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The University of San Francisco

ACADEMIC LANGUAGE TEACHING AND LEARNING
IN THE THIRD SPACE CLASSROOM.
A PRESERVICE TEACHERS' PERSPECTIVE

A Dissertation Presented
to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Cinzia Forasiepi
San Francisco
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THE UNIVERSITY OF SAN FRANCISCO

Dissertation Abstract

Academic Language Teaching and Learning in the Third Space Classroom.

A Preservice Teachers' Perspective

The increased percentage of immigrant children in the public school system in the United States has challenged schools to provide adequate academic language instruction to reach the same levels as their monolingual peers. Teachers must demonstrate the ability to support the development of academic language in accordance to both the standards' requirements and the linguistic needs of culturally and linguistically diverse students. It is very important to shed light on teacher preparation programs and how they support their candidates to develop a pedagogy that can best respond to students' needs. This study explore the beliefs and practices of preservice teachers as they plan and implement curriculum for academic language development.

This study took place at an elementary school in the San Francisco Bay. The participants were five student-teachers in their final semester of practicum at this school and in the Multiple Subject credential program at a university in the same area. The supervisor and researcher collected the results of the academic language survey, questionnaires and lesson plans. She transcribed observations of the participants' teaching practices, debriefing sessions and the conversations with the participants.

Four themes emerged from the data: interaction as a tool to deepen learning, bridging students' home and school experiences, teacher facilitation, multimodality: using multiple modes to make meaning; additional factors influencing teaching. The participants demonstrated an ability to navigate the third space classroom by implementing their beliefs about teaching and learning academic language and by adapting to their students' learning needs, and planning according to the expectations of the institution.

This study ended with several recommendations for credentialing programs to best support their candidates in teaching academic language in the diverse classroom. The study brought to light the importance of a strong field experience in a third space bilingual, bicultural, and economically disadvantaged school context. Such a context has revealed to be a strong prediction of preservice teachers' success in negotiating their identity of academic language teachers.

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Cinzia Forasiepi

January 5, 2012

Candidate

Date

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May, 17, 2011

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May, 17, 2011

DEDICATION

To my grandfather, who taught me how to prune grapevines.

To my grandmother, who spoke her dialect with me, and I learned.

To my mother, who modeled conscientization of my oppressions.

To my father, who demonstrated for me the beauty of the arts.

To my husband, who taught me about compassion, humanity, and balance.

To my parents-in-law, who filled me with unlimited support and esteem.

To my daughters, who embody the energies of transformation as they are creating their
third space in-between the two worlds they belong to.

Grazie!

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Table of Contents

CHAPTER I.....	1
The Research Problem.....	1
Statement of the Problem	1
Teacher Education Research in the Context of Diverse Classrooms.....	1
Need and Context for the Study.....	3
Overview and development of PACT.....	4
Purpose of the Study	9
Research Questions.....	9
Theoretical Framework.....	10
What Is Language?.....	10
Literacy for the Future	13
The Third Space in Language and Literacy Learning	14
Biliteracy Learning in the Third Space Classroom	16
Literacy as an Ideological Construct and a Liberatory Practice.....	17
Linguistic Human Rights in Education	21
The Theoretical Framework and this Study.....	22
Background of the Researcher.....	23
Definition of Terms	28
Summary	30
CHAPTER II LITERATURE REVIEW.....	32
The Classroom as a Third Space	33
Bilingualism and Power Relations.....	35

Biliteracy Education: The Continua of Biliteracy Model	38
The Continua of Biliteracy Model: Current Studies.	46
The New London Group	50
Academic Language	52
Linguistic Human Rights in Education.....	60
The Bilingual Education Debate	62
California Bilingual Legislation and Language Minority Students.....	65
Teachers' Beliefs and How They Affect Their Teaching Practice.....	69
Teacher Beliefs regarding Immigrant Students.....	72
Summary	74
CHAPTER III METHODOLOGY.....	76
Restatement of the Purpose and Overview	76
Research Design	76
The Theoretical Orientations to Academic Language Learning Survey	78
Research Setting	79
The Multiple Subject Program	80
The Field Experience.....	81
The School and its Community	83
Teaching and Learning in a Changing Community.....	85
Research Questions	86
Data Collection	87
Data Analysis	92
The Participants' Profile.....	93

Simone	93
Classroom Environment.....	94
Teaching Style.....	95
Tanya.....	96
Classroom Environment.....	97
Teaching Style.....	98
Monica.....	99
Classroom Environment.....	100
Teaching Style.....	101
Hayley.....	102
Classroom Environment.....	103
Teaching Style.....	104
Kiara.....	105
Classroom Environment.....	106
Teaching Style.....	106
The Researcher and University Supervisor.....	108
Supervision.....	109
Issues during Data Collection and Analysis.....	111
Protection of Human Subjects.....	112
CHAPTER IV.....	114
DISCUSSION OF FINDINGS.....	114
Beliefs and Practices on Teaching and Learning Academic Language.....	114
Differences between pre and post survey by Participant.....	118
Simone: Meaning over Form.....	118

Tanya: Vocabulary Frontloading.....	121
Monica: Sentence Frames	123
Kiara: Attention to Forms	125
Hayley: All Attempts to Language	126
Summary.....	128
Research Question Two	128
Interaction as a Tool to Deepen Learning.....	129
Summary.....	133
Bridging students' experiences and School experiences.	134
Summary.....	137
Teacher Facilitation.....	138
Summary.....	140
Multimodality: Using Multiple Modes to Make Meaning	141
Using the Arts.....	142
Hands-on.....	145
Integration.....	146
Summary.....	148
Other factors influencing the participants' practices	149
School.....	149
Mentor.....	150
Supervisor	151
Adapting to Students.....	152
Preparation from other courses.....	153
Additional Considerations: the Participants' Background.....	155

Research Question Three	155
Importance of Coursework and Student Teaching.....	156
Importance of Planning Curriculum.....	158
Importance of students' learning.....	160
Chapter Summary	162
CHAPTER V SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	164
Summary of Findings	165
Conclusions: Generative Themes	166
Using Interaction to Deepen Learning.....	166
Multimodality: Using Multiple Modes to Make Meaning	171
Bridging Home and School Experiences	177
Teacher Facilitation.....	179
Other Factors Affecting Teaching Practices	181
Resulting Notion of Academic Language.....	183
Recommendations/Findings.....	184
Third Space Environments and Student-Teachers' Identity Formation	184
Recommendation: the Third Space School.....	186
Recommendation: Quality of the School-Institution Relationship	188
Recommendation: Support of the Supervisor	190
Recommendation: Teacher Candidates Preparation During the Program.....	191
Academic Language Support in the Program: a Multiliteracies Focus.....	192
Contribution to Linguistic Human Rights in Education.....	194
Contributions to Teacher Education Research.....	195

Recommendations for Further Research	197
REFERENCES.....	199
APPENDICES	211
APPENDIX A The TOALL Survey	212
Theoretical Orientation for Academic Language Learning Scale (TOALL)	212
APPENDIX B Pre and Post-study TOALL Survey by Participant	214
APPENDIX C The Observation/debrief Form	218
APPENDIX D The Post Teaching Questionnaire	220
APPENDIX E The Post Study Questionnaire.....	221
APPENDIX G Consent Cover Letter	222
APPENDIX H Consent Cover Letter.....	224
APPENDIX I Consent Cover Letter	226
APPENDIX J Informed Consent Form	228
APPENDIX K Informed Consent Form	231
APPENDIX J Informed Consent Form	234
APPENDIX L Permission Letter from Institutional Management.....	237
APPENDIX M Permission Letter from Institutional Management	238

CHAPTER I

THE RESEARCH PROBLEM

This study examined the beliefs and practices about teaching and learning academic language of a group of pre-service teachers from a San Francisco Bay Area credential program. These teacher candidates were enrolled in their practicum year and placed at a highly diverse elementary school in a suburban community. In particular, this study explored the participants' perceptions about academic language teaching and learning and the teaching practices that were the product of those beliefs. Additionally, this study presented external factors that influenced these teachers' practices as they emerged from the analysis. The final outcome of this study are recommendations for the teaching credential program on best practices to support pre-service teachers in developing as language educators.

Statement of the Problem

Teacher Education Research in the Context of Diverse Classrooms.

Between 1990 and 2005 the immigrant population in the United States has grown from roughly 20 million to 37 million or from 8% to 12.5 % of the total school population (Portes & Rumbaut, 2006). In 2005, 80 % of the English Language Learners (ELLs) in public schools were Latino (García & Jensen, 2007). Today at least 20% of all students in the United States come from immigrant homes where a language other than English is used.

In a survey on teachers' perceptions about ELLs, Gándara, Maxwell-Jolly, and Driscoll (2005) report that almost 25% of students in California are classified as ELLs and require specific support by their teachers and schools. California has the highest

concentration of ELLs in the country and 85% of them are Latinos. The authors affirm that addressing the needs of this population is essential for the future of the state. These students are also the ones who need the most support in order to succeed academically in comparison with the rest of the student population. Similarly, Moll and Ruiz (2009) affirm that a large group of Latino students, Mexican Americans or Chicanos, perform at a lower level than their monolingual peers. This phenomenon, the authors continue, could be the result of historic events following the 1948 Treaty of Guadalupe-Hidalgo, which transformed a large part of the Mexican population into Mexican Americans. According to the authors, schools played a major role in the cultural and linguistic assimilation of this population by either excluding them from schooling or controlling the content and purpose of schooling for them. During this time, the dominant practice was “Americanization” of Mexican children who needed to be “Americanized” through the teaching of English at the expense of their first language and through methods such as segregation and indoctrination. The authors also affirm that even today California seems to pursue very similar educational goals. State legislation has intended to limit bilingual education and impose a strictly controlled English-only education on otherwise highly bilingual schools.

On the same issue, researchers like Valdés (2001, 2004) and Valenzuela (2008) talk about subtractive schooling for poor and working-class Latino students. In the English-only educational system, these bilingual students are slowly stripped of their first language and culture. This fact ultimately can lead to feelings that one’s prior knowledge is useless, to feelings of inferiority, and not being valuable in the dominant culture. With time these students will start seeing themselves as not belonging to the expert or

knowledgeable group. Feelings of inadequateness will start to surface and this state of being will feel just natural or the way things are supposed to be.

Given the challenges of linguistically and culturally diverse learning environments, it is important that teacher preparation programs continue reflecting on what new teachers need to know to support their students. It is also important that in their practicum, pre-service teachers reflect on how their beliefs affect their practice and find ways to strengthen this connection (Darling-Hammond, 2006). In this dissertation I consider the beliefs and assumptions that teacher candidates hold about language learning and teaching as the theories that inform their practices.

Current and future teachers can expect to have non-English speakers in their classroom during their career given the growing numbers in the population of ELLs in U.S. schools. Only a small fraction of ELLs are enrolled in bilingual classrooms. Most of them are in the English-only classroom, especially in states like California, where support for bilingual education has decreased since the passage of the anti-bilingual legislation Proposition 227. Teachers need to be prepared to teach to an increasing number of students whose first language is not English (O'Hara & Pritchard, 2008).

Need and Context for the Study

Credential candidates in California are now experiencing unprecedented pressure to demonstrate their ability to teach academic language, as the language students need to acquire to be successful in the classroom (Nickel & Forasiepi, 2009). Different forces are at play in this matter. A strong push comes from the need to support the large number of ELLs in California public schools. These students seem to perform at a lower level than their White, native-English-speaking peers according to the results of the mandated tests

(Suárez-Orozco, et al., 2009). Districts and schools with a high percentage of ELLs often seem to struggle to find the most effective methods to support these students in passing such tests.

Pressure also comes from the mandated, end-of-the-program performance assessment for all California teacher candidates that were implemented in the spring of 2009. The high stakes assessment at all credentialing institutions in California is called, Performance Assessment for California Teachers (PACT), (Performance Assessment for California Teachers, 2009). All pre-service teachers need to complete and pass this performance assessment, showing a sufficient level of understanding in planning, implementing curriculum, as well as in assessing their students. The teacher candidates are required to demonstrate that they possess the sufficient preparation to plan and teach according to their students' needs. In addition, they must show that they know how to connect with their students and use that knowledge to make instructional decisions.

Overview and development of PACT

The California legislature mandate Senate Bill 2042 requires all teacher preparation programs to grant credentials to new teachers after the passing of a standardized performance assessment (California Commission on Teacher Credentialing, 2009). Pecheone and Chung (2008) explain that the California Commission on Teacher Credentialing used the Educational Testing Service to create an assessment that could be used by all credentialing institutions across California. According to the authors, many institutions were dissatisfied with the resulting standardized assessment. For this reason, in 2001, 12 institutions formed the PACT consortium with the goal of designing an

alternative assessment to the Teaching Performance Assessments created by the state of California in 1998.

The result of this work was the creation of the Teaching Event. The portfolio assessments of the Connecticut State Department of Education and the National Board served as models for the Teaching Event assessment. The consortium chose a portfolio assessment design that would collect information on the context, the planning, the instruction, the assessment, and final reflections on the teaching (Performance Assessment for California Teachers, 2009). Candidates must complete tasks in each of these areas. Throughout the portfolio candidates are asked to include the artifacts they created during teaching and to respond to prompts with commentaries. The goal is to supply evidence and reflections that provide context and rationales for understanding and interpreting the artifacts. Chung (2008) explains that the PACT assessment portfolio is based on the theoretical assumption that teachers need to reflect on their pedagogical and curricular decision in order to advance and go deeper in the understandings and the practice of teaching. In fact the PACT Teaching Event (TE) requires teacher candidates to reflect on the complete process from planning to assessment. Chung concludes that in doing so, pre-service teachers can learn about all the aspects of teaching by integrating theory and reflective practice. Special attention is given to the teaching of second language learners, the teaching of academic language, the teaching of content specific material, and the integration of the responses among the different tasks.

A Stanford University central design team developed the Teaching Event together with subject-specific development teams. During the academic year 2002 - 2003 the pilot PACT assessment was implemented and the feedback that was received from faculty,

supervisors, trainers, and scorers was used to improve the whole assessment for the following year.

Officially trained reviewers, or scorers, conduct the formal review of pre-service teachers' final portfolios using specifically made rubrics. The main focus of the rubrics is the teaching of academic language, and, if candidates fail this portion, they must redo their student teaching or parts of it. The other parts of this assessment are planning, instruction, assessment, and reflection. In order to pass the academic language portion of the PACT, pre-service teachers need to show that they are able to recognize where and how they taught academic language throughout their planning and implementation. They must provide evidence that they addressed the academic language needs of all their students, including the ELLs. They also must demonstrate that they provided enough support and scaffolding for their students to learn successfully the academic language that was present in their lessons. The elementary literacy Teaching Event (PACT 2009b) provides a definition of *academic language* as follows:

Academic language is the language needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field (e.g., essays, lab reports) and other language-related activities typical of classrooms, (e.g., expressing disagreement, discussing an issue, asking for clarification). Academic language includes both productive and receptive modalities. (p. 20).

Nickel and Forasiepi (2009) observe that in public schools, teachers and pre-service teachers create and teach a curriculum that is predetermined, all or in part, by the English Language Development curriculum. The authors affirm that within this framework there seems to be a clear emphasis on the form over the function of language. More attention is given to the "correct" or standard form of language than to meaning making. Curriculum materials written by experts who do not possess a deep background

in linguistics or literacy are responsible for the continuation of erroneous and superficial beliefs about the nature of language and language teaching. The danger in this practice is that language learning is viewed as the practice of learning vocabulary and grammar before deeper understanding of reading and oral language can be achieved (Nickel & Forasiepi, 2009).

It is important to consider what the English Language Development Standards state on the matter of academic language and content learning:

Reading comprehension and literary response and analysis are the two pathways of the ELD [English Language Development] standards that lead to mastery of the academic content of the language arts standards. The English learner requires instruction in which listening, speaking, reading, and writing are presented in an integrated format. (...) When English learners reach the advanced level of the ELD standards, they must also be able to demonstrate proficiency in the language arts standards for their current grade level and all prior grade levels. Students at the advanced level of the ELD standards must use grade-level texts; however, students working at lower levels should use reading materials appropriate for their developmental levels. To ensure that English learners become proficient in both the ELD and the language arts standards, teachers must use the two standards documents concurrently and provide instruction leading to proficiency in the language arts standards at a level no later than the inter-mediate level of the ELD standards. (p. 30)

Nowhere in the text on language and academic language proficiency are the semantic and the pragmatic aspects of language and language learning mentioned. The goals of instruction for ELLs do not seem to include aspects of language learning such as conceptual development, meaning making, or constructing knowledge through meaningful interactions with language, texts, materials, and peers (Nickel & Forasiepi, 2009).

The need for the present study comes from a belief that so much focus on academic language has only created an unfortunate misunderstanding on its nature. Such a strong emphasis on the teaching of academic language has been translated into

a reductive and superficial view of it and an oversimplified teaching practice. Daily, in California public schools and highly diverse classrooms, teacher candidates observe a practice of teaching academic language using three main instructional strategies: using texts with reduced information and oversimplified language, frontloading of vocabulary, and using sentence frames for all students to fill in minimal blanks. These strategies are unfortunately central in the language arts curriculum and shape our young students' language learning day by day.

There is a widespread belief that ELLs can more easily and quickly gain access to English if they are taught in this way. In reality they are taught English in the form of vocabulary lists that they have to position in the provided blanks in sentence frames. In the end, this type of work requires very little decision making or conceptual understanding of language use. These students rarely make decisions about the form of the language they are using because only one form is accepted: the teacher's form. In the short term ELLs might feel busy writing or reading and they might look as if they are participating, but in the long run, what is the actual depth of their linguistic knowledge?

Nickel and Forasiepi (2009) emphasize that methods of instruction that draw attention primarily to the form instead of the meanings or the function of language will create the idea that English is a series of juxtaposed language pieces that fit together in a rigid system. This view of how English works can create the belief that more unconventional, but more creative forms of the language, are incorrect and should be avoided. The result is that both ELLs and their English peers become accustomed to produce rigid and uniform utterances that are safe and correct, but may be simplistic and

disconnected with their expressive and creative needs. However, abundant research has shown that language learners need to experiment with such unconventional language in the process of language acquisition (Brown, 2000; K. Goodman, 1996; Y. M. Goodman, Watson, & Burke, 1979; Holdaway, 1979; Krashen, 1981, 2003; Smith, 1994).

This study, then, is needed in order to clarify perspectives on what works in teaching language in general and academic language in particular. Not only pre-service teachers, but also teachers and teacher educators, need to reflect on what language and, specifically, academic language are. If such reflecting moments are missing there is a danger of perpetuating flawed views of language, language teaching, and learning. In the end those who will benefit from or be disadvantaged by such beliefs are our young learners, the future of our society.

Purpose of the Study

The purpose of this study was to explore the beliefs and practices of pre-service teachers in teaching academic language within a linguistically diverse classroom and in the context of the relationship with their university supervisor. A series of recommendations were made to inform teacher preparation programs on effective ways to prepare teacher candidates to teach academic language and to best support the formation of new teachers.

Research Questions

The following questions were used to guide this study:

1. What do pre-service teachers believe about teaching academic language to English Language Learners?

2. How do pre-service teachers' beliefs about teaching academic language affect their planning and teaching?
3. How can teacher preparation programs become more effective and more supportive of teacher candidates in developing a series of beliefs about teaching academic language?

Theoretical Framework

The study is framed by the notions of education as a liberatory practice and teaching as a reflective praxis. Reflection is central in teacher education and this study is rooted in the belief that pre-service teachers must develop as reflective educators to better meet the needs of their future diverse learners. The discussion of language learning is grounded in language as discourse and literacy as an ideological construct, as well as a dialogue between reader and text. In the context of predominantly English-only U.S. schools, this study also uses the concept of bilingualism as a continuum of ever-changing competencies and the notion of biliteracy as a system of interconnected continua of competencies that varies according to function. This study considers the classroom as a third space where linguistic and cultural forces meet and play out a constant power struggle. Finally, the overarching framework of linguistic human rights (LHRs) in education contextualizes the reflections on language teaching in a monolingual education system.

What Is Language?

In a discussion about the linguistic context for language learning in schools in the United States, one first needs to clarify what is the nature of language. A variety of approaches and perspectives can be used to describe language. On one hand, language

can be organized in terms of a set of rules that connect form and meaning through relations according to Chomsky's (1988) theory of syntax. On the other hand language can also be organized at a level that goes beyond grammar. As Ochs (1992) explains, language should be described in terms of "discourse" which refers to the relations among clauses or utterances. Discourse is a set of norms, preferences, or expectations that relate linguistic structures to a context. Within this view, the speaker and the hearer construct the meaning of the utterances following contextual rules of interpretation that they both know and share. In this sense, language competence includes not only knowledge of grammar but also knowledge of discourse rules and constraints that generate and allow sentences in a given language (Gee, 2000).

As a consequence, language acquisition is the result of the active participation of the learner in social interactions or sociocultural environments in which the rules generating meaning are used (Schieffelin & Ochs, 1992). Language learning as discourse learning is structured by the knowledge that the speaker hearer has of the social activity or social event in which language is used. By participating in social interactions children internalize and become competent in these contexts (Vygotsky, 1978). In doing so, children acquire both the social and cultural norms of their group and the language used to describe them. Ochs (1992) refers to this process of language acquisition as "language socialization" (p.14). It is very clear at this point that the way in which children learn to use language is dependent on the ways in which the social norms of their cultural group govern both their family's life and the roles that community members can assume and play (Heath, 1983). In conclusion, as Scheiffelin and Ochs (1992) affirm, it is through

participation in the linguistic and social interactions in their social group that children construct their linguistic and social identity in relation to others.

Language is strictly connected with culture. The relationship is a very deep one because it is through a specific language that a culture expresses itself. Fishman (1996) explains that the language that has historically been associated with a given culture is the only one that can best express the values, the beliefs, and the ideas of that particular culture. Language and culture are so inextricably connected that one cannot successfully express the realities of a given culture using a different language. As Skutnabb-Kangas (2001) explains, our cultural knowledge is encoded in our language. It is this knowledge that we transfer to our descendants as we received it from our ancestors. Fishman (1996) affirms that when people explain what their language is for them, they are actually expressing something about their culture.

Even more importantly, they are expressing their view of the people who speak that language. If they ask people to talk about their language and culture, Fishman (1996) continues, they would find that they view their relationship with them in emotional terms. People express a sense of belonging to their language and culture that can be explained only when linguists and anthropologists view it from an emotional perspective. People belong to that language and culture as their families did before them, as the people who are important to them do, and as their social group does. Fishman also calls our attention to the mythology of languages. When linguists ask people about their language, most often these people recall the myth that describes the birth of their language. There is a sense of holiness or sanctity about languages that makes them important beyond their purpose of communication.

Literacy for the Future

Traditionally, in Western style schooling, literacy pedagogy has been limited to the teaching of the monolingual, monocultural, standardized form, and grammar-based form of the language (The New London Group, 2003). The New London Group (NLG) (2003) explores the ways in which our society has changed since the advent of industrialism. There has been a great transformation in the meaning of “working life” and, compared to workers in the past, today’s workers are expected to know and use the language and the meanings of this new worklife. In these new realities, workers need to know how to teach, manage people and ideas, or present themselves using new technologies. Unlike those in the past, today’s workers must also be able to use social networking as a way to keep up with the fast changes in their worklife. The NLG stresses the importance for schools to abandon ways of teaching and looking at knowledge in order to prepare students to these new challenges.

The concepts of citizenship and state have changed to the point that for many people, especially for the younger generations, the old discourse of one language-one country is definitely an idea of the past (NLG, 2003). For younger people, their “public lives” now include multiple identities and hybrid identities in the space between the global consciousness and the belonging to local and vernacular spaces. Students have the right to receive an education that prepares them to read this changing world. “Personal lives” are also changing according to the NLG. Our young students know how to negotiate public and private identities through the multiple social networks to which they belong. In this environment, how can schools and teachers re-think their teaching to

include the learners of today? How can literacy pedagogy support all students in using the new literacy resources to design their futures? (NLG, 2003)

The New London Group (2003) advocates for a kind of education that fosters the multitude of different interests, ways of knowing, intents, and goals that the new generation of students brings into the classroom. The new pedagogy is a pedagogy of access to the new symbols and meanings of power; it is a pedagogy that does not ignore the existing realities and does not superimpose on them the language and the meanings of the dominant culture. On the contrary, the new pedagogy is “situated practice” that is immersed “in the meaningful practices within a community of learners” (NLG, 2003, p. 33). It is also “overt instruction” (NLG, 2003, p 33) when it pushes students to become aware of their learning, to plan for it, and to interpret it. “Critical framing” (NLG, 2003, p 34) is the next step in the new pedagogy in which students formalize what they have learned, and learn how to distance themselves from it. The new pedagogy ends with “transformed practice” (NLG, 2003, p 35) in which students reflect on their learning and their practices and situate them in their own ideals and objectives.

The Third Space in Language and Literacy Learning

This study uses the notion of the classroom as a third space to understand relations of power in educational contexts and to position teacher candidates’ preparation. The current assumptions about the classroom environment as a place for learning and teaching assume that this space is actually very monolithic, sterile, and established. Unfortunately this view conflicts with the reality of our classrooms which are, on the contrary, sites of conflicting practices, action and reaction, and community and individual discourses that converge in this one single space. As Gutiérrez, Baquedano-López, and

Alvarez (1999b) explain, classrooms are hybrid spaces where alternative practices and beliefs meet. As mixed spaces, classrooms can become sites for tension and conflict. The source of conflict arises when teachers, language learners, and learning contexts are not considered in continuous interaction, but rather are perceived as pre-established and directed. In these environments, the practice of teaching and learning is believed to be decontextualized as if decontextualization could provide a sense of purity and truth that is applicable to any school context.

This view of education is in contrast with the belief that language learning is a process of socialization in which children and adults interact as active participants. Schieffelin and Ochs, (1992), Ochs (1992), and Heath (1983) demonstrate how children are socialized to use language and also how they are socialized through language. Language is a cultural and societal tool used to ensure that young persons are fully accepted as members of the group. As a consequence we must admit that when children enter school they have already developed specific ways of interacting, knowing, learning, and socializing that are the product of their socialization experiences. These children have been socialized to various literacies before they enter school and according to their group's socialization practices.

In fact, Gutiérrez et al. (1999) argue that from this perspective, both students and teachers are experts and novices at different times and in different learning contexts. In the classroom, children need to do what they do outside of the classroom to acquire knowledge. The classroom is a place where students can acquire knowledge by assuming increasingly complex roles in relation to others. Children will acquire knowledge if they are given access to it through different ways of participating and using language. In this

way, literacy learning is based on the continuous and active participation of students in increasingly complex “literacy events” and “literacy practices” (Heath, 1983, p. 200; Street 1984, 2003aS).

In order to take advantage of the learning possibilities in the classroom, such a space needs to be re-examined from a less traditional perspective. The classroom reveals itself as a space in tension, a third space. Third spaces provide a learning context that is “hybrid” or “polycontextual, multivoiced, and multiscripted” (Gutiérrez, Baquedano-López & Tejada 2000, p. 287). Such a space is highly diverse and it is where home culture, language and ways of knowing meet with the official discourse. In this context, both content and language knowledge from the unofficial space or home and community culture meet the official space or academic or school culture. Gutiérrez et al. (1999) show how a hybrid space can be used to promote learning. The resulting tension is not dismissed in favor of the official discourse, but is instead used to scaffold the creation of new understandings.

Biliteracy Learning in the Third Space Classroom

The theoretical framework for this study also uses the notion of biliteracy as a dynamic competence that develops along intersecting continua within linguistic environments. The linguistically diverse classroom as a third space is also the place for biliteracy development. Using the framework of sociocultural theory to uncover relations of power, identity and agency, Hornberger (1989, 2000, 2003, 2006) provides a model of biliteracy that is constructed around the same themes. This model views literacy as developing through the continua of context, development, content, and media. Each continuum is positioned between a powerful end and a powerless end. Hornberger (2000)

suggests that educators use this literacy model to uncover their position in each continuum as well as the position of their students in the process of learning. In a biliteracy context it is usually the bilingual minority population that is placed by the education community and leadership at the less powerful end of the continua. Once uncovered and identified, those positions need to be moved toward more favorable places in the continua.

The model is a tool that individuals can use to expose power and to transform it by becoming agents of social change. It is a tool to uncover the tensions in the third space, to reveal the possibility to build bridges between school and home discourse, between local and global contexts, and between mono- and multi-linguistic and multicultural contexts. Most importantly, it is a tool that teachers and students can use together to change unbalanced relations of power as they stand in today's education contexts.

Literacy as an Ideological Construct and a Liberatory Practice

This study uses Street's (1984, 2003a) notion of literacy as an ideological construct. Street is one of the first researchers to influence educational theorists who have confronted the dominant and pervasive view found in educational contexts of literacy as singular and autonomous. Street (1984) challenged the assertion that literacy is responsible for cognitive development or rationality and the ability to think in decontextualized ways. On the contrary, literacy does not possess or give qualities that are objective and independent because it is nothing more than an "ideological construct" (Street, 1984) and an aspect of culture as well as the relations between power structures. Because literacy is bound by specific ideologies, different established institutions will

privilege different literacies according to their goals. As a consequence, the literacies of those individuals or groups that share the same ideologies as the institutions in power will be recognized and valued. Those literacies will become dominant over other literacy practices that are not prized; the latter, as a consequence, will be relegated to out-of-school and nonessential experiences (Street 1984, 2003a).

The fact that literacy is socially constructed and is embedded in socially constructed principles gives it the power to transform socially accepted balances. In acquiring literacy, individuals participate in a process of transformation of the dominant discourses. Actually, literacy itself challenges the dominant view of what constitutes literacy (Freire, 1970). For this reason one cannot define literacy as an autonomous and objective value, but rather, one should look at literacy practices as saturated with ideology. Furthermore, in Street's (1984, 2003a) framework, there is no sense in dividing orality and literacy anymore because literacy is a social practice and it is about knowledge.

Within this framework, school literacy or academic literacy is only one of the many literacies that exist in a given society. It is the academic community that shapes the forms and functions of academic literacy. The academic community is also strongly connected to the higher institutions comprised of the powerful and enfranchised who formulate the ultimate decision about which literacy is to be valued and taught (Purcell-Gates, 2007). In the prevailing Western model, schools are the exclusive places where literacy is learned. This model is rooted in the colonial ideology that is still pervasive today in North American claims for modernization of non-European or non-White populations. In this view, Euro-colonial values are universalized and are hierarchically

dominant and they are used to justify the right to undertake the civilizing missions of Western hegemony (Tejeda & Gutiérrez, 2005).

Accordingly, Heller (2008) affirms that literacy and literacy education are practices that need to be positioned within the interested construction and legitimation of social difference and inequality. Literacy education becomes the place where access to both material and ideological resources is constructed. Like Street (1984, 2003a) and the New London Group (2003) Heller affirms that literacy is culturally defined and is a terrain for assertion of control over the definition of what constitutes the legitimate language in a society. In this imbalanced system only one language is authorized to be heard and used. As a consequence the speakers of other languages become silent because they are not heard. Language and literacy become tools for social selection because only those who are fluent in the language of power have access to the higher tiers of a society that has based its structure on this dominant language.

Therefore only a sufficient knowledge of the dominant literacy practices will produce the legitimate citizen. Heller (2008) argues that within this discourse are actors who have the power to select whom to legitimize as citizens and to define how the selection process is carried out. On this basis, these dominant actors are motivated to define objective and absolute ways to rank and categorize language and literacy knowledge. Thus, the underlying shared notion of access to citizenship for immigrants includes the measurable ability to participate in the public sphere of the state based on their mastery of literacy skills. As a consequence, literacy education becomes in many instances the site of reproduction of hegemonic political discourses. In this context the

researcher needs to question the accepted notions of literacy defining who the actors in the debate are and delineating the interests in place that aim at maintaining the status quo.

Once the nature of literacy as a contextualized process has been defined, one can now identify the elements of the relationship between literacy and individuals. Lewis, Enciso, and Moje (2007) reframe the sociocultural discourse previously developed in literacy research from the perspective of identity, agency, and power. In their model, the sociocultural framework for literacy research should be used to explore the intersection between social, cultural, historical and political aspects of the way people make sense of learning around texts. The authors affirm that it is essential in today's climate which supports a view of literacy as autonomous neutral, scientific and skill-based, to develop a critical lens to make issues of power and agency visible to politicians and educators. Power is conceived as existing between social networks and not originating from a dominating point. Identity is considered fluid and socially and linguistically constructed. Agency is the positioning of selves within structures of power. A sociocultural theoretical framework for literacy research aims at looking carefully at macro-level forces as they shape the micro-level or individual actors. The formation of individual and group identity is affected by macro structures that are defined through language.

Likewise Moje and Lewis (2007) view learning as situated within power relationships. Learning is motivated by the wish of the actors who become participants to access new knowledge. These participants move from peripheral to expert positions that allow them access to and control of discourses as ways of knowing, thinking, believing, acting and communicating (Moje & Lewis, 2007, p.17). The reality is that in any given discourse community, participants do not have the same access to resources, tools and

identities to fully participate in the control of discourses. As a consequence, learning becomes possible only within those power relations that allow participation for the marginal actors. In this view, learning is not only an accumulation of knowledge but also, and more importantly, it is a social process. Learning is the appropriation of ideas as well as resistance to or reconceptualization of skills and knowledge because learning has the power to transform fixed discourses (Freire, 1970; Gadotti, 1996).

Identity is also the result of learning as owning a specific way of thinking. By thinking like scientists or authors, for example, we create our identity as such and this identity is in continuous formation and enactment. The effect of identity formation through learning is that individuals can be recognized as members of a given community of which they have learned the ways of being. If recognition does not happen, there is resistance. If the community recognizes the newly formed identity, there are more opportunities to learn and to add to this identity.

Finally, Fecho and Meacham (2007) point out that successful learning happens only when there is contact and connection. In this sense it is imperative for educators to allow their youth to connect to their daily experiences, literate competencies, and systems of knowledge. Connecting resources from inside and outside of the classroom is the most important teaching strategy for making learning purposeful.

Linguistic Human Rights in Education

An additional frame of reference for this study comes from the perspective of linguist human rights in Education. Only recently has the notion of LHRs been formulated by connecting language rights and human rights. Language rights are considered to be inalienable human rights as is true, for example, for the right to life.

These rights appear in mostly all universal declarations and international covenants that have been signed since the Second World War and have been the domain of lawyers and politicians.

LHRs, however, began to be defined when linguists started to make connections between fundamental human rights and language rights (Skutnabb-Kangas, 2000). Skutnabb-Kangas (2000) defines the difference between “necessary rights” and “enrichment-oriented rights” (p.498). Individual enrichment-oriented rights refer to needs that are not basic like the need to learn a foreign language in school. This concept is illustrated by the politics of Europe in search of a way to promote linguistic enrichment for both minority and majority students. These language rights cannot be considered inalienable rights above linguistic necessities.

On the contrary, the concept of necessary language right refers to the right to identify with a mother tongue, to access the mother tongue, to access an official language, to maintain one’s own language, and to access formal education without restrictions due to language differences. This necessary right is often forgotten by speakers of the dominant language in a plurilinguistic society because this right is always recognized for them. Unfortunately linguistic minorities experience language shift daily through educational systems that deny the use and the teaching of the mother tongues to their children. Living a dignified life as it is recognized in the Universal Declaration of Human Rights should mean to include feeling that one’s own first language is protected, supported, and valued within the societal majority.

The Theoretical Framework and this Study

In summary, this study is rooted in the notion of language as a social practice in contrast with the dominant view that language can be reduced to a series of grammar and usage rules that can be easily taught to and learned by any student. As a consequence, this study refuses the widely accepted view of academic language learning as a process of memorization of subject specific vocabulary and forms. On the contrary, academic language, as all language, can be better acquired if the learner is immersed and engaged in meaningful, connected, and purposeful language practices. For this reason, academic literacy is considered knowledge that is closely associated with the learner's background knowledge, home experiences, ways of learning, and subjective ways of using language.

Additionally, this study is embedded in the view that linguistic human rights are constantly violated in the English-only school system that promotes the dominant language and culture at the expenses of the individual students' linguistic and cultural knowledges. In this system, the classroom becomes a third space of linguistic and cultural struggle. In this learning environment, students and their teachers are constantly engaged in the negotiation of spaces where students' linguistic and cultural rights can be reaffirmed through teaching practices that value and bring to the forefront the students' background knowledge and ways of learning. This study is a window open to this landscape where candidate teachers are learning the teaching craft through practice, reflection, and dialogue. Moreover, this study views pre-service teachers as learners who are engaged in the discovery of their beliefs on academic language teaching and learning through inquiry into their teaching practices and dialogue with their peers and mentors.

Background of the Researcher

This study and the questions I explored are closely connected with my background and life experiences. I came to the role of university supervisor with a series of beliefs about learning, language, education, and bilingualism that have guided me in my practice with teacher candidates. During my graduate work both in the masters and the doctorate programs I have learned to explore my identity to understand better how my beliefs affect my professional decisions. In this process of discovery I reflected on how my cultural and linguistic identity shaped my theoretical framework that, in the end, is reflected in my role as a supervisor.

I grew up surrounded by the people in my family who immersed me in their knowledges and experiences. My strong grandmother showed me pride and pleasure in taking care of the animals. My grandfather taught me the rules of growing vines and he showed me his love of technology and curiosity for learning. From my father I learned to look at the world from an artistic perspective and my mother opened my eyes to the realities of cultural oppression.

Literacy developed in me as one with the development of my dialect and later my first language, Standard Italian. When I first read Street's (1984) ideological model of literacy I recognized my experience of literacy learner as situated in the specific context where I grew up and with the people who shared with me their knowledge. Literacy events (Heath, 1983) that I remember and shared with my family members were the church readings from the Sunday mass or Sunday school, or the knitting and crochet directions that I read with my mother. With my grandmother I read the receipts or the invoices she use to sign and collect for her store. My grandfather always shared with me the directions or the manuals for the electrical parts and machines he used to fix and/or

sell. With my father I share the music scores, the lyrics of the songs of his youth, or the postcards he sent home during his military service in the sixties. Most of all, I remember the stories that were told to us, children, in our dialect and that contain the wisdom of my people.

As a supervisor I bring these understandings to the field and I use this knowledge in shaping my relation with my student teachers. Literacy learning, in my experience, happens beyond and before the classroom. Teaching literacy cannot be disjoint from the life experiences of the students. When I started school in Italy, it seemed like what I knew could not be of any use in the classroom. Even my language was considered “improper” for that environment. The teacher was there to teach us the language of the nation, Italian, our local languages were just “dialects” and, as such, inappropriate for learning.

There is a problem with this notion of language and literacy that considers the “standard” language the only form of communication possible at school. Students like me at the time, slowly grow to believe that what they know had no value and one was like a blank slate where the teacher could start imprinting the real knowledge, the knowledge that counts. The school Discourse (Gee, 1996) takes precedence and legitimacy in learning and success in society, while the home Discourses are degraded to informal ways of communication and relegated to the outside of school contexts. Furthermore, when I studied The New London Group (2003) I immediately found similarities with my life experiences as a literacy person. I recognized how my school experiences had been removed from my “lifeworld” all my student life. I was never told in the classroom that I could construct my learning starting with the experiences in my community or my home, my “available designs” as The New London Group explains.

My student teachers know and feel that my experience with bilingualism and immigration guides my role of supervisor. As an English language learner I have experienced silence, humility, miscommunication, misinterpretation, and that sense of inadequacy that at times kept me away from new situations and people. As an immigrant minority I experienced the sense of powerlessness and scrutiny in relation to the majority. Often I felt different and misconstrued. Usually I felt that my English was more important than who I really was, a bilingual person, but what I knew before immigration did not count. In Hornberger's (2003) model of biliteracy development I recognized my position of biliterate individual between the forces that, at times, silenced me and those forces that, on the contrary, valued my cultural and linguistic background knowledges.

At times I felt my first language in danger of extinction under the attacks of the more preponderant English. At times I felt that my children would not continue my cultural and linguistic heritage because they are growing up in an all-English environment. These experiences opened my eyes to the reality of losing one's own first language and supported my understandings of linguistic human rights in education as the author Skuttnabb-Kangas (1999) reveals in her work on the effects of language colonialism on linguistic diversity and on the effects of anti-bilingual education legislation on minority languages.

In Chapter Three my role of university supervisor is described in connection with my role of researcher in this study. The two roles remained intertwined and affected each other throughout the collection of data. Actually some of the instruments used for data collection were also used to accomplish the goals of the supervising job. The observations, the constant dialogue, and the reflective stance that both the student

teachers and I took and that I recorded as part of the research data, were also the tools I used to support the participants in constructing their roles of teachers. Frequently, in the first phase of the data analysis and while I was still collecting data, I experienced confusion and imbalance, as well as uncertainty on how to use that information to respond to the research questions. Often in this phase, I felt I had to put aside my role of researcher and prioritize the supervising aspect of my relation with the participants. The responsibility of participating in the development of those five future teachers took over the need to keep the objective stance of the observer and recorder.

In this first phase, it became hard to decide what kind of data I needed in order to answer my research questions. Some of that information was needed to guide my student teachers, but was not important for the research. Other recorded events could be important for my research questions, but, at the time of recording I was also the university supervisor and as such, I could not see their validity for the research.

During the analysis and the emerging of the themes, the role of researcher became more prominent. Only in this second phase I was able to view the data and the patterns that I was starting to perceive, as ways to construct theories or tools to guide my research questions. The deeper I went into the levels of analysis by comparing and contrasting emerging themes from different sets of data, the more I felt free to leave my teaching role behind and embrace the researcher in me. At this stage, the data ceased to be the result of my work with students and they became the recorded events and acts of my research participants. At this level I could distinguish the research from the supervision work and the patterns I had previously detected became at once the manifestations of my participants' ideas and beliefs on teaching and learning academic language. When I

reached this stage, even my conceptualization of the methodology I used became stronger and writing about it supported the process of clarification. The process I am trying to describe took time, energy, and reflection to evolve.

Definition of Terms

Agency - refers to the positioning of selves within structures of power such as in the classroom in relation to the autonomous model of learning (Lewis, et al., 2007).

Autonomous model of literacy - refers to the notion of literacy as fixed, neutral, and decontextualized that is imposed in school by institutions representing the cultural and social practices of the Western world (Street, 2003).

Bilingual Education - Education in two languages: the majority and the minority language.

Bilingualism - refers to a continuum of interrelated and ever-changing competences in two or more languages. Bilingual individuals place themselves along this continuum and their language competence changes in relation to the specific use and need of one or the other language (Valdés, 2003).

Biliteracy - refers to any instance in which communication happens in the context of a piece of writing in two or more languages (Hornberger, 1989, 2003)

Continua - refers the dimensions of context, development, content, and media through which literacy develops. Each continuum ranges from a powerful end to a powerless end (Hornberger, 1989).

Discourses - refers to “ways of behaving, interacting, valuing, thinking, believing, speaking, and often reading and writing that are accepted as instantiations of particular roles by specific groups of people. ... Discourses are ways of being “people like us”.

...They are “ways of being like us”,They are “forms of life”. ... They are, “thus, always and everywhere social and products of social histories.” (Gee 1996, p. viii)

Ecology of Language - refers to the view of languages as entities that evolve, grow, change, live, and die in relation to other languages. Languages interact with their environments and may become endangered (Hornberger, 2003).

English Language Learners (ELLs) - refers to students in the U.S. school system whose first language is not English and who are identified as such prior to entrance in the school. (Krashen, 1999).

Identity - refers to the sense of linguistic and social belonging to a specific group that children develop through language interactions in their social group (Scheffelin & Ochs, 1992).

Ideological Model of Literacy - refers to the notion of literacy as rooted in the contextualized knowledges and social interactions specific to a social group (Street, 2003a)

Language Competence - refers to the knowledge of a given language or multiple languages that an individual defines for himself or herself according to specific communication needs (Hornberger, 2003, Valdés 2003).

Language Rights - refers to the inalienable rights to identify with a mother tongue, to access the mother tongue, to access an official language, to maintain one’s own language, and to access formal education without restrictions due to language differences (Skuttnab-Kangas, 2000).

Linguistic Human Rights - refers to the connection between fundamental human rights and language rights. LHRs are language rights recognized in international human right documents (Skuttnab-Kangas, 2000).

Literacy Event - refers to any occurrence in which communication happens around a piece of writing (Heath, 1983).

Literacy Practice - refers to “social practices and conceptions of reading and writing” (Street, 2003a. Pp. 2)

Multiliteracies Pedagogy– refers to The New London Group (2003) definition of new education as transformation and learning as expansion of personal horizons. Elements of a pedagogy of Multiliteracies are Situated Practice, Overt Instruction, Critical Framing, and Transformed Practice.

Pre-service Teachers – refers to credential candidates in the process of fulfilling the requirements. More specifically, for this dissertation, it is used to refer to candidates in the process of completing the two-semester-long program at their credentialing institution.

Third Space Classroom - refers to a classroom space that is full of tensions and conflicts between, on the one hand, the fixed and monolingual view of learning promoted by the institutions and, on the other hand, the multifaceted and multidimensional language experiences brought in the classroom by each student (Gutiérrez et al., 1999).

Summary

This study explores the theoretical orientations of pre-service teachers in teaching academic language in a linguistically diverse classroom in the San Francisco North Bay. The study aims at revealing the pre-service teachers’ perceptions and their application to

their planning and teaching. In this process this study worked to uncover relationships of power in the environment of literacy teaching to ELLs through the analysis of pre-service teachers' experiences during their practicum.

The study is rooted in the notions of language as a social Discourse and literacy as an ideological construct according to Gee (2000) and Street (1984, 2003a). It also looks at biliteracy practices in the monolingual classroom using Hornberger's (1989) continua of biliteracy model to position pre-service teachers' theoretical orientations to teach English as a second language. Literacy and biliteracy learning takes place in a classroom that is also a third space (Gutiérrez, et al., 1999), a space of tensions and conflicts between the fixed and monolingual view of learning promoted by the institutions and the multifaceted and multidimensional language experiences brought in the classroom by each student. This study is also grounded within the larger framework of LHRs in Education (Skutnabb-Kangas, 2000). These rights are violated in the English only classroom under the pressure of anti-bilingual legislation, such as Proposition 227 in California.

CHAPTER II

LITERATURE REVIEW

This study explored the theoretical orientations to teaching academic language of pre-service teachers in a credential program at a San Francisco North Bay university. This chapter is a review of studies and major theories that inform this research. The discussion starts with the definition of the context where pre-service teachers operate: the classroom as a third space. In this space, tensions and conflicts exist between the natural resources and assets that students bring to the classroom and the mandated curriculum, content and pedagogies that are mandated by the institutions specifically through administrators and teachers.

In this linguistic context, this research used the Continua of Biliteracy Model as a framework to reveal and understand language power relations in the third-space classroom. For all immigrant students in California's classrooms English is the only language of instruction after the passing of Proposition 227. A discussion of the impact of this anti-bilingual legislation on students' achievement is presented within the framework of Linguistic Human rights in education. In the third space classroom literacy learning should be analyzed in the context of students' life experiences as they are mediated by their teachers' curricular choices. The work of the New London Group and the New Literacy Studies provided a heuristics for interpreting the student teachers' actions and decisions in teaching academic literacy in the bilingual third space classroom. At the same time, they also allowed the researcher to isolate and interpret trends in the growth of these candidate teachers while negotiating their identity as literacy educators.

This research study explored the beliefs of pre-service teachers about teaching academic language to immigrant children. For this reason, this chapter also introduces theories and studies regarding the need for teachers to reflect on their practice in order to become aware of those theoretical beliefs that guide their instructional choices. As much research on the subject has already found, it is important that teachers explore and understand their own beliefs system that inform their practice in order to change what is not working for their students. Hopefully, this awareness will lead teachers to try new ways to shift power relations in favor of their silenced students.

The Classroom as a Third Space

Language, literacy learning, and teaching are central components within the classroom as a third space. In this space, languages and literacies are inevitably in constant struggle. Students' knowledges are often silenced by the recognized and institutionalized Knowledge. Moje et al. (2004) report three interpretations of the third space. The first one views this space as a way to build bridges from marginalized knowledges and discourses in the classroom to conventional academic learning. The second view considers the third space as a navigational space to achieve success in different discourse communities. Students become successful navigators as they explore multiple funds of knowledge and discourses. The last perspective of the third space, views it as a space of cultural, social and epistemological change. A conversation is created within this space that challenges and aims at reshaping academic content literacy practices and knowledges as well as the discourses of youths' lives. Moje et al. (2004) introduce their own view of the third space as a productive scaffold for young students where they can learn the literacy practices of the privileged content areas. In this kind of

Third space in the classroom, the everyday discourses and knowledges are used to destabilize and expand the literacy practices that are traditionally valued in the school context.

With reference to the phenomenon of English as a global language, East (2008) argues that a third space should be created between local Englishes and official English. In a multilingual and multicultural global community, there is no sense in reaffirming the “us-others” dichotomy. This separation between the English speaking ‘we’ and the non-English speaking ‘others’ can be overcome in this third space. Here, teachers and students collaborate in the understanding of their culture and societal rules. They also work together to critique the place of English in the world today by recognizing its value and its weaknesses and limitations as a lingua franca. Becoming literate for a bilingual individual should not imply choosing one or the other language. Immigrants may feel forced to accept English as the language of power because this is the language of the literacy practices of the dominant part of society. Yet, in many cases, immigrants choose not to learn English and remain attached to their first language as a tool to reaffirm their oppositional individuality, thus refusing to allow intrusion in their cultural and home values. They are aware that language is not neutral, and is often used as a tool of cultural exploitation in the hands of the monolingual and dominant host culture (Smith, 1993).

In adopting a sociocultural perspective on literacy research, investigators need to interrogate themselves on how their personal history and funds of knowledge are socioculturally and institutionally situated. Faulstich-Orellana (2007) asks how her subjectivity mediates her work as a researcher. In her work with bilingual children, the author reflects on the challenges bilingual children have in positioning themselves

between two worlds, because of their position in the middle. She argues that not only do people move from context to context, but they also move those contexts with them.

Different worlds are in constant motion following the individuals who are shaped by them, but who, in turn, have the power to constitute them in that constant movement.

Middle-class teachers shape their classrooms using their middle-class assumptions about students' lives in their working-class communities. Clearly, the home-school relationship is not balanced because the middle-class assumptions represent the dominant Discourse (Edelsky, 2006; Gee, 2009).

Researchers and educators continue to look at educational practices that support the formation of students' awareness of their position in the third space classroom. Purcell-Gates (2007) affirms that by using the "vernacular literacies" students bring to school, the teacher will allow a different kind of learning. This learning becomes the appropriation of new texts and language practices which will shift students' identities and how they relate to each other. In studying the formation of identity, Guerra (2007) works with working class Mexican families in Chicago. From his sociocultural research in this specific context we can learn that such a situated inquiry always brings with it issues of language and class ideology. Sometimes shifts of identity suffer the limitations imposed by the dominant ideologies.

Bilingualism and Power Relations

In 1993 Frank Smith wrote an essay on the situation of English education in South Africa. In that work Smith stated that in the post-colonial and post-apartheid South Africa there is a widespread belief that political and economic conditions for black students can improve only if they can speak better English or become more literate in English. English

is viewed as the tool to rise from colonialism and apartheid. According to Smith, fluency in English will enable large numbers of black students to succeed in the educational system, in the university and in the professional and political worlds. When Smith went there to prepare English teachers to fulfill the state's goal for a better education for its people, he found quite a different situation. The author realized that the development of English was in reality correlated to a loss of power for the people it was supposed to disenfranchise. He concluded that empowerment does not come with language, but rather, that language reflects power. In this case, English reflected the power of the colonizer at the disadvantage of the ten or more African languages spoken by the native black population (Smith, 1993).

The South African linguistic situation is the result of a colonial history and yet it is intriguing to discover connections with the present linguistic situation in the United States and other Western countries. In the last 20 years the United States has experienced a great wave of immigration that is having an enormous impact on education ideologies and teaching practices in the public school system. The institutions seem to have reacted to this influx of immigrant children in the mainstream classroom by enacting educational policies that might be considered colonizing in nature. In a way the monolingual and English-only view of education that is pervasive in both the general public and the education environments, is a form of linguistic colonization.

Similarly to Smith's (1993) description of the South Africa situation, English within U.S. schools is viewed as the way out of marginalization and as a key tool needed to join the powerful sectors of society. Children who enter schools with the language and the literacy practices of their bilingual communities and families, have to deal with a

system that is going to suppress this knowledge and replace it with the English-based system. Children and youth will in time learn to accept silence as a way to go through the system, to give up their cultural and linguistic knowledge to appease the powerful, and, finally, they will learn to adapt by sacrificing their very cultural and linguistic identity. Learning English often causes a loss and pushes youth to the margins where they play a game whose rules are defined by the dominant-English-monolingual group. The same questions then arise: “Whose language? What power?” (Edelsky, 2006; Smith, 1993).

If literacy is a means to empower, emancipate, and create awareness (Freire, 1970), biliteracy becomes an even more powerful tool for minority populations. Literacy in two or more languages, or biliteracy, is beneficial at both the individual and the societal levels. Access to literature in the child’s first language supports the development of the connections between individuals and the culture of their group. Being able to communicate through writing and reading in the first language allows different generations to connect and exchange cultural knowledge (Benjamin, Romero, & Pecos, 1997; Arriaza & Arias, 1998). A strong literacy in the first language reinforces cultural roots, self-esteem, and self-identity. It helps people make sense of the world because it opens one to different ways of knowing and interpreting the world. Understanding the value of being literate in one’s first language creates new and deeper realizations about the implications of belonging to a minority group within a dominant majority (Freire & Macedo, 1987). Literacy in the first language is indeed a strong means to revitalize weak or oppressed minority languages and it is used as such in many educational policies around the world (Benjamin, Romero, & Pecos, 1997; Blum-Martinez, 2000; McCarty, Romero, & Zepeda, 2006; Skutnabb-Kangas, 2001). Literacy in the family language is a

strong source of cognitive and curriculum advantage for bilingual children (Bialystok, 2007; Cummins, 1981).

Interestingly enough bilingualism does not only affect literacy in the second language, but literacy in general. So a discussion on the effects of bilingualism should focus on the connections between bilingualism and reading regardless of the language in which reading is acquired. On the subject, Bialystok (2007) states that although the research on how bilingualism affects the acquisition of literacy is important, it is also limited. Very little research pinpoints the moment when bilingual children make sense of the symbols as carrying meanings. The author affirms that oral proficiency, understanding the symbolic nature of print, and metalinguistic awareness are certainly decisive factors in successful acquisition of biliteracy, but these elements only give a sketchy picture of the connections. Learning to read is a function of the knowledge about how reading works in any language because that knowledge transfers between languages. Bialystok concludes that more knowledge, in this case, the extra language knowledge that bilingual children possess, is beneficial to L2 literacy acquisition when compared to monolinguals.

Biliteracy Education: The Continua of Biliteracy Model

In the framework of sociocultural theory to uncover relations of power, identity and agency, Hornberger (2003) provides a model of biliteracy that is constructed around the same themes. This model views literacy as developing through the continua of context, development, content, and media. Each continuum is positioned between a powerful end and a powerless end. The author affirms that this literacy model should be used by educators to uncover their position in each continuum and the position of their

students. In a biliteracy context the education community and leadership usually place the minority and bilingual population in the less powerful end of the continua. Once uncovered and identified, those positions need to be moved towards more favorable places in the continua. The model is a tool to expose power relations and transform them by allowing educators to understand how they can become agents of social change.

Both educational and societal contexts affect the development of biliteracy in children and adults. Educational contexts can be additive when the acquisition of literacy in the majority language is achieved through the development of the minority language and literacy. This is the case of French immersion schools in the Canadian educational system. In other examples, the context can be subtractive when the primary language and literacy are not supported thus impeding the transfer of knowledge from L1 to L2. This is the case of the U.S. monolingual school system where the acquisition of literacy in English is based on the weak oral competence in this language instead of on the stronger competence in the home language of bilingual children (Baker, 2003).

The question of how context affects acquisition of biliteracy can be very complex and inconclusive if attention is focused on the discrete parts of it. Hornberger's (1989, 2000, 2003) "Continua of Biliteracy Model" can be used to understand the connection among the different dimensions of literacy acquisition at both the individual and the societal level. Heath's (1983) concept of a literacy event as any occurrence where communication happens around a piece of writing, is comparable to Hornberger's concept of biliteracy as any occasion where communication happens in the context of a piece of writing in two or more languages. The Continua of Biliteracy Model is an ecological model that views biliteracy as developing in relation to an environment and as

a product of multiple literacies. As we need to reject the notion of native speaker in order to understand bilingualism as a continuum of interrelated and ever-changing competences, we need to reject the one-language/one-nation ideology in order to comprehend the functioning of a multilingual society. In such a society, languages coexist and affect each other and different literacies develop and interact creating new and unexpected understandings of the world.

Hornberger (2006) explains that an ecology of language perspective is characterized by three main themes: languages evolve, grow, change, live and die in relation to other languages; languages interact with their environment; languages may become endangered. In this perspective it becomes imperative to take measures to protect, maintain, and revitalize endangered languages. Language revitalization is by far the most powerful mean to language conservation because it comes from the people who use that language, and it is a bottom up approach that emphasizes the positives and the strengths of what already exists. The Continua of Biliteracy Model is the ecological framework for positioning educational research, policy and practice in settings that are culturally and linguistically diverse. According to the author the model allows to situate biliteracy learning in relation to contexts, development, media and content and it provides channels to investigate relations of power across languages and literacies and to promote change in favor of endangered languages and literacies.

The concept of a continuum associated with language competence is also described in Valdés (2003) where individuals place themselves along a continuum of bilingualism and where their language competences change in relation to the specific use and need of one or the other language. In the same way, in the continua of biliteracy, each

different continuum is connected to all the others through the learner. Hornberger (1989) suggests that successful literacy learning for bilingual individuals can happen only if and when the educational environment allows them to draw from each and every one of the continua. In reality, educational policies tend to support one or the other end of a literacy continuum, like, for example, writing over speaking.

The Continua of Biliteracy Model aims to demonstrate the importance of contexts, development, media and content through which biliteracy develops (Hornberger & Skilton-Sylvester, 2000; Hornberger, 2003). Biliteracy develops along the twelve continua that operate within four environments or dimensions: Contexts, Development, Content and Media. Within Contexts, the first continuum is the relation micro-macro where micro refers to specific aspects of language and macro refers to language use at a societal level. The second one is the oral-literate continuum that reveals literacy as a complex system of knowledge and power where societies that possess literacy can be considered more powerful than non-literate societies. This view is held by those societies that consider literacy only if it is the product of education in schools. A third aspect of contexts is the monolingual-bilingual continuum that allows languages to coexist depending on the specific societal and individual function of each language. In conclusion Hornberger (1989) explains that biliteracy in contexts is defined by the three continua and any particular biliterate event is located at one of the infinite points where the three continua intersect.

Hornberger (1989) introduces the next three continua that are situated in the Development environment. The first one is the reception-production continuum that represents the often stigmatized dichotomy of language learning where speaking and

listening are positioned at the two ends and listening precedes speaking. On the contrary, both competences develop simultaneously and affect each other the same way reading and writing connect (Goodman, 1996). The same assumptions are true for the oral-written language continuum. Bilingual individuals develop biliteracy in both directions and simultaneously and not in one direction only as traditionally believed, from oral to written language. Biliterate development is also defined along the third continuum of L1-L2 transfer. Transfer from one language to the other changes all the time and can be positive or negative. Finally, in the Media of biliteracy environment the continuum of simultaneous-successive exposure describes the different combinations of L1 and L2 times of learning. The similar-dissimilar continuum refers to the structure of the two languages and the convergent-divergent scripts continuum places biliteracy in relation to the similarities between the two writing systems.

Later Hornberger and Skilton-Sylvester (2000) revise the model by adding a discussion of the role of Content in biliteracy development and by expanding it towards an international perspective. The three continua within the Content of biliteracy are the majority to minority perspectives and experiences, the literary-vernacular styles and genres, and the decontextualized-contextualized language texts. In the revised version the authors stress the importance of the model in understanding and revealing the power relations for the control of Discourses. By using the model of biliteracy continua one can see “the ways in which certain practices, varieties, contextual features, and instructional strategies have been tools for gaining and/or sustaining power, while others have not” (p. 99). The model provides a framework to expose the position of each actor – educators, researchers, community members and policy makers - in relation to each other. By

looking at their position in the continua they can define their position of privilege or disempowerment. The authors invite all actors in the field of education to become aware of their position of power at the end of any continuum and transform themselves through a process of critical reflection on how their own biliteracy practices maintain power or promote change.

In viewing the Continua of Biliteracy Model as a place where power can be exposed and transformed, Hornberger and Skilton-Sylvester (2000) re-examine the continua by looking at the power relationship they describe. Within the Context for biliteracy, the powerful ends of the continua have traditionally been the macro or societal level, the monolingual, and the literate ends. There is a need to shift the weight towards the individual or micro level, the multilingual and the illiterate (non-school related literacy) ends of the continua. The change can be achieved by infusing vernacular and minority content in the formal schooling context as Street (2003) and Heath (1983) have shown in their work. Within the development of biliteracy the powerful ends of the continua in a minority versus majority educational environment, have always been L2 (majority language/literacy) and written language despite the existence of lively resources in other languages in the community and other forms of literacy beyond reading and writing. Within the media of biliteracy the authors claim that power has usually converged towards the ends of successive acquisition of L1-L2, similar acquisition and standard varieties of language. A shift towards the less powerful ends of the continua implies recognition of simultaneous L1-L2 acquisition, allowing dissimilar language structures to support each other, and an acceptance of non-standard varieties of a language.

The Contents of biliteracy as a new dimension to the understanding of biliteracy focuses on the meanings that are expressed in biliterate contexts, during certain aspects of biliterate development, and through specific biliterate media (Hornberger & Skilton-Sylvester 2000, p. 108). The three continua in Contents are the majority-minority perspectives and experiences, the vernacular versus the literary forms of language and literacy, and the contextualized versus the decontextualized literacy and language instruction.

It is also very interesting to follow Hornberger (2006) exploration of the Continua of Biliteracy Model from the perspective of voice. The author uses the Bakhtinian notion of voice as speaking consciousness in social practices, as self-authoring and as dialogic engagement of self. One can look at the Continua of Biliteracy from the perspective of the amount and the quality of voice of the minority populations. Through the analysis of educational practices in Indigenous populations in Peru, Bolivia, Paraguay and New Zealand, the author shows how children in educational settings embedded in the majority language and literacy practices, are silenced and disempowered or, on the contrary, how they can find their voice. In those instances where the native children's voice could be heard, it happened because the native languages or vernaculars were allowed at school as a vehicle for learning.

Figure 1. The Nested Relationships among the Continua of Bilinguality

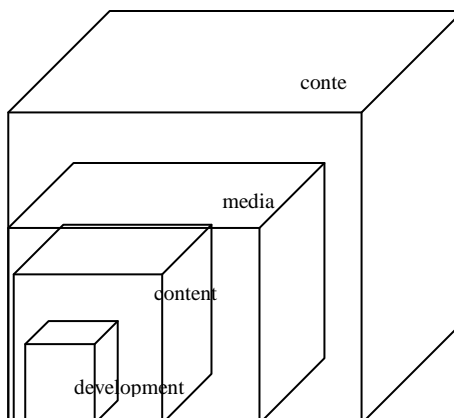


Figure 1. Nested relationships among the four continua of bilinguality competence: development, content, media, and contexts. Adapted from *The Continua of Bilinguality: An Ecological Framework for Educational Policy, Research, and Practice in Multilingual Settings*. (p. 36), by N. H. Hornberger (Ed.), Tonawanda, NY: multilingual Matters Ltd, Copyright 2003, by N. H. Hornberger. Adapted with permission.

Figure 2. Intersecting Relationships among the Continua of Bilinguality

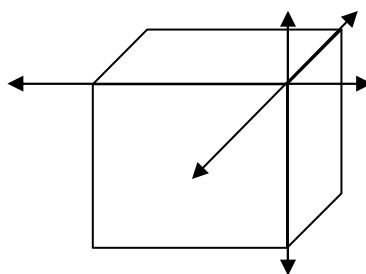


Figure 2. Intersecting relationships among the continua of bilinguality. From *The Continua of Bilinguality: An Ecological Framework for Educational Policy, Research, and Practice in Multilingual Settings*. (p. 37), by N. H. Hornberger (Ed.), Tonawanda, NY: multilingual Matters Ltd, Copyright 2003, by N. H. Hornberger. Adapted with permission.

The following chart shows the power relations in the Continua of Biliteracy Model (Hornberger, 2003, p.39)

Power relations in the continua of biliteracy.

Traditionally less powerful ←-----→ traditionally more powerful

Contexts of biliteracy

micro ←-----→ macro
 oral ←-----→ literate
 bi(multi)lingual ←-----→ monolingual

Development of biliteracy

reception ←-----→ production
 oral ←-----→ written
 L1 ←-----→ L2

Content of biliteracy

minority ←-----→ majority
 vernacular ←-----→ literary
 contextualized ←-----→ decontextualized

Media of biliteracy

simultaneous exposure ←-----→ successive exposure
 dissimilar structures ←-----→ similar structures
 divergent scripts ←-----→ convergent scripts

The Continua of Biliteracy Model: Current Studies.

The Biliteracy Model includes the relationship of content where three continua of biliteracy intersect: minority vs. majority, vernacular vs. literary, contextualized vs. decontextualized. As it is true for all other continua, the first set of elements represents the weak, underrepresented, silenced, or unseen elements of the continua in the classroom. The minority, vernacular, and contextualized contents are left outside the door every morning when students enter their classrooms. The three underrepresented components of the continua of content in the multilingual/multicultural classroom can also be referred to as “Funds of Knowledge” as described in Gonzalez et al. (1993).

Funds of knowledge are those household and community resources teachers and their schools should use to make their teaching and planning a successful and deeper learning experience for their students instead of the rote-based instruction these children have to generally endure in the average classroom.

To demonstrate this assumption, Swingle (2003) studies how a teacher uses the majority content in the mandated curriculum, but she infuses it with her students' funds of knowledge. The final projects for these students were in a formal school-related genre that can be considered to fall under the strong side of the continuum, but using the content brought in by the students. The final work was using a decontextualized genre of writing and presentation, that is, a school-based knowledge. At the same time the content of the projects were stories, experiences, and activities that the students decided to explore and report. This kind of teaching is needed most because it helps students connect majority and minority content successfully and deeply.

In the Biliteracy Model (Hornberger, 1989) the relationship of development includes three continua that show the movement from a weak to a strong side: reception vs. production, oral vs. written, first language vs. second language. Receptive, oral, and first language means of language development are considered inadequate or insufficient by the institutions for the development of language in bilingual students. On the contrary, production, written language, and the use of the second language are considered strong and desirable ways to support language development. Receptive and productive modes of language should be used simultaneously by the teacher who understands the importance of language as a whole experience that cannot be dissected and taught in a vacuum. Teachers who adopt this stance allow their students to use both written and oral, both

visual and auditory cues to gather information for their final written works (Schwinge, 2003). The notion of hybridity language and literacy practices can be used to describe a learning environment where students are allowed to construct meaning in a dialogical and intertextuality form (Bakhtin, 1981) that allows learning and collaboration to develop fully and freely.

Unfortunately, allowing dialogue to happen in the classroom is in contrast with current English-only educational tendencies. Dialogue allows multiple languages and experiences to surface freely and be used as tools for making meaning (Gutiérrez, Baquedano-Lopéz, Alvarez, & Chiu, 1999). Furthermore the participants in the dialogue naturally use their cultural knowledge and their cultural identity to learn and think their world (Perez, Bustos Flores, & Strecker, 2003). The world of the students is not the one that is supported by the English-only movement or portrayed in the state mandated materials.

Dialogue in a multilingual classroom naturally happens in all the students' languages and "Translanguaging and transliteracy" (Baker, 2003, p.71) are the resulting activities. Using the Continua of Biliteracy Model, Baker points out that a policy and a pedagogy that allow the use of multiple languages and literacies in the classroom supports deeper understandings of subject matter. Such a possibility allows bilingual students to develop competence in their first and weaker language, to facilitate the connection between home and school. By allowing the first language to develop naturally, students can carry that competence home where intergenerational communication becomes stronger too while parents, with a less than fluent second language, feel more connected to what happens at school. Another effect of

translanguaging and transliteracy is the fact that the natural interaction between fluent English speakers and English language learners supports the development of English in the latter ones.

In accordance with the revised model of biliteracy where the power and the status of the languages are considered (Hornberger and Skilton-Sylvester, 2000), Baker (2003) recognizes that it takes a precise strategic pedagogy for the simultaneous development of L1 and L2 to happen, but it is possible. Using the Continua of Biliteracy Model can help educators to bring to light the situations where this movement is possible. The translanguaging and transliteracy practices of Wales classrooms allow the strategic movement along the continua of production and reception, L1 and L2 transfer, oral and written language. In the media of biliteracy, the movement is happening from successive to simultaneous exposure to language.

The Continua of Biliteracy Model as a framework to capture relations of power among students and teachers has been helpful in revealing how an unbalanced linguistic situation also has negative consequences on students who are positioned at the strong end of the continua. The study by Lincoln (2003) takes place in a rural monolingual school in Arkansas where a recent influx of Mexican immigrant has raised questions at the school level. Through her interviews of students from both minority and majority groups the author concludes that educational choices that support the weak side of the continua also strengthen the students who represent the strong side. The majority students reported that being included in the minority environment had helped them understand stereotypes and supported their image of themselves as linguistic role models for the minority students. The results of the process of inclusion and acceptance as revealed by the biliteracy model

confirm that language practices that enable and empower all students to find a voice in the classroom might just be the way out of negativity and skepticism in educational environments at all levels.

The New London Group

The three main research questions in this study can be derived from the larger and overarching question that gave rise to the New London Group in 1994 as it is explained by authors Bill Cope and Mary Kalantzis (2003a) in the introduction to the Group's work on multiliteracies. The most difficult and most important problem today for educators is about the nature of literacy education in the context of the diverse classroom and of growing global perspectives. The authors urge educators to ask themselves what literacy education should look like in classrooms that are becoming more and more diverse in terms of languages, cultures, life experiences, and world knowledges. In addition, educators are also called to contextualize this quest in the growing global perspectives that students bring to learning, on the newly expanded meanings, and on how they could be used to achieve educational goals that are inclusive of all learners.

The results of the New London Group's meetings were the definition of Multiliteracies as opposed to "mere literacies" (Cope & Kalantzis, 2003a). With "mere literacies" it is intended that type of literacy education that is based on what Street (1984) calls the "autonomous model". This type of literacy education is focused on language only, the national language, and on the idea that language is fixed, stable, and learning language is a matter of connecting sounds and letters on the page. The type of pedagogy that supports the mere literacies is authoritarian and prescribed. Contrasting this view of literacy, the New London Group adopts the term Multiliteracies. This notion is based on

the idea that meanings are naturally represented by multiple modes and means. Language is just one of these modes, but humans have always used other modes to represent understandings such as images and body language. Another important aspect of Multiliteracies is the fact that the specific modes of representation are always contextualized in cognitive, cultural, and social dimensions that are typical of specific locations and times. In order to respond adequately to the needs of the new multiliterate learners, educators need to reflect on the type of literacy pedagogy they choose for them. The authors urge educators to adopt pedagogies that focus on multiple modes of meaning, that consider meaning making as dynamic and ever-changing according to the users, and to consider literacy as just one tool to achieve individual learning goals.

Another argument that the New London Group (Cope & Kalantzis, 2003a) makes is the fact that in today's societies where diversity and interconnectedness are growing and increasingly important, one cannot consider one form of Standard English as the norm. Migration and multiculturalism as well as economic integration at the global level are reshaping the very nature of English as the language of global communication. In place of the standard form, one must accept the existence of multiple English's and multiple tools for communication that allow humans to cross national and ideological boundaries. In this context, the notion and nature of language learning has changed and schools need to recognize the phenomenon and accept the fact that they must re-adjust their pedagogy and curricular choices. The New London Group argues that the Multiliteracies stance on literacy education means to view grammar as a flexible and functional tool that is used to support language learners in describing differences and channels for communication of meaning.

Cope and Kalantzis (2003a) continue by explaining the meaning of “social futures”. If, in the Multiliteracies era, students can be considered active participants in the understandings of meaning making in the era of global communication, educators must prepare them to become the designers or makers of social futures. From this perspective on literacy education, students as designers have access to the available Designs of meaning that are present in their lifeworlds. Designs are patterns and conventions that individuals can use as they find them available in their present and situated life contexts, or lifeworlds. According to the authors, in the present time we have at least six available Designs of meaning: linguistic, visual, audio, gestural, spatial and multimodal patterns of meaning. Furthermore, in the pedagogical context, one can recognize four components: Situated Practice, Overt Instruction, Critical Framing, and Transformed Practice. Situated Practice is the element of pedagogy that draws on students’ lifeworlds as sources for learning. Overt Instruction is the pedagogy element that allows students to build a metalanguage to describe their Designs of meaning. Critical Framing allows students to situate their learning in the contexts and goals of their Designs of meaning. Finally, Transformed Practice is the ability learners possess to change reality and to transform their lifeworlds for a better social future.

Academic Language

Particularly during the last few years, researchers, educational institutions and educators have focused their energies and resources in trying to understand the reasons behind the disparity in school success between native English students and English language learners. Both practitioners and researchers have come to an agreement that in order for linguistic minority students to perform at target levels in schools, they need to

master the academic language at a sufficient level. It seems clear that proficiency in everyday or conversational language is not sufficient to assure academic success.

It is the work of Jim Cummins (1981) that initiated the inquiry and exploration on the nature of academic language. He made the distinction between proficiency in conversational language and proficiency in school language. Cummins called these two competencies BICS, Basic Interpersonal Communication Skills, and CALP, Cognitive Academic language Proficiency. The social language is acquired at a proficient level in about two to three years. The language of school, instead, takes approximately seven to ten years of instruction to develop fully and its development continues throughout adult life in different learning environment. Cummins (1999) also suggests that in order to reach the academic proficiency, three areas must be supported in the classroom: cognitive aspects of learning, academic content, and connections between L1 and L2. In fact, students need to be challenged to use high level thinking abilities, such as problem solving. On the contrary, the practice of low-level memorization and drilling as it is done through worksheets and computer based practice does not support acquisition of academic language. Academic content should be integrated with language study and students should be supported in developing personal awareness of how the languages they know compare and contrast or build on each other.

Despite the efforts in providing adequate support to English language learners in California schools, there has been very little improvement towards the solution of the problem (Nickel & Forasiepi, 2009). Part of the problem resides in the definition itself of academic language that is used in different ways according to different goals and educational environments. In this regard, Valdés (2004) urges researchers and

practitioners to come together and exchange views of what academic language is in order to find commonalities and reach a common understanding. The author recognizes the existence of two separate and isolated contexts where the dialogue on academic language is evolving: the Public Sphere and the Scholarly Sphere. These two contexts unfortunately function in isolation giving rise to misunderstandings of the very nature of the issue and fueling a hot debate that has not given any hopes of solving the problem.

As Valdés (2004) and also Hornberger (1989) explain, both contexts are influenced by hegemonic and counter-hegemonic voices. In terms of language proficiency, supporters of the English-only movement ideology and the supporters of the pluralistic/multicultural view of education represent the two extreme positions. According to the first ideology allowing a language different than English to be used as a vehicle of communication and instruction in the U.S., will in time erode both the unity of the country and the integrity of the English language. As a result a strong pressure has been put on education to provide instruction in Standard English to all students regardless of their native language or dialect. This pressure has resulted in anti-bilingual legislations such as Proposition 227 in California. The second ideology, on the contrary, naturally supports bilingual education, immigrant language maintenance and is the place where activism for the rights of immigrant populations finds its place (Skutnabb-Kangas & Phillipson, 1995; Skutnabb-Kangas, 2000; Valdés, 2004).

While the debate and at the public level has developed around the English-only vs. bilingual education, at the scholarly level there are at least two groups of people or environments to consider: the contexts of the native English speakers and of the English Language Learners (Valdés, 2004). Within the first group, the inquiry about what

academic language is and who needs to learn it, focuses on Mainstream English as it is taught at both K-12 level and college level. The focus of instruction is on the oral and written text. The goal of academic language instruction in these contexts is to develop the ability to present explicit logical arguments, to distinguish fact from opinion or feelings, to display knowledge or communicate authority through written or oral language.

On the other hand, the professional practice that focuses on English learners view academic language from a different angle. Valdés (2004) distinguishes among three groups: The college level TESOL profession, the ESL environment in K-12, and the Bilingual Education context. For the TESOL practitioners, academic language is the language needed to function in higher education or in specific professions and for specific purposes. It is clear in this context that second/foreign language students are considered competent in their L1 and can transfer that knowledge to L2, but they need to work on those features of L2 that are different from L1.

Valdés (2004) explains how academic language is perceived in the K-12 ESL profession. In this context attention is almost exclusively focused on students of non-English background or immigrant students. A lot of effort in this context has been, and is, directed to teaching academic language after proficiency in the grammar of English has been achieved. Attention is also giving to language instruction through content areas instruction. In this context academic language is considered the language needed to succeed in all content areas, and the English needed to obtain, process, construct, and provide subject matter information in spoken and written form as it is stated in the TESOL Standards for K-12 students (TESOL, 1997). The third context, according to Valdés is the Bilingual Education environment where academic language is considered to

be the language needed to succeed in academic settings, the knowledge in terms of concepts and language, and the ability to manipulate the “context-reduced-texts” that are cognitively more demanding than “context-rich-texts” as it is explained in Cummins (1979, 1981).

Criticism of Cummins’ theory of two separate language proficiencies has come from Edelsky (2006) among others. Edelsky affirms that the CALP and BICS system cannot be an acceptable description of language proficiency. The author criticizes the fact that CALP has been elevated to the level of a superior language because it is the one language that, supposedly, can only be acquired and measured in the classroom. As a consequence of such a view of language proficiency, immigrant children who are new to the English speaking classroom, are considered as lacking or deprived of such language ability. The problem with this perspective is that it considers only this higher status language, the language of school, worth knowing. Supporters of this view are forgetting that on the contrary children are immersed and coached in specialized languages since their birth in their home and community environments (Heath, 1983). Edelsky (2006) calls CALP just “test-wiseness” (p. 85) or the skill of navigating the test that is used to measure academic proficiency at school.

Academic language as it is framed by the notion of CALP needs to be rejected according to Edelsky (2006) also for other reasons; mainly because CALP implies the acceptance of a notion of literacy that is unfounded. The author affirms that if we consider proficient that reader who can make sense of the most context-reduced text, we are also accepting a view of reading that is not supported by data. Researchers like Smith (1994), Goodman (1996), Roseblatt (1995) explain that proficient readers use a variety

of extra-contextual clues to comprehend the text. Even writing develops through a complex process of connecting knowledges and experiences that go beyond the linguistic ones (Goodman, 1996; Graves, 1994; Harste, 2003; Harste et al., 1984; Lindfors, 1991; Smith, 1994).

Contrary to what the proficient CALP student supposedly does, it seems instead that the proficient academic reader and writer “re-embeds” those linguistic contexts that are typical of a classroom in order to be successful (Edelsky, 2006, p. 88). Edelsky believes that Cummins’ theory of language proficiency has been accepted so widely in the North American educational system because it just happens to fit the prevailing theories of education that view bilingual students as a problem to be solved instead of a resource. What is needed is a theory of language proficiency that honors people’s knowledges, literacies, and thought. This theory rejects separate skills of oral versus written, school versus home literacies, but considers language competence as the result of flexible and interconnecting multiple proficiencies that only the language user can manage (Hornberger, 2003).

Researchers and educators who subscribe to Edelsky’s (2006) view are concerned that nothing more than a restrictionist, limited, and short-sighted view of academic language is at present guiding schools and their districts in the implementation of instructional measures aimed at supporting language development in ELLs. The fear is that the pressure from state and federal institutions on schools to demonstrate sufficient language and academic proficiency in their students might negatively affect curricular decisions at the school level. In the case of academic language development, the worry is that despite the persistent attention to this problem of guiding non-English speakers

towards fluency that is “comparable to their native English speaking peers” (ELA Framework, p. 274), districts and schools have adopted a limited view of language acquisition and learning that is not supported by valuable language research.

Every day we observe an increased propensity of our schools to implement instructional measures that supposedly support language development, but that, in reality, limits it and treats it as a decontextualized and disconnected subject. The ELA framework for K-12 highlights very specific instructional strategies to support ELLs in the development of academic language. According to the framework, ELLs should be exposed to “intensive, systematic instruction in oral and written language including (...) the use of common nouns, verbs, adjectives, and adverbs. (...) common phrases, language patterns, and idiomatic expressions” (p. 272). For this goal, schools need to choose materials that address those specific skills, one-on-one instruction, and extra instructional time to provide ELLs with the necessary support in academic language development. When districts and schools use a restricted interpretation of the framework, they end up reducing the acquisition and development of language in general, and academic language in particular, to a series of teacher-directed activities, grammar, and vocabulary-based practices while the student is left with very little time to independently access the academics in meaningful and connected way.

In contrast with these practices, this study embraces a sociocultural view of academic language that assumes this type of language to be embedded in social practices the same way as language and literacy are (Street, 1989; Gee 1996). In Bakhtinian terms, I believe that language should be seen in dialogic terms and cannot be conceived as a unitary system. Only if we consider language as a system of grammatical structures we

can consider it a unitary or neutral system. In reality, language is the result of ever changing historical and social processes that make of it a multitude of languages each one with its own semantics (Bakhtin, 1981). Bakhtin talks about a “professional stratification” (p. 289) of language referring to the language used by different professionals in their respective fields. This language is made of its vocabularies, but, most of all, it is a language that receives its strength from the manifestations of the “intentions” (p. 289) of these professionals. In practice, the intentions of a lawyer or a scientist are manifested in specific forms. As a consequence one can say that the language or jargon used in the different professional fields is not the same as the neutral language of grammatical structures. On the contrary, it is the manifestation of the intentions pertaining in professional fields in the form of definite directions and specific content. Additionally, actual value judgments infuse directions and content that are also interwoven with artifacts and theories as typical of those professions. Bakhtin (1981) further explains that for the audience of outsiders who cannot participate in the meaningful sharing within these professions, those languages may be treated as artifacts themselves or as stereotypical manifestations of those specific professions. In other words, outsiders may be attracted to that language as specific words which become deprived of their intentions and qualifications. Indeed one has to become a member of those professions to be able to use their language intentionally, directly, and fully without any need for mediation.

Likewise, academic language is developed and learned within a dialogic relationship between student, teacher, materials, content, products, and pedagogies. As a consequence, academic language development cannot just be reduced to vocabulary

teaching and practice of language forms in the different contents. This type of language, on the contrary, and as any other type of Discourse (Gee, 1996), is acquired through use in a social context. From this perspective, the teacher doesn't just organize selected moments for language study. Successful instruction happens when the teacher adopts an academic stance or perspective throughout the day. Bunch et al. (2001) successfully summarize this view of instructional practices that support the development of academic language. The authors suggest that mixed groups should be central because interaction and dialogue are the major tools for language development. Learning tasks should be intellectually challenging with lots of opportunities to problem-solve and apply multiple intellectual abilities for the achievement of the same goal. Materials should be from different perspectives and in different forms. Students should be encouraged to use resources such as manipulatives, props and costumes, 3-D models and the like to process new information and explore meanings. Students should be directed to analyze and interpret the information coming from different sources, to summarize data and findings using diagrams, charts, tables. As a final product of their investigations, students should use different modalities to convey the message to an audience.

Linguistic Human Rights in Education

This study is framed by the literature in Linguistic Human Rights in Education (LHRs). Kontra, Phillipson, Skutnabb-Kangas and Várady (1999) highlight the fact that LHRs have not yet received enough attention at the international law level because the connection between these rights and the notion of "minority" populations has been somehow lost or diminished. To clarify this idea, the authors explain that for international law to apply in the matter of LHRs, a state must relate them to the term "minority." Only

minorities receive protection in international human rights papers. The recent movement to rectify educational labels towards more neutral connotations of minority populations is doing a disservice to the minorities themselves. Terms like Low English Proficiency or Linguistically Diverse Students are just obscuring the fact that those students are in fact minorities. In so doing state institutions are taking away these children's right from international human rights protection. The ideology behind such choices is one that views language diversity as a problem and a threat to national unity.

Kontra et al. (1999) affirm that state institutions, such as schools, do not realize that it is their policy that creates the problem. Minority populations that are deprived of LHRs through education will realize in time that their linguistic repertoire is in danger. This same realization is problematic. "People need to be able to exercise language rights in order for their linguistic repertoire to be treated as, or to become, a positive empowering resource" (p.6). On the contrary, a conflict is born when minority populations feel the very core of their identity is threatened by politics and legislations that prevent them from transferring their cultural knowledge to their children through their home language. Ethnic conflicts or ethnic tensions are the result of oppressive cultural situations. In conclusion, one reason for states to support LHRs is to maintain internal integrity. Unfortunately many Western countries choose to disregard cultural rights and instead spend enormous amounts of money on the suppression of ethnic tensions in their urban areas where minority populations tend to concentrate (Skuttnab-Kangas, 1999, 2001).

Protection of LHRs through education in the mother tongue is necessary also to maintain global language diversity (Skuttnab-Kangas, 1999, 2001). Languages are killed

at alarming rates throughout the globe. Humans fail to see the connection between language and biological diversity. Language and cultural diversity can be seen as having a strong impact on biodiversity. In fact diversity in world views and knowledges end up influencing natural landscapes. A global monocultural view of the world will in turn affect natural diversity. Skutnabb-Kangas (2001) urges state institutions to work with linguists in understanding the effects of educational policies on language diversity. The prevention of linguistic genocide must become a primary concern of political institutions that must promote measures in support of the rebirth and reclaiming of endangered languages.

After almost a century of work to define and protect human rights, the discussion on Linguistic Human rights in education is still at its initial stages. All international documents seem to refer to LHRs in very general and non-binding terms (Skutnabb-Kangas & Philipson, 1995; Skutnabb-Kangas, 2001). The most significant consequence at the state level can be found in protectionist language ideologies that in turn shape educational environments through restrictive language education policies. In this discussion on literacy learning in the second language educational contexts, it is important to examine the nature of linguistic relationships in the classroom in the context of the bilingual education legislation.

The Bilingual Education Debate

What do you lose when you lose your language? What is lost by the country when the country loses its languages? What is lost when the culture is so dislocated that it loses the language which is traditionally associated with it? (Fishman, 1996, p.2)

The bilingual education debate in the United States and in California is an issue of LHR's. Bilingualism is slowly eroded from the knowledge bank of the immigrant populations who gradually lose cultural connections with their communities, families, and heritage through language. On the other hand, bilingualism is still considered a high status for the majority population who looks for foreign language education for their children. There is a disparity in the treatment of students in the public school system.

Wiley and Wright (2004) affirm that the issue of bilingual education in the United States has been at the center of debate that has lasted at least a century. The debate has been between the proponents of English only, on the one hand, and supporters of a bilingual education framework, on the other. The authors explain that the debate has taken place in the traditionally and historically diverse environment that is the United States. Wiley and Wright also describe the history of this debate and point to the fact that in the last 20 years a movement has occurred towards a more marked resistance to bilingual education. According to the antagonists of the bilingual framework, immigrant children should assimilate as fast as possible to the language and culture of the host country in order to successfully access the resources the host society has to offer. In this view there is no need to delay the full immersion in the English school environment because students can actually start as linguistic clean slates as they enter the mainstream and English monolingual classroom. The sooner they become fluent in English, the sooner they will be able to grasp the academic content. Naturally questions regarding the effects of such policies on minority populations arise.

The same argument is presented by Cummins (1996) who affirms that prospective threats to the dominant group are usually repressed and this action is rationalized by

affirming reasons of national integrity. Cummins clearly states that the powerful majority has an interest in silencing the minority within itself. The majority's covert concern is that this minority might become confident enough in its identity to question the political choices of the dominant group. The media support the process of repression by confusing the general public and not presenting the empirical evidence that would contradict the majority. Actually, the more empirical evidence of positive effects of bilingual programs on minority students, the more these results are rejected by the dominant group.

This issue of allowing for bilingual education in a dominant English-speaking society needs to be critically analyzed in the context of the preservation of language diversity and ecology of languages (Skutnabb-Kangas, 2001) and in the framework of Linguistic Human rights (Rojas & Reagan, 2003). Questions of LHRs are questions of language policy, and as such, they are situated within a specific political and ideological framework. Matters regarding who has the power over language in a society and who has the access to this power must be considered in the context of LHRs in education (Rojas & Reagan, 2003).

The same position is shared by Skutnabb-Kangas (2001) who calls researchers to take an activist stance when analyzing the reasons for language death through attrition with the dominant and imposed L2 learning in the public school system. The author invites language researchers to suggest actions that might offset the current unbalanced approach to language education in the United States. Researchers are invited to become political, to step out of academia and speak with strong voices about how language politics have a socioeconomic meaning. Rojas and Reagan (2003) confirm that the bilingual education debate in this country has much more to do with politics, ideology

and social class issues more than with education issues. The authors call the debate a “paradox” (Rojas & Reagan, 2003, p.8) because bilingual education in private institutions is considered a rich and positive experience for children. On the other hand, a public bilingual education system is seen as detrimental (Zentella, 1997). Naturally the reality of a public school system is that the majority of its population comes from a low socioeconomic class and mostly all of them from minority immigrant families.

California Bilingual Legislation and Language Minority Students

The matter of language as one of the aspects in adjusting to a new life in the United States for immigrants is receiving the most attention at the political and programmatic level (Olsen, 2000). Also Krashen (1981) affirms that the issue of native language use and instruction in school has become a politically charged idea. One of the most notable outcomes of this interest at the political level, is Proposition 227 also referred to as the “English for the Children Initiative” by its supporters. The initiative was led by millionaire and Republican state governor candidate Ron K. Unz. Despite a very strong opposition from educational researchers and parents’ organizations, the bill was passed in California in 1998 with a 61% in favor of the abolition of bilingual education (Stritikus & García, 2005). According to Prop 227, children entering schools not speaking English are to be observed for 30 days to determine their level of English proficiency before they are either assigned to an English Language instruction program for one year or to the mainstream classroom where only English is used. The legislation leaves it to the state to decide on the assessment measures and on the kind of English support programs the schools are going to use.

The passage of Proposition 227 represented a significant event in California's educational history because for the first time, the voting public had been asked to cast their vote on a specific educational strategy (Stritikus & García, 2005). In addition, the passage of this proposition marked the beginning of a systematic attack on bilingual education at the national level that culminated with the NCLB legislation and the spreading of this legislation to other states. Proposition 227 was supposedly created in response to an apparent widespread discontent with the policies regarding instruction of ELLs in public schools. During the media campaigns parental perspectives played an important part. The media supporting the initiative claimed that the legislator was trying to help Latino families fulfill their wishes of integration for their children. In contrast with these claims, researchers studying the arguments that were presented after the results of the passing of Proposition 227 maintain that many such opinions offered in the media were based on flawed summaries of the data. (Thompson, Di Cerbo, Mahoney, & MacSwan, 2002). Accordingly, the 65% Latino support reported in the media initially, turned out to be a gross overestimate at the time of the exit polls (Stritikus & García, 2005).

Since the passing of Proposition 227 California schools have created spaces within their buildings or campuses where English language learners either spend some time everyday or the whole day away from their classrooms. The legislation's assumption is that these second language learners will achieve enough proficiency by the end of the one-year ESL program and be able to be moved to the mainstream classroom where instruction is totally in English. Unfortunately these assumptions are not supported by valid language research on linguistic minority children nor on the theories of language

acquisition. In reality, as Cummins (1981) affirms, it takes three to five years to develop oral proficiency in English as a second language and five to seven or even ten years to become proficient in the academic language of the classroom. Actually Valdés (2005) claims that the recent rhetoric surrounding the legislation on bilingual education has obscured the reality that the general public understands very little about second language learning and about the kind of English one is required to know to become successful in school.

Naturally, Proposition 227 has influenced schools' view of second language instruction and, most importantly, teachers' practices. Stritikus (2006) affirms that the way each school has reacted to the new legislation by implementing English support programs, has had a strong impact on teaching. The author describes the additive view that builds on the ELL students' language and culture as a starting point for learning a new language and culture. This perspective is exactly the opposite to what is at the foundations of Proposition 227. In this legislation, there is a profound disregard for the non-English skills of ELL students and, instead, a great emphasis on instruction of English in English. Teachers who have decided to implement the principles behind this legislation focus their reading instruction on teaching how to decode the text. In this type of instruction, mastering skills is more important than creating meaning, what's on the page is central and not the students' experiences of literacy. Proposition 227 offers this kind of teachers an opportunity to enact a subtractive vision of language and literacy practice in their classrooms.

There is a widespread belief that language is learned like any other subject and can be taught in a short period of time (Valdés, 2001). Unfortunately the reality is

different and much second-language acquisition (SLA) research has pointed out that many are the elements that play a role in SLA and that the learner has a very active role in the creation of the new language system. The process of SLA is not linear, but is very complex. It involves both L1 and L2 and yields the creation of an interlanguage system in continuous evolution. Valdés also reminds the researcher and the practitioner that there is much we don't know about the SLA process. In line with the prevalent assumptions on L2 acquisition, schools create opportunities for non-English speaking children to learn English in a sterilized and remote environment. Both Katz (1999) and Valdés describe ESL programs in California schools where ELLs are placed in isolated buildings from the rest of the student community and this was happening even before Proposition 227. In these programs immigrant students have very little opportunity to practice the language they are supposed to learn because they have no contact with native speakers and because instruction focuses mostly on the mechanics of English. In these contexts, the teacher often is the only native speaker model. Additionally, almost all instructional time is spent on textbooks that are often obsolete like the hosting infrastructures (García & Cuéllar, 2006). In these ESL classrooms, very little attention is given to meaning creation through interesting texts and social interaction. In these environments students are not encouraged to actively construct their interlanguage as a step to English fluency, but are only subjected to decontextualized language studies.

Often the reaction of an English speaking teacher to the Spanish speaking parents of a little girl entering school sounds like "Oh, she doesn't have language!" (Nieto, 2000, p.189). There is, in fact, the widespread belief in monolingual education environments in the United States that if the student doesn't speak English, s/he does not possess a way to

communicate, or a language. As a consequence of this belief, cultures that are not English based, lack importance.

Another perspective on the problem of bilingual education is presented by Skutnabb-Kangas (2001) who denounces the tendency of Western countries including Europe and the United States, to use education to destroy languages. In other works the same author coins the word “linguicism” as a form of discrimination based specifically on language. The practice of slowly annihilating a minority language through education is against Linguistic Human Rights. To confirm this tendency, Nieto (2002) reports the general condition of language minorities in U.S. public schools where forgetting the native languages is traditionally considered a small price to pay in order to assimilate into the mainstream culture and language as the way to success. Getting rid of one’s own native language as soon as possible has actually been a traditional strategy to overcome the “burden” (p.191) or the misfortune of speaking another language.

Teachers’ Beliefs and How They Affect Their Teaching Practice

This study is rooted in the belief that teaching is a philosophical enterprise and that teachers’ beliefs and perceptions of learning and teaching are what define the teaching practice. The process of becoming conscious of one’s own deep beliefs and convictions is not an easy one. It is not like learning a subject, but it is more so like playing a game where we go back and forth between the practice of playing and our knowledge of the rules and techniques of the game itself (Wilson, 1997). In a way, becoming aware of our philosophical beliefs, theoretical orientations or conceptual frameworks that guide our practical choices is a reflective process that we conduct in a back and forth motion from our practice to our theories and vice versa. As Wilson states,

every time we reflect on the meaning of an observed event, we ask questions that aim at discovering the ultimate elements of that event in relation to its inner and hidden nature and to its actors and environment.

In the field of education it is necessary to proceed with a reflective stance. Teaching is a craft and as such it is the expression of the teacher's beliefs about teaching, learning, and the role of teacher and student. Teaching is a process of decision making that is quite abstract in spite of its daily practical actuations. Despite the institutional pressure to provide neutral educational tools for the teacher-technician, we cannot discount the fact that teachers make continuous instructional decisions based on their beliefs on what good education is (Isemberg, 1990). Teachers create curriculum by putting their beliefs into action (Short & Burke, 1991 and 1996; Harste & Burke, 1977). Short and Burke affirm that teachers' beliefs about learning, knowing, and social relationships are the factors that shape their practice of teaching. Most often teachers apply their theories unconsciously. This is a dangerous and unstable practice because unconscious choices are easily affected by external forces such as commonly held beliefs about teaching and learning that might be translated into state mandated curricula.

Throughout their work, Short and Burke (1991, 1996) warmly invite teachers to become conscious of their inner intentions that affect their daily practice of teaching. Only by reflecting on the deepest reasons for their choices, teachers can gain and maintain control over their teaching. It is necessary for teachers to reflect on what they believe in order to consciously act on those beliefs and translate them in curricular decisions. Short and Burke pressure teachers to consider themselves the experts along with their students and other teachers in their respective communities of learning. Inquiry

should guide teachers' practice so that teachers can also see themselves as learners. Teachers-learners are in constant watch of their actions in light of their always developing understandings. From time to time this process of inquiry will induce teachers to adopt a new paradigm that will in turn shape their teaching.

Too often in education teachers are pressured to believe that a certain commercial curriculum coming from outside their classroom works for all their students. Harste and Leland (2007) simply warn against such a practice because that kind of curriculum is not based on what we know about our students. In commercial based curricula, students are expected to discover what is already there instead of becoming the explorers and builders of that knowledge themselves. Harste and Leland urge teachers to take an inquiry stance in the matter of curriculum for their students. The authors affirm that it is too easy to lose oneself in a system that gives teachers easy and proven solutions. When teachers accept that approach to education, they forget that they are first of all philosophers and then practitioners and researchers. Teachers and students together can never stop inquiring into what is education, what is knowledge, why they want to know, and how they want to construct knowledge. Teachers and students must work together in defining their literacy curriculum based on answers to important questions such as, how is literacy defined in this classroom, or who benefits from the literacy practices that take place in this classroom (Harste, 2003). Teachers are constantly remaking themselves while they navigate through their teaching (Harste & Leland, 2007). Imagining "what could be" to change "what is" is the teacher's stance (Steiner, 1977).

Studies have shown that changes in theoretical framework do affect practice and not the contrary (Richardson et al., 1991). In a study on the relationship between

teachers' beliefs and their practice in reading instruction, Richardson et al. found that contrary to what sometimes is assumed by educational institutions, it is not by changing an instructional program that teachers change their frame of mind regarding instruction. In that study the authors found that even when teachers adopted a school mandated different reading intervention program, they did it in a superficial way until they understood the theoretical implications for that choice. A lack of theoretical connections with the practice of teaching might signify that teachers are in the process of changing their paradigm.

Teacher Beliefs regarding Immigrant Students

Preparing teachers to teach in today's diverse schools requires teacher educators to support their student teachers in developing a strong reflective stance. Bartolomé and Trueba (2000) talk about "ideological clarity" in referring to the process of unveiling one's own beliefs about teaching, learning, and students. Understanding these beliefs is necessary in order to design learning environments that are truly open and inclusive of their students. The authors clarify that teachers' beliefs are the product of childhood experiences and they may differ greatly from their students who come from different socioeconomic levels. Often these beliefs are the product of myths about specific immigrant populations that the dominant culture has created in time.

On the mismatch between teachers' beliefs and immigrant families' beliefs regarding education, Valdés (1996) explains the reasons for school failure in Mexican students. The author affirms that the values and experiences that Mexican families bring with them when they immigrate to the United States, do not help their children succeed in school because schools are based on the values of the ideal standard middle-class family.

This conclusion is also reached by Suárez-Orozco et al. (2009) who found a divergence between what the teachers reported about their immigrant students and about the immigrant parents. In those studies, the authors found that teachers tended to have a positive image of their immigrant students, but a negative one of their families whom were described as uninterested in their children's school success.

Preparing teachers for inclusion of their diverse learners should be the main goal of teacher preparation programs. Teacher candidates should experience a preparation that is not only intellectually stimulating, but also inquiry based, reflective, and passionate. Nieto (2000) affirms that teachers should also be immersed in the community where their school is in order to view the community as an asset and a resource for their teaching. Being such a teacher, Grinberg et al. (2005) explain, means to be open to learn from students and to be ready to relate to schooling with *pasión* and *coraje*, which is especially important when students are of Latino heritage. The authors define *pasión* in teaching as devotion, dedication, love, and physical energy that teachers employ with their students. *Coraje* in teaching could be seen as the courage to be unpopular, or to take pedagogical decisions that aim at including and engaging in learning all students. For these reasons, *coraje* can also be indignation at the present school conditions that might be experienced as unfair for immigrant children.

Teaching in mainstream classrooms with English Language learners, as the participants in this study did, requires teachers to be reflective and to develop an openness and caring stance toward their students. A warm and nurturing environment is extremely important for immigrant children as Igoa (1995) explains in her work. The whole child needs to be addressed in the classroom, from the cultural to the academic to

the psychological dimensions of the learners must be considered in teaching immigrant children who have to go through the acculturation process while learning language and content.

Successful teachers of immigrant students are those teachers who make a real effort in listening and understanding their diverse students' voices. In a study of intern teachers, Exposito and Favela (2003) found that teachers who struggled tended to focus on the perceived deficits in their students and their immigrant families. Educators who are successful with their immigrant students are able to see the multiple realities and environments that support their students. These educators have come to realize that respect and acceptance are key in fostering success in their students and that family values are just cultural values and, as such, must be accepted and recognized (Valdés, 1996).

Summary

In this chapter I have outlined the main themes supporting this research study. In the exploration of pre-service teachers' beliefs on teaching academic language, it is important to reflect on the nature of the classroom as a third space. In this context learning happens within conflictual and opposing forces. Teachers and materials often represent the knowledge and the language worth learning in a society. Students' home literacies and knowledges tend to be silenced in this environment. In the bilingual classroom teachers and students may struggle to find a balance between the mandated content and language knowledge and the individuals' contributions. The Continua of Biliteracy Model provides a framework to reveal these power struggles. It also gives teachers and administrators a possibility to view their work in relation to this power

relations and a reflective moment to apply changes in support of the traditionally silenced minority. Academic language development is also at the center of the language debate. I have reported different and sometimes conflicting views on this notion.

I have framed the discussion about language learning in the third space classroom within the larger picture of Linguistic Human Rights in education. From this international perspective I have proceeded to the description of bilingual education legislation as it affects minority students in California in the English-only classroom. The goal of this study is to explore the theoretical orientations to teaching academic language of pre-service teachers. For this reason I have reported recent studies that use the Continua of Biliteracy Model to frame the exploration of teaching practices in different educational contexts.

CHAPTER III

METHODOLOGY

Restatement of the Purpose and Overview

This study investigated the perceptions about teaching and learning academic language of five teacher candidates and how they were able to apply those beliefs in their teaching practices. The participants in this research were five pre-service teachers who were enrolled in a credential program at a San Francisco North Bay Area university and who spent a year at a local public elementary school for their practicum.

The research questions were explored through the collection of the following data: a Lykert-scale survey on academic language beliefs and practices; classroom observations with a focus on practice; analysis of lesson plans; a total of twenty three recorded dialogues and interviews; finally, pre and post-questionnaires from the participants. The study followed a qualitative research design that also suggested recommendations for teacher education. An additional goal was to explore the ways in which credential programs can better prepare pre-service teachers in the area of academic literacy teaching.

Research Design

This research followed a qualitative study methodology as described in Creswell (2005 and 2009). A qualitative study is chosen to explore an issue directly with the participants in the context where they operate and information is gathered by talking with the participants in their natural setting. Qualitative researchers are a key subjects in a qualitative study because they collect data personally, and create the data collection instruments themselves. Creswell (2009) as well as Leech & Onwuegbuzie (2007)

explain that qualitative researchers rely on multiple data collection instruments such as interviews, observations, dialogues, field notes, and documents.

Furthermore, qualitative researchers proceed to analyze the data they collected from the bottom up by organizing them in a way to find emergent themes. Thematic coding is achieved going back and forth between the raw data and themes until the researcher has reached a series of comprehensive themes. Often the researcher works with the participants themselves at this stage (Hays & Singh, 2011.) The initial plan in qualitative research is called “emergent design” or “working design” and it may change as the research advances. The researcher observes, listens, sees, describes, and interprets. In this process, the researcher paints a picture that slowly emerges from the data (Wiersma & Jurs, 2009).

The emergent design for this study included the academic language Lykert-scale survey and the pre and post-questionnaires that I created for these participants and the research questions. In addition, I planned to transcribe all observations of the teaching practices and all the dialogues that happened with me. In order to give a more complete picture of the events, I reported the interviews to the participants on their background experiences and family life, I transcribed the observations of the participants’ classroom environments and teaching styles, and, finally, I described the school where the study took place and the credential program that prepared the participants. The analysis of the data started even during the collection and proceeded through subsequent steps. The different sets of data were coded independently first and then the codes were compared and contrasted to find emergent themes. During the final phase, the emerging themes were compared and this process allowed me to name the final generative themes.

The Theoretical Orientations to Academic Language Learning Survey

The participants filled out a Likert-scale survey at the beginning and at the end of the study. In collaboration with my CSU mentor and colleague, I created the Theoretical Orientations to Academic Language Learning survey (TOALL, Appendix A) about a year before this study started. We felt the need to initiate a reflective conversation with the teacher candidates about the notion of academic language and their practices. The survey was the result of an ongoing reflection on the preparation to teach academic language that the student teachers in the program were having. After the implementation of the PACT assessment that requires all California teacher candidates to demonstrate how they support the development of academic language, the researcher and her colleague decided it was time to create moments for the students to reflect on their perceptions and practices of academic language teaching and learning. Another rationale for starting a more systematic reflection with our students was the realization that the notion of academic language in the context of the public school system had been reduced to simplistic views of language learning that centered around the teaching of surface features like vocabulary and sentence structure. Additionally, this type of teaching relies often on texts that have been simplified, but have lost the complexities of the meanings. This view of academic language that values forms over meanings and function risks to relegate the students' knowledges, home literacies, and creativity to a secondary place. In this process students from diverse cultural and linguistic backgrounds are devalued and silenced.

The TOALL is a five point Likert-scale survey of twenty-two statements about teaching and learning academic language. The points that are accumulated at the end of the survey reveal three positions that correspond to three paradigms of instruction. The

Acquisition paradigm of instruction views academic language teaching from a more implicit or natural perspective. Academic language, like social language, can be acquired through use, meaningful interaction with teacher, peers, and texts. According to this view, academic language can more easily and deeply be acquired when students participate in learning activities that are connected with their background knowledge, their everyday life, or when students can experience a sense of community by completing more complex academic tasks in collaboration with their peers, for an audience, using manipulatives, graphic organizers, or open ended tasks.

On the other extreme is the *Assimilation* paradigm that views academic language teaching as exclusively driven by the teacher. In this view, academic language is considered as a collection of forms, formats, skills, and structures that are subject specific or genre driven. The teacher and the textbook own this knowledge and transfer it to the students through vocabulary frontloading based lessons, homogeneous groups, leveled and/or simplified readings, and sentence frames. This notion of academic language learning and teaching considers the EL learners as the one who lacks this knowledge the most and, as a consequence, the one who needs to receive a more controlled instruction. Finally, the *Amalgamation* view is a combination of the two extreme paradigms where students and teachers take turns and collaborate in constructing academic language knowledge through meaningful and connected use, but paying attention to specific features of grammar and vocabulary.

Research Setting

This study took place in two different locations: a San Francisco North Bay area university and the elementary school where the researcher was a university supervisor for

the five participants. The following section describes the Multiple Subject Program at this university, the field experience component, and the school environment where the five participants and teacher candidates were placed.

The Multiple Subject Program

The Multiple Subject (MS) Program at this university prepares future teachers to teach in California public schools from Pre-Kindergarten to 8th grade. The goal of this program is to prepare new teachers both in breadth and depth of knowledge about teaching and learning. The MS program is based on extensive field experience at school sites that represent the demographics of the school population in California.

In addition, central to the program is the belief that an understanding of cultural issues is necessary in the formation of new teachers in today's public schools. The whole program is also embedded in the belief that in teaching it is necessary to proceed with a reflective stance while using a variety of inquiry strategies such as ethnography, interviewing, funds of knowledge, and participation. Reflection is also the main tool used in the program to explore personal biases, to create questions, and evaluate and analyze all aspects of schooling (Sonoma State University School of Education, 2010-2011).

The content area classes are designed to provide numerous occasions for integration of the subject matters in order to provide a learning environment that is as contextualized and meaning centered as possible. Theory and practice are continuously explored and integrated. The formation of critical and reflective teachers is the goal of this MS program in order to construct effective and stimulating learning environments for all students. Coursework and field study are integrated throughout the program because

of the belief that learning to teach develops better when the candidate can reflect on theory and practice.

The Field Experience

In this MS program candidates take courses that focus on multicultural education, child development, and educational foundations. They practice pedagogy by creating and teaching their lessons and units, but also by observing their peers and mentors and participating in reflective analysis of teaching. In order to support the pre-service teachers in establishing strong connections between theory and practice, this MS program places a strong emphasis on fieldwork. Each curriculum course includes significant field experiences in a public school. In each participating school site a group of student teachers meets weekly and practices observations and teaching under the supervision of a university faculty member. Fieldwork culminates in a semester of full-time student teaching at the same school.

This model of teacher preparation is called CORE or Collaboration for the Renewal of Education. This model is based on Goodlad's (1994) view of educational reform as it is summarized in the following excerpt:

Herein lies a dilemma. What comes first, good schools or good teacher education programs? The answer is that both must come together. There are not now the thousands of good schools needed for the internships of tens of thousands of future teachers. The long-term solution – unfortunately, there is no quick one- is to renew the two together. There must be a continuous process of educational renewal in which colleges and universities, the traditional producers of teachers, join schools, the recipients of the products, as equal partners in the simultaneous renewal of schooling and the education of educators. (pp. 1-2)

The CORE model rests on the belief that both schools and university have equal voice and both are learners and teachers. As the LEEE Program Handbook (Sonoma State University School of Education, 2010-2011) explains, this program attempts at breaking

down the stereotypical ivory tower embodied by academia in teacher preparation. On the contrary, the program wants to build bridges between public school and university educators. The belief that all participants are experts in their own domain guides the partnership between schools and this program. The perspective on the experience in the field is that experts put together their strengths in order to learn from each other. For this purpose once a week the university supervisor spends a whole day doing observations of student teachers, debriefing, staying in contact with mentors and administrators, and conducting a seminar with the student teachers. During this seminar, students reflect on their experiences, they interact as a team, they communicate goals and aspirations, and they explore ways to connect theory to practice and practice to theory.

Additionally, student teachers' work as a team is facilitated by the very structure of their placement. Each semester candidates are placed in collaborative pairs in classrooms where they take increasingly greater teaching and organizational responsibilities and where they regularly observe peers and mentor teachers. The pair of student teachers works as a team made of a participant observer in his/her first semester, and a full-time student-teacher who usually also assumes the role of mentor for the other candidate. Each participating school site has three to six mentor teachers. Mentors and student teachers conduct the majority of the observations.

With this model of teacher preparation, dialogue is central, and time to meet and talk is built into the model. Observations are used more constructively than in traditional models with focus on establishing "next steps" for student teachers (Appendix A). Shared discussions during seminars, debriefs, or during planning aim at the enhancement of both university curriculum and classroom instruction. The goals of the CORE model are to

create a space where the voice of the school partners can be heard, to contribute to the renewal of schools indirectly and in constructive ways, to prepare quality oriented teachers, and to explore best practices for all students in the classrooms.

The department that is the home of this MS program has developed a variety of CORE sites in the San Francisco North Bay. Following Goodlad's (1994) recommendations, this program invites schools to become partners in the renewal who can provide a rich experience for the teacher candidates and represent the typical diverse population of California schools today. The school agrees to be a partner for at least two years, to accept a maximum of 10-12 students, to provide opportunities for observations, planning, instruction according to state-mandated standards, but also according to the models taught in the courses, based on current research findings. The principal chooses mentor teachers in collaboration with the university supervisor.

Student teachers in the CORE model are expected to teach all content areas and work with a whole range of individuals and groups. They are expected to create curriculum plans and integrated thematic units that demonstrate their understanding of second language learners and special needs students. They are also expected to contribute to the creation of the classroom and school community by building curricula that are multicultural and incorporate the Funds of Knowledge model (Gonzalez et al., 1994). This model is based on the understandings that effective teaching starts with the teacher's exploration of the students' home literacies, knowledge, experiences, and diversity.

The School and its Community

West Elementary School is located in a suburban community 50 miles north of San Francisco with a population of approximately 42,000. The city was founded in 1962

by a group of landowners and developers in response to the population growth in the area previously inhabited by the Coastal Miwok and later owned by a horticultural society. In the summer election of 1962 the city was born. (DeClerck, 1976).

In the first 25 years of its life, the city was a white middle class community and it was built to accommodate the needs of this specific population that was fleeing from the large cities of southern California. It was conceived as a “planned” city following the model of Levittown in Pennsylvania that was founded in 1959. The city is neatly divided in alphabetically ordered sections and each section has streets that start with each letter. In order to accommodate the needs and wishes of the white middle class families coming to live in this area in the late 50s and in the 60s, each section was designed to gravitate around a school, a grassy park and a pool. It was the epitome of the American dream with opportunities for all and also conveniently located just an hour north of the Golden Gate.

Today the city counts about 43,000 people, but the population trends have changed. In the last ten years a great wave of new immigrants has arrived. Many immigrant families moved to this area attracted by the flourishing expansion of the technology industries. After all, this area was also known as the Silicon Valley of the North Bay. Their children went to those schools closer to those industries. On the contrary, the original A and B sections, with their older houses and streets, were slowly abandoned by the first residents. Those sections were not inviting anymore. Newer sections were being built where the cables ran underground, the paint was fresh, and the sidewalks had no cracks. The same middle class that once had populated A and B moved towards H, M or R sections, the more desirable and cleaner environments. The other portion of the new immigrant population came from Mexico and South America and they

became the new faces in A and B sections. The Latino population was attracted to this town by the job market in gardening and services that the middle class, now migrated to the newest parts of town, had created.

Teaching and Learning in a Changing Community

West Elementary School is situated in the middle of the densely populated B section of town. During the time of this research, the school had an enrollment of 331 students. Of this population 71% were on the free or reduced lunch program, 61.03% of students were Hispanic or Latino, 45% of students were labeled ELLs, and 25.08% were white (SARC, 2010-2011). The average class size was between 26 and 29 students for all grades.

A big change is now affecting the school. In the past two years the families have experienced an economic crunch. Parents tell the principal that they have to go to the food bank to get the basic groceries now, and there are fewer jobs in the service industry than before. Many immigrant families are thinking of returning to Mexico. The current economic crisis is affecting the middle class that has traditionally sustained jobs for the immigrant families and low-income families in the area around the school.

The depleting of the economic resources of the area has other alarming effects on the school. Being a school in a low-socioeconomic area of town, West Elementary is not immune to issues of segregation the same way inner city schools are. The principal reports that every year about twenty families take away their children from the kindergarten classes and move them to a less diverse school in another part of town. These families choose schools that have higher test scores than West Elementary, which are usually low because of the English language learner population. These families are

usually white middle class. On the other hand, a smaller, but constant percentage of white middle class families from other areas of the city or neighborhood cities, decide to register their children at West to expose them to the diversity of its population and the culturally rich curriculum.

Another important change for the school has been becoming a Program Improvement school in 2008 because the annual performance goals were not met. For the second year West Elementary has not shown sufficient Adequate Yearly Progress and for this reason it is still a PI school. The fact that this school is a PI school gives this study even more strength. In such a learning environment, pre-service teachers are required to negotiate their theoretical beliefs constantly. They regularly must find the way to plan and teach following their beliefs, but also adapting to the school's requirements. When a school is in program improvement, raising test scores may become the main goal of both administrators and teachers. In this atmosphere often schools tend to adopt teaching methods and materials that really focus on discrete and disconnected skills. Language and literacy competence are mostly seen as the result of practice and drills in preparation for the test. Student teachers are, on the contrary, called to apply second language theories and literacy beliefs that focus on meaningful events for the highly diverse student population. In this environment, reflection is essential and open dialogue among administrators, mentors, student teachers, and university supervisor is critical for the successful preparation of the future teachers.

Research Questions

This study aimed to answer the following research questions by using qualitative research methodology:

1. What do pre-service teachers believe about teaching academic language to English Language Learners?
2. How do pre-service teachers' beliefs about teaching academic language affect their planning and teaching?
3. How can teacher preparation programs become more effective and more supportive of teacher candidates in developing a series of beliefs about teaching academic language?

The research questions are tied to the way the instruments to collect data were used. Table 2 illustrates how the research questions were addressed throughout the study using the different instruments for data collection.

Data Collection

The data for this qualitative research study were collected in field notes, recorded dialogues with the participants, lesson plans, a pre and post study Likert scale survey (Appendix B), a post teaching questionnaire (Appendix D), and a post study questionnaire (Appendix E). The five participants were in the last semester of their credential program and had completed previous coursework at the university and a practicum at the same school. I was their university supervisor and, as such, I was to guide them through the completion of the program expectations while they were full-time student-teaching at the school.

Table 1.

Data collection by Participant and by Data Collection Instrument.

	Simone	Tanya	Hayley	Kiara	Monica	Total events
Pre and Post Study Survey	2	2	2	2	2	10
Lesson plans	11	7	3	9	6	36
Observation/Comment form	4	6	3	3	5	21
Reflections	10	12	10	6	9	47
Post Lesson Questionnaire	4	6	3	3	5	21
Planning meetings	1	1	1	1	1	5
Dialogues	6	5	6	3	3	23
Post study questionnaire	1	1	1	1	1	5
Total events/data	39	40	29	28	32	168

The participants took the Theoretical Orientations to Academic Language Learning (TOALL) (Appendix A) survey at the beginning and at the end of the study. Lesson plans for each participant were collected through the study. I completed an ethnographic observation form for each lesson she observed (Appendix B). In the left side of this form, I recorded the events that occurred during the lesson and on the right side I recorded my questions, comments, or personal connections to those events. Each observation was transcribed and a reflection was written after each observed teaching event.

After each observed lesson, the participants responded to a questionnaire about how they supported learning of academic language. In addition, I observed planning

meetings between each participant and their mentor teacher, took field notes, and wrote reflections on what had been observed. I took notes and transcribed informal dialogues I had with the participants both during and in addition to the weekly seminar. As the semester went on I wrote reflections on the communications that occurred. At the end of the semester I met with the participants and recorded a three hours long conversation about their experience at the school. In addition, the participants filled out a questionnaire about their experience in the field with the supervisor. Finally I used the research questions to analyze all the collected data.

Table Two lays out which data collection instruments I used to answer each question. In Chapter One I described how my roles of university supervisor and researcher overlapped at times and how I went through a process of definition of the researcher role as I proceeded in the analysis of the data. Some of the collection instruments used in this study were also used to perform my duty of university supervisor. I transcribed the observations of the participants' teaching practices using the ethnographic Observation Form (Appendix C) that is also used by supervisors in this credential program. The participants wrote their lesson plans using templates that are provided by this specific program. Finally, I recorded the dialogues that would necessarily happen between the participants as teacher candidates and me as their university supervisor. The pre and post questionnaires were created for this study and the pre and post Likert-scale survey had previously been created by my colleague and I to explore perceptions and practice of academic language teaching and learning in the teacher candidates in this credential program.

Table 2.

Research Questions and Instrumentation.

Research Questions	Instruments
1. What do pre-service teachers believe about teaching language to English Language Learners?	Pre and post study Likert-scale survey. Lesson plans. Field notes. Post lesson questionnaire Dialogues.
2. How do pre-service teachers' beliefs about teaching language affect their planning and teaching?	Lesson plans. Field notes. Post lesson questionnaire. Dialogues. Likert-scale survey.
3. How can teacher preparation programs become more effective and more supportive of teacher candidates in developing a series of beliefs about teaching academic language?	Dialogues. Post lesson questionnaire. Post study questionnaire.

Table 3 shows how the open-ended questions in the post lesson questionnaire (Appendix D) and the post study questionnaire (Appendix E) are connected to the research questions:

Table 3.

Research Questions and the Questionnaires

Research Questions	Questions the Post Lesson Questionnaire	Questions in the Post Study Questionnaire
1. What do pre-service teachers believe about teaching academic language to English Language Learners?	Look at your teaching strategies to teach academic language that you used in your lessons and explain the reasons for those choices.	Do you think that your initial assumptions/beliefs about teaching and learning language/literacy/academic language changed? Or maybe there were no changes? If you feel you went through a change, what was the role of the supervisor? How did this supervisor affect your change?
2. How do pre-service teachers' beliefs about teaching academic language affect their planning and teaching?	Explain how you supported your students in gaining access to academic content and language in your lesson	

Research Questions (continued)	Questions the Post Lesson Questionnaire	Questions in the Post Study Questionnaire
3. How can teacher preparation programs become more effective and more supportive of teacher candidates in developing a series of beliefs about teaching academic language?	How should a credential program support pre-service teachers in developing their understandings of the nature of academic language and the way to most effectively teach it?	<p>What did your supervisor do that helped you understand your teaching practice?</p> <p>What did your supervisor do that helped you realize what your beliefs are about teaching language and literacy?</p> <p>What did your supervisor do that helped you realize what your beliefs are about teaching academic language?</p> <p>What else could she have done? Or you wished she would have done?</p> <p>If you are teaching now, do you think that your experience with this supervisor prepared you? In what way?</p>

Data Analysis

During and after data collection, I proceeded to analyze the data. I began the process by dividing all the data by source: survey results, dialogues, questionnaires, lesson plans, and field notes. The analysis process followed three phases. In the first phase the raw data from each data source was color coded to find emerging themes. This work led to the second phase of the analysis when the resulting themes from each data source were combined in clusters and then compared and contrasted across data sets. The

result was a set of more focused themes. In the third and final phase, the final generative themes emerged. During this phase the varying data sources were also triangulated to create the most accurate picture. The researcher kept a journal where she wrote reflections about the data collection and the analysis process.

The Participants' Profile

The five participants in this research are presented in the following section. They are all white women between the age of twenty and twenty-eight and they all grew up in California. All of them expressed the wish to teach in the areas where they went to school except for Kiara who was open to move to other states or wherever she would find a teaching position. Each of the women, throughout the semester, articulated their worries about finding jobs due to the country's tighter economic situation. None of these student teachers are fluent bilinguals. Their experience and knowledge of another language is limited to high school foreign language courses or brief study-vacations in Mexico.

Simone

Simone is an energetic twenty-one year old woman who embarked in what the majority of our credential students considers being an extreme enterprise. She completed the "blended program" where students start the Hutchins Program of Liberal Arts and at the second year they also start to take the courses towards a Multiple Subject credential. The result is that after four years of really intense work, these students hold a BA and a Multiple Subject Credentials. This program is not for everyone. It requires students to have clear expectations, clear goals, strong organizational skills, students with a strong reflective stance, and with a strong internal motivation to succeed. Simone is such a person.

Simone grew up in Northern California from a middle class family. She remembers spending summer vacation trips camping with her brother and parents. Her parents always stressed the importance of education. She talks about her school experience as being the typical white middle class with high parent participation. Her knowledge of Spanish is limited because she has not used it since high school. Simone explains that she loves teaching people new things and guide them to reach their learning goals and that is why she decided to go into teaching. Before entering the credential program she had never had experience with cultural and language diversity.

Classroom Environment.

Mr. M.'s classroom mirrors for the most part the fifth grade next door. The desks are lined up facing the main whiteboard. There are cabinets on one side of the room and another board on the other. On the board there is math, geometry, fractions, and graphing. The fifth-graders from both classrooms rotate not only by language proficiency, but also by math levels. Mr. M. is the math and science teacher, while Ms. F. next door is the language arts and social studies teacher. As a matter of fact, the students also rotate by subject, social studies or science in addition to language rotation.

The flag and thinking maps are on the wall as in the fifth grade next door. Here too there is not a lot of students' work on the walls, but there are fewer posters, which come from the published set of materials. On the wall, there is a poster on the steps for good writing: bubble map draft, rough draft, peer editing, and final draft. The next poster is about editing marks. Another poster lists the rules of good behavior in a community of learners: no put downs, right to pass, attentive listening, appreciations, and right to

respect. In both fifth grade classrooms the windows are very high above the cabinets and boards. The windows that frame the main door have been covered with paper.

Teaching Style.

I worked with Simone during the course of a semester, collected eleven lessons, and observed her four times. Each observed lesson was followed by a debriefing session with the mentor and the other observers. In addition, Simone responded to the academic language questionnaire and we met regularly to talk about her planning and to brainstorm for her takeover. Simone used to actively participate in our weekly seminars. She was always eager to share her examples, her lesson plans, and her experiences in the classroom. In multiple occasions Simone expressed her frustration with the tendency at the school to focus so much on the discrete language and math skills without going farther or deeper in the explorations of the meanings for the students.

At the beginning of the semester Simone's impatient questions demonstrated her wish to find the answer right away and carry on with the work: "What is academic language? I'm not clear about what it is." "Is it vocabulary? What do I need to teach, to teach academic language?" I felt she wanted me to give her answers, but I always redirected her to her lessons and her teaching so she could reflect on her practices and come up with her own definitions.

My field notes from her first lesson revealed a mismatch between her choice of teaching strategies and her beliefs as she expressed them so clearly and strongly. In her first lesson Simone directed the whole time, telling students what to do and what not to do, letting students talk and respond only after her explanation, questions, or her own examples. She asked students to do exactly as she did, and, finally, she introduced

vocabulary words. During that lesson she had not stopped talking for a moment and, at the end, she was exhausted.

At the end of her second lesson, and as a result of reflecting in the first lesson debrief, Simone expressed her satisfaction because she felt she had slowed down and connected better with her students once she had observed their reactions to her teaching. The lessons and debriefing sessions which led to the planning of her solo-teaching, focused on developing a pedagogy centered on students' communication and cooperative work. In order to implement her newly formed convictions about the importance of collaborative work, Simone rearranged the space in the classroom. Once she realized her students needed more occasions to interact she did not hesitate to adapt the classroom to them, she moved the desks so that they could be in groups all the time.

Tanya

Tanya is the youngest of the participants. She grew up in a small town in Southern California, close to Los Angeles. She attended a small Catholic School with one class for each grade. Then she went on to a college prep, all girls Catholic high school. After graduation she moved to Northern California to enroll in the Liberal Studies and Multiple Subject Teaching Credential program at this university.

Tanya talks about her brother and parents as a close family who always sit together at dinner, had family vacations, and church on Sunday. Her grandparents and relatives live outside California. Tanya did three years of high school Spanish, but she affirms she does not remember anything about it. She talks about her wish to become a teacher that she had when she was little:

I have known I wanted to be a teacher ever since I was very little. I wanted to do something I enjoy and being able to help others and be around kids is two of my greatest passions. I have always known that teaching was the path for me.

When talking about her experiences with diversity before starting the credential program, she says that even though she comes from a middle class family, she was exposed to poverty and cultural diversity during high school. Although Tanya attended a private school in a majority white and affluent neighborhood, less privileged families from more diverse areas that were also poorer sent their children there.

Like Simone, Tanya is an extremely organized and motivated student. She has a positive and jolly attitude and she can captivate her students by using a lot of humor. She is very talkative and is always ready to share her thoughts. Behind this extrovert personality there is also a very quiet and reflective person. Sometimes Tanya would just look somber and worried as if unsure of how to proceed. For example, in planning her takeover she felt she needed to accommodate her mentor's suggestions, but she also wanted to implement something that was truly hers. For sometimes we brainstormed ways to make sense of her dilemma and to find a solution that would include both perspectives.

Classroom Environment.

In this large second grade classroom there are about thirty students. The room is quite large, but the environment seems small due to all the furniture, extra tables and chairs, or room dividers that crowd it a little. The desks are arranged in groups of five for a total of six groups. Under the main board there is a large carpet where the students gather around the teacher. Since the beginning of this school year, largely due to budget cuts, the lower grades have gone from twenty to thirty students. The result is that the big carpet has suddenly become too small and there is no space for the teacher to sit

comfortably in front of her students or to stand up and go to the board to write notes with the students. The mentor voiced her frustration about this with me quite a few times and, during this study, she was not sure how to organize the space to arrange for so many more children.

At the back there is a round table where the teacher can work one on one with a student, and this is also the space where I recorded my field notes. There are computers, a TV set and DVD player, a sink and cabinets on one wall. In this classroom there is also a series of bookshelves with storybooks and where the students place their backpacks. On the other side of the divider there is a storage shelf for crafting materials, colors, and pencils. On the wall there are pictures the students drew of themselves, there are geographical maps as well as thinking maps. A calendar and a series of numbers are also in prime sight. Posters on the walls depict the layers of the Earth, geology and rocks. One poster that the teacher made, lists word families of the day. One wall is called *focus wall* and it shows the basic words, the challenge words, the high frequency words, and the title of the story of the week from the textbook.

Teaching Style.

During the semester I collected seven lessons and I observed six followed by debriefing sessions and academic language questionnaires. Tanya and I had planning meetings regularly for her lessons and her takeover. During the weekly seminar Tanya participated as a valuable team member in sharing experiences, reflections, and questions as well as students' work. She also participated in the final meeting at the end of the semester and, together with Simone, she was the most vocal and eager to share her experiences.

In many of her lessons she included funny stories or she told her misadventures to provoke laughter. During her part-time student teaching semester she always participated in the lessons of her full-time student-teaching partner. She helped her peer in whatever role she was asked to participate because she is a true risk-taker and a team player. Very often they planned skits together to catch their students' attention before the body of the lesson.

Additional examples of her creative and witty style of teaching, come from lessons where she read a book to the class with exaggerated intonation, like a true storyteller. In her lessons Tanya incorporated games she created for the specific content as in the lesson about the contractions where students were parts of contractions and had to find each other. She used music and songs as well as a lot of art and free talk in collaborative learning groups.

Monica

Monica is a quiet woman in her early twenties. She comes from Southern California and she started at West Elementary in the second semester of her credential program. She spent her first semester at a dual immersion school in the nearby town, but she decided she wanted to experience being a teacher in an English-only school with a high percentage of second language learners and a very lively low-and-reduced lunch program. West Elementary fit her needs. Monica seems shy at first, she is usually quiet, but when she talks her voice is strong and firm and her thoughts are clearly expressed. During our seminars she would participate in her quiet way by responding to her peers and sharing her students' work.

Monica grew up in a small town next to San Luis Obispo and went to the small local schools. Her parents worked all the time to provide for the family. She describes her schools as low in cultural and language diversity. She took Spanish in high school and in college and she spent one summer in Oaxaca where she realized the importance of being immersed in another culture and language to learn it more deeply.

Monica explains that only when she started working in an afterschool program she realized that teaching could be the career for her. In her words, she explains that with teaching she could make a difference for other people by “shaping the minds of my students in a positive learning environment.” Before starting the credential program, Monica experienced working with cultural and language diversity in the AmeriCorps and the Carney Foundation where she was a tutor for mostly Hispanic second language learners.

Classroom Environment.

In this first grade classroom a large carpet under the main window and the board is the place where the thirty or so students gather often during the day. The teacher sits on a rocking chair or writes at the board during the conversations. A moon shaped table functions as the teacher’s desk and also the main center where teacher works one-on-one with a group at a time during centers. The bookshelves form a corner where craft supplies are stored on one side and backpacks on the other. A door leads to the smaller backyard where the younger kids play at recess. In the middle of the room there are six large tables where groups of six students meet for their work and rotate for centers.

On the walls there are posters made by the students and their work is displayed and grouped by theme. On the board there is a list of academic vocabulary from the

textbook about ants and one about geology. Computers are lined up on the low cabinets along the wall and books are stored on a bookshelf under the board. The big window, floor to ceiling, lets the light in and the view of the main courtyard. The children know who is going to come in the classroom by looking outside.

Teaching Style.

Monica was placed in a first grade classroom with an experienced mentor teacher. I took field notes of her teaching in multiple occasions throughout the semester and I participated as an observer in the planning meetings with her mentor. I collected six lessons and I observed her five times. Monica and I met for one-on-one conversations about planning for her takeover and her PACT. Monica is a very determined teacher who knows what is important for her learners. Central in her vision of teaching is the idea of learning to better understand one's own identity as is shown in the following excerpt from a dialogue between Monica and her mentor during a planning meeting:

Monica: Wednesday is looking at heroes in your life. They write who, why, the risk they took in their life, plus picture.

Mentor: That would be awesome

Monica: They have to say what the risk was for that person because risk is the big part of it. There I need to finalize more but on finding the hero in yourself. I want to do pictures, but I will keep it for takeover. How to find the hero in you, in centers or whole groups.

From the dialogue one can picture the type of relationship between this student-teacher and her mentor, a relationship of support and guidance. At the same time, Monica is showing how important is for her to teach in a way that her students are going to learn more about themselves.

Evidence of this type of teaching comes from the series of lessons on the figure of the hero and the theme of community she chose for her takeover. In both instances, Monica guided her students in the exploration of the concept of hero and community and

then she redirected them towards their life and their personal experiences. The result and the goal were to support her young students in comprehending the place they occupy in their family and community and to see how members of a group are all connected and work together.

In her words, Monica explains that in her teaching she sets specific learning goals and then she uses integration and multiple teaching strategies so that all students are engaged in different ways. The result is that students can access the content and reach the learning goals in a natural way.

Hayley

Hayley is in her mid-twenties. She comes from a small town on the California North coast. She came back to the idea of becoming a teacher after a few years spent working as an office clerk. She has a BA in Women's Studies, a subject she loves. Not long before the beginning of the credential program, she had started a Masters program, but she decided to stop and work on her teaching credentials in its place. She said that her parents never fully supported her in the decision to go back to school to become a teacher. They would have been happier if she had finished her Masters first. Her grandmother on the contrary was always supportive both emotionally and financially.

All this was still going on even at the time of this study. She felt the pressure to not disappoint her family and also the pride to show them she could finish the program successfully despite the contrasting perspectives. She always wore black at school and wore a thick make up to mask the swelling on her face due to a hormonal imbalance she had been trying to cure. Her emotional life was made more complicated by the fact that

doctors were still not sure about her overall health. At the time of this study they were testing her for different kinds of allergies which might have caused the swelling.

She grew up in a very small town on the North California Coast where all knew each other. In talking about her background Haley recognized the positives of being raised in a safe small community, but she also points out the negatives of not being exposed to diversity. Only when she moved out of her town she became aware of cultural diversity. She attended the local schools where parent participation was high and the focus of extra scholastic activities was football.

Haley explains that she is the first born in her working class family and her father owns a timber company. She feels she is the “odd duck” in her family because she does not fit with the aspirations her parents have for her of settling down in the same small community. She sadly recognizes that her knowledge of Spanish is only at a high school course level and she also took one semester of Italian at the University of Santa Cruz. She explains that in her decision to go for a teaching career was influenced by a positive experience with a teacher who became her mentor and role model.

Classroom Environment.

At the center of the classroom the individual desks have been positioned to form three long rows of facing desks and perpendicular to where the teacher stands. This way, students face each other and are in constant connection for pair sharing or larger group work. Groups are more central than the teacher because all the students have to turn their head forty five degrees to see the teacher or the main board. At our first post teaching debrief with Hayley, Ms. L. was fast in pointing out that Hayley had not used student-

student interaction enough, despite the obvious desk arrangement that naturally would facilitate connections.

Another feature of this fourth grade classroom is a corner, the reading center, where there is a carpet and is enclosed in low bookshelves filled with books. This is the place where students can go when they feel disconnected with what is going on in the classroom and need to regroup. This teacher values the personal, the possibility for students to find themselves in a space that promotes isolation. I believe the physical space of this classroom is in balance between the social and the personal, the learning as the result of social dynamics and learning as the result of personal reflection.

The wall is covered with posters published from the textbooks editors. These posters are about classroom rules, group rules, job chart, language arts journals, and “big 4.” The thinking maps are displayed up high above the board as in all other classrooms. There are also student made posters such as the punctuation rules, the calendar, the long division rules, the citizenship skills, the fourth grade language arts standards. On the board there is always the standard of the month or week, the behavior chart system, the homework assignments, and the plan for the day.

Teaching Style.

Hayley was always dedicated to her students and to the fulfillment of the program expectations. In the course of the semester, I collected three lessons and observed three and she responded to the academic language questionnaires. We talked regularly on campus about her teaching, but also about her personal life. Both of us knew that in order to successfully go through such an intensive credential program she had to deal with her

personal problems first. At our weekly seminars Hayley took a less prominent position than her peers. She listened and observed more than engaging in the conversations.

I always admired her lesson plans that showed care in the details, in the flow, and the connections among the steps and the goals. She used to tell me that her dream was to use teaching as a vehicle for social justice. She wanted to teach about women's issues, multiculturalism, or gender issues. It was clear for her that teaching is about inquiry into meaning making, inquiry into the societal and cultural values with the goal to change perspectives for her students.

A great example of these aspirations in teaching was her lesson on Rosa Park to teach how to write and conduct an interview. With this lesson Hayley guided her students to inquire about an important woman in her life after reading an interview with Rosa Parks. After the lesson Hayley shared with me her surprise in finding the students so engaged in the discovery of the oppression in the character's life. Another important aspect of Hayley's teaching is her effort in connecting with students' interests using hands-on experiences. In her lesson on writing a descriptive piece, she brought chocolates for the students to explore using their senses before writing.

Kiara

Kiara is in her early twenties. She went back to the credential program after spending a few years as a substitute teacher. She comes from Central California, but lives in the Bay Area close to the university where she is enrolled as a teacher candidate. Kiara always smiles and is full of energy. She is always ready to take action, to solve problems, or to get things done. When she talks her voice is high-pitched, clear, and strong. In our weekly seminars she often took the role of leader in the conversation. Many times she

shared work samples from her students, she participated in group reflections about teaching and learning, she actively contributed her thoughts in the debriefing sessions following her peers' lessons, and always shared her ideas for planning curriculum. Unfortunately, additional information about her background was lost during data collection and it was impossible to connect with this participant after the study.

Classroom Environment.

In Kiara's classroom there are about thirty fifth-graders in a large, rectangular space. A back door leads to the big yard where the upper grades meet at lunch or recess. The individual desks are lined up parallel to the long side of the room. There are two long whiteboards on two sides, one wall with cabinets, and one with desks and nine computers. The boards are all covered with vocabulary words and their definitions from the textbook. On the remaining walls there are lots of posters from the same editor as the adopted curriculum. One poster is about sentence frames and another one portrays children going to school. One poster defines the rules of active listening and the other, lists sentence starters. Along the top of the boards there are printed examples of thinking maps and the alphabet.

Teaching Style.

For this research I worked with Kiara weekly. During the semester I collected a total of nine lesson plans and I observed her three times. Each observation was followed by a debriefing session in which all the observers, including the mentor, participated. I also collected the questionnaires about the teaching of academic language in her lessons. Furthermore, Kiara and I talked regularly throughout the semester. We had many planning meetings to discuss the lessons and the two-week takeover when student

teachers take charge of the classroom. For the lessons we focused on the flow, the teaching strategies that would support her learners, and the connections among goals, assessments, and standards. In addition, for the takeover, we brainstormed the theme she had chosen and the ways she would develop it through the integrated lessons. Our interactions continued during the weekly seminars on site when the team met and shared experiences, asked and responded to each other's questions, or analyzed students' work together.

Kiara always expressed her ideas strongly. Kiara has strong beliefs about the goal of education and about her place as a teacher in the system. She sees herself as a strong teacher who can create the possibility for change for her students. She does believe education is a transforming practice. If the institution requires her to teach literacy and math skills, she explains, she is not worried. She believes she can do it while using the students' knowledges, assets, and aspirations. Often she expressed her wish to teach by themes and for a specific goal that will impact the society or the community.

I found evidence of this teaching style in her takeover lessons and in the theme she developed for the takeover itself. The theme, citizens of a global community, was explored in the different subjects. In each lesson students were guided to do an inquiry into their role in their family and community in connection with the more global perspective on a specific issue, like water conservation. At the same time each lesson had specific content goals as expressed in the grade standards. Kiara contextualized the teaching of language and math skills in the personal interests, lives, and aspirations of her students.

The Researcher and University Supervisor

This study and the questions it wants to explore are closely connected with my background. I was born and raised in Italy from a family of modest conditions. In Italy I went through school, attained a Masters degree in Political Science and a Bachelor Degree in French and English translation. I left Italy in 1992 with my husband to go to Victoria, British Columbia, Canada. At the time of departure I was a competent user of French and English, being the languages studied throughout my high school and university years. In Canada I approached the study of linguistics and became an adjunct professor at the University of Victoria where I taught Italian as a foreign language for six years.

In 1998 we moved to Northern California. Here I started to look for venues where I could continue my teaching and growing in the field of language. I taught Italian at the local Italian Cultural Center where I became the director of the language program. In 2004 I completed a Masters Degree in Education, Reading and Language at Sonoma State University. During these years I studied Spanish and deepened my understanding of linguistic and immigration issues. At Sonoma State University I started teaching in the Literacy Early and Elementary Education department, where I am an adjunct still today.

As a lecturer in this institution I teach in the Multiple Subject Credential program. In my classes I come in contact with groups of teacher candidates who are going to be teachers in California public schools. I teach second language pedagogy, reading, and language acquisition classes, and I am involved in the assessment processes throughout the program. I am also the university field supervisor for groups of pre-service teachers in local elementary schools each semester. I meet with my groups of student-teachers every

week, observe them periodically, and debrief with the mentor teacher following the observations. The following section describes the role of the supervisor and my beliefs about supervision.

Supervision

My role as supervisor is to function as a bridge between school, student teachers, and university. The supervisor connects people, but also ideas and theories, and supports teacher candidates in finding the connections between their theories and their practice. It is artistry, in the sense that Eisner (2002) uses this word to describe teaching. As a matter of fact, there is no manual that can describe the work of the supervisor or define the steps to follow for a successful job. Like teaching, and borrowing from Eisner metaphor of teaching as a basketball game (p. 162), supervision happens in the field.

Being a supervisor for me is playing the game with my team. My team members were randomly chosen by somebody else, the field we are going to play in is not under our control, the resources we have available are not free for us. Yet, our goal is to play together to reach individual goals, to reach the team goals and to become members of the larger team that hosts us. Naturally, all of that will happen while we grow and change in our different roles and identities.

At the end of each semester I think I am more prepared to be a supervisor for the following semester, but not long after the arrival of the new team I realize there is so much more to learn and improvise. In reality nothing is like I remember from the previous semester because both the game field and the hosting team have changed in the meanwhile, the resources are not the same, and the new team functions on a different

plane. The new team constructs its own identity fast through shared reflections, continuous interaction, and revelation of personal and team intents.

The supervision space is a third space to my experience and the supervisor has the power to create it and re-create it in accordance to the team goals. In this notion of supervision, I recognize Cook's (2005) perspective on the third space as the place where knowledge and ways of knowing from both home and school can be integrated with the goal of learning for all students. Furthermore, to describe what goes on in my field of supervision, I am going to borrow the description that Gutiérrez et al. (1999) offer of group work. The authors affirm that their view of group work focuses not on the role of the individual in the group, but on the relationships among the members of the group.

This change in perspective also allows the observer to notice the context and how it affects the group itself. Gutiérrez et al. (1999) claim that in order to see how collaboration works in a group, one has to look at how the learning processes take place in such a community of learners. Using a sociocultural view of collaborative learning (p. 87), they affirm that the very role of collaboration is different from the traditional view. In the sociocultural view, collaboration and cooperation are practices that can be comprehended only in terms of acquisition of knowledge through "co-participation, co-organizing, and co-problem-solving within linguistically, culturally, and academically heterogeneous groups throughout the course of task completion" (p. 87).

I believe that with learning as a common goal, the members co-act together to achieve learning together. Furthermore, the joint-activity must be on-going so that the team members can form the notion that co-learning is a routine which works and is established. The goal of this type of teaching is to create spaces in which all team

members can identify with their roles of co-learners. In this space of growth and negotiation of identity, the participants “share material, sociocultural, linguistic and cognitive resources” (Gutiérrez et al., 1999, p.89).

My job is to facilitate communication among the actors in the scene, to function as a couch, but, often, as a counselor too. The intensity of the one-year program can lay a huge weight on the shoulders of these teachers in the making. In a matter of weeks the teacher candidates transform themselves until they feel they own their acquired identity. Supervisors in the program often share how their student teachers almost look different people both physically and mentally at the end of the program. The daily change in their identity can be overwhelming and supervisors are there to keep the bearings straight or to keep the guiding torch always on. I carried out this study while I was also the university supervisor for the five participants. Although my double role in this study presented me with the challenges of disentangling the two figures I represented, it also gave me the possibility to access and use data from an insider’s perspective.

Issues during Data Collection and Analysis

Data collection and analysis presented a real challenge for me due to the very nature of my role in the context of this study. At the end of the data collection period, I realized a very important aspect of this study: my dual role of supervisor and researcher. As the study evolved and data was collected I started to recognize the two sides of my role with the participants. On one side, I was their university supervisor and instructor and, as such, I was in a position of power and also support of their learning. As their supervisor, I had to guide the participants in the discovery of their teacher identity and help them connect their beliefs, knowledge, and experiences with their teaching practices

and school experiences at that site. Part of the data collected for the study was also the materials used for successfully achieving the supervising goals in this credentials programs.

When I started to analyze the data it became apparent that a great effort had to be done to separate the two roles in me and look at the data from the researcher stance. In reflecting back I can say that my role of supervisor was central until the analysis forced me to detach myself from the participants as my student teachers and fully embrace the researcher role. Slowly, I accepted the fact that the data collected were no longer the representation of learning for my student teachers, but the sources of information that could answer my research questions.

I believe that what helped me transition from supervisor to researcher was the analysis of the survey results and the connections I found with the themes emerging from the lesson plans, field notes, questionnaires, and dialogues. In the process of comparing emerging themes I finally felt detached from the participants as my student teachers and started to see myself as a researcher who is inquiring into a problem and using the participants' experiences to find answers.

Protection of Human Subjects.

I obtained permission from University of San Francisco's IRBHS committee prior to conducting this study. I discussed the problem and the purpose statement of this study with the participants. All the participants were given a copy of the consent form to read and sign. The participants were asked for permission to record their conversations and the dialogues with the researcher, to collect their lesson plans and using the observations. The participants also agreed to fill out a questionnaire at the end of each lesson they

taught, and to share personal background with the researcher. The participation was strictly on a volunteer basis. The participants did not mind using their names during the study, but all names including the name of the school were changed in the final version of the study.

CHAPTER IV

DISCUSSION OF FINDINGS

This chapter presents the findings that emerged from the different sources of data, including lesson plans, observational field notes, the recorded dialogues, TOALL survey, and questionnaires. The findings are organized and presented according to the research questions that guided this study. The first section addresses the first question, what do pre-service teachers believe about teaching academic language to English Language Learners? In order to answer this question I rely on findings from the TOALL survey and triangulate this data with the other data sources for each individual participant as well as across participants.

The second section responds to the question, how do pre-service teachers' beliefs about teaching academic language affect their planning and teaching? This section is organized using the generative themes that emerged from multiple sources of data. Finally, I look at the third question, how can teacher preparation programs become more effective and more supportive of teacher candidates in developing a series of beliefs about teaching academic language? In answering this question I used findings from dialogues and the participants' reflections. This question also is used to frame the final chapter of this dissertation.

Beliefs and Practices on Teaching and Learning Academic Language

This first question, what do pre-service teachers believe about teaching academic language to English Language Learners?, is used to explore the five participants' views and perceptions regarding teaching academic language. The twenty-two statements in the TOALL survey describe contrasting beliefs and teaching practices in the classroom in

relation to notions of academic language teaching and learning. Chapter Three, where the three final paradigms were described, explains that the goal of the survey was to capture the decision making processes of the participants as they were engaged in planning and implementing academic language curriculum with second language learners. In the survey, the participants chose a position in a 5-point Likert scale from Strongly Agree to Strongly Disagree for each statement. Each position in the scale is given points and the total accumulated points placed each participant within one of three categories, or paradigms: Assimilation, Amalgamation, or Acculturation.

The participants completed the survey at the beginning and at the end of the study. The results of this survey are presented in the table 4, which shows the total number of points for each participant following both the pre and post study survey. Table 4 also highlights any shift in beliefs that may have occurred over the course of the study. Three of the five participants moved from Amalgamation to Acquisition, one did not show any change, while one shifted her position towards a more Assimilation oriented range.

Table 4

TOALL Results by Participant and Shift

Student teacher	Pre-Survey Total Points	Post-Survey Total Points	Shift
Simone	59 Amalgamation	50 Amalgamation	Acquisition
Hayley	59 Amalgamation	59 Amalgamation	No Change
Tanya	45 Acquisition	41 Acquisition	Acquisition
Monica	70 Amalgamation	65 Amalgamation	Acquisition
Kiara	49 Acquisition	52 Amalgamation	Assimilation

In the post study survey, all participants shared the same responses in five statements. They agreed on the fact that attention to surface features of language like vocabulary, sentence structure, pronunciation, grammar, and punctuation should not be the central focus of academic language teaching. In addition, they supported the idea that the use of texts from real sources and original language without simplification is a valid strategy to teach academic language. They agreed that prior knowledge and home language are important in the development of academic language and that using heterogeneous groups is a strong strategy to develop academic language. Furthermore, they agreed that in order to facilitate academic language development teachers should ask questions that elicit inquiry and deep thinking.

In addition, the findings (Appendix B) from the TOALL survey revealed that the majority of the participants experienced a shift in their beliefs about teaching academic language during the study. The post study survey shows when and in which specific area the shift occurred. For example, Simone, Tanya, and Monica moved towards a more Acquisition based view of academic language teaching and learning. Hayley did not show any movement, and Kiara shifted towards Assimilation.

The comparison among the responses for the five participants showed that the largest shift happened in those statements that affirmed the need to teach academic language using a bottom-up approach. Tanya, Kiara, and Hayley disagreed with the idea that it is always important to teach EL learners the vocabulary before a new subject or text is introduced. Monica, Kiara, and Hayley's responses did not subscribe to the belief that academic language is best taught explicitly and systematically. Hayley, Kiara,

Monica, and Simone shifted towards the Acquisition range because their responses showed a disagreement with the notion that direct feedback every time EL learners fail to use Standard English forms is necessary to support academic language development. Interestingly, only in one instance Monica, Kiara, and Hayley moved towards the Assimilation range because they agreed with the idea that knowing the right pronunciation of academic vocabulary is somehow necessary in order to learn academic language.

Findings from the survey seem to indicate that the five participants shifted their beliefs about teaching academic language towards Acquisition most commonly in five main statements. They all agreed with the idea that teaching academic vocabulary and formal rules of grammar before a content lesson is not necessary for deep academic language learning. The same way, it is not necessary to give EL learners direct feedback every time they are not using a Standard English form, but it is more important to let them try the language focusing on the message and communication. In fact they agreed that teaching academic language explicitly and systematically is not a strong strategy. The survey revealed a shift towards Acquisition in the statement about reading authentic texts without simplifying the language that was considered a better way to engage students in deep academic learning. Finally, the majority of the participants came to agree that using sentence frames is not a strong strategy to support academic language development.

The most common trends for the five participants in the shift towards the Assimilation paradigm or a less Acquisition oriented position can be seen in four statements: Learning the correct pronunciation is important to develop academic

language; Using heterogynous groups is not a strong strategy to support EL learners in developing academic language; Reading authentic texts without simplifying the language is a better way to engage students in academic learning; Teachers should only encourage those attempts at using English that are conventional and correct.

Differences between pre and post survey by Participant

Simone: Meaning over Form

At the beginning of this study Simone scored 59 points and in the post study survey she scored 52. From a central position within the Amalgamation range (50-79) she moved towards the lower portion of this range or a more Acquisition oriented position. Simone started the semester with a view of academic language teaching and learning that was a combination of the grammar-centered and the meaning-centered approaches. During the study, Simone shifted her overall position towards beliefs and practices that value more meaning-centered language experiences.

Evidence of a shift in perception can be found in Simone's responses to the survey (Appendix B.) The change between the first and second time that Simone took the survey can be seen in nine of the twenty-two statements. The largest shift shows that Simone's moved towards an understanding that students actually learn and grasp academic language better when they can focus on the message more than the form in trying to communicate meaning in the content areas. Too much attention to grammatically correct forms may slow down language learning or even stop it because EL learners may be too worried about producing acceptable utterances at the cost of communicating meaning.

Additional evidence of Simone's change towards a meaning-centered view can be seen in those areas that consider direct feedback necessary to support academic language development every time EL learners use non Standard English forms. Favoring the correctness of the form over successful communication of the message is evidence of a more assimilationist orientation in the TOALL survey. When teachers continuously and directly correct EL learners' output in academic language, they slow down language learning or they support only superficial language learning that is based on memorization of skills and forms. By moving towards disagreement Simone confirms that language learning happens better and faster if students are in relaxed, meaningful, and cooperative environment.

Even though the overall score in the post test survey showed a clear movement towards a view of academic language teaching and learning that favors meaning over form, five of the nine statements showed a shift toward the opposite perspective. For example, in the second survey, Simone agreed with the notion that EL learners cannot be exposed to authentic subject specific text because they would not be able to comprehend it. An assimilationist view would want the teacher to simplify the language of the text. This view gives much importance to the format and the vocabulary of a text at the expenses of its meaning. This view does not consider the fact that meaning can be inferred using other and even non-language related strategies such as connections to prior knowledge or personal experiences, or through supported interactions with peers.

Additional evidence of a shift towards a word-based notion of academic language for Simone, come from those responses that privilege academic vocabulary knowledge using frontloading and sentence frames. Interestingly, Simone lost her Acquisition

qualities when it came to vocabulary teaching and sentence writing. This fact might be due to the involvement in her classroom with extensive daily language rotation experiences. During those language experiences, leveled proficiency groups of students would receive direct academic vocabulary instruction in the different content areas and using sentence frames was a daily activity as a way to raise the test scores.

Evidence of teaching practices that would be the result of a more meaning-centered notion of academic language instruction come from Simone's lessons and the dialogues we had throughout the study. In one of our dialogues, Simone explains how allowing students to use curriculum content in a way that makes sense for them supports deeper understandings and learning.

Well, it makes it more meaningful for them and you know if they're making it connecting with them, and making it their own, and utilizing it in a way that is meaningful for them which might not be the way that I found it meaningful for me or that I thought that teaching it to kids would make it meaningful this way. The kids, they are using it in another way so they are using the language, they're building literacy, they are building comprehension but in a way that they want to and engages them. That's fine, ... if we don't get to the part we wanted to, it's ok.

Simone explains how a teaching style that allows students to engage in content study by connecting it with personal stories, makes learning a more meaningful experience.

That makes it so much more meaningful too because they can connect to the story in whatever way they like to connect to that story. Weather they say it's a story about a cat and they say, I have a cat, or they can write you know, a cat lived in this house for a while, there's no one specific way. They can talk about all their stuff.

In summary, both the survey results and Simone's arguments demonstrate a tendency to view academic language learning as the result of meaning making first. In her view, this process can be supported by teaching practices that favor connections to prior knowledge, interaction among students who can express freely their ideas and

construct academic knowledge in collaboration with peers. Conversely, Simone seemed to value the use of academic learning that is based on vocabulary knowledge. This tendency might be the result of her placement in a program improvement school where grammar and language form learning were also considered key factors to raise test scores.

Tanya: Vocabulary Frontloading

At the beginning of the study Tanya scored 45, which is within the Acquisition orientation (20-49). At the end of the study she scored 50, which is a position at the beginning of the Amalgamation view (50-79). From these results it seems that Tanya shifted her theoretical orientation to teaching academic language towards a more balanced place between the Assimilation and the Acquisition views. In the post study survey Tanya responded different than on the pre study survey in fourteen statements.

In eight out of fourteen statements that show Tanya's change, she moved towards an even more meaning-oriented notion of academic language teaching and learning. Contrary to what happened with Simone, Tanya moved from accepting sentence frames as a valid tool to support academic language development to disagreeing with this view. In addition, she shifted towards disagreement with the idea that the strategy of frontloading or pre-teaching academic vocabulary strongly supports academic language development. On the contrary, she subscribed to the view that students can find and study the vocabulary words that are unclear to them or they can explore more complex content text without the need to simplify it or pre-teach it because they can infer meanings using strategies other than language. In her second grade classroom and during language rotation activities, Tanya witnessed the use of sentence frames and she used them herself in her lessons, yet, at the end of the semester, she strongly claimed that sentence frames

are not a strong strategy to assist EL learners in developing English because they only support superficial and temporary language learning.

Tanya changed slightly towards the Assimilation view in six statements. It is interesting to notice that she shifted the most towards agreeing with the belief that EL learners should not read content texts that are considered to be beyond their measured proficiency level. This result should take into consideration the placement of this student teacher in a classroom where language rotation by proficiency level was a daily practice. Tanya experienced a lot of teaching based on levels and that might have transferred to her own beliefs. Another change happened regarding the notion that academic language develops better if EL learners receive direct and explicit feedback each time they are not using Standard English. In the pre study survey Tanya strongly disagreed with it, but in the post study survey she moved towards the middle and more moderate position. These results demonstrate that although she showed essentially strong meaning-centered views of academic language development, she was also influenced by daily form-based practices in her classroom.

Evidence of the shift that Tanya experienced during the study and of her overall orientation to an Acquisition view of teaching and learning academic language comes from our dialogues. Tanya explains how using academic language in meaningful interactions among all students and for a purpose supports its learning.

That kids pick out language by standing back [teacher] and letting them use language, which is the best way especially for EL learners, ... that's what they need, they need to be able to use the language whether they are talking about science, or they talk about the process of writing. They don't realize they are doing it, but they are still using the language. Which I think it's important.

Tanya also explains how she makes sure her lessons are student centered with the teacher as a facilitator who gives directions and prepares the learning environment but the students being the main actors.

When I plan my lessons I plan them so that a lot of the time they are student run, I kind of, as you say, start it off with something like a story that ties everything together, a song or something, taking to a place like that and then giving them the directions and see where they take them...

Tanya affirms that for her academic language teaching is best done when students are engaged in fun and meaningful activities when students can connect with the materials freely because the teacher has planned lessons that are based on their learning needs.

I don't even think about it, I just know this is what the kids need. I know their needs, I know how they learn best and have fun while learning and this happens to be easy academic language throughout the whole entire thing. They just ... I think that ties in both together... engaging lessons that are fun and to do things that are gonna help them and academic language just goes hand in hand so I didn't know what it was really until you told me but I don't plan my lessons thinking.

In conclusion, Tanya's responses to the survey and her words paint the picture of a teacher who believes that academic language is learned better and more deeply when the students are allowed to experiment with it in relaxed learning environments. In these contexts and where the teacher functions as a guide and a facilitator, students can use language in ways that might even seem unconventional, but that are based on authentic learning needs.

Monica: Sentence Frames

At the beginning of the study, Monica scored 58 in the TOALL, which is a middle position within the Amalgamation range. In the post study survey she scored 70 that places her higher in the same range and closer to the Assimilation view. In ten statements Monica changed position in the post study survey and she shows a shift in a variety of

areas. She moved the most towards refusing the idea that using sentence frames is a valid strategy supporting academic language development. This is a very interesting result and her sensitivity to this issue might be due to her experiences in this program improvement school where teachers were encouraged to use sentence frames to teach academic vocabulary during language rotation. At the same time, Monica was in a first grade classroom where the pressure from the tests and the need to raise the scores were not as strongly felt and her mentor did not rely on sentence frames as much.

Monica shifted considerably when in the second survey she disagreed with the view that direct feedback is always necessary for second language development. Additionally, she strongly agreed with the idea that simply asking questions that promote inquiry and deep thinking is a strong strategy to support academic language development. At the same time, Monica disagreed with the idea that EL learners should be given simplified text in the content areas as a way to support academic language learning. Interestingly, because it is in contrast with her meaning-centered claims, Monica moved towards disagreement with the view that home language is important for academic language development.

Monica talks about how she teaches academic language in her lessons and explains: “I think that a lot of it, when I plan lessons, is how I integrate things.” In addition, she explains that she uses groups that work at the same content, but using different strategies and always using the language in context.

Well it’s providing different strategies of learning, I had small groups, they were doing some were doing math, graphic organizers, so they were doing all these different things and different ways but still using the language I want them to use.

Another example of the Acquisition shift in Monica is what she is explaining about how she integrates literature and writing in all her lessons. It is interesting to notice

that the type of writing she requires her students to do is not completely free, but it is directed to specific learning goals and expectations. This is evidence of her positioning herself in the middle range in both surveys.

And then using the literature involved and then they have to write and they have to include all these different things, you know, components that they have to include. It just you give them the instructions and then what you expect from them and then ... it goes, ... they write more.

During this study Monica had experiences that supported her own development as an academic language teacher. The survey showed that she remained within the moderate range between meaning-based and form-based notions of academic language teaching. She moved towards positions that favor inquiry and creative language use as ways to support academic language learning, but she also expressed that it is important for teachers to have clear and explicit language goals for their students. This way, students can reach those goals implicitly while they are engaged in connected and meaning-centered activities.

Kiara: Attention to Forms

In the pre study survey Kiara scored 49 that is the top of the Acquisition view. In the post study survey she scored 52 that is at the beginning position of the Amalgamation range. The most visible changes in Kiara's view of academic language teaching are towards a more form-centered view of academic language development. In the post study survey, she agreed with the idea that knowing pronunciation is important for academic language learning and she disagreed with the notion that academic language develops when teachers encourage all attempts at using English even when they are far from the standard form. In addition, she showed agreement with the understanding that teachers

should teach grammar and punctuation of a subject specific text before allowing students to read it.

In the academic language questionnaires following her lessons, Kiara articulates how she teaches academic language by modeling vocabulary words first and then having students take charge and create their own science experiments.

In this lesson students learned about the words investigation, testable question, and plan. In order to make the academic language concrete students engaged in creating them. (...) I explained what the terms meant, gave examples, and had students work in groups to design their investigation so all students had peer support.

It is interesting to listen to Kiara talk about how important it is to envision learning events where the teacher facilitates learning through a gradual release of responsibility. The teacher starts the activity and gradually the students take over the responsibility of creating knowledge in groups as she explains in the following quote.

Academic language is vital for student success. The gradual release of responsibility model is effective in teaching academic language because many students need multiple chances for comprehension

Kiara did not show many changes between the first and the second survey. She slightly moved towards a more form-based notion of academic language learning. She showed this change by backing views that put grammar, correct pronunciation, and vocabulary knowledge first in academic language learning. On the other hand, she talked about the need to guide students in the discovery of language by letting them explore meanings independently and under the guidance of the teacher. Kiara was placed with the strictest and most form-centered learning environment and that might have influenced her perceptions.

Hayley: All Attempts to Language

There was little significant change in Haleys' s pre and post survey results. Both times she scored exactly 59 that places her in the Amalgamation range. Even without showing any overall changes in the post study TOALL results, Hayley did shift positions in twelve statements. She moved away from the notion that frontloading the academic vocabulary of the lesson supports academic language learning. She also moved from a middle position to strongly agree with the idea that encouraging all attempts at using the second language is a strategy that supports academic language learning. In other areas Hayley moved towards a more assimilationist view in the post study survey. She shifted towards agreement with the idea that knowing the standard pronunciation of vocabulary words supports academic language development. In addition, she moved three positions from strongly disagree to agree with the idea that EL learners develop academic language better if the subject specific texts are simplified for them.

In one of her final lessons, Hayley explains how she planned it with the goal of including all kinds of learners. The following quote from her lesson demonstrates that Hayley planned for all students to participate in constructive and meaningful ways.

I have created a lesson plan that all students in the class can connect to. I have used critical thinking skills such as forming their own opinions and independent thought. I have paid close attention to including strategies for ELL students and those who need special accommodations. In addition, I have addressed multiple intelligences and learning styles.

Hayley had a conflicting experience during this study. As explained in Chapter One, she had to deal with personal issues that might have affected the way she progressed through her student teaching. Her survey results do not show much movement and her reflections focus on using pedagogical strategies for the inclusion of all learning styles and needs, but there is not much reference to language learning. In the second survey Hayley showed characteristics of a more meaning-centered view, but she also

strengthened in positions that support academic language learning as the result of word and skill knowledge and practice.

Summary

This section presented findings that were used to answer research question one. The findings were the result of the TOALL survey and were contrasted with findings from other data sources. The findings revealed how the participants viewed academic language teaching and learning before and after the study, the common trends among them, and the main changes in their perceptions and beliefs.

Research Question Two

The following section explores the second research question, how do pre-service teachers' beliefs about teaching academic language affect their planning and teaching? Specifically, I look to the ways that the five participants applied their beliefs around teaching and learning academic language in their pedagogy and practice. In order to see the connections between beliefs and practices, I analyzed the data from several sources, specifically field notes, recorded interviews and dialogues, and finally the post-teaching questionnaires. As a result of coding during the data analysis phase of this study, four main themes emerged that illustrate how the participants implemented their beliefs about teaching and learning academic language in their practices. In this section, I am going to present the findings according to each theme and for each participant. The resulting themes from the analysis of the codes are *interaction as a tool to deepen learning*, *bridging students' home and school experiences*, *teacher facilitation*, *multimodality: using multiple modes to make meaning*; *additional factors influencing teaching*.

Interaction as a Tool to Deepen Learning

During the data analysis and as I proceeded through coding I noticed the recurrence of common phrases and words the participants used in their lesson plans, responses to questionnaires, and their dialogues. I decided to collect them and present them in this section as an introduction to the description of the findings. I believe that revealing the concepts and perceptions as they are embedded in the language the participants used to describe their experiences or to plan their lessons, gives additional strength and validity to the data analysis.

The theme of interaction as a tool to deepen learning can be described using the participants' voice. The analysis of the data revealed the following series of words and phrases: *reiterating things back; talk; share; peer support; working together; working off one another; discussion; making decisions; brainstorming; feeding ideas off one another; using the language*. These phrases are an expression of the participants' beliefs that interaction is important in learning because it is a way to use the language, to give and receive support, to create ideas, and to make decisions.

The first common teaching strategy that I found in almost all the lessons was the use of cooperative learning (CL) in the form of pairs, small or large groups, and whole class interactions. In this kind of environment students could use their home language, their vernacular, as well as, the academic language required for the completion of the activities. The student teachers created spaces and times where their students could interact as a way to support academic language development.

In all her lessons Kiara used cooperative learning groups where her students worked freely to reach different goals. Goals were varied and included: outlining articles,

creating a presentation, designing an investigation, analyzing text, creating, solving, and teaching a math problem, creating data sheets, reflecting on learning, connecting to prior knowledge, and formulating questions. The following excerpt comes from my reflections after an observation of Kiara using interaction within a science lesson.

I thought that K. tried to implement a strong science-academic language lesson by the way she organized the sequence. She asked them to formulate a question to be answered using the experiment. She asked them to work in pairs or groups to come up with this question and to plan the experiment. These activities do promote development of academic language because they allow students to think freely and translate those thoughts into language for the science experiment. There was a lot of talking and decision-making, a lot of interaction to make it happen, a lot of language being used. There was a lot of critical thinking and thinking deeply in order to make decisions and also there was negotiating meanings in order to plan an experiment.

In the academic language questionnaire, Kiara explains how she used groups in a two of her lessons.

I explained outlining, modeled it, did it with the whole class and had students do it in groups. I explained what the terms meant, gave examples, and had students work in groups to design their investigation so all students had peer support.

Interaction was also central in Tanya's lessons on butterflies. During one of the lessons I observed, students spoke enthusiastically about their experiences with butterflies. Tanya continued to provide opportunities for cooperation throughout her lesson and at the end she told me "(...) but I knew, because I had those kids I knew I had to do teaching where they could talk." I observed the second grade students as they gathered in groups around the container and started to talk about what they were observing using quiet voices to not disturb the caterpillars. Tanya, participating in the conversation, prompted her students to record in their science journals their daily observations of the butterfly cycle. The following excerpt comes from my field notes of that lesson and it shows the verbal interactions between Tanya and her students.

“What do you know about butterflies?” “What do we have over there?” “Caterpillars”. “What’s gonna happen to them?” kids respond. T. introduces book; kids are excited. T. reads with expression. “who can tell me what the butterfly started out with?” “An egg” “And then?” (...) T. tells them they are going to look at caterpillars now by table and they go back and write in journal. While kids go see, T. stands there and suggests looking at size, color, activity, environment, “What is it? Where is it?” Kids tell her. “Tell me more in your journal” “How has it changed since the beginning?” (...) Kids ask her about stages and she reminds them to look at cycle on the board. T. reminds them to draw a picture too.

Tanya talks about the benefits of using interaction in teaching as a way to scaffold EL learners or other students access the content and language.

And they are working together, they are brainstorming, working off one another. If one is confused about the directions and about what we’re learning, she is working with all of us; and we are talking using the language she is explaining. Then she is repeating and reiterating things back. Now she is understanding and her brain’s starting to work and especially if she is an ELL then she really needs that so she is getting it twice, three times if I walk over and have a discussion.

She also explains how interaction is beneficial for language learning in the following excerpt from one of her lesson plans.

I am also allowing them to talk at their table groups at what they are observing and they are then writing down after they have discussed with one another. This allows the students to feed ideas off each other and get a better idea of what they are learning and what to write in their journals.

Another example of using cooperative learning strategies to promote interaction and collaboration comes from Simone’s two-week takeover when she taught a social studies lesson based on the book “Material World” (Menzel & D’Aluisio, 2005). Students had to look at the pictures of families from around the world and write and later share their ideas and reflections. A slide show was central where students as a whole class discussed the similarities and differences they noticed among those structures and compared them to what they noticed in their own lives. The following passage is a

section of Simone's lesson on structures from around the world in which she describes the steps students would follow in groups.

Next, I will give each table group four pages of the book (one for each student at the table). I will ask each student to take one and will tell them that we will be rotating them around so everyone will see all of the pictures. I will then set a timer for three minutes. I will ask each student to look at the picture without talking. After three minutes, I will call time and give students "Material World" worksheet. This worksheet will have four sections that say: Country, cherished item(s), emotions evoked and ideas. I will give students a few minutes to fill out the first part based on the photograph they just viewed. Then rotate photographs around and repeat the above three more times. Once done with the photography viewing and writing, I will have students discuss what they thought about the pictures and the concept of the book. I will allow them about five minutes or so to do this. Finally, I will call the students back together and ask if they have any questions or comments about the book.

Simone describes her experience about the benefits of using interaction to deepen learning in one of our recorded dialogues where she describes what happened during a lesson. The quote shows the students engaged in a whole class discussion on the content of the book and then working in groups.

I did use The World is a Village that we did in 471 if there is 100 people blah blah; and my kids at first sight they were like "how much one person is so if you have ..." (describes numbers and how what they say in the book..) Then I gave each group... and they made a poster that ..; and there was really no instructions you can do whatever you want... some of the kids did a bar graph, some of kids drew all the animals and all the plants and all the vegetables that they could see. And I thought it would be over their head too and they liked it. At the end one of the kids said, 60 something people just eat and the other 40 don't...and he said well 60/100 is almost half, right? So that means a little over half people don't have that. Yeah. And then another kid started going "one in two people don't have it?" And then I let them talk about it and then I let the different groups talk about it to different table groups and share with whom you want. If you want the food people you share with the food people.

During the required two-week takeover Monica also created a lesson that centered on interaction. The lesson addressed the theme of heroes and it was structured in centers where the first graders had to collectively brainstorm the meaning of hero in their own lives and in their experience. During the entire time, students were engaged in talking as

they researched, explored, and inquired into the meanings associated with the concept of hero. Following is an excerpt from my field notes that describes the collaborative activities at the tables:

9:36 kids start writing. Some go ahead. Others are thinking or try to talk with others. M. and aid try to make them quiet. They walk around to help them start /brainstorm too. Kids are free to write how and what they want. No structure. Table: boy "I don't have a hero" Girls "yes you do!" They can't start writing. 9:30 Table 3. Girl reads boy's two lines. He erases some of it. Girl (same one) is encouraging boy to draw well. She judges all pictures at table.

When asked about her notion of academic language and how she supports its development in her teaching, Monica lists a series of strategies centered on groups that explore the content in different ways.

Well it's providing different strategies of learning, I had small groups, they were doing, some were doing math, graphic organizers, so they were doing all these different things and different ways but still using the language I wanted them to use.

In the end, Monica explains that learning academic language is the byproduct of other meaningful activities that the teacher had planned to reach the learning goals.

Summary

This first section presents data from lesson plans, field notes, questionnaires, and dialogues that show how the participants supported development of academic language for their students using student interaction. In cooperative learning environments where dialogue is encouraged, students are engaged in practices that support language development. In these contexts academic language learning is the result of meaningful and connected tasks where cooperation to problem solve and inquiry are central and academic language learning is a certain product. By creating this type of learning environment, the participants went beyond the perception of academic language as a set of vocabulary words and content related forms or structures that students should

memorize and learn how to use. On the contrary, the participants demonstrated the ability to change the power relations in the classroom by allowing the identities, the knowledges, the voice of their students to surface and being used in learning the school content and language. The next section presents findings regarding the negotiation of identity for the student teachers.

Bridging students' experiences and School experiences.

The second theme, *bridging students' and school experiences*, emerged from data that showed how the participants were able to focus on the students' personal motivations and experiences to connect to classroom experiences. In the Multiple Subject program these teacher candidates are involved in, there is a great emphasis on providing time and space for students to connect with prior knowledge. This knowledge can be the result of their life experiences and as such, it is embedded in their linguistic and cultural life outside of the classroom. This knowledge is also the result of what they were taught and what they learned and experienced at school.

The following phrases that surfaced from the data during the analysis summarize the participants' voices: *student involvement; makes it more meaningful for them; connecting with them; making it their own; utilizing it in a way that is meaningful for them; in a way that they want to and engages them; they are using it in another way; their strengths and resources; prior knowledge; to reflect on what we know to learn new stuff; connection to the material being taught; they are using the language; they are building literacy; they are building comprehension*. These phrases are indicative of the participants' beliefs and they show that they value the possibility to make learning meaningful for the students even when they students take the learning to unexpected

places. From the voice of these participants, creating connections between home and school is important because it allows students to reflect on what they know to apply it to new learning. Furthermore, in this process, students learn language, literacy, and comprehension that become the necessary products.

In the following quote, Simone explains her perspective on teaching using the students' aspirations and goals to learn language.

Well, it makes it more meaningful for them and you know if they're making it, connecting with them, and making it their own, and utilizing it in a way that is meaningful for them, which might not be the way that I found it meaningful for me or that I thought that teaching it to kids would make it meaningful this way. The kids, they are using it in another way so they are using the language, they're building literacy, they are building comprehension, but in a way that they want to and engages them. That's fine, ... if we don't get to the part we wanted to, it's ok.

An excerpt from my field notes shows Simone engaging her students in sharing with her and their peers their ideas and experiences about biographies.

She puts overhead w/definition of biography. "when someone tells a story about someone else" "... about themselves". "Turn to your partner and talk about what you know about biographies:" she directs them to write down what they know about it. S. walks around and talks with them and asks Qs. "So what's an example of a biography and autobiography." "Something someone has written about somebody else" kids answer with examples. S. writes their examples on overhead.

In the series of takeover social studies lessons on the American westward conquest, Kiara used groups to work on the creation of a KWL chart where each member contributed personal notes in each section of "Know" and "Want-to-know". In the following excerpt from my field notes, Kiara is engaged with her students in constructing the KLM chart on a transparency.

9:20 KLM on projector. K. explains what it is. K. asks if they know what it is. K. explains it's important to reflect on what we know to learn new stuff. Kids start saying what they know about pioneers. K. writes. K. connects what they say with vocabulary words.

9:25 K. asks about what they Want to know, for their questions. K. reminds them they can write their own questions.

In the post teaching questionnaire on how she supported academic language development, Kiara refers to the KWL chart as a strategy to connect to prior knowledge.

I introduced them to a KWL chart, which relates prior knowledge to new material, and aids comprehension of new material. I used pictures to introduce story vocabulary. I presented the definitions for propaganda techniques on the overhead and had students come up with examples.

In this quote, Kiara expresses her feelings about the goals of education. She explains how students should be guided to both learn skills and to discover their strengths and assets in their own lives.

I want to make a change. I will rock the boat. We teach life not just reading and math. We need to teach them skills and also what their strengths and resources are

Additional evidence of bridging home and school experiences as a strategy to support academic language development comes from Hayley's lesson on Rosa Parks. In occasion of Women's Month, Hayley planned a lesson introducing the female figure of Rosa Parks. In order to support her students in the understanding of the nature of biographies, Hayley planned for them to conduct interviews with the woman they admired the most in their own lives. The following excerpt from my field notes shows the level of engagement the students had during the lesson and how they are connecting the content of this lesson to their experiences.

2:15 H. gives texts and she gives directions on how they are going to read it. Student volunteers to read the questions. H. reads Rosa Parks' responses. "How did they get this info from Rosa Parks?" "They interviewed her" "Is she alive?" "When was she interviewed?" "We can look it up later" "Was she alive when they published it?" "Does anyone know what an interview is?" raise your hand. Kids have lots of questions about RP. "What kinds of questions you would ask someone to know..." she puts text on overhead. "What type of questions would you ask?" "Turn to your friend and discuss that."

After the lesson, Hayley wrote the following reflection on this experience describing her surprise at the students' engagement once they had found connections with their experiences and home lives.

One of the strongest aspects of this lesson was how engaged and enjoyable the students found it. When students are actually enjoying learning, students form a connection to the material being taught, which is what I believe my students did. Due to the preparation, and student involvement, the final products of this lesson were much more advanced and thought-out than I would have ever believed these students would be able to produce.

During her takeover Monica planned a two-week long integrated unit centered on the theme of community. This quote from one of our conversations shows Monica's surprise in discovering how much her first graders were engaged with a task that might have seemed too difficult for their age because they could connect with it in a more personal dimension.

(...) So it was just the things they came up with ... all the language, and not only just the language. And it was meaningful and it was nice to get them thinking globally rather than what they have right in front of them. You know with Chad, and they exist there and don't have water and they have to walk really far to get to the water. And then I had them do presentations on it. And it was just like..... and I was thinking, this might be a little over their head because this is not a kids book.

In one of the post teaching questionnaires, Monica explains the reasons for choosing her teaching strategies to support academic language development.

The lesson was designed to help students understand how caption and text can help you find certain information in the passage. Tapped into prior knowledge to see what the students already knew about these words. If they didn't know, they were instructed to open their books and find evidence of these things.

Summary

The second theme presented in this chapter and that emerged from the data considers how the participants were able to connect or bridge home and the school experiences for their students. The data I presented in this section reveal how these

participants planned curriculum so that students' prior knowledge could be used to achieve the literacy learning goals at school. In those teaching practices where students could naturally connect home and school experiences, the participants taught academic language with the strong convictions. They realized that learning and making meaning happen in the space between the two worlds in their students' lives and they decided to highlight it in their lessons so that students could apply both their home and school assets to new learning. In doing so, the participants shifted the power relations in the classroom in favor of the less privileged actors: the students' home worlds, prior knowledges, and life experiences.

Teacher Facilitation

Evidence for the theme *teacher facilitation* comes from observed lessons, dialogues, and questionnaires. The following phrases and words were used by the participants and surfaced from the different sets of data: *showing them the tools; providing; accessibility; techniques; kids interested; standing back; letting them use the language*. This theme is evident in the words of the participants who describe the teacher and their pedagogy to support academic language development. First the teacher is someone who provides tools in order to give accessibility to learning. The teacher uses a variety of teaching strategies, but also knows when to let students work with those tools to construct knowledge. In this process, academic language is used meaningfully and, as a result, it is learned.

In the following quote Simone describes her idea of facilitation as a series of acts that the teacher does to provide students with what they need for learning academic language.

[Supporting academic language development is] Showing them the tools and give them the accessibility to use [them to] develop their literacy skills. Giving them the techniques to group work, to [create] posters, giving them all those strategies is academic language and we need to make sure we're providing that for them and having them everywhere.

Simone behaved like a facilitator in the social studies lesson on what life was like during the American Revolution. In order to facilitate communication among the students, Simone made groups of desks and she kept this structure for the whole two weeks of her takeover. At the end of her credential program Simone had realized that the classroom is not fixed in space and time, but space is just another tool where learning can be facilitated. The following quote comes from my reflections during the observation of the transformed learning environment in Simone's classroom.

S. has changed a lot in the way she delivers lessons since the beginning of the semester. Now she does slow down and waits. She gives them time. The fact that she decided to move desks from rows and rows to groups of four, demonstrates that she wants to stress the importance of group work. She plans for group work because she feels these students need it. They are not used to it. Also, her mentor always says in the debriefs that S. should have used more group work, but then I think about the way his classroom is set, in rows. How is group work done when students do not have the environment to work in groups? S. saw this and decided to change it for her takeover. She does believe that language is supported by cooperative learning.

In the whole class discussion about math problems, Simone takes the role of facilitator of this process with the whole community of students engaged in making meaning and inquiring into the processes of finding problem solutions.

Similar to Simone's math lesson where the whole class was involved, I have observed Monica's students on the carpet engaged in cooperative language and literacy tasks. During a math review lesson Monica wrote the problem on the board and the students collectively solved it. What I noticed in that occasion is that the students were not prompted to give an answer in the form of a number. On the contrary, these first-

graders knew that to solve even just an addition problem there is a lot of thinking that precedes the answer. They volunteered their thoughts and they recounted how they got to the answer. They asked questions to each other and inquired on the process they followed to solve the problem. Monica facilitated this process by asking as the following from my field notes shows.

10:30 kids on carpet. M. puts addition subtraction problems on board. She asks them to solve them together with her. She asks: "What is the first step? Do I need to regroup? What do I do?" She goes step by step according to what they tell her to do. Kids tell her what to do. "Can you tell me why 12 here and 18 there?" Boy: "I'm borrowing from the 100th and (...)." M. uses examples from their homework to explain why she needs to do it that way.

In the following quote Monica can see the possibility of deepening students' learning by facilitating learning experiences that were initiated by students' responses.

Like a lot of mine where like interested in geography. Like this sounds like it is from Jamaica. And you could do a whole lesson with that one. We started with geography and how do we assess the sound effects. I mean so many ideas come from that writing, that free writing (...) but really the whole point is, what's a noun, what's a verb. They just really need to know the content...

Evidence of being teacher facilitators come from Tanya's words in the following quote where she explains that often teaching language is about being able to stand back and let the students use it.

That kids pick out language by standing back and letting them use language, which is the best way especially for EL learners, ... that's what they need, they need to be able to use the language whether they are talking about science, or the talk about the process of writing. They don't realize they are doing it, but they are still using the language. Which I think it's important.

Summary

In this section I presented a selection of the findings that revealed the theme of *teacher facilitation*. The findings showed that these participants chose to behave like teacher facilitators when they stood back and let their students take the materials or the

content of a lesson to construct something totally unexpected. Another way they facilitated academic language learning was when they provided a variety of tools to manipulate meanings through different teaching strategies that went beyond language itself. They also decided to facilitate learning by functioning like guides to lead their students through steps and inquiry questions, or processes. Often the participants decided to teach using heterogeneous groups so that their students could use the required academic language and thinking while staying focused on discussions or on creating artifacts in collaboration with their peers.

Multimodality: Using Multiple Modes to Make Meaning

Multimodality is intended as the collection of a variety of ways or modes to construct meaning. These modes for learning are not necessarily language related, but can include other practices for expression such as all forms of art as well as integration of content areas. Evidence for a *multimodality* theme comes from those lessons that included the use of an artistic form and the integration among subject areas and from the participants' words in dialogues and questionnaires. The possibility to transmediate among sign systems is first evident in the use of drama, the visual arts, or hands-on experiences. Additional evidence for this theme comes from all those instances these participants integrated the subject areas in their lessons. Using integration allowed them to guide their students in crossing boundaries from one sign system to another.

Evidence of this kind of academic language and literacy curriculum are those lessons where students learned math content embedded in a literature piece, or when they learned how to compare and contrast through the study of racism. Crossing the boundaries between two content-related sign systems supports the design of meanings.

Most importantly, when teachers plan integrated lessons, they invite their students to re-think and re-create what is learned using different meaning making systems. The result is deeper understandings, deeper connections between old and new knowledges, and stronger interrelations among people and texts.

The following phrases and words were extrapolated from the participants' descriptions of how they use the arts, integrate subjects, and use hands on activities in their lessons: *They are using their own language instead of using someone else's language; do fun things; it sounds like...; creating meaning; using the five senses; giving them opportunities just to talk to use the language; academic language just goes hand in hand (with these strategies); learning best from experiences; integrating things; engaging lessons that are fun; that makes them see how they can relate to a lot of other things; to do things that are going to help them.*

Using the Arts.

An important aspect of these participants' pedagogy is the use of artistic expression to learn and share knowledge. Evidence of using the arts to teach content and language come from Monica. She used music in an unusual way in one of her first lessons in which she decided to introduce herself using the music she likes to listen to. In this quote she reports what she told her students in that lesson.

“I bring in music that I like, so you're gonna get to know me a little”; and then some of the responses were like “did you really feel that? Did you really feel that?” I mean they were great!

Monica explains that she also played a traditional folk song and the children laughed because they connected it to Popeye's theme.

And then I played an old folk song, folk song, (title of song) like super funny, and the kids laughed the whole entire time, they thought it was great. My kids said oh it sounds like the themes song from like Popeye ...like they had so many things

to say. ... afterwards they wanted to hear to the song again, I let them dance to the song afterwards and...

She said that during the lesson there was a lot of talk about music, music genres, and music likes and dislikes. Then the students asked to dance to a song and Monica played it again and they danced. One student said: "I feel like this guitar is singing." Monica was very proud of herself when she heard this comment because she felt it was important for her students' learning to be able to connect their personal lives to the learning experiences in the classroom: "that makes them see how they can relate to a lot of other things."

More evidence of using multimodality as a teaching stance comes from Monica's role-playing in a lesson on the community helpers. The following excerpt describes the action going on during the role-playing and the audience engagement.

11:30 kids on carpet. One by one they stand up and act out community helpers. The others guess. M: "What does the Do?" kids had written their character in a piece of paper previously. When they are stuck they whisper to M. and she helps them with ideas on how to act out a character. "Think of the service that he is doing". M. calls them using the sticks. If they don't want to do it, it's OK. They (the rest of the students at the carpet) say what the actor is doing. They describe his actions. Kids have some difficulty to guess more abstract figures like 'lawyer'.

Another example of using the arts that supported students in managing and re-creating their own learning is Tanya's lesson in which children worked in groups to make habitat posters and used art to express their learning. Tanya describes the experience of her students engaged in creating posters with pictures and language to represent what they learned about habitats.

I started off by asking them what's in a habitat. I let them come to the board and gave them the marker and they were on the board and wrote anything about habitats ... I mean, some of their ideas were farfetched, but it was right, it was in some sense, habitat. For example they said "Oh there's clothes in my house. Ok then, that's a habitat. And then I said: "each table has a habitat, do what you want, write words, draw pictures with it... if you think of the animals"... And they

reported it. Then each group gave a report on theirs and the class got to ask questions and give them compliments on it.... And there was [lot] of language and I didn't ... I didn't do anything! That was the lesson! They even wrote on the board, they wrote on the board for me..... but I think they get the most meaning out of it because they are doing it, they are doing it....When I'm teaching to them they are so bored and that's when I lose them too, that's when they start eating erasers or breaking pencils or pocking them at each other.

Tanya was very happy and excited when she recounted what happened during that lesson. She could not believe she had not done anything and yet there was so much meaning and learning going on.

Further evidence of using the arts in their teaching can be found in Tanya's lessons on the butterfly cycle. In that lesson Tanya had her students create a mobile with a paper spiral, glue, and colors to represent the butterfly cycle. These second graders went to their group tables and started working on the individual projects. They approached the task in different ways and at different times. I observed them as they negotiated with their peers how to use the materials and the tools, how to take turns using them, and how to make decisions regarding the work sequence. A few kept working in silence and others chatted with their peers while they were cutting and gluing or writing and drawing.

I noticed how, at one group, students used the spiral to represent an angel halo on their head. Others tried out the length of the spiral to see if all the phases needed to describe cycle would fit in it. There were two boys who previously had been in trouble for disturbing their peers, and now were totally absorbed in the task. Suddenly one of them called the other one and invited him to go see the caterpillars to check if there had been any change in their color or shape. They went back to work and one of them started to sing while working and sometimes he added some dance moves. In the following

passage from my field notes, I reflect on the students' engagement in the meaning making process using art.

Tanya does believe that in order to develop academic language students need to be involved/engaged in an activity that uses multiple intelligences, art, groups, talk hands. They are experimenting with this shape and concept of cycle. This project makes sense for him (one student). Later T. tells me that this boy is being tested because he keeps moving, can't sit still. He only does things when it's hands on. (...) While they (students) check (their mobile) they construct the meaning of the cycle then they decide next steps. They make important decisions about their learning and how to represent it through art.

Tanya talked about how she included music in her lessons as a strategy to support language development.

Yes, how do you teach the part of speech in a fun way, yeah there's fun ways, yeah there's songs that go along with it, there's gigs you can do, I talked... I did my contraction lesson with a song....

Hands-on.

Evidence for using the hands-on strategy to teach academic language comes from one of Kiara's science lessons. The lesson was about the academic vocabulary, the scientific investigation, the creation of testable questions, and planning research. In the post teaching questionnaire, Kiara explains how she supported academic language development with a hands on experience.

In this lesson students learned about the words investigation, testable question, and plan. In order to make the AL concrete students engaged in creating them. I explained what the terms meant, gave examples, and had students work in groups to design their investigation so all students had peer support

Likewise, Hayley taught a hands-on lesson on using senses to gather information on an experience to later write a descriptive piece. The excerpt from her lesson plan describes how she is teaching the academic vocabulary for the day using a hands on experience.

I will begin this lesson by placing a single Hershey Chocolate Kiss on each student's desk. Tell the students they may not touch the kisses in any way. They may only look at them and know that they will get to eat them later in the lesson. I will then tell them that they will be using their five senses to help describe and create a description of the chocolate kiss. I will then point out the definition of describe and description, the vocabulary words of the day, that will be written on the whiteboard.

I was observing this lesson and the students were obviously very engaged and excited, almost refraining themselves from talking too much or going to fast in the exploration of the chocolate.

9:36 What are senses of the body? She writes them on three map. [...] She tells them to start with "looks" (sight). Students give lots of ideas. H. claps hands. She asks about color, shape. H. asks them to pick it up and describe what it felt like. She asks to share. She writes their words. She asks to unwrap it and listen. Then put it down. They all do it and start to talk. It goes on. H.. asks "What did you hear?" kids say words, phrases. H. suggests crinkling sound. H. tells them to smell it now [...] 9:50 H. "now the best part" "yeahhh". She gives directions on how to taste it. They all wait for permission to eat it. Some kids laugh. While they wait for it to dissolve in their mouth, kids tell words, phrases about taste.

In this quote Tanya describes how the experience of music, movement, and a game allows students to connect to the content of the lesson.

I chose to do songs and movement because I know that these students work best with songs. I also designed a game because they learn best from experience and moving around.

An excerpt from one of her lesson plans shows what Tanya believes the benefits of hands on activities are.

I am allowing the students to do a hands on project because that is how they learn best. If they are doing something engaging and fun they are learning more from the unit.

Integration.

Evidence for the theme of integration comes from the two weeks takeovers the participants planned and taught at the end of the semester as their culminating teaching experience. The student teachers in this study planned their integrated units centered on

big ideas they had chosen according to their personal preferences, students' needs, and curricular needs. Evidence of the subject integration is Tanya's unit centered on life cycles. She started from the butterfly cycle and integrated science with language arts (writing observation journals), the arts (the habitat posters and the butterfly cycle mobile), and math. Interestingly, in order to deepen the understanding of life cycles, Tanya extended the concept to include the study of the habitats as the place where life cycles are actuated.

Evidence of integration comes from Monica's and Simone's units on the concept of community. Taking the idea from the standards for her grade level, Monica had community helpers guests who explained how their role in the community. She connected this experience with the figure of the hero that she developed through language arts, math, and social studies lessons. In the following quote Monica describes how important integration is in their teaching.

I think that a lot of it, when I plan lessons, is how I integrate things. (...) The example I'm getting to is when I used your book "What the World Eats", and this book is so cool, this is obviously not a kid's book. The words in here are describing... let's look at India. You look at all the foods that they eat, they wanna eat and how much they spend in that one week. So what I did was I assigned each group a country and they had to look at it, then we assigned each group a station. So one station was looking at how much food they eat and how much they spend in the week. Another station was doing a double bubble map of that country and the United States. So they were just doing comparing and contrast.

Simone developed the theme of community from the school to home to the world as a community. She started with the community of the American colonies and how they affected the community of the existing Native Americans. Then she used math lessons to explore measurement at the school community and finally she expanded the concept by readings and writings about the world as a community.

In Kiara's thematic unit, she guided her students in the exploration of the theme becoming citizens of a global community by planning math lessons using data from the readings. Students were also involved in doing research and writing about the different regions of the world and then creating artifacts inspired by cultural art. In science the lessons about water conservation culminated with recommendations students made to reduce water consumption. By exploring the westward expansion and slavery's role in the Civil War, students connected the theme to how this activity affected the construction of the idea of citizen.

Summary

The Multimodality theme that was presented through the data in this research describes how the student teachers planned curriculum so that their students could use different modes or sign systems for making meaning. In a learning context where language is used as the primary mode for academic language learning, other modes were included as an alternative way to learn. These sign systems were the arts, hands-on experiences, and the possibility to cross and connect content areas. In many of their lessons, the participants created opportunities to cross the boundaries among sign systems by using hands-on, music, visual arts, or drama to learn academic language. I also presented evidence that sign systems were crossed by integrating subject areas in the process of developing a concept or big idea. Subject integration is viewed as another way to create and re-create meaning from different perspectives and using different modes of thinking.

Other factors influencing the participants' practices

This study would not be complete if other factors influencing the participants' practices were not presented and discussed. Data that show the presence of additional elements influencing the participants' pedagogical and curricular decisions come from the dialogues, questionnaires, and the lesson plans. Six main themes were identified that show how the participants negotiated their teaching spaces and found their voice. The six themes are: school, mentor, supervisor, students, courses taken, participant's background.

School.

The theme of school refers to how the participants viewed their teaching and learning in the context of the school they were doing their internship. In the following quote Simone explains how difficult it was for her to be able to teach according to her beliefs that learning needs to happen when students are connecting with the material. At the school where she was placed she had to negotiate and find the balance for her teaching space between the requirements of the school and her beliefs.

I had a hard time doing stuff like that, like when ... how do you do the fun stuff but if I'm at a school that's making me do the other stuff... I mean... you'll find the balance but I can just see that being hard, to find free time, to get out the songs from our own world, and all of a sudden to take out this boring book and we'll try to make it meaningful, we'll try to make it fun but no matter how you twist it, it's about a cat that sat on the damn mat...

The same way, Tanya expresses how her own teaching was affected by the school's curriculum and concern to raise test scores by using a more direct and explicit teaching methods.

I thought about specifically W. and how we are a PI school. We focus on benchmarks, we focus on star testing, we use HM. We use all these other things that we have to be using... that totally affects the way that I'm teaching.

Mentor.

The theme of mentor refers to the influence that the mentor teacher had on these participants' decisions. In the following quote, Tanya explains how her mentor teacher planned her lessons according to the goals of raising test scores and how that affected her own planning.

About how the school affected your teaching. Like E. teaches to the standards, she like, went through the benchmark and she would say 'oh we need to work on the benchmark, we need to work on this, on this, this is what we are going to teach.' When we got closer to the STAR, she got all these questions. The questions for the STAR. She said, 'these are the type of things that we need to read, a passage, and be able to also compare another passage to this one, we need to find two passages to teach so they can compare.'

Tanya also describes how her mentor and her planned together following the adopted curriculum. She also describes the way her mentor teaches following a script or using other strategies.

We do HM vocab. HM spelling, HM high frequency words. She does picture walks with the high frequency words, like listen to the story on tape and then when you hear a word you come up' she like pauses it, and then you, they have like a worksheet where the paper is like this and they have like only 3 of the high frequency words in each box. And then when they pause it they go over as a class, what it is, what's the definition, and they get time to draw the definition with a picture, and they go on. She holds a lot of classroom discussion with them, like talking with them.

On the other hand, Monica explains how her mentor teacher never uses the adopted curriculum and how much she admires her.

But it also depends on the type of teacher, because with Dianne, she never did workbook stuff except for math [...] I think she is incredible, I've never met a teacher like that before [...] she doesn't do a lot of.. she doesn't do a lot ... like workbooks ..except for math, all of her instruction is like a whole group instruction on the carpet and then they go and do it in centers .. or she has so many different strategies that she uses.

Simone recounts in this quote what her mentor told her about how the school policies affected him and how he put aside his beliefs to teach in the way that was

acceptable at the school, but that was not connected to his beliefs. Until Simone joined him as a student teacher he had not realized how much he had changed.

I mean see A. who is the youngest teacher at the school, he is 30 and he said, he told me 'you know, when I first started I had the fire like you do and I wanted to be innovative, I wanted to be for the kids, and it's been taking me 9 years to forget that. Now that you're here I see how we need, how I need to start doing stuff like that.'

Supervisor

The theme of supervisor is evidenced in the participants' words that explain how the supervisor affected their decisions. In this first quote, Simone explains that the supervisor helped her realize how she taught academic language by asking her to identify where it was in her lesson plans.

And just what you did that first time when we were talking in the conference room I was saying well I'm confused. You said, look at your lesson, where you see it, I'm having kids work in groups, you said, what else. I'm having.. where else .. and you just had me name all of that and I got.. Identifying where you're using it (academic language) and where you could be and picking up in your own lesson where it is, I totally got it. In my lesson, you said, identifying where it is... it's my lesson, something I totally planned... now you show me what it is

Monica explains that the supervisor gave her another perspective on her teaching, a view that she had not considered. In the post teaching debrief, the supervisor helped her see how she supported academic language development in ways she had not considered.

Yes, you explained in ways that I wouldn't have heard before. After a lesson was over you would come over and say, this is like in the charade lesson, the community helpers lesson that I did. I had them to act out a community helper and the class would guess and then they had to write about it and then, you know, I saw that. Like, oh yes, this is a good lesson. But then you're telling me all that, this is what you did, you included writing and different kinds of arts. I just didn't see it in those kinds of ways that you explained to me

Tanya talks about the importance of sharing and talking with the supervisor during planning. She realized that after talking with the supervisor, she was able to see how she supported academic language development in her teaching.

I mean, once I sat down with you and talked about what language actually was for pact, I completely understood it. So when you actually came in and watched all my lessons, when you came in during takeover, I could like pick out, like yeah, That kids pick out language by standing back and letting them use language, which is the best way especially for EL learners, ...

Adapting to Students.

The theme of adapting to students emerged from data taken from my field notes during lessons taught by the participants. I noticed how they adapted their teaching as they proceeded through their plans.

The first example of adaptation to students comes from a lesson about becoming an artist. Tanya was reading a story from the adopted curriculum with the students on the carpet. After about ten minutes she directed them to go to their tables and fill out a worksheet to practice the use of the academic vocabulary. I was observing the interactions between Tanya and her second graders and I noticed that slowly the students became restless and some started to yawn while on the carpet. In my notes, I write: “There’s a background noise of stretching, yawning. It looks like sentence frames.” That is when Tanya stopped and told them they could talk. One student asked, “Are we done?” Tanya responded, “No, I just want to give you a few minutes to talk.” Afterwards, while the students were immersed in the drawing of themselves doing art, Tanya approached me and told me “It’s boring, but that’s what she (the teacher) does... I tried to make little changes...”

Evidence of adaptations to students’ needs emerges from Monica’s series of literacy lessons in the context of personal heroes. The following excerpt from my field notes describes the moment Monica noticed her students were struggling to describe heroes, so she invited them to look at the board where the day before, they had noted the qualities of a hero and the examples they had found already.

9:07 Kids sit on carpet. M. tells them to talk to partner about qualities of hero. M. asks them to say them. [...] “How would you describe a hero?”[...] Kids take time to answer. M. tells them to look at heroes on the board if they can’t think of words to describe them.

Further evidence of adaptation comes from Kiara’s lesson I observed where she adapted her planned curriculum to her students needs. In the science lesson, she had time constraints to finish the lesson before the end of the day, so she spent little time giving directions, repeat rules of successful group work, goal of the experiment, and she also formed the groups. The result was that she extended the lesson to the next day. In the following passage from my observation notes, Kiara is engaged in answering the many questions from the students.

9:39 Kids go into groups. K. “You have 10 minutes to decide on your questions.” Students start talking. K. talks with groups helping them understand directions.
9:50 Hands up. K. asks to share questions to help others come up with questions. Kids keep interrupting. One group shares one question. Other groups share a question. K. rephrases their questions. K. is also giving suggestions on questions and how to set up experiments.

Simone explains how she always includes in her plans the possibility that everything might change because the students needed to take the teacher input in another directions.

I’m always very open to.. starting with the plan, starting with the base, with a core we want to focus on, but letting the lesson go wherever it goes, so if we start out (this has happened to me the other day) but you start out with a story then you go toward discussion and then say and after discussion you turn out to have half the class saying this and half the class saying ‘big deal’, taking that and instead of saying ‘ok, that’s it’, ‘let’s have a debate’. I try to do that a lot, taking it where kids take it, as long as they are covering what they need to be covering, let the kids take it wherever they need to go, because there is clearly...

Preparation from other courses.

Very interestingly, there were no substantial changes between the pre and post study survey for five statements where the five participants shared the same responses.

They agreed that attention to surface feature of language like vocabulary, sentence structure, pronunciation, grammar, and punctuation should not be the central focus the central focus of academic language teaching. They thought that the use of texts from real sources and original language without simplification is a valid strategy to teach academic language. They believed that prior knowledge and home language are important in the development of academic language. The participants agreed that using heterogeneous groups is a strong strategy to develop academic language and that teacher's questions should elicit inquiry and deep thinking to support academic language development.

These results could be interpreted as being the result of having common background knowledge that was constructed in the method courses they took in the semester previous to the this study. The findings point in this direction and can be found in the dialogues. The participants were able to give specific examples of how the experiences in the coursework affected their planning and teaching in the field. In the following quote, Simone refers to what she learned from instructors M., and how she applied that to her teaching.

They know they can do whatever they want and even when there are opportunities, and M. [instructor] really stressed that, you give them opportunities to read and write meaningful literature and meaningful stories every day is so important. It just helps them build, build who they are...

Tanya recounts how she used one of the assignments for a course to plan a lesson for her takeover.

One of the assignments I had them do was like out the book, one of the books that we, for 464, ...whatever one we had to do the writing sample analysis along with another book... maybe it was the 'writing essentials' but it was, but it said like, one of the things... oh, it was the one when we had to ...whatever one of them, but it gave you different ways to teach writing. It said instead of having kids sit down and summarize stuff...just tell them they can write anything they want about the story and will come up with stuff that you didn't even think about, and it will be good stuff. So that's what I did.

Additional Considerations: the Participants' Background

The participants in this study never talked about their background experiences as a factor that might have influenced their teaching practices and the formation of their beliefs of educators. In Chapter Three the participants' background was presented and what appeared evident was the almost perfect uniformity of it. All of them came from white middle class families, grew up in small towns in California, went to schools where diversity was minimal and where they experienced a lot of parents participation. All of them come from families who supported their education. None of them had significant foreign language experiences, except for Monica who lived in Oaxaca for one summer as a student, and they described their knowledge of Spanish as basic. All of them expressed their dream to become teachers to change the world, to make a difference for their students, and to be role models for future generations of children.

From the data that were collected in this study it is not possible to see an apparent connection between the participants' life experiences and their educational choices or the formation of their perceptions about academic language teaching and learning. Nonetheless, it is interesting to keep this element as a possible additional factor.

Research Question Three

Research question number three, how can teacher preparation programs become more effective and more supportive of teacher candidates in developing a series of beliefs about teaching academic language?, attempts to voice two main needs for credentialing programs. First of all, the need to support their teacher candidates in the formulation of educational beliefs that welcome cultural diversity within a vision of pluralism as opposed to a more simplistic view of multiculturalism (The New London Group, 2000).

The second need relates to supporting teacher candidates in the process of translating their education beliefs into teaching practices that are funded on the students' knowledge and life experiences.

The teacher candidates in this research study demonstrated resourcefulness and creativity in their process of learning how to be a literacy teacher in the third space context. The data presented in this section come from dialogues, field notes, and questionnaires. After coding the data coming from the different sources and after comparing and contrasting them, three themes emerged: *importance of coursework and student teaching experience*, *importance of planning curriculum*, and *importance of students' learning*.

Importance of Coursework and Student Teaching

The findings for this theme reveal the importance of coursework and the student teaching experience to support the development of the notion of academic language and how to teach it. The participants in this study expressed confusion and uncertainty when I asked them to explain their understandings about the nature of academic language and their experiences. First the participants expressed their disappointment regarding insufficient explicit information about the nature and the teaching of academic language in their courses as the following excerpt from a dialogue shows.

Tanya: In our methods courses we're making all these lessons.... I'd never heard about academic language. I learned about the importance of differentiation. The class, the one class that I took with you, that's the only time that I talked about academic language.

Simone: I never, never talked about it. Only when we talked about it [in the field] that I knew what it was.

The following response to the post-teaching questionnaire about academic language, shows how Monica felt about her preparation in the coursework. She explained

that she was not supported in understanding the concept of academic language and how to teach it, until she started her practicum at West Elementary.

Well, I don't feel that courses have adequately supported me in academic language. I think they should tell us that academic language is supporting our students in their learning. There isn't much emphasis in our classes on academic language. I did not know what it was until I became a full time student teacher at W. It should be helpful to have a class period designed to help the student teachers teach academic language.

Kiara gives suggestions on how courses could support teacher candidates in understanding and use academic language in their planning and teaching.

Programs should teach a variety of approaches that support comprehension of academic language, and model how it can be highlighted in any lesson.

Additionally, they confirmed the importance of the supervisor to support teacher candidates in the understanding of their practices. The supervisor tended to let them interpret their own lesson plans and the implementation in search of their pedagogy for teaching academic language and their resulting notions. Simone describes how the supervisor pushed her to go beyond her lesson plan and implementation to include additional ways and opportunities for her students to learn academic language.

And especially those lessons that you watched and you telling me "you did this to engage them, but what else could you have done", or "what other direction could you have taken them." And then I would say, "ok let's do this let's do that." And then the next time I was teaching I would try that. Try to extend it, try to go further... and letting it be more free and building up from that and knowing that it's ok and knowing that I go where it goes.

Simone explains that the supervisor supported her understanding of the notion of academic language by guiding her through the analysis of her planning and implementations looking for the evidence of academic language teaching.

And just what you did that first time when we were talking in the conference room I was saying "well I'm confused." You said, "look at your lesson, where you see it", "I'm having kids work in groups", you said, "what else?" "I'm having..."; "Where else"; and you just had me name all of that and I got.. (....)

identifying where you're using it and where you could be and picking up in your own lesson where it is, I totally got it. "In my lesson", you said, identifying where it is... it's my lesson, something I totally planned... "now you show me what it is."

A quote from the post-study questionnaire shows Monica explaining how the supervisor helped her realize how she supported academic language development. With her supervisor, Monica realized that learning academic language could be engaging for all her students.

Academic language is often passed over when teaching a lesson. Teaching academic language is even more difficult because many of our students are second language learners. Yet as I stated above, the supervisor helped me realize that teaching academic language can be enjoyable for our students. She gave me many techniques of going about teaching academic language.

Simone expressed concern for her peers who might have gone through her same student teaching experiences and she repeated that many of her peers might lack the necessary preparation to adequately support their students in learning academic language.

And what about people at other schools, how do they deal with it if they didn't have a lot of assistance, not as strong? We are not the only people who didn't have a grasp of academic language. (...)

This section presented findings for the first theme: importance of coursework and student teaching experience. The data revealed that the participants would have liked more support during coursework to understand the notion of academic language and how to teach it. The data also showed that the type of student teaching experience had an impact on these participants growth as literacy educators. The figure of the supervisor and his/her role appeared to be of great importance for these participants.

Importance of Planning Curriculum

The theme *importance of planning curriculum* that emerged from the data refers to the importance of considering the teaching academic language always present in any

lesson. The participants expressed the need for teacher candidates to always and carefully plan their curriculum so that academic language could be taught and assessed for all students.

Following is a quote taken from the dialogues that describes the participants' experiences in the field. Simone explains that as a new teacher she feels positive that she is going to be able to combine the expectations of the school, when these expectations focus on superficial aspects of learning, and the need to teach her students in meaningful and more authentic ways. She describes the importance of planning curriculum that is engaging and meaningful.

They say, we need fresh teachers, because we are the teachers now that are coming in, that know we need to do the fun things, but we also know that we need to cover these things but that we aren't going to put our kids through: "Here it is kids...here is a noun...". We are not going to do that sort of things. And that's what they mean when they say, we have the fresh blood, we need these new ideas, even though we know we (are going to do) a little bit of this, we are gonna make it happen, we are good at making it engaging.

In reality, the participants in this research did use the adopted curriculum materials in their lessons as they were expected to do. On the other hand, they demonstrated the ability to adapt them to their students and they felt prepared to do so, as Tanya and Simone's dialogue demonstrate.

Tanya: And we totally taught the stories out of HM (the mandated curriculum) and she (her mentor) totally used the same type of (material/sequence). You saw me when you came in and observed, I did a picture walk, I did a thinking map, straight out of the stuff she uses out of the book that she uses straight out of the book though. But also you have, you have to use the textbook though.

Simone: Yeah. And we do use it.

Tanya: Like you can change it...(....) Like I did because I had to teach one story during my takeover, and again I changed it, I can do a picture walk, I can do anything.

Evidence for this theme can be found in Tanya's quote where she explains that she plans for academic language learning implicitly, by focusing on students' needs and ways of learning and including them in the teaching of language skills and structure.

I didn't know what academic language was, but like I said I don't plan it, I don't think: "Oh I'm gonna have the kids talking, working on this poster, and that is academic language." I don't even think about it, I just know this is what the kids need. I know their needs, I know how they learn best and have fun while learning and this happens to be easy academic language throughout the whole entire thing. (...) I think that ties in both together: engaging lessons that are fun and to do things that are gonna help them; and academic language just goes hand in hand. So I didn't know what it was really until you told me but I don't plan my lessons thinking.

The theme *importance of planning curriculum* was evidenced in dialogues and in responses to questionnaires. The data showed that the participants gave importance to planning curriculum that included the teaching of academic language. In addition, the data showed the participants' conviction that students learn academic language in deeper ways if the teacher has planned carefully and has created spaces for them to work autonomously and in collaboration with peers.

Importance of students' learning

The theme *importance of students' learning* emerged from those data that revealed how the participants adapted to their students' learning needs when they planned and taught academic language. When talking about what teacher candidates need to know about academic language the participants repeatedly explained that academic language learning should be one of the main priorities in curriculum planning. Tanya talked about academic language in relation to being lifelong learners.

I need to know about academic language in order to help the students gain the tools and skills to be lifelong learners. I need to know the students' background and interests and needs in order to connect the academic language.

Monica expressed that teachers cannot assume academic language will be learned naturally and implicitly especially if their students are not native English speakers. She explains that teacher candidates should become aware of what academic language is and how they teach it in their lessons in order to support effectively all their students.

Most students are unaware that they are learning academic language. Often times I repeat the words I want them to know. Like caption or text, repeatedly throughout the lesson. I ask students what they know at the end of the lesson. Academic language is a tricky concept to grasp especially for second language learners. Student teachers need to know what it is and how to teach it effectively to students, especially ELL's.

An excerpt from my field notes shows how Simone used teaching strategies to support academic language development in her lessons. The list of strategies demonstrates her attention to the students as active and engaged participants in the learning and in making meaning.

- Students underline main idea/details in text.
- Students express connections with their life experiences.
- Students participate by sharing lots of ideas.
- She rephrases and facilitates discussion.
- Students play game in groups.
- Group work.
- She gives definition and then she facilitates a discussion with students' questions.
- She gives them highlighters to do research on text.
- She asks open questions.

In the post teaching questionnaire, Kiara explains that knowing and being able to use academic language will benefit students in the long run because they need to be able to use this type of language to become successful in society. Teachers are part of their accomplishments in their future.

Academic literacy is essential for students to have a fair chance at competing in the job world. Students need repeated exposure to academic language to internalize words and skills. One lesson is not enough. Academic language is vital for student success.

Findings from my observations of Hayley's lessons reveal how students responded to her teaching. The following excerpt is taken from the debriefing session after a lesson on comparing and contrasting. Hayley chose to teach these concepts by organizing an experience using the five senses.

Students pair-share the five senses.
 Students give her lots of ideas she writes on board.
 Students talk, share, and participate.
 Students excited to be able to eat chocolate candy.
 Students are engaged in experienced and motivated to write.
 Students read their writing.

The theme *importance of students' learning* demonstrates that the participants put the students at the center of learning academic language. Data from dialogues, questionnaires, and observations show that when planning for academic language learning, the participants provided spaces for their students to be active learners and use academic language in context.

Chapter Summary

This chapter collected and presented evidence in support of the generative themes that emerged from the data and in response to the three research questions. Data taken from the survey, the lessons, the dialogues, the questionnaires, and the field notes highlighted the participants' beliefs and practices about teaching and learning academic language and showed how they supported their students in developing academic literacy.

For research question one, the TOALL survey gave a picture of the participants' beliefs, perceptions, and practices in the teaching and learning of academic language. The survey showed the areas where the participants changed between the beginning and the end of the study. It also showed the areas where the five participants shared common responses. This chapter presented the findings according to the generative themes in

response to research question two and that emerged from the data. The related themes are, *interaction as a tool to deepen learning, bridging students' home and school experiences, teacher facilitation, multimodality: using multiple modes to make meaning; additional factors influencing teaching.*

Chapter Five will present the conclusions and recommendations that were the result of the study. The chapter opens with a summary of findings and then proceeds to present recommendations for teacher education programs on how better support teacher candidates in developing their academic language notions in a way that is inclusive of all learners and respectful of their first language and culture.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a discussion of the findings that were presented in Chapter Four. After a synthesis of the different findings, the researcher presents conclusions on how the participants in this study view academic language teaching and learning and how they applied their beliefs to their teaching practices given the presence of other factors influencing their choices.

The chapter will end with recommendations that will be addressed to university educators of credential programs on best ways to support teacher candidates in constructing their beliefs about academic language teaching and learning and how to support them in their field placement. I strongly believe that one way to promote change in education is to act at the level of teacher education. It is in this context that future teachers are allowed and expected to reflect on their beliefs on the notion of literacy and learning and on how they connect those beliefs to their practices in their classrooms. As a consequence, teacher education programs should provide teacher candidates opportunities to develop a deep theoretical and practical understanding of academic language. These programs also need to provide the space for teacher candidates to reflect on their own beliefs regarding teaching and learning academic language with the goal of including all students.

The need for this study arose from two main considerations regarding the context for learning and teaching English in multilingual and multicultural classrooms. The first reflection is connected to the pressing need to prepare English language learners to become proficient in academic language in order to pass the standardized test. In the

effort to *fix the problems* as fast as possible, teachers and administrators have often responded with instruction that is based on narrow views of academic language as mainly vocabulary and grammar skills. In doing so, teachers have given more importance to the language as a knowledge that can be transferred to students regardless of their cultural identity, their first language, their home literacy and knowledge, or their learning needs and styles.

The second reflection has to do with teacher preparation programs that are responsible for adequate training of future teachers in teaching academic language. One of the driving forces that led credentialing programs across the state to reflect on the ways candidate teachers are prepared to teach English language learners, has been the introduction of the high stakes assessment called the Performance Assessment for California Teachers (PACT). The main focus of this assessment as it is woven through curriculum planning and reflective pedagogy is the teaching of academic language. Chapter Three describes the PACT requirements and the notion of academic language that surfaces in this assessment.

Summary of Findings

The participants in this study planned and taught academic language curriculum in the third space of bilingual diverse classrooms, within the context of an English only system. As they progressed through their practicum months, they became more aware of the tensions present in this third space and they adapted their teaching to allow the potentials of this space to fully emerge. Consequently, the participants were able to take what at first might have been considered as a lack of linguistic competence or a lack of

knowledge on the part of their students and transform it into a resource or asset needed to access the required school academic competence.

The pre and post surveys allowed the researcher to focus on the participants' perceptions and beliefs about teaching academic language. The data from observations of their teaching, interviews, and questionnaires were also used to triangulate the findings from the survey. The participants' responses and practices showed that they viewed academic language learning as the result of activities and experiences that focus on meaning and not just the surface features of the Standard English form. In the classrooms where they were placed, these teacher candidates found themselves in need to negotiate a teaching space where they could attend to the language needs of their students in ways that were often opposite to the school's view. They were placed with mentor teachers who often were compelled to secure an immediate growth of the language proficiency to raise test scores. In this environment, reductionists views of academic language teaching, like sentence frames and vocabulary frontloading, were considered reliable strategies.

On the contrary, these participants were also able to plan and teach lessons where the surface features of the language, like vocabulary, sentence structure, or punctuation, were a secondary goal. They paid more attention to the creation of a learning environment where students could construct knowledge in collaboration with their peers while being engaged in meaningful and connected learning activities.

Conclusions: Generative Themes

Using Interaction to Deepen Learning

The theme of *interacting to deepen learning* emerged from the data that show how the participants engaged their students in a variety of collaborative learning

experiences because they believed their learners needed to be able to talk and be supported by their peers. This same theme is reflected in the results of the survey where all participants agreed that using heterogeneous groups that are formed by EL learners and native English speakers is a strong strategy to support academic language development. The data from lessons, field notes, dialogues, and questionnaires showed that in almost all the teaching experiences the participants created spaces for their students to interact in groups that were mixed in terms of language knowledge and development.

The continua of biliteracy model (Hornberger, 2003) can be used to interpret these student-teachers' academic literacy activities in the bilingual classrooms, as attempts to shift the power balance towards the less privileged ends of the continua. Hornberger affirms that in any biliteracy environment, such as the school where these participants operated, there is always struggle and tension between the more and the less privileged actors in the scene. In the biliteracy and hybrid space, educators are called to reflect on their teaching and language practices to unmask unbalanced power relationships and transform them. Teachers must be able to reflect critically on the way they construct power in their classroom and through the use of language or the way they organize interactions among students, between teacher and students, and students and texts. Hornberger continues by saying that only when teachers are able to stop and re-think their presence and action among their students, they can see the possibilities for change. When this realization happens, teachers are ready to become agents with the power to transform existing realities in their classroom and at their school. The newly

acquired awareness is a necessary element to start the struggle that ultimately leads to change (Freire, 2005).

The participants' approach to teaching academic language is also articulated in Street (2005). In his work Street further explains the concept of "academic literacy approach" (Street, 2005, p.5) as the stance of teachers who go beyond the idea of literacy as a collection of the formal features of a language. On the contrary, these educators are able to view literacy as embedded in the social realities where it is used and given meanings or as an expression of the local as opposed to the institutionalized realities (Gee, 1996). The divide between autonomous view and the ideological view of literacy (Street, 1984) becomes clear for those teachers like the participants in this study who have learned to accept literacy in its multiple and deeper or hidden layers that are influenced by the students' funds of knowledge and are immersed in the relations of powers of the classroom.

The participants in this study used cooperative learning in their lessons constantly and within this overarching pedagogical choice, they used a variety of teaching strategies, such as, hands-on, the arts, talk, play, connections to prior knowledge, and, finally, they behaved as teacher-facilitators. These pedagogical decisions can be placed in that dimension of learning that is embedded in the content of biliteracy in Hornberger's (2003) model. In the content of biliteracy dimension, biliteracy develops through the meanings that are owned by a bicultural individual. In Gee's (1996) terms, the meanings that reside in the bicultural identity define and support biliteracy learning. On these learning grounds, teachers are called to create an environment in which students can

incorporate what they know and value with what the school values and requires them to learn and practice (Kincheloe & Steinberg, 1993).

Furthermore, biculturalism also develops in the content of biliteracy along the continuum of the minority-majority meanings. When the participants in this study started to see themselves as teachers who can allow their students to take the learning where they need to go, they were walking the minority-majority continuum themselves and they were creating spaces where both teachers and their minority students could find their voices and negotiate their identities. The resulting movement is a shift towards the center of the continuum where power is more balanced. Additionally the participants were also paying attention to the contextualized-decontextualized continuum in the same content of biliteracy dimension, for the reason that they accepted that academic literacy development happens more strongly when school related literacy events are embedded in a meaningful context. When students can freely use talk in situated communities of learning, they are able to contextualize the secondary discourses such as the school academic literacy, using their tacit knowledges and resources.

In their diverse classrooms, these teacher candidates realized that their students were constantly pushed to prepare for the test, which is one of the manifestations of the monolingual majority's view of literacy and learning (Edelsky, 2006). As a consequence of their reflections, they tried to shift the weight in the balance by reserving time for their students to learn using their assets and strengths. During group work, students could reclaim their right to start from their cultural and social knowledge or from their linguistic as well as personal knowledges in order to organize or discover new learning. These practices can be placed on the decontextualized-contextualized continuum. In fact,

on the decontextualized end of this continuum one can place teaching practices that focus on the decontextualization of language in order to learn its forms and its uses in the context of texts. At the other end one can find literacy practices that are embedded in the cultural, linguistic, and societal context of the language users (Hornberger, 2003).

The decontextualized-contextualized continuum is closely connected with Street's (1984) description of literacy. Street explains that there is a dichotomy between literacy as the autonomous model resulting in abstract and fragmented literacy practices, and literacy as the ideological model that views it as the result of one's knowledge and views of language and literacy. By using students interaction, these participants allowed their learners to contextualize the classroom dominant and decontextualized discourses using their own discourses and identities that are the expression of their otherwise silenced knowledges. In doing so, they moved their students from the powerless end of the continuum to the more powerful end of it where their voices provided the context and the key to interpretation of the classroom discourses and literacy practices.

In a group, academic learning becomes the goal and it is achieved by the students who feel free to structure a dialogue for the collective learning. In a dialogue we learn and experience others, with others, we remember, and then we apply this newly uncovered knowledge to new understandings (Bakhtin, 1981). Using cooperative learning and open dialogues supports acquisition and expansion of academic literacy as well as academic content. The generative themes that emerged from the data showed how the participants became teacher facilitators who supported those students in the less powerful end of the continua in expressing themselves and be heard as Hornberger's (2003) model shows. In lessons where talk is central, and, yet, informal and free, as in many of the

lessons I observed, all voices are heard and all contribute to the group's learning. The voice of those students who are still learning English is welcome and not judged or measured as it is the case for every piece of writing done in the classroom. Free talk and expression or the constant use of oral language in these lessons, are strategies to resist the dominance of the macro, literate ends of the continua in the context dimension as expressed in Hornberger's (2003) work.

Talk and open group work, is also a successful strategy that operates in the development dimension. Here, the traditional curriculum emphasizes the written language, which is considered the indication of being literate according to the autonomous model of literacy. In these traditional learning environments oral reception is usually not given enough consideration. Furthermore, in this traditional model of literacy learning, much importance is given to the production of language. The problem is that in linguistically diverse classrooms, those students who are still learning English as their second language are mostly silenced by a pedagogy that privileges the written language over the oral or the standard production over the reception of language (Delpit, 2002). When oral language, that is usually placed in the weakest end of the continuum, is given a place in the curriculum, the teacher is moving her learners towards the more powerful end of the continuum as these participants chose to do to support academic language development.

Multimodality: Using Multiple Modes to Make Meaning

Outside of school, however, images play an ever-increasing role, and not just in texts for children. (...) Most texts now involve a complex interplay of written text, images and other graphic or sound elements, designed as coherent (...) entities by means of layout. But the skill of producing multimodal texts of this kind, however central its role in contemporary society, is not taught in schools. To put this point harshly, in terms of this essential new communication ability, this

new 'visual literacy', institutional education, under the pressure of often reactionary political demands, produces illiterates. (Kress and Van Leeuwen, 2010, p. 12)

The findings showed the participants as they were engaged in choosing a variety of teaching strategies to scaffold learning for their diverse students. One of the main themes that emerged from the data is *multimodality*, the use of multiple modes of learning in the form of art, music, movement, and subject integration. The participants expressed the need to reach all students by providing opportunities for them to engage with the content of the lessons using modes different than language. They were excited when they talked about those teaching experiences with their students as they were engaged in creating artistic posters or interpreting music or art pieces. They explained how surprised they were to see how engaged their learners were in the hands-on activities they organized for them to discover a scientific principle or to write an essay using the concepts of compare and contrast.

From the transmediation perspective, literacy takes on a new character. Harste (1994) identifies knowledge not as a fixed and autonomous entity residing in texts and books (Street, 1984). Knowledge, on the contrary, is placed in the ever-changing interrelations among people, perspectives, and sign systems. Even more importantly, knowledge is always contextualized in a specific time and place. Central in these participants' literacy pedagogy is the belief that multiple literacies are possible in the classroom and are situated in the ongoing reflection on what is learned and in the student-student and students-text relations. Through their practice, the participants in this study allowed their students to cross the bridge between sign systems. They created spaces where their students could present, recreate, and reformulate their personal representations of knowledge using their artistic talent.

Meaning making for the participants in this study was a multidimensional experience in contrast with the linear and language-based view that was prominent at their school. In relation to meaning making strategies in the contemporary society, Kress (2003) affirms that the existing theories of communication and meaning making are inadequate. These theories are based on language as the central focus and the main tool to construct meaning and to establish communication. The problem with this system is that in the present global society, language alone cannot account for, describe, or recognize the semiotic changes, which are the distinctive features of this society and its future. Theories of language cannot describe adequately the complex interrelations among today's modes of communication. On the contrary, multimodality is the rule in communication in this era of multiliteracies.

In their work on the grammar of visual design, Kress and Van Leeuwen (2010) explain that in communication, language cannot be central and it has never been so. In oral communication language is always accompanied by body language and in written texts, communication is also connected to the tools used to write and the forms of the text itself. In other words, humans always communicate using different modes all at once and integrated these varying modes with the goal of constructing meaning. Furthermore, one should not forget the fact that literacy is not stable, but on the contrary, it is a dynamic force, almost fluid, that adjusts according to the changes in society, technology, and communication (Kress, 2000). Unfortunately, in schools like the one where this study took place, the focus is almost entirely on the written language almost entirely. Educators either have forgotten or are not prepared to view literacy as the expression of meaning in multiple and co-existing modes.

This approach leads many teachers to plan curricula that are detrimental to children's learning. The problem, Kress (2000) continues, is that adults forget that children by the time they enter school, are already "competent meaning makers and makers of sign in many semiotic modes" (Kress, 2010, p. 10). In the process of creating and using signs to make meanings, children also construct and transform their identity of sign makers. Since adults seem to pay attention to meaning as it is expressed in language, children's multimodal approach to literacy is not given enough importance and is relegated to fun or self-expression activity. In conclusion, the child's natural propensity to make and use signs and sign systems is not valued in most institutional settings (Kress, 2000).

From a social semiotic perspective (Kress, 2000) one can affirm that in the process of transitioning or translating from one sign system to another (writing to drawing to role playing to math problems etc.), humans also go from one kind of realism to another, from one type of imagination to the next. Humans do it and need to do all this because it is just their natural way to learn. Each of these transformations of the meaning making sign engages students in different cognitive and affective acts. Moving across modes then is a way to develop "synesthetic potentials of the child in their transformative, creative actions" (p.29).

In addition, Kress (2000) affirms that allowing students to use different modes of meaning making and communication, like the participants did in their lessons, also creates the possibility to go beyond the limitations of any specific mode. Each sign or communication mode has its limitations and humans naturally look for ways to overcome those limits with the goal of making sense of the world or to achieve full and clear

communication. As a consequence, schools are called to go past their infatuation for language that is just one sign and can be limited, as the single mode of meaning making. The goal should be to allow multiple forms, modes, and signs into their classrooms as ways to bridge internal and external worlds, to read realities, and to construct new understandings and identities.

On this subject, Stein and Mamabolo (2005) claim that the possibility for teachers to view literacy as a “multi-semiotic set of practices such as plays, pictures etc.” (p.38) is indeed real. The authors confirm that all those literacy practices that are conveyed through the arts, can also serve as vehicles to express personal identities. Teachers using the arts in their daily curriculum, support the students who usually do not have voice in the classroom in recovering it. This way literacy pedagogy has shifted position from being centered in the classroom/school objective dimension, to being situated in the local subjectivities of the learners. The participants in this study created moments and spaces for their students to use multiple modes of crafting meaning and literacy.

Using the arts, hands-on or integrating subjects in teaching content and language can be considered teaching strategies that create spaces for students’ voices to be heard. In Hornberger’s (2003) terms, we could affirm that every time a sign system different than language is used in the classroom, the power balance among the actors in the learning process, has been moved in the direction of the more powerful ends of the continua. Allowing students to use drama, or music, painting or photography, as these participants did, brings to the forefront the possibility of accessing knowledge in different ways.

In the bilingual classroom in the mainstream and English-only system, bilingual students become English language learners. These students are usually silenced because their cultural and linguistic knowledges often are not used as assets on which new linguistic and cultural learning can be built. Furthermore, the preponderance of written language as learning mode makes it even more challenging for these students to actively and meaningfully participate in the classroom literacy events. Their competence in English as their second language, might not allow them to fully participate in the English-based events at the same level as their English native peers. In these learning contexts, the continua of biliteracy model (Hornberger, 2003) can be used as a framework to understand relations of power and to uncover how using multimodality in planning curriculum can shift the power balance.

In the context of biliteracy dimension, the weaker ends are always the micro, the oral, and the bi(multi)lingual in contrast with the macro, literate, and the monolingual and powerful ends of the continua. When teachers plan curriculum where students can be engaged in expressing, exploring, representing, and re-creating meaning, using modes other than language, they give their students the possibility to overcome the limitations of language itself. For the English language learners, having the possibility to use pictures, drawings, hands-on, technology, drama and other modes of expression and learning, means to be able to feel empowered and legitimated. Crossing over to using pictures to understand a specific content or to using role-playing to express what was learned, allows students with a non-standard competence in English to participate and feel valued members of the community. In Hornberger's terms, the power relations in such a learning environment have been reshaped in favor of the weaker ends of the continua.

Bridging Home and School Experiences

The educator needs to know that his or her “here” and “now” are nearly always the educands’ “there” and “then.” Even though the educator’s dream is not only to render his or her “here-and-now” accessible to educands, but to get beyond their own “here-and-now” with them, or to understand and rejoice that educands have gotten beyond their “here” so that this dream is realized, she or he must begin with the educands “here” and not with her or his own. At the very least, the educator must keep account of the existence of his or her educands’ “here” and respect it. Let me put it this way: you never get *there* by starting from *there*, you get there by starting from some *here*. This means, ultimately, that the educator must not be ignorant of, underestimate, or reject any of the “knowledge of living experience” with which educands come to school. (Freire, 2004, p.47)

The data surfacing from the survey, lesson plans, field notes, and the participants’ words showed that they planned and taught lessons that were connected to their students’ prior knowledge and home experiences. This practice was also one of the beliefs about teaching academic language that surfaced from the responses to the TOALL survey. The participants expressed conviction in the belief that deep academic learning cannot happen if school experiences are disconnected from the students’ own identities and life experiences. The theme of *bridging home and school experiences* emerged from the participants’ voices and their teaching as they expected their students to first share their experience in relation to the content of a lesson. In their lessons they created spaces where their students could learn in more authentic ways because they could recognize themselves in the new material and the learning goals. The five participants expressed the need to secure a learning environment that could support all their learners in making school and home life connections. At the same time, they knew that the academic language goals would be reached as Simone explains: “ They don’t realize they are doing it, but they are still using the language.”

In many of their lessons, as seen in the previous chapter, they taught the standards or used the mandated curriculum, but they also created events, or activities, or moments

where students could connect with their home life. The participants tried to plan for a pedagogy that valued the home worlds of their students. They used those experiences to reach the academic goals as they are expressed in the content standards. Students' funds of knowledge (Gonzalez et al., 1993) became a place for exploration and for learning that could be used in connection with the school knowledge and goals. The participants explored the vital question of how children's literacy practices in the homes can be brought into the school by paying close attention to out of school knowledges and experiences.

Considering all the influences that affect students' life should be a constant focus of teaching. In these third space classrooms, the students' meaning making really lies between the two realities for the students. Between school and home, institution and family, students naturally look for a safe place where their identity can be explored and transformed. Pahl and Roswell (2009) describe this in-between space as "wet sand"(p. 66) after a wave has retreated back to the sea. In this space teachers can establish a safe third space where students can connect out of school literacies with the school literacies. Using the people, the stories, the practices, or the resources that live at home is a strategy to accomplish meaningful and deep learning for the students. A pedagogy that values home and community experiences is also central in the notion of "situated practice" (Kalantzis & Cope, 2003b, p. 243). Situated practice is the possibility that teachers create for their students to immerse themselves in their available designs of meaning which are the result of the students' own lifeworld experiences. As The New London Group explains (2003), situated practice must take into consideration the "sociocultural needs

and the identities of the learners” (p. 33) because it is a kind of pedagogy that is immersed in the students’ lifeworlds.

In Gee’s (2000) terms, if reading and writing, and meaning are always situated in their socio-cultural situations, or Discourses, then words lend their meaning to the context which, in turn, will give meaning to the words. Words and contexts mirror each other and there cannot be true language that is disconnected from its context. Using the students’ funds of knowledge is an important step towards the contextualization of words. In this process words acquire their meaning because they stem out of the learners’ meaningful contexts.

When the participants planned for their students to use home knowledge, experiences, or languages, they were also supporting the creation of context for those learning goals that were described in the content standards or in the mandated curriculum. When all this happened, there was a shift in the power relationships in the classroom and the subjects traditionally at the weaker ends of the continua were moved towards the stronger side. In the school context where learning environments are designed by external institutions, as in the context of this study, students’ funds of knowledge and home literacies correspond to the minority end of the continua as it is expressed in Hornberger’s (2003) model.

Teacher Facilitation

Facilitating learning was another recurrent theme in the participants’ practices and words. They felt their role of teacher-facilitators could best support students’ learning academic content and language. To reach their teaching goals, the participants scaffolded learning by allowing their students to take the lead, and by preparing materials and

experiences. Often the participants expressed surprise and joy in realizing that their learners had taken learning in their own hands and had transformed their input into something unexpected and meaningful.

Street (2003b) affirms that when teachers make decisions or actuate a specific pedagogy for a specific group of students, they are also moving away from the powerful ends of the continua towards more balanced spaces. In these spaces teachers can see and comprehend much more of their practice in terms of differentiated pedagogy rich in tones and degrees. Their decisions to move from the original place of oppression allow them to see more clearly who they are as teachers. This newly acquired identity will be often misunderstood and even contested by the institutions where they operate. In order to support and invigorate the new identity teachers need to develop and keep alive a strong theoretical framework as the basis for their transformational pedagogy.

The participants in this study were aware of the tensions the school was experiencing and decided to respond by creating third spaces where adaptation to students' needs and multiliteracy pedagogy were possible. Adaptation to students' needs for meaningful and connected learning confirms The New London Group's concepts of design, designing, and redesigned (The New London Group, 2003). According to the authors, pedagogy should be conceptualized as *design* (p. 19) and teachers should be considered designers of learning environments for their specific students and not controllers or dictators of knowledge. *Available designs* are the existing "grammars of the different semiotic systems" (p. 20) such as language, images, or gesture that are used according to socially agreed upon conventions of use. They also include the experiences that the designers bring to the process of designing in the form of discourses and personal

histories. The designing process allows the designer to shape the new meanings that are arising from the available designs and are transformed from their sources into new knowledge. In the case of my participants, their pedagogical adaptations, their need to take on the role of teacher-facilitators, and to aim at deeper understandings and critical thinking, make them true designers in The New London Group's perspective. The outcome of the act of designing is the redesigned. The authors explain that in the process of designing new meanings, the designers also redesign themselves. In other words, there is a process of negotiation and transformation of one's own identity that is actuated in this space of action and change. I would like to call this space, the third space of learning and meaning making where the participants acted guided by their evolving beliefs on teaching and learning academic language.

Other Factors Affecting Teaching Practices

One additional theme emerged from the findings that described additional factors that affected the participants' teaching. The candidate teachers expressed frustration when talking at how much the school climate influenced their planning and teaching. The realities of being in a program improvement school, often translated in lessons that felt too limited and superficial for these student teachers. Spending too much time in teaching grammar and spelling frustrated these candidate teachers.

They also explained how working with their mentor teachers influenced their practice. Some of them were able to see in their mentor a role model of meaningful teaching. Others expressed the frustration and sadness in realizing that even the teacher in charge felt constricted and limited by the language rotation and the pullout intervention programs at the school. These programs and activities took away time from more

connected and meaningful learning. Another common thread for all participants was the fact that they never talked about teaching and learning academic language with their mentor teachers who seemed busier in planning short and segmented grammar lessons with lots of sentence frames and thinking maps.

In talking about how they reached their convictions about academic language teaching and learning, the participants also explained that the courses they took in the credential program had not been enough to allow them to become aware of their beliefs and practices. They found more support in their university supervisor who facilitated their learning in different ways. The most useful way was to reflect on both the planning and the implementation of their lessons. The supervisor asked them to explore their plans and their practice and to identify the academic language they were teaching. In addition, the supervisor pushed them towards the realization that they were teaching academic language even when they were not teaching grammar or vocabulary. It should be noticed that their supervisor is also the researcher as explained in Chapter One and Three. In this position of expert in the matter of literacy and language learning and teaching, this supervisor might have influenced the participants towards a more explicit rationalization of their academic language notions. In fact, in the dialogues that were recorded, the participants expressed the concern that their peers might not have had the same experiences because their supervisors might not have been as familiar with the matter.

The researcher/supervisor observed how the candidate teachers adapted their lessons during implementation to the learning needs of their students. The participants explained how they often took a lesson from the adopted curriculum and adapted it to the

students because they knew what their students needed. All participants were very vocal about the need to always adapt teaching to include all learners.

Resulting Notion of Academic Language

The previous section explained how in this school context teachers were continuously faced with decisions regarding the teaching of language to the increasingly diverse students. The participants in this study observed and participated in teaching practices that focused on skills as well as they tried to respond to students' needs for deeper thinking and personalized learning. The evidence that emerged from the data and gave rise to the four main themes in this study, demonstrate that the participants practiced teaching of academic language according to three views.

First, academic language was taught as a set of language skills such as vocabulary, writing formats, and grammar. This behaviorist view was then accompanied by lessons that taught the language of the difference subjects or contents. This notion was based on the idea that academic language is a set of specialized linguistic forms that are typical of each subject and can be memorized and practiced. In addition, the data showed other ways of teaching academic language that focused on the students' interactions, on the construction of meaning starting from students' home knowledges and experiences, on using a variety of modes for learning, and by being a teacher facilitator. The participants were able to construct a unitary and integrated view of academic language that goes from the *study skills* model, to *academic socialization*, and finally, to the *academic literacies* model (Leea & Street, 1998 and 2006).

Recommendations/Findings

The following discussion connects the findings from the first two research questions to question three, how can teacher preparation programs become more effective and more supportive of teacher candidates in developing a series of beliefs about teaching academic language? In addition, it presents recommendations for credentialing institutions resulting from the reflections on the findings as well as the participants in this study.

Third Space Environments and Student-Teachers' Identity Formation

The findings in this research study have brought to light the role of the fieldwork in the preparation of competent future teachers of academic language to English language learners. The quality of the learning environment for teacher candidates is of extreme importance. This study took place in a school context where the struggles and tensions of the third space are felt and experienced by all actors. In their third space classrooms the participants in this study were successful in finding their own path to learning and to develop their pedagogical beliefs.

The teacher candidates went through a process of transformation and of self-awareness as a result of the pulling tensions in the environment where they were placed. They started the full time internship at the school after a semester of intensive courses about teaching language and literacy in the multicultural learning environment. It took them just a few weeks in the field to realize that the preparation was not enough to deal with the expectations of the West Elementary context. Within this school context in which they had been placed, they were able to develop as literacy teachers in ways that they had not expected.

In relation to the effects of third spaces on the development of teachers, Bhabba (2010) affirms that individuals need to interact in the third space because it is these exchanges in this specific space that allow them to reveal who they really are. In a school context where there is a strong fit between the requirements of the dominant institution and the needs and backgrounds of the students, teachers define themselves in relation to just one external force. On the contrary, in the third space school context, the author explains, individuals are forced to define themselves in relation to ever changing and contrasting notions about the meaning of teaching and learning.

Negotiation of teacher identity in the third space school context requires teachers to relate their beliefs and teaching practices to a dominant institution that often requires them to teach in unauthentic ways and regardless of their students' backgrounds and interests. As a consequence, it is in this environment that teachers gain confidence in themselves in stronger and more meaningful ways. In connection with teachers' identity formation processes, also McKinney et al. (2008) affirm that identity is shaped by the teachers' participation in a third space context. These authors state that teachers who operate in third space environments are more inclined to remain in their teaching positions and to engage in leadership roles at their schools or in larger educational communities. The participants in this study negotiated their teaching spaces trying to implement their beliefs and perceptions about teaching and learning academic language and they did it by planning curriculum and using a pedagogy that was a combination of the Acquisition and the Assimilation views. They positioned themselves in the middle space where they taught using the adopted curriculum, but they modified it to meet the students' needs. Their academic language goals often were vocabulary and formal

features of language, but their pedagogy was the result of careful observation of their students in order to include their expectations, their learning needs, and their personal experiences.

Recommendation: the Third Space School

The first recommendation for a credentialing institution is to choose carefully the schools where teacher candidates practice their teaching. In my experience as a supervisor, I have been in schools with low percentages of Hispanic/Latino students (lower than 20%) and where poverty was not a problem (lower than 20%). In these environments I observed the student-teachers engaged in teaching practices that were connected, project-based, and meaningful for the students. At these schools the adopted curriculum and the preparation for the standardized test were not an issue. Naturally, in these schools third spaces are the meeting location of students' knowledges and interests and the institution's expectations. However, in my experience, the teacher candidates did not need to negotiate their teaching space in relation to opposing forces because students and schools' interests were in tune. In the final evaluations of the teacher candidates at more affluent schools, the issue of lacking the experience of interacting with high percentages of culturally and economically diverse students was always discussed.

On the contrary, schools like West Elementary seem to be well-suited places for the candidates' development of their beliefs and practices in academic literacy teaching and in relation to unbalanced power relations in the classroom. West Elementary, with a high percentage of immigrant children and economically disadvantaged families (higher than 25% as described in the LEEE Handbook, 2010-2011), has demonstrated to be an educational environment that promotes a complex process of identity formation. At

schools like this one, teacher candidates can experience the gap, the difference, and the tensions existing between the community's funds of knowledge and expectations and the requirements of the dominant institutions. However, it is in these spaces that pre-service teachers can find the energies, the motivations, and the resources to proceed according to their convictions.

This research has demonstrated that teacher candidates placed in a culturally and economically diverse third space classroom do develop strong identities of literacy teachers through teaching practices that are based on the assets and resources they have available. The participants in this study decided to use the adopted curriculum and to plan curriculum using the content standards for their grade level. On the other hand, they also demonstrated an ability to adapt that curriculum and those goals to the needs of their students and their own needs to experience meaningful learning. The generative themes in this study revealed how the teacher candidates at this school remained focused on their beliefs about the notion and the teaching of academic language even in the midst of contradictions and continuous redefinition of their role of teachers.

In relation to the Third space, Gutiérrez et al., (1999) affirm that third space school environments necessarily become the place where the in-school and out-of-school literacy experiences of the students meet. In this encounter reside the possibilities to teach and learn using a multiliteracies stance as described by The New London Group (2003) and as this study revealed. According to The New London Group (2003) literacy education needs to be based on the meaning-making tools the students bring with their experiences to the school. Literacy teaching should draw from the experiential backgrounds of the individual students, or their *available designs* (pg. 20-21). With these

understandings students should be guided in redesigning knowledge in their private lives, in their public lives, and in the academic context that is their schools.

In revising the third space construct, Gutiérrez (2008) argues that the third space of learning context is not just a place where the local literacies of students are celebrated. It is, most of all, a place where learning is transformed and achieved. The New London Group (2003) has already described the same concept in relation to the notion of teaching. From this perspective, the third space is a true zone of proximal development in Vygotsky's (1978) sense. Moreover, this zone for learning is where students and teachers participate in meaningful, situated, and carefully planned learning practices. In this exciting space, Gutiérrez continues, there is movement, not just opportunities for movement. It is a movement among the different dimensions of the students' and teachers' history, space, and time (p.153). In the third space, learning and meaning making are also processes that happen during conversations, dialogues, and critical examination of contradictions or differences. The participants' experiences in the field were centered on these dialogic practices as the CORE model of student teaching in this model provided them with the possibility to do so. They were also careful in creating opportunities for dialogue in their lessons so that they own students could use interactions to reach the curriculum literacy goals.

Recommendation: Quality of the School-Institution Relationship.

A third space school alone, as it was described in this study, is not enough to support the formation of strong theoretical convictions and theory-based practices in the teacher candidates. For a successful learning experience, it is also extremely important that the credentialing institution and the school develop a strong and on-going

relationship of trust and mutual support as if the preparation of future teachers were indeed a shared enterprise. This particular relationship between the university and West Elementary School is called Collaboration for the Renewal of Education (CORE) (Goodlad, 1994) as it is described in Chapter Three. Within this framework, university and K-12 institution collaborate not only for the preparation of the teacher candidates, but also for the renewal of education. The goals of CORE are to create spaces where schools can be heard and can refresh their practices and beliefs through the participation in the preparation of the future teachers.

The administration at West Elementary and the credentialing institution have developed ways to make the CORE goals a reality. Once a year mentors and administration participate in the CORE Meeting where a theme is discussed and the status of the relationship is analyzed and shared. Administrators and mentors are also invited and participate in supervisors' meetings throughout the year. Most importantly, the mentors always participate in the debriefing sessions and the reflections following an observed lesson. Mentors also can participate in the weekly seminars and in mentors' seminars during the semester. Each semester at the time of PACT reviewing, a large group of scorers meet for recalibration or training. Most of those scorers are mentors and principals from the schools affiliated with the Multiple Subject credential program.

Through this lively dialogue and relationship teacher candidates are continuously supported in the process of becoming teachers. A recommendation that results from this study is that credentialing institutions create relationships with their school partners that are based on an open and mutually rewarding experience. In such an environment, credential candidates can thrive because they are supported in the construction of their

identity as teachers even among the tensions and struggles of the third space learning environment.

Actually, it is the very nature of the CORE model as it was implemented at this school that helped in the construction of third spaces for the teacher candidates. In this unique space, they were able to engage in meaningful learning that connected their beliefs to their practices. In the CORE partnership model, as it was implemented at this school, each participant had the possibility of exchange and participation. In the forming interrelationships, the teacher candidates took advantage of opportunities where movement among the different dimensions of knowledge and participation were possible. The same way Gutiérrez (2008) explains in her study, the CORE relationships among the actors in the scene and the possibility to build intersubjectivity (p.154) and a collective third space (p. 153), allowed the teacher candidates to grow in their sense of identity as literacy teachers in this school setting.

Recommendation: Support of the Supervisor

In the third space of teacher identity formation, another element is important and needs to be treated with care: the supervisor. The role of the supervisor in the third space is a complex one. The supervisor functions as a bridge between the candidate teachers and the university, and is also a link between the school and the candidates. For this reason, the supervisor acts in a multidimensional space where contrasting forces come in contact. A strong supervisor will be able to reconcile the opposing movements allowing exploration and inquiry to happen across dimensions of knowledge in constant dialogue.

A recommendation that results from this study is that the supervisor is supported throughout and in multiple ways. First of all, supervisors should strengthen as a

community of individuals invested in the success of their teacher candidates. Dialogue and interrelationships should be fostered. Second, supervisors should also view their position as a place where renewal is possible. In their own third spaces, supervisors should be supported to discover the strengths and the resources available through the forces that shape their role.

Recommendation: Teacher Candidates Preparation During the Program

The teacher candidates in this program started the second and full-time practicum semester after a first semester where they worked on the formation of their beliefs and testing of their emerging teaching practices. This research highlighted several sets of evidence that revealed different aspects of this preparation. The first evidence comes directly from the themes and demonstrated that these teacher candidates were well prepared in planning and teaching academic language in a culturally, linguistically, and economically diverse classroom context. The themes showed the teacher candidates used the third space school environment to negotiate their identity supported by the preparation received in the program. The following dialogue is an example of how the participants viewed specific experiences in their coursework as important in their practices.

Simone: I did use the “World is a village” that we did in 471 if there is 100 people (...)

Tanya: One of the assignments I had them do was, like, out the book, one of the books (...) for 464, ... whatever one we had to do the writing sample analysis along with another book... (...) maybe it was the “Writing essentials” (...) but it gave you different ways to teach writing. It said, instead of having kids sit down and summarize stuff... just tell them they can write anything they want about the story and they will come up with stuff that you didn’t even think about.. And it will be good stuff. So that’s what I did.

The themes emerging from the interpretation of the findings in Chapter Four revealed the importance of a preparation that focuses on cooperative learning pedagogy,

on teaching with a special attention towards the students' home and background experiences, on teaching using pedagogy that encourages the use of different meaning making modalities. The teacher candidates in this study demonstrated that the preparation received in the first semester of the credential program had set the scene for meaningful teaching practices. However, they expressed the need to receive a more focused experience during the method courses that would center more explicitly on the notion of academic language and on the practice of teaching it.

Academic Language Support in the Program: a Multiliteracies Focus

The TOALL survey provided an additional view of these candidates' preparation to teach academic language. Four of the five participants resulted in the *amalgamation* range. The amalgamation or eclectic view about teaching and learning academic language can be positioned half way between the skill based/systematic view and the sociocultural/acquisition view. At the end of this dissertation process, as I am reviewing the literature framework that led me to interpret my findings, I am able to make three strong connections.

The amalgamation view in the TOALL could be considered a summary of the three views of academic language as they are described in Lea & Street (1998, 2006). Teachers, who place themselves in this range, believe that teaching of language skills and genres can be contextualized in the students' realities, or funds of knowledge, and their needs and expectations for learning.

At the same time, the amalgamation view could also be connected to The New London Group's (2003) view of *multiliteracies pedagogy*. As described in Chapter Two and Six, The New London Group advocates for a pedagogy that is based on four

elements: *situated practice*, *overt instruction*, *critical framing* and *transformed practice*.

From an amalgamation perspective, teachers plan and teach the skills and genres of academic language contexts, but they do it in the situated/localized experiences of their students. In other words, and as this study demonstrates, they plan a pedagogy that is rooted in the students' home and life experiences. As a result of this kind of pedagogy, the authors continue, there will be a critical study of the students' own lifeworlds and, subsequently, a transformation. Learning, in this sense, becomes an expansion of personal horizons and a transformation of what was known into something new. In this sense, the amalgamation view in the TOALL survey describes the potentials for a pedagogy of multiliteracies.

A final consideration should be made about the amalgamation view and that involves the notion of third space. The amalgamation view, in this sense, becomes the third space of possibilities. From this perspective it is the space where teachers view themselves operating between a model of academic language that is based on teaching grammar skills and the more holistic model that is based on language as meaning making. The amalgamation view posits a meeting location of two often viewed as contrasting forces leading language teaching in today's schools. On one side there is the institution that is concerned with measurable learning results and effective instruction to reach pre-set goals. On the other side there are the students' as a force that naturally brings in the classroom out-of-school knowledge. Teachers who place themselves in the amalgamation view of academic language, might feel the tensions of the third space, but also the possibilities for change, expansion, and transformation.

Contribution to Linguistic Human Rights in Education

In light of the California anti-bilingual legislation as it is contextualized in the research in LHRs in Education (Chapter Two), researchers are called to take a more active stance in conveying the status of immigrant languages (Skutnabb-Kangas, 2001). In this framework of linguistic oppression, a school system that deems illegal the teaching of L1 in bilingual immigrant communities, contributes to the process of weakening and eventual disappearance of mother tongues in a matter of one or two generations. Monolingual and English only classrooms become third spaces of cultural oppression that can negatively impact the identity of linguistic minorities. Children grow to forget the family language, and with that, the cultural knowledge that ties generations together through language. Often, young students learn to respond to the external forces by withdrawing their participation in the school discourse and living in a hidden, devoiced, or unconscious state of resistance at the borders between school and home discourses.

In the absence of a political will to change the situation and allow multiple voices to be heard and used in constructing school knowledge, what can be done? How can future teachers be prepared to recognize the characteristics of the third space of resistance and transformation? Or where students can recognize their cultural roots as valuable means for learning and growing? How can teachers become tools to challenge the status quo?

This study took place at an English only school with a high percentage of bilingual and/or poor students. The findings suggest that transformation is possible and that the third space of cultural and linguistic assimilation can become a third space of

opportunities and challenges. The participants in this study demonstrated ability and conviction in their responses to the cultural and linguistic assimilationist policies. This study showed that meaningful language experiences can be fostered and supported even in the monolingual and English only teaching environment.

Adequately prepared teachers in monolingual school systems can still support first language and culture by creating an open and collaborative learning environment. Using cooperative learning strategies where talk is free and encouraged, is a strong way to promote the use of the first language. Moreover, in free talk and collaborative work, students can access their cultural and linguistic funds of knowledge freely and use it to learn new material. In this process, the severed cultural and linguistic ties can be rebuilt through acceptance and recognition. On the other hand, the students' cultural and linguistic *lifeworlds* can be used as the basis for constructing new learning beyond the students' *available designs*, but with the ultimate goal of returning to their original places with newly acquired understandings. LHRs in the monolingual education scene can be fostered by using a pedagogy of participation as this study demonstrated.

Contributions to Teacher Education Research

This research explored the ways in which a group of teacher candidates in their full time student teaching in a highly diverse school planned and implemented curriculum with the goal of teaching academic language. The evidence shed light on the characteristics of the third space classroom as it was emphasized in the context of a culturally diverse and economically disadvantaged school. In particular, the study revealed how this specific type of third space was a productive and supportive learning

environment for the growth of the teacher candidates in the field of academic language teaching.

In studying how the third space classroom affected the teacher candidates' preparation and the formation of their beliefs about teaching academic language, several recommendations resulted for teacher education. In particular, the study demonstrated the importance of the student placement and of the support received during their coursework in the matter of academic language teaching.

Finally, the participants made specific suggestions. In view of the increased importance given to academic language in PACT, they suggested that during coursework they could be pushed to write reflections on their academic language practices as Simone's quote shows.

I don't know how much it's stressed at other places like it was anywhere near in any course that I took. You know it should have been in all those papers that we filled out. How pre-service teachers need to know about this? We would need to know what it is and we would need to ...I think it would have been so smart to prepare us for PACT. (...) Couldn't have they added something in Livetext that said, "academic language" or "how do you support academic language." Because I never thought about that. I mean, I still do it in my lessons, but you don't think about it, you don't think about it, the importance of it, how do you connect this work ... with this work... and that's what I wrote in all my papers: it should have been talked about. I actually didn't know the moment I started.

The participants expressed additional ideas for a more solid preparation. As reported in the following dialogue, they said that their experience in one course where they had to reflect on their pedagogy and academic language notions should be extended to other courses too and maybe considered as an assessment for the final portfolio at the end of the first semester. They also suggested the use of cooperative learning strategies to review personal reflections on academic language together with their peers.

Tanya: about academic language? well for me that's from examples. (...) You can't just tell me academic language is blah blah . In this lesson academic

language is. (...) You are a part-time student-teacher, write up a lesson using academic language and after you teach the lesson do a write up about it. Do a reflection about it. Reflecting, like, helps me, oh yeah that did happen, that did work well, I can do. I would change it this way; I think that would have helped me so much in part time and for full time. (...)

Tanya: yeah even in whatever class this can happen, if you give me different ideas to use it because I'm still trying now, I still don't know all the ways I can use it in the classroom how I can have kids use it. But I'd love to have had this type of things ..

Simone: yeah yeah identifying it, in your own writing in your own lesson

Tanya: (...) Even if you had someone that looked at it afterwards and say what else could you have done? To better help to know it. Having new eyes on that always gives me new ideas.

Recommendations for Further Research

Additional studies are needed that connect teacher candidates' preparation to their experience in the field. One such study could be a comparative study, utilizing the findings in this study with that of another in a comparable or very different third space context. For example, similar studies in school contexts with lower percentages of poor and cultural and linguistic diversity or in bilingual schools. It would also be interesting to see how different types of programs affect how pre-service teachers come to pedagogical and curricular decisions in the field.

Another series of interesting studies could focus on which ways the introduction of the Performance Assessment for California Teachers (PACT) has affected the formation of beliefs about teaching and learning academic language and how it is taught. Actually, interesting research could be done to study how PACT has affected or changed the way credential programs prepare future teachers in teaching academic language. Further research could be carried out in contexts where the researcher is not a participant as was the case of this study. It would be interesting to paint the picture from a less invested perspective.

One more suggestion would be to review the TOALL survey and its theoretical framework to include the works of The New London Group and in connection with Street and Lea's notions of academic language. Furthermore, it would be interesting to study how the same credential program evolves in response to PACT and other state requirements, by using the survey multiple times in subsequent semesters. Using the survey in the Single Subject population could also lead to interesting conclusions and maybe even a review of the survey itself.

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APPENDICES

APPENDIX A

The TOALL Survey

Nickel/Forasiepi

Theoretical Orientation for Academic Language Learning Scale (TOALL)

Directions: Read the following statements. Circle the response that indicates the relationship of the statement to your feelings about teaching and learning academic language. You may use a 3 rating only twice.

It is always important to teach the EL learners vocabulary before a new subject or text is introduced.	SA	2	3	4	SD
Knowing the proper pronunciation of English is not necessary for success.	SA	2	3	4	SD
Teachers should always provide students with multiple opportunities to read texts from real sources and multiple perspectives.	SA	2	3	4	SD
Teachers should engage students in reading authentic academic texts without simplifying the language	SA	2	3	4	SD
The EL learner requires frontloaded lessons in which they are pre-taught the most demanding concepts and vocabulary of the subject.	SA	2	3	4	SD
Teachers should encourage all attempts at using English including unconventional spelling and grammatically incorrect forms.	SA	2	3	4	SD
Students should not read academic texts that are beyond their assessed language level	SA	2	3	4	SD
Academic language is best taught explicitly and systematically.	SA	2	3	4	SD
Home language should always be seen as a valuable aspect of learning academic language for the EL learner.	SA	2	3	4	SD
The EL learner should be instructed in listening, speaking, reading, and writing about the subject in integrated, heterogeneous groups.	SA	2	3	4	SD
Students should make a list of unknown words while reading to be discussed with the whole class.	SA	2	3	4	SD
Students enter school with knowledge that supports future learning of academic language.	SA	2	3	4	SD
Teachers need to always give direct feedback to EL learners when they are not responding in Standard English forms.	SA	2	3	4	SD
Teachers should identify new vocabulary for their students and introduce these words to students before reading and studying new concepts/subjects.	SA	2	3	4	SD

Sentence frames allow for immediate use of English and assist the EL learner's development English language skills.	SA	2	3	4	SD
All learners need to build schema for new concepts and vocabulary in subject matter.	SA	2	3	4	SD
Teachers should scaffold the development of academic language by asking questions that provoke deep thinking and inquiry.	SA	2	3	4	SD
Only EL Learners need to be explicitly taught academic language. Homogenous grouping is an effective and efficient way to accomplish this instruction.	SA	2	3	4	SD
EL learners are best taught when using materials specifically developed with simplified language.	SA	2	3	4	SD
Academic language is best learned when interacting with others in problem solving and inquiry based experiences.	SA	2	3	4	SD
Teachers should scaffold the development of academic language by making sure the students know the meaning of the subject specific vocabulary	SA	2	3	4	SD
Teachers should formally explain the grammar and punctuation rules of a subject specific text before allowing students to read it.	SA	2	3	4	SD

Scoring Directions.

To determine your theoretical orientation, tally your total score on the TOALL. Add the point values to determine your theoretical orientation.

For these items: 1, 5, 7, 8, 13,14, 15, 18, 19, 21, 22.

Use this scale: SA= 5, 2= 4, 3= 3, 4= 2, SD= 1

For these items: 2, 3, 4, 6, 9, 10, 11, 12, 16, 17, 20.

Use this scale: SA= 1, 2= 2, 3= 3, 4= 4, SD= 5

Once your points have been added, your overall score on the TOALL will fall in one of the following ranges.

Theoretical Orientation	Overall Score Range	
Assimilation	(Systematic view of language and language learning)	80-110
Amalgamation	(An eclectic view)	50-79
Acquisition	(Sociocultural view)	49-20

Now that you have found your theoretical orientation according to the TOALL, please give your critical response to your placement. Do you agree? Disagree?

APPENDIX B

Pre and Post-study TOALL Survey by Participant

Pre and Post-study TOALL Survey by Participant										
Statements	Results in Pre and Post-study Survey									
	Monica		Kiara		Simone		Tanya		Hayley	
	1	2	1	2	1	2	1	2	1	2
1. It is always important to teach the EL learners vocabulary before a new subject or text is introduced.	SD	SD	2	3	2	2	2	4	2	4
2. Knowing the proper pronunciation of English is not necessary for success.	4	SA	4	2	2	2	2	2	2	SA
3. Teachers should always provide students with multiple opportunities to read texts from real sources and multiple perspectives.	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA
4. Teachers should engage students in reading authentic academic texts without simplifying the language	3	2	SA	SA	SA	3	3	2	SA	4
5. The EL learner requires frontloaded lessons in which they are pre-taught the most demanding concepts and vocabulary of the subject.	SD	4	3	4	4	2	SA	4	2	2
6. Teachers should encourage all attempts at using English including unconventional spelling and grammatically incorrect forms.	SA	SA	2	4	4	SA	SA	2	3	SA

Pre and Post-study TOALL Survey by Participant (continued)											
Statements	Results in Pre and Post-study Survey										
	Monica		Kiara		Simone		Tanya		Hayley		
	1	2	1	2	1	2	1	2	1	2	
7. Students should not read academic texts that are beyond their assessed language level	SD	SD	4	4	4	4	SD	SD	3	4	
8. Academic language is best taught explicitly and systematically.	3	4	SA	2	4	2	3	2	2	3	
9. Home language should always be seen as a valuable aspect of learning academic language for the EL learner.	SA	SA	SA	SA	2	SA	SA	SA	SA	SA	
10. The EL learner should be instructed in listening, speaking, reading, and writing about the subject in integrated, heterogeneous groups.	SA	2	SA	SA	SA	SA	SA	4	SA	2	
11. Students should make a list of unknown words while reading to be discussed with the whole class.	2	2	2	2	2	2	SA	2	SA	2	
12. Students enter school with knowledge that supports future learning of academic language.	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	
13. Teachers need to always give direct feedback to EL learners when they are not responding in Standard English forms.	2	4	3	4	3	4	SD	3	SA	2	

Pre and Post-study TOALL Survey by Participant (continued)											
Statements	Results in Pre and Post-study Survey										
	Monica		Kiara		Simone		Tanya		Hayley		
	1	2	1	2	1	2	1	2	1	2	
14. Teachers should identify new vocabulary for their students and introduce these words to students before reading and studying new concepts/subjects.	SD	4	2	2	2	2	3	4	SA	2	
15. Sentence frames allow for immediate use of English and assist the EL learner's development English language skills.	SA	SD	2	2	4	SA	2	SD	2	2	
16. All learners need to build schema for new concepts and vocabulary in subject matter.	4	3	3	SA	SA	2	2	SA	2	SA	2
17. Teachers should scaffold the development of academic language by asking questions that provoke deep thinking and inquiry.	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	
18. Only EL Learners need to be explicitly taught academic language. Homogenous grouping is an effective and efficient way to accomplish this instruction.	SD	SD	SD	SD	4	SD	SD	SD	SD	SD	
19. EL learners are best taught when using materials specifically developed with simplified language.	SD	SD	SD	4	4	3	SD	4	3	3	

Pre and Post-study TOALL Survey by Participant (continued)											
Statements	Results in Pre and Post-study Survey										
	Monica		Kiara		Simone		Tanya		Hayley		
	1	2	1	2	1	2	1	2	1	2	
20. Academic language is best learned when interacting with others in problem solving and inquiry based experiences.	2	SA	SA	SA	SA	SA	SA	SA	SA	2	2
21. Teachers should scaffold the development of academic language by making sure the students know the meaning of the subject specific vocabulary	4	3	2	2	2	2	2	2	4	SA	2
22. Teachers should formally explain the grammar and punctuation rules of a subject specific text before allowing students to read it.	SD	SD	4	2	4	SD	SD	4	4	4	4

APPENDIX C

The Observation/debrief Form

Observation/Debrief Form

Student Teacher _____ Course # _____ School _____ Observer _____

Subject & Lesson _____ Date _____ Visit 1 2 3 4 5 6 7 8

Creating an Effective Environment

Safe, accessible physical environment
Respectful climate
Productive use of time
Purposeful procedures
Positive social expectations
Clear standards for behavior
TPE: 10 & 11 / PE: D, E & J

Engaging Students In Learning

Explicit links with students' prior knowledge
Variety of strategies /resource
Student self-direction and reflection
Support for interaction & choice
Provision for problem solving multiple perspectives
TPE: 4, 5, 6, & 7 / PE: C,G & J

Planning Instruction

Attention to student diversity
Emphasis on student strengths
Adjustment for student needs
Well-sequenced activities
Correspondence between daily and long-term plans
TPE: 8 & 9 / PE: A, C, E, G & J

Organizing Instruction

Focus on key concepts/themes
Attention to stud. development
Effective use of materials and technologies
Curricular Integration
TPE: 1, 4, 8 & 9 / PE: A, B, C, E, G & J

Assessing Learning

Explicit Goals for all students
Evidence of self-evaluation
Multiple sources of information
Assessment to guide planning
Goals & progress to be shared
TPE: 2 & 3 / PE: E, H & I

OBSERVATION	COMMENTS

Strengths:

Next Steps:

APPENDIX D

The Post Teaching Questionnaire

Questionnaire.

1. Look at your teaching strategies to teach Academic language that you used in your lessons and explain the reasons for those choices.
2. Explain how you supported your students in gaining access to Academic content and language in your lesson.
3. What does a preservice teacher need to know about teaching Academic language?
4. How should a credential program support preservice teachers in developing their understandings of the nature of Academic language and the way to most effectively teach it?

APPENDIX E

The Post Study Questionnaire

1. Think back at the beginning of your final semester at W. with your supervisor. Then think back to the end of that period. Do you think that your initial assumptions/beliefs about teaching and learning language/literacy/academic language changed? Or maybe there were no changes? If you feel you went through a change, what was the role of the supervisor? How did this supervisor affect your change?
2. What did your supervisor do that helped you understand your teaching practice?
3. What did your supervisor do that helped you realize what your beliefs are about teaching language and literacy?
4. What did your supervisor do that helped you realize what your beliefs are about teaching academic language?
5. What else could she have done? Or you wished she had done?
6. If you are teaching now, do you think that your experience with this supervisor prepared you? In what way?

APPENDIX G

Consent Cover Letter

02/02/10

Pre-service teacher
Literacy Studies and Elementary Education Dept.
School of Education
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928

Dear student:

My name is Cinzia Forasiepi and I am a graduate student in the Department of International and Multicultural Education at the University of San Francisco. I am doing a study on how pre-service teachers' beliefs on teaching and learning a second language affect their planning and teaching of academic language.

You are being asked to participate in this research study because you are a pre-service teacher in the Multiple Subject program. I obtained your name from the Department of Literacy Studies and Elementary Education. If you agree to be in this study, at the end of the semester you will participate in conversations and dialogues about the lessons you taught and that the researcher observed. You will also answer a brief questionnaire on each lesson you taught about how you supported academic language development.

If for any reason you feel uncomfortable during the dialogues you are free to decline to participate if you do not wish to. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times. Only the researcher will have access to the files. Individual results will not be shared with other faculty or student-teachers.

The anticipated benefits from this study is a better understanding of which beliefs on teaching a second language may affect your lesson planning and teaching in the field. There will be no costs to you as a result of taking part in this study, nor will you be reimbursed for your participation in this study.

If you have questions about the research, you may contact me at (707) 795-6669 or (707) 529-5467. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415)

422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. USF and SSU are aware of this study but does not require that you participate in this research and your decision as to whether or not to participate will have no influence on your present or future status as a student-teacher at Sonoma State University.

Thank you for your attention. If you agree to participate, please sign the attached Informed Consent Form and return it to me.

Sincerely,

Cinzia Forasiepi

APPENDIX H

Consent Cover Letter

01/04/10

Principal Barbara Bickford
West Rohnert Elementary School
550 Bonnie Ave.
Rohnert Park, CA 94928

Dear student:

My name is Cinzia Forasiepi and I am a graduate student in the Department of International and Multicultural Education at the University of San Francisco. I am doing an ethnographic study on how pre-service teachers' beliefs on teaching and learning a second language affect their planning and teaching of academic language.

You are being asked to participate in this research study because the participant pre-service teachers are observed at your school. I obtained your name from the Department of Literacy Studies and Elementary Education. If you agree the researcher will perform observations and take field notes at your school.

If for any reason you feel uncomfortable during having the researcher conduct her research at your school, you are free to decline to participate if you do not wish to. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times. Only the researcher will have access to the files. Individual results will not be shared with other faculty or student-teachers.

The anticipated benefits from this study is a better understanding of which beliefs on teaching a second language may affect teaching at your school and how academic language is taught and learned.

There will be no costs to you or the school as a result of taking part in this study, nor will you be reimbursed for your participation in this study.

If you have questions about the research, you may contact me at (707) 795-6669 or (707) 529-5467. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of

volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. USF and SSU are aware of this study but do not require that you participate in this research and your decision as to whether or not to participate will have no influence on your present or future status as a student-teacher at Sonoma State University.

Thank you for your attention. If you agree to participate, please sign the attached Informed Consent Form and return it to me.

Sincerely,

Cinzia Forasiepi

APPENDIX I

Consent Cover Letter

01/04/10

Pre-service teacher
Literacy Studies and Elementary Education Dept.
School of Education
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928

Dear student:

My name is Cinzia Forasiepi and I am a graduate student in the Department of International and Multicultural Education at the University of San Francisco. I am doing a study on how pre-service teachers' beliefs and theoretical orientations on teaching and learning a second language affect their planning and teaching of academic language.

You are being asked to participate in this research study because you are a pre-service teacher in the Multiple Subject program. I obtained your name from the Department of Literacy Studies and Elementary Education. If you agree to be in this study, you will complete the attached survey that presents twenty-two statements on teaching and learning academic language. You should circle a number between one and five in a scale between strongly agree and strongly disagree. You can return your survey to me.

It is possible that some of the statements on the survey make you feel uncomfortable, but you are free to decline to answer if you do not wish to. Although you will not be asked to put your name on the survey, I will know that you were asked to participate in the research because I gave you this letter and survey. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times. Only study personnel will have access to the files. Individual results will not be shared with other faculty or student-teachers.

While there will be no direct benefit to you from participating in this study, the anticipated

benefit of this study is a better understanding of which beliefs and theoretical orientations on teaching a second language may affect your lesson planning and teaching in the field.

There will be no costs to you as a result of taking part in this study, nor will you be reimbursed for your participation in this study.

If you have questions about the research, you may contact me at (707) 795-6669 or (707) 529-5467. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. USF and SSU are aware of this study but does not require that you participate in this research and your decision as to whether or not to participate will have no influence on your present or future status as a student-teacher at Sonoma State University.

Thank you for your attention. If you agree to participate, please complete the attached survey and return it to me.

Sincerely,

Cinzia Forasiepi

APPENDIX J

Informed Consent Form

UNIVERSITY OF SAN FRANCISCO

Consent to Be a Research Subject

Purpose and Background

Ms. Cinzia Forasiepi, a graduate student in the School of Education at the University of San Francisco is doing a study on theoretical orientations of pre-service teachers on teaching academic language. The researcher is interested in exploring the beliefs about second language learning and teaching that affect pre-service teachers in their lesson planning and teaching. The researcher is also interested in reaching conclusions that might support the credential program.

I am being asked to participate because I am a pre-service teacher attending the Sonoma State University Multiple Subject Credential program.

Procedures

If I agree to be a participant in this study, the following will happen:

I will complete the TOALL (Theoretical Orientations for Academic Language Learning) survey.

Risks and/or Discomforts

1. If any of the statements on the survey makes me feel uncomfortable, I am free to decline to answer or stop participation at any time.
2. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times. Only study personnel will have access to the files.

Benefits

The anticipated benefit of this study is a better understanding of my beliefs about teaching and learning a second language.

Costs/Financial Considerations

There will be no financial costs to me as a result of taking part in this study.

Payment/Reimbursement

I will not receive any monetary reimbursement for participating in this study.

Questions

I have talked to Ms. Forasiepi about this study and have had my questions answered. If I have further questions about the study, I may call her at (707) 795-6669 or (707) 529-5467.

If I have any questions or comments about participation in this study, I should first talk with the researcher. If for some reason I do not wish to do this, I may contact the IRBPHS, which is concerned with protection of volunteers in research projects. I may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Consent

I have been given a copy of the "Research Subject's Bill of Rights" and I have been given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. I am free to decline to be in this study, or to withdraw from it at any point. My decision as to whether or not to participate in this study will have no influence on my present or future status as a student or employee at USF.

My signature below indicates that I agree to participate in this study.

Subject's Signature
Signature

Date of

Signature of Person Obtaining Consent
Signature

Date of

APPENDIX K

Informed Consent Form

UNIVERSITY OF SAN FRANCISCO

Consent to Be a Research Subject

Purpose and Background

Ms. Cinzia Forasiepi, a graduate student in the School of Education at the University of San

Francisco is doing a study on theoretical orientations of pre-service teachers on teaching academic language. The researcher is interested in exploring the beliefs about second language learning and teaching that affect pre-service teachers in their lesson planning and teaching. The researcher is also interested in reaching conclusions that might support the credential program.

I am being asked to participate because I am a pre-service teacher attending the Sonoma State University Multiple Subject Credential program.

Procedures

If I agree to be a participant in this study, the following will happen:

1. I will participate in dialogues with the researcher and conversations in a small focal group of other pre-service teachers at the end of the semester.
2. I will respond to a short questionnaire following each lesson I teach.
3. I will be observed during my lessons.

Risks and/or Discomforts

1. If any of the statements on the survey or the questions in the questionnaire makes me feel uncomfortable, I am free to decline to answer or stop participation at any time.
2. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times. Only study personnel will have access to the files.
3. Because the time required for my participation will be weekly for a whole semester, I may become tired or bored.

Benefits

The anticipated benefit of this study is a better understanding of how my beliefs about teaching and learning a second language affect my lesson planning and my teaching.

Costs/Financial Considerations

There will be no financial costs to me as a result of taking part in this study.

Payment/Reimbursement

I will not receive any monetary reimbursement for participating in this study. The researcher will provide food at some of the meetings as a thank you for my participation.

Questions

I have talked to Ms. Forasiepi about this study and have had my questions answered. If I have further questions about the study, I may call her at (707) 795-6669 or (707) 529-5467.

If I have any questions or comments about participation in this study, I should first talk with the researcher. If for some reason I do not wish to do this, I may contact the IRBPHS, which is concerned with protection of volunteers in research projects. I may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Consent

I have been given a copy of the "Research Subject's Bill of Rights" and I have been given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. I am free to decline to be in this study, or to withdraw from it at any point. My decision as to whether or not to participate in this study will have no influence on my present or future status as a student or employee at USF.

My signature below indicates that I agree to participate in this study.

Subject's Signature

Date of Signature

Signature of Person Obtaining Consent

Date of Signature

APPENDIX J
Informed Consent Form
UNIVERSITY OF SAN FRANCISCO

Consent to Be a Research Subject

Purpose and Background

Ms. Cinzia Forasiepi, a graduate student in the School of Education at the University of San

Francisco is doing a study on theoretical orientations of pre-service teachers on teaching academic language. The researcher is interested in exploring the beliefs about second language learning and teaching that affect pre-service teachers in their lesson planning and teaching. The researcher is also interested in reaching conclusions that might support the credential program.

I am being asked to participate because the pre-service teachers attending the Sonoma State University Multiple Subject Credential program are going to be observed at my school while they complete the requirements of their practicum.

Procedures

If I agree to be a participant in this study, the following will happen:

1. I will allow the researcher to participate as observer to some of the meetings at the school.
2. I will allow the researcher to take field notes of observations in different classrooms and on campus.

Risks and/or Discomforts

1. If at any moment of the study I feel uncomfortable, I am free to limit or deny the researcher access to the classrooms or meetings.
2. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times. Only study personnel will have access to the files.
3. Because the time required for my participation will be weekly for a whole semester, I may become tired or bored.

Benefits

The anticipated benefit of this study is a better understanding of how beliefs about teaching and learning a second language affect teaching and learning at my school.

Costs/Financial Considerations

There will be no financial costs to me or the school as a result of taking part in this study.

Payment/Reimbursement

Neither the school nor I will receive any monetary reimbursement for participating in this study.

Questions

I have talked to Ms. Forasiepi about this study and have had my questions answered. If I have further questions about the study, I may call her at (707) 795-6669 or (707) 529-5467.

If I have any questions or comments about participation in this study, I should first talk with the researcher. If for some reason I do not wish to do this, I may contact the IRBPHS, which is concerned with protection of volunteers in research projects. I may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Consent

I have been given a copy of the "Research Subject's Bill of Rights" and I have been given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. I am free to decline to be in this study, or to withdraw from it at any point. My decision as to whether or not to participate in this study will have no influence on my present or future status as a student or employee at USF.

My signature below indicates that I agree to participate in this study.

Subject's Signature

Date of Signature

Signature of Person Obtaining Consent

Date of Signature

APPENDIX L

Permission Letter from Institutional Management



1801 East Cotati Avenue
Rohnert Park, CA 94928-3609

DEPARTMENT OF LITERACY STUDIES AND ELEMENTARY EDUCATION
School of Education

707.664.3238 • Fax 707.664.2483

PERMISSION LETTER FROM INSTITUTIONAL MANAGEMENT

January 4, 2010

Institutional Review Board for the Protection of Human Subjects
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

Dear Members of the Committee:

On behalf of the Department of Literacy Studies and Elementary Education, I am writing to formally indicate our awareness of the research proposed by Ms. Cinzia Forasiepi, a student at USF. We are aware that Ms. Forasiepi intends to conduct her research by administering a written survey to our student-teachers in the multiple subjects program. We are also aware that Ms. Forasiepi intends to conduct research with a focal group of our student-teachers.

As the department chair wherein the multiple subject teaching credential program resides, I give Ms. Forasiepi permission to conduct her research with student teachers in our program following official approval of her study from the review board.

If you have any questions or concerns, please feel free to contact my office at (707) 664-3292.

Sincerely,

Dr. Paula Lane
Associate Professor, Chair Department of Literacy Studies and Elementary Education
School of Education
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928

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APPENDIX M**Permission Letter from Institutional Management**

**COTATI - ROHNERT PARK
UNIFIED SCHOOL DISTRICT**
Waldo Rohnert Elementary School
Learning for a Lifetime

**PERMISSION LETTER
FROM INSTITUTIONAL MANAGEMENT**

4 January, 2010

Institutional Review Board for the Protection of Human Subjects
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

Dear Members of the Committee:

On behalf of the Waldo Rohnert Elementary School, I am writing to formally indicate our awareness of the research proposed by Ms. Cinzia Forasiepi, a student at USF. We are aware that Ms. Forasiepi intends to conduct her research by conducting observations, taking field notes, and conducting interviews with student teachers.

I am the principal of Waldo Rohnert Elementary School. I give Ms. Forasiepi permission to conduct her research at our school.

If you have any questions or concerns, please feel free to contact my office at (707)792-4830.

Sincerely,

Barbara Bickford
Principal of Waldo Rohnert Elementary School
550 Bonnie Ave.
Rohnert Park, CA, 94928