> To strengthen their Spanish language arts skills. Of course, this involves making as many connections as possible to their English language arts skills and to both South and North American cultures, but the main focus is reading, speaking, listening, and writing better in Spanish. (Interview, March 2016)

Cynthia had the advantage of working with students from all of the DLBE classrooms. Because she worked with students in both the English and Spanish classrooms, she approached her students' developmental levels holistically. Through her training and experience, she understood the complex nature of her students' linguistic, cultural and academic backgrounds and that the complexity varied greatly from student to student. She viewed her work through a bilingual lens. The importance of this approach deals directly with the nature of the DLBE students. Emergent bilinguals are not necessarily balanced bilinguals. In other words, the student may possess certain skills, knowledge and competencies in one language and others in the other language. The student may also possess certain skills, knowledge and competencies in both languages equally (balanced bilingual). Cynthia's responsibility is to gauge what the student can do in each language and proceed with a holistic learning approach.

This approach defies the deficit view of students which examines just one language or only part of the whole. In providing the bilingual resource services to emergent bilingual students in need of extra support, she finds and fills the gaps by

applying a "can do" philosophy[45]. The can-do philosophy allows her to collect all of the pieces to best understand were the gaps may exist, instead of identifying what the student "can't do." By only searching for "can't do" identifiers, we not only place students in the deficit spectrum, but we miss opportunities to survey their development as an emergent bilingual. Hence, the problematic nature of using an English for monolingual English pre-packaged literacy program and the partner (often translated) Spanish for monolingual Spanish pre-packaged literacy program for bilingual development. This type of pre-packaged program does not account for bilingualism and biliteracy development for the emergent bilingual student.

Eduardo

Above and beyond the three established goals of bilingualism, biliteracy and biculturalism, Eduardo highlighted several factors that needed to be addressed before those goals could be accomplished. The first factor was for teachers to find connections that link the students' identities and cultures to the course content, ideally with practical applications. Furthermore, he identified two significant factors that were central to address in order to effectively educate the student population in Benton School District's DLBE program: poverty and low home literacy skills. He felt that with parent education and an earlier entry point (3 years old) into the DLBE program, some of these issues could be adequately addressed. Poverty directly impacts student learning and among the students in this district, poverty touches many. In order to combat this community-wide

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[45]A Can Do philosophy is explained in WIDA's Can Do Descriptors. The descriptors highlight what language learners can do at various stages of language development as they engage in teaching and learning in academic contexts. (WIDA, n.d.).

trend, schools must work with community-level organizations and families to overcome this concern.

The other factor that Eduardo noted was to address English-only pre-kindergarten and daycare facilities in the community. The only day care facility in town that served low income families was privately owned and only provided services in English. The majority of the under five-year-old Spanish-speaking Hispanic children attend this day care facility in English where the day's events and activities were translated back and forth by a few Spanish-speaking day care workers. The children are two, three and four years old and they speak Spanish at home with their families. They spend the day learning the ABCs in English and return home to their Spanish-speaking families. Perhaps this sounds like an opportunity, but the well-intentioned program was identified by this teacher as having a negative impact on very young emergent bilingual children. He made this assertion after several years working in the DLBE program as both an assistant and as a classroom teacher. Based on his observations, he revealed that students who attended the day care facility as a young child faced more challenges in developing literacy in fourth grade. The teacher analyzed their reading scores and overall literacy competencies and realized that they were much lower than students who either spoke English at home or Spanish-speaking children who attended a Spanish language day care or preschool. His informal investigation spanned over several years and included analyzing scores, talking to Spanish-speaking parents, consulting with other Spanish teachers in his grade level and inquiring about the day care facilities academic curriculum.

Though this is not a central focus of this dissertation, it is worthy of noting the factors that teachers suggested during teacher interviews that may have impacted this phenomenon. It is interesting to note that teachers reflected individually and collectively as they speculated about the connections among their students' achievement levels and their initial literacy encounters. First, teachers noted the lack of consistency in their students' language and literacy development or the back and forth translation practices and how this irregularity played a role. For example, one teacher noted that these young children were exposed to English letters and letter sounds (formal initial literacy) before they developed a solid foundation in oral language skills in Spanish. Eduardo thought that the remedy would be to first present initial literacy in Spanish, the language that students are developing oral language proficient in and the language that they have greatest access to. Second, the general home literacy levels among Hispanic families in poverty is significantly low. As a result, these young children only have access to "literacy" at the day care center in a language that they have not yet achieved adequate oral proficiency. A solution to this challenge would be to have either more migrant bilingual preschools and/or publically funded bilingual programs staffed by certified language and literacy teachers. The last factor was that the daycare workers in this facility were not trained to teach literacy to young children. The question that the teachers contemplated was whether literacy instruction in any language is better than waiting until the child enters school for formal instruction by trained professionals. The conclusion was that young Spanish-speaking children in this town needed exposure to literacy materials and instruction in Spanish first. With this foundation, they could gain greater access to the 50/50 biliteracy program starting in the kindergarten DLBE program.

Julia

Julia believes the primary goals of the program are "To support the academic success of ELLs and to produce bilingual and biliterate students who are academically fluent in two languages" (Interview, March 2016). After teaching in the program for three years, she believes there has been a decline in promoting cultural understanding and appreciation as a means to gain greater access to traditional knowledge and expressions among the represented cultures. This also includes building a bridge with the adults and families within the program, in other words, between the Anglo and Hispanic families. Vygotsky (1978) asserted that culture is intertwined with language and thought, which represents a larger cultural concept than the multicultural dance in the school gym where students straddle the fine line between cultural celebration and cultural appropriation. The teacher further explained the concern. She said with the advent of widespread testing and accountability, academic content and language instruction has increased in quantity and decreased in depth. This has forced teachers to abandon their attempts at facilitating the connections among language, culture and thought.

According to Freire (2005), "we are neither only what we inherit nor only what we acquire but, instead, stem from the dynamic relationship between what we inherit and what we acquire" (p. 124). Hence, the notion of cultural identity is an inherently important factor in DLBE programs because the inherited culture is peppered with attributes of the acquired culture. This naturally impacts students as they go about their daily functions working side-by-side with students from diverse cultural backgrounds. The reality is that upon stepping outside the classroom, the tendency of the dominant culture is to think and feel that what is different from us is inferior. This equates to the

minority culture being inferior. In the classroom, DLBE teachers attempt to equalize and even raise the status of the minority language and culture, hence the importance of teaching cultural and ethnic studies. Freire explains that "We start from the belief that our way of being is not only good but better than that of others who are different from us. This is intolerance. It is the irresistible preference to reject differences" (p. 128). As mainstream English-only programs perpetuate and reproduce Eurocentric cultural values of the majority class, DLBE programs aim to equalize the majority – minority dichotomy. Thus, this teacher's understanding the program goals was profoundly insightful in pointing out the importance of teaching "cultural understanding and appreciation".

Julio

Julio was hired to teach in the DLBE program based on his bilingual proficiency and teaching experience in Spain. His bilingual teaching philosophy was constructed from his immediate classroom experiences in the local DLBE program and from working collaboratively with his partner teacher and the group of teachers in his school. Prior to working in this DLBE program, he had never worked in a bilingual program of this capacity. Upon being hired, he was more or less thrown into a classroom, given an impressive collection of curricular materials in Spanish, and subsequently told that he would teach language arts, social studies, and science in Spanish to two groups of students. The student groups would be composed of both native speakers of Spanish and native speakers of English. As he noted in an interview, he was "up for the challenge" (Interview, March 2016). In his second year of teaching in the DLBE program, he understood the program goals to be as follows for all students in the program:

1. Acquiring a high performance level of writing, reading, speaking and understanding in both languages.

2. Developing communicative skills to facilitate interactions in English and Spanish.

3. Obtaining the appropriate academic knowledge to be used in the real life and to connect them to different areas in a global way.

4. Providing a cultural experience in order to know the world more wisely with a critical vision.

Julio further explained that, "Having both teachers—one with an Anglophone vision and another one with a Hispanic one—provides different perspectives of life, organization, and communication. History and biographies are studied according to certain contexts closer to a language or to the other one" (Interview, March 2016). Ironically, Julio, a teacher from Spain, had the responsibility to teach social studies in Spanish to Anglo and Mexican students in a Midwestern United States context. Connecting this reality to the third and fourth goals mentioned above, he indicated that he was justly up for quite a challenge.

The "critical vision" that he referenced in goal number four is a characteristic that more politically inclined teachers identify as an important aspect of teaching. According to García and Wei (2014), "*criticality* refers to the ability to use available evidence appropriately, systematically and insightfully to inform considered views of cultural, social, political and linguistic phenomena, to question and problematize received wisdom, and to express views adequately through reasoned response to situations" (p. 67). How was Julio going to tie this dimension to his responsibility of teaching state content standards using standardized curricular materials?

Julio teaches in a school that is led by a critically-minded administrator. His administrator encourages teachers to question and problematize received wisdom. Though she is a part of the larger system, she seeks alternate approaches other than the fixed expectations of mainstream curricula and inspires her teachers to explore creativity as a way of dismantling the traditional political and social hierarchies. This administrator supports *creativity* in her school so that teachers exercise their right "to choose between following and flouting the rules and norms of behavior, including the use of language. It is about pushing and breaking the boundaries between the old and new, the conventional and the original and the acceptable and the challenging" (García & Wei, 2014, p. 67). Though this was not explicitly explained to Julio when he started at McLaren, he discovered this ideology by studying the school environment and talking with other more experienced teachers. He noticed that he could be a teaching professional who could practice socially just pedagogy, something that he had read about but never thought was possible.

He was also paired with Julia, his English teaching counterpart, and one of the teachers who practiced critical pedagogy in the school. He learned from Julia that raising questions and challenging the legitimacy of district-wide policies and procedures was best practice, especially when the policies and procedures directly impacted their students' best interests. For example, Julia didn't feel that teaching decontextualized and standardized literature was appropriate for the dual language bilingual education program (or in any educational program for that matter). Instead, she offered the option for Julio to select his own literature for language arts. As a result of this recommendation, Julio

selected *El Principito* (The Little Prince), a book that he felt served the purpose of studying more relevant contexts with more profound life lessons.

Julio (and Julia) didn't agree with the demand to use workbooks and texts that were a simple translation from the English literacy program (Julia, personal communication, April 28, 2016). Nor did they agree with the monolingual literacy practices for bilingual development. Instead, as a team, they used a bilingual unit framework (BUF) template (Beeman & Urow, 2013). The template provided the planning opportunity to strategize the use of English and Spanish with a bridging component built in. For example, the components of the bilingual unit framework were as follows (Adapted from Beeman & Urow, 2013):

- Select standards for academic content
- Select standards for language arts in the appropriate language
- Design the Big Ideas for content and literacy
- Articulate the oracy development objectives and activities
- Develop the reading, writing and word study activities
- Plan assessment
- Plan for the Bridge with a metalinguistic focus
- Design the extension activity in the transfer language

Julia noted that she was trained by bilingual and biliteracy consultants and learned that teaching for biliteracy was much different than teaching for monolingualism and monoliteracy. As a result, Julia (and later Julio) challenged the monolingual framework that was included in the district basal program that was artificially designed to teach bilingualism and biliteracy (Julia, personal communication, April 28, 2016). The DLBE teachers declared that they knew what was best for their program and students and taught for bilingualism and biliteracy from that point forward (Julia, personal communication, April 28, 2016).

Leticia

Leticia affirmed her commitment to the program through her insightful contribution about the program goals. She stated that her primary goal was to, "Function as a liaison between both the English and the Spanish language for her students" (Leticia, personal communication, April 25, 2016). Leticia teaches English but is bilingual and feels free to communicate with her students in the language that is most appropriate in a given context. She feels that it is imperative to connect the two languages in the students' bilingual minds, through bridging, background knowledge, visuals, models, and hands-on practice. Another essential component that she highlighted was the necessity of having a strong partnership with her dual language counterpart. This included frequent communication about the students they share to ensure their bilingual achievement and progress.

Leticia developed her perspectives of the program goals over the last five years. She was hired the same year as her partner Spanish teacher and they have worked together ever since. Over the last few years, she has noticed several changes among the DLBE student population. One of the program policies states that when one child in a family is admitted to the program, all other younger siblings are automatically admitted to it, too. She noticed that this policy has positively impacted the program.

> I feel that the levels of language proficiency have gone up over the years. Of course our group is a lot bigger now, there are three groups (six classrooms) in fifth grade, so for whatever reason we seem to get a lot of the higher kids, or at least they score higher. The other thing I'm seeing is that there is a sort of cyclical thing going on, so we have a lot of their siblings and so now we're getting a lot of the younger brothers and sisters and they just really seem to be like rising up. Then, just hearing other things, like how many of their older brothers and sisters are going off to college and to me, it's just amazing (Leticia, personal communication, April 25, 2016).

As the program grows in capacity, the level of family commitment further stabilizes the program as a fixed element in the community. The unique character of this town coupled with the longevity of the program has provided for local and regional recognition as a notable DLBE program. Leticia noted that "not being afraid of change" as a contributing factor (Leticia, personal communication, April 25, 2016). As in any program, many changes have occurred over the last ten years, but the teachers' extraordinary level of commitment has remained constant. According to the DLBE program director, one telling factor is that many of the teachers who were originally hired to teach at McLaren Elementary School's DLBE program still teach in Benton's program today.

Marie

Marie teaches fifth grade language arts and math in English. She added a great deal of context to the intricate goal structure of the program. Marie believed one of the most important goals was to feature the "Spanish language and the many cultures who speak Spanish" (Maria, personal communication, February 15, 2016). She added that the Spanish language and culture must be considered as equally valuable and honorable as the English language and cultures. She felt that in order to raise the status of Spanish as a minority language, the program must promote the Spanish language and corresponding cultures in ways that serve to equalize the minority/majority dichotomy. She added that, "All students whether they are native English or Spanish should learn to respect the Spanish language and cultures because Spanish is considered less worthy" (Maria, personal communication, February 15, 2016). To do this, she perceives her job

responsibility not only to teach English, but also to connect content and competencies to Spanish and to the world as a whole. Finally, Marie emphasized the importance of promoting bilingualism. She noted that, "My job as a dual language teacher is to not only teach English but to connect it to Spanish and to the world as a whole. Also, it is my job to teach students to honor all cultures and languages. I also think it's very important to promote bilingualism" (Maria, personal communication, February 15, 2016)

This statement led to the topic of advocacy. While teachers like Marie believe in the power of bilingualism, not all teachers and community members do. For this reason, it is important for teachers to promote the program, its benefits and noteworthy achievement among its traditionally underachieving and underrepresented minority students. According to García and Kleifgen (2010), the folk stories and theories about "other" languages and language groups and their perceived "abnormality" and "need of repair" must be publically addressed through advocacy efforts. Student achievement, as defined by district and program goals, present multiple considerations for educators. Teachers' responsibilities are vast, yet rewarding. On top of teaching all day, their additional efforts as advocates are most impressive. Achievement goals in DLBE programs emphasize how "bilingualism facilitates learning in school and creates work and social opportunities in life" (p. 125). Thus, the importance of continued advocacy and the promotion of bilingualism in an unbalanced society where whiteness (socially constructed) and monolingualism still holds the power.

Melba

Melba believes that the primary goals of the program are to ensure that all students, L1 and L2, are "making language gains and that they can use their languages in

a given context to communicate with their peers and to share their ideas" (Interview, March 2016). She understands the ultimate goal of a dual language program as "producing students who are bilingual in both languages who can read, write and communicate in any given language when required to" (Interview, March 2016). The idea here is that students should be able respond in any given situation with the language necessary. That means if a student encounters another bilingual person, they will engage bilingually as bilinguals do. If the student carries on a conversation with a monolingual speaker, the student will speak monolingually in either English or Spanish. Hence, the students not only know the languages, but know how to use language. The student uses the linguistic resources available to best navigate and participate in any given dialogue. In the teaching and learning space, these abilities are more generally viewed through a translanguaging lens. "Although we can acknowledge that across all linguistically diverse contexts moving between languages is natural, how to harness and build on this will depend on the socio-political and historical environment in which such practice is embedded and the local ecologies of school and classrooms" (Creese & Blackledge, 2010, p. 107).

The school ecology at McLaren was one that permitted teachers the freedom to present instruction in dynamic ways, this included the way the teachers respond to students in dynamic ways. Each moment in the classroom is different in that students are constantly changing and growing and using their languages in dynamic ways. I observed a wide spectrum of language practices and policies. From strict classroom language policies with consequences for speaking the non-target language to highly dynamic practices that included freedom to practice as bilinguals as appropriate for the setting.

The diverse frameworks were determined by individual teachers based on their experiences and understanding of best practices. When I observed Melba in the classroom, she presented what García and Wei (2014) call a "trans-system and trans-space" approach. This approach honored the dynamic learning practices in which "fluid practices went between and beyond social constructed language and educational systems, structures and practices to engage diverse students' multiple meaning-making systems and subjectivities" (p. 3). For example, Melba exhibited her perspective of trans-system in the following remarks about language use and bilingualism:

> I think about us professionals, bilingual, like, we speak both, so how are we expecting our kids to be truly bilingual when we say, ok, only Spanish in this class…you can't speak any other language. You should be able to code-switch.

> I was just talking to Leticia and a mother, the mother is like really bilingual, our conversation is like back and forth, English and Spanish. And we're expecting our kids to stay just in Spanish when they are able to use their other language to make up for the things they don't know in the other language.

> We're like, we understand each other and we're expecting our kids to…well, you know, if you can't say it, it's your problem (Melba, personal communication, March 24, 2016).

Melba encouraged students to engage with academic content in the target language to the extent possible, but at any point in this path of discovery or in the process of learning, the students were encouraged to engage and use their entire repertoire to do so. In other words, she acknowledged the importance of allowing students the freedom to communicate and the traditional strict separation model was not always most appropriate for students who were developing two languages simultaneously. In an interview, she stated,

I'm finding that the kids, they understand the Spanish language (referring to students who are L2 Spanish learners), however, they don't have all of that vocabulary to speak in class with the other kids (Spanish speakers) and that's what I'm finding very hard, so I'm no longer punishing students for speaking English (in the Spanish classroom).

I feel that the kids feel really pressured to speak Spanish and that they would rather not participate and so they shut down. They're done. They're not willing to speak or *hablar* (speak) with anyone. So, that's what I'm finding (Melba, personal communication, March 24, 2016).

The teacher also detailed how students productively participate in the classroom with writing and reading activities in Spanish. She noted an important aspect of this research: student to student communication occurs in both languages, English and Spanish. When asked about specific types of activities for increasing Spanish language and content competencies, she noted that all students are capable of producing and achieving in the language of instruction (Spanish), so she plans learning activities that include grade level standards and rigorous objectives. She has changed her pedagogical approach over the last few years from a restrictive language policy to one that reflects the realistic nature of how language are used. From trial and error, she revised her classroom language policy because she notes that in order for student to have full access to learning and achieving o make meaning and achieve academically. She noted,

Writing, in centers or in writing in class, they *do* write in Spanish. We read in Spanish every single day. It's just the conversations between the kids when they are working together. They speak both. Then we have those who speak Spanglish to communicate with me (Melba, personal communication, March 24, 2016).

Similar practices and perspectives were employed by other teachers in the program. Of the ten teachers who participated in this study, nine did not impose strict policies for target language use. The one teacher who employed the strict language policy

150

was the primary speaker in the class and operated a teacher-directed classroom where the
teacher was the bearer of knowledge.

Accessing the Curriculum: L1 and L2 Language Use as Dynamic Bilingualism

> *"I think dual language students learn best when you connect the two*
> *languages…whenever you get into word origins it helps people to understand. For*
> *example, we were reading a book about slavery this week and the word manacles came*
> *up. We were able to figure out the meaning of the word because of the Spanish word for*
> *hand. These kinds of things often come up"* (Marie, personal communication, February
> 15, 2016)

Research Question 2. Does the translanguaging phenomenon exist/occur naturally in the
teaching and learning environment? By whom? In which learning contexts? During what
type of grouping configurations? And for what purpose?

DLBE programs are comprised of students who are learning content and
languages simultaneously. Some students are developing English as a second language
and others are developing Spanish as a second language. Students at McLaren
Elementary School learn formal literacy skills in both languages simultaneously, though
not through translation or repetitive lessons. They engage with academic content in either
Spanish or English and sometimes have the opportunity to formally bridge the knowledge
learned in one language to practical application activities in the other language. The
bridge is a carefully planned activity that occurs after learning new concepts in one
language (Beeman & Urow, 2013).

The *macro-content and language allocation plan* (see Table 1) designates three
language-related domains on the chart. As referenced in Table 1 on page 36, the second
column indicates which content areas are taught in Spanish at different grade levels (see
sample column headings in Figure 7). The third column designates a space for the

'Bridge," the third space or the space where the transfer is designed to occur, "Strong emphasis on Oral Language Development – Explicit planning for content and language TRANSFER" and the last column designates in which spaces English is to be used for instruction.

Figure 7: Sample Column Headings in Macro-Content and Language Allocation Plan

Grade	Spanish	Bridge	English

Though the bridge is included on the chart, there is not an articulated plan for how this is to occur. In theory, this is a time when the two languages are intended to merge for the planned and strategic use of English and Spanish. The complexity of the third space raises many questions as to where, when, and how this is to occur within a program model designed to keep the languages separate. Again, in theory, the third space seems logical as being bilingual means possessing several language systems or as some declare, "one linguistic repertoire with features that have been societally constructed as belonging to two separate languages" (García & Wei, 2014, p. 2). As teachers find ways to adapt to the communicative needs of their L1 and L2 students, they continually grapple with the third space.

The macro plan designates where and when languages should be used for instruction. It does not indicate how day-to-day interaction should occur, that is, teacher to students, students to student or student to teacher. For this reason, teachers have taken the charge to develop and design their own classroom language policies and practices. They have formulated these practices based on their experience, responsibilities and efforts to provide a safe and secure classroom learning environment. They have also

framed their own set of classroom expectations about L1/L2 language use so that students are able to "engage in interaction with confidence" (Cohen, 2015, p. 335). All too often, linguistically diverse students are not permitted to use their L1 in the classroom for mediation or collaborative work. In other words, the L1 is rejected, thereby shutting down the opportunity to access the academic content using L1/L2 mediation through collaborative dialogue. In such a setting, it seems difficult to cultivate a secure learning environment for students who are developing proficiency in the language of instruction.

In order to understand the potential for dynamic language use in the classrooms, I used the following questions on the data collection observation guides to identify potential characteristics (adapted from García, Ibarra Johnson, & Selzer, 2017):

1. How are the student students' home languages and cultures celebrated?

2. How is instruction designed to promote translanguaging? How do teachers build students' content knowledge through the use of all of their languages?

3. How do students utilize their multiple languages to negotiate academic content? Is collaborative work designed to encourage students to use both their home languages and English to make meaning? How?

4. Does the teacher allow multilingual collaborative work to build students' listening and speaking skills? How? What strategies are used, taught?

5. How do multilingual resources build students' language and academic content skills?

6. How do teachers build students' reading and listening ability through the use of all of their languages?

7. How do teachers build students' content knowledge through the use of all of their languages?

8. How do teachers provide rigorous cognitive engagement for students?

9. How do teachers build students' writing ability through the use of all their languages?

10. How do teachers scaffold to enhance students' understanding?

During individual classroom observations throughout this entire study, I observed the common practice of students using their entire linguistic repertoire to engage with their peers and with the academic content. When following up with a teacher interview, I asked Julia what her beliefs were about the language policy in her classroom because students seemingly felt secure as emergent and experienced bilinguals while there was a non-restrictive language policy.

> I think it is unnatural to separate them (languages) as much as we do. Some
> separation I can see, but total separation, no (Julia, personal communication,
> March 25, 2016).

As noted, in the one classroom that upheld the strict target language policy, students often whispered or simply did not speak. In an environment that does not appeal to the emotions, it is difficult to argue for opportunities to increase cognition through peer interaction.

Vygotsky's theory on mediation highlights the relationship between cognition and emotion. Basically, "we know ourselves because of our interactions with others and social behaviors" (Dixon-Krauss, 1996, p. 9). Cohen's (2015) research findings suggest that the principled use of the L1 and target language (L2) in dual language immersion build stronger ties between emotion and cognition. He argues that students should be permitted to use their L1 during collaborative dialogue or private speech to mediate their understanding and origination of complex ideas (languaging) as they prepare, develop and produce an end product (oral or written) in the target language. To further illustrate these concepts, Vygotsky argued that language mediates cognitively complex thinking,

and that the first language is the most powerful tool for doing so (Swain & Lampkin, 2013).

In Julio's fourth grade class, students study social studies in Spanish. Julio commented on his language use ideology and how that impacts students' engagement with the academic content.

> They (the students) speak English in my classroom. I let them do it because, for example, they are talking about a story and they have to produce, write a paragraph in Spanish, but they are talking in English, it's more effort for them to translate. I let them try. As well as when they are searching information, for example, geography, economy, industry, in certain states, if they want to look for information in English, then do it. But remember, the paragraph, they have to write in Spanish. It's their choice how they want to do it, the process, it's up to them. The final product is in Spanish (Julio, personal communication, March 25, 2016).

Initially, Julio policed his students' language use and didn't permit them to use the non-target language (English in the Spanish classroom). He tried to implement "table bosses" or students who would be responsible for policing the students' target language use at each table. After spending what he thought was unnecessary instructional time reminding students to stay in the target language and supervising the table bosses, he decided it was time to adjust his pedagogy. What he realized was that students were taking the role of "police" too seriously and as a result were affecting other students' willingness to speak freely and naturally. What he discovered was that the policing policy was affecting their emotions and subsequent engagement with the language and content (Julio, personal communication, March 27, 2016).

During classroom observations, I viewed Julio's newer flexible languaging approach. *Languaging* refers to the "way that learners use speaking and writing to mediate cognitively complex activities" (Martin-Beltrán, 2014, p. 211). People naturally

use language, either internally or externally, to mediate thoughts and actions. This conceptualization is no different for students in school who are engaging in the learning process to become both linguistically and conceptually more proficient.

Peer collaboration was encouraged (see Figure 8) during Julio's Spanish grammar lesson on the use of *sinónimos* (synonyms). The lesson on synonyms followed a reading from the book *El Principito*, in which several synonyms were presented in Spanish. The students were asked to work together, using the reference book, *Sinónimos y Antónimos* (Synonyms and Antonyms), to find synonyms for selected words as presented in the reading. For example, *alegre* (joyful or glad), *contento* (happy, masculine) y *contenta* (happy, feminine) were synonyms that the students contemplated as a means of both expanding their vocabulary (finding synonyms) and to gain a deeper understanding of the literature. During this particular activity, I observed several phenomena in support of dynamic bilingualism as exhibited through the fluidity and flexibility of the students' microalternation. As in other documented research on dynamic language use (Esquinca, Araujo, & de la Piedra, 2014; Creese & Blackledge, 2010; Potowski, 2004), the students were encouraged to collaborate using their full range of linguistic practices. The purpose included integrating the student's individual and diverse linguistic knowledge for the collective learning and engagement of a common academic objective (see Figure 8).

Julio's philosophy of language use aligned with Baker's work (2001) on the potential educational advantages of translanguaging, which include that translanguaging practices may promote a deeper and fuller understanding of the subject matter and also may help to develop the weaker language.

Julio demonstrated that his revised language policy and practices were not only acceptable, but necessary. By providing a process by which students developed bilingualism in dynamic ways, he honored the students' proficiency levels and acknowledged that they could serve to scaffold their peers' development through collaborative dialogue and peer assistance. He mentioned that, "I was not specifically trained to be a dual language teacher, but I can see that the students have very different levels of Spanish. I help them individually based on how much Spanish they know. Of course, the native speakers are able to help the others too" (Julio, personal communication, March 27, 2016). By promoting this practice, he encouraged students'

collective engagement and the efforts of working toward a common learning goal. Julio felt confident that this process would result in the students eventually being able to achieve the task individually. This space is called the Zone of Proximal Development or the space where the learner negotiates meaning with a more capable peer or teacher. In the DLBE classroom, this generally occurs in a collaborative context in that the more linguistically and/or cognitively capable peer (or teacher) is mediating learning (Dixon-Krauss, 1996).

The other reason that this teacher chose to allow L1 and L2 language use was to allow for continued forward momentum for class engagement and learning. The teacher did not translate material during instructional time; instead, when necessary, the teacher used scaffolding techniques—including various strategies such as *think-pair-share*, pictures, visuals and media, and the use of synonyms, antonyms, word families and cognates—to help guide the students' participation. To further exemplify how languages were used, Julio also supported translanguaging pedagogy when students researched and investigated new topics. Though the language of instruction was Spanish and all formal academic projects and assignments were expected to be completed in Spanish, he allowed students to seek information in English *or* Spanish, converse in English *or* Spanish, ask questions in English *or* Spanish, all the while knowing that all final academic tasks or assignments were to be completed in Spanish.

> As well as when they are searching information, for example, geography, economy, industry, in certain states, if they want to look for information in English, then do it. But remember, the paragraph, they have to write in Spanish.

It's their choice how they want to do it, the process, it's up to them. The final product is in Spanish (Julio, personal communication, March 25, 2016).

I asked about how this process impacted how much Spanish the students learn and he responded by saying that the students produced more competent and complete work because they had a chance to, "Discuss it, figure it out together, to problem solve and work together" (Julio, personal communication, March 25, 2016). He also pointed out that if the students were forced to only speak one language, they would only use a portion of their body of knowledge. He acknowledged that emergent bilingual students are made up of all sorts of linguistic and cognitive combinations and the more we recognize this reality, the better we can leverage the students' bilingual development.

Julia, the fourth grade English teacher used a form of translanguaging that supported her students' development of biliteracy. She discussed her approach and rationale for the integration of language and literacy.

> A book like *Holes*, we have it in English and Spanish. But some books you can only get in one or the other in our library, and so I tell them (the students), it doesn't matter which language you read it in, read it in both. I have kids who score exactly the same on the comprehension test in both languages (referring to the Accelerated Reader online literacy program[46]) and it doesn't matter which language they read the book in. The first time I say that at the beginning of the year the students look confused. I remind them that they are bilingual, right? And biliterate, right? So, why wouldn't you be able to answer the same questions in the other language, it's still the same book. (Julia, personal communication, April 28, 2016)

This teacher's rationale was a result of her praxis. Her personal theory of bilingual development joined together with her years of practice in the dual language bilingual

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[46] Accelerated Reader (AR) is a computer program that helps teachers manage and monitor children's independent reading practice. Children pick a book at his own level and read it at his own pace. When finished, the child takes a short quiz on the computer (A Parent's Guide to Accelerated Reader, n.d.). The dual language program in this study uses this program in both English and Spanish.

classroom created her narrative (Wink, 2005). As Wink (2005) explains, "praxis is the constant reciprocity of our theory and our practice. Theory building and critical reflection inform our practice and our action, and our practice and action inform our theory building and critical reflection" (p. 50). In this example, the teacher reflected deeply about how bilingualism and biliteracy develop among her students in multiliteracy contexts. While acknowledging her students' bilingualism, she was simultaneously encouraging their development as functional bilinguals.

Data from an interview with Melba revealed that when students are either forced to use only one language for learning or they are punished for using the non-target language, they tend to shut down or disengage. As Melba articulated,

> I feel that the kids feel really pressured to speak Spanish and that they would rather not participate and so they shut down. They're done. They're not willing to speak or *hablar* (speak) with anyone. So, that's what I'm finding (Melba, personal communication, March 24, 2016).

Clearly this has a direct impact on emotion and cognition. It is difficult to learn when your emotions have prompted you to shut down or disengage.

Marie teaches math in English. On one of the days I observed, she had a new fifth grade student in class. The new student had just arrived to the United States from Mexico and only spoke Spanish. On this particular day, Marie was teaching math. She was conducting a whole group lesson while displaying her instructional work on the projected screen in the front of the class. Students were given individual white boards and asked to solve equations individually. Upon completion, they would hold the white board above their heads to display the answer. The teacher would confirm whether they answered correctly with a simple *yes* or *no*. The new student was also participating. She was

participating in every activity. She was given a white board and marker and continually

held her white board high with the correct answer.

Teacher: Okay, before I show you the next one, remember, you are not supposed to show your answer to your friends…
(to the whole class) Ok, remember, you're not saying it (the answer) out loud. Just write your answer on the white board and hold it up so I can see it. I will say yes or no so you will know if your answer is correct or not.

Students: (The students at the new student's table quickly explained the activity)

Teacher: (The teacher displays a cube with the length as 6 units, the width as 3 units, and the height as 5 units and the students are instructed to solve for the volume)

Students: (one by one, students hold up their white board with their answer)

Student 1:   (holds up white board) 90

Teacher: Yes

Student 2:   14

Teacher: No
(This process is happening rapidly in a whole group)

Teacher: No, yes, yes, yes, no (pointing at individual students), yes, no…
Okay, ready for the next one? Here we go.
(Teacher shows another cube with the length as 5 units, the width as 2 units, and the height as 4 units and the students are instructed to solve for the volume)

Newcomer: (holds up her white board with the answer) 40 (is written)

Teacher: *Sí, María, sí* (Yes, Maria, Yes, and moves on to other students) Yes, yes, yes…
Okay, who can tell me the formula for finding volume?

This teacher used languages in a dynamic nature so that the newcomer's language

resources were honored and integrated into the lesson. The teacher provided this student

full access to the math content and learning standards using all available linguistic

resources, including productive and receptive domains.

The teacher did this in several ways. First, she provided the student with a math

text and workbook in Spanish. This way, the student was able to engage with the content

and participate in whole group and small group activities and feel a part of the class. The

students at her table were looking at the same math problems, only some were in English

and some were in Spanish. The teacher's rationale for providing the math materials in Spanish was to allow this child the opportunity to continue on her path to learning grade-level math content and to stay actively engaged. Secondly, the teacher used cognate posters in her classroom (see Figure 9).
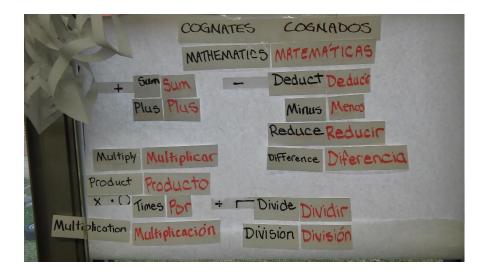
Figure 9: Math Cognate Poster

This way, the student could gain further access to the language being used during instruction. The third way this teacher employed dynamic bilingual practices was to allow for open and free peer collaboration. Due to the teacher's language policy and classroom environment, students were encouraged to use both the L1 and L2 during instructional time. This helped the new student because she also felt free to ask questions and exchange dialogue with the other students. I even observed this student helping other kids at her table with math problems, so this was not just a one-way learning path. This was undeniably a well-thought out plan for including the new student in all aspects of the class and I feel that because her emotions were nurtured, her cognition increased substantially. Thus, I feel bilingualism was used as a resource as exemplified by these dynamic linguistic practices for this newcomer.

162

Target Language Use: Spanish in the Spanish Classroom and English in the English Classroom…or both

"It's complicated, it's a complicated issue…whether they speak to me in English or Spanish, I guess, I don't really pay much attention to that, but I want to see that they are understanding" (Melba, personal communication, March 24, 2016).

Research Question 3. Do teachers encourage students to stay in the target language during instructional time? How? Why? What strategies do they employ?

In this section, I introduce the teachers' perceptions, behaviors and practices as they relate to target language use during instructional time. Benton School District has designated two models of instruction which correspond to two program types. One is the monolingual English program and the other is the dual language bilingual education program. The DLBE program was designed to separate languages by teacher and academic content. In addressing the research questions, I realized how essential teachers' perceptions and practices were to the development of bilingualism and biliteracy. After analyzing classroom observation field notes and interview transcripts, I identified how the various perspectives impacted students' individual and collaborative language use and how some teachers' perspectives and practices have transformed over the course of time.

¡¡En Este Salón de Clase Solo Hablamos Español!!

Antoine teaches fifth grade language arts, social studies, and science in Spanish. He maintains a very strict separation of language model in his class. This means that he requires all students to speak Spanish during whole group instruction, small group work, and directly with him (student to student, teacher to student, and student to teacher). The classroom policy requires that all students speak Spanish at all times. The phrase on the classroom whiteboard serves as a reminder for the students. It states, "En este salón de clase solo hablamos Español!!" *In this class we only speak Spanish!!* His class makeup

satisfies the desired student demographic requirement for the program as it contains

nearly half girls and half boys and a nearly an even mix of students who speak English at

home and who speak Spanish at home.

In the classroom with the strict language policy (see Figure 10), several salient

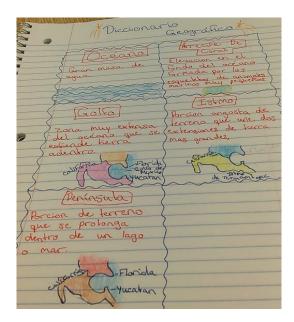features emerged as evidence of student engagement and language use.

Figure 10: Classroom Language Policy

First, both L1 and L2 students whispered in small group and during pair work. Upon

further investigation of this interaction, I observed that the whispering occurred in the

non-target language (English). Though word counts were not part of this investigation, I

observed a difference in the amount of student to student interaction in this class

compared to other classrooms without the strict language policy. I felt that my

observations were substantiated with 100 hours of classroom observations and that I

could identify strategic interaction tactics that the students used to communicate in the

non-target language. These tactics included whispering, short or incomplete phrases that

the teacher would often complete, and a quieter learning environment due to less student

interaction.

The punishment for being "caught" speaking English was to, "Sit in the corner and copy paragraphs word for word out of the Spanish history book" (Antoine, personal communication, September 8, 2016). Antoine noted that students were encouraged to work collaboratively, but only in Spanish. Cynthia, the Bilingual Resource teacher who worked in various DLBE classrooms, noted that L2 students in this particular classroom struggled to communicate in Spanish due to the strict language policy. She said, "In one class they struggle to communicate in Spanish; in another, they use English until told to do otherwise, but regardless talk more to each other" (Cynthia, personal communication, May 13, 2016).

While the students' receptive skills indicated comprehension (through their appropriate actions, nods, ability to follow directions and take notes, see Figure 11), the L2 students oral productive skills were less noticeable. The policy in this class allowed only for monolingual Spanish language use. The teacher frequently used a question - answer format during whole group instruction. The teacher asked a question and the students answered in unison. For example, "¿Cuántos continentes hay en el mundo?" *How many continents are there in the world?* The students often responded in unison – siete (*seven*). Students seemed to enjoy this strategy and I observed a level of comfort and confidence when nearly all students contributed their answers (again, in unison). A sector of this research that deserves further investigation is whether students are able to discuss or produce their understanding and comprehension of the academic content (social studies in Spanish) at the discourse or at a level of discussion.

Figure 11: Social Studies Notes in Spanish

Another Newcomer: Monolingual Spanish Speaker

One student just moved from Mexico and was placed in Antoine's class. The student who just moved from Mexico is a monolingual Spanish speaker. The rationale for placing this student in the DLBE program was two-fold. First, this student was tested with the WIDA language proficiency test and deemed an English learner by state and local guidelines. Second, the State Board of Education requires that all ELs receive native language instruction and the DLBE satisfies that requirement. Fortunately for the students, the school and the state, the student is in a very effective bilingual learning environment to make a seamless academic transition. The student has access to grade-level academic content in a language he is proficient in, thus can continue his path to high level achievement. While doing so, the student is learning English alongside other emergent bilingual students and is being instructed by bilingual teachers in a bilingual environment.

In an earlier section, I explained the enrollment process for Anglo or non-EL

students. The enrollment process for a native Spanish speaking student is different than a

native English speaking student. The monolingual Spanish speaker may enter the

program at any point in time, even after kindergarten or first grade and beyond. The

monolingual Spanish student who moves from a Spanish-speaking country will be tested

with a language proficiency test and due to an emerging proficiency level in English, will

be identified as an English learner. According to federal and state guidelines, the EL

automatically qualifies for bilingual services until the student becomes proficient in

English. The DLBE program satisfies the requirement for bilingual education. The Anglo

or non-EL student does not qualify under the same guidelines based on linguistic

proficiency and is not required to participate in a bilingual program under any type of

mandate. The Anglo or non-EL student enrolls in the DLBE program voluntarily or by

pure desire. To address this perceived inequality, Benton School District provided an

after-school Spanish program at McLaren Elementary School for students who either

missed the initial DLBE entry point in kindergarten or were newly enrolled monolingual

students. The program did not sustain due to low enrollment.

Eduardo

Eduardo, a fourth grade Spanish teacher from Peru believed that there should be a

designated time when students can speak all and any language for the purpose of learning

content and producing work in the language of instruction. He explained how this works

in practice in his classroom:

> The students have to take turns and collaborate for a group grade and
> individual grade. For example, the students are working on developing an
> Economics Fair. They are working in small groups creating a product that

can be sold in the school in order of making money, with monopoly dollars. The main goal of the project is to teach students supply and demand (oferta y demanda). They used Spanish and English during the group work, I used this space to work on cognates and transfer knowledge so my students could use the terms and concepts in both languages. My students used English in small groups in my classroom, I teach Spanish. They also used Spanish in small groups in the English classroom. In other words, they sometimes use the non-target language in each classroom. (Interview, original speech, March 2016)

He further explained his practice from a transformative stance. He used to have signs on his classroom walls that indicated the strict language policy of only speaking Spanish in the classroom. After a few years of practice and study, he realized that the contrary was more appropriate. He realized that he was "doing a detriment to the students' freedom for learning language." He stated that he "needed to be more open than being so strict with language policies." This teacher found himself fighting every minute to try and maintain a pure Spanish language environment. He felt that the bilingual space in his classroom was missing. He affirmed that, "more freedom is essential to develop language." This presented an interesting transformation because as previously mentioned, the teacher felt that he was doing a "detriment to the students if he allowed them to speak English in the Spanish classroom."

Eduardo noted a very important point. He stated that teachers do not always receive the most current research in the field; thus, when more effective pedagogy is being researched and presented, they continue to implement and practice traditional methods of teaching (strict separation of language policies with punishment) even though they *feel* that it is not appropriate.

Eduardo's teaching assistant was from Spain. He had a unique perspective and I include it here because his assistant was not a trained teacher and has worked in the bilingual classroom for only one year. He was a trained musician and composer and has no formal background in bilingual education. He presented his bilingual perspective regarding the development of bilingualism as follows:

> As far as I'm concerned, and I'm going to be very honest, if you have a bilingual class, the teacher should be bilingual, and if the kid comes to you (the teacher) in one language, the teacher should answer the kid in that language. No mistakes, okay. And if the same kid comes in another language, in whatever language you are working in in that moment, the teacher should also be able to answer in that language. If the kid comes to you in Spanish, answer in Spanish. Kids know perfectly when they are mixing the languages. Furthermore, Spanish speaking students tend to negotiate in private in Spanish because it is the language they are speaking at home. (Interview, original speech, March 2016)

This is a compelling perspective because it comes purely from a bilingual person's experience from being bilingual with only one year of experience in the bilingual classroom. Furthermore, this teaching assistant had no formal education in bilingual pedagogy. The sophisticated implications for bilingual and biliteracy development in this program were most generally perceived as needing more "freedom" to let bilinguals act and perform as bilinguals. Students' home life and language use cannot be overlooked. The bilingual settings at home naturally includes code-switching and Spanglish, particularly for the students who speak Spanish at home and English/Spanish at school. They perform these complex linguistic skills naturally and in a comfortable environment with their families. When they arrive to their bilingual program at school, they are sometimes punished for code-switching or told that they cannot use a certain language in a certain space. This not only produces confusion for the bilingual students, but also

169

impacts his bilingual identity as he must conform to being a monolingual in designated spaces.

More Teachers' Perspectives

Julio teaches fourth grade language arts, social studies, and science in Spanish. When asked about his perspective regarding language use in his classroom, he noted that,

> Students should speak Spanish in my class. I am consistent (speaking only Spanish) if the activity requires it. However, I don´t mind if a student uses English in the case that he or she is not able to find the necessary words or feels blocked. Often when this happens the students will help each other, particularly the Spanish speakers because they're in the Spanish class (Julio, personal communication, April 28, 2016).

Julio does not enforce a strict language policy consequences in his class, though he does encourage the use of Spanish when he feels confident that a particular student is capable. Regardless, he feels that students should be free to talk and engage with the content as a sort of linguistic freedom because "the more they talk, the more they learn" (Julio, personal communication, April 28, 2016).

Leticia and Marie teach fifth grade language arts and math in English. Leticia believes that there should be a designated time when students can speak all and any language for the purpose of learning content and producing work in the language of instruction. She is an English teacher and remarked that, "Instruction is 98% in English; however, the students are allowed to communicate with each other when working together in the language of their choice" (Leticia, personal communication, April 25, 2016). She added further context about her language policy:

> In regard to differentiating instruction, it varies year-to-year based on the proficiency of my L2 students, and their command of the English language. I feel that it is essential at times to be able to explain things in

both English and Spanish in order for L2 students to get the full meaning (cognates is a perfect example of this). In addition, explanations in both languages provides reinforcement for the L1 students as well. Pictures, models, diagrams, and background connections are just a few examples of tools that I use in classroom instruction, and differentiation of classroom assignments is based on the student's current level in English. (Leticia, personal communication, April 25, 2016)

Marie responds to students in the language that she feels is most appropriate. For example, if an L1 Spanish speaker approaches her with a question in Spanish, she responds in Spanish, especially when discussing personal information. She is completely open with her language policy in the classroom. She does not restrict students and students feel free to engage with their peers as they wish. I asked Marie about how this may impact their English language development and she responded that, "they actually learn more English this way because everything is relevant" (Interview, March 2016). She further explained that because she values their linguistic independence, they speak freely and without hesitation.

Melba thinks that there should be a combination of acceptable language use. They include a time to adhere to the language of instruction and a time to use all languages. For instance, students should attempt to use the language of instruction at all times unless the student is having difficulty expressing his ideas or thoughts to the smaller or larger group.

The teachers' perspectives about how languages should be used in their classrooms was important to consider when identifying and examining their practices for achieving the program goals. Regardless of whether the teacher employed a strict language policy or a fluid language policy, all of the teachers implemented what they felt was most appropriate for their students to achieve the program goals. I uncovered many styles of teaching ideologies regarding language policy and the majority of the teachers

favored a less restrictive language policy, meaning they did not enforce sole use of the language of instruction or target language. In this section I highlighted the teachers' diverse perspectives about target language use. In the next section, I discuss their diverse perspectives and practices on how they achieve bilingualism, biliteracy and bicultural awareness.

Making Space for Bilingualism: Dynamic Bilingualism in Practice

"To be literate is not to have arrived at some pre-determined destination, but to utilize reading, writing and speaking skills so that our understanding of the world is progressively enlarged. Furthermore, literacy is not acquired neutrally, but in specific historical, social and cultural contexts" (Mackie, 1980, p. 1).

As presented in this dissertation, the pathways toward bilingualism take many forms and each constituent plays a significant role. The DLBE teacher in this study brought their unique bilingual experiences and perspectives to their practice. Dual language bilingual education program frameworks and policies address macro-level factors, typically rooted in theory and best practice. Emergent and experienced bilingual students bring their linguistic, cultural, and academic backgrounds to the learning environment to form and develop deeper bilingual identities. Families inherently advocate for bilingualism by placing their child in the program or by supporting the child's linguistic development at home. Schools and communities increase the quantity and quality of bilingualism by promoting bilingual practices in open spaces and through the formal and informal written word. All of these contributions make space for bilingualism and bilingual practices in today's society. Next, I provide examples of unique ways in which DLBE teachers delivered, supported and legitimized the dynamic bilingual landscape in their classrooms and school.

172

Strategy 1. The Student as Teacher

Alberto teaches language arts, social studies and science in the fourth grade Spanish-medium classroom. All students in his class, L1s and L2s are provided the same literacy instruction in Spanish. When he was hired to teach in the DLBE program, he was told about the expectations for separating languages during instructional time. Alberto maintains a language separation policy in his classroom during instructional time in that he delivers instruction only the target language - Spanish.

Upon examining the collection of classroom observation field notes and memos, the *student as teacher* theme emerged. One of the hallmark characteristics of DLBE is to combine L1 and L2 students for language, content and literacy instruction. What emerged was evidence of the power of mixing L1 and L2 emergent and experienced bilingual students for the purpose of increasing linguistic performance. Sociocultural research positions an individual's developmental processes within a dialogic interaction frame, occurring within and among individuals (VanPatten & Williams, 2015). Development arises through interaction among peers and self-talk as they collaborate in the Zone of Proximal Development (ZPD) activities (Swain, et al., 2009). Vygotsky defines ZPD as the "distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (as cited VanPatten & Williams, 2015, p. 212).

The following example exemplifies the initial level of linguistic knowledge and the final level achieved in linguistic performance when mediated among learners. In the example, the students were situated in pairs. The partner configurations were made up of

an L1 student (the student as teacher or more capable peer) and an L2 student (Spanish language learner). This was a purposeful effort designed to join students with diverse linguistic repertoires to accomplish a common literacy task. The task was to compose a written paragraph that summarized the short chapter that they had just read as a whole group. They were reading *El Principito* (The Little Prince), a poetic tale written by a French aristocrat and translated into Spanish. The following example (EXAMPLE 1, Figure 12) demonstrates the nature of language development in the DLBE classroom. Student 1 acted as the student as teacher or the more capable peer and Student 2 was the Spanish language learner.
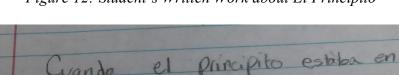
EXAMPLE 1: Fourth Grade Language Arts in Spanish

Figure 12: Student's Written Work about El Principito

Teacher:	Comparte con tu pareja la historia porque tienen que contar ahora. *Share the story with your partner because you will talk about it next.*
Student 1:	¿Que es esto? (Student 1 pointing to a word on Student 2's paper) *What is this?*
Student 2:	Que era bostando or ¿es bostar? *He was bostando (trying to say 'yawning') or is it bostar?*
Student 1:	Es bostar. *It's bostar.*
Student 2:	¿bostar?
Student 1:	No, es bostando. (Student 2 changes the word on her paper). *No, it's bostando.*

After several moments of collaborative mediation of the linguistic tools (words),

Student 1 provided explicit feedback on what she thought was the correct word choice.

Student 2 mouthed the words silently after each suggestion was given. This practice is

called "self-talk" and is executed as a strategy during the language learning process

within the Zone of Proximal Development (ZPD)[47]. At that particular moment, Student 2

was satisfied with the word choice (though not correct) and volunteered to read her

passage aloud. After reading her passage out loud to the class, the teacher commented as

follows:

Teacher: Oh, necesita el principito la ayuda del flor, bueno para incluir la flor en la
            historia. Muy bien. Y la palabra es *bostezando* (as he wrote the word on
            the board as he was simultaneously acting out a yawn). *Oh, the prince
            needs the flower's help, that's good that you included the flower in the
            story. Good job. And the work is bostezando.*

The word that was being negotiated was *bostezar* (to yawn). In the chapter they

had just read as a whole group, many forms of the verb *bostezar* was used: *bostezar*

(infinitive, to yawn), *bostezó* (3rd person preterit, he yawned), *bosteces* (imperative or

command form, yawn!), *bostezos* (noun, yawn), and *bosteza* (present indicative, he

yawns), so for a fourth grade Spanish language learner, understanding which form to use

in which context can promote complex considerations (See Appendix B for passage).

The L2 student who volunteered to read her passage aloud was a confident learner

and consistently tried to maintain engaging in the language of instruction. While this was

exceptional, it was not the norm. Through examples like this, it is evident that L2

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[47] The Zone of Proximal Development)ZPD) is the "activity whereby individuals and groups, interaction under the systematic and planned (e.g., schooling), or unsystematic and unplanned mediation of other individuals and groups take part in tasks that they cannot perform alone and at the same time appropriate the cultural artifacts available in their community" (VanPatten & Williams, 2015, p. 286).

students are completely capable of producing formal tasks in the language of instruction, especially after collaboratively dialoguing with a peer or peers. With the help of the more proficient peer, this student gained greater access to more complex language as she tried to find the correct word form. She eventually learned the correct word through the teacher's feedback and explicit instruction. The student-to-student negotiations brought the student pair close to producing the correct word as seen in the example.

Another aspect of this analysis was that the teacher did not "water down" the content or language during this language and literacy activity. Instead, the teacher embedded several supports or scaffolds. First, he utilized partner configurations so that students had every opportunity to engage with the written expectations of the task in the target language. Second, by utilizing the L1/L2 partner configuration, students constructively tried to match the desired language and linguistic structure to the meaning they had constructed in their minds and, as a result, produced artifacts that aligned with the learning objectives.

Strategy 2. Active Learning, Student Engagement, Group work and Integrated Units

Group work and group interaction are hallmark characteristics of DLBE programs. I observed group work activities in all ten classrooms. The group work activities were mostly arranged to promote dialogue among students, along with shared learning experiences. Giroux (1988) states the importance of group interaction. He positions group interaction within the realm of experiential learning that is necessary to realize the importance of learning from one another. Regardless of the content area (social studies, science, math), social interaction facilitated meaningful learning that

resulted in some type of formal academic learning task. In walking the halls of McLaren Elementary School, I could not help but notice the students' work, their paintings, home-made posters, family pictures, hand-written poems, and other student creations. As I walked through the fifth grade hall, two students ran up to me to eagerly show me the world map they had painted together. Another student pointed out the photo of her family on her locker that said, "I love my family." Students were proud of their work and understandably so. They had spent significant time creating it.

Teachers in this program recognized the developmental nature of bilingual growth and that the results of language and content learning in a bilingual environment are cumulative and evident over a long period of time. They also identified that students learn best when immersed in active learning in meaningful contexts. Several themes emerged when analyzing field note and transcript data with respect to active learning, student engagement and group work. They include:

- Active learning: Learning language is fun (games, songs, expressive dance and Reader's Theatre)

- Group work: Group projects, experiential learning activities (experience comes first), peer interaction

- Student Engagement: Using manipulatives, science experiments, exploration, hands-on experiences, real-life events

- Integrated units of study: Blending math, social studies, science and literacy or language arts

One might think that engaging a diverse student group may be challenging, and it can be. Leticia, the fifth grade English teacher, commented on her own exploration of topics that she thought students would be interested in. She designed a unit of study based on real-life events and used accompanying language arts content. In a follow-up

interview, she explained her perspective about student engagement and rationale for this

design. She remarked:

> I fully believe that the majority of students love to learn about real-life
> events, both past and present, and how people's lives are impacted. I have
> several examples of this for my current year of teaching… First, we read
> the novel *A Long Walk to Water* in the first quarter, and the students were
> incredibly engaged and would beg me to keep reading. They found it
> absolutely amazing how people are impacted by the lack of water in
> Africa, and that they were reading the story based on true facts about
> Salva Dut, one of the main characters in the novel. Just recently, we read
> the nonfiction stories about the *Hindenburg* and the *Titantic*. I linked all
> of the above to other text depictions, and actual footage and documentaries
> where applicable, for example they saw the real-live Salva Dut, the actual
> footage of the Hindenburg flying through the sky and then exploding, the
> actual footage of the Titanic setting sail on her maiden and final voyage,
> and interviews of actual Titanic survivors (Leticia, personal
> communication, September 12, 2016).

Another fifth grade English teacher, Maria, discussed her perspective about student

engagement and literacy. The fifth grade teachers collaborated on literacy materials that

they thought would be most relevant to their students. It was evident that the teachers

took time to select engaging books and, as a result, offered students the opportunity to

critically engage with social issues.

> The kids love the novels I choose. They loved *A Long Walk to Water*,
> which is a true story about the Lost Boys of Sudan. In fact, most of my
> read aloud novels are multicultural and they seem to really love learning
> about how other people live. They also really love nonfiction books. They
> love reading about slavery, which we are doing currently. They also loved
> learning about Jackie Robinson. I think they really like to learn about how
> people overcome challenges. (Maria, personal communication, February
> 15, 2016).

Leticia explored with integrated units based on her previous experiences doing so.

She blended social studies content with language arts, and math. Since she is

supposed to only teach language arts and math in English (based on marco-

content and language allocation plan), she sought approval of her building

administrator.

> We were doing the Wagon Train, it's like a simulation, and I did it last
> year and the kids were like – we cannot believe that we get to play games
> for four weeks. They had to analyze things more, write more, figure out
> math problems more, work together as a team more, than anything. So
> they were like telling people that we just play games, we get to pitch
> pennies and they had no idea. I had asked Juana (the building principal)
> about doing this and asked for approval. I told her that it was Standard-
> related. I don't teach social studies (the Spanish teacher does), yes, they'll
> be doing reading, researching, writing, math, they work together as a
> group, they have to analyze, evaluate, and she's like – go for it! If I had to
> follow a strict content and language allocation plan, I would be breaking
> the rules (Leticia, personal communication, October 3, 2016).

She agreed that the power of student engagement through integrated units much

more resembled real-life situations outside the classroom. Though students only

felt that they were "playing games", they were really engrossing themselves

actively with cognitively challenging academic content and deepening their

research skills and their evaluating and analyzing techniques.

Strategy 3. Los Cognados – Cognates and Word Families

As early as kindergarten, DLBE students are learning to identify cognates (Julia,

Interview, April 2016). The teachers in this program use cognates to their and their

students' advantage. Cognates are words that come from the same original root

(Lightbown & Spada, 2013). Teachers and students use and identify cognates as a means

of expanding their vocabulary in all of the content area classes and language arts. To help

facilitate learning and recording cognates, teachers design creative techniques to do this.

All of the teachers displayed cognate walls in their classrooms. These were not pre-made

or pre-designed by the teacher. They were made in the moment of discovery. They were

made in context. For example, in one classroom, when a student recognized a cognate, he identified the words in both languages and explained why they were cognates. After explaining, he wrote the words on an index card and taped it to the chart. This was an effective way to teach students *about* language.

To further the word study opportunity, one teacher seized a teachable moment by explaining the present simple tense and past tense endings of a key verb they had encountered in the novel they were reading as a whole group. The word was *bostezar* (to yawn) and was important to point out for two reasons. First (from previous example), the word was misspelled in a students' collaborative written work and needed to be corrected. Second, the word was presented in many forms (*bostezar*, *bostezar*, *bostezar, bostezó*, *bosteces*, *bostezos*, *bosteza*) in the book *El Principito*, the novel for Spanish language arts. The teacher proceeded to teach the word endings in Spanish in context. This is a vastly different approach of teaching Spanish grammar and syntax than the traditional worksheet method of teaching random and decontextualized words. This approach helped solidify the ways in which Spanish verb endings change depending on *person* and *tense*. After that particular classroom observation, I interviewed teacher about his efforts to teach Spanish grammar during language arts. He mentioned that teaching words in context is the only effective way, especially for the L2 students. He continued to point out that, "They learn the words and concepts in the moment, quickly, then we can move on" (Interview and Observation, March 2016).

Eduardo also used the cognate strategy. After observing his classroom and how his students used their background knowledge to further their cognition, he explained his dynamic bilingual philosophy:

180

I use the GLAD charts when I teach a unit. While the kids are working, they can go get a computer and research their work. If they encounter a cognate, they can record it on the poster right on the wall. They have all the freedom to use their prior knowledge to find cognates in any given moment. When they record the cognate words on the poster, they use a blue marker for English and red for Spanish. (Eduardo, personal communication, May 9, 2016)
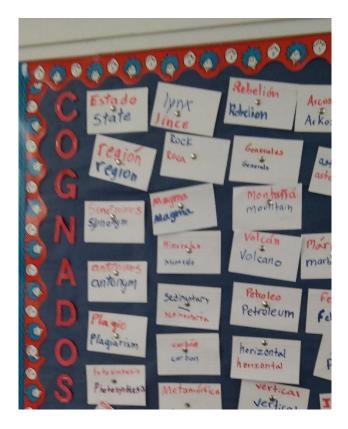
Figure 13: Cognate Chart

Eduardo expressed how he uses these teachable moments to focus on aspects of language, like syntax and grammar. For example, he points out capitalization, the use of articles, false cognates and whatever other aspect that he feels is necessary for the students to learn and move forward. He feels that "Teaching in context is key. You can't teach these aspects of language in random ways, like with worksheets with unrelated words and meanings" (Eduardo, personal communication, Mary 9, 2016).

Strategy 4. Strengthening Bridges between Languages and Metalinguistic Transfer

Sociolinguistics plays an important role in language education. According to Beeman and Urow (2013), there are "three fundamental sociolinguistic premises that capture the complexity of teaching for biliteracy in Spanish and English in the United States" (p. 5). In their publication entitled *Teaching for Biliteracy*, they highlight the three premises and point out the need to differentiate biliteracy and mono-literacy paradigms because:

1. Spanish in the United States is a minority language within a majority culture

2. Students use all of the languages in their linguistic repertoire to develop literacy

3. Spanish and English are governed by distinct linguistic rules and cultural norms (p. 5).

The first premise points to the hierarchical structure of languages in the United States. Dual language programs serve to dismantle this hierarchy by providing language and literacy instruction in two languages and by aiming to raise the status of the minority language within schools. On the contrary, English-only programs serve to maintain the status quo (majority language/majority culture ideology) by rejecting the minority language and culture in formal educational settings. The second premise recognizes the thesis of this dissertation. Literacy is more than reading and writing. Biliteracy is more than just reading and writing in two languages. Biliteracy development includes the strategic use of two languages (Beeman & Urow, 2013) because they are, "Governed by distinct linguistic rules and cultural norms" (p. 5). For this strategy, I explain how teachers can leverage the strategic use of English and Spanish to encourage cross-linguistic transfer.

Within their framework of *translanguaging as pedagogy*, García and Wei (2014) discuss how classroom practices are designed to teach content and language to encourage "cross-linguistic flexibility so as to use language practices competently" (p. 120). To further explain this process, García and Wei (2014) characterize cross-linguistic flexibility within translanguaging as:

> A process by which students and teachers engage in complex discursive practices that include ALL the language practices of ALL students in a class in order to develop new language practices and sustain old ones and communicate and appropriate knowledge. (p. 121)

One way this is accomplished in the DLBE program is through the *Bridge* or within the third space. The third space is used as a time to bring the languages together in a pre-planned instructional activity. The purpose of this activity is to bring Spanish (or other non-English language) and English together to encourage dialogue about how the languages function. This Bridge can occur in either direction from one language to the other. Through a whole group activity, the teacher and students explore the similarities and differences in areas of phonology (sound system), morphology (word formation), syntax and grammar (word order of sentences and other language rules), and pragmatics (language use). This is achieved by placing the languages side-by-side to undertake contrastive analysis and to transfer what they have learned from one language to the other (Beeman & Urow, 2013). An example Bridging activity is described as it was observed during classroom observations and described in follow-up teacher interviews.

The success of the Bridge depends on the level of collaboration between the Spanish and English teachers. The teacher who does the bulk of the teaching of academic

content, vocabulary and language spends as much time as she needs to teach a complete unit of study in one language. Bridging occurs *after* the unit of study has been completed.

In this example, Maria, the fifth grade Spanish teacher, connected language arts and science to teach a unit on Earth Materials and Systems, which corresponds to Next Generation Science Standards ESS2.A, ESS2.C and ESS2.C. The rationale for connecting content areas was due to the teachers' understanding that, "One of the most effective ways to teach biliteracy is by integrating language arts and content-area instruction" (p. 51). The science standards were taught in Spanish with Spanish curricular materials.

Though this entire unit of study (before the Bridge) was taught in Spanish, I explain it here in English. First, the Spanish teacher introduced the topic by engaging the students' background knowledge. She did not immediately do a K-W-L[48] (Know-Want to Know-Learned) chart because from her experience this puts some kids at a disadvantage. Instead, she presented a grouping of picture cards with descriptive phrases. The students were paired and asked to match the picture card with the phrase as appropriate. After this activity, the teacher then proceeded with the "K" (What do you know) in the K-W-L chart. Now, all students would have some level of background knowledge *and* the language to produce it. After completing that activity, the teacher proceeded with reading *El agua de la Tierra* (Earth's water). The curious part occurred when the students realized that they were familiar with the content of the book because they had just practiced academic vocabulary and phrases in the previous activity (Figures 14 and 15). In other
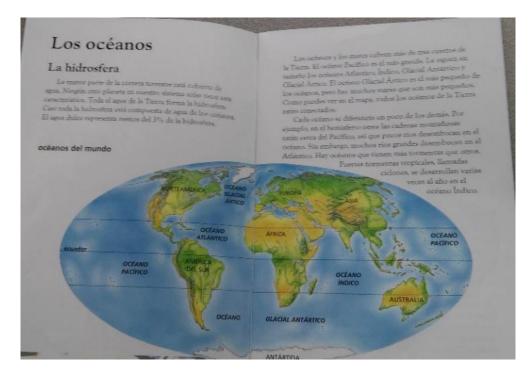
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[48] K-W-L chart indicates - what a s student knows, wants to know, and finally, learned. In Spanish, the same chart would be an S-Q-A chart - Lo que ya *sé*, lo que *quiero* saber, y lo que *aprendí*

words, the content of either the K-W-L or S-Q-A pre-activity and the book were similar.

The rationale for doing this was from training and experience. Due to the fact that some

students are emergent bilinguals and others are experienced bilinguals, the teachers must

provide linguistic and conceptual supports frequently. Melba and Leticia, a fifth grade

teaching pair, had attended several professional development workshops and conferences

with the authors of the book *Teaching for Biliteracy* (Beeman & Urow, 2014), so they not

only expressed their knowledge in the process, but they had focused on developing more

and more effective bridging activities over the last few years through practice.

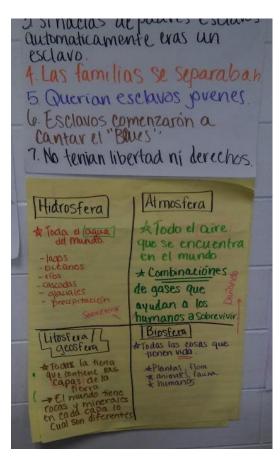*Figure 14: Spanish Literacy Book, El agua de la Tierra*

Figure 15: Spanish Literacy Book Contents

Because the students were familiar with some of the vocabulary, phrases, and pictures in the book, they were able to participate in the literacy activity using the Spanish literacy book. Melba noted that the literacy materials in this unit would get progressively more challenging as the students became more familiar with the science concepts. She also noted that, "There is nothing worse than reading something that you don't understand. Before, we use to drag the students through reading materials. It was really tough" (Melba, personal communication, May 9, 2016).

Next, Melba did a series of whole group and small group activities. She drew and created posters as the class discussed the concepts and vocabulary. The students also recorded this information in their notebooks (see Figure 15).

Figure 16: Science-content Poster

Throughout the unit, the students also created projects to show their understanding of the concepts and language (see Figure 16: Student-created Science Poster 1 and Figure 17 Science Vocabulary).
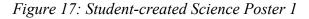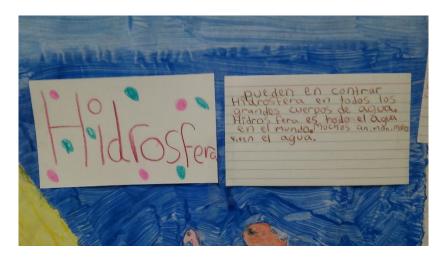
Figure 17: Student-created Science Poster 1

The Spanish unit of study lasted for two weeks. After seeing all of the Spanish learning activities, it was time to observe the Bridge. I interviewed Melba to further my understanding of how she prepared for the bridging activity. First, she explained the importance of working closely with her partner teacher. Her partner, Leticia, described several components of her unit plan so that the bridging activity would provide a cohesive path from Spanish to English. The idea here is not to relearn the concepts presented in Spanish. The focus instead is on linguistic elements and involving the students in active learning. The Bridge provides these opportunities in that they find ways to summarize their understanding of the academic content in the new language. To do this, the Spanish teacher explained elements of the science unit to the English teacher who was about to prepare the Bridging activity. The Spanish teacher explained the lesson and unit details as they pertained to the Earth's Spheres, the content and language standards she taught, the activities that were completed and which literacy materials and devices she used throughout the unit.

In preparation for the bridging activity from Spanish to English, Leticia first

selected a list of academic vocabulary words (Salinidad – Salinity). Next, she decides

how she was going to proceed with the Bridge. The type of Bridge depends on what type

of learning activities they competed in Spanish. The intention is to extend learning by

means of a learning activity that is different than the activities previously completed. She

decided to first review the vocabulary and discuss cognates (shown in Figure 18: Earth's

Sphere Bridging Chart and Figure 19: Earth's Sphere Bridging Chart Close-up).

Figure 19: Earth's Sphere Bridging Chart

Figure 20: Earth's Sphere Bridging Chart Close-up

While completing the chart as a whole group, discussion of vocabulary, word meaning,

aspects of linguistics occurred. Below is an example of the productive dialogue that took

place during the group discussion.

Teacher:	Fauna. How do you say it in English?
Student 1:	Animal.
Student:2:	Animales. *Animals*
Teacher:	In English. Lo mismo. *The same.*
Student 3:	Fauna. (pronounced with Spanish pronunciation)
Teacher:	Fauna. Okay? Fauna (As she writes the word on the chart, see Figure 19) Do you see? Fauna, Fauna. Same word. Raise your hand if you can tell me what fauna means.
Student 1:	Oh…oh…life?
Teacher:	But, life as far as…
Students:	Animals.
Teacher:	Right, so, living animals…Does it matter where?
Students:	No…
Teacher:	Okay, so…(as she writes the definition on the chart paper) Animals of a particular region, habitat or geological period.

After filling out the chart, the teacher showed the class two short videos in English that

talked about the four spheres of the Earth. After watching and discussing the videos, she

190

explained the extension activity. The activity in English was designed to reinforce the concepts they learned in Spanish, but would also serve to complete the cycle of learning from Spanish to English. This also occurs in the Spanish classroom where the Spanish teacher bridges from English to Spanish.

The written task called for pairs of students to co-construct a summary of one of the four spheres (lithosphere, hydrosphere, biosphere, or atmosphere). They were expected to include concepts that they learned during the Spanish unit and to write a full page description. The students were told that they could speak in any language as long as the written task was completed in English. The interesting aspect of this assignment was that the students had not been exposed to this content in English prior to this bridging and written extension activity. The final written product was a result of students co-constructing meaning, negotiating words, phrases, and science concepts. The final written task was a result of collaborative work and dialogue. The text was developed in a social setting and constructed collaboratively whereby both students had significant roles for one common purpose.

Figure 21: Student's Written Work on Atmosphere

Strategy 5. Reading the Word and the World

The fifth grade Spanish literacy class read, "Cajas de cartón: relatos de la vida peregrine de un niño campesino" *Cardboard boxes: stories of the peregrine life of a peasant child* by Francisco Jiménez. The author is from Tlaquepaque, Jalisco, Mexico, and worked for many years in the fields of California with his family. Like many original former-migrant workers in the rural Midwestern town in which this study takes place, Francisco moved a lot due to the nature of the migrant story. The story related to some, if

not many, of the students in this program. The teacher felt that the Migrant story would provide an interesting backdrop for those with Migrant-connections and even for those without (Melba, personal communication, September 6, 2016). After working in the community for five years, she has grown to know many of her students' stories through conversations with parents, older siblings and through her students' class work. Many of the Hispanic students in this rural town were somehow connected to the Migrant narrative. If not by direct linkage from his parents, then perhaps through grandparents, aunt, uncles or family friends. Melba specifically chose this story as she tried to, "affirm the students' bilingual Latino identity" (Melba, personal communication, September 6, 2016).

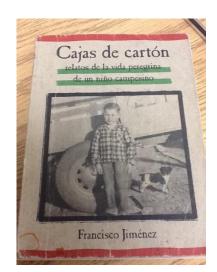*Figure 22: Fifth Grade Spanish Literature: Cajas de cartón*

She explained that the book touched on real-life issues that some of the kids are dealing with at home and if they are not personally, should be aware of. To this teacher, becoming literate is much more than learning to read words on a page. As Wink (2005) argues, "Literacies do not develop in isolation; rather, literate processes grow from

families, from schools, from work, from cultures, from knowledges and from technologies" (p. 47). The teacher explained:

> The reason why I selected that book was because I think that some students might have a connection with the main character of the story. The book is also a series of three books. So the character progresses from being an illegal immigrant in the United States to becoming a resident and then becoming a citizen. He is raised in a family in which education is highly viewed. Meanwhile he works and goes to school but never drops out of school. He struggles in school learning a second language but works really hard at it and is able to earn scholarships that will help get a Master's degree in teaching. So basically what I want my student to get out of the series is that regardless of your parents' education level and immigration status, if you give it your best effort you can strive and achieve your goals. (Melba, personal communication, September 6, 2016)

If looked at from a more critical standpoint, this teacher discussed some profound social and political issues: immigration, illegality, what it means to struggle, class, and the *American Dream*. Freire (1974) would call this a teaching of the world and the word. In other words, she explored a deeper significance that engaged the students' critical perspectives by means of a piece of culturally and linguistically relevant literature. Critical literacy, "Recognizes that reading does not take place in a vacuum; it includes the entire social, cultural, political, and historical context" (Wink, 2005, p. 48). The teacher further explained:

> Knowing the community of students that we work with; I think that some Hispanic students that I have in class can easily connect to the book but yet again other students have a harder time connecting with the story line. While reading the book some students share stories of their relatives trying to cross the border to come to America and how hard it was for their relatives. The character does experience bullying in school for being a minority and "growing up" issues such as puberty and dating are discussed. So, I can say that most students find a huge connection or small connection with the story line. (Melba, personal communication, September 6, 2016).

She explained that the lessons around this book were powerful. The students questioned and were able to draw lines between the story and either their own lives or real-life current events. These lessons were occurring at a high point of racial and class struggles in our society. Immigration issues were at the forefront and the students in this class were discussing these tough issues.

Strategy 6. Code-Switching and Translanguaging: Los Vices y Los Virtues

A common fallacy among many educators is that allowing students to communicate in class in their L1 or code-switch back and forth between L1 and L2 will stunt or interfere with students' language development in the target language (Rubinstein-Avila, 2013). In the DLBE classroom, students learn academic content as designated by the *macro-content and language allocation plan*. This plan was designed based on the language separation ideology. Critics of code-switching and translanguaging argue that students will not learn a single language purely if teachers allow them to use either of these linguistic practices. These critics believe that such linguistic practices are inappropriate for use in formal educational contexts and should be discouraged. For those in favor of using code-switching and translanguaging pedagogy in the classroom remind us that it takes bravery (García, Ibarra Johnson, & Seltzer, 2017). Teachers who allow this freedom are breaking away from the strict separation model in favor of legitimizing "languaging of the people" (p. 60) stance.

In the example below, a student felt the freedom to explain what he had just learned in his English language arts class. In the English classroom, I asked the student, "¿Qué están aprendiendo?" *What are you learning?* Since I asked him in Spanish, he answered me in Spanish. He had just learned about morals, vice and virtue. He said,

Student: Estabamos estudiando de los mythology y estabamos haciendo los vice y los virtues que los vices son malos y los virtues es algo bueno. Es que son moralos y es de Ancient Greece. *We were studying mythology and we were doing vice and virtue. Vices are bad and virtues are something good. They are morals and it's from Ancient Greece.*

The student was first introduced to the concepts of *vice* and *virtue* in his English language arts class. The teacher in this class often uses the bridging technique after studying concepts such as this. She had not done the bridging activity from English to Spanish prior to my asking the student about what he had just learned. As a result, the student had not yet learned the vocabulary words *vice, virtue* and related words in Spanish. Bridging takes place after complete concepts are learned; thus, only vocabulary must be reviewed in the other languages. There is no need to teach the same concept twice.

Looking at this student's response from the student's perspective and not the external system of language separation or linguistic performance, he was simply conveying a thought. He naturally selected the words that he had access to and competently and coherently participated in the interaction. This concept is what García and Wei (2014) suggest as the foundation of translanguaging - placing the student at the heart of the interaction. The student used all of his linguistic repertoire to answer my question. He had certain words in one language and other words in the other language. This student used what García (2009) argues is, "An approach to bilingualism that is centered not on languages," but on using "one linguistic repertoire from which [the student] select[ed] features strategically to communicate effectively" (García & Wei, 2017, p. 22).
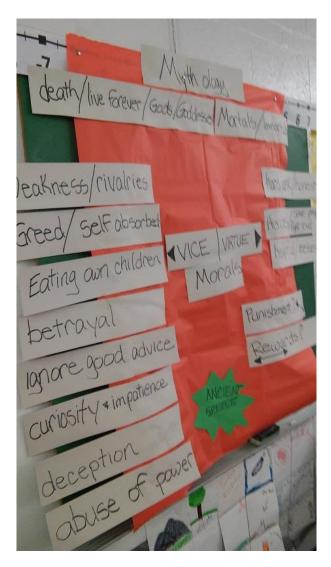
Figure 23: Fourth Grade Mythology Learning Chart

In this lesson, before the teacher bridged to Spanish, she checked that her students learned the necessary concepts. She designed the unit using content and language standards and provided opportunities for deep discussions about vice and virtue and reading between the lines to find messages. She also taught literary concepts like plot, setting, characters, and themes, using a combination of library books, videos, and the Internet. A key component in this teacher's pedagogical approach was her use of posters

and diagrams. She created the posters and charts during the lessons while she was teaching the vocabulary and concepts. As the unit evolved, so did her classroom environment. Students engaged with the teacher to create the visuals because she believed that the more the students contributed to the development of visuals, the more they started to own the content.

Social Justice and Bilingualism for Learning

Social justice and social practice principles were central to the authentic integration of students' languages and culture in this DLBE program. These principles serve many purposes in educational programs for linguistically and culturally diverse students. *Social justice* principles value the strength of bilingual students and communities and builds on their language practices. *Social practice* principles place learning as a result of collaborative social practices in which students try out ideas and actions, and thus socially construct their learning (García & Wei, 2014, p. 153).

Ringer (2005) emphasizes that a dialogic community in which individuals and communities work together, the community produces benefits for all. *Benefits*, through a linguistics lens, suggests the pluralist ideology in which languages co-exist and produce secure majorities (populations) who demonstrate a respect for language rights and language-minority development (Hornberger, 2003). This was evident in the program as demonstrated through examples of dynamic bilingual practices and culturally relevant pedagogy. When educators provide students a space in school where they can draw on their everyday language practices, they dignify who they are as multilingual beings and support bilingual identity construction (as cited in Palmer et al., 2014). The students' bilingual identities are developed simultaneously in a DLBE program because everyone

is learning bilingually and sharing cultural characteristics. Teachers' practices demonstrated how allowing for fluid language use served to liberate both monolingual and bilingual education from the "structural strictures" (García & Wei, 2014, p. 43) of strict separation or rejection of one or the other language. The teachers also exemplified how they served their students in ways that put the student first. The following two examples demonstrate the teachers' commitment to social justice and social practice.

Teacher's Practice I

Julia's pedagogical approach demonstrated "The Spirit of Freirean Learning" (Shor, 1987, p. 22). She planned and taught the English portion of the dual language curriculum and took every opportunity to consciously consider her students' lives in planning and executing lessons and units of study. As evidenced through classroom observations, learning activities, and the students' work, she delivered a non-mechanical learning framework designed to provide "participatory, critical, values-oriented, multicultural, student-centered, experiential, research-minded, and interdisciplinary" (p. 22). She confirmed that even with the best of teaching practices, real results will not be evident if we do not genuinely care about the students, see them as individuals and know who they are. From experience, she noted that "students can tell when you don't genuinely care about them" (Julia, Teacher Interview).

Julia sees her work as values-oriented as described in the spirit of a Freirian pedagogy. She notes that "half of being a teacher" is teaching students values and value systems. "I'm not trying to force my value system on them; I'm trying to give them a sense of what's right and wrong, what's good for you, and what's not good for you" (Teacher Interview, April 2016). She understands deeply why teaching matters. She

understands that factors beyond the classroom grossly affect education, and that what goes on in school makes an important difference (Shor, 1987). She responds to student, school, and curricular situations.

Julia looks at her students as individuals and gauges their learning individually, starting from where they entered at the beginning of the school year. She demonstrated her thoughts by saying, "I make it very clear in my room that I don't grade on getting the right answer; I grade them on their own improvement, and the other thing is whether I can tell they're trying" (Interview, March 2016).

Teacher's Practice II

Some school district administrators or directors choose curricular materials for academic content and some even go so far as to design day-by-day pacing guide and daily lesson schedules so that all teachers are on the same page in the manual on the same day. This type of standardized approach would be difficult (and totally inappropriate) for a DLBE program. Teachers teach different content in different languages at different grade levels, not to mention they teach a wonderfully diverse group of students. Marie, a fifth grade English teacher, talked about how successful her programs were and this was largely due to her freedom to teach and select content specifically for her students:

> I am awesome at picking out great books that the students love. I make nonreaders into readers. I have students from years ago, and tell me that they like to read because of me. The kids love the novels I choose. (Maria, personal communication, February 15, 2016)

Liberation pedagogy encourages teachers and students to represent their cultures and personal knowledge in classroom learning contexts as a means to help them understand the connections between their own lives and society. Teachers in this study noted that the

freedom to select their own curricular materials not only empowered them as teachers, but empowered their students' personal connections to the course content. Teachers noted remarkable achievement results when they were given the power and freedom to hand-select language arts literature and other academic content based on their local student population.

The First Group of DLBE students: 2007

"Latino (high school) graduates who manage to develop strong proficiency in two languages – Spanish and English – are more likely to go to college than those who lose their heritage language. This should be a very strong message for both policymakers and educators" (Callahan and Gándara, 2014, p. 292).

The dual language bilingual education program in Benton School District began with two classrooms of students at the start of the 2007-2008 school year. The two teachers who started with the program that year in first grade remain as the veteran teaching pair in the program. The DLBE program has grown substantially in size, from two teachers in 2007 to 47 teachers in 2016 and spans from PreK to tenth grade (Gerardo, personal communication, October 7, 2016). The first group of students who began in 2007 are now in tenth grade. Of the original 50 students, about 40 remain. According to the current high school teacher (Alex, personal communication, October 3, 2016), who teaches the ninth and tenth graders, several families pulled their students from the program for various reasons and some moved from the district. This teacher noted that only native English-speaking families pulled their kids from the program. Reasons that families may have pulled their students from the program will be a topic of future investigation. Ten years later, several of the tenth grade students enrolled as DLBE

students today have made remarkable academic achievement. The tenth grade dual language teacher described this achievement in an interview,

> For the first time, ever, the first two students to do best in their academics belong to the dual language program and are Hispanics…two of our tenth graders, or, our best tenth grade students are the dual language students, in the entire tenth grade class. This information is based on the high school class rank and the school-wide Grade Point Average (GPA). This is the first time in our school that this has happened because it is always the case that the students with the highest rank are native English speakers (Exact speech from interview transcript, October 2016)

On page 76 of this document (Benton School District's Dual Language Program), I discussed the transformation of bilingual education programming in Benton School District and the implementation process that took place. As I mentioned, Hispanic parents were completely dissatisfied with the "bilingual" education that their children were receiving under the Transitional Bilingual Education (TBE) program. They felt that their children were not learning either Spanish or English well.

The foreign language department at the high school has grown since the first two groups of dual language students started high school two years ago. The high school only had four teachers to service EL students and teach Spanish as a Foreign Language and now the program has expanded to include six teachers and will increase again next year in order to accommodate all of the incoming DLBE program students.

Chapter Summary

In this chapter, I explored many themes that emerged throughout the study. I discussed bilingual and dynamic language use as it was observed in fourth and fifth grade classrooms, language policy considerations as they directly and indirectly applied to the teachers, students and program and teachers' perceptions and practices of developing

bilingual competencies in a dual language bilingual education program. I presented examples to support the themes that emerged and discussed their implications for practice.

To place the study into a relevant context, I provided an explanation of the school profile and how the makeup and environment supported bilingualism in the school community. I also introduced how teachers utilized their pairing configurations to leverage bilingual development for their students and to support the program goals. I discussed language separation and how teachers both work under this model and respond to its potential constraints. I presented the data related to the research questions and how teachers utilized certain pedagogical strategies that promoted bilingual language skill development to enrich the collaborative learning environment for students to excel both collectively and individually. I provided a list of bilingual strategies with explanations and theoretical considerations that exemplified the themes that emerged throughout the study in relation to how teachers leveraged bilingualism in their classrooms. Finally, I presented what I understood to be socially just practices that teachers developed as a means to liberate themselves, their students and their bilingual, biliterate and bicultural characters.

CHAPTER V

DISCUSSION AND IMPLICATIONS FOR PRACTICE

Though the U.S. is a very subtractive bilingual society, schools can reverse the pattern. Reversing this pattern leads to full achievement gap closure in English for all students, by providing academic and cognitive support for students in an additive bilingual school context (Collier & Thomas, 2009, p. 40)

Summary of the Purpose of the Study

The purpose of this study was to investigate how emerging bilingual students mediate language learning activities in dual language bilingual education classrooms to access the grade level academic content. To understand this, I examined how teachers perceived the program goals and language policy in order to implement an effective bilingual pedagogy that most appropriately addressed moment-to-moment spontaneous nature of their students' linguistic practices, as well as their planning of individual lessons and full units of study. I also explored how students negotiate academic content with their peers using their entire linguistic repertoire and if there are restrictions, how the restrictions impede or promote L1 and L2 language development. Teachers' perspectives and practices were examined to gain a deeper understanding of the teaching and learning ideologies that leverage students' bilingual competencies in English, Spanish and dynamic or bilingual spaces.

The data obtained during this study and the analysis of transcripts and field notes provide evidence of prevalent dynamic language use; that is, the use of chosen tools (language) to engage in social and academic dialogues to access meaning in given contexts. In other words, both L1 and L2 students, either individually or collectively, used all of their language tools to engage with and adapt to a particular learning context using the target and non-target language as appropriate. Findings indicate that although

204

both students and teachers understand the macro-content and language allocation plan structure of the program, they continue to find creative and dynamic linguistic ways to navigate the designated spaces as outlined in the macro-plan.

The study's significance lies in how teachers' creativity, professionalism, training and experience is used to achieve the explicit and implicit goals of bilingualism, biliteracy and biculturalism. It highlights how listening to teachers and understanding their perspectives and practices helps us better understand the implications for serving emergent and experienced bilingual students in unique educational settings. The ideologies held by teachers were contributing factors to the success of the DLBE program in this study. The retention rate of teachers, their level of advocacy and support, as well as their ability to "freely" teach, all contribute to the success of this program.

Restatement of the Problem

By engaging numbers alone, it is evident that dual language bilingual education programs are on the rise and gaining notable momentum in the United States educational system. As with any change that veers from the status quo, education types that lead away from mainstream monolingualism and toward bilingualism and associated bilingual goals, bring complex considerations for curriculum and instruction. Implications for teaching and learning in one language carry a set of pedagogical, theoretical, research and policy-related elements that are most appropriate for a one language (monolingual) curriculum. For example, monolingual teachers in a monolingual program who teach monolingual students carry relatively straightforward pedagogical implications for instruction. Every aspect of education for this group of teachers is in one language and all

educational goals and outcomes are achieved in that same language, regardless of where students come from or what home language they speak.

Advocates of bilingual education challenge the appropriateness of monolingual education in a country with rich linguistic and cultural diversity. In some educational sectors, this rich linguistic and cultural diversity is viewed as a resource and utilized as educational tools in school buildings across the United States. Just recently (December 2016), the Migration Policy Institute again confirmed that children in immigrant families comprise one-quarter of the U.S. population ages 0-8 (Migration Policy Institute, December 19, 2016). Educational program types that most effectively respond to diverse linguistic and cultural populations with a *language as a resource* ideology are dual language bilingual education (DLBE) programs. DLBE programs are designed to promote bilingualism, biliteracy and bicultural or multicultural awareness. In order to do this, theory, research, practice and policy must be directly geared toward bilingualism as the goal and not the departed from monolingual pedagogy.

Significant strides have been made in teaching toward bilingualism and biliteracy, but with the contemporary nature of DLBE education, more research is necessary to explore and identify how dynamic language use is best leveraged for emergent and experienced bilingual students. Knowing the importance that a student's background knowledge has on learning outcomes, we must also gauge how to best leverage the students' linguistic background knowledge to develop functional bilingualism. Most DLBE programs seek to separate languages for instructional purposes and even set out to restrict the use of the non-target language for instruction. Restrictive language policies impede the spontaneous and fluid nature of language development. The top-down

mandates of the *macro-content and language allocation plan* do not recognize the fluid, multilingual, oral, contextualized practices at the local or classroom level. Teachers' perceptions about the macro-plan as they relate to the program goals are essential to consider when making mandates about language separation. Teachers know their students, they know the expected outcomes and know how to best leverage their students dynamic bilingualism in daily operations, so their practices and ideologies must become part of the equation.

Context of Findings

This study serves to add to the growing body of literature on dynamic bilingualism and the potential for translanguaging in DLBE classrooms and programs. DLBE programs are increasing in capacity in the United States. As DLBE continues to grow in number, practical support and training as related to bilingual theory, research, practice and policy must accompany the experiences and backgrounds that teachers bring to the classroom. This study highlights ten DLBE teachers' perceptions and practices of bilingualism from personal narratives to their professional bilingual practices that they provide for their students to also become functionally bilingual and biliterate. This study rests upon the theoretical findings of many research studies that all students, Spanish-speaking ELs and non-ELs, have the potential to develop literacy and language skills in two languages with the appropriate support within the classroom setting (Dworin, 2003).

DLBE teachers are constantly and continually faced with the challenge of addressing the ambiguity of their professional responsibility of developing bilingual and biliterate students. While the macro-content and language allocation plan (see Table 1) serves to designate the target language use at different points in time and for designated

academic content areas, it fails to address the teacher to student, student to student, and student to teacher interactions on a day-to-day basis. Thus, I argue that there is inherent ambiguity within the macro-plan that teachers must personally and professionally confront in their practice. The questions they must answer center around language use in their classrooms. More specifically, they question how, when and in which spaces languages should be used for the best possible outcomes for bilingual teaching and learning.

DLBE program models are additive in nature in that they provide opportunities for all students to develop both the native or home language while adding an additional language. All students add a language to their native linguistic foundation. For teachers, the challenge arises when they must make judgments on language use within their classrooms. As we saw, some teachers handle the language policy differently than others. On one end of the spectrum, a teacher may implement a strict language policy that only allows students to speak the target language (Spanish), while on the other end of the spectrum teachers allow students to speak freely but with a specific goal in mind. Thus, there are still elements of subtractive practices within the additive framework (strict language policy classroom). In order to answer the question of *how, when and in which spaces languages should be used,* I engaged with the teachers over the course of two semesters to find these answers. The findings suggest that most teachers sought ways to engage with dynamic bilingual practices in order to fill the space between Spanish in one space and English in another. I refer to this space as *Making Space for Bilingualism: Dynamic Bilingualism in Practice* (see Table 9).

Making Space for Bilingualism: Dynamic Bilingualism in Practice

Teachers in this study utilized many additive bilingual, biliterate and bicultural strategies to promote opportunities for dynamic bilingualism. Their individual and collective additive pedagogical practices pointed out how the micro-level additive bilingual activities can support the macro-additive bilingual plan. The dynamic bilingual strategies were outlined in Chapter Four and are listed in Table 9, in the *Transformed macro-content and language allocation plan*. The transformed table shows the embedded strategies used by teachers in this study to make spaces for bilingualism within the macro-content and language allocation plan that they are required to honor. Nine of the ten teachers in this study continually sought ways to open spaces for dynamic bilingualism in their classrooms. Through collaborative dialogue, practice, Nine of the ten teachers in this study continually sought ways to open spaces for dynamic bilingualism in their classrooms. Through collaborative dialogue, practice, experience and professional collaborations and trainings, they exhibited the recommended pedagogical features of successful dual language education programs that was originally presented in Table 2 on page 42 (Pacific Policy Research Center, 2010). The pedagogical features include the equitable interaction among teachers and students; targeted and varied teaching techniques for bilingual development; student-centered teaching and learning with reciprocal language and cultural connections; sharing between learners as seen in the teacher as student strategy; and language through common task orientation that encouraged collaborative dialogue while completing an academic task.

Table 9: Transformed Macro-Content and Language Allocation Plan

Grade	Spanish	Making Space for Bilingualism: Dynamic Bilingualism in Practice	English
PreK	Creative Curriculum (90%)	Explicit planning for content and language TRANSFER **Strategy 1**: The Student as Teacher **Strategy 2**: Active Learning, Student Engagement, Group work and Integrated Units **Strategy 3**: Los Cognados – Cognates and Word Families **Strategy 4.** Strengthening Bridges between Languages and Metalinguistic Transfer **Strategy 5**. Reading the Word and the World **Strategy 6**. Code-Switching and Translanguaging	English Literacy (10%)
K	Language Arts Science Social Studies		Language Arts Math
1-5	Language Arts Science Social Studies		Language Arts Math
6	Language Arts Social Studies		Remaining classes in English
7	Language Arts Science		Remaining classes in English
8	Language Arts Science		Remaining classes in English
9	Language Arts		Remaining classes in English
10	Language Arts		Remaining classes in English
11	To be determined for 2017-2018 school year		To be determined for 2017-2018 school year
12	To be determined for 2018-2019 school year		To be determined for 2018-2019 school year
Social Justice and Bilingualism for Learning			

(formerly presented) Table 2: Pedagogical Features of Successful Dual Language Education Programs

Pedagogical Feature	Description
Equitable Interaction	Promotion of positive interactions between teacher and learners. When applied equitably in a classroom with mixed L1 and L2 students this method has enabled both groups of students to perform better academically.
Targeted and Varied Teaching Techniques	Utilization of a variety of teaching techniques that respond to different learning styles. This method enables students with varying language proficiency levels to orient their learning more efficiently to the curriculum.
Student-Centered Teaching and Learning	The program should have a student-centered approach. Reciprocal interaction is preferable to teacher-centered knowledge transmission and is associated with higher-level cognitive skills. In classrooms with mixed L1 and L2 students, a bilingual program should encourage students to share their linguistic codes and cultural knowledge with other students.
Sharing Between Learners	Cooperative learning strategies should be encouraged. In a classroom with ethnically and linguistically diverse students, academic achievement improves when students collaborate interdependently on common objective tasks and share work experiences. Additionally, students' expectations and attitudes toward each other become more positive.
Language through Common Task Orientation	Language transfer is not always a result of cooperative learning strategies, and attention should be paid to this type of task. Linguistic knowledge transfer will occur when the cooperative learning strategy is focused around a language task that facilitates the students sharing language knowledge.

The listed pedagogical features have permeated the discussion thus far and will continue

to be discussed in the pages that follow. Additionally, in order to address each research

question, I include discussions, implications for practice and conclusions.

Discussion, Implications for Practice, and Conclusions of the Study

Research Question #1: What are dual language teachers' perceptions of the language separation model/strict separation of languages in relation to the program goals (development of bilingualism, biliteracy, and bicultural competencies)?

Discussion

Findings revealed that teachers' perceptions of the program goals of bilingualism, biliteracy and bi-cultural awareness were tightly intertwined with their own bilingual personal and professional experiences. The ten teachers in this study are bilingual and possess unique paths for developing their personal bilingual competencies. They understand the goals of the program to be much more complex than the three generally stated goals—bilingualism, biliteracy, and bicultural competencies for all students. For example, several teachers understood part of their responsibility as a DLBE teacher to include advocacy efforts and to help raise the status of the Spanish language in the United States. In other words, they work toward equalizing the *minority* and *majority* statuses of Spanish and English. While this professional responsibility can be categorized under one of the three major goals of bilingualism, biliteracy and biculturalism, they are not explicitly outlined or articulated to teachers upon becoming DLBE teachers.

Instead, the implicit goals emerge as the teachers engage further and deeper with the meaning of bilingualism in the United States and the political aspects that impact their practice. For example, teachers still grapple with the appropriateness of allowing students to speak the non-target language in their classrooms. Nearly all of the teachers in this study have adopted a more fluid language policy in their classrooms. This means that students are permitted to use their entire linguistic repertoire for academic learning activities. At the local or classroom level, they can engage with the content and their

peers in natural and spontaneous ways while putting forth efforts to produce an academic task in the language of instruction. It was observed that students produce less language when they are in a classroom with a strict language policy, meaning that they can only use one language in the classroom and will be punished if they use the non-target language.

Educators are perpetually poised between what is and what might be, between the actual and the imagined (Greene, 2000, Hornberger & Link, 2012). The reality is that teachers know and understand the implications of the macro-content and language allocation plan to support the 50/50 development of two languages simultaneously. The component in question is how to strategize their day-to-day lessons to foster simultaneous bilingual development. To answer this question, teachers used multiple strategies that allowed them to serve their students' linguistic and academic development and to honor their cultural heritage and backgrounds. They presented and practiced their pedagogical knowledge grown out of experience and professional learning. They collaborated on issues that impacted both the systemic structure of the program and features that played out in their classrooms. For example, one teaching pair, Melba and Leticia, worked closely to plan a bridging activity to foster the transfer of language and content from Spanish science concepts to English. Other teachers' hand-selected literature for English and Spanish language arts to honor cultural heritage and contemporary social issues.

Implications for Practice

The implications for practice consider similar findings from research studies stemming from the mid-1980s. For example, Edelsky (1989) concluded that practice in any given classroom would be influenced by a host of locally varying factors. The factors

at the local level would arise from many larger contexts and would result in considerable variability of instruction among classrooms. Parallel findings from this study support this conclusion. Though teachers understood the three primary program goals, followed the macro-50/50 plan and had access to district-wide monolingual literacy and content curriculum, they presented lessons and selected curricular materials based on their personal bilingual and bicultural ideologies and their level of training as bilingual teachers. DLBE teachers who have the opportunity to express their bilingual identity in their practice have greater chances of reaching their students. In this study, I observed that teachers worked within the larger framework but made every attempt within their micro-teaching space to exercise their bilingual identities.

I make this claim because teachers who seemingly have the freedom to connect their personal identity to their students' identities are more likely to do this via culturally relevant materials. For example, a teacher who identifies as bilingual and bicultural while her students identify as bilingual and bicultural will likely choose to teach metaphors by reading a culturally-relevant book, rather than pulling a standardized book from the prepackaged reading program (Basal, for example) to teach decontextualized use of metaphors. The first is implicit instruction based in a relevant context and the second is explicit instruction by means of decontextualized content. To best achieve the goals of bilingualism, biliteracy and biculturalism, curricular content must be culturally relevant. In sum, the importance of studying DLBE teachers' perceptions and practices for developing bilingualism and biliteracy in local classroom contexts is required to best understand the implications for macro- and micro-language and academic content planning.

Conclusions

The school profile at McLaren Elementary School promotes a bilingual landscape and supports the use of two languages in and out of classrooms and throughout the building. The building administrator plays a critical role in the success of this DLBE program. She whole-heartedly believes in the power of bilingual education for all students and seeks ways of building greater capacity for the DLBE program's growth and sustainability. Also, she lets the teachers teach, meaning they have the academic freedom regarding language use within their classrooms. In other words, the teachers feel trusted to implement and practice their profession without the constant top-down pressure or dictates of an administrator or teacher's guide. The teacher retention rate supports this aspect of local accomplishment. Aside from the Visiting teachers from Spain who can only stay for three years, the DLBE teachers as a whole retain their positions within this program. Teacher turnover is rare at McLaren Elementary School. Teachers noted that they could earn at least ten thousand dollars more per year in neighboring school districts, but "the freedom to teach without district mandates or pre-planned curricula was worth earning a lower salary". (Leticia, personal communication, April 25, 2016) Leticia also noted that a neighboring district "steals a lot of teachers" (Leticia, personal communication, April 25, 2016). She expressed that the young teachers who are recruited away from the elementary school DLBE program in Benton School District were often enticed with a higher salary. She added that this was not the case at McLaren where she teaches. (Leticia, personal communication, April 25, 2016)

Research Question #2: Does the translanguaging phenomenon exist/occur naturally in the teaching and learning environment? By whom? In which learning contexts? During what type of grouping configurations? And for what purpose?

Discussion

This study documents ways in which students use their individual and collective bodies of language to gain greater access to the content curriculum. Drawing on translanguaging research, the study proposes that students engage with any given content curriculum in dynamic ways to accomplish a given academic task. For example, in a Spanish classroom, both L1 and L2 students negotiated the academic content in both English and Spanish to problem solve, to gain deeper understanding, and to complete a piece of academic writing. Through classroom visits, I observed many opportunities where students had to meaningfully engage with their peers using both the target language (language of instruction) and the non-target language. Aligned with research on translanguaging practices, students, "opened navigational spaces to consider multiple perspectives and enhance conceptual and linguistic understanding" (Martin-Beltrán, 2014, p. 224). For example, students drew upon their collective linguistic knowledge to problem-solve Spanish language arts content and complex syntax structures for Spanish verb conjugations.

I found that there was not one distinct way in which students used their languages to navigate the rigorous content during instructional time. In other words, they used different approaches for different contexts. For example, during Spanish time in the classroom with a strict language policy (only use target language), students' oral language use decreased while bilingual whispering among students increased. It was observed that students proceeded to use both languages but in careful and quiet ways as to not publicly

216

break the classroom language policy. A curiosity that I observed was that though I was not counting words used in strict separation classrooms versus non-strict separation classrooms, through mere observation, I felt that students in the non-strict separation classrooms were producing more language than in the restrictive classroom. This is an area of future research for me as a follow-up research project. Though students were consciously aware of the macro-content and language allocation plan (because they were often reminded), they approached their collaborative work as an opportunity to learn together. This notion aligns with both Vygotsky's collective zone of proximal development (ZPD) and with research regarding how students become bilingual and biliterate differently or that they do not follow the same fixed sequence (Dworin, 2003). As stated in Chapter Four and reiterated here, Vygotsky argued that language mediates cognitively complex thinking, and that the first language is the most powerful tool for doing so (Swain & Lampkin, 2013).

Unquestionably, the students were engaged in collective ZPD as they were observed working together in pair and small group configurations. This zone (Vygotsky, 1978) explains how students worked toward filling the gap between their level of *actual development* (independent problem solving) and their *potential development* (problem solving supported by more capable person). When DLBE students possess different levels of linguistic competencies, they join their linguistic repertoires to produce competent and coherent social and academic language. The more competent and coherent language constructions take students to the level of rigor that is aligned with the grade-level curriculum. This way, teachers do not "dumb down" the cognitive or linguistic expectations of the content and language lessons.

In observing and analyzing the pair work students engaged in, the students used dynamic linguistic practices based on the project, classroom, teacher and language of instruction. It was common for students to use both languages to keep the task moving forward (Creese & Blackledge, 2010). Based on my observations, I argue that if L2 students in the L1 classroom were not given the opportunity to collaborate with their peers, they would not have the same level of access to engage rigorous content and language structures as when they are free to engage freely. Thus, the importance translanguaging as pedagogy was evident and contributed to student engagement. The translanguaging practices served to build on the students' language practices so that they could develop new understandings and new language practices (García & Wei, 2014).

Newcomers

The new students from Mexico entered the school after the official start of the school year and were integrated immediately into the learning and social environment. The transition was seamless in terms of what the school context had to offer. The students were offered a place in the DLBE program, which turned out to be the most effective placement because at least half of the day matched their linguistic background and their needs to learn English. They could continue on their paths of learning rigorous academic content in a language they comprehend while acquiring English. On the other hand, if they would have been placed in an English-only learning environment, I argue that they would not have had a chance at learning rigorous grade-level content.

Furthermore, the newcomer students were able to more closely access instruction within the ZPD because the path of learning is from social interaction to internalized independent functioning (as cited in Dixon-Krauss, 1996). Social interaction, if permitted

in the L1 and/or L2, would allow the students to engage in Spanish or English in the English classroom and Spanish or English in the Spanish classroom, thus allowing the students to communicatively engage with their peers at all times. Therefore, social interaction provides the context for guiding the child's learning. Beyond this, the students had access to printed curricular materials in Spanish when the class was taught in English. This allowed them to still learn the content while learning English. Simply put, they did not have to wait until they acquired enough English (as in English-only programs) to engage with rigorous academic content and language. The newcomer students entered a formal environment where their languages and cultures were valued and used for mediums of instruction. Rather than sitting in the back of the class with bits and pieces of translated language to string them along, they were actively engaged with their peers and learning like everyone else.

Implications for Practice

The translanguaging stance that teachers utilized in their classrooms to engage students allowed for both spontaneous and planned assessment (Gottlieb, 2016). Spontaneous assessment can occur at any point in time based on the output from students' *natural* language use, including translanguaging during collaborative dialogue. Natural translanguaging refers mostly to acts by students to learn, although it may also include the teachers' use of translanguaging with individuals, pairs and small groups "to ensure full understanding of the subject matter" (Williams, 2012, p. 39). In contrast, *official* translanguaging is conducted and set up by the teacher (García & Wei, 2014). An official translanguaging pedagogy includes "more planned actions of the teachers in interactions with students" (p. 91). Official translanguaging pedagogy was exemplified in the

Bridging activity to transfer science content from Spanish to English. This was a carefully planned activity that called for students' active engagement in the language and content transfer process. Both types of translanguaging (natural and official) acknowledge the use of all students' language practices as a resource, but in so doing also "entail a commitment to multidiscursivity (Bakhtin called *raznorecie*) (García & Wei, 2014) that includes students' discourses, concerns and topics of interest" (p. 94). Thus, spontaneous and planned assessment, integral pieces to gauge student learning and achievement, can be conducted in the moment, with a formal assignment or at the end of a planned lesson or unit of study, as long as it authentically mirrors input and output.

Conclusions

Teachers who use translanguaging practices in their classrooms view students' linguistic performances holistically (García, Ibarra Johnson, & Seltzer, 2017). Teachers leveraged students' entire bodies of knowledge in different ways and were able to articulate their reasons for doing so. Several teachers identified how their personal bilingual trajectories impacted their pedagogical push toward authentic practices. They could identify that their students' languages, both L1 and L2, were always active. The bilingual mind operates this way. The importance of highlighting this feature is because the value of teachers' perspectives is of critical importance when considering the appropriateness and effectiveness of bilingual pedagogy for local contexts. They sought creative and pedagogically appropriate ways to include all students in active learning activities with rigorous content. The teaching and learning objectives in these classrooms were far from artificial. Authentic contexts were used to engage with the academic learning standards and grouping configurations regularly promoted student collaboration.

In other words, the learning environments addressed local learning needs and were free from top-down synthetic mandates.

The students were free because the teachers were free. The teachers were free because their building administrator practiced a non-standardized approach to education. She encourages her teachers to practice appropriate bilingual pedagogies and to *crack* the standard language bubble in education (García & Wei, 2014). She also supported teachers' efforts to expose "alternate histories, representations and knowledge" (p. 115) by bring minoritized content into the lesson structure. Common Core State Standards (CCSS) can also be taught with alternate histories, representations and knowledge, particularly in an educational program that seeks to equalize the status of languages in society.

Research Question #3: Do teachers encourage students to stay in the target language during instructional time? How? Why? What strategies do they employ?

Discussion

The DLBE program in Benton School District was designed to separate languages by teacher and academic content. The rationale for the language separation model is to ensure that each language, English and Spanish, are each used for 50 percent of instructional time. The 50/50 model is most common among DLBE programs in the United States, whereas the 90/10 is less frequently implemented though research shows more promising results (Thomas & Collier, 2009). In order to fully understand the implications of how the 50/50 program model functions, I focused part of this research on teachers' perceptions and practices as they relate to the development of bilingualism and biliteracy using the designated macro-plan. After analyzing classroom observation field

notes and interview transcripts, I identified how the various perspectives impacted students' individual and collaborative language use and how some teachers' perspectives and practices have transformed over the course of time. Further, I discussed how teachers used multiple strategies to honor the bi-directionality of language development. This concept rests upon the research that asserts that children's learning is mediated through the use of two languages, and what is learned in either language may "transfer" to the other language (Dworin, 1996).

Implications for Practice

Scaffolding is an integral part of DLBE teaching and learning. Teachers and students scaffold language and subject matter in multiple ways. For example, structures like collaborative groupings are built in to the learning space to aid students' individual and collective development. Students contribute their individual knowledge to the benefit of the whole by socially mediating within the given context. The knowledge that one holds becomes a shared knowledge for the benefit of others. In addition to collaborative groupings, teachers model and guide content and language learning by relinquishing responsibility for creating the social interaction and comprehension of the material to match the students' increasing capabilities (Bruner, 1986).

The Spanish space, the English space, and the "third space" all serve as shaping agents for the bilingual, biliterate and bicultural goals and outcomes. Dynamic bilingual practices vary depending on the context in which it is performed. Each DLBE teacher will enact personalized dynamic bilingual policies based on her expertise and experience and her local context. As mentioned, we must honor the language practices that students bring to school, honor their cultural backgrounds and their individual background

222

knowledge repertoires to construct a meaningful local learning environment. At the end of the day, restricting or policing language use only serves the purpose of *othering* the *other*.

Conclusion

A language learning program that provides fluid and dynamic paths for language and content learning cater to higher-order thinking skill attainment when students are provided opportunities to collaborate and discuss ideas through collective and critical dialogue. Students make connections between background knowledge and new knowledge through continuous social interaction. The DLBE program model demonstrates a highly effective mode of bilingual education in the United States. Each program must be built using a framework that honors both the macro-content and language allocation plan, along with implications for classroom language use and practices. Several strategies were presented that provide opportunities for dynamic bilingualism and translanguaging for students to gain greater control of their bilingual competencies. A greater control of the competencies that match the three primary goals of the program complete the cycle of becoming bilingual.

Concluding Remarks and Recommendations

The perspective that I offer is one that views language and academic content learning in the DLBE classroom as dynamic and flexible and driven by both natural and planned dynamic bilingual language use. Best practices in education ask educators to consider students' background knowledge when designing and implementing academic lessons. This can be extended to include linguistic knowledge as seen through a holistic lens. This includes trusting students' language choices while engaging in collaborative

dialogues and honoring their expressions of identity (Gottlieb, 2016). It is clear that students' identities are tied to their languages so when we reject or restrict certain languages in certain spaces, we are inadvertently rejecting or restricting their being. Strategizing language use to foster growth and development instead of restricting growth and development is the key to effective educational practices. New knowledge builds on prior knowledge and prior understandings. This goes for knowledge of language too. If one student knows two other words and the other student knows two words, together they know four words. Thus, the critical need to strategize lessons to leverage students' collective language repertoires.

As observed in classroom observations, students in this study continually sought access to learning opportunities. They used one another as resources to gain deeper and greater access to knowledge. Students expressed themselves differently in different learning environments. For example, when speaking with the Mexican newcomer, both L1 and L2 students spoke only Spanish with this student. This engagement reflected their bilingual adaptability to certain contexts. After speaking Spanish with the new students, they turned and spoke English with the teacher regarding the math content and then turned to their peers to collaborate in both English and Spanish. This is dynamic bilingualism. Students reciprocate equity so that everyone can contribute in the local context. Therefore, translanguaging is an acceptable pedagogical practice for emerging bilingual students in dual language bilingual education programs.

To put this in perspective, imagine two parallel highways that traverse various landscapes and finally meet at the same desired end point. The people who drive along the highways have two choices and can easily switch between highways to avoid

obstacles or to embrace more difficult driving (mountain passes, weather, etc.). In basic

terms, the driving (learning) experience and environment can shift based upon various

considerations and preferences. For instance, with this analogy in mind, a teacher might

require students to stay on one highway in order to learn to traverse a mountain pass, but

in other circumstances, the students can choose to switch highways to avoid the mountain

pass. In the end, the students will take different paths, but will reach the same desired

endpoint. The monotony of the straight one dimensional highway will dictate student

initiated movement to other highways. As stated previously, teachers, administrators and

the community all contribute to various paths students take on their journey to

bilingualism and biliteracy. The least effective and most monotonous is the requirement

to stay on one (monolingual or separation of language) highway(s), regardless.

It is through the existing and new highways that allows for movement to areas

that were once difficult to access or were simply not accessible. This idea serves to

embrace the fluidity of language practices and said highways, which provide a

connection that grounds the inspiration for arriving at a destination of bilingualism.

Limitations of the Study

There are several limitations of this study that deserve attention:

- The study considered teachers' perceptions and practice regarding language use in the classroom. Investigating student, parent, and other stakeholders' perceptions and practices will be important foci for future research.
- While the study considered only DLBE teachers, it did not consider parental perceptions about their students' bilingual competencies and home language use and how that might impact school language use.

As the momentum for DLBE continues to reach up and out and the old "minority"

becomes and sustains a "majority" ranking, programs such as dual language bilingual

education will unquestionably be the program of choice for those who desire the

multilane highway in society.

Future Research

    The following general lessons can be drawn from this study for further research:

- Future research should attempt to identify other ways that translanguaging and dynamic language use are enacted in DLBE programs.
- Future studies in this area should examine how students perceive strict separation of language policies and consequential punishment for speaking the non-target language.
- There is a need to develop a theory of bilingual pedagogy that honors the multiple pathways toward bilingualism and biliteracy development.
- This study found that DLBE students use language in dynamic, natural and spontaneous ways. Given that this was the observed norm, it is of paramount importance that research be conducted to address the restrictive nature of language development using the teachers' perspectives and practices based on their own personal experience and best practices.

    There are potential implications for DLBE teachers' language policies and

practice for bilingual and biliteracy development that merit consideration. They include

the opportunity for teachers to design a personalized dynamic language policy that works

within the macro-content and language allocation plan. On this end, teachers must be

comprehensibly trained with research and best practice in the field of bilingual education

and not bilingual education à la monolingual education.

    This study finds a strong correlation between the teachers' individual classroom

language policy and the quality and quantity of language being used by students to access

academic content and language. In light of this, the following suggestions are made:

- Teacher training and professional development for translanguaging and dynamic language use.
- Rethinking the macro-content and language allocation plan to include a well-defined Spanish space, English space and "third space" or bilingual space.

- Support for teachers both in personalized designs and collaborative partnerships.
- Teachers' personal bilingual narratives and personal experience should be considered as ways for teachers to reflect on and integrate their experiences to the ways they teach and set expectations for student bilingual development.

At last count, there were 1,390 dual language programs in the United States (Resources for Dual Language Schools, n.d.). The school district in this case study is only one of those 1,390 programs. This study highlights the phenomenon reported over the two decades about how linguistically and socially just educational practices can serve to liberate not only the teachers in bilingual education programs, but most importantly, their students. Still, knowing this, few schools chose to implement DLBE programs, yet when they do, their students do well *y los maestros están contentos*. These ideas, which are additive in structure (for the most part) promote bilingual education for all, even yielding the strong results that legislators and stakeholders currently request. This case study amplifies examples that already exist in which minority students succeed.

DLBE programs such as the one included in this study seek to open equal educational opportunities for minority students (and majority participants). Dual language bilingual education programs open these spaces and have been shown to do this well. They offer the rich promise of academic achievement in two languages and in so doing, build confidence and bilingual identities. Decades of research support this assertion. In addition to DLBE models, Ethnic Studies programs also seek to open equal educational opportunities for minority students. They also provide the rich promise of academic achievement and broader cultural awareness, in a minority culture. The story of Ethnic Studies in Tucson, Arizona shows that minority students can actually achieve at high levels as gauged by the established majority. Once the minorities began to have higher

graduation rates, even equivalent or better than the majority groups, the majority policy makers started to quiver. Result: BANNED! Ethnic studies programs from that point forward were banned in Arizona. What are the possible reasons that the majority policy makers would ban a program where the traditionally marginalized and underachieving population started to succeed? Especially when they, the minorities, have a harder curriculum hill to climb? Could it be that they want to make the hill steeper to sustain the power structure? I'll leave the answer to that question for a future research project. For now, I close with one last remarkable consideration about dual language bilingual education programs. DLBE students, minority and majority, live in an additive world of rich promise. When will come the day where Ethnic Studies programs merge with Dual Language Bilingual Education programs for the richest promise?

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APPENDICES

Appendix A

Template for field notes

Date: _____

Class: _____

Time	**Descriptive**: Notes (setting, actions, behaviors, conversations observed)	**Reflective** Information: Thoughts/Ideas/Questions/Concerns

Memos: (Reflect on today's experience, speculate about what I'm theorizing, jot down additional information, plan for the next observation…)

El Principito: Chapter 10

X

Se encontraba en la región de los asteroides 325, 326, 327, 328, 329 y 330. Para ocuparse en algo e instruirse al mismo tiempo decidió visitarlos.

El primero estaba habitado por un rey. El rey, vestido de púrpura y armiño, estaba sentado sobre un trono muy sencillo y, sin embargo, majestuoso.

—¡Ah, —exclamó el rey al divisar al principito—, aquí tenemos un súbdito!

El principito se preguntó:

"¿Cómo es posible que me reconozca si nunca me ha visto?"

Ignoraba que para los reyes el mundo está muy simplificado. Todos los hombres son súbditos.

—Aproxímate para que te vea mejor —le dijo el rey, que estaba orgulloso de ser por fin el rey de alguien. El principito buscó donde sentarse, pero el planeta estaba ocupado totalmente por el magnífico manto de armiño. Se quedó, pues, de pie, pero como estaba cansado, **bostezó**.

—La etiqueta no permite bostezar en presencia del rey —le dijo el monarca—. Te lo prohibo.

—No he podido evitarlo —respondió el principito muy confuso—, he hecho un viaje muy largo y apenas he dormido...

—Entonces —le dijo el rey— te ordeno que **bosteces**. Hace años que no veo **bostezar** a nadie.

Los **bostezos** son para mí algo curioso. ¡Vamos, **bosteza** otra vez, te lo ordeno!

—Me da vergüenza... ya no tengo ganas... —dijo el principito enrojeciendo.

—¡Hum, hum! —respondió el rey—. ¡Bueno! Te ordeno tan pronto que bosteces y que no **bosteces**...

Tartamudeaba un poco y parecía vejado, pues el rey daba gran importancia a que su autoridad fuese respetada. Era un monarca absoluto, pero como era muy bueno, daba siempre órdenes razonables.

Si yo ordenara —decía frecuentemente—, si yo ordenara a un general que se transformara en ave marina y el general no me obedeciese, la culpa no sería del general, sino mía".

—¿Puedo sentarme? —preguntó tímidamente el principito.

—Te ordeno sentarte —le respondió el rey—, recogiendo majestuosamente un faldón de su manto de armiño.

El principito estaba sorprendido. Aquel planeta era tan pequeño que no se explicaba sobre quién podría reinar aquel rey.

—Señor —le dijo—, perdóneme si le pregunto...

—Te ordeno que me preguntes —se apresuró a decir el rey.

—Señor. . . ¿sobre qué ejerce su poder?

—Sobre todo —contestó el rey con gran ingenuidad.

VITA

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