The Dissertation Committee for Desirée Maria Pallais-Downing Certifies
that this is the approved version of the following Dissertation:

Re-figuring informational texts when using Spanish to create and teach

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Committee:

Cinthia S. Salinas, Supervisor

Paty Abril-Gonzalez

Tracey Terece Flores

Deborah Palmer

Mary J Worthy

Re-figuring Informational Texts When Using Spanish to Create and

Teach with Them in a Bilingual Teacher Preparation Program:

Latino Contributions to Linguistics and Pedagogy

by

Desirée Maria Pallais-Downing

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Dedication

This dissertation is dedicated to the educators and communities who inspire because of their daily, silent and self-less acts of creation, commitment, and impact, and whose hidden talents often do not lead to a recognition that is well-deserved. I have seen you here and far away. You remind me of the best of human nature, and I hope I honor you with my work.

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Abstract

Re-figuring Informational Texts When Using Spanish to Create and Teach with Them in a Bilingual Teacher Preparation Program: Latino Contributions to Linguistics and Pedagogy

Desirée Maria Pallais-Downing, Ph.D.

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Supervisor: Cinthia Salinas

This dissertation investigated how a group of Spanish-speaking bilinguals immersed in a transformative bilingual preparation program discursively responded to mainstream visions about academic Spanish and literacy teaching sedimented historically and systemically for bilingual education communities. Data sources combined curriculum artifacts submitted during bilingual teacher preparation courses and retrospective interviews. Gee's (2014) notion of the seven building tasks of language and the theory and tools of *figured worlds* guided the data analysis. Findings pointed to linguistic and pedagogical contributions that emanated from creating and teaching with Spanish informational texts when the latter incorporate the background knowledge and experiences of Latinos in the US. Attention to these findings can support conceptual models and teacher education efforts regarding academic Spanish, pedagogical efforts towards informational

texts, and policy initiatives regarding simultaneous bilingualism, an area in need of research attention (Escamilla, 2014). In addition, results reinforce the potential of teacher education contexts that focus on strengths, rather than on deficit paradigms.

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Chapter 1: Introduction

In this study, I investigated and documented the discursive practices and pedagogical contributions of four bilingual teacher candidates when creating and teaching with Spanish informational texts. I demonstrated the empowering pedagogic potential of a focus on identity for literacy development and teaching, specifically exploring Spanish literacy with advanced Latino bilinguals. To begin, in this section, I share some background experiences that were motivating factors for this study.

Juan (pseudonym) was born and raised in the US. His father moved from Mexico; his mom, a Latina, was born in the US. Juan spoke Spanish with most family members until he started Kindergarten. Since then, speaking Spanish became a negative experience. Juan became labelled "an English language learner" and was put on English language development classes. He started feeling like he didn't know either English or Spanish. The perception of his limited language proficiencies made his teachers think that he also had academic difficulties. Often, he was put with groups of students who were struggling, and given reading interventions, presumably to help him succeed in school. These efforts made Juan feel inadequate and inferior, even though he had always been considered very smart at home. Juan grew up determined to become a teacher in order to treat Latino children better than the way he was treated in school.

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I met Juan when he joined a Bilingual Bicultural Teacher Education Program to become a bilingual teacher. As the Coordinator of Spanish Tutoring Support Services for these future teachers, I would help them learn the "academic Spanish" to pass the Bilingual Target Language Proficiency Test (BTLPT). After two semesters in the program, I saw a new sense of empowerment in Juan. One day, his reading comprehension score in the BTLPT was very low. He was quick and confident to point out how the sentences in the test, were "*muy raras*." After analyzing how the syntax of the passages in the test was indeed "*muy rara*", we practiced test-specific strategies. He then felt very confident to pass the test, which he did on his first attempt. Shortly after, he started thriving as a bilingual teacher, earning an award on his first year.

Maria (pseudonym) was another student whose language, cultural and pedagogic knowledge seemed to go unnoticed by the system. As a young child in a remote rural region in Mexico, she spoke and indigenous language and worked the fields, growing a variety of vegetables. School attendance was not a viable option then. School literacy became possible until she was 12 years old, when she moved to a city in the north of Mexico. In her new urban environment, she was told to forget her indigenous language and to learn Spanish. Later, when she turned 17 years, she moved to Dallas, where she started High School. There, a teacher told her to forget Spanish; she needed to learn English in order to be successful in the United States. And she acquired a third language. But later, her tenacity with language learning led to surprise and disappointment. In a Spanish class in college for Spanish Heritage Speakers, she did her assignments in English. This unusual behavior

concerned the professor, who decided to make her acquaintance, and specifically to warn her that she could fail the course if she insisted on responding in English to a Spanish assignment.

I met Maria a year later, when she joined a Bilingual Bicultural Education (BBE) Preparation Program to become a teacher. One day, I saw her crying in the hall, complaining that the program was making her go back, instead of forward, and that she wanted to study in English. But a few months later, she developed a new disposition towards her Spanish background and culture, and with a big smile would tell me how "*ya me siento bien hablando y escribiendo en Español*." Maria thrived in the BBE program, over-passing the expectations in most of her assignments. I personally confirmed her zealousness and dedication in a class that I taught where she developed an informational text in Spanish about natural medicines from Mexico. I observed her teaching a lesson with that same text in a second-grade dual language class, inspiring students about Mexican indigenous knowledge, and motivating several of them to become authors like her. Her cooperating teacher recommended a position at the school where she interned, knowing full well that she still had to pass some of the certification exams. This mentor told me Maria's impact with the children and performance was well beyond expectations for that semester.

Juan and Maria exemplify two experiences with the Spanish language and culture lived by many Latinos in the US. Juan kept speaking Spanish at home, but his bilingualism was interpreted as a handicap during reading comprehension activities in school. For

Maria, learning was first in Spanish, but English also took over her life. For both Juan and Maria, as they made progress in school, the push was for Spanish, Spanish-related knowledge, and the Latino culture to be left behind. However, what is more important for this dissertation is that both Juan and Maria experienced the opportunity to transform their views around their own sources of knowledge, and around the role of Spanish and Spanish in literacy teaching and learning.

For two years, at least three times a week, I tutored undergraduate students like Juan and Maria who were seeking bilingual certification. My goal was to help them prepare for the Bilingual Target Language Proficiency Test (BTLPT). The tutoring experience was especially intriguing with Spanish Heritage Speakers (SHS) like Juan; SHS students include students who spoke Spanish when they were little but subsequently became monolingual or dominant in English. It seemed that most of these students developed a new sense of validation for their Spanish and culture as they move through the courses in the professional development sequence (PDS) leading to certification. They also seemed to grow in the Spanish language as they progress through the PDS. However, they never take a course that is specifically focused on grammar.

I also taught prospective bilingual teachers like Maria. These are students who may be strong in Spanish but were socialized to ignore the value of their language and their culture. In the one course I taught, where students created an informational text in Spanish, pilot data with a sample of students suggested that most SHS–not just Maria– develop powerful pedagogical practices teaching the same text during the student teaching

experience. Yet they do not learn to teach via explicit instruction models (Meadows Center for Preventing Educational Risk, 2017; Vaughn & Linan-Thompson, 2007). I speculated that to a large extent, the new pedagogical practices were related to a transformative teacher education experiences that validated language and cultural practices. The pedagogical implications of this transformation became intriguing and a second major motivation for this study.

RESEARCHER POSITIONALITY AND TRANSFORMATIVE JOURNEY

I enjoyed high levels of privilege, hardly any societal prejudices or institutional exclusions during my early school experiences. On the other hand, once uprooted from my home country, Nicaragua, as an adolescent Latina, I did experience–both personally and professionally–monolingual and monocultural distortions, especially when immersed in English-only environments. In addition, in Nicaragua, my home country, I actively participated in a historic attempt to reverse deeply ingrained structural inequities. The effort included large-scale literacy initiatives initially guided by the ideas of Paulo Freire. That experience had a powerful transformative impact in my life as it did to many in my generation. To some extent, I walk a fine line between an outsider-insider perspective in this study. But more relevant to this quest is the common thread that links the transformative experiences of Juan and Maria at the undergraduate level to my own reflections regarding literacy approaches with multilingual and multicultural learners as part of a PhD. In a way, I joined Juan and Maria in a process of deconstructing assumptions

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in education that get assimilated without questioning and become matter-of-fact principles which guide one's life.

For example, for several years, I was not aware of the historical and social origins behind authoritative discourses around "English learners" that aligned well with quantitative studies in the US. Arriving from Nicaragua with some disillusion from a social revolution that ended up re-routing itself, I decided to open myself to the US as a place of superior technologies that I needed to learn. In the search for a new life, the dismissal of social and political dimensions in my new US educational context was rather welcomed. During nine years as a literacy educator, I visited bilingual classrooms in Texas but did not develop relationships with Latino educators at the ground level. Still somewhat of an idealist myself, I kept imagining better education outcomes for Latino children, resulting from instructional practices pre-designed by a group of committed educators, and I considered myself to be one of them.

Little by little, the role of context in research, teaching and learning started to become a very special area of interest, and more powerfully after I experienced the impact of its omission at several levels in South America. In sharp contrast to the protocol-driven visits in the Texas border in which I had participated as part of literacy improvement efforts, in Peru I had many conversations, and I had the golden opportunity to listen. It was in Peru, after many fruitful exchanges with brilliant and devoted educators, that I started to search for alternative paradigms than the ones silently guiding my work. I began to change

the lens of my language and literacy camera to observe a reality whose richness was distorted by the "evidence-based" tools and techniques that I was expected to implement. After a rich educational experience supporting the recovery of ancestral knowledge in indigenous regions in the Amazon, I became more concerned with the negative implications of transferring literacy approaches from a select community in the United States to other countries with very different histories, mentalities and educational policies.

As a student in a PhD program, I began to challenge previously unexamined assumptions about English and Spanish proficiency, learned about the prevalence of non-standard varieties of Spanish, and the oppression that many Latinos had experienced in the US. In several courses, I started to re-consider well-established notions of academic language in both English and Spanish that had been internalized in my head. In addition, I was stimulated by a new type of professional development approach that had been absent in my US experience before. Reflection was now everywhere in teaching and learning activities–just as I had seen in Peru. In several courses, it became painful to realize that in an environment with little reflexivity, educational efforts, even when driven by an imagined aspiration of supporting underprivileged populations, can actually be a vehicle that consolidates deficit mentalities and even racism presented in the language of educational risk, achievement and language gaps.

| NEGATION OF PERSONAL EXPERIENCES AND VISIONS AS SOURCES OF KNOWLEDGE | SOCIETAL DISCOURSES AROUND SPANISH DERIVED FROM ENGLISH CONTEXTS | SPANISH AS PART OF DECONTEXTUALIZED LITERACY TEACHING AND LEARNING PRACTICES |

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| DIALOGUE, TRANSFORMATIVE EXPERIENCES, REFLECTION AND ACTION IN A TEACHER PREPARATION PROGRAM | → | TRANSFORMATIVE PEDAGOGIES WHEN DEVELOPING AND USING LATINO INFORMATIONAL TEXTS FOR THE BILINGUAL CLASSROOM |

↑ ↑ ↑

| PERSONAL EXPERIENCES AND VISIONS REVALUED AS SOURCES OF KNOWLEDGE | SITUATED AND FLUID CONCEPTIONS OF SPANISH LANGUAGE DEVELOPMENT | CONTEXTUALIZED LITERACY TEACHING AND LEARNING INVOLVING SPANISH |

Figure 1. Hegemonic and counter-hegemonic encounters[1].

Another salient aspect I noticed in the teacher education environment from the beginning, in several settings, was a deeper attention and validation to the prior knowledge

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[1] This visual was created based on the ideas of Gee, (2014), Hornberger & Skilton-Sylvester (2003) and Villegas & Lucas (2002)

and experiences of students, and to students' productions as part of learning activities. I began to enjoy how personal paths and socio-emotional aspects of learning were valued. These were approaches I had personally implemented long before in my own school in Nicaragua but had learned to de-value because they were "not academic". At both the undergraduate and graduate level, I observed students acquiring new identities towards learning which seemed to transform the educational experience. I became very curious about the potential of research to investigate ideological dimensions and the impact of silent mentalities working behind situated practices. Consequently, I became attracted to discourse analysis from the early stages of my PhD journey, and to the construct of *figured worlds* during the later phases. In particular, I became intrigued at how both frameworks can be tools to help reveal dimensions of the hidden mechanisms that operate via language and tacit assumptions during teaching and learning practices.

Figure 1 shows one way to visualize the forces at work in the Bilingual Bicultural Program where Juan and Maria were immersed. General personal knowledge, knowledge around academic language, and knowledge about how to teach literacy with the support of Spanish receive oppressive influences from society. These three forces are represented by the downward arrows. The upward arrows represent the liberatory forces of new ideas in the same three areas. The three types of oppressive and liberatory forces are very relevant for this study. These forces meet in a teacher education context that opens up new visions, even when sedimented ideas may not all be re-considered. The overall result is a tendency

to promote transformative pedagogies regarding pedagogies around Spanish informational texts, the topic of this study.

WHY STUDY THE CREATION AND TEACHING WITH LATINO INFORMATIONAL TEXTS IN HIGHER EDUCATION WITH BILINGUAL TEACHER CANDIDATES

In most elementary schools in the United States, literacy for Latino children is developed mainly via the promotion of English as a second language, rather than through the consolidation of Spanish, as part of a subtractive approach to literacy (Baker, 2011; Valenzuela, 1999). In the experiences of many Latinos in the US, like those of Juan and Maria described before, Spanish is part of "an unfortunate silencing" (García, 2005). In that light, researchers and scholars have denounced power imbalances (Cervantes-Soon, Dorner, Palmer, Heiman, Schwerdtfeger, & Choi, 2017), and inequities (Palmer, 2008b, 2017) regarding the role of Spanish in elementary classrooms. Promising new directions have emerged regarding the contributions of hybrid linguistic practices in learning at the college level (Caldas & Palmer, 2018; Palmer & Martinez, 2013). However, the research has been more prolific in elementary environments.

While Spanish and Spanish texts are not valued or promoted in or out of school, Spanish bilinguals like Juan and Maria, if they want to be bilingual teachers, need to pass the Bilingual Target Language Proficiency Test (BTLPT), which requires formal knowledge of Spanish (Arroyo-Romano, 2016), or "academic Spanish." The notion that academic language contributes to academic achievement (Snow & Uccelli, 2009) is very

well established in education. However, scholars have not consistently defined the construct of academic language or reflected on the implications of applying the concepts of academic language from English-only contexts to Spanish-speaking populations. In addition, the relationship between academic language and academic achievement remains elusive (Enright, 2011). From the applied linguistics field, Heller & Morek (2015) advocate for the relevance of socio-symbolic dimensions for academic language development. But these issues have been hardly explored with Latino informational texts, which are very scarce.

In bilingual classrooms, literacy research has revealed the powerful role that teacher talk can have in reversing students' negative trajectories (Jocius, 2017; May, 2011). However, the potential pedagogic contributions of new student positionings within the context of teacher talk has not been explored from the specific perspective of literacy teaching with informational texts in Spanish.

Spanish informational texts abound in science topics and are an integral part of field-based tutoring experiences with bilingual students promoted in some university teacher preparation programs (Hoffman & Mosley, 2017). But a quick inspection at available materials in undergraduate programs for aspiring bilingual teachers reveals that Spanish informational texts addressing personal, social or historical aspects of the Latino experience in the US are scarce. This dissertation addressed much needed research in this arena.

Theoretically, scholars like Davies & Harré (1990) and Holland et al (1998) have helped us understand how a variety of anti-bilingual *figured worlds*, circulating for several centuries in the US, reinforced by English and by Spanish monolingual policies, and authoritative matter-of-fact discourses, can generate challenges for Spanish-speaking prospective bilingual teachers at an individual level (Coryell, Clark & Pomerantz, 2010; Ek, Sánchez & Quijada Cerecer, 2013; Murillo, 2017; Smith, Sánchez, Ek, & Machado, 2011).

At the same time, researchers have revealed aspects of deficit thinking that can be dismantled by bilingual preservice teachers who participate in strengths-based undergraduate preparation programs. For example, data suggests that the negative societal positioning of bilinguals can be reversed through ideological re-configurations (Alfaro & Bartolomé, 2017; Franquiz, Lejía & Garza, 2015; Souto-Manning, 2010) via decolonizing processes (Murillo, 2017), new authoring identities (López, Ynostroza, Fránquiz, & Curiel, 2015) or through the creation of cultural artifacts (Ek & Dominguez Chavez, 2015; Salinas, Rodriguez & Lewis, 2015). While identity development has been a central topic in these studies, identity in relationship to academic Spanish development and Spanish literacy pedagogies, and especially with informational texts, remains an under-examined topic of research, in particular with Spanish bilinguals who aspire to become bilingual teachers in the US.

In this dissertation, I bring to light how SHS participating in a transformative bilingual preparation program discursively address visions about academic Spanish in

informational texts and Spanish literacy teaching sedimented historically and systemically, as they develop and teach with an informational text in Spanish. The potential contribution of counter-hegemonic mentalities enacted discursively by bilingual teacher candidates resulting from new identity components of academic language and literacy as displayed when developing and teaching with Spanish informational texts has not been explored with prospective bilingual teachers, particularly in the context a bilingual preservice preparation program. In this study, I offered data to reveal bilingual teacher candidates' *linguistic and pedagogical* improvisations, as identity-informed actions that resist *figured worlds* in language and literacy, in the specific context of using Spanish to develop and teach with an informational text. I document what visions around academic Spanish and Spanish literacy emerge from observing and analyzing Spanish informational texts that elevate the status of Spanish for future use in bilingual classrooms, especially when these texts incorporate Latino's experiences and background knowledge.

DESCRIPTION OF THE STUDY

A major goal of this study was to examine how these young SHS position themselves and the students they teach when using Spanish to develop an informational text, and when implementing lessons with these texts as part of their undergraduate preparation. Specifically, I investigated the language-building patterns that emerge in the written discourse of informational texts in Spanish, and during teaching activities utilizing

this text. I focused specifically on how identity was being enacted in those contexts, with the specific focus of informing Spanish language growth and pedagogies.

This study addressed the following two research questions:

1. How do bilingual teacher candidates who are Spanish Heritage Speakers (SHS) develop academic Spanish competencies through the creation of informational texts as part of a bilingual preservice certification program?

2. How do Spanish-speaking bilingual teacher candidates use the Spanish informational texts created by them when teaching a lesson in elementary classrooms while participating in a bilingual teacher preparation program?

Theoretically, I used the *figured worlds* framework (Holland et al, 1998) and sociocultural concepts in language and literacy. I was guided particularly by non-mainstream conceptualizations of academic Spanish emerging recently for bilingual preparation programs. These theories assign major importance to the context of language development, to language contact between English and Spanish, and to identity-related dimensions, three areas that are specifically addressed in the literature review in chapter two. In relationship to literacy, the notion of identity as position, proposed as an integrating metaphor by some scholars (Davies & Harré, 1990; Moje, 2017) was central to this study.

James Gee (2014b) has proposed specific notions around language and literacy that were relevant to guide the methods to analyze language. Gee (2014b) posits that language– written or spoken– can build significance, connections and relationships; language may also bring relevance to certain activities; it can promote knowledge systems and assign

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value to goods and services. These ideas on the seven areas of reality that language can build were useful to understand the specific contexts of this study–a University preparation program and a school setting.

My lens to language was critical. From a critical discourse perspective (Gee, 2004), language is never just about the content of utterances. Language can also reveal intentions and mental models, which are usually tacitly communicated via embedded assumptions. Specific sense-making, or typical stories, emerge from participants' verbal or written narrations, and from their explanations of any event. In this study, I investigated participants' visions from situated language use and from pedagogical practices. Again, for Gee (2004) an analysis of language use can reveal information about ways of being, acting, and thinking that reflect particular theories and perspectives. In that vein, this scholar posited that hidden figured worlds can be inferred from the way that students talk, write or interact. Following the critical discourse analysis framework of Gee (2004), in this study I explored the assumptions and particular constructions of the world, and associated ways of knowing, teaching and learning. Particular to this study was investigating the encounters between hegemonic and counter-hegemonic ideas regarding personal experiences and personal knowledge, academic language and academic Spanish, and literacy teaching as discussed before. Personal stories, while reflecting specific personal histories, also bring in aspects of the larger social structure. Consequently, I was interested in situated proposals but also in the macro-structures and the socio-histories behind those situated practices.

More powerfully perhaps, discursive practices can <u>constitute</u> new social identities (Holland & Lave, 2009). The agentic component of *figured worlds* ideas allowed me to explore how the specific histories of marginalization of non-standard varieties of Spanish, and the associated ideologies, policies and school practices that have dominated Spanish-speaking communities for a long time, can be turned around when teacher preparation practices build on language repertoires and cultural resources as part of creative endeavors like the development of an informational text in Spanish. I was guided by the assumption that in a teacher education setting where students can draw from the knowledge in the home and the community (Yosso, 2005), self-identifying as bilingual may involve the transformation of symbolic violence into linguistic capital–including the development of formal varieties of Spanish. In a similar way, the literacy teaching dimension of my inquiry aligned with the ideas of Elizabeth Moje (2015), in terms of honoring and bringing to light the linguistic and cultural resources that adult Spanish bilinguals bring as teaching proposals for bilingual classrooms.

In sum, Gee's (2014b) approach to the building tasks of language, combined with the tools of *figured worlds* allowed me to explore how the history and the social structure that SHS experienced in the US, teacher preparation experiences, participants' subjective histories, and the mentalities encountered in the school placements, provided spaces for agentic moves that became "the meeting point of many, sometimes conflicting, socially and historically defined Discourses" (Gee, 2008, p. 180).

By answering the research questions in this dissertation, I rendered visible teacher education experiences in two specific settings of a bilingual preparation program: a Spanish Methods course, and a Student Teaching seminar. I documented how aspiring bilingual teachers who are SHS–similar to Juan and Maria– displayed new social positionings, as part of the expansion of their linguistic and pedagogical repertoire in Spanish, thereby dismantling deficit thinking (Valencia, 2010) in the specific context of developing and teaching Spanish informational texts. The results led to language and pedagogical contributions that emerge from strengths-based teacher education pedagogies.

This was a qualitative study with Spanish informational texts in one bilingual teacher preparation program in the Southwestern United States. Because of my interest in several aspects and units within a teacher education program, I selected a nested case study design. During the data collection of teaching activities involving the informational text, I followed some components of the methodology employed by Gort, Pontier & Sembiante (2012). For example, I captured naturally occurring interactions with field notes, and whenever possible with digital video recordings. My approach was also aligned with that of May (2011), who analyzed teacher discourse during teaching, but in this study adapted to the context of teaching with informational texts using Spanish during student teaching.

This study began in the fall of 2018 and finished in the fall of 2019. In the fall of 2018, during the third semester of a bilingual preparation program, I collected curricular data from the course: *Métodos de la enseñanza en español en el aula bilingüe-Escritura*. In the spring of 2019, I collected curricular data from the same participants, during a

seminar course which met six times during the student teaching semester. Curricular artifacts generated by participants as part of the seminar requirements included audio and video recordings, lesson plans, student productions, and reflections, related to teaching activities in schools. In addition, in the spring, summer and fall of 2019, I conducted retrospective interviews with four focal participants, based on the patterns analyzed from all the data collected before.

STUDY SIGNIFICANCE

This study addressed the situated and socio-symbolic aspects of developing and teaching Spanish informational texts in the context of student teaching within a bilingual preparation program. Documenting the language and pedagogical practices of SHS during a semester that includes both a University preparation program guided by an asset-based mentality, and a field experience dominated by a call to meet standards, opens a very timely area of research, with the potential to contribute to the research on informational texts when using Spanish in several ways.

Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-González, Ruiz-Figueroa & Escamilla (2014) and García (2009) highlight how simultaneous bilingualism, while very prevalent in the US, is inadequately understood and barely promoted. With this study, I contributed support to a growing critique towards policy dispositions that ignore the linguistic repertoires of simultaneous bilinguals in the US, specifically with regards to

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academic Spanish and Spanish literacy development during the college preparation of bilingual teachers.

In that vein, many prospective bilingual teachers come from second- or third-generation immigrant families (Pew Hispanic Center, 2017) who speak non-standard[2] varieties of Spanish at home. Between 1991 and 2008, certification tests for prospective bilingual teachers in Texas measured oral proficiency. Since 2008, new certification requirements (Arroyo-Romano, 2016) require bilingual teacher candidates to pass the Bilingual Target Language Proficiency Test (BTLPT), which assesses formal and written Spanish in isolation, i.e. from a monolingual perspective. However, SHS tend to use Spanish in combination with English. Therefore, the linguistic practices of aspiring bilingual teachers who are SHS may not align with official assumptions around academic Spanish development. Consequently, this exploratory study can help inform policy initiatives and teacher education efforts by bringing to light some features of the trajectories of advanced simultaneous bilinguals regarding academic Spanish, in an area of inquiry that is sorely lacking in the US.

A second potential contribution of this research is ideological, within teacher education efforts. Ofelia García (2009) highlights the prevalence of monoglossic ideologies regarding bilingualism in the US. These ideologies are not only explicitly

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[2] See https://en.wikipedia.org/wiki/Standard_Spanish for a normative explanation of "standard Spanish" as derived from the exigencies of the *Real Academia Española,* and see Milroy (2001) for the ideological dimensions behind the notion of a standard language, including prestige and formality.

present in policy initiatives, but through symbolic violence, may hinder the academic development and the self-esteem of bilingual individuals and children. One way to reverse this trend is to document the impact of bilingual teacher preparation programs who position prospective students in positive ways regarding their linguistic and cultural backgrounds (Yosso, 2005). In that light, this research aspires to combat deficit mentalities (Valencia, 1997) and extend the strengths-based perspectives more extensively investigated in elementary classrooms to the field of bilingual preservice preparation.

Third, this study proposes a socio-symbolic lens to approach the development of academic Spanish in advanced Latino bilinguals in the US. In that light, some researchers investigate academic Spanish language development as part of situated content-based course experiences within bilingual preservice preparation programs (Aquino-Sterling 2016; Rodríguez & Musanti, 2014). Meanwhile, the written bias associated with academic language is being challenged by several scholars (Alvarez, 2011; Heller & Morek, 2015). Other researchers propose to focus on the mediational potential of identity and culture (Burgo, 2016; Guardado, 2014). Collocating a socio-symbolic and situated lens on Spanish growth, via the development of Spanish informational texts, can support conceptual models, and curricular, pedagogical and evaluation efforts, currently derived from structural approaches to linguistic development where context and identity are not acknowledged.

Last, because the context of the study was a bilingual preparation program that promotes asset-based pedagogies, this dissertation can inform curriculum and instructional

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design efforts more generally, in undergraduate programs seeking to support multilingual students, whose population is increasing at a fast rate in the US. As chapters five and six discuss, this study contributes to an understanding of how bilingual teacher candidates can open spaces to support Latino students in dual language classrooms whose policies or dispositions are dominated by English hegemonic mentalities, or where the population of native English speakers outweighs that of language-minoritized students.

OVERVIEW OF THE DISSERTATION

In this section I describe the contents of the six chapters that comprise the dissertation. Chapter one provides an overview of the study. I share information that motivated the study and my research positionality. I identify the problem areas that are targeted by this research. I synthesize the research around the development and the teaching of Spanish informational texts with advanced Spanish bilinguals seeking bilingual teaching certification, and the gaps that have been left unattended and deserve more scholarly attention. I articulate the main research questions and provide a description of each chapter in the dissertation.

Chapter two discusses the research around academic Spanish with bilingual teachers in the United States emanating from both mainstream discourses and from specific investigations conducted by bilingual preparation scholars. I discuss theoretical constructs around academic Spanish implicating informational texts and SHS. I analyze theoretical dimensions of both dominant and alternative constructs around academic Spanish. In a

second section, I discuss literacy research with informational texts. Again, I highlight the contrast between dominant paradigms and alternative visions regarding teaching approaches in this arena. I focus more specifically on pedagogic aspects of Read-Alouds and the needs of SHS seeking bilingual teaching certification.

In chapter three, I describe the two main theoretical underpinnings for this study: *figured worlds* and sociocultural theory. In the first case, I highlight how several concepts in the *figured worlds framework,* including cultural artifacts, social positioning, and improvisations, helped to investigate the encounter between dominant forces and agentic responses related to developing and teaching with Spanish informational texts in a bilingual teacher education program. I explain the context of the study, i.e. the professional development program and the criteria for the selection of the participants. I share a profile of each of the four focal participants. I provide a rationale for my qualitative approach, including the embedded ontological and epistemological notions around central my guiding concepts.. In addition, I describe the phases and the rationale for the data collection methods and describe the protocols utilized for data collection. I explicate the guiding principles of the discourse analytic methods that guided the study, and the techniques employed to promote consistency in my findings.

Chapter four describes the findings regarding the first research question: How do bilingual teacher candidates who are Spanish Heritage Speakers (SHS) develop academic Spanish competencies through the creation of informational texts as part of a preservice certification program? I report the main themes obtained after several waves of data

collection and analysis addressing this research question. Undergraduate students seeking bilingual certification developed an informational text in Spanish during the first course and reflected and taught lessons from their creation during the second course. I collected curriculum data during the Fall 2018, during the teacher education classroom: *Spanish Methods course for bilingual classrooms* with a focus on writing. I continued collecting curriculum data from the Student Teaching Seminar course. I generated ethnographic field notes from both courses, which supported a language-based analysis of the written discourse in the texts. I then conducted retrospective interviews with focal participants in the Spring of 2019 and culminating in the summer of 2019.

Chapter five describes the findings of the second research question: How do Spanish-speaking bilingual teacher candidates use the Spanish informational texts created by them when teaching a lesson in elementary classrooms while participating in a bilingual teacher preparation program? The data for this question was collected in a similar manner as with the first research question, but in the context of school placements. I collected curriculum artifacts uploaded by student teachers as part of the Student Teaching Seminar. I generated ethnographic field notes and researcher notes from curriculum artifacts, including videos uploaded from observed lessons as part of the assignments. I then conducted retrospective interviews, starting in the Spring of 2019, continuing in the summer, and culminating for one participant in the fall of that year.

Chapter six synthesizes the themes from chapters 4 and 5. I contextualize those themes with mainstream and non-mainstream literature that are relevant to this study, as

discussed at the beginning of this dissertation, and illustrated in figure 1. I identify the four main contributions of this research: 1) Opening academic spaces for Latino knowledge and Latino ways of knowing; 2) Infusing identity into the academic language of informational texts; 3) Improvising pedagogical practices to support Latino students via culturally-relevant conversations, and via writing responses that draw on personal knowledge and bilingual resources; and 4) Improvising pedagogical practices that bridged the Spanish knowledge in the books in classrooms dominated by native English speakers. For each of the four contributions, I discuss how the language and pedagogical practices of the four participants in this study can be used as a resource in future teacher education and research efforts related to creating and teaching with Spanish informational texts in bilingual teacher preparation programs.

Chapter 2: Review of the literature

This dissertation investigated how aspiring bilingual teachers who are SHS develop academic Spanish and implement literacy pedagogies in the specific context of creating and teaching with informational texts as part of their bilingual preparation program. In this chapter, I share and discuss the research around the *development* of academic language and the *teaching* of academic language *in Spanish,* from the perspective of SHS seeking bilingual teacher certification. In the first section, I examine competing discourses and research directions around academic language. In addition, I review the patterns emerging from the research of how Spanish academic language is evaluated and taught specifically within bilingual preparation programs. In the second section, I discuss the research around informational texts, and specifically focusing on teacher discourse–written and oral–that involves Spanish with multilingual students when teaching with informational texts.

DEVELOPING ACADEMIC LANGUAGE IN BILINGUAL TEACHER CANDIDATES

Academic language as a vehicle for school success

It is generally accepted that academic language contributes to academic achievement (Shanahan & Shanahan, 2008; Snow & Uccelli, Wong-Filmore, 2012). Mainstream discourses position SHS individuals as English learners who need to develop academic language in (Lynch, 2012) in both English and Spanish. But what is academic language? Several scholars admit that "the construct of school-relevant language (or

academic language proficiency) has been either imprecisely delineated or too reductively defined to inform educational research, assessment, or pedagogical practice" (Enright, 2011). Other scholars hold similar viewpoints (Nagy & Townsend, 2012; National Research Council 2010). In this section I review the literature and discuss mainstream and alternative notions of academic language, in general, for SHS, and more specifically for bilingual teacher candidates.

In 1979, Cummins proposed a distinction between the decontextualized language used in school–considered academic language–, and the informal registers employed during day-to-day interactions. According to Cummins, non-linguistic markers embedded in direct conversation preclude the need to attend to more complex linguistic constructions; listeners infer meaning from less complex vocabulary, and from gestures, intonation, and other non-verbal cues. In this view, contextualized language encounters may develop Basic Interpersonal Communication Skills (BICS), considered to be cognitively undemanding language proficiencies. Following this logic, English learners acquire BICS from their everyday practices, but in order to succeed in school, they need to develop Cognitive Academic Language Proficiency (CALP) in English. CALP is considered to be particularly developed via academic writing, the latter requiring a more elaborate linguistic design to encode messages. Cummins' binary distinction between BICS and CALPS has been solidly established in the education literature, and particularly with bilinguals (Enright, 2011).

In sharp contrast, James Gee (2014a) argues that language practices are not appropriately categorized in a binary way as "contextualized" or "decontextualized." According to this scholar, an oral conversation and a university lecture are both examples of contextualized oral language practices, with the former showing more context than the latter. In a related vein, Gee notes how nominalizations, usually associated with written and academic language, can be part of regular oral interactions. Context, for Gee, provides *a range* of possibilities from which meanings are "assembled", based on shared social practices. For Gee, individuals learn "to recognize certain patterns of lexical and grammatical resources and how to match them to certain communicative tasks or social practices" (2014a, p. 5) as part of contextualized understandings. He gives a good example of how the phrase "the coffee spilled" can have three different interpretations: 1) get a mop; 2) get a broom; 3) can you re-stack it? Because of the intimate relationship between meaning-making and shared social practices embedded in particular contexts, Gee prefers the notion of social languages. In that light, Gee considers academic language to be one type of social language (2014a, p. 12). This view of academic language as a social language, and the specific focus on situated aspects of language development challenges the binary context-cognitive continua proposed by Cummins (1979) several decades ago.

The experiences of Spanish Heritage Speakers with academic language

Linguistically, SHS are bilinguals who listened or spoke Spanish during early childhood (Montrul, 2011; Valdés, 1997). With Latinos representing 17.1% of the total

population, Spanish is the predominant non-English language in the country (Acosta Norte, 2013), with speakers who are for the most part second- or third-generation immigrants (Pew Hispanic Center, 2017). Despite the strong presence of Spanish during the early experiences of many Latinos in the nation, hegemonic forces neglect students' language heritages. In most elementary schools in the United States, literacy is developed mainly for Latino children via the promotion of English as a second language, rather than through the consolidation of Spanish. Subtractive ideologies (Valenzuela, 1999) create educational configurations that devalue Spanish (Ek, Sanchez & Quijada-Cerecer, 2013). Even with dual language programs that aim to preserve Spanish by promoting the separation of languages, research on classroom practices informs that there are power imbalances and inequities that limit the learning and the recognition of Spanish as a language, and of Spanish-speaking students, compared to English monolingual students (Cervantes-Soon et al, 2017; Palmer, 2017). When the Spanish language is promoted as part of bilingual education programs, students' vernaculars tend to be denigrated as well (Dukar, 2018; Ek, Sánchez & Quesada Creeker, 2013; Macedo & Bartolomé, 2014; Valdés & Geoff ion-Vinci, 2011).

The hegemonic power of English as the societal language, and the low status of Spanish in the US, works to reduce the presence of the Spanish language to "an unfortunate silencing" (García, 2005) which includes the tendency to reduce linguistic practices involving Spanish to the private arena of the home. Latinos who continue exposure to Spanish in the home despite a subtractive schooling experience can be considered

simultaneous bilinguals (Capp, Fix, Murray, Ost, Passel & Herwantotro, 2005; Escamilla, 2011).

As part of subtractive policies and mentalities (Valenzuela, 1999), SHS students usually are taught to eradicate their non-formal varieties. Partly as a result of historical patterns and systemic policies and ideologies discussed above, the bilingual language abilities of heritage Spanish speakers are officially positioned from macro discourses into daily interactions as deficits (Valencia, 1997). In alignment with these mainstream conceptions of academic language, Cummins (1984) argued that bilingual individuals–and therefore the SHS in this study– need to develop CALP in their native language (Spanish) in order to acquire a second language (English) (p.141) and succeed in school. And naturally, CALP for Spanish speakers focuses on prestigious monolingual varieties or "standard" Spanish[3].

Yet Spanish bilingual students have language and cultural knowledge based on many interactions in their communities (Gutierrez, Morales & Martinez, 2009; Yosso, 2004) where they use non-standard varieties of Spanish. It is via these contact varieties of Spanish that SHS attain meaning and communicate in their everyday bilingual interactions, in many contexts. Toribio (2004) argued that code-switching represents a strategic and efficient use of linguistic and cognitive resources. Díaz Soto (2007) posits that "code-switching patterns may be used as a measure of language ability, rather than a deficit" (p.

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[3] See https://en.wikipedia.org/wiki/Standard_Spanish for a normative explanation of "standard Spanish" as derived from the exigencies of the *Real Academia Española,* and Milroy (2001) for the ideological dimensions behind the notion of a standard language, including prestige and formality.

407). In a similar vein, in a study with sixth graders, Ramón Martínez (2010) found that code-switching is the result of situated understandings that show the dynamic application of the relationship between form and meaning.Moreover, SHS display varying abilities along the receptive-productive continuum, ranging from full biliteracy to receptive abilities in their native language (Carreiras, 2017). Linguists remark that SHS vary in the contexts in which they demonstrate linguistic abilities. The latter may entail advanced grammatical abilities in one setting but advanced sociolinguistic competence in another (Valdés, 1995).

Assessing the academic Spanish of bilingual teacher candidates

Unsurprisingly, the linguistic wealth (Yosso, 2005) rooted in contextualized language practices as advocated by James Gee (2014a) and discussed in the preceding section, is hidden from tests that focus on "standard" Spanish. In this section I discuss a standardized assessment in Texas designed to promote CALP with SHS who are seeking bilingual teacher certification. In addition, I discuss mainstream and alternative perspectives regarding assessment practices with SHS who aspire to become bilingual teachers.

Between 1991 and 2008, the tests required by prospective bilingual teachers in Texas measured oral proficiency. Since 2008, the Bilingual Target Language Proficiency Test (BTLPT) requires formal knowledge of Spanish (Arroyo-Romano, 2016). One of the requirements to obtain bilingual teacher certification in Texas, is passing the Bilingual Target Language Proficiency Test (BTLPT). This test consists of 84 multiple-choice items,

and 7 constructed responses, 4 of which are oral and three written (TEA, 2018). The new requirement was an attempt to stimulate the development of academic Spanish (Guerrero & Guerrero, 2017). However, recent state-level data indicates that the passing rate for the BTLPT varies between 50 and 60% and that most students' challenges tends to show in the areas of speaking and writing (Arroyo Romano, 2016).

Given the subtractive policies and silencing ideologies discussed in the previous section, the low passing rate in the BTLPT can be interpreted as revealing a proficiency gap in SHS. Without questioning the assumptions upon which the test is based, the results easily lead to the conclusion that SHS need to develop productive abilities in Spanish, which fits well with mainstream discourses around the Latino achievement crisis (Gándara, 2010). However, when one considers that the test may have a monolingual bias, and that it is constructed from the perspective of a high-prestige variety of Spanish considered "standard", a different interpretation is possible. In that light, it is relevant to point out how Putnam & Sánchez (2013) suggest that there is a monolingual bias when assessing bilinguals because "in language contact situations… there is a wider range of contexts of exposure to input and to language processing for comprehension and production purposes (p.11)." Even Montrul (2012), an applied linguist who works with SHS, admits how the monolingual bias has been a methodological problem with heritage speakers (p. 174). Besides the monolingual bias, there is a traditional second-language development perspective in BTLPT, as in most standardized language assessments, which tends to measure languages separately. SHSs are assumed to move through predictable stages

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through a continuum and as they develop skills in separate areas: listening, reading, speaking and writing. A quick inspection with most curricula and assessment tools guiding language development in bilinguals, be it in English or in Spanish reveals this stage approach to language development. In that light, Hornberger & Skilton-Sylvester (2003) and Valdés (2005) have argued that bilinguals' language abilities lie along a continuum of L1/L2, instead of following separate developmental pathways corresponding to two distinct languages. Assessing SHS students in just English or just Spanish gives a fragmented picture of bilingual development (Grosjean, 1989).

Arroyo-Romano (2016) highlight that the loss of thousands of potential bilingual teachers, due to the requirement of knowing formal Spanish to pass one of the certification tests, finds its original cause in the subtractive nature of many bilingual programs in elementary schools. A smaller number of certified bilingual teachers existing in classrooms due to the inadequacy of the test raises the risk of underserving children from Spanish-speaking backgrounds. While recognizing the problematic issues above, bilingual scholars still acknowledge the need to develop Spanish abilities in prospective bilingual teachers. Arroyo-Romano (2016), for example, considers it important to improve the opportunities to develop the Spanish language for bilingual teachers as part of preservice education programs. Similarly, Sutterby, Ayala & Murillo (2005), call on universities to provide bilingual teacher candidates with opportunities to develop academic Spanish. But at the same time, these scholars also advocate for practices that acknowledge dialectal varieties of Spanish as part of bilingual preparation programs.

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Obstacles to develop academic Spanish in Spanish Heritage Speakers

The percentage of Higher-Ed institutions in the United States offering courses for Spanish Heritage Learners has gone up, from 18% in 1990, to 40% in 2011 (Pascual & Cabo, 2016). However, Spanish instructors resist contact varieties of Spanish (Lipski, 2008) which are employed by SHS. Valdés, Gonzalez, García & Márquez (2003) found strong ideologies in Spanish departments that teach Spanish heritage students, favoring "standard" Spanish and the use of instructors who privileged "standard" Spanish. A survey of pedagogical practices revealed the predominant use of grammar and the direct teaching of vocabulary, as part of the language support for heritage speakers (Carreira, 2011; Valdés et al, 2003). Data was obtained from a total of 173 junior colleges that had a Spanish language program in California. Valdés and colleagues found that the instructional practices in use in those courses were not aligned with current theories on heritage language instruction. These researchers point to the importance of improving this situation because inadequate instruction can contribute to the abandonment of home languages by minority language speakers in the United States. On the other hand, Showstack (2007) revealed the presence of ambivalent ideologies in an instructor teaching Spanish to heritage speakers in an undergraduate course preparing future bilingual teachers. At times, the instructor justified the use of "standard Spanish" in order to support students' education. At other moments, the instructor validated linguistic practices of students. This case study illustrates the different ways that social contexts for learning can be created in the classroom.

Attending to students' vernaculars is a growing commitment. Macedo & Bartolomé (2014) sustain that "for education to truly be liberatory, it must be respectfully communicated in the vernacular of the students themselves, particularly when these students come from subordinated populations."

In a similar vein, Labov (1966, in Rolstad, 2005) once argued:

"There is no reason to believe that any nonstandard vernacular is in itself an obstacle to learning.... As linguists we are unanimous in condemning this view as bad observation, bad theory, and bad practice.... That educational psychology should be strongly influenced by a theory so false to the facts of language is unfortunate; but that children should be the victims of this ignorance is intolerable" (p. 6)

In bilingual preparation programs, Guerrero & Guerrero (2017) highlight that there are limited opportunities to develop academic language as part of the education of bilingual teacher candidates. These researchers emphasize the influence of national, state, and program-level forces, as well as institutional discourses that weaken efforts towards the development of Spanish academic language in preservice teachers during their undergraduate preparation. Other scholars point to the influence of negative mentalities towards non-standard varieties of Spanish. For instance, Ek, Sanchez & Quijada-Cerecer (2013) remark the symbolic power exerted by discourses in the United States, which contribute to the negative interpretations of *Spanglish* varieties employed by SHS. These scholars found that in some bilingual teacher preparation programs, grammar-based

approaches when teaching Spanish can curtail the speech of bilingual teacher candidates. These scholars argue that when educators adhere to denigrating interpretations, there is a complicity with established raciolinguistic ideologies which ascribe less value to non-formal registers of Spanish. Other data suggests that when SHS internalize this denigration, it can impact their sense of self and identity (Smith & Murillo, 2013; Urciuoli (2008). In a related vein, Paciotto & Deveraux (2013) argue that Spanish instruction needs to consider the oppression experienced by teacher candidates in their educational history, and issues of identity. These researchers conducted a qualitative analysis of interviews addressing three issues: the motivation of heritage speakers of Spanish to become bilingual teachers, their perception of their linguistic needs, and program features that contribute to develop academic proficiency in Spanish.

Regarding the last feature, Briceño, Rodriguez-Mojica & Muñoz-Muñoz (2018) propose a bilingual teacher education model that embraces all Spanish (and English) language varieties that children bring into classrooms. In addition, according to these scholars, it is very important to address raciolinguistic ideologies via critical language discussions, because the alternative is to "potentially reduce the number of bilingual youths, who steer away from the bilingual teaching profession because they do not believe their Spanish is good enough" (p. 12). This research focused on SHS in teacher preparation programs, both bilingual and English-only, in California. Data was generated from interviews with eleven participants. These scholars found that SHS attending college felt their Spanish skills were either insufficient or inappropriate.

Developing academic Spanish from contextualized practices in content-area tasks

Several studies have contributed solid proposals for a view of academic language as language practices that deal with academic content, rather than as knowledge of abstract principles based on grammar and learned in a decontextualized way. These studies would align with Gee's (2014b) notion of social languages. In this set of studies, context is associated with the language practices *within particular content areas*. For example, Aquino-Sterling (2016) investigated the contribution of communicative skills as part of developing *pedagogical* Spanish competencies. This researcher conducted a study using Hyland's (2009) framework of language education, which was focused on discursive practices, specific language features, and communicative skills, to examine teachers' instructional descriptions of an imaginary activity in fifth grade. Aquino-Sterling positioned this study in reaction to the prevalent monolingual ideology in the US that frames bilingual teachers as deficient in Spanish. Teachers were challenged to develop the academic-pedagogical vocabulary found within a lesson obtained from Mexico, and to engage in a description of the lesson content, procedures, objectives and assessment aspects. The results showed how the simulation activity helped the teachers to examine their own linguistic practices in the context of a classroom lesson, identify areas needing further development with the help of their peers, and develop formal Spanish competencies in a practical context.

Rodríguez & Musanti (2014) investigated the Spanish development in preservice bilingual teachers who were taking content courses in Spanish as part of undergraduate

preparation. The authors described the difficulties teachers had with academic Spanish, but how at the same time, they developed the standard variety as part of assignments, which included the planning of lessons. Similar conclusions emerged from another study by the same authors (Musanti & Rodriguez, 2017) in a bilingual teacher preparation program in the Texas-Mexico border. This time, the researchers analyzed the written practices of twenty-three prospective bilingual teachers who were taking a methods course in Spanish.

A translanguaging context for academic Spanish in bilingual preparation programs

A second direction in bilingual preparation programs includes research in bilingual classrooms based on more fluid conceptions of language (García & Otheguy, 2017) than those implied in policy discourses. For example, García & Wei (2015) propose the incorporation of hybrid linguistic practices, or *translanguaging*, as part of advanced biliteracy, which can include academic Spanish. These authors define *translanguaging* as a "dynamic process whereby multilingual language users mediate complex social and cognitive activities through the strategic employment of multiple semiotic resources to act, to know and to be (p. 22)." In this conception, *translanguaging* can help develop students' academic language by allowing fluid language practices in the classroom to support learning. *Translanguaging* finds support in Grosjean (1989), who asserts that bilinguals acquire and use languages "with different people, for different purposes, and in different domains" (p. 4) and by asserting that different aspects of life require different languages.

In research focused in the classroom, Martinez & Sayer (2006) concluded that *Spanglish*– a mixed variety incorporating English and Spanish–is a useful tool to accomplish intellectual tasks like the re-telling of narrative texts. Aligning ideas with James Gee (2014b), this researcher concluded that *Spanglish* is a social language whose functions should be validated and legitimized as part of classroom exchanges. The work of other scholars confirms the academic benefits of *Spanglish*. Toribio (2004) argued that code-switching represents a strategic and efficient use of linguistic and cognitive resources. Similarly, Díaz Soto (2007) posits that "code-switching patterns may be used as a measure of language ability, rather than a deficit" (p. 407). In a study with sixth graders, Ramón Martínez (2010) found that code-switching is the result of situated understandings that show the dynamic application of the relationship between form and meaning.

In that vein, several studies have contributed solid proposals for a view of academic Spanish that can be developed from fluid language practices in bilingual teacher education classrooms. Rodríguez & Musanti (2014) investigated Spanish development in preservice bilingual teachers who were taking content courses in Spanish as part of undergraduate preparation. The authors recommended that teacher preparation programs should value the language varieties brought by prospective bilingual teachers. In their view, metalinguistic awareness is a valuable practice to help navigate across language registers. Similar conclusions emerged from another study by the same authors (Musanti & Rodriguez, 2017) in a bilingual teacher preparation program in the Texas-Mexico border. This time, the researchers analyzed the written practices of twenty-three prospective bilingual teachers

who were taking a methods course in Spanish. Again, the analysis of the data benefited from a *translanguaging* lens, as described by Garcia & Wei (2014). This study led to some recommendations for teacher preparation programs: design assignments where students use available linguistic repertoires; foster metalinguistic analysis as part of writing activities, and open spaces for reflection around linguistic repertoires.

More recently, Caldas & Palmer (2018) report the results of allowing Spanish as part of academic practice within a course that was re-designed with a *translanguaging* perspective. The researchers analyzed 12 sessions and concluded that Spanish proficiency was supported by flexible instructional practices that allowed the use of English to develop Spanish, students' re-voicing of the instructor's Spanish language practices, and students' approximations to standard Spanish. Linguistic growth was measured via lexical diversity, lexical sophistication and syntactic complexity. Non-standard language practices in Spanish also proved promising in a case study by Sarmiento & Vazquez (2010), as part of writing experiences in another bilingual preparation course. In this case the instructor's flexibility permitted a student to use his heritage language to access deeply repressed ideas and feelings. The experience proved very powerful to develop his identity as a writer.

Identity dimensions of academic language

A third direction that is emerging in bilingual preparation points to the relevance of identity-related components. Due to the impact of deficit mentalities and monoglossic ideologies, SHS may inhabit negative identities regarding their non-standard variety. For

example, Murillo (2017) found negative language ideologies in bilingual teacher candidates in the Texas border. And other studies point to similar tendencies (Coryell, Clark & Pomerantz, 2010; Smith, Sánchez, Ek, & Machado, 2011).

An area that is gaining more ground in applied linguistics is the contribution of identity for academic language development (Hornberger & Wang, 2008; Leeman, 2015; Showstack, 2012) in general. O'Connor & Michaels (2015), introducing the 31st volume of the Journal *Linguistics and Education*, highlight that "the most important contribution of this volume is the sense we get of the importance of the social and symbolic nature of AL (academic language) (p. 305). In this view, subjective aspects, and particularly identity components, emerge as relevant dimensions. For example, Heller & Morek (2015) argue that the socio- symbolic aspect of academic language has been undervalued in the research. For these researchers, the apparent difficulties of students who do not appear to acquire academic language are related to social identities, rather than to issues of linguistic structure or language sensitivity. These researchers propose that the incorporation of new discursive practices related to academic language development must involve "identity reconstruction" rather than merely the acquisition of new linguistic patterns. In line with new literacy scholars (Street, 2003), they also argue that "interactive patterns should be regarded as an important part of academic communication in the mode of orality" (p. 8). Morek (2015) further highlights how "being able to provide explanations in classroom talk is (also) a question of identificatory compatibility with regard to students' out-of-school experiences and identities" (p. 19). Conversations as interactional spaces can create

opportunities for students to develop new socio-symbolic understandings and new identities associated with academic practices. Therefore, a conceptualization of academic Spanish may include the development of new identities regarding Spanish and can be approached from a proposal that allows new social positions to be taken up in particular situated contexts.

Identity and academic Spanish in bilingual teacher preparation programs

In bilingual preparation programs, research has identified several promising ways to support new identity-based dimensions of academic Spanish. The data suggests that aspiring teachers from Spanish-speaking communities in the United States can transform linguistic identity into a form of symbolic capital that builds on the language and cultural resources brought from the home and the community (Yosso, 2005). For example, Franquiz, Leija & Garza (2015) investigate the incorporation of teachers' communicative repertoires as part of biliteracy development, including the development of Spanish. Similarly, Ceballos Brochim (2016) explore transnational identities and community-based knowledge as an alternative to the more dominant tendency of preparing bilingual teachers from the perspectives of white middle-class teachers in teacher preparation programs. This researcher collected literacy events in four undergraduate classes in one institution of higher education located in the southeastern United States. These events included: activities, artifacts, and texts. Data also included observations, text analysis, and interviews. Textual analysis was the main approach utilized to systematize the data.

Conclusions

The analysis of the literature reviewed reveals that policy paradigms and mainstream discourses privilege decontextualized notions of academic language, though alternative perspectives are also emerging among bilingual scholars. I demonstrated the gap between policy practices and mainstream ideologies, and the research reviewed in bilingual teacher preparation programs regarding language contact between Spanish and English. In bilingual preparation programs, promising approaches to promote academic Spanish include an attention to contextualized practices. These contextualized practices can include content-based tasks, such as discussing and implementing lessons in particular disciplines. In this perspective, academic Spanish involves any activity where the Spanish language (whether standard or mixed) is used to do academic work (Alvarez, 2012; Bunch, 2006).

Academic Spanish, especially with SHS in the US, can also involve identity configurations. Based on the ideas of Gee (2014b), self-identifying as bilingual may bring academic benefits–including the development of formal varieties–if one's sense of self, which includes language and culture, is acknowledged, valued and incorporated as part of academic efforts. When classrooms are conceived as socializing contexts, academic language, and academic Spanish, both the empirical research within bilingual preparation programs, and part of the theoretical literature point to the importance of not only the

context of interactions, but subjectivity, orality, and the implications of language contact between English and Spanish.

TEACHING WITH INFORMATIONAL TEXTS: A GLIMPSE AT THE RESEARCH

Study participants in this study developed an informational text in Spanish, and then taught a lesson with the text. In this section, I discuss teacher discourse when teaching with those informational texts. From the social practice approach discussed in the previous section, teacher discourse is relevant when presenting an informational text to children in elementary classrooms. Specifically, I am driven by the assumption that teacher discourse impacts the development of both academic literacies and academic language. Enright (2011) highlights that when the focus is on context, practice and social interactions, "it becomes more difficult to define academic literacy as distinct from academic language" and she asserts that "the distinctions between academic language and academic literacy (can) become fairly arbitrary" (p. 7).

In this section, I explore the potential contributions of a select review of the research involving the *teaching* of informational texts, implicating bilingual teacher preparation efforts. A social practice approach to literacy would promote engagement with texts by resorting to students' unique language and cultural backgrounds. In addition, via writing activities, working with informational texts can provide opportunities for students to explore productive aspects of language and literacy. This section also includes mainstream approaches, in order to identify the embedded assumptions within dominant pedagogical

proposals. I argue that this is a relevant inclusion because mainstream approaches dominate many policy initiatives that have pedagogical implications at all levels in education.

Text-based instruction that prioritizes cognitive and linguistic dimensions

Many studies analyze the teaching of informational texts by focusing on instructional interventions that promote students' responses specifically with lessons addressing comprehension standards. The emphasis varies from a focus on strategies, tackling difficulties in complex texts, or monitoring the implementation of pre-designed teaching designs. Another characteristic of these studies is the utilization of techniques derived from Systemic Functional Linguistics (SFL). In this group, pre-conceived strategies or text features take priority over teacher and student perspectives and interactions.

Pollard-Durodola et al (2012) for example, tested a curricular intervention in a first-grade classroom, following direct instruction theories from Engelmann & Carnine (1991). An interesting assumption of these researchers is that such a model permits "high-quality teaching for diverse learners by teaching more in less time" (p. 9). Data was gathered by observing teachers before and after instructional guidance, and researchers had pre-defined criteria to evaluate teachers. With a similar emphasis on teacher strategies, McClure & Fullerton (2017) include interactions and students' needs, but from the perspective of promoting pre-conceived behaviors that follow a gradual release of responsibility approach (Routman, 2008). In these studies, language and literacy teaching seems completely

determined by an unquestioned alignment to specific outcomes and to the reading expectations established by the Common Core.

It is interesting to notice how an investigation of teacher talk is implemented with the above mentalities. Deeney (2016) for example, analyzed the extent to which the language used by preservice and in-service teachers addressed text comprehension. This researcher asked 17 in-services and 31 preservice teachers to audio record and transcribe discussions of a non-fiction text in their classroom, and to complete a reflection afterward. A constant comparative method was utilized to code the discussion segments that emerged. Researchers were concerned that preservice teachers promoted discussion based on the background knowledge of students "but not in a way that related back to the text" (p. 11). Consequently, while there is some attention to language as a tool for teaching and learning, the goal here was to monitor teachers' use of expected routines as part of some form of instructional surveillance. Again, teacher talk is determined by instructional and outcome demands related to literacy standards.

In some cases, such demands recommend teachers to focus on teacher talk emanating from cognitive approaches to disciplinary literacies targeting specific features of informational texts. For example, Fisher & Frey (2014) recommend the close reading of text via "repeated reading, cognitive scaffolding, and discussion" (p. 35) remarking the particular role of the teacher in the primary grades to address text difficulty. In the upper grades, some researchers in this group recommend the adaptation of texts to promote accessibility. Koomen, Weaver, & Oberhauser (2016), for example, invited teachers to

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unpack original science articles and to convert them into an accessible format for children to use in classrooms.

Disciplinary literacy scholars (Fanz & Schleppegrell 2010; Shanahan, 2008) propose that students need specific strategies within each content area, rather than generalized strategy supports in literacy. Fanz & Schleppegrell (2010), for example, propose functional language analysis based on Systemic Functional Linguistics (SFL) to help students understand how language is used in subject-area texts to build meaning. In a similar vein, Carpenter, Earhart & Achugar (2014) trained teachers to analyze lessons and learn how linguistic choices embedded in texts can be identified to support the interpretation of historical texts in ninth grade. This research involved an applied linguist working with a teacher in order to linguistically analyze two lessons around the Declaration of Independence and the Virginia Declaration of Rights. I argue that in this approach, characterized by a monolingual framework, it is highly likely that an emergent bilingual would be considered at risk and therefore subjected to a more scrutinized instructional intervention. Teacher talk in this context is associated with instructional support for students considered to be struggling. In this study, for example, teachers were expected to assist students identified as at-risk based on TAKS performance by creating rubrics that promote discussions around language choices in the text.

Other scholars critique specialized instruction approaches based on specific attention to the linguistic features of a text. Faggella-Luby, Graner, Deshler & Drew (2012, p. 80) argue that "trans-disciplinary thinking is a necessity for critical thinkers", in an

approach that is aligned with the Common Core State Standards movement addressing complex texts. These scholars designed content enhancement routines to support "diverse and struggling learners, including those with language disorders" (p.76). These researchers overlook the possibility that what looks as a struggling learner may in fact the result of bilingualism, or different cultural experiences when speaking another language than English (Hopewell & Escamilla, 2014). It is relevant to highlight that the conception of "critical thinkers" of these scholars rests on cognitive models rather than on orientations inclined towards the elimination of social inequities in education (Freire & Macedo, 1989).

The studies so far described contain additional elements that deserve more careful scrutiny. First, it is clear that in most cases, the strategies investigated have been designed by researchers or other educators who view teachers as implementers of what are considered "scientifically-based" ideas derived from the National Reading Panel (NRP) and associated research. Hence, the knowledge of teachers is not valued or recognized as central to the success of students. Second, utmost concern with addressing the standards leaves unattended the quality of the experiences that students are having as they interact with texts. However, strategy instruction that prioritizes cognitive aspects may run the risk of prioritizing comprehension processes that take place "inside the head" (Hoffman, Martinez & Danielson, 2016) and thereby may ignore other dimensions of literacy experiences. The omission of situated aspects of learning aligns with an autonomous view of language and literacy (Street, 2003). Consequently, the scripted approaches to teaching embedded in the studies in this section do not consider the potential contribution of social

interaction and other social practices that may be relevant when learning from informational texts. Yet these benefits have been acknowledged by researchers for several decades now (Heath, 1983; Gee, 2014a; Street, 2003).

Teacher language that promotes authentic engagement and develops curiosities

Other scholars explore teacher talk and teacher strategies to promote the comprehension of informational texts from a wider repertoire of techniques rather than merely cognitive or linguistic approaches. In addition, these studies begin to address the needs of multilingual students, although from the perspective of English language development or comprehensible input. The papers in this section investigate the role of images, pedagogical techniques, and teacher language that promotes authentic student engagement. Engagement here is more associated with subjective and socio-emotional aspects, rather than with technical procedures intended to align students' responses with academic standards.

With regards to the role of images, Moses (2015) conducted a yearlong study in a first grade Language Arts classroom with a high percentage of Spanish-speaking students. He collected videos, still photography, reflection journals, artifacts and assessment data, and conducted interviews with five bilingual students. Teacher talk in this case was focused on literacy practices in these students that promote the construction of meaning with images. This researcher argued the importance of using images with multilingual students to support content and language development.

Duke & Roberts (2010) the first advocating the need to augment the presence of informational texts in elementary classrooms, recently concluded that the "Results, to our surprise, showed that explicit teaching of genre function and feature was not associated with stronger growth in informational or procedural reading comprehension or writing, save for procedural writing, and then only in combination with a high degree of authentic literacy events (an interaction effect) (p. 82)." In a similar vein, Maloch & Bomer (2013) recommended caution regarding explicit instruction, and especially when working with low-income or minority students (p. 446). As part of a summary paper on the contributions of research, Maloch & Bomer (2013) investigated the contribution of integrating different modalities of language and literacy, and a variety of tools, in order to promote authentic engagement in students when teaching with informational texts. These scholars investigated how different modalities of language and literacy can promote authentic engagement in students when teaching with informational texts. In a synthesis of the lessons from the research on informational texts, these two researchers recommend: making those texts more available to students; providing authentic and meaningful opportunities for students to read and write; and promoting Read-Alouds that foster interaction and peer discussions. Zapata & Maloch (2014) investigated how teachers supported students with informational texts while they learned about the solar system. Teachers' instruction was audiotaped and videotaped, and teachers were interviewed. Findings revealed how these teachers incorporated aspects of informational texts to develop curiosities in children, and how this inclination produced meaningful experiences. The qualitative lens of this research allowed

the identification of the contributions of teachers, rather than a search for instructional features based on external criteria such as standardized tests.

Attention to the language naturally occurring in teacher talk during instruction, and the extent to which such language validates students' ideas was most representative in a study that utilized an interactional sociolinguistics framework. May (2011) examined the characteristics of teacher discourse during Read aloud lessons–including how teachers targeted reading comprehension. The fourth-grade teacher who participated in this study was committed to implementing culturally relevant pedagogies in a classroom marked by a high percentage of African American and Latino students. May found that teacher talk dominated interactions. However, the teacher discourse positioned students as holders of valuable information. This researcher's conclusions suggest that foregrounding students' experiences as part of teacher talk may generate high-quality interactions.

The following study demonstrates how even SFL can support a sociocultural approach to discourse analysis. Ciechanowski (2012) analyzed oral and written data from teachers and students, and the features of published texts discussed in a third grade Social Studies covering the Jamestown settlement. This study took place in a third-grade classroom with a majority of students who were bilingual. The discourse component of the research permitted the emergence of an important finding: the sharp contrast between the students' perspectives and the assumptions of the teacher around the quality of learning from texts. Data revealed that students used knowledge from several sources as they tried to make sense of the material, which included Disney movies and Pocahontas. The teacher,

on the other hand, thought that students' discussions were not aligned with the topic in Social studies and should have focused more on the textbook that had been adopted for that class. The SFL analysis revealed that the text provided a very simplistic representation of historical events, showing a bias that was not tackled during teacher discussions. Consequently, one recommendation emerging from this study was for teachers to open spaces to allow a variety of meanings and critical conversations that go beyond written academic texts. According to the researchers, ignoring these possibilities "may leave other valuable and powerful types of language and textual resources at the door" (p. 331).

In sum, this last group of studies would seem to distance itself from an autonomous view of language and literacy, since student interpretations are valued, and discussions transcend the literal meanings derived from written texts. These studies approach a social practice conception of literacy, where meanings emerge in situated contexts (Street, 2003). Instead of examining how students' behavioral responses align with established standards, the emphasis in these investigations is on how to develop authentic curiosities and engagement from the perspectives of students. One would expect to find the children in this second group of studies to "look noticeably different than those reading (a text) because the teacher assigned it" (Duke, 2000 p. 42).

Teacher language that stimulates productive responses in students

The third group of papers begins to give investigative priority to productive aspects of language and to the cultural practices of multilingual students, as part of the experience

of teaching and learning with informational texts. I include in this section two empirical and two conceptual papers which are representative of this trend.

Dollins (2016) proposes to work with students composing multimodal texts. This researcher reports the results of working with a teacher using "twin books" as mentor texts to scaffold creative endeavors. Twin books consisted of pairs of standard non-fiction and creative non-fiction on the same topic, such as Bones: *Our Skeletal System*, by Seymour Simon, and *The Skeleton Inside You* by Philip Balestrino. The conclusion from this study is that working with mentor texts can help young students participate in writing projects that use creativity, voice and engagement with nonfiction pieces, instead of producing insipid reports with basic facts. Coombs & Young (2014) go one step further. In a very innovative twist, these researchers utilized readers' theatre with informational texts, as part of student performativity indicative of text comprehension. The methodology allowed students to generate questions they were interested in answering by researching a variety of informational texts. Instead of scripted lessons that were meant to be implemented with fidelity, mini lessons emerged from helpful topics as students rehearsed the scripts. Students edited and tested scripts before the final performance. The data from this study demonstrated how Readers' Theatre can promote creativity and at the same time improve reading and academic skills. However, one caveat is that in this study there is no awareness of bilingualism or cultural criteria to distinguish between "struggling readers or ELL students" (p. 10) as they are put within one and the same category.

In a similar orientation towards creative responses, Elizabeth Moje (2015) highlights the benefit of producing multiple texts, but within a clearly formulated proposal that involves new pedagogic and humanistic approaches when working with informational texts. Moje's view is explicitly aligned with a view of literacies as social practices:

> In contrast to the standards and numerous curricular interventions designed to address these affective dimensions of disciplinary practice, I offer a framework that capitalizes on them. Including affective, social, and cultural dimensions such as curiosity, imagination, passion, and emotion is critical because such dimensions are central to productive life and work in a disciplinary discourse community…I argue for a view of   disciplinary literacy that makes navigating across disciplinary communities as important as being skilled inside those communities. (p. 3).

A fourth paper that merits consideration in this section is the invitation by a seasoned scholar to watch the learning behaviors of students when interacting with informational texts. According to James Hoffman (2017) such "kid-watching" can provide clues for powerful student-based instruction. Hoffman recommends teachers to "move in their (students') space to talk with them, read with them, and to understand their purpose and their strategies that they are using" (p. 12). This alternative proposal stands in sharp contrast to the SFL emphasis of carefully analyzing the language in text or selecting the latter's level as part of instruction. Based on observations of Spanish-speaking students during decades of work in literacy, Hoffman's research highlights how students labelled as

struggling or language learners accomplish remarkable goals even when they interact with a text that is outside their accuracy zone. This scholar introduces the novel idea that comprehension can be attained even when students have not reached expected benchmarks in accuracy and fluency. Consequently, he problematizes linear pathways normalized in standard curricula and instructional conceptions emanating from a variety of policy initiatives. A powerful idea in Hoffman's work is the proposition that the use of leveled texts has been over-generalized and can lead to misguided conclusions about the abilities of multilingual children.

Explicit attention to the contribution of bilingualism and Spanish

Another group of studies include specific explorations of the role of students' native language as part of fluid discussions with informational texts. The studies in this category range from a minor mention of Spanish as part of text-based discussions, to a full use of pedagogic frameworks that actively recruit students' fluid language practices.

Pappas, Varelas, Patton, Ye & Ortiz (2012) investigated the role of dialogic strategies to promote comprehensible input and student's take-up of scientific discourse in second-grade students from multilingual backgrounds. The teacher allowed the use of Spanish while she read in English; paraphrased and translated the text when it was considered necessary, and extended students' ideas. The teacher also taught vocabulary, extended students' contributions and connected the latter to other discussions. These researchers proposed that the teacher enacted the principle of disciplined improvisation:

the flexible adaptation of pre-planned lessons based on emergent needs, in order to support students.

In a more explicit commitment to promote native languages in a preschool environment, Gort, Pointier & Sembiante (2012) video-recorded shared reading practices in a dual language classroom for one year. In this case, the classroom had two co-teachers, each one using either Spanish or English. Non-fiction and narrative texts were employed. One result of the study is that teachers did not adhere to their designated language but engaged in bilingual conversations that reflected agency. The data supported *translanguaging* as a third space. The documentation of language use by students as they interacted during Read-Alouds with informational texts led to conclusions that challenged the validity of monolingual assessment norms in multilingual environments. Studies like this one hold great promise by accumulating evidence that challenges generalized deficit notions around Spanish-speaking populations in the United States.

Alvarez (2012) investigated student discourse with science informational texts in Spanish in a fourth-grade bilingual classroom composed of 94% Latino students in California. Her discourse analytic approach analyzed students' oral and written contributions while reading the text. This researcher proposed a social practice approach to academic language that does not ignore the linguistic needs of a text. This is the only study in this review that utilized texts in Spanish. Alvarez was interested in challenging conventional notions of academic language.

Concluding thoughts on the role of Spanish when teaching with informational texts

In terms of teacher strategies, the studies reviewed in this section represent a range of approaches, with a cognitive-behavioral emphasis in one extreme, sociocultural principles in English-only classrooms in some, and a dedicated commitment to promote comprehension from meaningful student-based responses. First, it is clear that for cognitively minded scholars, teacher talk, and engagement are mainly conceived as interaction with academic tasks, and less about socio-emotional involvement, cultural alignment, or relational dimensions in situated contexts, which were more relevant in the second groups of papers.

Expectably perhaps, hardly any of the studies reviewed above explore informational texts in Spanish. Spanish informational texts abound in science topics and are an integral part of field-based experiences even in bilingual preparation programs. However, Spanish informational texts that address personal, social or historical aspects of the Latino experience in the US are scarce. In this dissertation study, preservice bilingual teachers created informational texts *in Spanish* as part of their undergraduate preparation. There is hardly any data on what emerges from observing and analyzing teacher talk when introducing texts that elevate Spanish for future use in bilingual classrooms, and in the context of a transformative teacher education program that addresses the ideological challenges of bilingual education in the United States.

As a general orientation, this dissertation aligns with the ideas of Hoffman (2017), of approaching the space and the thinking of students–in this case prospective bilingual

teachers who are undergraduate students–as they design and teach with informational texts using Spanish. Thus, with the same principles of "kid-watching", I implemented "teacher-watching", mainly during lesson implementation activities with informational texts in Spanish in elementary bilingual classrooms. This inquiry also coincided with the ideas of Moje (2015), of identifying the linguistic and cultural resources, the socio-emotional dimensions, and the teaching prospects, that adult bilinguals bring to bilingual classrooms.

SUMMARY

In this chapter I have outlined the features and the impact of mainstream discourses and ideologies regarding the role of academic Spanish development and academic Spanish literacies in relationship to informational texts in the US. I have shared the contrast between dominant tendencies and recent research in bilingual teacher preparation programs. I highlighted specific tendencies in studies that point to either obstacles or solutions to academic Spanish development in these contexts. I also discussed theoretical implications of alternative conceptions for teacher education, specifically for Spanish Heritage Speakers. In the second section, I shared a review of the research on informational texts, to identify dominant and alternative literacy paradigms in which bilingual teachers seeking to teach in Spanish are immersed. I also discussed the relationship between language and literacy from a social interaction perspective. The discussion of hegemonic ideas and counter-hegemonic ideas around academic Spanish an academic literacies specifically with Spanish informational texts is central to this dissertation.

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Chapter 3: Methodology

INTRODUCTION

This study analyzed and documented the ways in which a group of Spanish-Speaking bilingual teacher candidates develop and teach with Spanish informational books of their own creation, as part of an undergraduate bilingual preparation program. Informational texts are texts that "communicate information about the natural or social world, typically from one presumed to be more knowledgeable on the subject to one presumed to be less so" (Duke 2000, p. 2). Usually, these texts contain technical vocabulary and a variety of structures such as: compare and contrast, problem-solution or cause and effect (Moss, 2003). Informational texts are one type of non-fiction texts (Duke & Bennett-Armistead, 2003; Shanahan, 2018). Informational texts are important in this study for two reasons. First, much research in general–including in bilingual populations– has focused on fiction texts, and scholars point to the need to increase the presence of informational texts in elementary classrooms (Duke, 2000; Yopp & Yopp, 2012). Second, informational texts tend to be associated with academic language and academic literacies, both central to this dissertation. In that vein, this study aligned with the conception of academic language as situated practice (Heller & Morek, 2015), which highlights the role of context and positioning practices for the construction of identity in a manner aligned with sociocultural ontology (Packer & Goicoechea, 2000). From this perspective, context and positioning determine the constitutive aspects of identities, which impinge on the learning experience.

For the present investigation, understanding identity was specifically relevant to inform pedagogy.

In this chapter, first I discuss the main theoretical ideas and outline the conceptual framework developed specifically for this study. Then, I explain and justify the research design and share the main research questions. Next, I provide a background to the study and describe the research site and the participants. Finally, I explain and provide examples of the variety of data sources, the methods of analysis for that data, and identity relevant considerations.

CONCEPTUAL FRAMEWORK

This study is informed by situated theories of identity and social positioning and by sociocultural frameworks in language and literacy, as illustrated in Figure 2. The theory of *figured worlds* (Holland et al, 1998) highlights the powerful influence of discourses in generating realms of interpretation and values that are attributed to specific acts and outcomes (p. 52). In this study, *figured worlds* shed light on the historical, systemic and subjective dimensions of educational mentalities and practices with Spanish informational texts during bilingual preservice bilingual preparation programs.

Hegemonic *figured* worlds

- Deficit discourses (Valencia (2010) and policies towards Spanish bilinguals constructed socio-historically (Holland et al, 1998) inviting Heritage Spanish Speakers to use language and behave in specific ways (Gee, 2014)
- Texts and cultural artifacts tending to reproduce mainstream discourses via reflective positioning during interactions
- Habitus (Bourdieu, 1994) impinging on academic language practices so as to reproduce anti-bilingual figured worlds.

Sociocultural theories of academic language and literacy

- Socio-symbolic and orality dimensions of academic language (Heller & Morek, 2015)
- Academic language as contextualized practices (Alvarez, 2012; Aquino-Sterling; Rodriguez & Musanti, 2014; Bunch, 2013; Gee, 2014; that include translanguaging (García & Wei, 2015) and vernacular varieties (Martinez, 2010)
- Reading and writing as social practices (Sleeter, 2001), linked to students' lives and identities (Gee, 1999) and that tackle inequities (Freire, 1993)

Counter-hegemonic *figured* worlds

- Transformative pedagogies (Freire & Macedo, 1989; Macedo & Bartolomé, 1999) dismantling deficit mentalities (Valencia, 2010) towards Spanish language practices
- Spanish informational texts as new cultural artifacts with re-pivoting potential promoting new positionings (Davies & Harré, 1990; Holland et al, 1998) towards academic Spanish development
- Pedagogical improvisations in teaching practices derived from new authoring identities (Holland, 2001)

Figure 2. Conceptual framework for this study

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Hegemonic *figured worlds*

Historically, *figured worlds* reveal the mutable nature of mainstream discourses regarding Spanish speakers in the United States. For example, during the colonial period, there was some degree of linguistic pluralism. Mexican Americans were able to have their own schools imparting Spanish and promoting Mexican culture; education was under relatively strong community control (Salinas, 2001). However, later, Anglo-centric mentalities acquired a strong political force in education. Segregated schools for Mexican Americans emerged and curricular practices became dehumanizing, emphasizing the dismissal of the Spanish language and culture, in spite of the provisions of the Treaty of Guadalupe Hidalgo (Blanton, 2004; San Miguel & Valencia, 1998).

Subsequently, official discourses shifted towards compulsory schooling, and by the 1960s, English immersion was a solidly established policy for language minority children (Bybee, Henderson & Hinojosa, 2014). These changes can be explained by the concept of hegemony, or an indirect system of domination that tends to reproduce social inequalities and that operates in schools via a variety of mechanisms, including commonsense practices, ideologies, beliefs, and racial and class-based prejudices and inequalities (Apple, 1990).

The ideology of English hegemony is embedded in the Elementary and Secondary Education Act (ESEA) re-authorized every five years. Under the 2001 re-authorization of ESEA, with the No Child Left Behind Act (NCLB) legislation, English acquisition took even more priority via accountability provisions, with the world bilingual being removed

from the law and with the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) becoming the Office of English Language Acquisition. Urrieta (2010) suggests that history can provide a kind of collective sense-making from figured worlds developed in the past, leaving a history-in-system that refers to the "actual or structural sequence of events that occurred" (p. 71). The notion of history-in-system can explain how education discourses that were historically constructed acquire wide acceptance in the present in schools (Lara & Franquiz, 2015), where monoglossic mentalities (Garcia, 2009) can be successfully presented as commonsense practices (Apple, 1990). For example, in the current figured world of bilingual education, SHS students are perceived as linguistically deficient regarding both English and Spanish (Lynch, 2012; Valdés, 2005; Valencia, 1997).

The construct of *figured worlds*, working via assessment mechanisms, can help understand the dimension and impact of the deficit mentality with SHS even in the context of official pro-bilingual education policies. In 1973, the 63rd legislature passed the Texas Bilingual Education and Training Act in 1973, starting to require school districts to provide bilingual education whenever there are at least 20 students in one grade level (Legislative Reference Library of Texas, 2018). Four types of programs are available since then, two that prioritize English language development and two that declare to promote bilingualism and biliteracy. Early exit or late exit transitional bilingual programs prioritize English language development. One-way or two-way dual immersion programs presumably promote bilingualism and biliteracy. Dual language education programs have recently

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proliferated in the US, and they can theoretically conform strengths-based figured worlds for Spanish-speaking individuals. But at the same time, ESSA federal policies require annual assessments in English proficiency, which induces teachers to prioritize English over Spanish as part of instruction. Following Holland and colleagues (1998), these language assessments are functioning like cultural artifacts that "shift the perceptual, cognitive, affective, and practical frame of (an) activity" (p. 63), in this case leading to the designation of SHS as English learners in schools. And a similar monolingual instrument, this time in Spanish, the Bilingual Target Language Proficiency Test (BTLPT)–embeds the notion that the academic Spanish of prospective Latino teachers needs screening before obtaining bilingual certification. Again, the construct of *figured worlds* reminds us that current legislation, assessment and associated instructional practices reside upon a particular story that was socially constructed. Relevant to this investigation, the narrative emanating from dominant stories tacitly impose one definition of academic language and academic literacy over others, generating particular challenges for the preparation of teachers from Spanish-speaking backgrounds.

The previous discussion suggested that English and Spanish assessments work as cultural artifacts linking established discourses to expected practices within that particular figured worlds. In that vein, a conceptual contribution of *figured worlds* relevant to this study is the notion of social positioning. Gee (2014b) highlights how circulating discourses from a variety of figured worlds from past and present invite individuals to act in ways that are "recognizable". Thus, with the force of historically constructed *figured worlds* and

associated policies and mentalities, the bilingual language abilities of heritage Spanish speakers tend to be positioned in daily interactions as deficits (Valencia, 2010) at a more subjective level. Deficit-based mentalities can contribute to the internalization of a negative language identity inside the psyche of SHS who are seeking certification as teachers (Dukar, 2018; Ek, Sánchez & Quijada Cerecer, 2013).

Gee (2014b) asserts that *figured worlds*-when they are not resisted– are meant to go on with the business of living without having to think about it. Lack of reflexivity about figured worlds is "good for getting things done". Such passive acceptance would align with Bourdieu's (1994) idea of habitus, a set of internalized dispositions that tend to reproduce inequality via cultural practices. Habitus, as 'a have that became a be, an hexis' (Bourdieu, 1994, p. 78), is similar to the concept of "history-in-person" (Holland et al, 1998, p. 18), described as the "sediment from past experiences" at a personal level. However, Donato & Davin (2017) remark that while Bourdieu's idea of habitus is similar to the concept of history-in-person, in the latter, there is a "generative fashioning of individual identity" resulting from a more dynamic relationship between the past, the present, and self-making.

Counter hegemonic *figured worlds*

An important contribution of the theory of figured worlds for this dissertation is the dialectic conception of identity construction. Urrieta (2007) conceives identity as more like "a becoming, not (of) being"(p. 118). For Urrieta, identity is a relational, co-constructed and even a contradictory process that is developing throughout one's lifetime.

The material and social environment of individuals–past and present–provide a spectrum of identity trajectories and are impacted by multiple and sometimes contradictory influences, based on the specific interactions that individuals have in diverse cultural worlds. People can "figure" their world, but also simultaneously "remake the conditions of their lives" and create new "imaginings of self" (Holland et al, 1998, p. 5). through the very process of figuring (p. 45). The dialectical conception of identity is important "to craft future participation" (Urrieta, 2007, p.120), which in this study is focused on tackling deficit mentalities, using Spanish informational texts, and implementing pedagogical improvisations, as Fig. 2 suggests.

Very relevant to dominant monolingual discourses around academic language that impinge on SHS, and to the counter-hegemonic interest in this dissertation, transformative pedagogy scholars resist the conception of teaching as the development of skills prescriptively to address expected standards (Darder, 2012). As figure 2 suggests, I propose that transformative bilingual teacher education programs can be conceptualized as alternative figured worlds that run counter to hegemonic discourses, because students' linguistic and cultural backgrounds are validated. In these pedagogical spaces, SHS learn to develop agency after appreciating how existing systems of exclusion in society have devalued their language and culture (Solórzano & Delgado Bernal, 2001).

In addition, relative to this particular study, one could argue that there are inherent "pivoting" possibilities in a bilingual teacher preparation program where prospective bilingual teachers are induced to create an informational text in Spanish. Opening spaces

to create this text can be conceptualized as promoting a concrete cultural artifact that resists societal ideologies regarding the role of academic Spanish. Spanish informational texts as concrete artifacts open the possibility of being naturalized within a new *figured world*. Requiring bilingual teacher candidates to create this text challenges assumptions regarding the abilities of Spanish-speaking individuals to write in Spanish and to use this language to promote academic literacies in bilingual classrooms. In that vein, Davies & Harré (1990), and Holland and colleagues (1998) remind us that individuals are not only positioned by others through interactive positioning: they can also assert themselves via reflexive positioning. And indeed, research has shown that prospective bilingual teachers can create new identities based on a "re-figuring" of memories and histories (López, Ynostroza, Fránquiz, & Curiel, 2015), or via the creation of artifacts (Ek, Dominguez & Chavez, 2015; Salinas, Rodriguez & Lewis, 2015). What has not been investigated as much is how the new identities inform pedagogical efforts, and specifically with Spanish informational texts.

The theory of *figured worlds* proposes that agency within daily and mundane contexts of interactions can be conceptualized as "improvisations." In a similar vein, Solórzano and Delgado Bernal (2001) discuss the concept of transformational resistance as one type of agency that responds to oppressive systems of domination in society. Thus, at a more subjective level, a transformative bilingual preparation program can create additional spaces for pedagogical improvisations as "significant means of renovation, which even the most powerful and hegemonic of social regimes cannot preclude" (Holland

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et al, 1998, p. 277). For Holland and colleagues, improvisations are small acts of agency that are dynamically conceived beyond both cultural logic and constructivist frameworks. Social constraints are acknowledged but not deterministic; in fact, the constraints provide the resources for deviating from expected routine paths (p. 275). Improvisations during social encounters can introduce new significance to the language and literacy practices previously marginalized by mainstream discourses, (Fránquiz, Leija & Garza, 2015). Improvisations are powerful because they can impact "the next moment of production" (p. 45) and generate possibilities for other figured worlds in the same direction.

In sum, for this study, the construct of figured worlds allowed me to investigate the pedagogies emanating from prospective bilingual teachers' new identities as authors of an informational text, as speakers of Spanish, and as transformative intellectuals proposing pedagogical improvisations for elementary classrooms as a result of their teacher preparation experience.

A sociocultural framework for language and academic

Broad dialectical notions around dominant discourses, social positioning, and identity construction from the theory of *figured worlds* are relevant at a more micro-interactional level during teaching and learning, particularly when creating and teaching with an informational text created in Spanish. In this section I describe how the main tenets of sociocultural theory are relevant to the pedagogical dimensions of the present study.

Vygotsky (1978) proposed that learning is the result of the internalization of meanings constructed from social interactions. This view stands in sharp contrast to the developmental view of Piaget, who espoused that cognitive development precedes learning. The Russian educator proposed that cognitive processes appear twice, first socially, and then individually. One implication from sociocultural theory is that the mind is formed from social experiences, including broad social structures (Tracey & Morrow, 2006). Sociocultural theory also acknowledges the role of humanistic dimensions. In that light, in this study, because of my interest in pedagogical choices and implementations, I draw on the ideas of Maria del Carmen Salazar (2013) to identify the contribution of the four focal participants. Salazar's framework proposes the following ten elements: 1) The reality of the learner is crucial; 2) Critical consciousness is imperative for students and educators; 3) Students' sociocultural resources are valued and extended; 4) Content is meaningful and relevant to students' lives; 5) Students' prior knowledge is linked to new learning; 6) Trusting and caring relationships advance the pursuit of humanization; 7) Mainstream knowledge and discourse styles matter; 8) Students will achieve through their academic, intellectual, social abilities; 9) Student empowerment requires the use of learning strategies; 10) Challenging Inequity in the Educational System Can Promote Transformation.

In the sociocultural tradition, context as a general category, and situated learning, have received support for several decades now. However, even within the sociocultural tradition, there has been considerable variation on how to define "context" in education,

and how it should be empirically studied (Raznar & Rumenapp, 2011). Ethnographic scholars conceive context as the setting where cultural patterns emerge after prolonged observation (Spradley (1979). Scholars who focus on classroom dynamics propose the notion of "an activity system" (Engeström, 1999), investigating issues such as literacy events, social practices, and ideological and power dimensions.

On the other hand, Michael Halliday's (1978) focus on the relationship between form and function in language has also led to the emergence of genres as linguistic units in need of being taught in schools (Cummins, 2008; Snow & Uccelli, 2009) and to a register-based approach to academic language that dismisses context and social interaction. Aligned with the view of academic language as academic register is the autonomous model in literacy, privileging the generation of meaning from discrete linguistic units and text elements, and ignoring contextual and ideological dimensions (Street, 2003). Yet Halliday (1978) once asserted that: "Language does not consist of sentences; it consists of text, or discourse–the exchange of meanings in interpersonal contexts of one kind or another. The contexts in which meanings are exchanged are not devoid of social value; a context of speech is itself a semiotic construct, having a form (deriving from the culture) that enables the participants to predict features of the prevailing register-and hence to understand one another as they go along" (p. 2). Halliday did not focus on second-language learners and the frameworks around academic language derived from his ideas are debatable. At the same time, Halliday's original ideas on the contribution of interaction and context as part

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of academic language development have been misaligned with more functional approaches to academic language with which his thinking is currently associated.

Hornberger & Skilton-Sylvester (2003) proposed a concrete model for multilingual learners that accounts not only for the variety of contexts, but also for the extent to which social practices are marginalized or not in those different contexts. For these authors, communication practices involve interacting along a number of dimensions and in four continua. This model helps to document shifts in the communicative resources associated with a given social practice and as part of biliteracy development. The model of these researchers has supported research in higher educational institutions with advanced Spanish bilinguals when the focus is on communicative repertoire rather than on isolated language skills. For example, an ethnographic study in Puerto Rico documented the contribution of the marginalized ends of the context continua (micro, oral and bilingual) for biliteracy (Mazac, Rivera & Pérez Mangonez, 2017). Similarly, in this dissertation, there was an explicit intent to document the potential contribution of previously marginalized practices. But rather than aspiring to document shifts on literacy practices on a number of dimensions, the focus in this study was identifying the contribution of shifts in social positioning to develop and promote "academic" Spanish and Spanish literacy, and in relationship to Latino informational texts. In that sense, one goal in this study was to investigate how creating and teaching with an informational text in Spanish was a mechanism for prospective SHS teachers to shift the sense of themselves in order to participate in new academic practices and pedagogical discourses involving Spanish in

elementary bilingual schools, and in new ideological systems around Latino language and culture.

Aligned with that concern, new literacy scholars promote a view of reading and writing as social practices, proposing that there are multiple literacies that depend on a variety of relevant contexts. One of these scholars, James Gee (2014b), argues that language practices show varying degrees of context. Gee posits that individuals learn "to recognize certain patterns of lexical and grammatical resources and how to match them to certain communicative tasks or social practices" (2014b, p. 5) as part of contextualized understandings. Context, for Gee, provides a range of possibilities from which meanings are "assembled", based on shared social practices and social identity.

The variability of contexts was relevant in this study with SHS who were in the process of extending their language repertoires to incorporate new discourse practices, or secondary discourses, associated with school, but that were not offered by previous experiences (Valdés, 2005). In other words, following Gee, SHS can develop academic Spanish by engaging in communicative practices in a context–or a new *figured world*–where Spanish, and the different varieties of Spanish, were privileged, as was the case in the Spanish Methods course in which the participants created the Spanish informational texts. In addition, via teaching with these texts, SHS can demonstrate the use of pedagogical Spanish: Spanish for pedagogical purposes, including actual language practices and communicative skills displayed when creating, implementing, discussing and imparting lessons as part of disciplinary practices in schools (Aquino Sterling, 2016). A

contextualized enactment of academic Spanish also aligns with sociolinguistic theories of learning (Bucholtz & Hall, 2005). In a sociocultural view, language is not a closed system of linguistic codes that needs to be appropriated by students, as the autonomous model would suggest, but rather emerges from situated social systems.

A direct implication from sociocultural theory for investigating Spanish informational texts as part of this study was the idea that meaning emerges in linguistic systems that are contextually rooted. I aligned with scholars who consider that the sociocultural perspective is "particularly suited in bilingual contexts because it views learning as culturally mediated through social interactions and languages" (Pérez & Huerta, 2011). This stance towards knowledge aligns with general sociocultural views of second language acquisition, which prioritize multiple exposures to the functions and uses of language in communicative contexts (Faltis, 2013).

This study is rooted on three aspects of academic Spanish and Spanish literacy: context, fluid language practices, and identity. I will now describe the specific way I conceptualize each of these three elements, which emerged from the literature review discussed in chapter 2.

Academic Spanish in this study was aligned with researchers for whom the notion of "academic" is derived from any activity where language is used to do academic work (Alvarez, 2012; Bunch, 2006 Enright, 2011; Gutiérrez, 2008). In that vein, related to the first research question, context is conceptualized as the specific oral and written interactions that were related to the development of the Spanish informational text. As is

discussed in chapter four related to the first research question, those settings involved participants' engaging with families as part of the data collection process leading to the actual book. The tools of discourse analysis and *figured worlds* helped to trace that connection in the sedimented identities displayed in the texts. Participants developed their Spanish in meaningful contexts associated with their families. They also developed their Spanish as they had to comply to the requirements of a teacher education classroom, where there were certain requirements for the final product of the book, as suggested in figure 3. These requirements implicated learning to use a particular type of genre, that of informational texts. In this latter way, the notion of context also aligned with the disciplinary orientation in Aquino-Sterling's (2016) study.

Second, this study was aligned with epistemological aspects of academic language and literacy development that value *translanguaging* (García & Wei, 2015), and non-standard language varieties in Spanish and English. *Translanguaging* is a "dynamic process whereby multilingual language users mediate complex social and cognitive activities through the strategic employment of multiple semiotic resources to act, to know and to be" (García, 2009, p. 22). Thus, while SHS had to write a book completely in Spanish, fluid language practices were allowed in the Spanish methods class. This element was more pertinent to address the second research question, to examine how participants drew on all available linguistic resources when imparting lessons, in alignment with theories of bilingualism that do not delineate a boundary between languages (Grosjean, 1989). In that similar vein, Ofelia García (2009) coined the term *trasnslanguaging* as part

of a new approach to bilingual and biliterate development. García & Wei (2015) define *translanguaging* as a "dynamic process whereby multilingual language users mediate complex social and cognitive activities through the strategic employment of multiple semiotic resources to act, to know and to be (p. 22)." García & Wei (2015) even propose that *translanguaging* can promote creativity within an academic discourse community, as part of meaning-making activities in school tasks involving communication, where students draw from all available linguistic resources.

An interest in *translanguaging* has implications for noticing how people do language in actual settings. Gumperz (1982) coined the term contextualization cues. Contextualization cues are defined as "any verbal sign that, when processed in co-occurrence with symbolic grammatical and lexical signs, serves to construct the contextual ground for situated interpretation" (Gumperz, 2001, p. 345). For this scholar, the change that bilinguals make from Spanish to English during a conversation can be considered a contextualization cue. In a similar vein, several scholars have investigated fluid language practices in elementary settings (Palmer, 2008a; 2016; 2017; Martinez, 2010). In this study, I looked for changes from Spanish to English or vice-versa and the function those changes played when participants taught the informational book, whenever that was relevant, which was mainly in relationship to the second research question. One relevant example showed up in Patricia's lesson, when she announced she would switch to English towards the end of her lesson because she felt she had lost the native English speakers, as will be discussed later.

One implication of a fluid conception of bilingualism is a proclivity to abandon the notion of "dialects", either as part of bounded linguistic systems, or when conceiving Spanish and English as two separate systems. When the conception is based on joining the language practices of two separately conceived systems, it is called code-switching. Ramón Martínez (2010) found that code-switching is the result of situated understandings that show the dynamic application of the relationship between form and meaning. According to Martinez (2010), Spanglish can help to promote metalinguistic awareness and to communicate subtle differences or awareness as part of communicative practices. In this vein, Chapter 5 discusses how the language practices were enacted by participants in this study.

The third component of academic language and academic literacies relevant to this study relates to identity configurations, and particularly social identities. According to Fishman (1989), every social interaction may position individuals in a particular way. From a sociocultural perspective, reading, writing and language are inextricably connected with a particular social identity (Pérez, 2000 p. 5). Social identity can be interpreted as the sense of oneself emanating from one's belonging in a particular social group. It also includes emotional aspects of that belonging. Gee (2014) highlights how "discourse patterns are among the strongest expressions of personal and cultural identity" (p. 374). Indeed, identity emerges discursively from the particular linguistic elements selected as part of one's discourse, and the interpretation by others of that discourse. In that vein, strengths-based bilingual preservice preparation programs, via discursive mechanisms, may

stimulate aspiring teachers from Spanish-speaking communities in the United States to trigger new social positionings, and re-direct previously internalized dispositions around language and pedagogical practices. With the material and symbolic support of informational texts in Spanish and strengths-based pedagogies, these aspiring teachers can re-pivot their previously negative identities and generate symbolic capital that draws from the language and cultural resources originating in their home and their community (Yosso, 2005). In this context, I argue that self-identifying as bilingual may bring ideological benefits which can translate into academic benefits, including the development of formal varieties of academic Spanish and even literacy expectation derived from established standards. Thus, when creating the Spanish text and when using it to teach, bilingual teacher candidates can quietly or openly resist the identities imposed upon them by hegemonic discourses and enact alternative identities. In past research, these type of new enactments have been supported by the generation of counter-stories of previous lived experiences (Franquiz, Salazar & De Nicolo, 2011). In this study, there are also new identities enacted. This is addressed when discussing the two research questions in this study, respectively in chapters four and five.

Addressing identity dimensions implicates the existence of multiple literacies and acknowledges the reality that some contexts induce some forms of learning while others do not (Cazden, 2001; Heath, 1983; Holland et al, 1998). For example, due to subtractive policies (Valenzuela, 1999) three of the SHS in this study were not exposed to strong Spanish language practices in upper elementary school. In addition, formal varieties of

Spanish may be unfamiliar to many SHS as they are not part of the linguistic practices in their communities. In that vein, Heller & Morek (2015) advance the notion that the difficulties of students who do not appear to acquire academic language are related to social identities, rather than to issues of linguistic structure or sensitivity. Morek (2015) highlights for example, how "being able to provide explanations in classroom talk is also a question of identificatory compatibility with regard to students' out-of-school experiences and identities" (p. 19). For Heller & Morek (2015), new discursive practices in school must involve "identity reconstruction" rather than just the acquisition of new linguistic patterns. These authors assert that "interactive patterns should be regarded as an important part of academic communication in the mode of orality" (p. 180). And Van Langenhove & Harré (1995), for example, point to the special contribution of conversations as interactional spaces that can create opportunities for students to develop new socio-symbolic understandings and new identities associated with academic practices. Conversations emerged as a meaningful genre to make new identities available to Latino students in this study, as is discussed in chapter six. In a similar vein, Gee's ideas imply that it is via socialization, rather than through explicit instruction, that individuals develop the secondary discourses of a particular community (Gee, 1989). Using Gee's framework, SHS in this study, are inducted into a new, positive Discourse around Spanish and pedagogies involving Spanish informational texts, via the institutional belief systems in the bilingual preparation experience, and through new, validating language practices associated with creating and using informational texts in Spanish.

RESEARCH DESIGN

This study addressed the following two research questions:

1. How do Spanish-speaking bilingual teacher candidates use Spanish when creating informational books as part of a preservice certification program?

2. How do Spanish-speaking bilingual teacher candidates use the Spanish informational texts created by them when teaching a lesson in elementary classrooms while participating in a bilingual teacher preparation program?

This study employed non-numeric data from a variety of sources in order to arrive at a rich description of the main theme in this study, which is the creation and teaching of Spanish informational texts within a bilingual preparation program. For Guba and Lincoln (1994), both the nature of what is investigated, and the perceptions of the research findings, are situated products, which depend on a variety of factors, including economic, social, ideological and political. As a situated research activity, this study is a qualitative endeavor. One characteristic of a qualitative study (Creswell, 2013, p. 45), and that was suggested from the previous section, is the employment of a specific theoretical or conceptual framework to inform the issues being investigated. However, instead of testing a theory with my qualitative data, I constructed a conceptual framework to investigate patterns in the data. As another characteristic of this qualitative study, I was the main research instrument for the data-collection system and the latter was unique to my endeavor (Berg & Howard, 2012).

I aligned with Creswell (2013) who highlights that in a qualitative study, it is important to formulate the ontological, epistemological assumptions, axiological and methodological assumptions (p. 21). The three emphases of language and literacy: context, linguistic fluidity, and identity dimensions, that were examined in the previous section, embed epistemological and ontological assumptions that need to be made explicit in this study. Thereby, the contextualized view of language discussed previously implies the ontological assumption that there are multiple realities and that consequently truth can be contingent and variable. From the *figured worlds* discussion, new truth can be constructed in social interactions, pointing towards a dialectical ontology. In addition, in this study, learning is viewed as an active process where meanings are not only transmitted but also socially constructed, implying that different people construct knowledge in different ways. Consequently, constructionism was a suitable epistemological framework for this dissertation. Moreover, I adopted critical theory as the philosophical stance behind my constructionist epistemology because I was interested in the encounters between meanings as they were imposed by hegemonic discourses and those that could be generated alternatively in the specific context of a transformative preservice bilingual teacher preparation experience where SHS develop and teach with informational texts in Spanish.

Methodologically, I initially followed inductive techniques searching for patterns that emerged from the data, rather than deductive techniques to test a priori-notions. In addition, a major focus was to understand how research participants interpreted their own experiences, and to honor their interpretation in the systematization of the data. This was a

descriptive study that attempted to reveal features and contextualized applications of the creation and use of Spanish informational texts with SHS who are aspiring to become bilingual teachers in the US. I investigated academic Spanish, Spanish literacy and Spanish informational texts as "issues" that are pertinent to bilingual teachers' preparation programs. Because I took an in-depth investigation into these issues, which are not well understood from the perspective of SHS, and the latter included interrelated variables in a specific context, I employed a case study approach. Congruent with the case study approach, I pursued a deep understanding of a phenomenon in its real context and utilized several sources of evidence.

	First Research Question	Second Research Question
Social practice	The development of an informational text in Spanish	Teaching a lesson with an informational text in Spanish
Language areas of focus	Language practices (contextual relevance; language mixing; identity) Text features from written product in Spanish: word, sentence, macro-structure and design.	Language practices (contextual relevance; language mixing; identity)
Literacy areas of focus	Sedimented world views Pedagogical proposals Counter-hegemonic perspectives	Sedimented world views Pedagogical improvisations Counter-hegemonic perspectives

Table 1. Research questions, social practices, and language and literacy areas of focus

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This was an instrumental case study (Stake, 2005) because teachers' creation of a Spanish informational text to support pedagogical processes in elementary classrooms was part of an issue that might allow "naturalistic generalization" to other teacher-preparation contexts. Naturalistic generalization does not pretend to apply the conclusions from one context to another mechanically, but rather allow the opportunity to gain insights from rich description. In addition, because I investigated multiple units of analysis within one teacher education context, I used an embedded case study design. Thomas (2016) highlights that in contrast to a multiple case study, a nested study such as the present one "gains its integrity, its wholeness, from the wider case" (p. 177). In this case, the wider case is a bilingual teacher education program, and the nested units are the four participants' experiences of developing and teaching with a Spanish informational text.

This study put a major focus on the role of language in reflecting and constructing social structures as discussed before. Hence it was supported with the tools of critical discourse analysis (CDA). Two areas of focus were: language as social practices in specific pedagogical contexts, and language as it reveals the macro structures and the socio-histories of those structures, that may be reflected or challenged in those social practices. These two approaches correspond to a micro level, or little d approach, and a macro level, view, or big D (Gee, 2015).

Discourses with a small d corresponded to particular patterns in the written text and in the associated interactions that constructed meaning within a shared pattern of thinking, feeling and behaving (Gee, 1990). Discourses with a D related to "a socially accepted

association among ways of using language, of thinking, believing, valuing, and of action that can be used to identify oneself as a member of a socially meaningful group or "social network" or to signal a socially meaningful role" (Gee, 1990, p. 143). This study analyzed how pedagogical activities, when creating the text and when teaching with it, related to social languages, but also to the cultural models that were associated with the particular enactment of that social language. In that light, chapter six discusses examples of that connection between teacher discourse, cultural models and literacy. As shown in Table 1, each research question was associated with different emphasis within the social practices and with a specific language and literacy focus for that social practice.

CONTEXT

The context of this study was an undergraduate preparation program consisting of four semesters and leading to bilingual teacher certification. The program aligned with a sociocultural approach (Vygotsky, 1993), with a view of reading and writing as social practices (Sleeter, 2001), and oriented towards tackling the inequities in the world (Freire, 1993). John Eric Bybee (2016) in his dissertation, argued that the BBE-PDS "decentered whiteness and challenged the dominant linguistic and cultural capital of whitestream schooling" (p.163). In addition, the bilingual teacher preparation promoted agency in bilingual teacher candidates as part of transformative pedagogies (Holland et al, 1998; Solórzano & Delgado Bernal, 2001).

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Prospective Bilingual teachers take a foundational semester and a three-semester professional development sequence (PDS) comprising a total of 16 courses. The four participants in this study were enrolled in the PDS described in Figure 3. Overall student enrollment in the PDS ranges between 12-25, usually with a majority from Latino backgrounds. In the spring of 2019, all eleven student teachers were Latinos. The majority presence of Latinos in this program does not reflect the overall student composition at this University, which in 2016 was 43.3% White, and 20.0% Latinos, with international students representing 10%.

Foundation Semester	**Second Semester Intern 1**	**Third Semester Intern 2**	**Fourth Semester Student Teaching**
Second Language Acquisition Language in Education Spanish Language and Methods I Latino Children's Literature Foundations of Bilingual Education	Applied Human Learning Reading Methods Language Arts or Social Studies Teaching Young Children Spanish Language Methods II	School Organization and Classroom Management Language Arts or Social Studies Mathematics Science Reading Assessment and Development	Teaching English as a Second Language Elementary Grade Teaching Practice

Figure 3. The four-semester bilingual preparation sequence

All courses use Spanish as part of their instruction, while several have the explicit intent to develop Spanish proficiencies (see Fig 5). One is the course: *Spanish Language Methods for the Bilingual Classroom-Oral*, usually taken in the first foundational semester.

In addition, in the second semester, students take another course, especially dedicated to the writing component of the Spanish language and to methods to teach writing in Spanish in the bilingual classroom. The goal of the second Spanish course is to provide intensive practice in several aspects of writing in Spanish that are relevant to the future work in bilingual classrooms.

The Spanish Methods course

The four focal participants took the Spanish Methods course with an emphasis in writing in the fall of 2018. The course provided a context of intensive and fun writing activities completely in Spanish. These activities were designed in relationship to the varied needs of the elementary school curriculum in bilingual classrooms. Students wrote simulated letters to parents, prepared lessons, created poems, reflected and wrote on their philosophy to teach writing, and redacted an autobiography. An important project was the creation of an informational book that would be related to the Latino community in a relevant way. A rubric for all these assignments provided detailed expectations that included attending to the formal aspects of Spanish (see Figure 4 below). A strong focus of the course was providing opportunities to explore the cultural and the linguistic identity of aspiring bilingual teachers. In that light, the informational book had to have an emotional and a cultural connection with the author. The commitment to identity was discussed from the first day of class and became a connecting theme throughout the course. As part of identity exploration activities, students created a cube detailing stages of their lives, and

engaged in discussions and reflections of personal experiences that were particularly meaningful. For example, on the second day, the instructor asked students to get something from their wallets that revealed something about them. One of the focal participants in this study took out a letter from his mom that would later be part of his informational book (Field Notes, September 11, 2018).

*Libro informativo-(200 puntos) – Se requiere que escriba un libro informativo utilizando texto expositivo y un tema académico en un área de contenido con un mínimo de diez páginas. Debe incluir los siguientes elementos: nivel de grado adecuado, relación con el currículo, uso de texto expositivo, didáctico, uso de tabla de contenido, índice, glosario, ilustraciones fotográficas hechas por el mismo autor(a), gráficas, mapas, diagramas, etc. Lo más significativo en este esfuerzo, será su relación con el tema que escoge. Se requiere que el tema tenga conexión emocional y cultural con el autor. **(diciembre 4)**

Refiérase a las rúbricas. Este producto final será el resultado de varias etapas de trabajo. Se entregará para evaluación los esfuerzos investigativos, el plan para el formato del libro, y el texto para recibir ayuda editorial de acuerdo a las siguientes fechas de vencimiento:
  - **septiembre 18**-tópico y título tentativo (20)
  - **octubre 9** - información de|las investigaciones (30 puntos)
  - **octubre 23** – texto del libro (25 puntos)
  - **noviembre 13** – guión gráfico del libro (25 puntos)
  - **diciembre 4** - libro publicado (100 puntos)

Se proveerán ejemplos en clase, conferencias, y tiempo en clase para trabajar en el desarrollo del producto final.

Figure 4. Section of the syllabus of the Spanish methods course

The first few weeks included discussions around formal aspects of an informational book, including common text structures found in these books, and students also observed examples of informational books and Read-Alouds. In addition, students discussed and were prompted to reflect on the role of cultural relevance, cultural representation and social

justice as part of their work as authors of the informational book. Figure 4 describes the syllabus expectations of the curricular assignment related to the informational book. The project was prepared in several stages, which included identifying a topic, creating the text, designing a graphic plan and finally generating the written text, all as part of an approach to writing that was supported by a workshop model. While the instructor used Spanish for most of the interactions, bilingual responses from students were always accepted (Field Notes, Fall 2018).

The Student Teaching Seminar

In their last semester of the PDS, student teachers are usually out in schools most of the time and mentored by a cooperating teacher (CT). They also take a Student Teaching Seminar Course, which provided a second source of curriculum artifact data for this study. During the Spring of 2019, Nadia, Patricia, Maribel and Mario participated in six seminars that were part of the Student Teaching Seminar course. The seminars provided many pedagogical and practical tools to prepare bilingual teacher candidates for teaching in schools, shared information about certification requirements, and brought community leaders to share expertise. The informational book teaching project became an integral part of the seminar course that semester, with the support of the instructor. As can be seen in Table 2, students reflected on their book creation on the first seminar and participated in a number of instructional and discussion activities related to the prospect and the experience of teaching an informational book created in Spanish in bilingual classrooms.

Date	Topic	Activities related to the informational book
Tuesday, January 22, 2019 8:00 am-12:00	Seminar #1: --Part #1 Student Teaching Handbook and Orientation --Part #2 Reflecting on Our Information Book	Presentation of the study and discussion of the consent form. All students read and answered ten questions related to the creation of the informational book and selected one to discuss orally in a group.
Thursday, January 31, 2019 3:30-5:00 pm	Seminar #2: Part #1 Certification Tests/Code of Ethics Part#2 Continue Reflecting on Our Informational Book Creation	Students watched and discussed a video of a lesson taught with an informational book developed in another semester.
Friday, February 15, 2019 3:30-5:00 pm	Seminar #3 Preparándonos para enseñar con nuestros libros informativos	Students watched videos with sample Read Aloud lessons with informational books and discussed questions to plan activities for upcoming lesson, writing activities, and possible artifacts to produce during the lesson.
Friday, March 8, 2019 3:30-5:00 pm	Seminar #4: Parent and Community Engagement	Students were invited to sign up to meet with the researcher as part of the study.
Friday, April 5, 2019 3:30-5:00 pm	Seminar #5 Reflexionando sobre nuestras experiencias de aprendizaje para usar el español para ensenar literacidad con los niños bilingües	Discussion on the progress of students regarding the informational book assignment.
Friday, May, 3, 2019 3:30-5:00 pm	Seminar #6: Program Evaluations/ End of Program Celebration	

Table 2. Informational book activities in the six seminars of the Student

PARTICIPANTS

Participant recruitment

I had met all members of this cohort as the Coordinator of the Spanish Support System when they began their PDS, in the fall of 2017. Consequently, I had started to build

a relationship with them as an instructor two years before the study began. As part of my Spanish support, I had imparted four seminars to all bilingual teacher candidates and provided individual tutoring sessions on a voluntary basis. Two years before this study, I had interacted with the four participants, and especially with Patricia and Maribel. In addition, in the fall of 2018, I was one of two teaching assistants for the Spanish Methods course. Besides my participation as a TA in the classroom during 13 of 15 sessions, I interacted with the four participants as I collaborated with the instructor and graded assignments.

In the spring of 2019, after collaborating with the student teaching seminar instructor, I participated in all six seminars. My research relationship with the participants began the first day of the seminar course, in January 22, 2019. That day, I distributed a consent form to all eleven members of the course, with nine agreeing to be part of the study. After a few weeks of informal conversations, review of curricular artifacts, and visits to the classrooms of all nine potential participants, four appeared the most interested, committed and with the available time to continue in the study. From them onwards, I increased the visits to these four teacher candidates, engaged in informal conversations and initial interviews, in preparation for the final observation of the lesson with the informational book. In the spring of 2019, I visited each of four focal participants between three to five times and engaged in informal interactions on the topic of the informational book lesson. In exchange for their time provided for this research, I offered to support in whatever way I could, and provided them with five copies of their books. As part of a

research schedule to which they agreed, and in addition to the classroom visits related to the informational book teaching project, I conducted between four and five retrospective interviews with all four participants. Most of the interviews took place in the Spring, and some in the summer and fall of 2019.

Characteristics of participants

Guadalupe Valdés (2001) has remarked that Spanish heritage individuals need not be fluent speakers. However, in this study, the four participants were fluent speakers of Spanish. In fact, one of the bilingual teacher candidates, who was born in Mexico, was initially schooled in Spanish before moving to the US. This relatively strong presence of Spanish in the practices shown by the participants in this study is important because it points to a specific aspect of ethnolinguistic identity: the degree of validation of a non-prestigious variety of Spanish (Pacual & Gabo, 2016), rather than to a more cultural connection with Latino culture, the latter being more relevant to other SHS. At the same time, the four participants share the following three characteristics of heritage speakers: 1) naturalistic exposure to Spanish as a first language; 2) having lived in the US for the last 20 years (which for three of the candidates was most of their lives), the experience with Spanish was a non-hegemonic language, associated with a low status in society; 3) consequently, the pressures of society pushing individuals to speak Spanish only in restricted environments. These environments varied in the use of Spanish, which impacted the extent to which each participant spoke Spanish in her/his daily life These individual

variations can be seen in the next section, where I share basic background and linguistic information about each of the four participants.

Nadia Irigoyen (NI). Nadia was born in Austin Texas, as the oldest of four siblings. Her parents were born in Mexico, where they survived with few resources by working in agriculture, without having had the opportunity to finish school. Her family initially travelled back and forth to the United States where they settled when Nadia turned four. Nadia's childhood was full of fun activities with family, which developed her Spanish. She was also exposed to Spanish in a transitional bilingual classroom from Kinder to Third grade. However, a drastic change occurred in fourth grade: she moved to an all-English class. All of a sudden, her mom was unable to communicate with the teachers. At the same time, this change also stimulated her to persist in school. She continued speaking Spanish at home and supporting her mother as a translator in several ways. However, she didn't consider her Spanish to be academic Spanish. She took only one course in Spanish in high school before feeling a drastic change in the University setting where she was exposed to all the Spanish she hadn't had before (Curricular artifact, Spring 2019).

Maribel Uvalde (MU). Maribel was born in Austin, Texas, with both parents born and raised in El Salvador, until they moved to the United States after a civil way in that country. She was the smallest of two siblings. Her parents eventually learned English and during her childhood she spoke Spanish with them. She also spoke English with her older brother, as part of activities with comic books. In elementary school, because of the insufficient number of bilingual children, she was immersed in English-only classes. The

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monolingual environment distorted her background and her abilities. Her name was changed to Lucy. In addition, her mom was told that she had dyslexia, and she was put in special classes. In high school, she attended a school where she felt out of place given the high socioeconomic level of most families and the devaluing of her Spanish. She finally moved to another high school where both she and her mother felt valued. (Curriculum artifact, spring 2019). Upon entering the bilingual preparation program, Maribel eventually developed her Spanish and learned to re-value it at deeper levels (Field notes, Spring 2019).

Patricia Rodríguez (PR). Patricia was born in Mexico, the second of three brothers. She attended the first few years of elementary school in Mexico, where she had to memorize information provided by teachers, whose talk dominated instructional activities. In addition, the approach to teach writing lead her to dislike school. Yet at home, reading was promoted by her mother, who read to her a lot and encouraged her to write according to conventional grammar rules. She moved to the US at fifteen years of age. After finishing High School she worked as a teacher assistant, in both monolingual and bilingual settings (Curriculum artifact, spring 2019). Later, in the bilingual preparation program, she transformed the view of herself as a writer, and enthusiastically engaged in authoring fiction and non-fiction books for elementary students.

Mario Oyanguren (MO). Mario was born in Houston, the oldest of parents who had moved from Mexico. His father was fluent in English. Mario considered himself to be bilingual since early childhood. In school, though he officially attended a bilingual school, his mother was not able to communicate well with school officials. In high school, he had

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a very positive academic experience, but began to diminish his use of Spanish (Currricum artifact, spring 2019). After a reflective exercise in the first university course of his bilingual preparation program, he consciously decided to change his language practices, opting for speaking and writing in Spanish as much as he could (Interview, Jan 27, 2019).

DATA COLLECTION METHODS

As a qualitative study, data was drawn from a variety of sources, mainly observations, artifacts, interviews and researcher reflections. Table 3 shows the sources of information and the timing associated with each research question.

Observations are relevant in qualitative studies because they allow using all five senses in collecting information directly from the setting of interest. Creswell (2013) distinguishes between four types of observation: complete participant; participant as observer, nonparticipant/observer as participant, and complete observer. My role was mainly participant as observer throughout most of the data collection. During my initial observations with both research questions, I collected information related to broad aspects of the setting and interactions around language and literacy practices as expected in the first and second research questions.

A second source of information consisted of artifacts. As suggested before, artifacts were obtained from course assignments in the Spanish Methods course and in the Student Teaching Seminar course for both research questions. In the case of the Spanish Methods course, the artifacts consisted of plans and drafts related to the informational book, and

other relevant curriculum assignments of the course that helped to address my research questions or provide background. In the Student Teaching seminar, artifacts included lesson plans, lesson videos, and reflections related to the lesson with the informational book.

A third source of information consisted of interviews. In the spring of 2019, I began conducting informal and retrospective interviews targeting participants' perspectives on the development and the teaching of the informational text. Because one goal of this study was pre-determined to examine written discourse in Spanish informational texts and literacy teaching with these books, interviews included pre-designed topics that emanated from the research questions. Initial interviews for research question 1 covered the patterns emerging from a focused analysis of the texts and of available curriculum artifacts at that point. For the book creation, interviews aspired to reveal the factors that influenced participants' decision-making regarding the creation of the informational text. For research question 2, interviews were based on a second review of the lesson via watching selected parts of a lesson video. Interviews also aspired to reflect on patterns that had emerged in the variety of data obtained with each participant. Appendices F and G show a list of topics that guided the initial interviews on the two research questions.

After an initial interview related to each research question, I designed follow-up questions and probes as part of a responsive approach (Rubin & Rubin, 2012). Appendix I shows an example of the conversational management probes utilized with one specific participant in the last retrospective interview.

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	Research question 1	Research question 2
Focus	• The use of Spanish developing an informational text in Spanish	• Teaching a lesson with an informational text in Spanish
Analytic tools	• Gee's seven building tasks with language • Figured Worlds	• Gee's seven building tasks with language • Figured Worlds
Sources of information Fall 2018	• Descriptive notes from sessions in Spanish Methods course related to the book creation (Sept 11, Sept 18, Oct. 9, Nov.13 and Nov 14) • Curriculum artifacts from the Spanish Methods course • Final informational book	NA
January-February 2019	• After initial exploration with nine teacher candidates who gave consent, developed a consistent research relationship with four focal participants • Created an inventory of all the data and a data management system where I started collocating all information related to the two research questions	
February–May 2019	• Curriculum artifacts from six meetings of Student Teaching Seminar course • Participant reflections in Student Teaching seminar course on the experience of creating an informational book in Spanish • Reflexive memos from researcher with initial tentative codes from available data • Retrospective interviews and informal conversations with each participant	• Established a relationship with participants at their school placement • Field notes from visits to classrooms related to the research focus • Informal conversations related to initial ideas on the lesson • Curriculum artifacts (including a video) related to the lesson • Retrospective interviews and informal conversations with each participant
June-September 2019	• Generated reflexive memos and notes based on retrospective interviews • Refined the codes and began developing themes • Wrote initial drafts developing the themes based on the data • Conducted a final interview to discuss global patterns in the data	

Table 3. Phases of data collection and data sources for the three types of social practices

My responsive approach during the retrospective interviews was guided by a principle of respect for the subjectivity of the interviewee, as recommended by Dunbar, Rodriguez & Parker (2002). In addition, I relied on Kramp's (2004) recommendations to open a space for participants to influence the topics of discussion, to generate relevant background knowledge, and to create a vision around the emerging themes. As one example of this approach to interviews, in the last retrospective interview, one participant from her own initiative brought a book that she and two other students had created in a teacher preparation course that was not explicitly included in this study but that in her vision related to the themes we were discussing.

As table 3 suggests, this study entailed four stages of data collection. In the first phase, data originated mainly from the Spanish Methods course and related mainly with the first research question. I generated field notes from that course, curriculum artifacts, and from the final informational text. During the second phase, when the course was finished, I collected curriculum data from the Student Teaching Seminar course, and from initial interviews which I conducted with all nine students who signed the consent form. Table 3 shows the data sources for each research question. In the spring of 2019, bilingual teacher candidates prepared lesson plans, uploaded lesson videos and lesson reflections as part of the requirements of the Student Teaching Seminar course. The video-recordings in particular generated rich direct data that supported the second research question. Retrospective interviews also supported this research question. And in addition, the second

research question was supported by data from field notes, curriculum artifacts, and interviews associated with teaching activities.

DATA ANALYSIS METHODS

There were two strands in the data analysis with both research questions. One was focused on the analysis of the discourse at a micro-level, which focused on the patterns emerging from the actual language practices. The second involved a broader, critical investigation of the assumptions and the mentalities and pedagogical perspectives behind those language patterns. To approach both efforts in my data analysis, I conducted CDA guided by the ideas of James Gee (2015) regarding little d and big D. When analyzing language from a micro-level perspective, I followed Gee's (2014b) ideas on noticing which areas of reality were being built by the language patterns in written or spoken discourse. Gee proposes that language can build seven areas of reality: significance, connections, knowledge systems, relationships, the recognition of activities; the enactment of identities, and the assignment of value to goods and services.

Secondly, uncovering the assumptions behind the social practices involved doing sensemaking with the participants (Durán & Palmer, 2013). Tracing sociocultural factors from the specific discourse structures and topics of all interactions was important in this study as part of a critical perspective, because there are power inequities (Palmer, 2008b, 2010, 2017) related to the education of Latinos in the US. In particular, a critical perspective helped to reveal the connections between the practices related to the

informational text, the associated identity configurations, and the larger Discourses around academic language, literacy teaching and informational texts circulating in society. Given the transformative nature of the bilingual teacher education context of this study, I was particularly interested in uncovering counter-hegemonic proposals with the help of CDA. The conceptual category of *figured worlds*, which is also a methodological tool recommended by Gee (2014) to complement the seven building tasks of language, was relevant to address both research questions.

As part of the attention to how identity informed pedagogies, a central concept that was considered during the data analysis was the notion of positioning (Davies & Harré's, 1990). Davies & Harré (1990) define positioning as "the discursive production of selves" during an interaction. Gumperz (2001) explains that positioning can occur between social actors with respect to each other, how the narrator situates himself/herself with her/his audience, and also how the speaker or writer positions himself with respect to bigger cultural issues in a more general way. In this study, all three aspects became relevant in both research questions. Participants autobiographical data–obtained from curriculum artifacts– intersected with storylines either about the written text or about the lesson on several occasions, which helped to uncover cultural views or *figured worlds*. I used Gee's concept of "framing" (ee, 2014b) to identify the presence of larger discourses that were playing a role in the specific social practices. Framing helped to analyze the data in a successive fashion, expanding from the text production environment, to the teacher education classroom, the bilingual teacher education program, and the larger society. I

considered other contexts whenever relevant (Gelfulso & Dennis (2017)), such as policy contexts and societal ideologies.

The tools of CDA employed in this study helped to reveal to what extent and in what way these four bilingual candidate participants challenged policy-driven assumptions regarding academic Spanish, literacy teaching and informational texts based on what they had learned in the bilingual teacher preparation program. On this aspect, I was guided by the work of other scholars (Florio-Ruane & Morrell, 2011). CDA also assisted in generating an awareness of the new cultural models that were being enacted in specific instances of creating and teaching with these books, in relationship to hegemonic discourses and broader contexts. In this way, CDA helped to reveal counter-hegemonic contributions of the four participants.

Data analysis stages

Robert Stake (2010) highlights that qualitative data involves a large amount of data, which needs to be selected according to the goals of the study. Aligned with this idea, in the beginning stage of the study, I collected and prioritized the data available. The collection included field notes of classroom visits, reflexive memos and notes, tables with the contents of the book organized by initial tentative categories, lesson videos and other artifacts. I organized all available data at this stage in separate folders for each research question. I created an inventory with a participants' table, a table with the contact hours in the two University courses, an interview table and a table for classroom visits. At this initial

stage, I also transcribed relevant pieces. For the first research question, folders were organized for each participant with curriculum artifacts of the informational book activities. For the second research question, I created folders based on categories such as: the context of the placement, initial ideas, description of the lesson, reflections, and tentative categories. Because this initial organization embedded the creation of categories, I consider it was part of a first stage of data analysis.

I then proceeded to a second step, which consisted of annotations within each of the data files, written inductively. In this second step, I read all information, listened to audio and watched videos without any prior scheme, attempting to "query the mind of existing ideas and theories" (Thomas, 210). As part of this second inductive stage, for each research question, I read and reflected on all available information several times, broadly first, and then in relationship to the focus areas outlined before for each research question. For example, for the first research question, I created comments and reflexive memos from the analysis of texts with each participant. In addition, I identified quotes and data fragments that revealed identity work, positioning moves, pedagogical theories, and the influence of context on ideas and practices. Figure 5 provides an example of initial inductive notes as part of the second stage of coding addressing the first research question. Annotations on the margin of an interview with one participant show initial tentative codes that would later be re-evaluated several times, until arriving at stable categories or themes.

```
1    DP: Tu dijiste que en los cursos del PDS se sentiste diferente y que las razones son varias,
2    DP Tu dijiste que los trabajos en el curso de Haydee te ayudaron mucho, pero me quedó un
3    poco como general
4    PR sí exactamente así, es que no puedo decir un punto específico porque si fue un proceso
5    desde que entré al programa fue un proceso, fueron como pequeñas piezas del
6    rompecabezas, que me hicieron reflexionar en mi pasado en cosas que yo no había
7    valorado antes
8    DP Ah ok
9    PR fue todo, fue muchas clases, por ejemplo en la clase de Biana que tomamos de Children's
10   Literature
11   DP ahah
12   PR Literature para Latinos algo así...fueron varias clases que contribuyeron...en todas nos
13   hacían reflexionar sobre la identidad....fue como un rompecabezas que había que irlo
14   poniendo todo junto
15   DP Y tu visión de ti misma cambió en ese proceso?
16   PR sí si si por ejemplo en lo que yo pensaba de acerca del Español, en como se aprende,..o el
17   valor del Español, porque yo lo aprendí así me enseñaron que el Español de España era el
18   correcto entonces llego a este programa y eso cambio
19   DP y en cuanto a tu identidad como autora? tu me decías que no te gustaba escribir y que
20   llegaste a odiar el colegio
21   PR: ahha
22   DP y que ahora tu te ves como autora...
23   PR ahah
24   DP ese cambio sucedió en el proceso?
25   PR sí en el proceso...mas que nada creo que empezó en la clase de Biana con un proyecto
26   que hicimos de escribir un libro,
27   DP el que hiciste sobre la niña de El Salvador con otras dos estudiantes
28   PR sí...ya que yo escribí, yo hice la columna vertebral de la historia, y me gustó
29   desarrollarla, me gusto...porque se trataba de algo relevante y que tenía que ver con niños
30   inmigrantes, era algo con lo que yo me identificaba pero también vi que yo podía, que yo
31   podía contribuir en algo así
32   DP entonces se podría decir que cambiaste en la manera de verte a ti misma y como
33   hablante del Español
34   PR sí si.
35   DP y en el curso de Haydee eso se profundizó,
36   PR ya fue un libro propio, ya no fue en equipo, ya fue mi propia historia
37   DP las actividades del cubo, la autobiografía, fueron parte del proceso entonces?
38   DP ahora viene la parte que me tiene super intrigada y es esto del Español en tu libro
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Pallais-Downing, Desiree
IMPACT OF SEVERAL COURSES IN THE PDS ON SELF-UNDERSTANDINGS

Pallais-Downing, Desiree
IMPACT OF THE TEACHER PREPARATION ON IDEAS ABOUT THE SPANISH LANGUAGE

Pallais-Downing, Desiree
BECOMING AN AUTHOR

Pallais-Downing, Desiree
MAKING A BOOK THAT ALIGNED WITH PERSONAL BACKGROUND

Pallais-Downing, Desiree
FIGURED WORLDS ABOUT ESPANOL ACADEMICO

Figure 5. Example of inductive coding

On a third stage of data analysis, the ideas that emerged from the first inductive

stage were then analyzed again, this time deductively, from the perspective of Gee's seven

building tasks. In the focused analysis of the written discourse related to the first research

question, I explored how meanings were derived from the particular choices of words and

phrases, and how those meanings enacted specific identities, and gave relevance to specific

social relationships, as well as to what figured worlds emerged from the text (Gee, 2014).

The explorations on the data at this stage were based on Gee's (2014) seven areas of reality built by language: significance, connections, relevance to language and knowledge systems; relationships, the recognition of activities; the enactment of identities, and the assignment of value to goods and services. It may be important to mention that *figured* worlds was an analytic tool besides a theoretical framework in this study. Gee (2014) included *figured worlds* as a tool of inquiry to analyze data emerging from the seven building tasks. Chapters 4 and 5 demonstrate this complementary analysis of relating written or spoken language with "typical" stories and cultural models from the perspective of each participants. At the end of the third stage of the data analysis, I started composing descriptions explaining the patterns that had emerged in my data analysis for each participant.

In the fourth stage of the data analysis, to the extent possible, I examined those narratives created from the data with each of the four participants, and compared the patterns among them, in order to identify common themes that were relevant to all four participants. This fourth stage also involved a cross-case analysis. I generated common findings across the two research questions which were documented in chapters five and six.

As Table 4 suggests, the way in which the four stages of the data were applied also depended on the availability of the data, which varied in the two semesters of the data collection, the fall of 2018 and the spring of 2019. Each stage was more or less intense depending on specific moments of exhaustive reviews of all sources of information,

depending upon a pattern that had emerged, or as part of an effort to identity that pattern

consistently in all sources of data. In addition, the data analytic process was impacted by

the iterative approach I took to the analysis., which involved periodic reviews of the data,

and the checking of patterns during retrospective interviews with participants.

	Research question 1	Research question 2
Fall 2018	• **First stage**: Organization of data into folders • **Second stage**: Inductive coding with first research question: generated comments and initial codes from field notes of sessions in Spanish Methods course and from curriculum artifacts related to the book creation	NA
February–May 2019	• **Second stage**: Inductive coding with first and second research question: generated notes and reflexive memos based on curriculum artifacts in Student Teaching seminar course, and from conversations and retrospective interviews with participants • Iterative review of all the data based on emerging patterns observed	• Generated notes and reflexive memos from classroom visits, • Informal conversations, curriculum artifacts and retrospective interviews related to the informational book lesson • Iterative review of all the data based on emerging patterns observed
June-September 2019	• **Third stage**: Deductive coding with both research questions: compared annotations to Gee's building tasks within each case • Inductive and deductive cycle with new (interview) data • Within-case review of the data • **Fourth stage**: Cross-case review of the data and identification of common themes for each research question	

Table 4. Data analytic activities and the four stages of the data analysis

For the first research question little d involved the analysis of content, word choices, syntax and the global organization of the text, including paratextual features, in order to identify micro-level but also macro-level linguistic features (Caldas & Palmer, 2018) in Spanish informational texts. The linguistic features in the texts were considered in relation to the shared pattern of thinking, feeling and behaving belonging to the specific communities (Gee, 2008) of each participant. Following Gee again, and particularly for the first research question, the different shared patterns of thinking, feeling and behaving, were also related to different types of languages, or social languages, in these communities. And while social languages can be linguistically identified from little d, even in written discourse, Discourses, associated with big D, contain non-linguistic communication, which may refer to cultural models of the world. Therefore, addressing the research questions involved the deconstruction of the language in one source of data, such as field notes, analytic memos, and other written artifacts, in combination with interviews, in order to identify both linguistic and non-linguistic mechanisms that would point to participants' conceptions and the extent to which the latter accepted or challenged mainstream perspectives as discussed in chapter 2. In addition, as discussed in chapter 4 for the first research question, the analysis of the text in combination with retrospective interviews was very useful to reveal how SHS sediment their identity in the informational texts (Rowsell & Pahl, 2007).

For the second research question, which was focused on lesson implementation, little d analysis prioritized the oral discourse, again, in relationship to the seven building

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tasks of language. In this way, relevant themes emerged for each participant and across the four participants. For this research question, the analysis also involved the investigation of social languages, but this time in relationship to the socio-demographics of the children in the classrooms. Analyzing the lesson data led to identifying Discourses and figured worlds embedded in the approach to the lessons as well, as is documented in chapter 5. For this research question, the retrospective analysis included a reflection on the specific decisions behind the choices and the sequence of activities chosen to engage the children with the text as part of the lesson.

Trustworthiness

Guba & Lincoln (1994) proposed three research paradigms for a qualitative study: postpositivist, constructivist, and critical. Each paradigm has specific implications for the validity or trustworthiness of a study. In a post-positivist paradigm, methods are expected to be rigorous and data-collection procedures are guided by pre-designed protocols with little concern for the perspectives of participants. Triangulation, member checking and leaving an audit trail are important criteria in a post-positivistic study. The criteria in a constructivist paradigm are more open-ended and include principles of credibility, and authenticity. Here, disconfirming evidence and thick description may be used as criteria.

As discussed in the beginning of this chapter, this study investigated the creation and teaching with Spanish informational texts in a specific bilingual teacher education setting. One goal of the study was to reach a deep understanding of this issue. Therefore,

this study does contain some elements of an interpretive paradigm. At the same time, a strong commitment was to reveal the multiple historical and present-day assumptions that impinge on the creation and teaching with such texts. My ontological view was that reality is dynamic, socially constructed and dialectic. Thus, this study was also framed within a critical paradigm. A critical paradigm problematizes traditional notions of validity, because priority attention is given to the social, historical and political factors, and the assumptions behind the situations under study.

Creswell & Miller (2009) use the term "validity" but propose that in a qualitative study it should be derived from the paradigm assumptions, and from the particular lens of the researcher. According to these authors, there can be three types of lens: the lens used by the researcher; the lens used by study participants, and the lens of people external to the study by the readers. These authors propose a two-dimensional framework that includes the philosophical paradigm and the particular lens utilized in a study. For example, disconfirming evidence is part of the "validity" criteria associated with the lens of the researcher in a constructivist paradigm. Prolonged engagement in the field, and thick, rich description represent two additional "validity" approaches corresponding to the lens of the study participants and the lens of the people external to the study, respectively. For a critical paradigm, the three "validity" procedures recommended are: researcher reflexivity, collaboration, and peer debriefing. In this study, I engaged in permanent reflexivity around how my background, personal beliefs and biases could influence the investigation. Whenever relevant, I inserted interpretive commentaries when discussing the findings in

chapters four, five and six. Collaboration, committed to "building the participant's view into the study" (p. 27), was supported by the theoretical and methodological tools of *figured worlds*. And related to peer debriefing, which adds credibility to a study by incorporating feedback from external reviewers, I met at least once a month with other expert educators who provided feedback, which I took into account before writing the final findings.

In addition to employing notions of "validity" but from a critical paradigm, I employed some conventional techniques recommended for general qualitative research. In particular, I considered the criteria of convergence, agreement, coverage and linguistic detail to promote trustworthiness in my findings (Gee, 2014). I promoted convergence by articulating my findings with consistent explanations to the questions originally posed. I sought agreement by generating an analysis with the potential to convince other educators in bilingual teacher preparation programs. With coverage, I attempted to provide a connection between my results and other bilingual teacher preparation program. Finally, I hoped to provide enough linguistic details to support my theoretical claims.

Finally, following Creswell (2013), I employed the following strategies: analytic memos, triangulation, and member checking. Analytic memos were used during all the steps of the data analysis, and left a chain of evidence (Yin, pp.237-238) that linked the data to my evolving conceptualizations, reflections, codes, interpretations and conclusions. Investigator triangulation (Merriam & Tisdell, p. 245) was based on the different sources of data for each research question, which supported trustworthiness during coding and interpretation. And finally, whenever possible, member checking was done with the four

study participants, towards the end of data collection. Whenever relevant in chapters four, five and six, I prepared visual displays to represent the conclusions that emerged from the global analysis.

Considerations

This research explored the creation and teaching with a Spanish informational text in a specific transformative bilingual preparation program. The results cannot be interpreted as representative of all bilingual preservice teachers involved, or of the main approaches to teaching and learning with Spanish informational texts. This consideration is related to the qualitative nature of the research.

Second, it is important to highlight that the insights which I discussed before as part of a claim to generalizability associated with instrumental case studies, are specifically referred to bilingual teacher candidates for whom the experience with Spanish is similar to the four embedded cases in this study. These four focal participants entered the bilingual preparation program with a background of oral practices in Spanish which may not be representative of other Spanish-speaking bilingual teacher candidates.

Third, it is relevant to point out some specifics of the school contexts where the four focal participants implemented the lessons. The two schools provided very different contexts in terms of the experiences of the participants. Yet, the patterns may have been the result, to some extent, of the characteristics of the CT, or even from the interaction of the CT and the personalities of each participant. This dynamic view of patterns means that

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this study may have only glimpsed at moments in time, within a world of other possibilities for each scenario.

Fourth, I inevitably brought my own *figured worlds* into the study, drawn from my own language and cultural background, which was different than that of the participants. I brought my own histories-in-system and histories-in-person, which influenced the lens and the priorities embedded in my choices and analysis of the data. My passion for Spanish informational texts may have influenced the interviews to promote perspectives that prioritized positive contributions, and it may have put in the background other relevant issues that were omitted during this investigation. In addition, even though I met several times with each participant to verify emerging patterns at each stage, and I conducted member checks with the final result, I am the one who organized the information to construct a narrative explaining the findings. Consequently, I take full responsibility for the particular perspectives and priorities embedded in my account of the findings and contributions identified for each participant.

Chapter 4: Linguistic contributions of creating informational texts in Spanish

INTRODUCTION

This study investigates the linguistic and pedagogic contributions of bilingual preservice teachers when using Spanish to create and teach with an informational book created by them as part of a bilingual preparation program. The research question addressed in this chapter is: How do Spanish-speaking Latina bilingual teacher candidates use Spanish when creating informational books as part of a preservice certification program? In the fall of 2018, during the third semester of their bilingual teacher preparation program, in the course titled: *Spanish Methods for the Bilingual Classroom*, bilingual teacher candidates created an informational book in Spanish. The data for this research question is derived from a detailed analysis of the written discourse in those books, complemented with course reflections and retrospective interviews conducted with the four focal participants during their student teaching semester, in the spring of 2019.

In this chapter I apply the function of language as a social practice in written discourse. Strauss & Parastou (2014) highlight a number of features of written discourse, which are relevant for the present analysis. First, written discourse is generally not spontaneously produced in the context of an evanescent person-to-person communication. In fact, these informational texts were created and edited in several steps as part of a course requirement. Hence, the lexical, syntactical and organizational features can be expected to

be more planned than oral discourse. As a consequence of the first feature, written discourse cannot be analyzed to account for non-verbal mechanisms, like volume and rate of speech, that may indicate affect, empathy or other emotional states of the author. Endophoric references, related to the linguistic elements within the text, rather than exophoric references, alluding to the situation outside the text, are given privileged attention in the analysis of the written texts.

At the same time, data sources and analytical strategies do address the recuperation of contextual and ideological dimensions that were relevant to creating these texts. From a sociocultural standpoint that guides this study, language is not neutral and is not only about providing information. Written language can be analyzed for the aspects of reality it builds, for ways of being in the world, and to reveal typical stories and cultural assumptions– in this case related to informational texts (Gee, 2014 p.101). The following analysis will reveal how, for the four case study participants in this study, writing these books included a variety of social contexts, and reflected specific cultural realities and viewpoints, individual language histories, and personal perspectives.

Four predominant themes emerged from the cross-case data analysis of how participants used Spanish when creating informational texts. First, participants used Spanish to systematize and honor Latino family knowledges and experiences. This finding is particularly relevant given that endogenous knowledge in Latino communities, especially when transmitted "via communal relations and via non-verbal forms of communication" (Cruz, 2006). Second, these four preservice teachers validated the social

language practices and linguistic perspectives about Spanish either at the individual or at the family level. This finding is important because it challenges a dominant belief associated with language varieties established in the Western tradition. In this vein, Johnston (2018) highlights how via the "conduit metaphor", ideas are considered separate entities from words. Speakers (or writers) "pack idea-objects into words and sentences and send verbal packages, as if through a tube, to addressees. Addressees then unpack the containers, removing the ideas from the packaging of words." (p. 68). According to Johnston (2018), the conduit metaphor creates a pre-disposition to interpret different ways of speaking (or writing) as "social costumes" or "packages" rather than different ways of being. In these books, the overall language flow of the discourse showed respect for the language emanated in natural family conversations, or for personal language practices. I will describe how finding one and finding two involved a shift in self-understandings, or authoring (Holland et al, 1998) for the four participants, though in different ways and to varying degrees.

A third finding describes how participants used Spanish to implement designs for informational text that emanated from situated learning experiences and personal philosophies. I will describe how each of the four participants justified the choices for the design of their book, which included the overall approach to the content, the order of presentation of ideas, the rationale behind the selection of pictures, and decisions on teachable components. Design ideas were either explicitly communicated or manifested implicitly via language choices. In both cases, the results align with the conclusions from

the New Literacy Studies (Gee, 1990), disrupting cognitive notions around learning, and shifting the importance from processes inside the head to practices learned in meaningful social or personal contexts (Gee, 2014). The fourth finding explains how participants used Spanish to display heterogenous identities, thereby challenging categorical definitions of informational texts that prioritize "objectivity" and social distance. In this sense, Roz Ivanic's (1998) discussion of the different types of identity that can be projected in written discourse is particularly useful. Ivanic (1998) draws a distinction between the autobiographical self and the performative self, and respectively relates each to Goffman's (1959) concepts of author and character. In these informational books, autobiographical self is connected to what participants brought to the creation of this book via previous life experiences socially constructed in particular sociocultural contexts. For the four participants, the autobiographical identity is manifested overtly in specific sections of the book, but also indirectly, via a personal stance that is transmitted linguistically to the reader, and in some cases outside the written text, in interviews. Autobiographical identity is also present when the author communicates directly to the reader, as we will see in the case of Maribel. The character of the author, or the performative identity, is generally communicated implicitly, via multimodal and/or linguistic choices. For each of the four participants, I will describe and linguistically deconstruct his/her Spanish informational text, identify contextual elements, provide details of how he/she approached each of the above themes, and describe sub-themes and case-specific details addressing the research question.

Nadia: Simple tortillas that contribute to communities

In the cover of Nadia's book, the reader is transported to a dense and green cornfield, with mountains in the back and a clear blue sky. The title stands at the top in yellow letters and reads: De la Tierra a la Mesa, with the name of the author at the bottom. This book consists of 17 pages, which combine description and pictures to inform about the process for making tortillas in rural Mexico. The book also shares the author's family practices regarding the cooking of tortillas, ending with a recontextualization of the process in a more urban and industrial environment.

The book opens with the following dedication words:

"Estoy dedicando este libro a mis abuelos que han trabajado todas sus vidas en el campo para proveer para nuestra familia. Su gran esfuerzo y trabajo se ha reflejado a través de mis padres a quienes les agradezco por ser los que me influyeron a ser la persona que soy. Ahora tengo el privilegio de formar este trabajo para que las personas en mi comunidad se puedan conectar con mi experiencia. Podrán ver como algo tan simple como una tortilla es una parte tan importante de mi vida culturalmente como quizás ellos también tienen algo significativo en sus vidas que pueden contribuir a sus comunidades."(Artifact, December 15, 2018)

(I am dedicating this book to my grandparents who have worked their whole lives in the field in order to provide for our family. Their big effort and labor is reflected through my parents to whom I am grateful for being the ones who

influenced me to be the person that I am. Now I have the privilege of making this work so that the people in my community can connect with my experience. They will be able to see how something as simple as a tortilla is a very important part of my life culturally and likely maybe they have something significant in their lives that they can contribute to their communities."

After the dedication page and the table of contents, the book presents on page four a brief description of the history of the tortilla, originating in the Mayan culture more than 10,000 years ago. The author complements this information with images from Wikipedia of women making tortillas during the Aztec empire and in the nineteenth century. The next eight pages of the book describe family practices to provide specific descriptions and explanations of how the corn is cultivated in the soil, and then harvested and processed to obtain the mass. The process is explained step by step and supported with pictures of the author's relatives doing the work. For example, in one slide the author informs the reader that the first thing that needs to be done as part of the process of making the tortilla is cleaning the land and setting up the oxen to plough the field. The following slides contain specific information around the activities that accompany the ploughing of the field, the inspection of growth in the corn, the principles around the use of fertilizers, and the characteristics of the shaft when the corn is ready for harvest.

Imagen 11: Tía poniendo el maiz en el molino para formar la masa.

Imagen 12: Tía amasando la masa en el metate.

Figure 6. Nadia's aunts' process for cooking tortillas

As Figure 6 suggests, the second part of the book switches to the home, again with detailed information of how the masa is made from the corn kernels, and then how the latter is handled at home to make the tortillas. This book has 43 photographs, one sketch and one painting. Twenty-four pictures describe some aspect of making tortillas in the author's home, and eight include family members doing something related to the making of tortillas; two pictures are historical; and eight refer to tortillas in either Austin or around the world. Throughout the book, the author situates her family members as the knowledgeable actors of the practices around tortilla-making.

After dedicating most of the book to the family practices for growing and making tortilla, the author shifts towards the end of the book to the adaptations made to making tortillas in a more urban environment. The next pages address how tortillas are made when there is more technology, and specifically in a place like Austin, Texas. The author provides examples of plates that can be made with tortillas by the author's family and around the world. The book ends with a glossary.

A brief inspection of the book reveals that the actions of the author's family have a high significance for the author. The author could have chosen to describe the qualities of the tortillas in a more technical way, describing the process of making tortillas in other contexts. But she chose to construct reality in terms of activities done by her family and situated in her Latina culture:

"Yo escogí el tema de mi libro pensando de las cosas que contribuyen a mi cultura especialmente cosas que todavía hacemos en mi casa que aprendimos de mis abuelitos... La sección que tuvo mayor valor para mi fue la sección donde incluí información de cómo es el proceso de la tortilla porque puede incluí fotografías de mis abuelitas haciendo tortillas" (I chose the topic of my book thinking of the things that contribute to my culture especially things we still do in my house that we learned from my grandparents...The secion that had the most value for me was the section where I included information of the process of the tortilla because I included pictures of my grandmothers making tortillas) (Artifact, January 22, 2019).

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Re-valuing family knowledge

Cruz (2006) reminds us that Latino knowledge is undervalued in education. Aligned with that general pattern, Nadia's background before entering the bilingual preparation program had not promoted an interest in systematizing her family knowledge. She developed a new awareness for the need to have culturally relevant texts in elementary classrooms, in several courses of her teacher preparation program. She reported on the new awareness in written reflections and in retrospective interviews with the researcher:

"De los cursos que hemos tomado aprendimos que casi no hay literatura que es auténtica hacia muchas culturas Latinas y hacia los estudiantes y como es importante que hayan libros con esta experiencia" (Interview, January 23, 2019).

(From the courses that we have taken we learned that there is hardly any literature that is authentic towards many Latin cultures and towards students and how important it is that there be books with this experience).

In the fall of 2018, when required to create an informational book in Spanish based on personal experiences, the new awareness acquired a new relevance. Nadia went to Mexico for vacation and as she observed her grandparents making tortillas, she developed a new insight regarding the social practices of her family:

"tuve la oportunidad de ir a México otra vez y pude ver a mis abuelitas haciendo esto (making tortillas) lo cual me hizo valorar mucho más mi cultura y las cosas que mi familia hace que antes no le ponía tanta atención" (I had the opportunity to go to Mexico again and I was able to see my grandmothers making this (tortillas),

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which made me value my culture much more and the things that my family does which I didn't pay much attention before (Artifact, January 22, 2019).

The re-valuing or change in how she understood the cultural practices of her family led to thinking that she could convert what she observed in her family practices into a teachable book about tortillas: " entonces miré a mi abuelita hacer tortillas y ahorita que fui me senti diferente mirándola porque antes siempre la miraba pero ahora la miré sentí algo muy especial porque ¡eso es algo que yo puedo formar para enseñar!"(so I saw my grandmother making tortillas and right now when I went I felt differently looking at her because before I always looked at her but now that I looked I felt something very special because that is something that I can make in order to teach!(Interview, January 23, 2019).

Asked to expand on this experience of re-valuing her family experiences, she reflected how before she would think "a quien le va a importar lo que mi familia hace" (who will care about what my family does). However, with the experiences in the bilingual preparation program, she experienced a transformation: "es algo totalmente nuevo que le puse valor en mi vida" (it is something totally new to which I gave value in my life) (Interview, May 4, 2019).

Con el libro pude valorizar mi Español

Nadia's participation in the bilingual preparation program included a re-valuing not only of her family knowledge, but also of her home language, which is present in the book. Nadia considered herself a simultaneous bilingual who used both English and Spanish at

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home. As mentioned in chapter 3, Nadia spoke only Spanish with her parents, who had been in the US for 20 years. She also used Spanish in school, but only until third grade, as part of attending a bilingual program. Later, as a young adult, with only one class in Spanish at the college level, Nadia had never undertaken a writing project in Spanish before creating this book. Nadia described how even though this was a first experience using Spanish for an academic project, she had gained a lot of practice writing in Spanish in the bilingual preparation program to the point of writing without overtly thinking about how to construct sentences (Interview, January 23, 2019).

The written text included language constructions from interviews that she decided to do with her family, as part of her data collection: "los hombres sembraban el maiz. Entonces ellos sabían...y yo tenía que preguntarles como crecía el maiz (the men would plant the corn, so they knew, and I had to ask them how it grew (Interview, January 23, 2019). The syntactical constructions in her informational text transpose those previous social interactions on paper, and consequently represent a given way of using language in that social interaction. For example, several sentences in Nadia's book reflect the use of calques, a bilingual practice where the syntax of English is reproduced in Spanish. An example is the sentence: Las tortillas no solo son populares en México, también han sido influidas a otras partes del mundo y le han puesto su propio giro. That sentence goes very closely with the English version: Tortillas are not only popular in Mexico; they have also influenced other parts of the world and they have put their own twist. Similarly, from a monolingual standard Spanish perspective familiar to the author of this dissertation, the

sentence: Para limpiar el terreno toman dos bueyes y los unten en una yunta para que estén arando la tierra would be re-written: Para limpiar el terreno toman dos bueyes y los untan en una yunta para que estén arando la tierra. In other words, the subjunctive in the second part of the coordinate clause would be replaced by the present. But Nadia did not seek to alter the syntax of her Spanish in either of these two sentences.

A detailed analysis of the artifact data for this study indicates that in writing the book, Nadia gave prestige to the Spanish variety utilized in her home. If contrary to the conduit metaphor discussed at the beginning of this chapter, the language in Nadia's interaction with her family reflects a way of being, then respecting that way of being in a written format involves preserving the particular syntactical constructions that emanated from that way of being. And indeed, Nadia's syntactical constructions in the book associated with the harvesting the corn and making tortillas reflects a respect for the ways of being enacted in the social languages utilized by her family. What made Nadia feel so confident to use Spanish in an informational book project–an academic space– without feeling self-conscious? Interview data provided the answer to this question: before embarking on this informational text project, Nadia had undergone another transformation: she shifted her conceptions about academic language and her idea that the Spanish of everyday life had a lower status:

DP tus ideas sobre el español académico han cambiado o han sido siempre las mismas

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(your ideas about academic Spanish have changed or have they always been the same?

NI: han cambiado en el aspecto como sí creo que el español académico es lo que está en la escuela pero también valorizo ahora el español que he aprendido en mi casa porque antes como me daba vergüenza platicar o decir las palabras que yo decía en mi casa pero ahora como valorizo el español de mi casa

(they have changed in the sense that I believe that academic Spanish is what is in school but I also value the Spanish that I have learned in my house... before I felt shame to talk or say words that I would say in my house but now I value the Spanish of my house)

DP: y eso de dónde es, cuando lo comenzaste a valorizar (and where does that come from, when did you start valuing it)

NI: estando en el programa y aprendiendo a ser maestro bilingüe (being in the program and learning to be a bilingual teacher)

DP: ah si? (oh really)

NI: aprendí que va a haber muchas formas... hay mucho vocabulario que no he estado expuesta y durante mi escuela no estuve expuesta a tanto Español y a que valoricen quién soy yo

(I learned that there will be many ways...there is much vocabulary to which I have not been exposed and during my school I wasn't exposed to so much Spanish and that they would value who I am)

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DP: entonces el lenguaje de todos los días puede ser académico?

(so then can everyday language be academic)

NI: Pues si puede ser académico, porqué es pues como lo que aprendimos desde chiquitos entonces fue como nos aprendimos a comunicar a con los demás entonces eso sí es académico en un aspecto No creo que alguien que nunca fue quizas a la escuela no puede ser académico, como todo lo que he aprendido..como mi papá o mis papás que nunca fueron a escuela y fueron como a los principios años de su vida pero no terminaron...no creo que yo nunca los miraría cómo que no son académicos en lo que ellos saben hacer (Well I think it can be academic, because it's like what we learned when little..then it was how we learned to communicate with others so it can be academic in one way, I don't think that somebody that maybe never went to school cannot be academic...like my dad or my parents who never went to school they went at the beginning of their lives but they didn't finish I don't think..I would never look at them like they are not academic in what they know how to do)

DP: pero eso es algo que cambió tu forma de ver eso con el programa o es algo que siempre lo pensabas (but that is something that changed your way of seeing that with the program or did you always think that way)

NI: creo que lo tenía en mente pero no lo pensaba como como no le ponia importancia entonces ahora como en el programa pude estar pensando de todo lo que ha sido mi vida y ....en ese aspecto (I think I had it in mind but I didn't

think like like...I didn't give it importance...so now like in the program   I   was

able to think about what my life has been and in that aspect)

(Interview, May 4, 2019)

In spite of transforming her view of home language, providing a new space for family language did not resolve all tensions, beliefs and anxieties about writing proper Spanish. When thinking of words to include in the book, she was nervous and doubtful about maybe not using appropriate words or not using them "adequately" in an academic context and when writing a book:

" ...se que cuando estoy escribiendo algo, tendría que utilizar una diferente palabra en vez de como si lo dijera...como si lo estuviera contando a mi mama...porque como no se! es como diferente estar hablando con mi mama que estar hablando con alguien en la escuela porque en la escuela es académico.... nosotros le decimos guachitos o guachitas a las niñas y a los niños obvio que eso no lo vamos a encontrar en un libro..las palabras que van a encontrar en las lecturas académicas para ser exitosos no van a encontrar "la guachita estaba jugando afuera", van a encontrar "la niña estaba jugando afuera" " (I know that when I am writing something, I would have to use a different word than how I would say it...how I would say it to my mom...because I don't know it's like different to be talking to my mom than talking to somebody in school because in school it has to be academic..we refer to guachitos o guachitas for children. Obviously that we are not going to find that in a book...the words that one finds in

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academic reading to be successful you will not find 'the guachita was playing outside' ...you will find 'the child was playing outside'. (Interview, May 4, 2019).

As the above excerpt illustrates, she arrived at her student teaching semester thinking that some words are used in school and some words belong to the more private arena of the home. With this mentality, she was not expecting to hear the word "*guachita*" in school. At the same time, during a retrospective interview, she reflected on how the binary can be problematic..."pero el otro día escuché a una estudiante decir oh mira la guachita...estaba jugando en el recreo...entonces se me hizo muy interesante escuchar eso yo nunca lo había escuchado antes...en la escuela, porque le estaba poniendo más atención ahora como estaban jugando en el recreo en vez de en el salón" (but the other day I heard a student say: 'oh look at the *guachita* they were playing in recess..so it was very interesting to hear that I had never heard that in school I was paying more attention at how they were playing in school and (talking) in the classroom) (Interview, May 4, 2019).

In sum, Nadia included linguistic constructions in her book that reflected language contact (Putnam & Sánchez, 2013), partly as a result of re-valuing the language practices in her family during the bilingual preparation program. At the same time, while she gained new understandings of academic Spanish, she still preserved the notion that certain words were not academic enough to be included in a book, even if they were effective during everyday communication practices.

Vocabulary, family illustrations and contextualization in the design

The data indicates that the Spanish Methods course provided a space for Nadia to implement her own philosophies regarding what to prioritize in the design of the book, even when having to comply to the expectation of using technical vocabulary as part of a curricular assignment:

> " juntarles todo en una *yunta*? esa palabra no la habia escuchado" También tuve que hacer una búsqueda en el Internet y ya fui encontrando recursos que yo creía eran auténticos, empecé a encontrar esas palabras sobre la historia de la tortilla que vienen del Nahuatl" (juntarles todo en una *yunta*? I hadn't heard that word I also had to do a search in the Internet and that is how I started finding resources that I thought were authentic, I started finding words about the history of the tortilla that come from Nahuatl).
>
> (Interview, January 23, 2019)

In choosing words to include in her book. Nadia displayed a variety of criteria based on personal views of what was needed in informational texts. For example, she included some words like *milpa*, because this word was known to her based on the many trips to Mexico. She thought that the children who would read her book could have a prior experience with the word, because maybe their grandfathers had worked in agriculture. Other words, like *yunta*, *espigar* and *jilotear*, were chosen because they were mentioned in her father's descriptions, so she thought they were pertinent to learning about the harvesting of the corn. And she also included words like *tlaxcalli* and *nixtamal,* originating

in Nahuatl. A remarkable accomplishment is that these three types of words correspond to a typology established by literacy researchers for vocabulary development.
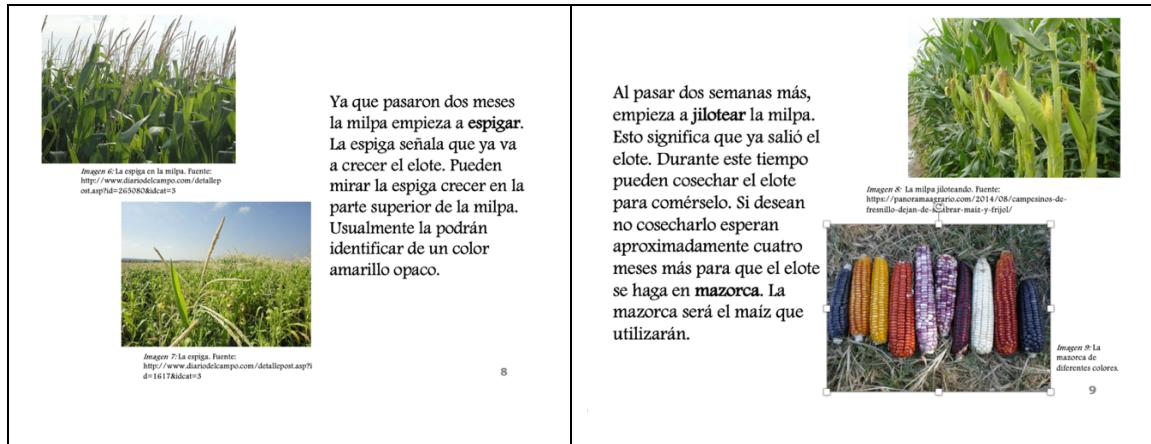
Figure 7. Nadia's approach for teaching vocabulary words in context in her book

Vacca & Vacca (2005) classify vocabulary words into general, specialized and technical words. General words (like *milpa*) are frequently used and easy to learn; specialized words (like *yunt*a) can change their meaning in context; and technical words (like *tlaxcalli*) tend to be discipline-specific, occur more rarely and are more difficult to learn. In Nadia's book, she included these three types of words.

In addition, as shown in Figure 7, Nadia knew how to provide visual and linguistic clues to support the interpretation of the new words she chose, reflecting a knowledge demand requirement outlined by Fisher, Frey Lapp (2016, p. 72) for informational texts. In particular, Nadia innovated with a context-based description of these words to support meaning making to explain the new words for her readers, mirroring a similar way that she learned the words in the context of her interactions with family members. Thus, the process

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to learning and to teaching the words that Nadia included in her book was born from personal curiosity and social interaction rather than from prescriptive methods of teaching and learning.

A second design decision in Nadia's book, related to putting pictures in the process section of the book, was specifically linked to her conception of an informational text:

DP: El uso de fotografias...¿por que crees que solo en libros informativos? (the use of pictures...why do you think only in informational books?

NI: No se si podría incluir como fotografias que yo tomo de mi familia en un libro narrativo (I don't know if I could include pictures that I take of my family in a narrative book)

DP: por que no? (why not?)

NI: como un libro narrativo para mi es como si escribiera una historia que realmente no paso (like in a narrative for mi it's like I would write a story that really didn't happen)

(Interview, January 23, 2019)

This inclination towards using pictures from happenings in the world in order to comply with the notion of an informational book, led her to include 20 pictures to accompany every aspect of the process of harvesting and preparing tortillas, out of a total of 40 pictures. The other 20 represented examples of tortillas. Most pictures serve an instructional purpose, either visually explaining or illustrating a term.

A third feature of Nadia's design reveals a strong awareness of her audience in the US, given that she focused on her family's agricultural practices in rural Mexico. Nadia knew that the rural context of her family where the tortillas were grown and prepared at home was very different than the realities in the United States where she presently lives. Consequently, she decided to include a section comparing the process of making tortillas in Mexico and in the United States, and even including examples of tortillas in other parts of the world. This decision gave the book a wide context for the local information.

Autobiographical and distant identities projected in the text

Gee (2014) proposes a building task analysis in discourse to examine how language choices suggest–or not–socially situated identities. For example, he remarks how the choice of general and abstract words can create a distanced identity, while the use of concrete words and expressions can enact more proximity. In this section, I examine three sections of Nadia's informational book to describe the various identities ascribed for both the participants in the book and for herself. I also draw from Ivanic's (1998) distinction between autobiographical identity, conveyed directly to self-expression and voice, and projected identity, emerging from the language and discoursal constructions. These sections are the dedication page referred to at the beginning; the largest section of the book, describing the process of growing the corn and the making of tortillas; and the page sharing historical information about the tortillas.

The dedication page of the book (shared on pages 4 and 5 of this chapter) reveals that a main concern of the author is with the qualities of the family participants in the book. This dedication consists of four sentences that contain complex clause constructions including adverbial phrases with relative pronouns like *que, a quienes*, *para que*, and *como*. These complex adverbial phrases indicate the attitude of the author towards the five participants in the book: the author (*yo estoy*); grandparents, (*abuelos*); parents (*padres*); people in general (*las personas*), and the community (*en mi comunidad)*. The use of verbs like worked (*trabajado*) and provided (*proveer*), and the fact that all verbs take a direct or indirect object, reveals that the author decided to position the participants as agentic individuals who have an impact on their environment. The author's stance towards the participants in this book is also conveyed via the use of attributional adjectives, as in the sentence: "*Su gran esfuerzo y trabajo se ha reflejado a través de mis padres...*"(Their big effort and labor is reflected through my parents...). This dedication page reveals how the author used language to encode an ideological stance that puts a high value on perception, valuing, and relationships.

In addition to the linguistically constructed personal stance in the small introductory section, the author also directly addresses the audience, suggesting that it could be a Latino community that may connect with her experience. She asserts: "Podrán ver como algo tan simple como una tortilla es una parte tan importante de mi vida culturalmente como quizás ellos también tienen algo significativo en sus vidas que pueden contribuir a sus comunidades" (They (or you) will be able to see how something as simple as a tortilla is a

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very important part of my life culturally and likely maybe they have something significant in their lives that they can contribute to their communities) . This sentence is an invitation to read the book with a particular lens, that of noticing the value of what appears to be a simple food, the tortillas, in their communities and in the world in general. This dedication page presents the reader with a very strong appreciative voice by the author towards the people in her family. In sum, a building task analysis (Gee, 2014) of the dedication page reveals that the relational dimensions of reality are given priority, and the latter is accomplished not only indirectly via linguistic choices, but also overtly.

In the process page, which comprises most of the book as described before, participants are again given a concrete representation. The majority of words (from a total of 878) are specific and concretely related to the activities of her family's process for harvesting and cooking a tortilla. Terms like *abuelos*, *familia, trabajo, proceso*, *sembrar* and *utilizar* are repeated several times throughout the first section focused on the activities in the field. There, the main protagonists are very specific human beings, with emotional connections to the author: her grandfather, her uncle, her aunt, her two grandmothers. Only in one case does the author use a general noun: "los campesinos", as shows in Figure 8. The language utilized in this second section of the book suggest again that Nadia construed the world for her participants mainly in terms of their actions in the world. Similar to the dedication page, the identities ascribed to the main participants in this section is transactive and agentic. This is mainly accomplished implicitly, via linguistic mechanisms. On the other hand, in contrast to the dedication page, in this longest section of the book, the

autobiographical identity of the author is almost absent, except for a small mention on page

five, where the author even evokes personal memories of her grandfather's practices.

Durante que los bueyes aran la tierra, los **campesinos** van caminando por todo el terreno sembrando tres granos de maíz a mano por cada paso que toman. Dependiendo que grande esté el terreno esto puede tardar hasta una semana. Para que los bueyes no se cansen mucho toman pocos descansos a través del día para darles de comer y también para que los campesinos descansen y almuercen.

Imagen 4: Campesino sembrando los granos de maiz.
http://www.tierrafertil.com.mx/elecciones-podrian-afectar-productores-de-maiz-de-veracruz/

Figure 8. Proximal identities for book protagonists but distant author identities

In terms of her performative identity of the author in this long section, there is very

little interaction with the audience, creating a more distant identity for the author. Mostly

unconcerned with the viewer, she projects the participants doing their own business. Only

three of the 40 pictures present in the book address the viewer at eye level (Field notes,

June 20, 2019). Therefore, for most of the book, while the participants are given a very

situated identity in relationship to the content, the author appears pretty distant to the

reader.

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The situation is very different in the history page of the book, where the author resorts to presenting factual information with an epistemic stance, connoting certainty and precision with the choice of words, as in the first sentence in Figure 9 (The history of the tortilla comes from a legend that was made by the Mayas 10,000 years ago. The word that the Mayas utilized in Nahuatl for tortilla was *tlaxcalli*. The legend says that a peasant created it to feed his hungry king.)

Figure 9. Epistemic language and distant author identity in the history section

The language also instructs the reader about words, and formal expressions are used like: "la evidencia más temprana" (the earliest evidence). In contrast to the agentic identities assigned in the dedication and process section of the book, in this section focused on the history of the tortillas, there are general and abstract nouns and passive

constructions: "no se ha encontrado..." (it has not been found). These features create a distant social identity for both the subjects discussed and the author, in a manner that more closely follows the impersonal language commonly seen in informational texts.

In sum, the identities ascribed to both the participants and to the author in the Dedication page, the History page and the Process page are very different in this book. I argue that these different identities are sedimented from their corresponding contexts of activity (Rowsell & Pahl, 2007), figured worlds (Gee, 2014) or lived practices (Holland et al., 1998). In that vein, the incursion of personal and narrative elements within the realm of this informational text, specifically in the sections of the dedication and the process was a welcoming surprise to Nadia:

> "nunca antes pensé que podia crear un libro especifico a mi familia, me asombró demasiado porque siempre miraba para mi un libro informativo siempre había sido como un libro de planetas o dinosaurios o algo asi (never before did I think that I could create a specific book about my family, it astonished me a lot because I always thought for me an informational book had always been like a book about planets or dinosaurs or something like that" (Curriculum artifact, January 22, 2019).

The topic of Mario's book was immigration, and he, like Nadia, describes in his book the experiences of his family on this issue. However, his approach was different, in that he decided to dedicate the first part of the book to presenting general information of different aspects of immigration, before focusing on the specific journey of his parents' move from Mexico to the US. The front page of Mario's book is a big rectangle image cut diagonally in half with the US flag on the top part and the Mexican flag on the bottom part, and a title at the bottom written: *Un Camino Lejano* (A long journey). After the table of contents, there is a dedication page that honors his family:

Figure 10. Dedication page in Mario's book

The first half of the book, five pages, provide information on different aspects of immigration: general facts, reasons to leave one's home country, immigration patterns to the US, and the different statuses given to immigrants from Mexican and non-Mexican origin. Several pictures and descriptions relate to places that present some aspect of a Latino immigrant's life in the United States, like Bracero workers on the way to work. In addition, the introductory section includes the experiences of other immigrants from non-Mexican origin, such as Jewish people moving to Israel.

The second half of the book, another five pages, consists of a narrative accompanied with pictures of the author's family's immigration experience: the reasons for leaving Mexico, the support given by a *coyote*, the various challenges encountered, and a special personal artifact: a prayer that the author's mom utilized to get comfort during the hard moments as they were close to arriving in final destination in the US. The book ends with a summary message on how immigration involved sacrifices for the author's family.

A platform to value and share parents' immigration story

Like Nadia, Mario honored his family's experience in his informational book. When asked what section of the book had the most value, he confirmed it was the dedication section to his parents:

La parte del libro que tiene el mayor valor es la parte donde dedico el libro a mis padres. Crear un libro sobre la historia de ellos y después darles a ellos la dedicación fue algo poderoso para mí, algo que les da valor a su historia y una

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plataforma para compartirla. (The part of the book that has the highest value is where I dedicate the book to my parents. Creating a book about their story and then giving them a dedication was something very powerful for me, something that gives value to their story and a platform to share it). (Curriculum artifact, January 22, 2019)

At the same time, in a more political inclination, Mario chose the topic of his book based on the climate of immigration, family separations, and deportations in the US, which were present in the fall of 2018. These issues came again to his mind when asked to browse the book a few months after its creation:

Lo que viene a la mente es la historia de inmigración de muchas personas que vienen a los estados unidos. Es una historia muy común pero también me recuerda de la situación política en los Estados Unidos (What comes to mind is the history of immigration of many people who come to the United States. It's a very common story but it also reminds me of the political situation in the United States)

(Artifact, January 22, 2019)

Like in the case of Nadia, the Spanish Methods course which provided the context for the book creation, afforded a unique opportunity to give more value, articulate and share his family's experiences. For Mario, interview data suggests the legacy of his parents had always been present for him: "I have always been proud that my parents made that sacrifice, and I am making it work, I have always been aware of that...that it is more than coming

here, it is leaving everything....I have always been aware of that" (Interview, January 27, 2019).
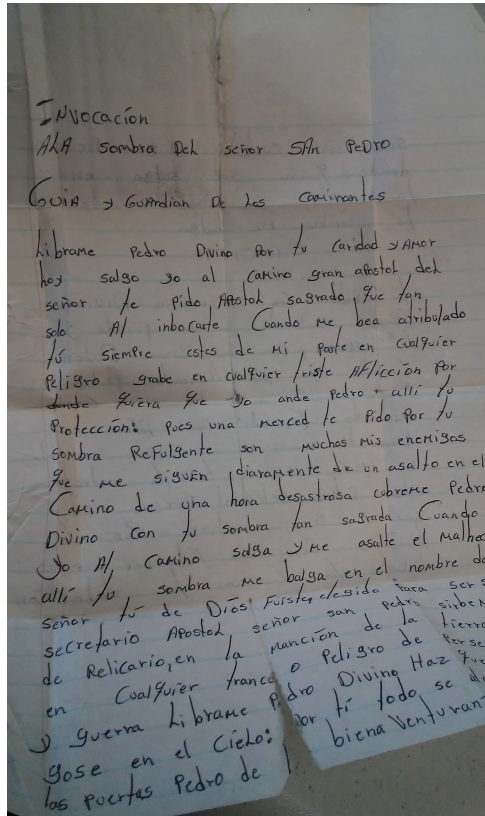
Figure 11. La oración de San Pedro: a launching memory for the informational book

That awareness went a little bit deeper on the second day of the *Spanish Methods course* when the instructor asked students to take out something out of their wallets that said something about who they were, because they would write an informational book based on their experiences (Field Notes, September 11, 2019). Mario took out the *Oración*

de San Pedro, an invocation that his mom used to help her through the difficult moments of the immigration journey:

> "Some people got some items that you know weren't so significant and for me I guess I carried something that was significant...I wasn't thinking about it at the time and I had forgotten that I had it but it was something that means a lot and taking it out and showing it was valuable (emphasis) it was something written 20 or 24 years ago and the significance behind it it also just brings me back as to why I am in college because of their sacrifices" (Interview, March 8, 2019)

Related to the honoring of his family, and similar to Nadia's reflection, Mario highlighted the cultural relevance of the book. When asked to give his opinion of how his book compared to other books that he had seen in schools he said:

> Me parece que el libro que escribí es mas relevante a mi propia cultura y a algunos de los estudiantes. No he visto libros informativos que tienen aspectos de la cultura de los hispanos, y me parece que es una parte esencial que está perdida. (I think that the book that I wrote is more relevant to my own culture and to some students. I haven't seen informational books that have cultural aspects of Hispanics, and I think that it is an essential part that is lost)
>
> (Curriculum artifact,   January 22, 2019).

Turning it all around to speak and write el Español que yo uso

Mario considered that writing an informational book in Spanish was a way to validate Spanish:

"Me encanta que el libro sea en español, me parece que al crear el libro le damos validación al Español y también creamos historias que se pueden leer en este lenguaje Como sabemos, los libros a veces no se escriben en español, y con estos libros esto no es un obstáculo (I love that the book is in Spanish, I think that by creating the book we validate Spanish and also we create stories that can be read in this language. As we know, at times books are not written in Spanish, and with these books that is not an obstacle)" (Curriculum artifact, January 22, 2019)

This validation took on a special meaning for Mario, given his language history.

Mario had been in a bilingual program until fourth grade–one year more than Nadia. In addition, most of his life he had communicated only in Spanish with his mom. And recently, he used Spanish with his South American girlfriend. However, since fifth grade, he had started using only English at school, and Spanish had taken a back seat in his life, kept only in the private communications of the home. In the semester before embarking on his professional development sequence to become a bilingual teacher, he experienced a transformative awakening about the Spanish language. In the *Foundations of Bilingual Education* class, he learned about the loss of native languages of many students who had been part of bilingual programs, and he started realizing that he had been socialized by a system that was designed for him to abandon Spanish and transition to English (Interview,

January 27, 2019). Starting in this course, he made a decisive commitment to re-awaken his Spanish. He began using this language more often in his daily life and decided to make it the medium for all his academic assignments:

" As soon as I got into the actual bilingual program when I came to Foundations we started talking about the models me di cuenta del programa bilingual en Houston I realized Oh no I am losing my Spanish I realized that I wasn't acting on my heritage... my (elementary school) program wasn't the best but it definitely gave me an advantage. de que estuve en Foundation especialmente cuando escuché a mis compañeros, que perdieron su Español, que tuvieron que estar en clases de puro Inglés, que el Español fue puesto al lado, devalued, so hearing all that me hizo pensar...I turned that all around and I started to talk in Spanish y cuando nos dieron la opción para usar el Inglés o el Español en los ensayos and I just sticked to Spanish".

(Interview, January 27, 2019).

As with the other three teachers, speaking and writing in Spanish in a context of language contact had implications for the writing of this informational book. Potowski & Shin (2018) highlight that Heritage Spanish Speakers display language practices when writing Spanish that are completely valid from a sociolinguistic point of view. Common language areas include the following: pronouns, the personal "a", verbal regularization, replacing the gerund for infinitive, the use of subjunctive versus indicative, code-switching, and word borrowings and extensions.

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Bilingual practice	Syntax examples in Mario	More formal Spanish	Page
Semantic calque	**Personas** imigrando de país a país por tren	Gente imigrando de un país a otro en tren	7
	People immigrating from one country to another by train		
Syntactic calques	El camino nunca fue fácil, **por pie** ni cuando se trataba del descanso	El camino nunca fue fácil, ni al caminar ni al descansar	10
	The road was never easy, neither by foot nor when it involved resting.		
Simplification (reflexive absent)	Cuando llegaron, sus almas llenaron de felicidad y gusto.	Cuando llegaron, sus almas **se** llenaron de felicidad y gusto.	
	When they arrive, their souls were filled with happiness and joy.		
Gerund instead of the infinitive	Las razones más comunes son para escapar persecución o conflicto causado por violencia, para encontrar refugio, **buscando** mejores oportunidades para ellos y sus familias y migrando por el trabajo (page 5)	Las razones más comunes incluyen: escapar la persecución o un conflicto causado por la violencia; encontrar refugio, buscar mejores oportunidades para ellos y sus familias ;y mudarse por razones de trabajo (The more common reasons are to escape persecution or conflict caused by violence, to find refuge, looking for better opportunities for them and their families and immigrating for work)	5
	The more common reasons are espacing persecution or conflict caused by violence, finding refuge, looking for better opportunities for them and their families and migrating for work.		
Gerund instead of the infinitive	Algunas de las razones pueden ser para escapar ciertos aspectos que se presentan en la vida como **huyendo** una guerra, y escapar persecución	Algunas de las razones pueden ser para escapar ciertos aspectos que se presentan en la vida como **el huir de** una guerra, y escapar persecución. (families and immigrating for work	6
	Some of the reasons can be to escape certain aspects that are presented in life like fleeing from a war and escaping persecution.		

Table 5. Spanish sentences in Mario's book reflecting contact with English

Table 5 shows examples of Spanish constructions in a few of those areas, and a more formal version of the same sentence as would probably be produced by a monolingual Spanish speaker or writer, like the author of this dissertation. Because the book was expected to be written in Spanish, there was little practice of code-switching in these books. Calques occur when words or expressions follow another language (Hualde, Olarrea, Escovar & Travis, 2011). The first two rows provide examples of semantic and syntactic calques, referring to meaning and the order of words respectively. An example of simplification is illustrated in the third row, and again, a more formal Spanish construction is provided. Finally, in bilingual contexts, the use of the gerund to substitute the infinitive is a completely acceptable practice in bilingual contexts (Potowski & Shin, p.135-140). Mario showed this substitution in two sentences, displayed in the last two rows of the table.

On the other hand, Mario did not show other patterns that are claimed as commonly exhibited by Heritage Spanish Speakers in the US. For example, most bilinguals in the US who experience contact with English tend to use the present when the subjunctive is regularly used in monolingual Spanish contexts. Mario showed an awareness of the use of the subjunctive, as in the sentence on page 8 of his book:

Hay diferentes formas para que uno pueda venir a los Estados Unidos.

(There are different ways to be able to come to the United States).

Thus, like Nadia, Mario's book included ways of speaking and writing, and ways of being associated with those practices, of bilingual individuals in a situation of language

contact. The validation of the language in the book included a validation of his identity as a bilingual being.

In terms of the extent to which he tried to infuse the book with academic language, he explained that "I guess when I was writing it and taking notes and talking to my parents...maybe there was a little bit of formality just because it's a book". But overall, his experience of writing the book in Spanish posed no big anxieties in terms of the general flow of the language:

> "creo que solo lo escribi, no pensé en tratar de escribirlo de una forma académica aunque cuando empecé a escribir el libro pensé que se tenía que escribir que tenia ser algo formal de una manera formal porque es un libro que va a ser producido... pero después al ver y hablar con los demás vi que fue un poco mas relajado luego entonces traté de escribir de una manera que no solo usaba el Espanol formal sino que usaba el Español que yo uso...creo que yo me relaje al pasar el tiempo (I think it was just getting an idea with Dr R and what she expected from us and I realized ok it doesn't have to be this data book that has all these analysis and everything it's more of like we're telling something and it's a big part our story and then format our story).
>
> (Interview, March 8, 2019)

Similar to Nadia's experience, while sentence construction was not a concern when writing in Spanish, the selection of vocabulary did take more conscious attention. All the data from written artifacts, field notes and interviews suggest that his learning efforts with

Spanish when creating the informational book focused on vocabulary words, because he
wanted a wide Spanish-speaking audience to understand. One criteria for his choice of
words was based on himself not knowing some words and wanting to expand the meaning
of some words. In addition, his decision-making emerged from working collaboratively
with peers and knowing words that work for a community.

(Interview, January 27, 2019).

An informational book to counter established narratives and to promote empathy

La inmigración en los estados unidos ha existido por muchos
años. A través de los años ha habido diferentes grupos de
gente que han inmigrado a este país. Los grupos mas grades
que se han visto **emigrar** a los estados unidos son de México,
India, Cuba, El Salvador, Guatemala, Corea, y china. Algunos
piensan que los países latinos son los únicos países que
inmigran a los estados unidos, sin embargo es evidente que
varios países del mundo también lo hacen.

Personas inmigrando de pais a pais por tren

Figure 12. Images and explanations around immigration

As mentioned before, this book was conceived and designed as two sections, the
first providing a general context for immigration, and the second sharing the author's

immigration journey. Figure 12 shows an example that was part of the first section. The book included 19 images related to immigration. In the first section, there is a combination of black and white photographs with color photographs, as if the author is playing with time. Via both the descriptions and the pictures, the author semiotically constructs a message that immigration has happened in the past just as much as today. And in fact, the author has a very strong counter-hegemonic reason to contextualize the immigration situation of Latinos in the US before sharing his parents' story. The latter gave a clear intention to this design:

> DP: cuéntame por que comenzaste así, (tu libro) con un contexto general de la imigración
>
> MO: I think it has always been the same narrative of like immigration is happening now but it actually it's something that has happened for so long and then the idea also that there's only Hispanic people travelling immigrating when in fact it's been everyone from Europe from Asia for different reasons, it's not just to get jobs it's because of asylum refugees just open the perspective of there are different reasons why immigration is happening and that's the reason I have that in the book it's happened for so many years but the reasons have just changed
>
> DP: so are you telling me that uno no solo los Hispanos y otro no solo ahora so you had these goals in your book
>
> MO: It's always been a feeling that I've had inside I have always heard its people from such and such are the only ones coming here and taking jobs etcetera

etcetera but the thing is that it is only a small point of view there is so much more which is like again asylum refugees and then I also included the part of how it is that people come to the US legally and illegally.

DP: que objetivos (tenias con tu libro) informar, persuadir, sensiblizar

MO: sensibilizar porque the images that I put in the beginning of the book they are not just any images of like maybe taking outside of Austin it's like different events that have taken place in different periods of time where they're in roads   they're people travelling for different reasons it's not just about displaying something or it wasn't just to see it was more to look and maybe feel something (Interview, March 8, 2019)

Hay diferentes formas para que uno pueda venir a los estados unidos. A veces estas formas se consideran "legales" e "ilegales." Formas de inmigrar de la manera legal serian: venir a trabajar con un permiso, que un familiar te **patrocine**, buscar por refugio y aplicando por una visa a través de una lotería. Formas que se consideran ilegales son: alguien cruce ilegalmente a través de las fronteras o quedándose después de que la visa de expira. La decisión de inmigrar es inmediata, esto puede ser causada por combate, enfermedad, razones que dejan poco tiempo para esperar.

Ceremonia de ciudadano estadounidense

Trabajadores Mexicanos trabajando en los Estados Unidos por el programa bracero

Figure 13. Images and descriptions of the "legal" and "illegal" ways to immigrate

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After presenting descriptions and images to support the argument that immigration has always happened and that it has not only involved Latinos from Mexico, the author uses the terms "legal" and "illegal" immigration, as can be seen from Figure 13. And again, he had a clear intention for using those terms, which was to make them lose their power:

DP: ¿por que usas los términos legal e ilegal?

MO: to show that some people just don't have a choice to wait for a process that could take years

DP: but why did you want to use the term "illegal" que refuerza la idea de no aceptable

MO: because of the idea behind it that people believe to be illegal and I put it like this (making gestures for inverted commas) these are the ways that people believe to be illegal (emphasis) and those are in quotation

DP: emphasizing that it's not your point of view

MO: yes

DP: entonces tu estás atacando los beliefs que tiene la sociedad sobre imigración

MO: that is why I wrote that some people don't have a choice cannot wait so long so this is just another way people immigrate (Interview, March 8, 2019).

The author felt the freedom to construct an argument that had a clear ideological intent in this book. In that vein, the approach to the presentation of the pictures suggests that the anti-immigration context in the US and his family's experience led him to think of

his book as a direct teaching mechanism in the classroom. focused on developing sensitivity. For example, some pictures are quiet and evocative, like the city of Houston where many arrive after a long journey, while others contain the intensity of a moment or a risky aspect of immigration, like groups of people tightly packed on a boat crossing a body of water, or another group climbing a train. Most pictures are explained in the caption, or in the narrative of the page, so there seems to be a deliberate attempt at guiding their interpretation. In eight pictures, there is some direct appeal to the viewer, either by a direct glance from one of the participants, or via a sign like " refugees are human beings". In fact, in a manner that was unique to this author compared to the three other focal participants, the images in this book establish more closeness with the viewer and convey a subtle invitation to experience the immigration stories and explanations and processes depicted in the book. When reflecting over this aspect, the author explained that he explicitly sought to promote empathy:

> for me the book that I made is so that...it's like...it takes aspects of a life that are
>
> about immigration and makes it so that a person feels or tries to think how a
>
> situation was lived, to put himself/herself in someone else's shoes" (para mi el
>
> libro que yo hice es para que... es como...toma aspectos de una vida que son
>
> de imigración que hace que una persona sienta o traté de pensar   como se vivió
>
> la situación, ponerse en los zapatos de uno (Interview, January 27, 2019).

A storyteller who gathered data to make a claim

Al pasar los años, muchos han olvidado que la migración en verdad ha ocurrido en varias partes del mundo y por diferentes personas.
La **migración** ha sucedido desde el comienzo de los tiempos.
También han existido ciertos grupos de gente que se van de su tierra hacia diferentes partes del mundo como los judíos que migraron hacia la tierra de Israel.

Table 6. Examples of impersonal constructions in Mario's book

Like Nadia, Mario displays a variety of identities when writing this book. At the same time, a building task analysis (Gee, 2014) reveals that the identities ascribed to the participants via both his use of language and images are slightly different than those of Nadia's. For most of Nadia's book, the protagonists are her family, and they are construed with very concrete and situated language.

In contrast, in the first section of Mario's book, and as illustrated in Table 6, the participants are general subjects, such as: "*la migración*" (immigration); "*muchos*" (many); "*los trabajadores*" (workers); "*diferentes personas*" (different people); "*ciertos grupos de gente* (certain groups of people); "*la gente*" (people); "*otros*" (others); "*personas*" (people); "algunos" (some). He also uses plural nouns, like "la migración" (immigration); terms like "*muchos*" (many). In addition, many sentences use the intransitive construction. Such

selection of nouns, verbs and modifiers, because of their impersonal nature, put a distance between the writer and the information presented. In traditional academic texts, these linguistic decisions can be interpreted as rhetorical strategies that seek "objectivity." Therefore, one could argue that rhetorically, he was establishing a social distance as a writer in this section, in conformity with more traditional features of informational texts. The first section of Mario's book is similar to the very short history section about tortillas in Nadia's book. However, it is longer in this case.

On the other hand, the second section of the book, contains the personal dimension, and a narrative structure as can be seen in Figure 14.

Mis padres no tuvieron opción de esperar, al pasar el tiempo había menos oportunidades para trabajar. Ellos decidieron inmigrar a los estados Unidos donde cruzarían el rio grande que se conocía como peligroso. El camino nunca fue fácil, por pie ni cuando se trataba del descanso. Tuvieron que esperar a un **coyote**, quien los dejo en un punto del desierto para después ir a una casa. Ellos llegaron a una casita donde estuvieron con 3 otras personas: un viejito, su hija, y su hijo quien era el coyote. Después de un día, el cuarto se empezó a llenar de gente, y al terminar el día había mas de 20 personas. En este cuarto había 2 camas y solo un baño.

Rio Grande, Mexico a la izquierda, Estados Unidos a la derecha

Antes de salir de México, mi mama escribió una oración. Mi mama escribió la **oración de San Pedro** lo cual escribió en papel de cuaderno. También tuvo una imagen de la virgen María. Ella le rezo a la oración durante todo el camino desde que se salieron de su casa. Ella especialmente rezo cuando estuvo en el cuarto pequeño donde las cosas no se veían muy bien. La oración fue una forma de seguir con su fe y tener esperanza a través de un camino largo y deficil.

Figure 14. A section with Mario's narrative and the prayer invoked by her mother

Like Nadia, this author's autobiographical identity is present in the dedication page, but in Mario it is also present in several other ways. First, it is present in the first section

of the book, in the intentional argument which emerges from the discursive and multimodal design as discussed before. With his design, even when using impersonal language in the first section of the book, the author communicates a personal perspective and an author's voice. This is in contrast to Nadia's book, where the author is present in certain parts of the book but retreats from the reader linguistically and semiotically even when assigning a socially situated identity to the main participants in the book. For Mario, voice is also present in the language employed in the second page of the book, where he shares his family's story. I recall here Goffman's (1959) terms of author for the identity related to self-expression and character for the performative identity that emerges from discoursal constructions. In that light, I argue that for Mario, because of the political dimension underlying his informational book, the autobiographical identity is construed in various ways: via language, multimodally and directly via an argument in different sections of the book. In line with the strong presence of an autobiographical identity and voice in this informational book, it is not surprising that Mario considered himself to be a storyteller, even when creating an informational book. And he was a storyteller who had a persuasive goal in mind:

DP: ¿que rol tienes tu en tu libro? quien eres tu en el libro?

MO: I am just a person telling the story, I gathered information to support a claim

DP: la identidad que tienes en el libro es de un contador de historias

LP: yes

(Interview, March 8, 2019).

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MARIBEL: MAKING MY CULTURE OF EL SALVADOR REAL AND ALIVE

From the cover of Maribel's book, the reader is transported to a street in El Salvador. After presenting the table of contents, the author explicitly presents the goals of the book: to learn from El Salvador, and the author's family, about some authentic Salvadoran dishes and the connection between family and culture. The introductory section of the book presents demographic and historic information about El Salvador, highlighting the civil war of the 80's, and how the latter provoked migration to the US. This introduction serves to situate her family as part of the immigrants who fled because of the war. This is complemented by some prototypical pictures of El Salvador: a beach, a plaza, and a volcano. The next slides present facts about her grandmother, how many children she had, and how she learned to make *pupusas* and taught her mom, who became the focus of the next slides. The section on her mom highlights personal information from her life in El Salvador, her immigration papers in the US, and her commitment to keep Salvadoran culture.

After this first section providing some general context of El Salvador while integrating information about her Salvadoran family, the author devotes small sections to sharing facts about a Salvadoran food, the *pupusas*, what they are made of, and who created them. An interesting fact she shares is how the war of the 80's made *pupusa*s more available in many countries. The next slides include description of *pupusas* and tamales, a comparison of the tamales de El Salvador with those from Mexico, and a description of a restaurant in Austin, Costa Del Sol, which serves Salvadoran food. The last section is

devoted to recipes of her family's *pupusas* and tamales, providing detailed information on ingredients and procedures that are supported by pictures.

This book is dedicated to her grandmother, a person who loves el Salvador and the reason why the author is connected to El Salvador. Honoring her childhood culture and the uniqueness of her Salvadoran identity was something very strongly present in her informational book. In the dedication page, the Maribel writes: "Dedico este libro a mi abuela (nana), Facunda Rodríguez (pseudonym). Ella ama a El Salvador y es por ella que tengo el privilegio de sentirme cerca de un país lejano de mí, y orgullosa de ser una guanaca" (I dedicate this book to my grandmother (nana), Facunda Rodríguez (Pseudonym). She loves El Salvador and it is because of her that I have the privilege to feel close to a country that is far from me, and proud to be a *guanaca*) (Artifact, December 25, 2018).

When the author browsed the book at the beginning of the student teaching semester, it brought memories of childhood, and specifically cooking with her grandmother when she would come to visit from El Salvador. Creating the book also generated joy, from the experience of cooking tamales with her mom as part of the data collection. "Being able to write about El Salvador and its delicious dishes with my mom in Spanish really made my culture real and alive"(Artifact, January 22, 2019).

Maribel hoped that when using this book with students they would connect with their own traditions in a similar way that family gatherings around food had worked for her: "la comida es lo que trae a toda la gente...en el libro de Carmen Lomas Garza ella

habla de como haciendo tamales toda la familia esta cocinando y recordando .. las pupusas fueron para mí cumpleaños, los tamales siempre eran para Navidad son cosas que tienen significado en mi vida de tiempos que fueron alegres porque para a ellos si tuvieras una pupusa es comida pero para mí es recuerdo de mi niñez so no fue un algo nomás fue algo that I was happy to do, fue algo que puso una sonrisa en mi cara (Interview, January 24, 2019).

Assignments that gave me the opportunity to put my identity in the book

In sharp contrast to Mario, selecting a topic about what to write and making her family the center of an informational project was not something that was immediately clear to Maribel at the beginning of the informational book project, when she was participating in the Spanish Methods course in the fall of 2018. Maribel is a perfect example of the damage that can be done by a monolingual and monocultural system to a brilliant bilingual mind. In elementary school, nobody spoke Spanish to her, even though it was the language of her home. Because of her apparent difficulties reading and writing in English in school, she was diagnosed as dyslexic and put in special classes. Her teacher changed her name to a more English-sounding version, "Lucy" and "one can say that the experience in this school was not the experience that any student deserves" (Artifact, September 30, 2018). A similar experience in the first High School, taught her to devalue her Spanish. Coming from a working-class family, in this High School, famous for its high rankings for students, she never felt successful. "I felt lost not knowing who I was in reality". While this sentiment

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changed in the second High School where she eventually graduated, her overall educational experience left a mark in terms of cultural and linguistic identity searching that would eventually transpire in the bilingual preparation program. There, she finally had the chance to explore herself in a way that would impact her informational book. These experiences explain why for Maribel, the emphasis on cultural identity generated in the Spanish Methods course where she produced the book was essential to defining what she would focus on in her book:

> DP: ¿Cómo te pareció la atención a asuntos de identidad en el curso de la Dra. R?
>
> MU: Me dio una oportunidad de dar mi identidad en mi libro...por los ensayos que tuvimos en la clase, haciendo todos los proyectos, me di cuenta de lo mucho que no sabía de mi familia y lo mucho que si sabía de mi familia so asi el libro me dio una oportunidad de conocer mis propios padres...la autobiografía con el cubo fue una reflexión de mi quien soy yo, que es lo que significa mi vida, o de mi yo individual que me hace individual..con eso algo grande es que soy la única Salvadoreña en mi grupo, los demás son de Mexico. Eso fue otra reflexión que mi voz es importante yo estoy siendo la voz de cada otro latino que se ha sentido que están solos en una comunidad llena de otras personas" (Interview, January 24, 2019).

The projects in the Spanish methods course, like a written autobiography which was subsequently represented in a paper cube, gave the author an opportunity to explore the knowledge in her family, to investigate her identity, and to reflect on her specific

Salvadoran perspective. It was the heightened awareness of the reservoir of knowledge in her family that led Maribel to speak with her grandmother, her mother, her *madrina* and an owner of a restaurant she had known almost all her life: "They are the people who have had real experiences, experiences I will never truly be able to live from El Salvador. They have a history that is unique to them and therefore unique to me" (Interview, January 24, 2029). As part of the data-collection for her book, she spent hours and hours talking to her grandmother and her mother, in order to learn and write their knowledge about El Salvador, and specifically regarding the cooking of Salvadoran dishes that are shared in the book.

On the surface, making *pupusas* is a very simple process: you gather the mass, you add *molido* and *chicharrón* and you make it into a ball. However, when writing about it she had to think about the type of vegetables and the type of cheese that goes along with the recipe, which led to learning about the things she knew and didn't know about the Salvadoran recipes. One result of this simple activity of sharing time with her mom for cooking recipes from El Salvador is that her mom felt pride and happiness from learning that her daughter wanted to know more about where she came from and about the foods from El Salvador. The tamales section of my book was the end-product of cooking more than a hundred Salvadoran tamales with her mom, totaling about twelve hours. She captured pictures of the entire process and of her mom actually making them. "It was nice to see her having fun and smiling" (Artifact, January 22, 2019).

Developing Spanish while immersed in meaningful activities and joy

For Maribel, writing an informational text in Spanish meant that finally the Spanish language came first, and also that she could develop it as part of a personally meaningful project. The hours she spent interviewing her grandmother and mother via cell phone and in person made her think how to explain the process to someone who doesn't know about it. "Although the process of making the food is natural to me while I physically do it, I caught myself missing key components while writing it" (Interview, January 24, 2019). The recipe sections of the book on page 16 and for making tamales on two pages pf the book were particularly challenging: "I had to really think about every process and sit down with my mom to make sure that my explication and steps made sense to her and to others" (Artifact, January 22, 2019). The process of transferring the practical knowledge of her family to an informational text developed her home language (Artifact, January 22, 2019). Maribel had taken AP classes in High School and had some experience writing in an academic environment. But this informational book experience using Spanish even as part of an academic assignment had no match in her life in terms of situated meaning, human interaction, and joy:

DP: Tell me then, you had never written in Spanish?

MU: No

DP: it's impressive, you started writing in college...

MU: for myself ... yes I did have to write essays but again it was something that I had to do for an assessment but never what am I going to write

DP: so, writing for pleasure or for something that had a personal meaning was something you had never done?

MU: No

DP: how was this experience of writing an informational book in Spanish

MU: It was interesting, it was different, more so because my book was about my family and its food traditions...I was able to have conversations with my grandmother by cell...my mom and I got together for hours and hours talking more about the recipes and all of that about pupusas and tamales for me, for her it's easy she just does it but to be writing the steps and the recipes...

DP: it must have been a sacrifice for her to put the recipes

MU: (laughs) a little bit because... there we were sitting and we were oh we forgot or we didn't mention ...because for us it's natural to make this food but we don't have to stop and think if somebody doesn't know how to cook this, what steps would you give him/her, it was different but it was a pleasure) (Interview, January 24, 2019)

In addition, Maribel communicated the idea that writing in Spanish validated the linguistic practices of her family as part of her own perspective on how to use Spanish in the book: "My book is an official university assignment, but I had to respect my family's language and vocabulary. In a sense, to develop my text, I had to develop my proper Spanish and at the same time develop my home language in a manner that my audience can understand" (Artifact, January 22, 2019).

Maribel's experience was similar to that of Nadia and Mario in that writing in Spanish for the informational book did not involve much anxiety in terms of the grammar of sentences. At the same time, in contrast to Nadia and Mario, Maribel mentioned checking with others when she wrote (Interview, January 24, 2019). And similar to her peers, writing an informational text involved a special effort in vocabulary; she really had to think of words, and in general, she didn't think her home vocabulary was "academic".

DP: y al escribir el Español cuáles fueron tus desafíos....

MU: desafíos....claro, uno, el vocabulario que yo uso no es el vocabulario como se dice, académico....que se debe de poner en un libro, mas para una clase donde nosotros queremos que los estudiantes sean exitosos usando el vocabulario que va a estar en los exámenes de Estado. Por segundo, Es la primera vez que estoy escribiendo como, yo pienso en una manera pero ya cuando lo escribo me doy cuenta esto no...it doesn't make sense... tomándose tiempo teniendo que hablar con Nadia o Mario me lo puedes leer y entiendes esto.

DP: se lo distes a ellos?

MU: si si a Nadia y a Mario porque les dije esta palabra...tiene un significado para ti o hay una palabra que me falta pero no la puedo buscar no la encuentro en mi cabeza

DP: and what were your challenges writing in Spanish

MU: challenges....well, one, the vocabulary that I use is not the vocabulary that one would say academic..that you would put in a book, more so for a class where we

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want students to be successful in state exams. Secondly, it's the first time that I am writing like I think in one way but when I write I realize that no...it doesn't make sense..taking the time to talk to Nadia or Mario can you read it and do you understand this

DP: you gave it to them?

MU: yes yes to Nadia and to Mario because I would say this word has a meaning for you or is there a word that I am missing because I cannot find it in my head)

 (Interview, January 24, 2019)

Maribel's effort when selecting words for her book is aligned with her vision of academic Spanish, which had more layers and a more local flavour in comparison to the perspectives of her classmates:

DP: que es para ti el español académico ?

MU El Español académico es el Español que...no se...no es el español Castellano porque eso no, bueno es el Español del BTLPT...es el Español donde voy a ser maestra en el estado de Tejas o no...eso es lo que yo pienso cuando digo el español académico

DP: pero no necesariamente es el Español de todos los días o si?

MU: no

DP: y sera el Español que se usa en las escuelas o no?

MU: el académico?

DP: ahah

MU: si y no.

DP: como así

MU: debe de ser un lugar donde se aprecia el idioma y el vocabulario de los estudiantes. pero a la vez diciéndole aunque *parkear* estacionar bueno se parquearon alla pero dandoles un lugar donde ellos tambien pueden aprender que se puede decir estacionar en contra parquear y cuando el estado de Tejas les pregunta como es esta palabra, ellos desafortunadamente tienen que saber que es estacionar

DP: what is academic Spanish for you ?

MU: Academic Spanish is the Spanish that...I don't know..it's the Spanish that..its not the Castilian Spanish because not that, well it's the Spanish of the BTLPT..it's the Spanish where I am going to be a teacher in the state of Texas or not..that is what I think when I say academic Spanish

DP: but it's not necessarily everyday Spanish or is it?

MU: no

DP: and is it the Spanish that is used in schools?

MU: the academic one?

DP: ahah

MU: yes and no.

DP: how so

MU: school must be a place where the language and the vocabulary of students is appreciated but at the same time telling them even though *parkear estacionar* well se *parkearon* is ok but giving them a place where they can also learn and they can say estacionar and when the state of Texas asks them what is this word, they unfortunately have to say that it is estacionar.

Carmen Lomas Garza's "Family pictures/Cuadros de familia" as a mentor text

Maribel decided to replicate the style of Carmen Lomas Garza (2005) in the book: "Mi familia", where you have a general theme for the whole book but there is a different topic on each page. The use of the book by Garza (2005) led her to generate the pages in her book: El Salvador, mi familia Salvadoreña (abuela and mamá); comidas tradicionales, restaurantes auténticos, and recetas sobre pupusas y tamales. Following Carmen Lomas Garza (2005), each of these topics and sub-topics is developed in one page but they are all connected with the main theme. Carmen Lomas Garza's (2005) book: *Family pictures/ Cuadros de familia*, helped her like a mentor text to organize the information that she gathered for her book.

A most important rationale for the selection of information in this book was the need to extend the representation of Latinos and their experience in the US. In her experience many students learn about the US and about Mexico but "it is important to learn about other Latin American countries and their stories and traditions" (Interview, January

23, 2019). Figure 15 shows one example of that effort, describing the differences between *tamales* from El Salvador and from Mexico.

Figure 15. Comparison of tamales from El Salvador and Mexico

Maribel was particularly conscious when selecting words for her book, and she had several strategies. First, she chose some words, like *guerra civil* (civil war); *immigrante* (immigrant); *residente permanente* (permanent resident) that had a meaning because of their relevance in government settings, where she thought they would be useful for students. Second, she chose words that would help understand meanings in different contexts. One example of a multiple meaning word that emerged as relevant during the

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process of interviewing and cooking was *repollo*. This word has one meaning in her home and another one outside her home. In her home she would use the word for the salad that goes with the *pupusas*. But though her mom knew what she meant; Maribel learned that in Salvadoran Spanish it is called *curtido*. Similarly, she chose the word *comal,* a multiple meaning word, specifically because it has a different meaning in El Salvador than it does in Mexico: "después que estaba hablando con María le dije ¿sabes que es un comal? y me estaba diciendo otra cosa y le dije nooo...hablando con Nadia hablando con Mario que son de México que tienen familia de México y así nomás teniendo conversaciones como esa palabra que para mí eso significa eso sí nosotros teníamos otro significado diferente entonces yo decia eso tiene que estar en el libro, es que yo elegí (after I was talking with Nadia and I said do you know what is a comal? and she was telling me something else and I said nooo...so talking with Nadia talking with Mario who are from Mexico who have family in Mexico and like that having conversations like with that word that for me means this we have a different meaning then I would say that has to be in the book, that is how I selected (Interview, January 24, 2019).

Subjectivity with distant textual identities in the same sections

Similar to Nadia and Mario, Maribel provided contextual, historical and family information in her book. However, unlike both Nadia and Mario, these two aspects are integrated throughout the book rather than separated in different sections. One consequence of that design decision is that Maribel's autobiographical identity is present in the same

paragraphs where she also constructs a more distant persona. The whole book is both explicitly, linguistically and multimodally infused with a personal stance that speaks to the greater presence of the personal in more direct ways even within paragraphs where her writing is more aligned with the distant identities that are associated with informational texts. In addition, in contrast with Nadia, who only sparingly addresses the audience, Maribel's stance towards the audience is explicitly clear since the beginning. On page four, she asserts: " En este libro vas a aprender sobre El Salvador y mi familia Salvadoreña (In this book you are going to learn about El Salvador and my Salvadoran family" (Artifact, November 24, 2019). This direct exhortation to the reader was not present in either Nadia or Mario.

El Salvador

La capital de El Salvador es San Salvador. El Salvador es el país más pequeño y más densamente poblado en Centroamérica, bordeada por el océano pacífico, Guatemala y Honduras, con una población de 6,172,011. El país logro la independencia de España en 1821 y la independencia total en 1841. Pero como muchos de los otros países, El Salvador tuvo una **guerra civil** de 1980, entre el gobierno dirigido por los militares y una coalición de grupos **guerrilleros**. Muchos de los salvadoreños, ricos y pobres, huyeron a los Estados Unidos para la seguridad de ellos mismos y sus familias. Dentro de estos **inmigrantes**, mis padres y mi abuela migraron a los Estados Unidos, logrando asilo y una **residencia permanente**.

Figure 16 The personal within historical information about El Salvador

Figure 16 is an example of a more linguistic rendering of a personal anchoring within general descriptive information about El Salvador. In that paragraph, the language is filled with plural nouns, abstract nouns, academic words and constructions, and infrequent words. These features can be considered to generate distance between the author and the reader in a written text. At the same time, in that same slide, rather than in a separate section, Maribel inserts an element of her family story, thereby anchoring the previously general information within a personal experience. This is shown in the last sentence: "Dentro de estos **imigrantes**, mis padres y mi abuela migraron a los Estados Unidos, logrando asilo y una **residencia permanente**." (Artifact notes, page 5, May 2019). Hence, a building task analysis reveals that in this book, the participants are both general and concrete, rather than aligning with either category in different sections of the book. This is very different than the case of Nadia or Mario.

Figure 17 illustrates her same approach to presenting images. She provides general information, complementing linguistic features that are traditionally associated with distant textual identities with a personal dimension that anchors the information with subjective meanings for the author.

Therefore, for Maribel, the language choices do not construct either a distant identity in some parts and a proximal one for the author in other parts of the book, as it happened with Nadia and Mario. Rather, her textual and multimodal choices combine elements of both an author and a character, throughout the text. In line with Rowsell & Pahl's (2007) metaphor of sedimented identities in texts, I propose that these texts reflect a

combination of social contexts from which they were derived, which explains the multilayered nature of identity, most visible in Maribel's book.

Volcán de San Miguel, El Salvador
En El Salvador hay nueve volcanes, incluyendo el volcán de San Miguel, un pueblo muy conocido y querido por mi familia.

Figure 17. The personal within the presentation of images

PATRICIA: INFORMATIVE EXPANSION OF A MEMORY WITH EL PAN MEJICANO

The cover of Patricia's book contains five pictures of different types of colorful breads laid out on a plate and for some accompanied by a glass of milk, hot chocolate or coffee. This book is about *pan dulce*. Out of the four participants, this is the only one whose informative data was not mainly generated from interactions in her family, but from a personal memory of going to buy bread as a child.

In schools, she had noticed that personal experiences and meanings of authors were not usually part of informational books. Patricia considered that one contribution of her informational book was the presence of this personal dimension (Artifact, January 22, 2019). Patricia decided to place her childhood memory at the beginning of her informational book, right after the index page, as shown in Figure 18. Even if it occupied a small section in the book, this memory was an important piece for Patricia.

The bulk of the book is dedicated to providing information on seven types of bread: *las conchas*, *el bigote*, el *cocol*, las *orejas*, *los polvorones,* el *pan de muerto*, y *la Rosca de Reyes*. Towards the end of her book, there is a section with statistical information showing the levels of consumption of bread in Latin America. The remaining pages provide some patterns on how Latin American bakers found a niche in the United States as immigrants.

Figure 18. A personal memory about *pan dulce*

This book was conceived for second-grade students, whom were not expected to have prior knowledge of the varieties of bread existing in Latin America. Based on what she imagined would be of interest for this audience, Patricia selected the seven types of bread mentioned before. For each bread, she introduced it with a title in bigger font, described its features, and complemented the description with pictures. The descriptive information prioritizes historical aspects of the name given to the bread and it also highlights associated vocabulary. In the global organization of her book, Patricia shows knowledge of a descriptive approach to presenting information. Like the other three participants, this book displays typical characteristics of informational books like a table of contents, headings for its sections, a glossary and an index.

Putting who I am in a book... after awakening a writer's identity

Patricia was born in the city of Mexico where she attended school until adolescence. In contrast to the three other participants, Spanish had been kept alive in her family throughout all stages of her life, even when she moved to the United States. Her early school experiences in Mexico had made her hate school since writing activities were based on general topics given to all students, ignoring personal interests and with a strong focus on grammar. All through her elementary and middle school experience, she never felt she was a good writer (Artifact, September 23, 2018). This changed to a more positive experience upon moving to California. Patricia considered herself to be a sequential bilingual, with Spanish being strongly established in her language trajectory early in her

life, in spite of moving to the US during adolescence. Later, in an early class of her bilingual preparation program, *Latino Children's Literature*, she had the opportunity to invent a narrative story with two other students using their personal experiences. The story ended up in a book. This class transformed her views of herself as a writer (Interview, May 18, 2019).

For this informational book project, writing in Spanish felt like the disappearance of an obstacle rather than an opportunity to develop a suppressed language as it had been for the other three participants:"Sentí que no había barreras para decir y expresarme como yo quería expresarme porque cuando escribo en Inglés siento que tengo que pensar en una audiencia o cultura Anglo Sajona o pienso en cómo los hablantes de Inglés van a percibir lo que yo escribo, porque yo escribo pensando en Español entonces es un poquito complicado" (I felt like there were no barriers to say and express myself like I wanted to express myself because when I write in English I feel I have to think of an Anglo Saxon audience or I think how the English speakers are going to perceive what I write, because I write thinking in Spanish so it's a little complicated) (Retrospective Interview, Jan 23, 2019).

As suggested before, the contents of Patricia's book do not systematize family practices or interactions in the same way as Nadia, Maribel and Mario. In this type of book, the focus on identity given by the professor on the *Spanish Methods* course had a different, but equally strong impact: "El hecho de que se enfocaron tanto en la identidad en este curso tuvo mucho valor y me ayudó mucho porque fue una oportunidad de poner por escrito

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quien soy" (The fact that they focused so much on identity had a lot of value and helped me a lot because it was an opportunity to put in writing who I am) (Interview, Jan 23, 2019). During our conversation, Patricia commented how the activities, readings and discussions in the course made her see the importance of her cultural and personal experiences. She considered that related to a Funds of Knowledge framework (Moll, Amanti & Gonzalez, 2005), prevalent in several courses in her bilingual teacher preparation program. For example, for this informational project, the activities in the *Spanish Methods* course led her to think about things that had value in her family and her culture, and then identify a memorable experience that brought joy as a child. This experience turned out to be going to buy bread with her dad in Mexico. (Interview, Jan 23, 2019). To refresh her memory and obtain details of that experience, the first thing she did was interview her dad. Her dad's interview served as a jumpstart for her informational book, but the contents of the interview were not transposed to share information as was the case with the other three participants. In addition, when she set out to write her informational book, as part of the Spanish Methods course, Patricia did not have experience using the informative genre and submitting a book individually.

Spanish patterns with a Mexican schooling influence

Like Nadia and Mario and to a lesser extent Maribel, Patricia did not feel too self-conscious about the sentences she would write. When asked about instances where she struggled with grammar when writing the book, she had to spend some time thinking and

browsing through her book. Her only example was a lack of gender agreement in the sentences: "Con el tiempo comenzaron a hacer las conchas de colores. Las más comunes son de color rosa, café, amarillo y blanco" She had put "Los más comunes" instead and was given feedback to correct it to the feminine form.

On the other hand, in sharp contrast to the three other focal students in this study, at the syntax level, Patricia's Spanish does not show an influence from English, but rather reflects her early exposure to monolingual Spanish language practices and school influences around formal Spanish initiated in Mexico. For example, she used expressions like "el país de las maravillas" which is an allusion to the book of Alice in Wonderland used commonly during everyday conversations in Latin America. The Glossary contains infrequent words that this author has not encountered in the language practices of other bilingual teacher candidates who experienced some degree of loss of Spanish as a child, like the three other participants. Examples are: *acudir*, *adineradas*, *época*, *teñían*, and *espolvoreado*. Patricia's vocabulary shows a relatively higher presence of words that would appear in written books in Spanish rather than be part of everyday conversations involving Spanish, especially in bilingual contexts. Examples are provided in Table seven. Some of these words and expressions are familiar to this author and could be considered "academic" from their likelihood of being present in tests of Spanish proficiency of the Bilingual Target Language Proficiency Test (BTLPT).

In addition, there are 20 instances of the use of the Spanish reflexive pronoun "se" with a verb, as in the phrase: "asi es como **se** ha creado tanta variedad de pan dulce" (Page

3). The use of this pronoun "se" is a marker of impersonality that can be associated with objectivity and scientific rigor in informational texts, because it alludes to a notional subject, i.e one that is not specified in an explicit way.

Formal construction (in the book)	Informal construction	Page
solía ir con mi papá I used to go with my dad	iba con mi papá I used to go with my dad	3
de su parecido from its ressemblance	de ser como it was like	4
la mezcla contenía the mixture contained	la mezcla tenía the mixture had	6
se originó originated	comenzó began	9
se acostumbra it was the custom to	es común it was common to	11
espolvoreado	sprinkled	

Table 7. Formal vocabulary in Patricia's book

Patricia's formal writing in Spanish is explained by her background. In Mexico, Patricia was taught that academic Spanish is the correct Spanish originating in Spain, and that it consisted of technical vocabulary and grammar that is more socially acceptable in schools and universities (Interview, January 23, 2019). She believes that while there are no absolute rules for correct Spanish, academic Spanish has some value in teaching some technical aspects of the language:

DP: ¿que tiene que ver el libro con el Español académico?

PN: Para mi el Español académico es el que se usa mas en ahm si, en las escuelas (rising tone) ...en las contextos pues si de las escuelas, universidades, colegios, es lo específico que nos enseñan que es muy estructurado.. se deriva del español de España

DP: ¿por que es de España el español académico?

PN: eso es lo que nos inculcan en Mexico que el Español de España es el correcto no tanto la pronunciación sino las palabras, es mas propio socialmente en Mexico nos enseñan el Español de España es lo que nos enseñan en las escuelas pero obviamente uno cuando sale de la escuela usa el Español normal, con la familia, con los amigos, palabras que a lo mejor no son tan formales

DP: ¿que mas piensas sobre el Español academico?

PN: y....pues es más técnico más... se aprende más vocabulario técnico más estructuras que socialmente son aceptables en todos lados que tienen un status un nivel

DP: El Español no académico no es estructurado?

PN: MMMMM Creo que no tanto.

DP: como así

PN: o sea tiene estructura pero es como que más flexible siento que (pause) bueno a mi como me enseñaron el Español de España en Mexico hay reglas que se tienen que seguir cuando uno se comunica

DP: ya ya ya ¿eso de ser estructurado es porque hay que seguir más las reglas?

PN: Aha

DP: Cuando tú escribiste el libro tú estabas usando Español académico o no lo usaste o qué tipo de español usaste

PN: Yo pienso que combinado, combinado porque como también se enfoca en cosas culturales mi libro tuve que poner palabras que vienen de la cultura, vocabulario, palabras..

DP: Y en cuanto a la formalidad del Español ¿en tu libro sentiste la necesidad de escribir con más formalidad?

PN: No, pero creo que está dentro de lo mismo pues como es un texto expositivo y pues pues tuve investigar palabras de vocabulario

(Interview, May 15, 2019)

Given her background, for Patricia, learning to write a book in the informational style was the more relevant challenge rather than developing knowledge of the Spanish language, as it was for the three other participants. Because her writing experience had only been with the narrative style, her initial strategy was to let a story come out as part of a first attempt writing the informational book:

"Hola, mi nombre es Patricia y me encanta el pan dulce. Cuando yo era niña, salía con mi papa casi todas las tardes, el me decía "Vamos Olguita, a comprar leche y pan." A mi me gustaba ir con el porque siempre me compraba el pan que yo quería. Decidir donde comprar el pan no era nada fácil, pues lo vendían donde quiera. "Donde compraremos hoy el pan?" decía papa, ¿en la tiendita de la esquina donde

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venden conchas, cuernitos y chilindrinas? ¿O en la casa de Doña Mago donde venden pan recién horneado? Después de comprar el pan, ya de regreso en casa me encantaba disfrutar de mi leche en taza. Nos sentábamos todos a la mesa, y el olor de pan dulce llenaba la cocina. Nuestras platicas tan variadas y coloridas como el mismo pan alimentaban nuestra convivencia. El tiempo llego de inmigrar lejos de nuestro hogar. Muchos sentimientos encontrados me llenaban el alma, emoción, tristeza, enojo, incertidumbre y esperanza de regresar algún día a mi México Lindo y Querido. Llene mi maleta de recuerdos, en ella iban mis amigos, primos y tíos. Mi amado perrito, las risas en la feria y mi pan dulce favorito " (Artifact provided, fall 2018)

For Patricia, learning the genre of an informational text started from the familiar: writing a narrative text, something she felt very confident about since she had written one in a previous course. So she first wrote the narrative above, and as a next step, summarized it several times, used part of it only for the introduction, and then expanded the topic and format to include informational aspects, which she obtained from secondary sources. As part of her research, she inspected the non-fiction books available in the school library where she was a student teacher. There, she got ideas on types of information to include and how to combine the information. She then thought of providing information about her favorite breads and explaining each type of bread. And she decided to also explore in the Internet for information about each type of bread. She found interesting facts about the

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varieties of bread that exist as a result of Spanish, French and indigenous influences. She also decided to include information on a famous bakery in Mexico, the Pastelería Ideal.

An informative window and a map of what they can do

Creating an informational book in this way helped Patricia to exteriorize what she knew, resort to childhood learnings, and to think of how to adapt that knowledge as information that children could understand. For her it was "like giving them (the children that would read her book) a map of what they can do" (Retrospective Interview, Jan 23, 2019). Patricia wanted to inspire students with her book. When creating it, she wanted this book to be a model so that her future students would value their personal experiences and knowledge in the same way that she experienced that in the bilingual preparation program. She also saw the opportunity to motivate students to be authors using their own language (Artifact, January 23, 2019). She was very thoughtful about choosing breads like *bigote* and *cocol*: she had seen students eating those breads, and she wanted to offer a window into the history of those breads for those students so they could expand their own experiences: (comen) "de todos los panes que hay en el libro, pero no saben de dónde viene ... entonces este libro es como abrirles una ventana y decirles de donde vienen... darles un poco de historia que viene de Mexico y de los indígenas" (from all those breads that are in the book, but they don't know where they come..so this book is like opening a window and telling them a bit of history that comes from Mexico and from indigenous people..it's like making them aware of something that they don't realize) (Interview, May 4, 2019).

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As Figure 19 suggests, a design principle Patricia implemented was to look for pictures that would connect with either the name or the shape of the bread, as in the *Orejas* bread. When she created the book, she had second grade students in mind, and her imagined idea of the needs of these students determined the selection of words to be included in the Glossary section of the book. Some of the words in the book were included based on conversations with other Spanish-speaking students and teaching assistants.

Figure 19. History and shapes of bread in the *oreja* bread

Like all three other participants, Patricia complied with the requirements of the curricular assignment associated with the informational book but still felt a space to enact personal philosophies and priorities. In this sense, a third criteria in her design led her to

include a graphic about the Latin American Association of Industrialists and Millers: "quiero que lo vean reflejado en...las personas que ellos miran a su alrededor pueden traer conocimiento de sus países y ponerlo en práctica aquí.. me estoy enfocando en los panaderos ...tenemos el pan aqui muchos emigraron con su profesión su conocimiento" (I want them to see reflected in it (the graph)..that people that they see around them may bring knowledge from their countries and it is being put into practice here…I am focusing on breadmakers...we have the bread here many emigrated with their profession and their knowledge) (Interview, May 15, 2019).

A less visible autobiographical self and a more distant performative identity

The autobiographical self in Nadia, Mario and Maribel, the sense of self and what they bring to the text via previous experiences and contexts, is very different in each case, yet it is present in different ways throughout the text. In sharp contrast to these three other authors, Patricia's auto-biographical self in in her informational book is present only at the beginning, in the personal narrative that prompted the investigation and creation of this book but ended up as a short dedication page. As described before, while narrative components were powerful as springboards to the creation of the informational text, the narrative element is almost absent from most of Patricia's text. A situated social identity for the participants or for the author was partly created linguistically by the other three participants in the narrative or sequential part of the book, but not in the descriptive

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component in all three cases. Being mainly a descriptive book, Patricia's autobiographical identity in the text–as emerging from language choices– was less visible.

The projected identity, on the other hand, usually aligned with a distant self, and displayed in more conventional informational books was very present in Patricia's book. This distance between the author and the reader is established via linguistic choices, and by means of the approach to the presentation of the pictures in the text. Linguistically, even though there are several visual and textual strategies to engage the reader, the author uses mainly the third person to describe each type of bread, and the language register is formal. In addition, throughout the text, rather than in isolated sections or sentences, general nouns are preferred. On the other hand, the pictures in this book, compared to the other three focal students, are closer to the reader, thereby establishing a degree of proximity that is present less frequently in the three other books discussed in this chapter.

The autobiographical self may not have been visible in the book. At the same time, of the four participants, Patricia is the only one who– during our conversations–overtly referred to her multiple identities when creating this text:

DP: Quién eres tú en ese libro eres autora eres estudiante eres historiadora eres eres maestra...

PN: Creo que varias, es como una combinación porque como uno sabe que el libro va enfocado a usarlo con estudiantes pues soy maestra porque yo escogí la estructura yo escogí cómo explicarlo para mí es como dar una lección el libro es dar una lección de algo más que está escrito ...está mi rol de maestra, historiadora

e investigadora porque tuve que hacer investigación...es como varios

componentes es que no puedo definir un solo rol...

and in a later point in the interview she added:

por ejemplo, ahorita que me pregunto del rol que juego pues ahorita ya me

considero autora, o sea no profesional pero se que ya puedo (inaudible) esa

identidad.

(Interview, August 1, 2019)

CONCLUSIONS

It is clear from the above contextualized descriptions that each of the participants

tackled the four themes discussed in this chapter and emerging from the various data

sources with some common elements. Rowsell & Pahl (2007) propose the metaphor of

sedimented identities to examine texts as artifacts reflecting previous social contexts. Gee

(2014) also proposes the notion that identities are connected to lived worlds. One common

element is that all four books sediment cultural and linguistic identities in some way.

Participants' cultural, linguistic or writing identities had been suppressed, but the bilingual

preparation program opened a space for a re-valuing, as theme 1 and theme 2 demonstrated.

Related to theme 1, the strongest contribution made in these books relates to an

aspect of informational books that begs to be addressed: the inclusion of Latino knowledge.

These books– via a bilingual preparation program fiercely committed to the validation of

Latino identities–reverse the silent mechanisms at work that operate to discredit and annul

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the realities of Latinos in the United States. I argue that the rest of the patterns discussed in this chapter are consequences of this basic orientation in the bilingual preparation program and the *Spanish Methods* course. First, given the personal experiences as Spanish-speaking Latinx in the US, it was not surprising that all four participants had to undergo a transformation in their self-understanding, in the areas of culture and language (Nadia and Maribel); language (Mario); and a writer's identity (Patricia). In addition, in a less conscious or explicit way, these books provided a space to legitimize the different social languages of each of the participants, all authentic to their individual histories. Nadia, Mario and Maribel, as simultaneous bilinguals, showed influence from English via calques, regularization and simplification. For these three participants, writing these books meant accepting, maybe tacitly, the sociolinguistic tenets behind the implications of language contact for Spanish bilinguals in the US. Patricia, a sequential bilingual, manifested a more formal use of Spanish, reflecting her background in Mexico. Patricia brought to the text her previous experiences with the Spanish language and particularly with academic registers in writing this text. The notion of "identity kits" (Gee, 2014) that provide possibilities for selfhood is useful to explain the more formal identities present in Patricia's book. This author had a variety of Discourses available to her even before she wrote the book. In that vein, Gee (2012) explains that those who grew up surrounded by academic discourses will find it easier to display academic identities than those who do not. Following Gee (2012), I argue that there were dispositions towards academic Spanish in Patricia's background that were brought unconsciously to the creation of her book. In

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particular, the Discourses in Mexico provided Patricia with the strategies that enabled her to write the informational text in a more formal manner.

Themes 3 and theme 4 discuss why and how the four preservice teachers embedded their personal perspectives and voices in the informational books. Particularly, allowing the space for Latino knowledges and identities in the informational books meant that designs were meaningfully derived from personal perspectives and/or situated practices. These informational books were not only created from participants' personal motivations, but also from the social practices relevant to their personal and family spheres (Street, 1984). With this approach present in the *Spanish Methods* course, Nadia had the freedom to create a book replicating her family's process for making and cooking tortillas; Mario was able to embed a counter-hegemonic argument relevant to him, offering non-mainstream perspectives on immigration while sharing a personal story; Maribel systematized the specific cultural practices of Latinos from El Salvador; and Patricia, was given the green light to investigate the features of baking products based on one powerful childhood memory.

What is particularly important is that in creating the books with the approach described above, the four participants acquired mastery over the conventional features of an informational text genre. In all four books, there are macro-textual organization elements common in most informational texts, such as a Table of Contents, a Glossary, the division of the book into sections, and guidance for the reader via pictures and highlighted vocabulary words. A systematic inspection of these books reveals that several features

align with various established quality standards, like accessibility of meaning and organization (Fisher, Frey & Lapp (2016). In addition, it is clear that all four books include one or more of the common text structures associated with informational texts. Nadia's text prioritizes sequence and description; Mario highlights description and includes some elements of an argument. Maribel's book includes description and sequence; and Patricia's book is mainly descriptive. Last, all four books contain a very clear purpose, outlined in the dedication page and sometimes emphasized inside the book. What is remarkable is that these design features are not the product of scripted instruction approaches but were the result of allowing the identities of the authors to be present in the books.

While keeping their linguistic and cultural self and respecting their individual path, all participants developed a <u>new</u> identity as informational text writers. This is related to theme 4: the display of heterogenous identities that challenge categorical definitions of informational texts prioritizing "objectivity" and social distance. For these teachers, creating an informational book was a new literacy practice that produced a new identity as writers in a new genre, but without leaving behind previous figured worlds and social contexts. In other words, the authors displayed sophisticated strategies commonly associated with "objectivity" in informational texts, while also asserting their personal and situated identities in a meaningful way. For example, in Nadia, the family members in the book were given a very distant situated identity, as the writer was focused on describing the process of harvesting and making tortillas. Similarly, throughout the text, the author gave little attention to both herself and the reader, thereby rendering a somewhat

impersonal tone to the book. Nadia generated a social distance discursively via formal constructions and an epistemic style of writing in some parts of the book. But at the same time, the author's stance towards her family is strongly evaluative in some sections of the book, most notably the dedication page. In addition, Nadia validated the social language of her family throughout the book. For Patricia, on the other hand, her linguistic toolkit facilitated the transition to a conventional academic discourse at a finer level, displaying mastery of words more traditionally associated with "academic" texts. In her case, adopting the language of the informational text at a micro-level, aligned with previous oral language practices to a larger extent than was the case with the other three focal students.

These books embed alternative figured worlds by altering the established tradition of omitting Spanish bilinguals' cultural knowledge and of invalidating language practices in informational books written in Spanish. With the sophisticated thinking behind the designs, these books defy the deficit paradigm (Valencia, 2010) regarding advanced bilinguals in the US. And by including personal voice and narrative features in a space dominated by formality and distance, these books also re-figure informational texts. As written artifacts embedded with new ideologies and perspectives, these texts are oriented to evoke new figured worlds. And that is the topic of next chapter, when we see the use of these books in actual lessons in bilingual classrooms.

Chapter 5: Pedagogic contributions of creating informational books in Spanish

This study investigates the linguistic and pedagogic contributions of bilingual preservice teachers when using Spanish to create and teach with an informational book as part of a bilingual preparation program. The research question addressed in this chapter is: How do Spanish-speaking bilingual teacher candidates use the Spanish informational texts created by them when teaching a lesson in elementary classrooms? In the spring of 2019, during the fourth semester of their bilingual teacher preparation program, and as part of the student teaching seminar, bilingual teacher candidates taught a lesson from the Spanish informational book that they had created the previous semester. The data for this research question is partly derived from a variety of curriculum artifacts submitted by the four focal participants as part of this research project. In coordination with the instructor, these artifacts became part of the assignments in the student teaching seminar course. The artifacts included a lesson plan, a video or videos of the lesson, student artifacts, and a lesson reflection. Artifact data for the lesson was complemented with transcripts from informal, semi-structured, and retrospective interviews conducted with each of the four preservice teachers throughout the spring semester, and during the summer and fall of 2019. Before observing the informational book lesson, I visited each of the study participants at least three times while they delivered lessons in their student teaching. These visits served to consolidate relationships in the elementary classroom where they had been assigned, and also contributed to identify elements of the context. Throughout the whole

process of data collection, analytic memos generated at each stage served as prompts for each successive interview, in order to confirm, clarify or expand emerging patterns.

In this chapter I employ sociocultural approaches to literacy, Gee's notion of building tasks, and the theory of figured worlds. Sociocultural theories around literacy posit that reading and writing are social practices (Heath, 1983; Sleeter, 2001), related to students' lives and identities (Gee, 1990) and reflecting or tackling inequities (Freire, 2005). Within the sociocultural tradition, to address this second research question, I draw from the ten-element framework of humanizing pedagogies put forward by Maria del Carmen Salazar (2013) and described in chapter 3.

I followed James Gee (2014b) to examine how the language-in-use employed by participants built particular meanings and realities. As reviewed before, Gee (2014b) proposes that language can build seven building tasks. According to this scholar, language can build significance; it can build connections, and it can also make specific language and knowledge systems relevant. In addition, language can build relationships, perform certain recognizable activities, enact identities, and assign special value to goods and services. Gee's idea that not all seven building tasks are necessarily meaningful when analyzing a given discourse sample, was confirmed in my data analysis. In this chapter, I discuss the seven building tasks as they were relevant to the particular contexts and the data relevant for the second research question. In addition, I expand from Gee's discursive focus related to the seven building tasks to more broadly discuss the themes emerging from the data.

As my second specific framework for this analysis, I draw from the theory of figured worlds (Davies & Harré, 1990; Holland et al, 1998). I document which characters and actors are recognized by the participants when teaching and describing their lessons, which acts are given significance, and which outcomes are valued as part of the literacy teaching practices. The student teaching semester is particularly useful to examine the potential clash between sedimented practices in school placement, the new pedagogic visions emerging from the bilingual preparation program, and participants' personal histories. The notion of history-in-person emerged as meaningful to relate the specific choices within the informational book lesson to the social and personal experiences of the four participants over their lifetimes, including those that took place within the bilingual preparation program. I employ the concept of figured worlds as viewpoints and assumptions embedded in the discourse of participants when delivering and describing their lessons. In addition, the notion of improvisation was helpful to examine the contribution of pedagogic practices that lie outside the realm of cultural expectations in the participants' placement context. I propose the notion of *pedagogical improvisations*, to identify participants individual maneuvers within constraining contexts that open unexpected spaces for teaching an informational book lesson in dual language schools.

Data analysis integrated discursive practices with narrations from practice during conversations and interviews. I first examined the context of the placement via preliminary field notes of a few lessons, preliminary informal interviews and artifact data in student teaching. I coded those initial sources of data with tentative categories as part of the

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inductive phase of analysis. In this way I obtained a basic understanding of the characteristics of the school placement. I then analyzed all the available artifacts submitted as part of the assignments in the student teaching seminar (lesson plan, field notes, video, and student artifacts). I then developed new, enriched codes and categories that were used to design retrospective interviews with each of the four participants about their lesson. In the third analytic phase, I looked for connections between observed discursive practices, reflections of learning via assignments in the bilingual preparation program, and the philosophies articulated in conversations and interviews. Subsequently, I read and re-read all data more deductively, from the lens of del Carmen Salazar's humanistic pedagogies (2013), Gee's building tasks for language (2014), and Holland and colleague's (1998) notion of figured worlds. Subsequently, and iteratively, I analyzed all the data to refine evolving themes. Analysis included within-case analysis and cross-case comparisons. Analysis also proceeded iteratively between what were initially tentative themes, the theoretical frameworks, and the data, leading to the identification of three final themes common to all participants, and one theme that was unique to one.

First, all four participants used Spanish informational texts to connect students with Latino experiences. In the case of two of the participants, Nadia and Patricia, this connection was part of culturally relevant teaching that opened unusual spaces for Latino children in the classroom, because the content of the lesson aligned with students' personal experiences. With these teachers, Spanish informational texts worked as mirrors (Bishop, 1990) that motivated Latino students–especially those that had been marginalized– to

participate during classroom activities. This finding is important as it confirms the potential to revert subtractive schooling for Latinos (Valenzuela, 1999) and to address inequities in dual language classrooms (Cervantes-Soon, Dorner, Palmer, Heiman, Schwerdtfeger & Choi, 2017). With the two other teachers, Maribel and Mario, new connections were created via a variety of pedagogical strategies. With these two preservice teachers, Spanish informational texts worked as windows that opened new realities, as the lessons were mainly targeted to a non-Latino audience. Second, these Spanish informational texts stimulated all four participants– in differing degrees– to improvise pedagogies that bridged a text written completely in Spanish and that had been created from a Latino experience, to a population of native English speakers and students from mixed language backgrounds in Spanish and English immersed in a dual language context. In this respect, I will describe how the four participants contributed bilingual pedagogies, drawn from the placement, the bilingual preparation program and their own personal philosophies. In the case of two participants, this practice included allowing language mixing more openly and thereby relaxing established institutional orientations towards language separation between Spanish and English. The language bridging strategies included vocabulary pre-teaching, in-situ translations, situated vocabulary instruction, and codeswitching. This finding is important as it could inspire other educators who work in dual language environments when working with Spanish-only texts. It is also important as it can shed light to established efforts for advancing multilingual proficiency in dual language environments (García & Wei, 2015).

Third, all four participants discursively proposed a model of teaching informational texts that privileged a personal response to the *Read aloud*. In the case of Nadia and Patricia, who worked both in second grade in Bonito elementary, teaching led to a re-positioning of students' authoring identities as part of the writing response to the Readaloud. This response was designed to replicate some aspect of the authors' own experience producing an informational book in the bilingual preparation program. In the case of Maribel and Mario, who both worked in Round elementary with pre-Kindergarten and Kindergarten children, students were expected to relate to the authors in the books in a different way as part of the writing assignment. These preservice teachers, respectively, designed an imaginary situated experience with concrete cultural objects from El Salvador, and an early writing activity emanating from an immigration journey. This approach of these two teachers highlights the potential of writing as a performative act (Flores, 2018) and the impact of relational aspects as part of reading response (Francois, 2013). In addition, in this chapter, I describe how all four lesson experiences regarding the response to the *Read aloud* were new to the practices in the student teaching placements. In all four cases, the personal response to the *Read aloud* was given more value than the teaching of separate skills related to the comprehension of the content in the text. This is important as it aligns with proposals that attend to subjective dimensions of text comprehension (Rosenblatt, 1985; 1994). Fourth, one participant demonstrated how Spanish informational texts can be used to design humanistic pedagogies with non-Latinos in the US, specifically within the topic of immigration. This approach was implemented in a Kindergarten

classroom. I now proceed to describe how each of the four themes emerged with each of the four participants.

NADIA: TEACHING TO APPRECIATE FAMILY TRADITIONS AND TO WRITE ONE'S OWN

Nadia taught a lesson from her book: *De la tierra a la mesa*, on March 1, 2019. In this section, I describe the characteristics of the school and of the Language Arts classroom where Nadia was placed. I also provide a basic description of Nadia's lesson. Then I highlight how she approached three of the four themes emerging from this research: Theme 1: Pedagogies that create or promote connections with Latino experiences; Theme 2: Bilingual pedagogies to enhance learning with a Spanish book; and Theme 3: Teaching to enact new writing identities or cultural roles.

The school context

Nadia was placed in Bonito elementary, a school community of 480 students where 64.8% of students were Hispanic, 61.5% economically disadvantaged, and 35.4% identified as English language learners. This school offered one-way and two-way dual language models in elementary classrooms. While Hispanics represent more than half the population, the latter has been shrinking due to elevated housing prices as part of gentrification that started ten years ago (Potter, 2005). Spanish-speaking students socialize with one another in Spanish; however, they are less likely to engage in academic activities involving Spanish (Curriculum artifact, February 3, 2019).

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During the Spring of 2019, Nadia worked with three teachers in second grade at that school, as part of a compartmentalized student teaching assignment. Four times a week, she would rotate between three teachers. First, she would spend time with the Science teacher, Mr. Malares, who taught mainly in Spanish. The second visit in the morning would be in the Language Arts classroom. Here the language approach was to teach whole group lessons in Spanish, even though much of the material was in English Small group classes were mainly in English (Curriculum artifact, February 12, 2019). Nadia's third rotation would be with the Math teacher, where instruction was mainly in English.

The Language Arts classroom

The Language Arts classroom consisted of three big tables, each accommodating six students, in the center of the room. On one side of the room, between these tables and the wall was a big projector. On the other side of the tables, and towards the corner of the room, was the kidney-sized table for the teacher. Close to the center were a few small tables, and some carpet space next to bookshelves containing books on a variety of topics. Nadia expected a lot more interaction, but instead she saw students doing a lot of independent work (Interview, July 2, 2019). Nadia had not observed Read-Alouds led by the teacher during whole group lessons in the Language Arts classroom. A more common practice observed was for students to watch a video, usually from You tube, where a book would be read from the screen. In addition, in the opinion of Nadia, most books read in the

Language Arts classroom were not culturally relevant (Interview, March 9, 2019). Asked about practices with informational texts, she remembered one about a lion that was killed in Africa, and another on persuasion, titled *Clic Clac Mu,* where rats were involved in attempting to convince a cow to get electric blankets. Nadia opined that much more could be done using culturally relevant texts.

During my visits to the Language Arts classroom, on January 18 and on March 5, I noticed that a small group of what appeared as mainly Latino students were participating in a reading intervention activity in English, while the rest of students were in centers. They were segmenting the sounds of two and three-syllable words with the support of the teacher. Asked about the rationale behind this activity, Nadia related that the school had a list of 24 non-negotiable words on which every week students got tested for their ability to spell them. The list of words was decided for each grade by the school authorities. The ability to spell words seemed to be more important than the meaning. Asked about the practice of making books in Language Arts, Nadia related that only three children who were considered gifted and talented participated in creating books (Interview, March 8, 2019).

Nadia's initial ideas

Students in the Language Arts class had been working with *Author's purpose* and with persuasive texts, and around the end of February, they were working with books that provided information. Hence, her lesson was a good next step into a two-week unit that

had already been prepared around that topic. Nadia conceived of her informational book lesson as a new opportunity for Latino students to participate in a *Read aloud* with a culturally relevant text, and to become themselves authors of an informational writing piece. With her informational book lesson, Nadia wanted: "that students learn to appreciate what I wrote about my family and learn to talk and write about a tradition that has value in their family (Interview, March 13, 2019). These reading and writing activities were commitments articulated in the lesson objective:

> Los estudiantes participarán en una lectura en voz alta con el libro *De la tierra a la mesa.* Los estudiantes como clase crearán un libro donde cada estudiante escribirá una página donde describirán alguna tradición, comida, o celebración que sea importante para su familia y incluirán una ilustración detallada que coordine con su descripción. (Curricular artifact, February 28, 2019) (Students will participate in a *Read aloud* with the book *De la tierra a la mesa.* Students as a class will create a book where each student will write a page where they will describe a tradition, food or celebration that is important for her/his family and they will include a detailed illustration that would align with the description) (Curriculum artifact, February 27, 2019).

> Given the practices observed in her classroom and described before, Nadia thought her proposal of having students create a book would be new for most students. In addition, Nadia thought that all students needed a lot of help to get their ideas in writing (Interview, March 13, 2019). Consequently, Nadia prepared a page with demarcated spaces for the title

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and sentence starters to prompt students to generate the content of the writing. The page read like this: "Mi tradición favorita es.....Me gusta....Students would be asked to complete the sentence with a few paragraphs and complement the writing on the second page with an illustration.

Description of the lesson

Nadia implemented her lesson on March 1, starting at 11:00 am. Students had been working in small groups or individually. Nadia decided to call the students (a total of 16) to sit on the carpet and form a circle. For the first few minutes she showed the cover of the book, reading the title: *De la tierra a la mesa* and the sentence: *Escrito por Nadia Jaramilllo*, adding "esa soy yo". Hence, Nadia opted to share the identity as the author of the book from the very beginning with students–something other participants did not, as we see later. As a beginning activity, she told them that her book was very special to her because she wrote it and because it was about her family, and that they would learn about her family. Next, she distributed a number of objects that created suspense and curiosity in the children and that would be mentioned later in the book: an *elote,* corn flour, a machine to make tortillas, and tortilla mass. She passed these objects around and gave some time for students to make comments. Then she told them that the book would be in Spanish and that there would be some vocabulary words that they probably had not seen before. She showed a list of eleven words. She briefly shared the meaning of each of these words using Total Physical Response (TPS) techniques and asked students to imitate the gestures. Then

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she selected a section of the book to read it aloud to students. As can be seen in the next sections within the main themes, she stopped on a several occasions to ask students questions and to allow them to make comments and participate in short conversations. Afterwards, she informed students they would write about their own tradition, and all together they would create a book composed of their writings. She showed her own example of a favorite tradition. The lesson finished with her distributing one sheet for each student, with prompts for the narrative component and the illustration.

Theme 1: Pedagogies that create or promote connections with Latino experiences

Nadia had made a specific request to the CT to include a student who was usually isolated. This was an improvisational move because it was outside of the cultural routines in Bonito elementary. In addition, because of her approach, several Latino students participated in this lesson from the very beginning–again, a change in usual practices for this group. For example, in the introductory part, focused on vocabulary, when Nadia introduced the word *bueyes,* she put her hands on both sides of the head to represent the word. In response, one Latino student shared a personal story with a bull, while the rest listened. Another Spanish-speaking student made a motion of what bulls do when they get mad. Nadia provided space for these and other students (mainly Latino) to share their stories and experiences. A few moments later, when introducing the word *campesinos*, another Latino child said he had heard the word in a book about the *Mountain of Fire*. Again, Nadia paused to accept and honor this students' comment.

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Once she started reading from her book, and specifically on the section where she described how the *campesinos* distribute the corn seeds and get help from the oxen to plow the land, she stopped to ask students if they had relatives who work in the fields. At this point a conversation began that integrated learning words in the book with personal students' experiences prompted by the reading:

NI: Les quería preguntar...ustedes tienen familiares que trabajen en el campo? (I wanted to ask you ...do you have relatives that work in the field)

Carlos: Ms. Jaramillo mi familia...mi abuelo que vive en mi pais El Salvador, en ese lugar ahí trabajan una finca (Ms. Jaramillo my family...my grandfather who lives in my country of El Salvador, in that place they work in a ranch)

(Nadia noticed another student wanting to participate)

NI: Dalila? (Pseudonym)

Dalila: mi abuelo también es de la Estancia y también trabaja en el campo (my grandfather also is from La Estancia and works in the field)

NI: Oh, es de la Estancia? (Oh he is from La Estancia?)

Dalila: Ahah

NI: si ahi siembran mucho maíz (yes, they grow a lot of corn there)

Luis (pseudonym): y luego cuando ya terminan le echan agua.

Dalila: va a ser mejor plantar los elotes en la Estancia porque ahí llueve casi todos los dias (it's going to be much better to grow the elotes in La Estancia because it rains almost every day)

NI: también donde vive mi abuelita y mi tio ahí llueve bastante para que crezca la milpa... ven aquí mi tio ya está poniendo fertilizante, saben que es fertilizante? (it also rains where my grandmother lives and my uncle live so that the milpa can grow and my uncle is putting fertilizer, you know what fertilizer is?)

Students: noooo

NI: es algo que le echan a las plantas para que crezcan más rápido (it's what they put on plants so they can grow faster)

Dalila: yo pensaba que era para matar a los animales (I thought it was to kill animals)

NI: también para matar las hierbas malas (it is also to kill the weeds)

(Recorded observation, Feb 28, 2019)

The Salvadoran student who was participating in the lesson excerpt above had been classified with behavioral problems at Bonito elementary. Similarly, Luis (pseudonym), the other student who shared his experiences in the conversation above, had just arrived from Mexico and would often be silent during literacy lessons because the latter were in English. Dalila, also referenced above, was a native Spanish speaker who showed more than regular participation in this lesson. (Interview, July 2, 2019). Continuing with an unusual response, as the lesson progressed, this same group of Latino children asked questions and shared their knowledge of words and of their family experiences. For example, one child provided a synonym for the word nixtamal: *olla*; several children made predictions about how to make the tortillas in a ranch and at home. They shared their

opinions about the different plates that can be made with tortillas. Towards the end of the lesson, these children felt very comfortable to even ask the teacher how she made the book (Field Notes, March 1, 2019).

A retrospective interview where Nadia had the opportunity to watch herself teaching and reflect on her experience confirmed the pattern that had emerged in the interviews and field notes. As she reflected on what impacted the most from the lesson she shared:

> creo que lo que me emocionó más cuando estaba leyendo mi libro fue la participación de los estudiantes que casi no participan a diario cuando son las lecciones en Inglés pero a veces cuando así la maestra está hablando Español no participan lo suficiente porque no es algo que ellos conocen y no se pueden relacionar entonces pude mirar el impacto que tiene cuando hablas de algo que es relevante para ellos. (I think what moved me the most while I was reading my book was the participation of students who hardly participate during daily activities when lessons are in English though sometimes even when the teacher is speaking Spanish they don't participate enough because it isn't something that they know or that they can relate to so I was able to see the impact that one can have when you talk about something that is relevant for them) (Interview, March 9, 2019).

In sum, Nadia's book was effective at making connections with Latino students not only because it was in Spanish but because the book spoke to their experiences and

therefore was culturally relevant. Nadia reflected how even her cooperating teacher told her she loved the book lesson because she was able to remember the *enchiladas* that she used to make with her mom which brought sweet memories of childhood. Summarizing the impact of the lesson, Nadia thought the book brought two main contributions: introducing a culturally relevant book for Latino students, and the opportunity for Latino students to make connections.

As discussed in the next section, the majority of children showed a predominance of Spanish in their writing. This pattern re-confirms how teaching and writing from the Spanish informational text gave a new space for Spanish-speaking students in the Language classroom.

Theme 2: Bilingual pedagogies to enhance learning with a Spanish book

Conducting a lesson from a culturally relevant book written completely in Spanish proved to be a new experience for many native English speakers in this dual language context. In this section, I describe Nadia's preoccupations with the needs of the native English speakers during her informational book lesson, and how teaching with a Spanish informational book led to relaxing language separation practices promoted in the Language Arts classroom. Nadia displayed two main pedagogical strategies to tackle this challenge: explicitly teaching vocabulary words at the beginning of the lesson, and showing more flexibility than usually expected at the placement regarding the mixing of languages. In the first case, her behavior complied with institutional tendencies–, specifically those of her

Science teacher, introducing new vocabulary at the beginning of a lesson; in the second case, she maneuvered an unexpected space for bilingualism that was not officially endorsed by the school authorities.

Her worry about the needs of native English speakers–besides their being few in number for her class– surfaced since the early planning stages:

NI: va a ser algo muy nuevo para mis estudiantes y también tengo muchos estudiantes que no son hispanos,..son americanos...están aprendiendo el Español como segunda lengua...estoy tomando eso mucho en cuenta porque hay mucho vocabulario que también va a ser nuevo para los hispanos que quizas no han aprendido antes y especialmente para estos estudiantes que son americanos entonces estoy pensando cómo presentar ese vocabulario especialmente para estos estudiantes (it will be something very new for my students and also I have many students that are not Hispanic...they are American...they are learning Spanish as a second language...I am taking that very much into account because there is much vocabulary that will also be new for Hispanics that maybe they haven't learned before and especially for those students that are American so I am thinking in how to present that vocabulary especially for those students)

DP: ¿Y qué proporción tienen estos estudiantes para quienes el Español es su segunda lengua en tu clase de Language Arts? (and what is the proportion of students who have Spanish as a second language in your Language Arts classroom?)

NI: 4 de 17 (4 out of 17)

DP: ¿Y por qué estás tan preocupada por esos cuatro (and why are you so worrried about those four)

NI: porque quizás no les llama la atención a la mente y quizás no entienden el significado entonces quiero encontrar una manera que de verdad entiendan (because maybe it is not attractive to them and maybe they don't understand the meaning so I want to find a way for them to truly understand) (Interview, March 13, 2019).

Nadia highlighted that in her dual language placement, there was a lot of emphasis on teaching vocabulary, and she felt that a similar activity would help because it would be familiar (Interview, July 2, 2019). She noticed that in the Math classroom the teacher would routinely use the Total Physical Response (TPR) technique. Nadia decided to reproduce a practice that seemed acceptable for her context, suggesting a "figuring" influence that will be discussed in chapter six.

Figure 20 shows the eleven vocabulary words that Nadia calculated her students had not seen before and that consequently she needed to teach before the lesson. Some words like *tlaxcalli* and *nixtamal* had a *Nahuatl* origin or were specific to the activities of growing tortillas, so the likelihood was high that at least the native English speakers did not know them. The Total Physical Response (TPR) technique consisted of repeating the word, doing a physical movement to represent its meaning, and asking students to repeat the movement. She proceeded in this way with all the words in Figure 22. Subsequently,

during the lesson, Nadia would repeat the physical demonstration of the word when it appeared during the Read aloud. For example, for the word *Tlaxcalli*, she would mention how that was the Mayan term for tortilla, and she demonstrated its meaning by patting both hands and asking students to do the same. For the word *Nixtamal*, she explained that it was a powder added to the corn to make the mass, and she asked students to move their hands as if mixing two substances inside a container.
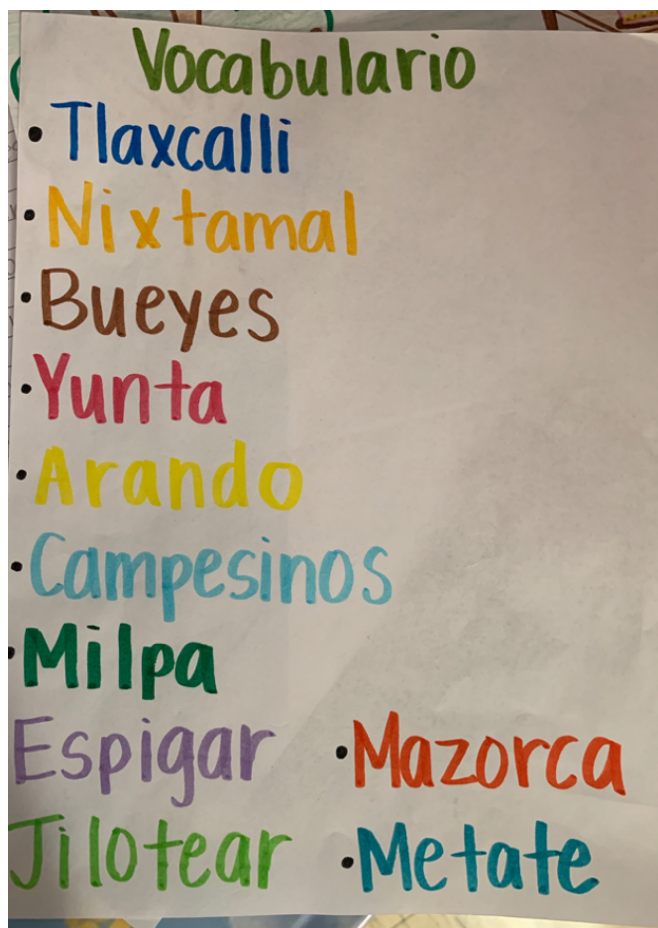
Figure 20. Vocabulary words chosen by Nadia for the beginning of the lesson

During the lesson, Nadia employed other strategies to bridge a book that was totally in Spanish in a dual language environment where there were students with varying language backgrounds. One was *translanguaging*, and specifically using Spanish to re-voice students' responses in English. *Translanguaging* took place during the lesson on several instances. For example, when presenting the word *mazorca*, she did a movement of brushing off the corn, to which one child responded in English. In other instances, she simply accepted a students' comment in English, with no additional re-phrasing in Spanish:

S: that is when you scale the thingies off

NI: si, cuando el elote, este se va a secar... y va a estar seco y le vamos a quitar todos los granos

and the última palabra es metate

S: that is when you roll the masa

NI: ahah

(Recorded interaction, February 28, 2019)

When she first announced the writing assignment, Nadia asked students to "make their best effort in Spanish" and that she would provide help if needed. (Recorded observation, February 28, 2019). This guideline echoed the CT's approach to language separation, which was to stick to the chosen language of the lesson all throughout. However, she eventually improvised to allow students to write in both English and Spanish. Nine students–the majority of them–utilized Spanish syntax and no more than one word in English in the whole writing piece.

Table 8 shows how two students used Spanish only to reproduce the prompt and continued the remaining text in English. Two other students seemed to know a bit more vocabulary in Spanish but produced sentences that reflected the syntax of English, such as in the sentence: "Yo ir a mis papa's garage" as seen in on the table. And two students showed code-switching within or across sentences.

	Bilingual behaviors	Number	Bilingual writing example
1	Predominance of Spanish (no more than one word in English)	9	Me gusta celebrar mi cumpleaños porque este año mi papá me va a comprar pastelitos de Paris de muchísimos colores y mi cabello va a estar chino.
2	Code-switching (using both languages)	2	Me gusta celebrar Halloween porque vamos trick-or-treat. They give us candy. Con mi mama y con mis ermanos. Me gusta Navidad porque yo bet much juguetes
3	Start in Spanish and continue all the rest in English	2	Me gusta Navidad porque Santa Claws comes and gives us presents (all remaining sentences in English)
4	Spanish writing with English syntax	2	Yo ir a mis papa's garage

Table 8. Examples of bilingual writing in students' responses to the informational text.

Theme 3: Teaching to enact new identities or cultural roles

As mentioned before, towards the end of the lesson, Nadia told students to think about all the celebrations that they had with their families, because they would be making a book all together with their writing products. She mentioned Christmas, Halloween and Pascua as options they could use. She showed students her own example for the

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assignment, identifying birthdays as her favorite family celebration. She then asked students to take turns orally sharing their favorite celebration. She also asked students that for the writing assignment, they would make a drawing accompanying the description. The assignment would be two pages. (Recorded observation, February 28, 2019).

The topics selected by students faithfully replicated one of the choices provided by the teacher. Students wrote about Easter, Navidad, Cumpleaños, Fourth of July and Halloween, with length varying between 25 and 9 words, most within 40 and 60 words. Students also wrote following the sentence starters: *Mi tradición favorita* es...and *Me gusta*....Figure 21 shows the writing of one of the Spanish-speaking student who had shown unusual participation during the *Read aloud.* Even though the topic of the writing closely followed one of the options provided for the writing assignment, the child shared information that was personally meaningful. The opportunity provided for Latino children to write in this way is extremely significant given that as mentioned before in the Language Arts classroom writing projects as responses to reading activities were mainly reserved for the gifted and talented or did not involve free writing. Furthermore, the opportunity to incorporate personally meaningful experiences from students seemed to be a contribution of this assignment.
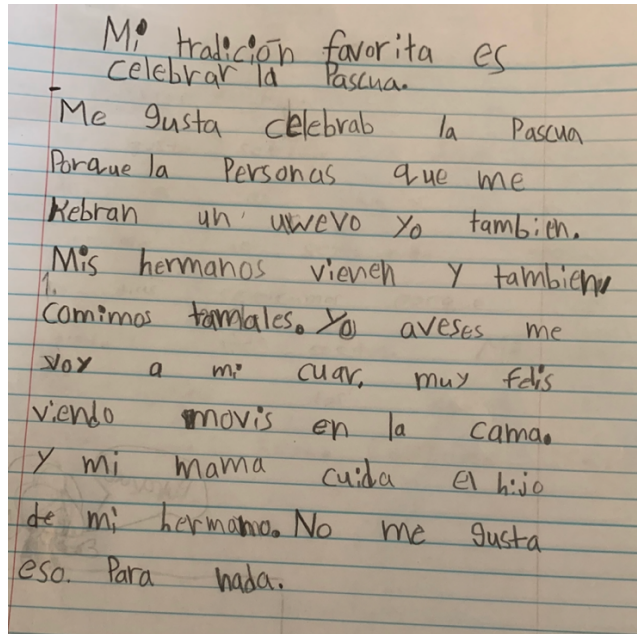
Figure 21: Mi tradición favorita es...writing by a Latino student

PATRICIA: TEACHING TO TRANSFORM STUDENTS INTO KNOWLEDGEABLE AUTHORS

Patricia was placed in the same school, in the same grade (but with a different group) and compartmentalized with the same three teachers as Nadia. Consequently, her institutional experience was similar, and this will be apparent in the following descriptions and analysis. At the same time, her approach to the teaching will reveal a few features that were specific when working with informational texts in dual language classrooms.

Patricia's Language Arts classroom

Patricia worked with 15 students, seven native English speakers and eight either bilingual or who had Spanish as the first language (Curriculum artifact, February 12, 2019).

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Four students were classified as gifted and talented. In addition, four students in the classroom were identified for dyslexia intervention. Three of this last group of students did not participate in the informational book lesson as they were receiving reading intervention (Interview, May 18, 2019).

Patricia's observations in the Language Arts classroom were similar to those of Nadia's. In that classroom, the official language policy was 50:50. Spanish was identified as preferred for whole group instruction, and English for small-group activities.

Patricia–like Nadia– noticed an absence of culturally relevant literature in the Language Arts classroom: "Bueno, toman la cultura en serio, la valoran pero veo que no se incluye mucho la cultura en el salón pues están más preocupadas por los estándares" (well, they take culture seriously, they value it, but I don't see that it is included much in the classroom because they are too worried about standards) (Interview, August 1, 2019). In line with that mentality, most books read were either in English or relevant to monolingual English speakers. On one occasion, Patricia felt a little uncomfortable when the cooperating teacher (CT) expected her to support students relating a passage from *Mr. Poppers Penguin* to their personal lives. She felt this connection was difficult to accomplish with Spanish-speaking students. Given what she observed in the Language Arts classroom, she was excited to use a culturally relevant text in Spanish in a lesson, and especially when she thought of the Spanish-speaking children in that group (Interview, March 16, 2019).

However, from the very beginning, some constraining spaces began to appear. The CT used the curricular guidelines from the district to plan. These guidelines reinforce the idea of using Spanish or English, depending on the topic, throughout a given lesson. In that vein, and just like with Nadia, the CT had given instructions to Patricia to stick to either English or Spanish depending on the language decided for a particular activity (Interview, May 18, 2019). For example, if the student teacher read a book in Spanish, the CT expected that writing response activities would be completely in Spanish. Patricia opined that an all-English environment was very difficult for some Spanish-speaking students, especially those who had recently arrived from Latin America. Similarly, Patricia felt that when the lesson was in Spanish, native English speakers were told to get help from native Spanish speakers, and they struggled with writing activities. When students could not respond in only one language, the CT would encourage Patricia to sit and support students until they would be able to do it. Patricia thought that was a problematic expectation for both Spanish speakers and English speakers, whom she thought needed the support from both languages to learn effectively. In addition, Patricia observed students communicating among themselves using both languages, with *translanguaging* also being employed by the teacher at times. And as the semester progressed, English became the main language in the classroom. (Interview, August 1, 2019).

Patricia's initial teaching ideas

Early in the Spring semester, Patricia looked at the school curriculum that the CT used and found a topic that would be relevant to her idea for the book lesson: making connections (Interview, March 16, 2019). Patricia's first idea was to use her informational book to develop a multi-disciplinary unit that would involve several lessons in Language Arts, Science and Math. Besides addressing reading and writing in Language Arts, she would cover Geometric figures in Math, and producers and consumers in Natural Science. At first, there seemed to be time, but it all changed when she had to plan the lesson. Patricia learned that students were expected to participate in a different inquiry project so in the end there were only 45 minutes for her informational book lesson, scheduled for April 18. Consequently, Patricia had to plan a shorter lesson. Still, her commitments were to relate the topic to students' lives, to make the content accessible to native English speakers, and to create spaces for student authorship. She selected a Texas Essential Knowledge and Skills (TEKS) that combined the comprehension of a variety of texts with writing brief essays on informational topics of interest to students (Curriculum artifact, May 17, 2019). Given that her informational book was completely in Spanish, Patricia's concern with addressing the needs of the native English speakers in the classroom, plan was similar to that of Nadia. However, instead of using TPR for vocabulary, as Nadia had done, she planned to share a PowerPoint with words that she had identified as important in the book. She would discuss each word from a display in both English and Spanish on the projector. Similar to Nadia, she also planned to do a Read-Aloud of her book, *Pan con Leche,* to all

the students. Her third idea would be to invite students to write a few paragraphs sharing personal knowledge of interest to each student. Again, this was similar to Nadia. At the same time, Patricia seemed to have devoted additional time supporting students in the writing activity from the very beginning.

Like Nadia, she thought of collecting all the writings to form a collective book. And like Nadia, the book would be shared with all students and left in the classroom so it could be consulted whenever students had the opportunity to read independently. However, Patricia decided a very specific title for it: *Encyclopedia of Funds of Knowledge of students*. As mentioned in chapter 4, she had been drawn to the Funds of Knowledge framework (Moll, Amanti & Gonzalez, 2005) since she first took the *Sociocultural Foundations* course, at the beginning of her bilingual preparation program. Her commitment to honor students' knowledges and experiences had grown more since then, with successive courses taken in the professional development sequence (PDS) of the bilingual preparation program and culminated in her own personal experience writing an informational book in the Spanish Methods course (Interview, August 1, 2019). In Patricia's lesson, students would not only choose from a pre-selected list of topics and follow a prompt to write about it as they had done with Nadia. Patricia had a scaffold specifically designed to promote writing that generated information from personally relevant experiences. This tool would help students become conscious of, value, articulate and share the knowledge that they had acquired in their personal lives. (Interview, May 18, 2019). In order to make sure her plan would lead to the expected results, she also designed a specific assessment to determine if

the final writing sample showed a topic of interest, with connections to personal experiences, and if it contained details, explanations and descriptions (Curriculum artifact, February 27, 2019).

Instrucciones

☐ Introducción: Explica como aprendiste acerca de este tema

☐ Cuerpo: Escribe detalles, descripciones
hechos, definiciones o
explicaciones acerca del tema

☐ Conclusión. Explica porque es importante informar acerca de este tema.

Figure 22. Writing prompts created by Patricia

When designing the writing assignment, Patricia was convinced that exploring personal experiences was the only way students would gather the details, descriptions and explanations that would generate relevant writing related to the lesson. She was committed to this process because it represented a pedagogical approach that had worked so well with her in the PDS.

Description of the lesson

Patricia spent the first ten minutes of the lesson projecting a PowerPoint with vocabulary words that she had selected from her book: *panadería, espolvorear, criollo, adinerada, azteca, ofrenda*, los *tres Reyes Magos*, *Rosca de Reyes*, *ejercer un oficio*. Each word was represented with a picture on a slide and written in Spanish and English.

After presenting the vocabulary words and engaging in conversations about their meaning, Patricia told students that she would read her informational book. She first explained that an informational book provides information, and for this book she would therefore share information about different types of bread. She read a personal memory of going to buy bread with her dad, as the motivation to write this book. Unlike Nadia, at this point she did not reveal the identity of the author. From the projected PowerPoint, she then presented the characteristics of each type of bread as they appeared in the book: *conchas*, *bigote*, *cocol*, *polvorones*, and *pan de muerto*. For each type of bread, she shared an interesting feature and engaged in brief conversations with students. She then explained the writing activity.

Even though she initially thought that the whole lesson, involving the reading and the writing components would only be possible in 45 minutes, Patricia ended up having time to continue the writing part of the lesson the next day. On this second day, she put the sheet with the three prompts she had designed on her lesson plan on the projector and demonstrated writing on a topic of interest. Students wrote based on personal experiences and knowledges. Subsequently, she also carved time for one-on-one interviews with students at any available time that she identified, including transition between classes, and during recess. During these conversations, she investigated and made students aware of something that they had knowledge of and encouraged them to write about that.

Theme 1: Pedagogies that create or promote connections with Latino experiences

From the moment Patricia designed her lesson, she was thinking of promoting literacy by making connections between her book and students' personal experiences. When she presented the vocabulary words on the projector, she immediately promoted dialogue in Spanish and explored students' ideas and personal experiences:

PR: Esta es la primera palabra: Panadería. Han ido a un bakery, a una panadería?

Ss: Siiii

PR: Que venden? Que venden en la panadería?

Ss: Pan

PR: Pan, verdad?

S: Yo he ido a esa panadería en Round Rock

(Recorded observation, April 24, 2019)

She provided space for students to make reactions like: " I don't like those" or "I like them they taste good, but whenever I eat them they give me headaches"; "what is that?" "yo me lo he comido cuando celebramos el cumpleaños de mi tío" "mi mamá le pone niños varios niños adentro de la rosca" o "en España lo he comido". Later on, Patricia reflected how on this section on vocabulary, one child who is usually disengaged, was all of sudden participating and raising his hand sharing his ideas (Interview, May 18, 2019).

Patricia also promoted students' connections when reading selected sections from her book. She selected some sections based on her estimation that some students, and especially Latino students, may have had experiences with the types of breads she was

presenting. In some cases, she would ask a particular Latino student to share her experience with a type of bread. (Field Notes, April 18, 2019). In addition, she made efforts to re-voice students' comments and to make the content meaningful for some native English speakers who may not have had a cultural experience with the types of breads presented:

PR: Levante la mano si ha visto el *Pan de Muerto*? (raise your hand if you have seen *Pan de Muerto*)

PR: Robert, me dijo Ms Carrera que cuando hacen un altar ponen un pan de muerto. Este es *Pan de Muerto* (Robert, Ms Carrera told me that when they make an altar here they put *Pan de Muerto*. This is *Pan de Muerto*)

S: lo ponen en el altar (they put it on the altar)

PR: lo ponen en el altar (they put it on the altar)

(addressing one Latino child) nos puedes decir donde has comido este pan (can you tell us wheere you have eaten this type of bread?

S: yo me lo he comido cuando celebramos el cumpleaños de mi tio (I have eaten it when we celebrate my uncle's birthday)

PR: y que tiene adentro? (and what does it have inside?)

S: mi mamá lo hace (my mother makes it)

PR: ¿tu mamá lo hace? wow (your mother makes it wow)

PR: (selecting another student) Alicia (pseudonym): ¿tu mamá le pone niños adentro de la rosca? (your mom puts children inside the cookie?)

S: le pone varios (she puts several)

PR: ¿Cuantos les pone? (how many does she put?)

S :(inaudible)

PR: diez (ten)

(A Spanish-speaking student raises her hand)

PR: Nelda (pseudonym)?

S: en España lo he comido (I have eaten it in Spain)

PR: En España? (in Spain?)

Y se miran así las que hacen en España? (the ones they make in Spain look like this?

S: Un poquito....(a little bit)

PR: ¿que tienen de diferente? (how are they different?)

S: a veces son como cuadradas (sometimes they are like square)

PR: ¿cuadradas? (square?)

S: nodds

PR: ¿tambien les ponen los niños adentro? (do they also put children inside?)

S; nodds pero son reyes no niños (they are kings not children)

PR: ah son reyes no niños eso es algo diferente Ok vamos a continuar...(ah they are kings not children that is somewhat different Ok let's go on)

(Recorded observation, April 18)

Only three of the students were Latinos in that lesson, but they participated more than usual (Interview, May 18, 2019). As the recorded observation above shows, when

Patricia mentioned a popular bakery in town, one Spanish-speaking child mentioned how she lived there and shared how her mom made a similar bread at home. Patricia took the opportunity to ask her more about it. In this way, Patricia made moves to position Latino students as holders of valuable experience. Then there was a Spanish girl who was always ready to talk; she shared experiences with *Pan de Reyes* in Spain that Patricia made a meaningful part of the discussion. All in all, Patricia felt that students made connections about experiences with pan in Mexico, in the United States and in Spain (Interview, August 1, 2019).

In her lesson reflection, Patricia was convinced that one accomplishment of her lesson was the opportunity students had to make connections between the book she presented and their experiences. This was particularly evident in students who were familiarized with pan dulce, and they were mostly Latinos:

> ..."varios estudiantes pudieron hacer buenas conexiones entre el libro, sus experiencias personales y las mías. Esto generó participación de los estudiantes que estaban familiarizados con el pan dulce" (...several students were able to make good connections between the book their personal experiences and mine. This generated participation in those students who were familiarized with pan dulce) (Curriculum artifact, May 17, 2019).

Theme 2: Bilingual pedagogies to enhance learning with a Spanish book

Based on what she had observed in Science classes, where instruction was completely in Spanish and some native English speakers were disengaged, Patricia was worried about how the lesson would go with native English speakers: "me preocupaba que los estudiantes que no entienden mucho Español no participaran, no quisieran hacer el trabajo, y comenzaran a distraerse" (I was worried that students who don't understand much Spanish wouldn't participate, wouldn't want to do the work, and would start to get distracted (Artifact, January 22, 2019). That preoccupation led her to explicitly announce her intention to use Spanish and to present the Spanish vocabulary at the beginning of the lesson: "Esta lección la vamos a dar en Español. Vamos a aprender sobre los textos expositivos, que son textos que dan información. Voy a leer un libro pero antes les voy a enseñar el vocabulario, porque como está en Español y yo se que varios de ustedes no entienden completamente el Espanol y por eso les voy a enseñar antes el vocabulario antes de leer el libro, y vamos a ver si pueden hacer alguna conexión del vocabulario a lo que ustedes ya conocen o han visto. (This lesson will be in Spanish. We are going to learn about informational texts, which are texts that give information. I am going to read a book but before I will show you the vocabulary, because since it's in Spanish and I know that several of you don't completely understand Spanish I will show you the vocabulary before reading the book, and we'll see if you can make a connection of the vocabulary with what you know or have seen). (Recorded observation, April 18)

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Another move related to her preoccupation with native English speakers was to completely switch to English towards the end of the lesson on the first day, because she felt by then she had lost these students (Interview, April 24, 2019). Since at that point the lesson moved to the writing activity, she used the Funds of Knowledge technique to motivate these students. For example, she asked one student: Roland, can you think about something you know that maybe no one else knows? Penny was telling me that her Dad is a scientist at UT. I learned from Taylor that he loves football and knows a lot about football soccer. Ok so ahorita les voy a dar un papel donde van a escribir información...les voy a dar una hoja donde ustedes van a escribir información de lo que saben hacer y despues talvez mañana vamos a hacer un dibujo de eso y después vamos a hacer un solo libro que es una enciclopedia... tiene alguien una pregunta? (Field notes, April 18, 2019).

Patricia's CT was present on that second day and making an observation of her teaching which would be reported to the University. Consequently, when supporting students with the writing activities, Patricia was a bit nervous. Her CT had told her to stick to one language for writing depending on the language in which the reading was done: "ella ya me habia dicho: cuando se lee en Español tienen que hacer la actividad de escritura en Espanol" (she had told me: when you read in Spanish the writing activity has to be done in Spanish) (Interview, May 18, 2019). Influenced in some way by that expectation, when one Afro-American child approached her to ask if he could use English, Patricia first responded: "trata de hacerlo en Español" (try to do it in Spanish). But when the child asked again: "can I use a few words in English and some in Spanish" Patricia realized that some

children needed that native language support. After that, she changed the rule and started telling students individually "You can do it in English now".

Theme 3: Teaching to enact new identities or cultural roles

As mentioned before, unlike Nadia, Patricia did not share her identity as an author at the beginning of the lesson. She did that until half an hour into the lesson. She showed students a page at the end of the book with a picture of her and asked them: "reconocen a esa persona? (do you recognize this person?) Students replied with surprise or excitement: "You?" "¿Tu?" or "I knew it was you" or "I think she made it on Youtube". Then Patricia started sharing with students how she made the book. At this point she drew from her process of making an informational book from her own experience: "Todo esto es información que yo tengo aquí (pointing to her head) que yo sé, porque yo tuve una experiencia directa con el pan...entonces como ven cualquiera de ustedes puede ser autor de un libro". Immediately several students replied:

S: I want to be an author when i grow up

S: I want to do something different

S: I want to write

S: (inaudible)

PR: Después se los presto para que lo vean

(Recorded observation, April 18, 2019)

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Patricia's being silent about her authorial role in the book for that lesson was intentional: "fue una estrategia para hacer la conexión que ellos también pueden ser autores, porque ellos me ven a mí como una maestra. Pero ahora me dicen tu eres autora. Y me relacionan como con autores de libros famosos" (it was a strategy to make the connection that they also can be authors because they see me as a teacher but now they see me as an author and they associate me with famous authors). Patricia was so committed to converting all students into authors that when two students got late to the lesson, she insisted to them that just like her they could be authors: "I told them you too can be authors you can already start thinking about it you don't have to wait to be adults" (Interview, August 1, 2019)

Her one-on-one conversations to motivate students to write meaningfully from personal experiences reflected a commitment to students' authoring potentialities. For example, when one student felt she did not know what to write. Patricia asked her about her trips, and the student told her she did frequent trips to Mexico. The student said that her grandparents take care of animals and they let her help. Patricia then said: "entonces tu sabes como darles de comer" (then you know how to feed them). Teach me about it in your writing. Another student was interested in the game *Bayblades* and the teacher said to him: "No lo conozco, explícamelo en Español a como puedas (I don't know (that game) explain it to me in Spanish however you can). This student wrote in English but used common words and a few prepositions in Spanish. Then there was a Spanish speaker who was learning English. Patricia found out that he doesn't live with his parents but with his

grandmother who is deaf mute. This boy knew sign language. Again, Patricia asked him to teach her some words in sign language in his writing. Another child wanted to write about his grandfather, who trained other people for the Olympics. And another girl wrote about her favorite topic of cats. In all cases Patricia would position students as knowledgeable individuals who had information from personal experience to share with others. This approach generated unusual motivation (Interview, August 1, 2019) and resulted in a beautiful collection of writings. She laminated each piece, assembled it together, and put it in the classroom for all students to browse.

In sum, Patricia not only encouraged students to be authors and supported them with a choice of topics and sentence starters for the writing assignment, as Nadia had done. She elevated the status of students' writing productions by announcing it from the beginning as a project titled: "Encyclopedia of Funds of Knowledge, by Second Grade students", as Figure 23 shows.

Patricia related how one day she brought the encyclopedia to share with all students. Students were a bit emotional when they saw their product because nobody had ever read their writing like that. She put the new book on the projector and would give the choice for students to have her read their piece, if they personally would read it, or if they preferred to talk about the writing. The CT told Patricia that they had never done a book made by students in this way (Interview, May 18, 2019).
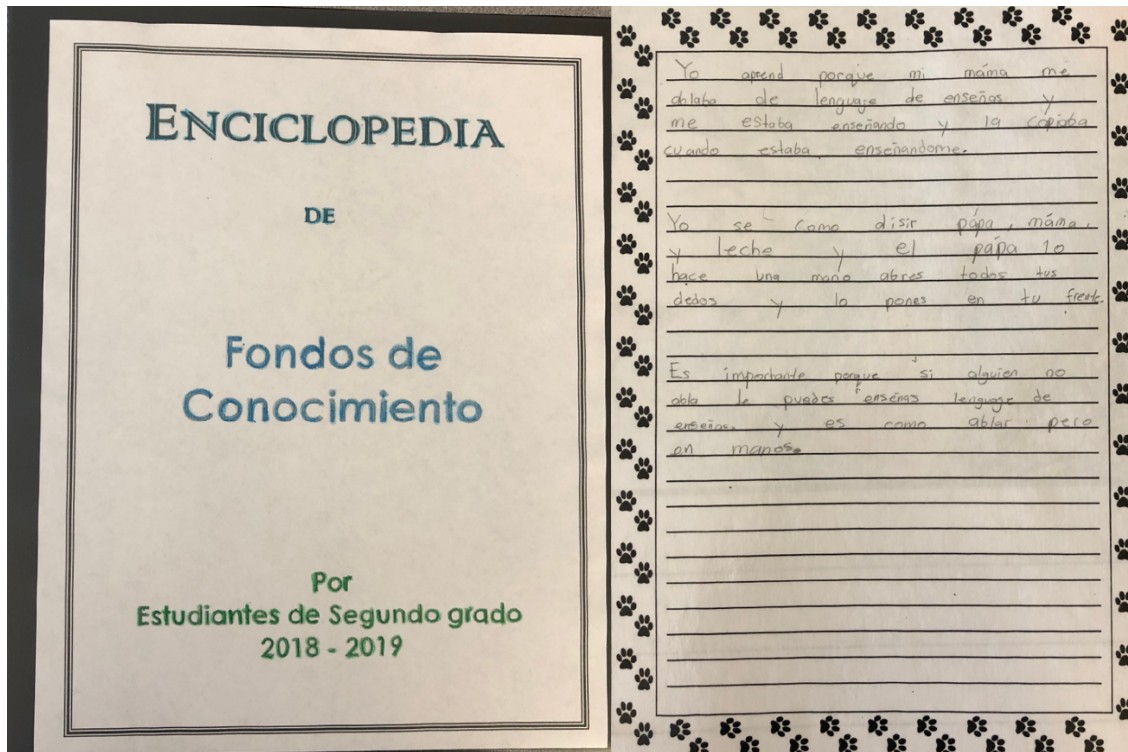
Figure 23. Patricia's Funds of Knowledge approach for the writing activity

Patricia drastically deviated from established practices in her placement, with regards to the writing process, in two important ways. First, instead of observing the writing and asking students to make corrections as she had observed done with most students, she decided she would approach them individually and ask them questions about some knowledge they had in themselves or that they had seen in their families. This approach proved to be very powerful in motivating the 12 students who participated in the lesson (Interview, May 18, 2019).

Opening cracks within an inequitable system

Four students were absent in Patricia's lesson, two because they were in a dyslexia intervention. One of the students in the dyslexia intervention was Latino. Patricia commented how she would have liked to know what the absent students would have come up with if they had had the opportunity to be in her lesson with the informational book (Interview, August 1, 2019). Unfortunately, teaching with an informational book in Spanish did not prove to be an opportunity to challenge what seemed as inequities at Bonito elementary, whereby only those students considered gifted and talented participate in writing activities that are personally meaningful.

At the same time, Nadia and Patricia did manage to open new spaces with their teaching of a Spanish informational text. Their theories of teaching informational texts, while did not get articulated in detail, represented a de facto pedagogical proposal. Nadia's and Patricia's language when teaching and when describing or reflecting on their lessons, point to a model of interacting with text that challenges the routines in place at Bonito elementary. During the lesson, both student teachers read from the text, but their presentation of the book and manner of interacting with students did not target students' retrieval, summarization, or promoted isolated comprehension skills emanating from the content in the text. Rather, they selected a few aspects that would be of interest to students and shared them as valuable experience. In both cases, the style was mainly conversational, and committed to collecting similar memories from students. There was also a clear inclination to include Latino students. Both Nadia and Patricia opened small crevices in

their placements from sedimented practices that were different to their ideas of teaching learned in the bilingual preparation program. These small crevices opened new spaces for the participation of Latino students, and for all students to be considered as holders of valuable knowledge. Because this approach involved positioning students from an asset-based mentality, I argue it represented *pedagogical improvisations*. A salient example is Nadia's request to include a Latino student in her lesson who was usually left to play alone in I-station because he didn't know enough English. In addition, both Nadia and Patricia expected all students–not just the three gifted and talented–to produce a writing piece at the end of the lesson. Writing a piece with personally meaningful information, and including all students, not just the gifted and talented, was definitely outside of the cultural expectations in their dual language environment, where Latino students were either removed from creative writing activities, drilled on spelling words, or disincentivized from participating in Read-Alouds that invoked experiences foreign to their personal lives. I argue that these inclinations and initiatives re-figured the pedagogies with Spanish informational texts and represent social justice acts because they challenged established practices, creating tendencies to reverse historical inequities.

On the other hand, while the evidence pointed to a consistent approach for the discussion and the writing activities around the *Read aloud*, the approach to language seemed somewhat ambivalent. On the one hand, both Nadia and Patricia complied and reproduced an established practice in her placement, that of pre-teaching vocabulary using Total Physical Response (TPR) techniques. Somehow, the mentality of the teachers in their

placement partially convinced them of the importance of this activity. On the other hand, both teachers allowed students to use Spanish or English or a combination of both during the lesson discussion and in the writing. The latter move was contrary to the expectations of their placement, which promoted either all Spanish or all English depending on the language of instruction selected for a given lesson. It was evident that the CT implemented a separation model of biliteracy, while the student teachers were more inclined to use a flexible hybrid model (García, 2010, p. 203). However, there was less force to assert this hybrid model from the beginning of the lesson.

ROUND ELEMENTARY: TEACHING INFORMATIONAL BOOKS IN PRE-KINDER AND KINDER

We now switch to a very different school environment, where the three common themes discussed in the beginning of the chapter emerged in a very different way. In the next pages, I will discuss the school environment, including the constraints and opportunities of working in a Pre-Kindergarten (Maribel) and a Kindergarten (Mario) classroom. In addition, and most importantly, I will describe how Maribel and Mario tackled the teaching of the Spanish informational texts produced by them in dual language environments that are dominated by the needs of native English speakers.

The school context of Maribel and Mario

In 2005, Round elementary was implementing a one-way dual language program. This program is designed for a population of students who are Spanish-speaking students and who will learn in both Spanish and in English. That year, journalistic data informed

that 89% of its students were economically disadvantaged, and school mobility was 27%, only slightly above the district's average of 26.5%. High mobility of the Spanish-speaking population, started to result in low enrollment patterns at this school, which became a challenge that led in 2006 to the risk of the school closing. As a consequence, and under pressure from a new population of English-speaking parents arriving in the area, the school became one of a first group of pilot schools to implement a two-way dual language program in the area. In a two-way dual language program, both Spanish-speaking and native English-speaking students are served via instructional approaches that switch so that both languages are utilized. Opening the school to native English speakers led to an increase in student enrollment. By the end of the school year 2013-2014, all dual language spots for native English speakers were completely full. During the 2018-2019 year, 55.2% of students were Hispanic, with 35.1% white, 1.3% African American, and the rest Asian or belonging to other races.

At the time of this study, Round elementary offered a two-way a dual language program. It had a population of 373 students attending Pre-K through fifth grade. Hispanics comprised the largest demographic population for the whole school: 55.2%. 22.9% are considered English language learners while the rest are considered English proficient who are learning Spanish (Curriculum artifact, Feb. 3, 2019). The dual language model at this school aspires for students to attain bilingual proficiency in Spanish and English by fifth grade.

One of the non-negotiables at this school as part of its dual language implementation was a commitment to use mainly Spanish or English in specific days or for specific activities. Reflecting this commitment, charts placed in visible places in the classrooms showed color-coding markers to identify when Spanish (green) or English (blue) was used in a given day. Second, via a strategy called "the bridge, teachers were encouraged to employ strategies to transfer knowledge from one language to the other. Another non-negotiable was the commitment to develop oracy in both languages, specifically via total physical response (TPR) techniques, where teachers were expected to follow the routine: I do; We do; You do, to learn new vocabulary. In addition, at least declaratively, literacy development emphasized a commitment to the language experience approach, the use of the *Dictado* as an authentic technique for Spanish writing, and the implementation of Lotta Lara procedures, aligning with Kathy Escamilla and colleagues (2017) (Field Notes, April 18). At the time of the study, the lower grades, like Maribel's Pre-Kindergarten and Mario's Kindergarten classroom, were increasingly composed of native English-speaking students.

MARIBEL: QUE LOS ESTUDIANTES SEAN PARTE DE MI CULTURA

The context of Maribel's Pre-Kindergarten classroom

In contrast to the situation of Nadia and Patricia, Maribel seemed to engage in very fluid coordination with her CT implementing pedagogies in the Pre-Kindergarten classroom. One day, I observed Maribel enthusiastically greeting every student by using a

question-answer format accompanied with pictures at the door that could be chosen by students. Morning message always involved writing the date in either Spanish or English (depending on the day) but the content varied depending on what different students wanted to communicate each time. Another day, before engaging in the morning message routine, Maribel counted how many students were in the classroom, and how many were left at home, using sentence frames in Spanish to promote responses and promote language development in this language. Both the question-answer format at the door and the morning message were routines learned from her CT.

As suggested above, the general philosophy of the school for classroom activities encouraged planning for either Spanish or English. For example, the morning routine was planned in Spanish for Monday, Wednesday and Friday, and in English on Tuesdays and Thursdays. Yet I noticed fluid use of both languages in the lessons I observed. Speaking English when learning Spanish seemed natural in this environment, as otherwise "native English learners would stop participating" (Interview, September 13, 2019). During these activities, I observed the CT asking questions in both English and Spanish to students, and *translanguaging* was part of both the teachers' language practices and also observed in students (Field Notes, April 18). Similarly, Maribel implemented *translanguaging*. For example, one time during morning message, she allowed the student in charge to dictate his idea in English. She would then orally repeat it in Spanish, subsequently writing the same message in Spanish. In this way all students would understand it in English and hear and see the idea in Spanish. And during independent work, she allowed both Spanish and

English to be used by students to clarify any doubts or confusion in the assignment. (Field Notes, March 1). In contrast to Bonito elementary, much attention seemed to be given in Round school to scaffold native English speakers to learn Spanish.

While Maribel seemed in close alignment with her CT, she had developed in the bilingual preparation program a philosophy of teaching that would promote fluidity with language but from the perspective of a Spanish native speaker:

Mi experiencia como un estudiante bilingüe en una clase totalmente monolingüe fue muy desagradable. Aunque yo no tuve educación bilingüe, a través de mis experiencias como interna, he podido ver que rica es la educación bilingüe y el impacto positivo que tiene a los estudiantes de cualquier edad. Con eso dicho, he aprendido valorizar no solamente el español e inglés que hablan mis estudiantes, sino todos los idiomas que viven en las escuelas hoy en día. El idioma de un estudiante es parte de quienes son ellos, al igual de donde son y su familia. Por esta razón, no voy a restringir a mis estudiantes a un solo idioma. Usar el español e inglés cuando estoy enseñando la materia, para que los estudiantes tengan un puente para apoyar su aprendizaje. (My experience as a bilingual student in a totally monolingual class was very unpleasant. Even though I did not have bilingual education, through my experiences as an intern, I have been able to see how rich is bilingual education and the positive impact that it has at any age. That said, I have learned to value not only the Spanish and English that my students speak, but all their languages that are alive in school today. The language of a

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student is part of who they are, as where they are form and their families. For this reason, I will not constrain my students to one language. Using Spanish or English while I am teaching a subject, so that students have a bridge to support their learning (Curriculum artifact, November 28, 2019).

Similar to Nadia and Patricia, Maribel engaged students in a conversational style about the selected content in her book. Her conversational style kept students engaged while learning new cultural content. In addition, Maribel seemed specifically inclined towards questioning strategies that engaged students in meaningful learning around the lesson. Again, she used questioning so much because it had worked with her as a student and supported her learning (Interview, September 11, 2019). One day, as part of a writing activity, she had students generate ideas from questions like: ¿Cómo debo comenzar el mensaje del día? ¿Cómo se dice Wednesday en Español? ¿Que año estamos? And after writing the message, she would again prompt students to think and react to aspects of the writing via questions she would pose to students. On another occasion, Maribel was teaching students how to write the letter H. She used a think aloud of the process, and questioned students to support their understanding. (CT observations, February 27, 2019). Active questioning of students was also very present when Maribel conducted Read-Alouds in Social Science (Field Notes, March 13) or when integrating Science content (Field Notes, March 26, and April 2, 2019). It was part of a goal that she had established for herself in her lessons, to promote engagement (Field Notes, Feb 21, 2019).

Maribel's initial ideas for the lesson

Maribel designed her informational book lesson in Pre-Kindergarten with a plan that integrated Social Science, Math and Science. For Social Science, her plan would include identifying similarities and differences between different children, including cultural aspects. For math, she would have students make the round shape of the *pupusa* with the MASECA flour. And for science, students would discuss the characteristics of the ingredients as the flour would mix with water and make the dough.

A major goal of Maribel's lesson was to help students understand cultural diversity: "that there are people from our community that come from different places, that my family is from El Salvador and Ms. Carrera is from Honduras...That yes we are a community in Round elementary but we don't all come from the same places" (Interview, September 11, 2019). Maribel reflected that even though she did touch upon Science and Math activities, and there was a lot of language in her lesson, her main goal was in the social emotional learning dimension of Social Studies, which fit well with an emphasis in that arena at Round elementary for Pre-Kindergarten students.

In preparation for her lesson, a few days before, she sent a note to the parents informing them of the activity she would do about El Salvador and Salvadoran cuisine. In the note, she asked them to talk with their children about something interesting that they do as a family at home. (Interview, August 10, 2019). She told parents she was going to teach a lesson about her family and the culture of El Salvador and asked them to have a conversation about their culture and traditions, including their food. Maribel also did a

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classroom activity in preparation for her book lesson. This activity replicated a project titled "All about Me" that they had done in a classroom management class during the bilingual preparation program. Just like she had learned in the PDS course, she asked students to create a small book about themselves mainly via drawings. At her placement this time, students took turns every week presenting the contents of their book, and that week the student would be the star of the week. By the time of her informational book lesson, all students had presented. It was a perfect time for her, the student teacher, to be the star of the week and present a similar book about her family and her traditions.

Description of the lesson

Maribel's lesson began with students sitting on the carpet. The teacher and one invited guest were sitting next to them. The invited guest was the grandmother of one of the children, and she was from Honduras. As a beginning activity of the informational lesson, she asked students to talk with their partner about the family conversations they had at home around traditions. After a few minutes visiting partners and exchanging ideas with them about their families, she began presenting her informational book. She brought pictures of her family, taken from her informational book. She showed and discussed a picture of her grandmother, her mother and herself that were in the book. She reminded students how they had talked about their families at home and briefly a few minutes ago, and that now, she would talk about her own family. She introduced the name of her

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grandmother and her mother and using tender language, discussed how important they are for her (Lesson notes, May 3).

In the next ten minutes, Ms. Uvalde used the pictures from her informational book to promote a discussion about life in El Salvador. Next, Ms. Uvalde started an activity so that students would locate the country of El Salvador on a big map, starting from recognizing Austin and Texas on the map of the United States. She then moved her finger on the map to show the location of a few Central American countries, including El Salvador, where she stopped to share how she has family that still lives there. And then she shared how the *pupusas* are eaten in El Salvador. At this point she asked Ms. Carrera, the grandmother invited from Honduras, to share the differences between the *pupusas* of El Salvador and the *pupusas* from Honduras. On several occasions during the lesson, she positioned Ms. Carrera as a knowledgeable expert:

> MU: "Señora Carrera, nos puede decir un poquito de Honduras y   que se trajo de Honduras? (Ms, Carrera, can you tell us a bit about Honduras and   what   you brought from Honduras?)
>
> Sra Carrera: yo como ustedes vieron soy de Honduras y si traje muchas comidas típicas de Honduras y puedo hacer muchas comidas. ....un dia podemos hablar de todas las comidas que existen pero en este caso vamos a hablar de la *pupusa* (I like you saw am from Honduras and yes I brought many typical foods from Honduras and I can do many meals...one day we can talk about the meals but in this case we are going to talk about the *pupusa)*

(Recorded interaction, May 3, 2019)

In the next part of the lesson, she skillfully incorporated math and science objectives into a hands-on activity that retained the goal of instructing students about the culture and food of El Salvador, and specifically about *pupusas* and how they differed from other Mexican food. As part of a uniquely engaging style, Ms. Uvalde soon generated intrigue with students upon showing them the white flour powder. As common throughout the lesson, Ms. Uvalde's explanations were mainly in Spanish, but students responded in English showing they were comprehending the demonstration:

> MU: ahora quien me va a ayudar...porque este polvo es mágico (who can help me now because this powder is magical)(pours some of the maseca powder on to a pan)
>
> S: I also have magic powers
>
> S: there's some on your hair
>
> (Ms. Carrera pours the powder back down on the bowl)
>
> MU: De que color es (what color is it?)
>
> Some: Blanco, white
>
> MU: Blanco
>
> MU: Y se mira duro? (and does it seem hard?)
>
> Children: Noo
>
> Teacher: se mira suavecito? (tone softer) (does it seem sof?)
>
> Children: siii

MU: que va a pasar si yo pongo agua en la maseca? va a ser algo diferente?

(what will happen if I put water on the MASECA)

Manolo, que va a pasar si yo pongo agua

Manolo: it's gonna turn into corn

Child: a different color...

(Ms. Carrera mixes the maseca with the water)

MU: que está haciendo Ms. Carrera?

Children: beating it

MU: pero a que se va a convertir?

Child: grey…

MU: que mas? oh va a cambiar de color? quizas no se vamos a echarle un poquito más de agua

Child: yellow!!! yellow it will turn yellow

Child: dough!!

Carrera: en que se transformó a ver

S: it's going to turn into pizza

Student: no it's not...

Another student: I want to touch it

S: it's magic (Ms. Carrera laughs)

S: it feels like cookie dough

MU: se siente un poquito como plastilina verdad?

(it feels like playdough right?)

(Lesson recording, May 3, 2019)

Next, Ms. Uvalde made a ball with the dough and asked students about the shape. again, engaging them in a dialogue where students respond in English but the responses were in Spanish:

MU: ¿Que estoy haciendo con mis manos?

S: a ball

MU: ¿y les queria decir: que figura necesito hacer para hacer una tortilla?

S: a circle

MU: un círculo!! a ver (begins to flatten it)

S: smash it!!

(Maribel started pressing hands on to each other like making tortillas)

S: oh you are making it into a tortilla!

MU: como sabias? como sabias?

Ms. Uvalde then explained that students would make tortillas and that her CT who was watching the lesson the whole time, would be cooking them in a *comal.* Again, she instructed students with a lively dialogue that was filled with surprise and excitement, while promoting Spanish:

Ms. Tijerino (the CT) quieres decirles que vas a hacer con las tortillas hechas?

Tijerino: en el comal!

MU: ¿escucharon eso? ¡las vamos a cocinar! ¡miraron acá volteen sus cuerpos! ¡tenemos algo negro aqui! este se llama un comal digan co- mal

children: co- mal

MU: my friends, ya que tengo cuando estoy lista Ms. Tijerino va a decir: me puedes dar tu tortilla? ella va a prender el comal

As a final activity, students worked on their tables making dough and pretending to make *pupusas,* which then got cooked with the help of the CT. After that, students enjoyed real *pupusas* brought by the researcher from a local Salvadoran restaurant. A few days after the lesson, students engaged in creating a second book about their families. Maribel tied this family book to the first book about me that they had created in preparation for the lesson. This time students did some free scribbling. Meaningful emergent literacy was at work there but did not occupy directed efforts from Maribel in this lesson.

Theme 1: Pedagogies that create or promote connections with Latino experiences

In contrast to Nadia or Patricia, the majority of students in Maribel's classroom were native English speakers. Consequently, her approach to developing connections with Latino experiences was somewhat different as she had to develop the background knowledge related to the topic for most students. In this section, I identity the pedagogical strategies Maribel employed to attain that objective. First, the activity titled "All about Me", was one pedagogical strategy employed by Maribel to begin to connect students to her informational book. This activity was implemented before the lesson and replicated

one they had practiced in the Bilingual Preparation Program, as part of the course *Classroom Management*. Second, her idea of asking parents to converse about their own traditions and culture was a second strategy. These two experiences, of creating an illustrated book and talking with parents about their family, would develop the necessary background knowledge for the lesson.

Maribel also implemented several other strategies to connect students during her informational book lesson. One was evident in the positioning of the grandmother of one of the few Latina girls as a knowledgeable expert from the beginning of the lesson, as described before. Maribel had seen Ms. Carol Rocha assisting in another classroom and established a friendship with her from casual interactions in school. Ms. Rocha's presence generated curiosity in students from the very beginning of the lesson (Field Notes, April 18).

In addition, Maribel brought images and asked questions from students from the very beginning. She brought images of her grandmother, to whom the book was dedicated, and images of her mom cooking. Her questions were in Spanish and aimed at descriptive responses from students and at exploring similar experiences: ¿Que ves en la imagen? (what do you see in the image) ¿Qué está haciendo mi mama? (what is my mom doing) ¿Esto se parece a algo que hace alguien en su familia? (does this look like something that somebody in your family does?)

Maribel's entonation, bringing suspense, and her questioning style, helped to keep students actively engaged, comfortable and curious during all the stages of the lesson,

which worked at creating connections with the book. Maribel's techniques, working to connect the content in her book with children's own realities, while promoting receptive knowledge of Spanish was exemplified in the following exchange generated after showing a picture of a cart full of tomatoes from El Salvador, as can be seen in Figure 24.

Plaza de San Salvador, El Salvador
La Plaza de San Salvador, es la plaza mas grande de El Salvador. Las calles están llenas de vendedores, incluyendo el vendedor de tomates en la imagen.

Figure 24. Image of a street in El Salvador that triggered a discussion

MU: Patricia (Pseudonym), ¿que miras en esta imagen? (what do you see in this image?

Student: a person

MU: hay algo en este barril... es una verdura ..empieza con la t t t t t

(there is something is this cart...it is a vegetable ..begins with the t t t t)

(All students say: tomate!)

MU: ¿De que color son los tomates? (what color are tomatoes?)

Students: Rojo (red)

MU: Este es un barril lleno de tomates que se están vendiendo en el mercado they are being sold so yo digo yo quiero tres tomates ellos me van a decir cuanto cuesta, nosotros cambiamos dinero (makes gestures) y me llevo los tomates a la casa (this is a cart full of tomatoes that are being sold in the market I say I want three tomatos and they are going to say how much it is we exchange money and I take the tomatoes home)

(Lesson recording, May 3, 2019)

In sum, Maribel's main goal was for students to connect to Latino experiences, but in the case of her lesson the Latino experiences were outside the background of most students. Consequently, she focused on different ways to present the Latino experiences that she herself and her guest were bringing as the teachers, and she also implemented a variety of strategies for students to make a connection from their own realities. This approach worked:

Algunos logros que tuvo mi lección es que los estudiantes tuvieron la oportunidad de ser parte de mi cultura, basado haciendo tortilla y probando pupusas auténticas. Los estudiantes después de la lección, hasta días después, todavía están hablando sobre las pupusas. Al igual, he notado que muchos de los estudiantes miran las imágenes de mi libro, que dejé en la biblioteca del salón para que ellos tuvieran la

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oportunidad de ver imágenes que no pude ensenar durante la lección. Creo que en resume, el logro fue que plante una semilla de curiosidad para los estudiantes sobre las pupusas y su origen (Some accomplishments of my lesson were that students had the opportunity to be part of my culture, based on making tortillas and trying authentic *pupusas*. After the lesson, days after, students were still talking about *pupusas*. Similarly, I've noticed that many students look at the images of my book, left in the library of the classroom so they could see the images that I didn't have time to show during the lesson. I think that in sum, the accomplishment wa that I planted a seed of curiosity for students about pupusas and their origin) (Curriculum artifact, January 22, 2019).

Theme 2: Bilingual pedagogies to enhance learning with a Spanish book

Maribel had identified the following words to teach: *MASECA*, *Pupusas*, *El Salvador, tortilla* and *tamales*. However, her approach to vocabulary was not to teach them on their own, in preparation for the lesson, as was the case with Nadia and Patricia. She had made up her mind to teach these words only if the opportunity presented itself as part of the comprehension of the book (Artifact, May 3, 2019).

Only three out of the 15 students in her Pre-Kindergarten classroom were native Spanish speakers or who had exposure to Spanish at home (Interview, August 13, 2019). Maribel acknowledged the influence that a majority of native English speakers had in

determining the main approach in her informational book lesson. However, she articulated a rationale for how she also was validating the Spanish-speaking children in the lesson:

DP: would you say you designed that lesson mainly thinking of native English speakers?

MU: yes I did my lesson thinking about my kids and what was going to work for them cause...I feel that if I had executed the plan a little more differently if the majority of students were Spanish speaking students where they speak Spanish at home because of the vocabulary that I used could have been more difficult or use vocabulary that they recognize yeah this lesson was mainly for native English speakers

DP: and what happened to the Spanish speaking students in that lesson, how were they addressed?

MU: because I kept my Spanish they were still able to develop that vocabulary so...kind of showing that respect that I am going to stay in the language that I am going to teach which is Spanish so I did give them that oh Ms. Uvalde is speaking Spanish I kind of popped them emotionally to keep them to continue to speak Spanish (Interview, August 13, 2019).

Maribel's comment of how she handled the approach to vocabulary in her lesson can be analyzed from scholarly ideas regarding the teaching of Spanish with heritage speakers and with second-language learners. In particular, Potowski & Shin (2018) highlight how heritage speakers have bigger vocabularies than second-language learners,

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especially for everyday items and cultural aspects. Maribel's use of everyday words in Spanish seemed more closely aligned with a perspective of teaching Spanish as a second language, rather than extending it as a heritage language for Spanish-speaking children.

Maribel promoted bilingual development by keeping Spanish input throughout her discourse during most of her lesson, thereby promoting students' receptive understanding of Spanish in that way. In addition, she did re-voicing from English to Spanish. Translingual re-voicing was a consistent practice throughout the lesson, which thereby acquired a strong language focus, as exemplified in the following exchange:

MU: Lucia (Pseudonym) que miras en este foto

Lucia: a house

another child: a city

MU: casa, hay una casa en esta foto

si hay una ciudad

Other students: casas viviendas

(students raise their hands)

MU: Ricardo (pseudonym): que miras en esta foto

another child: trees

MU: Arboles, muy bien en el Salvador hay muchos muchos muchos árboles

 (Recorded interaction, May 3, 2019)

Theme 3: Teaching to enact new writing identities or cultural roles

As culminating activities, Maribel could have prioritized reading and writing concepts related to the book and the lesson. She could have asked students to segment the sounds, or identify, match, sort or classify letters in some words discussed during the Read aloud, or in her book. But similar to Nadia, Patricia and Mario, Maribel's students did not engage in skill-focused literacy application of words or ideas discussed during the Read aloud. In fact, with this lesson, she actually broke from a routine of doing worksheets after a Read aloud to involve students with an experience. Learning from an experience and not just from paper and pencil was something she had learned in the Bilingual preparation program (Interview, September 13, 2019). As part of her improvisation from this idea, in the final part of the lesson, students engaged in playful activities related to her informational book, assuming the role of tortilla makers. Students did learn to articulate new words like *MASECA*, *tortilla*, and *pupusa*, but in the context of situated and joyful playing with flour and water and in the middle of concrete objects and a lot of excitement. Engaging students in meaningful role-playing around tortillas was Maribel's strategy to involve a group of mainly native English speakers with her Salvadoran culture. Acting out one aspect in her book was Maribel's method of making students own some part of the information and story about El Salvador. The following is an excerpt of one of her lively interactions that showed how students were responding to her use of Spanish:

MU: (point at the MASECA flour) este polvo es mágico (this powder is magical) De que color es:

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Students: Blanco

MU: ¿Y se mira duro? (and does it look hard?

Children: Noo

MU: se mira suavecito? (does it look soft?) (tone softer)

Children: siii (yes)

MU: ¿que va a pasar si yo pongo agua en la maseca? (what is going to happen if I put water in the MASECA) va a ser algo diferente? (Is it going to be something different?

(Pointing to a Latino student) Emanuel, que va a pasar si yo pongo agua (what is going to happen if I put water)

Emanuel: it's gonna turn into corn

Maribel: ¿va a cambiar a maiz? (it's going to turn into corn?mmm maybe....)

Another child: a different color...

(While Carol is mixing the MASECA with the water)

MU: ¿que está haciendo? (what is she doing?)

Children: beating it

MU: muy bien...(very good)

MU: ¿pero a que se va a convertir? (but what will it change into)

Child: grey…

MU: ¿que mas? oh ¿va a cambiar de color? quizas no se vamos a echarle un poquito

más de agua (what else? oh it's going to change color? maybe I don't know let's

put a little more water)

Student: yellow!!!

MU: escuchan eso ¿como se escucha? (makes noise: whif whif whif se escucha

asi?

Child: let me see it...

(All kids completely looking at Maribel and Carol)

MU: ahora ¿lo puede levantar Sra Carrera?

Child: dough!!

MU: ¡¡dilo una vez mas!! (say it one more time!)

several children: dough!!!

Carol: ¿en que se transformó a ver? (what did it become, let's see)

MU: mira (look)

Carrera: masa (mass)

MU: ¿cómo se siente? (how does it feel...and passes it around)

Children say: I want to touch it

Child: says it's magic

(Carrera laughs)

Child: it feels like cookie dough

MU: se siente un poquito como plastilina verdad?

MU: makes a ball on her arms and asks Julian, another Latino child

Que figura es esta? (what figure is this?)

Child: a ball

she rolls the mass to make a ball and asks

MU: Que estoy haciendo con mis manos? (what am I doing with my hands?)

Child: a ball

y les queria decir: que figura necesito hacer para hacer una tortilla?

(and I wanted to say what figure do I need to make to make a tortilla?)

Child: a circle

MU: un circulo!! a ver (a circle, let's see...(begins to flatten it)

Child: smash it!!

MU: a ver si (inaudible) starts dando palmaditas como para hacer tortillas

Child: oh you are making it into a tortilla!

MU: como sabias? como sabias? (how did you know, how did you know?)

Children: tortillas!! tortillas!

MU: ahora la pregunta es: ustedes quieren hacer tortillas?

(now the question is do you want to make tortillas?)

Children: very excited they all say yes!!!!

In sum, with most children being native English speakers learning about a somewhat distant topic, Ms. Uvalde attained high levels of student engagement throughout the whole lesson, using questioning techniques, entonation, attention to early literacy, and

translanguaging. Via her questioning style, she positioned students as knowledgeable, as experimenters, and as observers, rather than as providers of right answers. In addition, with her approach, she created a new cultural space that served to promote interactions that allowed students, mainly native English speaker, to experiment with new Latino-related identities.

MARIO: UNA HISTORIA VERDADERA SOBRE INMIGRACION QUE LES ABRIO LA MENTE

As mentioned before, Mario was placed in the same dual language school as Maribel. Mario was the only one who used two texts as part of presenting his informational book lesson, which was around the topic of immigration. In this section, I will describe Mario's classroom and how he approached the three themes that were common to the other three participants. At the same time, I will describe a fourth theme which was unique to him and that involved humanistic pedagogies, specifically attending to the reality of the learner, promoting critical consciousness, infusing teaching with trusting and caring relationships (del Carmen Salazar, 2013).

Mario's Language Arts classroom

Mario was placed in a Kindergarten classroom with 22 students. Most of them were native English speakers who were learning Spanish. Four or five had Spanish as their first language. Mario calculated that 85% were white and 15% were Hispanic (Curriculum artifact, Feb. 3, 2019). Students spoke Spanish during informal conversations. The classroom space was organized with an area for carpet activities, where students usually

sat to view videos or images from a screen or participated in whole-classroom activities like Read-Alouds. Students would sit in groups of three or four around five tables. All the wall space was taken up with stimulating visuals, numbers, words, graphic organizers, inspiration messages or directions. Some science posters on the wall combined both languages, like one with the title: "Plant life cycle" under which there was a flow diagram with the Spanish words: *semilla*, *plantita, planta*, y *fruto*. Several tables for center work were organized next to a sausage-shaped desk area for the teacher near the entrance. There was a big sign near the door with the non-negotiables at this school: using the bridge to move from Spanish to English and viceversa, oracy development via the language experience approach, the Dictado and the Lotta Lara strategy (Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-González & Ruiz-Figueroa, 2014.). Posters encouraged writing with prompts like: "Yo puedo escribir sobre...", word and picture choices at the bottom like: "amigos" "vacaciones", "escuela" "familia" etc. Student writing samples were displayed on the wall under each name. Attention to early writing was suggested by a big poster with the title: "Palabras con "Ll" and post-it notes written by students with syllables that included those graphemes. Mario described how students would use Spanish words during English lessons based on previous lessons. For example, towards the end of the semester, students had been learning about the life cycle of butterflies so they knew about *mariposas*. Thus, they would use the Spanish word for butterfly in subsequent lessons that were implemented in English. For him, that was an example of how the dual language program worked really well, in this case supporting native English speakers.

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Daily routines had students start in the carpet for morning message, or to sing a song or a Kinder activity together. Then they would go to the tables for group or independent work. One day I observed how children first sang a song in Spanish naming the days of the week, and the months of the year, and then responded to questions. Mario promoted students to use Spanish by asking questions like: "si ayer fue siete hoy que día es? ¿y mañana? ¿Con qué letra comenzamos el morning message? ¿Con mayúscula o minúscula? ¿Qué día de la semana es hoy? Questioning seemed to be promoted in this Language Arts classroom in a similar way as in Maribel's classroom, as a way to develop Spanish. In that vein, Mario mentioned how teachers used a lot of scaffolding to support native English speakers to learn Spanish (Interview, May 3, 2019).

A note on the history-in-system and potential language inequities

A history-in-system seemed to have showed up again in the dual-language setting of Round elementary, though in a different way than in Bonito elementary. It showed up in Mario's lesson in the high numbers of native English speakers. When asked about how the Spanish-speaking students were supported, Mario felt that they had a lot of opportunities to develop their language. Mario did not feel he was giving less attention to Spanish-speaking students during his lesson. But at the same time, he mentioned how native Spanish speakers understood Spanish but they rarely talked it or read it. In addition, he mentioned how those with blonde hair and blue eyes ended up being considered the best Spanish speakers at the school, since the Latino kids ended up with lower scores than the

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native English speakers in Spanish assessments, in which he had been involved. Spanish language assessments involved recognizing everyday words like *yo puedo* and *agua*. In addition, he commented how one Latino child in his classroom was sent to speech therapy (Field notes, March 8, 2019). I argue that it is possible that the relative shyness of Spanish speakers to speak, could be related to an assessment system that invalidates their language, besides the fact that they were outnumbered. This study could not investigate the presence of these type of language inequities in dual language elementary classrooms, that may have originated from a system dominated by English hegemony, as discussed at the beginning of this dissertation. However, it is possible that on the one hand, Spanish was promoted as part of a commitment to Latino culture, but that on the other hand, these efforts did not address language inequities that operated silently and apparently remained unchallenged.

Mario's initial ideas for the lesson

Mario estimated that the content in his informational book lesson would be new for most students, so his first thought was to provide some context as an introduction during an introductory lesson. He chose to introduce the topic of immigration with a book in English: *Dreamers* by Yuyi Morales. As a beginning activity, he planned to present the idea of immigration as a journey. Mario thought that building background knowledge in English would support the transition to Spanish on the second day, where he would share his book: *Un Camino Lejano* (Interview, May 30, 2019).

Description of the lesson

Mario began the first lesson with introductory activities in preparation for the *Read aloud* of the first book Dreamers. Students were on the carpet, while the projector displayed a big yellow map of the United States, containing figures with different flags. He presented five pictures one by one and allowed students to react to them. Then he asked students to share their ideas around immigration. Afterwards, he introduced the book *Dreamers* by *Yuyi Morales*, and focused on a discussion of the page on Figure 25. Mario asked students to share what they saw on that page. Students gave a variety of opinions: "the sun" (*el sol*), "a butterfly" (*una mariposa*), "*una guitarra*" (a guitar) "*pájaros*" (birds), "*montañas*" (mountains). Mario accepted all these responses and then read: "when we made it to the other side, thirsty, in awe, we became immigrants". Students then asked: what are immigrants? Mario responded: Immigrants are people who travel from place to place or country to country. He asked students to repeat that phrase and continued reading from the book, pausing at different moments to provide space for students' comments and reactions. Towards the end of the book, Mario read the following from *Dreamers*: We are stories, We are two languages, We are *lucha.* We are resilience. We are hope. We are dreamers, *soñadores* of the world. We are Love, *Amor*, Love. Subsequently, students engaged in an activity discussing identity. This introductory lesson ended with a writing activity where students finished the sentence *Yo soy...*

Figure 25. Pages that Mario presented to introduce Kindergarten students to immigration

The next day, Mario again started the lesson with pictures, first asking students what they remembered about immigration from the day before. He then started by showing the cover of his book and asking questions in Spanish: ¿que ven en la portada? (what do you see in the cover?) ¿me pueden decir cuántos miran? (can you tell me how many you see?) ¿son los botes del mismo tamaño? (are the boats the same size?) After some discussion, he proceeded to read selected sections from his book. In the following sections I will demonstrate how Mario addressed the same three themes discussed for Nadia, Maribel and Patricia, and a fourth one that was uniquely his own.

Theme 1: Pedagogies that create or promote connections with Latino experiences

Mario smoothly implemented a number of strategies to create or enhance connections between his book and his students. During the first day, this happened when he built background knowledge. And in the second day, it took place when he presented the book he had created. First, he allowed students to articulate authentic connections between their realities and the ideas in this book. He also prompted students to make new connections, based on information he knew about students or events in schools. In that vein, the most powerful connection emerged when students realized that the story about immigration was that of Mario's family. Mario's approach revealing his identity as the author only at the end of the Read aloud was similar to that of Patricia's: to increase the impact.

At the beginning of the Read aloud on the first day, Mario invited students to make connections based on spontaneous and honest observations from pictures he presented. For example, one student made the comment that some pictures were not in color, and he asked that child what he thought that could mean. The child said that maybe a long time ago they didn't have cameras with colors. Even though that was not central to the message of his book, Mario acknowledged this students' contribution (Recorded observation, April 25, 2019). Mario's rationale at this point was to get their thoughts out and sometimes "even though the kids didn't know what was going on they were pointing at things ...and they had really good observations because they were being honest about what they saw even though they didn't know the topic ... I think it's always important to allow them to share their ideas

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because if not then you're just kind of feeding them knowledge but they are not really interpreting... some of them have really bright ideas and it's important to know what they're thinking, what they're understanding (Interview, May 30, 2019).

Mario not only allowed students to make their own authentic connections, but he prompted them to make new connections as part of guided conversations. The following excerpt shows one example when he was reading "we made lots of mistakes" from the page shown in Figure 26.

Figure 26. An image to discuss making mistakes without intention

S: (a girl got up and pointed to the policeman on the book): "look! a police got them in trouble"

(Mario continues reading: "we made lots of mistakes" and students got very quiet)

S: what happened in that picture with the police?

MO: It looks like they got here (points to the ditch on the ground in the picture) but they weren't supposed to be there but they didn't know...

S: I think that maybe because she was inside the water

MO: How would you feel if you did something and you didn't know you were not supposed to do it?

S: remember when Mr (inaudible) told Maddie to not put her hands when making pancakes on the stove...

MO: and she didn't know, how do you think she felt

S: bad

(Recorded interaction, May 3, 2019)

Third, Mario guided students to make meaningful connections with students' recent experiences at school that were relevant to understand some of the idea in Morales' book. When reading one of the last pages in the book he said: "Someday we will become something we haven't even yet imagined". At this point, he asked them to think of a recent career day in school and to raise their hands if they remembered it and how excited they were (Recorded Interaction, April 25, 2019). And as mentioned before, the most powerful connection Mario established was with himself, when he revealed that he was the author

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of the book and the story he just shared was about his very parents. This happened on the second day, towards the end of discussing his own book:

MO: and this is the end of the book

(he showed them the page with his name as author)

S: Mr Rodriguez!!!!

S: why are you there

MO: Because I wrote this book.

S: You wrote it?

S: no you didn't...

S: then why is there a picture in there

MO: the story that I just told you…was about my family that was my mom and dad

S: whaaaat that's not fair

S: You wrote the book?

MO: for my family coming to the United States it was not easy it was very hard. If you want to look at the book on your own I can let you look at it. It has my name in the front. (Recorded interaction, April 25, 2019)

In his lesson reflection, Mario related how, once students learned that the immigration story derived from his parents' experience, they felt more motivated to spend time alone browsing the book and looking at the pictures in more detail (Curriculum artifact, May 12, 2019).

Theme 2: Bilingual pedagogies to enhance learning with a Spanish book

As mentioned before, the majority of students in Mario's class–like those in Maribel's– were native English speakers. As the lesson description above suggested, Mario had rightly calculated that immigration was a new topic with his Kindergarten students. As suggested before, he faced two huge challenges when teaching from a Spanish informational book: an absence of culturally aligned experiences in most students, and a different language. Mario tackled those challenges with several pedagogical strategies. One of them was to have an introductory lesson completely in English, where students would begin to wrestle with some ideas around immigration in English and in a developmentally appropriate way. That way, the background knowledge developed around the topic on the first day would allow students to go deeper in the content on the second day, where he did use Spanish. In addition, when reading from his Spanish book about his family's experience, Mario implemented several techniques to develop vocabulary in a situated way– similar to Maribel's sociocultural approach. In this section, I will describe each of these strategies and provide examples of each.

The following is an example of contextualized vocabulary teaching, from the Read aloud on the first day. In this case he would explain the meaning of words when students felt motivated to ask as he would read sections of the book:

MO (Reading from the book Dreamers: You and I became *caminantes*, *caminantes*, *caminar…caminantes… que significa caminar*?

Students: walk

MO: *que significa caminantes* then

Students: walkers

MO: that is great Corey

S: what do you mean walkers?

S: they walk instead of drive

MO: they walk in their journey, look at all the footsteps that they left... reading: "when we made it to the other side, thirsty, in awe, we became immigrants.

Students: what are immigrants?

MO: Immigrants are people who travel from place to place or country to country. (Asked students to repeat that phrase and continues reading the book)

(Red: "Migrantes. The sky and the land welcomed us in words unlike those of our ancestors")

S3: what are ancestors?

MO: people who came before us from our family

(Recorded observation, April 25, 2019)

As the next example shows, referred to a discussion of the picture in Figure 27, sometimes he would highlight a word from the reading to ask students and let students express initial understanding of a word. Then he would clarify the meaning:

MO: so las razones pueden ser diferentes pero hay una meta...does someone know what a meta is?

S: like a boat?

MO: hmmm not a boat pero una ME...TA

S: It's a net that you use and it goes underground and it catches all the fish

MO: Una meta is a goal (says it slowly me   ta) like my goal for the year

Students: is to become a teacher

MO: so a goal is something someone really really wants

(Recorded observation, April 25, 2019)

Las razones y el destino pueden ser diferentes, la meta en común es el cambio de vida que causa moverse de un país a otro. La migración existe, por muchas razones. Algunas de las razones pueden ser para escapar ciertos aspectos que se presentan en la vida como huyendo una guerra, y escapar persecución. Otros lo hacen por oportunidades que se ofrecen como el trabajo y una vida mejor.

Refugiados de Vietnam huyendo
su país nativo

Figure 27. Section of the book read in Spanish and then translated to English

On the second day, Mario used English to activate prior knowledge of what they had learned the first day, but he started introducing Spanish by re-phrasing whole sentences or by discussing vocabulary words:

MO: Today we are going to read a story that was very true. What do you remember about immigration.

Ss: People traveling from place to place.

MO: From place to place and from country to country.

Ahora lo vamos a decir en Español. De lugar a lugar y país a país.

Ss: De lugar a lugar y pais a pais.

MO: I want to tell you a little bit about it. Sometimes it is not easy. Some people immigrate with planes. ¿Que serían planes en Español? (what would planes be in Spanish?)

Ss: Aviones

MO: What about cars?

Ss: carros

(Recorded observation, April 25, 2019)

Another bilingual strategy Mario implemented is reading whole sentences from the book first in Spanish, and then in English. For example, on the second day, he read: "Algunos imigran para escapar persecucion, violencia, refugio y para buscar mejores oportunidades. I am going to repeat this in English. Some of the reasons people immigrate is to escape persecution, violence, or find reguge or a home and for better opportunites".

In sum, Mario utilized a variety of situated vocabulary strategies to enhance comprehension. As demonstrated, at times, Mario would let students become curious of the meaning of a word and he would respond to them. Other times, he would prompt them

directly on the meaning of a word, in all cases from the context of a sentence in the book he was reading. He also read some sentences in Spanish and immediately translated them to English. The focus on language didn't seem to deviate the conversation from his main goal, which was to develop sensitivity in students towards Latino immigrants who come to the United States from a variety of places. This goal meant that he always encouraged students' comments and reactions either from watching the pictures or from spontaneous conversations from the selected reading, even if that meant that the discussion was mainly in English.

Theme 3: Teaching to enact new identities or cultural roles

As described before, the first day's reading of the book *Dreamers* ended with Mario reading sentences in the book that defined the identity of immigrants as: stories, languages, *lucha*, resilience, hope and dreamers. Mario connected those ideas in the book with students' own identities by concluding this first day with an activity where students wrote something that defined them.

After discussing examples like "*una persona*, *amor*, love, *amable*", he distributed papers for each child with the sentence starter: I am/Yo soy (Field Notes, April 18, 2019). Figure 28 shows one student writing: I am a person. Doing a worksheet was common in students after a Read aloud. In this case, Mario made the worksheet relevant to the informational book lesson by making students define themselves in some way and thereby experience something similar to *Yuri Morales*, the author of the book read the first day:

Dreamers. Even if students' definition of themselves was not in alignment with that of the immigrant author in the book, it was a way of relating and performing an identity that connected with the author.
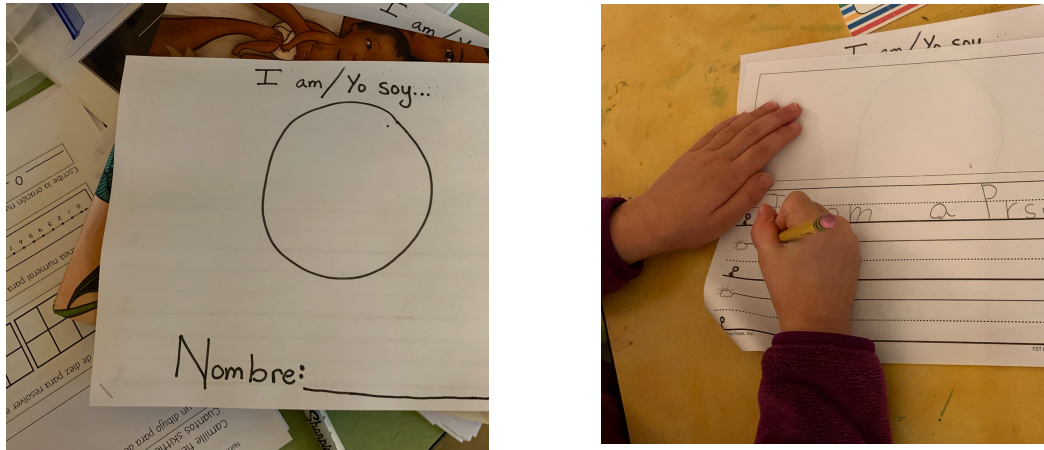
Figure 28. Writing prompt and activity used at the end of the first day with Mario

On the second day, after he had shared his parents' immigration story, Mario again concluded the lesson with an activity that positioned students in some aspect of the authors reality of immigration. This time the authors were Mario's parents and the story was <u>their</u> immigration experience moving to the United States under conditions of risk and uncertainty. At the end of the discussion of *Un Camino Lejano* and in preparation for the writing activity, Mario asked students to imagine a journey somewhat similar to that of his parents. He told them:

"you can only take three things because only three things fit in your luggage; take the three most important things to you. And remember anything you don't take

you can never get back. These people took a few items with themselves because they only had a backpack" (Recorded observation, April 25, 2019).

Figure 29 shows the responses of two students. The student on the right maybe sensed there would be hardship in the immigration journey and included water, food and money. The one on the left was done by a Latino child who usually did not participate in lessons as he had been labelled with behavioral issues (Field notes, March 9, 2019). In fact, he dictated what he would take on his journey to the researcher, who wrote dots for each letter and thereby encouraged him to write his ideas down.
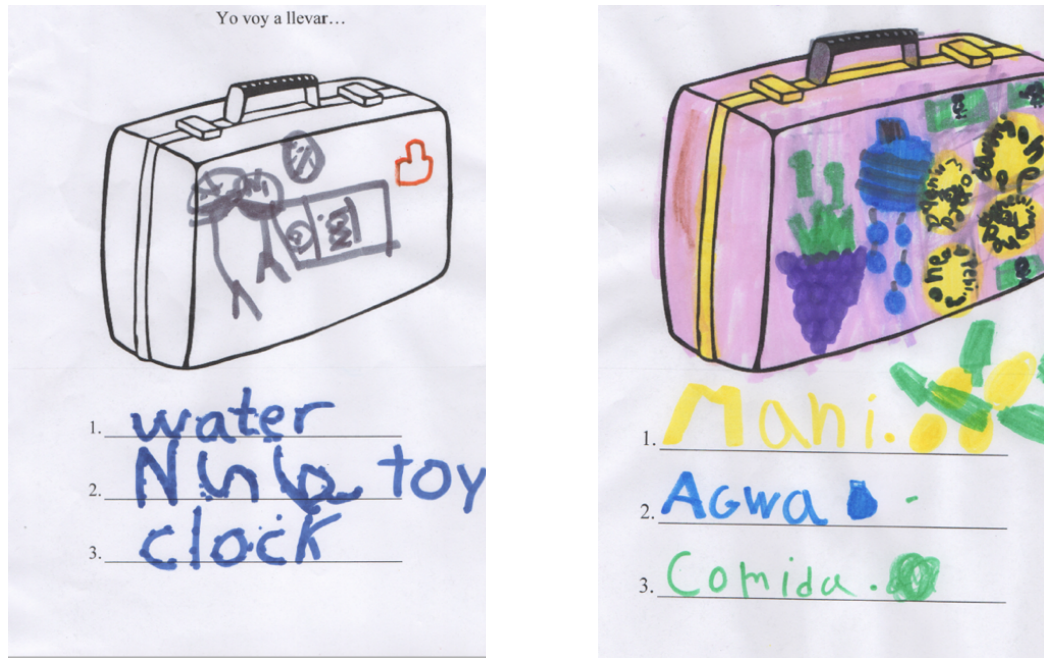
Figure 29. Items to take in the imaginary journey on the second day in Mario's lesson

Theme 4: Teaching to promote consciousness around Latino immigration

As described before, Mario used his informational book lesson to create or promote connections with Latino experiences, to bridge Spanish content with the language and cultural background of native English speakers, and to promote personal and productive experiences in response to the *Read-aloud* conversations. In addition, it was salient and unique that Mario incorporated a humanistic and a social consciousness dimension to his lesson. In this section, I share some examples of how he developed this fourth theme.
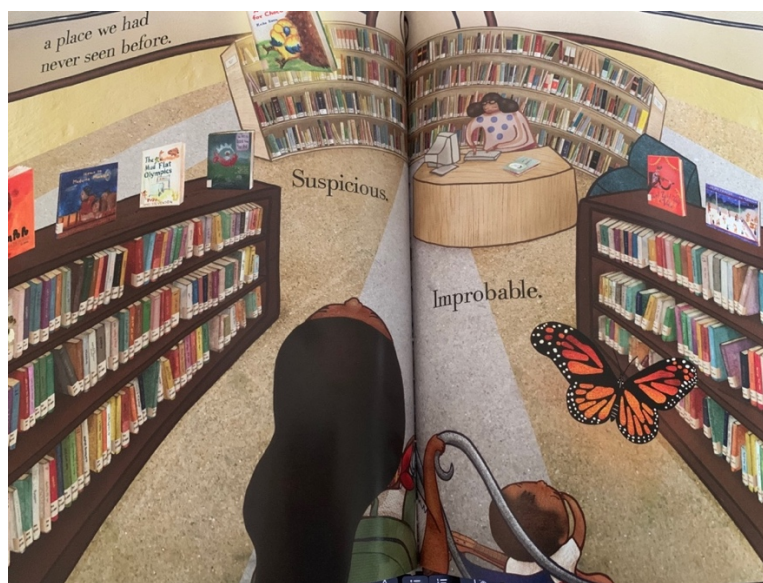
Figure 30. Image that triggered a clarification around libraries and their surprises

As mentioned before, on the first day of the lesson, Mario was reading from *Dreamers* by *Yuri Morales*. At one moment in the lesson, Mario read the following from the book: Thousands and thousands of steps we took around this land, until the day we

found....a place we had never seen before. Then he showed the page on Figure 30 from the projector and continued reading from the book: "Suspicious. Improbable". At this point, one child responded with skepticism and this is the way Mario handled it:

S: New York has libraries

MO: let's think about this... if we had never seen a library and get to see a library how would we feel?

Ss: Excited

MO: Excited. What if I brought you a new pet like a kangaroo? and you never saw it before, how would you feel?

S: I would feel excited!

MO: You would feel excited!

(Recorded interaction, April 18, 2019)

In the above example, Mario grabbed the opportunity to create a moment of reflection with Kindergarteners around the assumption that there is not much surprise in a library. In addition, he did it in a way that was meaningful for children of this age, by invoking the potential excitement that a child would experience with a new Kangaroo pet. Reflecting on that discussion, Mario related that he "was happy with the fact that I did touch on it when I heard it I didn't just let it slip...when I heard it I thought this is something to mention..some people could perceive it that way" (Interview, May 30, 2019)

Several examples of Mario's approach to deal with a sensitive subject surfaced on the second day as well, when Mario presented the story of his parents. Sometimes, Mario

acknowledged and extended reactions in native English speakers that he felt deserved more
explanation.

Frontera dividiendo México(derecha) y Estados Unidos (izquierda)

Figure 31. Image in Mario's book that promoted awareness of border issues

For example, in the following interaction, based on a discussion of the picture in
Figure 31, one child noticed a wall between Mexico and the United States. Mario
reinforced the student's comment and extended it to introduce the comparison between a
fence and a wall. He also used students' comments to introduce the idea of crossing the
border via a river, which is what his parents did. This can be seen in the following
interaction:

S: wait what's that line there

MO: it's la frontera of the United States of America

S: why...well Donald Trump said about this, he said that uhm like he wants

        to keep Texas ahm, like he wants to make a big wall between Mexico like

        he wants to make a big wall

MO: what Carol just said is very important...she mentioned a wall so instead of

        having a fence that people can go through he wants to build a wall

        that's a different conversation but in order to get to the United States these

        people had to cross a BIG river

        (Recorded interaction, April 25, 2019)

Yet another strategy employed by Mario was to select contents in the book to build empathy in students and accept that such empathy was not accomplished with all students and that understanding could be partial. The following is an example:

MO: The young woman that was with the young man who travelled

        from Mexico to the United States, they carried something because

        when they were together in a little home and were travelling from

        Mexico to the United States with maybe 25 other people so can

        you imagine a little home with 25 other people and they are adults

        they are not kids, you think you would have a lot of space?

Ss: no

Ss: yes

MO: so the young woman she wrote a little prayer, maybe some of you

        know what a little prayer is... and the only thing that she had was

hope because things looked really really bad and it wasn't easy and

you know what she even said fue un camino largo y dificil it was a

journey that was long and hard until they were able to reach

Houston

S: I am from Houston and you lived in Houston

MO: Yeap ... they were able to reach Houston after seven days and

seven nights for seven whole days...El camino fue dificil but it was

worth it...These two people had to sacrifice seeing their family and

they hadn't seen their family in over 20 years. They haven't seen

their moms and dad

(Interview, May 30, 2019)

In some instances, Mario tackled students' partial understandings of immigration in

a direct way. At one point, while reading from his book: *Un Camino Lejano*, Mario adeptly

challenged a few five-year old children for whom immigrating was not much different than

traveling:

MO: Immigrating is not easy.

S: Immigration is kind of...

S: I went to Mexico

MO: Ehm you went to Mexico. You TRAVELLED. But immigrating

and traveling is a little bit different. There is different reasons para

la *inmigración*. Some people immigrate because they don't have

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any jobs, or because they don't have money. Maybe there is a war

going on and they cannot go back home. So immigrating is a lot

harder.

(Recorded interaction, April 25, 2019)

Mario's humanism with native English speakers

As mentioned before, the environment at Round elementary, seemed to favor native

English speakers more saliently than in the case of Bonito elementary. It was probably

beyond Mario's possibilities to alter this aspect of the system as part of his student teaching.

At the same time, without consciously articulating a counter-hegemonic strategy, Mario in

practice showed agency by developing a way to challenge some aspects of the system

through his informational lesson. For one thing, he implemented some elements similar to

Nadia, Patricia and Maribel as discussed before, of respecting students' ideas and

background experiences. In addition, he specifically used a humanistic approach aimed at

developing empathy and a better understanding around Latino immigration.

Like Nadia, Patricia and Maribel, Mario implemented a lesson that privileged

conversations around authentic connections in students. Like Maribel, and unlike Nadia

and Patricia, Mario did not isolate words or focus on vocabulary at the beginning of his

lesson. He had a few words identified in his lesson plan, but his approach to developing

language was more based on interactions, expressing opinions, ideas and feelings

(Curriculum artifact, April 25, 2019). This approach to vocabulary was very different to the espoused TPR strategy proposed openly at Round elementary.

In addition, Mario seemed to show a specific inclination towards counter-arguing in a sensitive say. Reflecting on students' prior conceptions regarding the supposedly unsurprising nature of a library or the relationship of immigration to travelling, Mario felt that it was important to address these issues directly in order to help the class open up to ideas that maybe they had never heard before (Interview, May 30, 2019). He was particularly aware that: "these kids are different they don't have a lot of background knowledge in relation to immigration in part because they are privileged.... I would rather take the time to explain than approach it in a negative way (Interview, May 30, 2019).

Mario felt that the experience of teaching from his informational text was new because he had to explain that it was a true story, that he would share things that were not easy and felt students opened up their minds in the end. In his opinion, it was positive that students were asking questions authentically instead of taking his version of the stories (Curriculum artifact, May 12, 2019).

Mario improvised from a history-in-person that included learning in the Bilingual preparation program to respect students' ideas. This inclination was unique to Mario in this study:

DP   although this is very personal you still were able to locate yourself

         in their realities

MO: Oh yes I was not going to dismiss their ideas...I was always been

        very aware especially with this group

DP: Where does that come from

MO: I think throughout the whole PDS where we talked about

        recognizing students' ideas even regarding language

DP: but in this case the students' ideas are dismissive of your

        experience

MO: well I think it's because well that's what they know I can't really

        say anything about what they know or what they don't know I can

        just try to inform them to what is really going on they were just

        making connections with their experience it took a while and they

        had a lot of observations.

CONCLUSIONS: IMPROVISING BETWEEN TWO DIFFERENT FIGURED WORLDS

In this section, I share concluding comments of how the descriptions of teaching of Nadia, Patricia, Maribel and Mario reveal their participation in two figured worlds as they taught with Spanish informational texts created by them in the bilingual preparation program: the *figured world* of the Professional Development Sequence (PDS) and the figured world of their school placements.
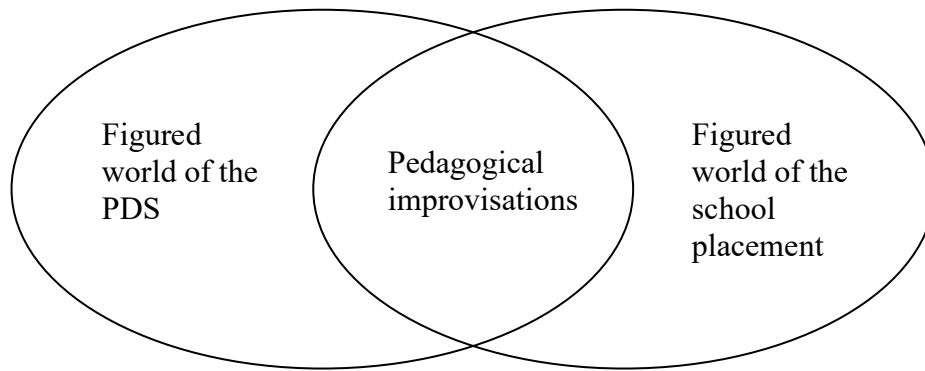
Figure 32. Two different figured worlds

Through the participation in the *figured world* of their school placements, Nadia and Patricia appeared to have been exposed to a vision of literacy that did not give priority to Latino experiences or to the bilingual identities of students.

The context at Bonito elementary explicitly promoted an adherence to either Spanish or English throughout all activities in a given lesson. The fact that Nadia and Patricia felt the pressure from their CT to stick to one language reveals the persistent conception of bilingualism as the mastering of two independent codes, which is a challenge to equity in the classroom (Palmer & Martinez, 2013). Yet, again, in their informational book lessons, these two teachers effectively resisted language policies that promoted the two solitudes assumption (Cummins, 2008). Again, this shift involved re-positioning students, this time as having valid Spanish, English or bilingual inclinations.

In addition, the data suggests that the classroom placement with these teachers gave a special focus to reading and writing skills as part of literacy activities. One could argue that to some extent, all participants incorporated some aspect of this institutional vision

towards literacy (Pennington, 2007) during their lessons. Nadia and Patricia both utilized an established practice for teaching vocabulary for native English speakers, and they both used a scaffold to guide students during writing activities. But at the same time, both teachers managed to design and implement lessons with new visions of teaching when using informational texts in Spanish.

During the Read aloud, they both emphasized a conversational style about a Latino tradition. In addition, they both specifically targeted the voices of Latino students during these conversations, positioning them as holders of knowledge, effectively implementing an asset-based approach during teaching. Again, this involved a change in how they positioned students, this time as holders of valuable knowledge. During the writing, while the available data suggests that Patricia went deeper with her commitment, both preservice teachers emphasized an activity that was personally meaningful. In addition, they did not adhere to institutionalized proposals around literacies but brought new visions that were even welcomed in their placements.

A similar world of tensions between two figured worlds emerged in the case of Maribel and Mario, who were immersed in a very different context. In this case, the preservice teachers' personal approaches to teaching seemed less different than those of their cooperating teachers, as had been the case with Nadia and Patricia. Yet at the same time, the school where they were placed seemed to give more value to the needs of native English speakers, something that had an inevitable influence in their lessons. In addition, in contrast to Nadia and Patricia, during the Read-Alouds, Maribel and Mario used Spanish

as an object of teaching as well as a medium of teaching, emphasizing different techniques in each case. Maribel decided to focus on an interdisciplinary lesson to develop basic concepts that integrated Science, Math and Social Science. Social Science had priority, since Maribel's main goal was to make students participate in the culture of El Salvador. Similarly, Mario used Spanish as a second language during part of his lesson, but he subordinated language aspects to his goal of building empathy on the topic of Latino immigration with Kindergarteners. In addition, writing activities in the case of both Maribel and Mario, involved acting upon the world rather than just responding to the content in the text, or specifically focusing on skills, in close alignment with a social practice approach to the teaching of reading and writing (Freire & Macedo, 1989).

All four had participated in other *figured worlds* before, and sedimented those participations in specific histories-in-person that inevitably led to predispositions that had an influence in their teaching. The data indicates that it was a recent sedimentation of educational experiences: the professional development sequence of their bilingual preparation program, which had a strong influence during the teaching activities with these Spanish informational texts. For example, Nadia implemented a PDS-born commitment to promote interaction; Patricia spent extra time authoring identities in students, because she convinced that excavation of personal knowledge would lead to meaningful writing products. Maribel brought from her bilingual preparation program the idea of incorporating a fun cultural experience to her lesson, something that enriched the tendency to use worksheets after Read-Alouds. And Mario considered that respecting students' ideas rather

than feeding them information was important. In the interviews and reflections, student teachers mentioned how these decisions were part of their learning during the bilingual preparation program. Via agentic moves, these changes involved altering in a variety of ways, the socially situated identities of students, and disrupting the discourses around teaching that had been established in their classrooms.

Chapter 6: Conclusions, discussion and implications

INTRODUCTION

The purpose of this study was to explore how Spanish-speaking bilingual teacher candidates used language and implemented pedagogies when creating and teaching with Spanish informational books during a bilingual preservice preparation program. The fact that the books were informational and developed completely in Spanish were both very relevant aspects of this investigation. The informational genre has acquired special attention in curriculum guidance documents at all grade levels. For bilingual teacher candidates, developing and implementing lessons in Spanish is also a common expectation. In addition, it was pertinent that this research took place in the last semester of the bilingual teacher preparation program, during the student teaching semester. The timing allowed the examination of data from two very different contexts: A university teacher preparation program and an elementary school where participants were doing student teaching. With these considerations, a major focus of this study was to understand how four Spanish-speaking bilingual teacher candidates aligned to mainstream expectations or created alternative spaces when exposed to these two very different influences. I was particularly focused on identifying the language and pedagogical contributions resulting from contextualized practices and retrospective perspectives.

Chapters 4 and 5 respectively address the themes emerging from the two research questions posed in this study: 1) How do Spanish-speaking Latina bilingual teacher

candidates use language when creating Spanish informational books as part of a preservice certification program? and 2) How do these teacher candidates use Spanish informational texts created by them when teaching a lesson in elementary classrooms during their student teaching semester? The first research question was investigated with data generated in the fall of 2018, from the course *Spanish Methods for the Bilingual Classroom*, where bilingual teacher candidates created the informational book in Spanish. It was also supported by curriculum data from the Spring of 2019, from the *Bilingual Student Teaching Seminar*. Prospective teachers reflected on their book creation during initial activities embedded in the seminar, and via retrospective interviews conducted that same semester. The second research question was supported by data from field notes, curriculum artifacts, including videos and lesson reflections, and complemented again with retrospective interviews with participants that were conducted in the spring, summer, and fall of 2019.

The theory of *figured worlds* was well suited to analyze how bilingual teacher candidates tackle mentalities in a school context and in a university setting. First, one could argue that through the experience in the school sites, and to some extent via personal histories, participants had been "figured" by macro figured worlds constructed socio-historically, (Holland, Lachicotte, Skiller & Cain, 1998) to target Latinos in the US from a deficit perspective (Valencia, 2010). This *figured world* is still dominated by English hegemony as discussed at the beginning of this dissertation. In this *figured world*, Latinos are devoid of adequate skills and in need of fixing, in order to become successful members of American society. Second, these bilingual teacher candidates were practicing teaching

in a dual language context claimed to prioritize Spanish and bilingualism, from the perspective of a curriculum and a pedagogy that gave precedence to established standards. But on the other hand, these educators had been learning in a university environment which validated personal knowledge, language practices, and pedagogical visions as part of a strengths-based approach to teacher preparation. The latter promoted transformative orientations (Freire & Macedo, 1989) humanizing pedagogies (Franquiz & Salazar, 2004), and sociocultural frameworks towards language and literacy (Gee, 2012; Sleeter, 2001). As explained at the beginning of this dissertation in Figure 1, the different contexts can be conceptualized as operating under hegemonic and counter-hegemonic *figured worlds*. The theory of *figured worlds* helped to understand how these bilingual teacher candidates addressed the encounters between mainstream and alternative forces during text creation and text teaching. In both undertakings, *figured worlds* helped to identify what activities and outcomes received priority. And equally important, from an identity perspective, this framework helped to notice how bilingual teacher candidates positioned themselves and the students they teach to develop literacy in the context of developing and teaching with Spanish informational texts.

Qualitative data analysis sought to identify common threads between participants' articulated conceptions regarding Spanish and Spanish literacy, and the assumptions embedded in both their written discourse and their pedagogic interactions. A specific framework that guided the analysis was the notion from Gee (2014b) that language can build significance, connections, and relationships; language can also bring to relevance

specific language and knowledge systems; it can enact identities, and it can assign more or less value to goods and services. This seven building tasks framework from Gee (2014) was supported by thematic analysis throughout all the data collected over one year. The data included the Spanish informational text and other curriculum artifacts, field notes and videos from lesson observations, and transcripts from retrospective interviews conducted with the four participants.

Analysis of the data for the first research question yielded four themes. The first two themes involved a shift in participants' understanding regarding the value of their language and/or cultural practices, as a result of being immersed in the bilingual preparation program. First, bilingual teacher candidates created Spanish informational texts that systematized and honored the cultural practices in their families, thereby opening a space to validate Latino epistemologies (Cruz, 2006). Second, in writing the Spanish informational books, these educators validated the specific linguistic practices around Spanish in their families, thereby respecting the language constructions that represented socially situated identities in their specific communities. The third theme identified how participants enacted agency when designing their informational books, via decisions that included the order of topics and ideas, the selection of images, and elements identified for teaching. This theme described how the choices were the result of meaningful processes or relevant contexts rather than originating in prescriptive considerations. The fourth theme articulated how the four bilingual teacher candidates respected their personal identities when writing these texts while also internalizing the new identities of a secondary

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discourse, the latter associated with conventional features of informational texts. The result was the enactment of both an autobiographical identity, and the use of more formal language. The autobiographical identity was associated with a distinct stance and presence, and the use of narrative features, while the projected identity created varying degrees of social distance from the audience.

Chapter 5 described the four predominant ways in which the participants in this study made language and pedagogic contributions when using the Spanish informational texts in actual lessons in dual language classrooms. First, these bilingual teacher candidates used these texts to open new participation spaces for Latino students during the Language Arts lessons. These spaces were particularly relevant for students who had recently arrived from Mexico, or who had been considered to be dominant in Spanish. In Bonito elementary, the Spanish informational text lesson worked as mirrors that reflected the realities of Spanish-speaking students in the classroom. In Round elementary, dominated by a larger population of native English learners, the lesson functioned more as windows that acquainted students with new realities. Second, the four participants improvised pedagogies to bridge a book written completely in Spanish to a classroom situation where students had mixed language backgrounds and included native English speakers. Relevant strategies included the teaching vocabulary at the beginning of the lessons, doing as-needed translations and vocabulary explanations, and some *translanguaging*. Third, all four teachers promoted a personal response to the Read aloud that included either a writing replication of the process experienced by the author of the text with a similar or a distant

topic, or a cultural experience related to the topic in the text. And lastly and for one participant, teaching a Spanish informational book was an avenue to promote social consciousness in Kindergarten students, even in a situation where the status of Spanish as a language was not especially targeted during the lesson as it was with the three other participants.

In the next section, I discuss four main global contributions of the four participants in this study, pulled from the eight themes discussed in chapters 4 and 5. The four contributions are: 1) Opening academic spaces for Latino knowledge and Latino ways of knowing; 2) Infusing identity into the academic language of informational texts; 3) Culturally-relevant conversations and writing responses that drew on personal knowledge and bilingual resources; and 4) Language-bridging pedagogical practices to connect the Spanish knowledge in the books with native English speakers. I discuss cross-case and context-relevant comparisons and contextualize the four findings with relevant literature and my conceptual framework. In this vein, it is important to highlight that my conceptual framework included an attention to mainstream literature, because the latter has a hegemonic force in bilingual education. Most importantly, recalling figure 1 at the beginning of this dissertation, I invoke hegemonic and counter-hegemonic *figured worlds*, to demonstrate the language and pedagogic contributions, that can inform and inspire future efforts in teacher education and research, related to creating and teaching with Spanish informational texts in bilingual teacher preparation programs.

Seminal studies have brought to light the scarcity of informational texts in schools (Duke, 2000). Duke found that in first-grade classrooms, students spent an average of 3.6 minutes daily with these texts, and actually interacting with them only 1.9 minutes a day. Twelve years later, Yopp & Yopp (2012) surveyed teachers and found again that narrative texts predominated, especially during Read-Alouds. Since the seminal studies by Duke (2000) and Yopp and Yopp (2012), scholars have exhorted educators to increase the amount of informational texts in classrooms (Duke, 2000; Stead, 2014); national standards have incorporated a closer attention to non-fiction text (Common Core State Standards, 2018; Moss, 2008) and the industry of trade books has grown rapidly (Moss, 2003).

As a type of non-fiction texts (Duke & Bennett-Armistead, 2003; Shanahan, 2018), informational texts have the potential to open the gates for disciplinary literacy, which can obviously bring many benefits in school. In that vein, Maloch & Bomer (2013) highlight that an important contribution of informational texts in classrooms is to help develop content knowledge. This promise of developing content knowledge in Latino populations was actually a strong motivation for researching informational texts with bilingual teacher candidates, as I had found very empowering student-centered approaches to reading development while interacting with a variety of science topics in the work of James Hoffman in a local elementary school, which had a majority of Spanish-speaking children.

	Latino knowledge	Narrative elements	Personal dimension
Nadia	Tortilla making	Dedication page	Descriptions from interviews and pictures from grandparents
Patricia	Types of Mexican breads	Dedication page Some sections on the history of *Pan de muerto*	Research developed from personal memory of buying bread with dad
Maribel	Salvadoran culture	Short descriptions of author's family related to information provided	Family pictures Based on conversations with mother and grandmother
Mario	Latino immigration journey	Half the book: the second section	Descriptions of parents' journey Emotional prayer from mother

Table 9. Three dimensions of informational texts in each of the four participants

Table 9 illustrates how the data in this study with Spanish informational texts brings to light three elements that resist canonical definitions: 1) the implications of incorporating Latino knowledge in these texts, previously undervalued in education as a result of the hegemonic figured worlds described before; 2) the contribution of narrative text structures that disrupt binaries of fiction/non-fiction; 3) a personal dimension that contributes to meaning in a manner not typically proclaimed in mainstream discourses around these texts. In the following section, I summarize how these three features reinforce atypicality within

this book genre (Donovan & Smolkin, 2002; Pappas, 2006), and suggest a challenge to Anglo-centric descriptions of informational texts. Consequently, the data in this study begs a re-consideration of the characteristics of informational texts from the perspective of Latino communities in the US.

Sedimenting Latino knowledge in Spanish after a re-valuing in teacher preparation

Fránquiz, Salazar, DeNicolo (2011) highlight how deficit perspectives can include the deprivileging of the culture and the knowledge of Latinos. Indeed, schooling tends to promote the cultural knowledge from dominant groups in society, even when communities of color have a variety of cultural capital (Yosso, 2005). The result are schools characterized by a monolithic culture (Garcia & Osturk, 2017). In a *figured world* dominated by a monolithic culture where Latinos are not positioned as holders of valuable knowledge, it is not surprising that there are very few informational texts reflecting Latino cultural practices and in Spanish. Yet without directly addressing informational books, the legitimacy of Latino knowledge emanating from home and personal experiences, had been established by several scholars. For example, Linda Prieto (2009) synthesized theories on cultural ways of knowing as part of Chicana feminist thought, and Bernal (2001) proposed that a mestiza consciousness allows learning from daily lives.

In a similar vein, Moll, Amanti, Neff & Gonzalez (2005) proclaim that students have "funds of knowledge", acquired from a variety of cultural practices and daily living. Funds of knowledge was a very active principle in the bilingual preparation experiences of

the four participants in this study. From a *figured worlds* lens, the relevance of the funds of knowledge paradigm for this study was that it altered the ways in which these participants saw themselves, generating new social positionings (Davies & Harre, 1990). These new social positionings, acquired during several courses of the bilingual preparation program, and which continued during the Spanish methods course, opened the gate to re-configure the identities of participants as holders of valuable knowledge, and as competent investigators of their family's knowledge, and thereby incited them to gather data and create an informational text in a non-traditional, empowering manner.

To be clear, the exploration of cultural identity and Latino ancestry had been established as themes since the 60's as part of the Latino children's literature movement (Nathenson-Mejía & Escamilla, 2003). The Spanish methods course aligned with that venue, but for teachers, in what could be called *Latino teachers' books*. In that vein, the activities in the Spanish methods course in which the participants produced the Spanish informational texts were aligned with the ideas of Alma Flor Ada and Isabel Campoy (2004). These researchers advocate the self-publication of books, proposing that the latter brings many benefits, among them self-reflection, self-esteem, and the validation of personal experiences and history. These benefits proved true as discussed in chapter 4. In addition, all participants experienced a shift of sorts, with regards to re-valuing Spanish, and family's culture and cultural practices. They reflected these shifts in several ways in their informational books, as discussed in chapter four.

The presence of narrative components in Latino informational texts

Based on research in English-only environments, Pappas (2006) proposed that typical expository-based informational books present a topic, provide descriptions, share events that are characteristic, and contain a final summary. Similarly, Duke & Bennett-Armistead (2003) had asserted that the primary purpose of informational texts is to provide information. Aligned with that mission, from a canonical perspective, these texts are expected to contain technical vocabulary and a variety of structures such as: compare and contrast, problem-solution or cause and effect (Moss, 2003). As a result, educators promote the use of text structures that help the reader locate information and support comprehensibility. But what is relevant of that definition for this section is that biographies and procedural texts are not classified by these authors as informational texts. Mario's text, and to a lesser extent that of Maribel, had some biographical features. And Maribel's book had several sections on recipes, which would qualify as procedural texts. Equally, narrative text structures are not expected in canonical formats of informational texts. Again, in this study, all four participants included narrative elements, especially in the dedication page. Maribel, after an informative section about El Salvador, shared some short stories about her family's journey moving to the United States. In addition, as suggested in table 7, Mario was the only one who amplified the narrative genre in his informational book by dedicating half his book to the story of immigration of his parents.

The personal dimension in Latino informational texts

Informational texts have been defined as texts that "communicate information about the natural or social world, typically from one presumed to be more knowledgeable on the subject to one presumed to be less so" (Duke 2000, p. 2). That is, typical informational texts do not usually involve information emanating from personal experiences. Associated with that common expectation, informational texts are expected to use impersonal language evidenced by the use of general nouns, and modal or intransitive verbs. As discussed in chapter four, when reflecting on the impact of that societal "figuring", Nadia was very surprised to find out that she could create an informational text based on the experiences of her family.

Similarly, Patricia, employing the lens of the bilingual preparation program, noticed how the personal meanings of authors were not part of informational books in her placement (Artifact, January 22, 2019). Maribel also showed an influence of a different *figured world* brought from the University to her placement, one that valued personal dimensions, when she naturally shared a picture of her with her mother and grandmother smiling and making comments about how they were committed to preserving Salvadoran culture via culinary practices. In addition, she felt unrestrained to put personal connections in the captions of the pictures of El Salvador. And Mario included very emotionally charged personal aspects in his book. Mario shared his parents' wedding day, and most notably a prayer that his mother used during the most difficult moments of the immigration journey and that the author carried on a daily basis in his purse.

Implications for practice and recommendations

While the whole book enterprise reflected the systematization of family knowledge and the academic validation of that knowledge, in all four participants the topic was focused on traditions related to either the country and the culture of origin of the participant (Maribel); family practices in agriculture (Nadia), and food (Nadia, Patricia, Maribel). One participant chose the topic of immigration (Mario). One recommendation emerging from this study is the consideration of other topics as part of the creation of Spanish informational texts in bilingual preparation programs. Latinos have hidden funds of knowledge (Martinez & Franquiz, 2009) in many other areas, including math, science, and social science. Systematizing existing knowledge of Latino communities in the US in more areas would amplify the validation of Latino knowledge beyond the cultural sphere.

Based on the characterization of informational books by Pappas (2006), the ones produced in this research would be considered "atypical", or hybrid texts, because they combine stories with facts. However, the categorization is based on the idea that narrative and expository texts require different comprehension strategies (Donovan & Smolkin, 2002). Further, atypicality connotes a certain deviation from a norm or expected pattern. Instead, I would argue for selecting the term hybrid texts, instead of atypical texts. Or better yet: Latino informational texts.

In sum, the data in this study suggests a re-consideration of informational texts based on the enacted proposals laid out by the four participants. The re-consideration would open a space for Latino knowledges and experiences, for narrative ways of communicating

that experience, and for personal ways of emphasizing meaningful aspects of those experiences into these texts.

INFUSING IDENTITY INTO THE ACADEMIC LANGUAGE OF INFORMATIONAL TEXTS

Roz Ivanic (1998) highlights that writing involves a representation of the self, as well as the sharing of content. And representing the self includes aligning or not with beliefs and values that have been transmitted via dominant practices and discourses. Because of that dilemma, writing can involve a conflict with identity for students in higher education. Ivanic's (1998) ideas are very opportune to explain the hegemonic forces related to adopting academic language when developing Spanish informational texts as part of this study. On the one hand, macro *figured worlds* promote particular discourses around the nature of academic language and the way to develop it, with a trend that gets specifically emphasized with bilinguals from Spanish-speaking populations (Enright, 2011). The trend has picked up from the work of Jim Cummins (1979), who proposed a distinction between everyday interactions, which develop social language, but not school language. The latter is described as presumably involving cognitively more complex constructions and requiring explicit instruction. The education literature abounds with this hierarchical model of academic language which denigrates language varieties and which some scholars attribute to a prevailing racism (Faltis, 2013). Consequently, Spanish bilinguals developing advanced biliteracy, like the ones participating in this study, get "figured" by mainstream discourses to need to acquire the academic language they are not considered to possess in

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their repertoires, and to also benefit from instructional supports to develop it. With a similar figuring mentality for elementary contexts, teachers are told to specifically help "non-native" speakers (Fenner, 2019) and English language learners (ELLs) with understanding informational text because the latter uses "complex" academic language (Fenner, 2019).

However, in sharp contrast to the conflict mentioned by Ivanic above, the participants in this study were allowed to display their identities when creating the informational texts. Tracing back to the four themes discussed in chapter 4, there were at least four types of identities manifested in the Spanish informational texts: cultural, linguistic, agentic, and textual. Cultural identity was reflected in the choice of Latino topics, which involved being proud to show family or personal knowledge that had been acquired in precisely those personal realms of life that had been figured as devoid of valuable knowledge, as discussed in the previous section.

Linguistic identity involved shamelessly –and maybe unconsciously–exhibiting the syntactical patterns of talking and writing also originated in family practices that were once forgotten or devalued as a result of society's oppressive influences on their Spanish selves. On this aspect, what was relevant from the data in this study is the academic elevation of the Spanish varieties employed by the participants. For example, Nadia transposed the language of the conversations she had with her grandparents and parents regarding the making of tortillas. These conversations involved syntactical structures that reflected local use of Spanish in rural Mexico, associated with the harvesting of corn and the making of tortillas. For Maribel, writing the informational book involved developing her Spanish by

being attentive to the explanations around cooking of her mom, whose language she decided to respect, something which involved some self-transformations prompted by the bilingual preparation program. As discussed in chapter 4, the presence of non-standard syntax in the Spanish informational texts is counter-hegemonic because it runs counter to the conduit metaphor discussed at the beginning of this dissertation (Johnston, 2018).

At the same time, while respect for family language was evident in the written text in all four candidates, it did not involve an awareness of how specific language features were alternative to the mainstream notions of standard academic Spanish. The syntactical sophistication implied in the written constructions was never discussed by participants during the interviews, something that has the potential to challenge the hierarchical view of academic versus non-academic Spanish so entrenched in the literature. Mario and Patricia associated academic Spanish with the Spanish spoken in Spain, but they did not explicitly challenge Cummins' idea of academic language involving complex constructions. The data does not suggest that the BICS/CALP framework was interrogated by the participants, as has been done by other scholars (Faltis, 2013).

In addition, the data also points to an assignment that opened spaces for agency in participants, so that they were able to implement designs based on their meaning-making choices, and according to perspectives that derived from their particular personal histories, while at the same time complying to a general format. I argue that participants developed an agentic identity when composing texts according to their own priorities and visions. Even when there was a general constraint to comply to certain basic features of an

informational text, the *Spanish Methods* course did not provide a pre-defined route to develop the book. The general, undefined guidance, stimulated the participants to seek their own ways to collect the data, organize the text, and compose it via the addition of text and images, following their own ideological commitments.

The *Spanish methods* course did provide spaces to produce several drafts, and to reflect in class on those drafts, as they evolved in their ideas around these texts. Thus, Nadia ended up deciding to interview her grandparents and take pictures of their processes to make tortillas. Thinking of her imagined students, she thought of ways to connect the rural reality of her family with other practices for making and eating tortillas in more industrialized settings, and she included these aspects in her book. From her own experience learning vocabulary in the data-collection process, she got motivated to highlight several words around tortilla making that originated in *Nahuatl* and designed a socially meaningful way of presenting the meanings of words in her text. It was remarkable that Nadia's selection of the vocabulary words to teach in her book naturally fell under the categories of general, specialized and technical words (Vacca & Vacca, 2005). From the needs arising in her particular process of creating the text, she developed strategies to provide readers with visual and linguistic clues to support the interpretation of the new words. And this latter design element is a feature recommended explicitly by Fisher, Frey & Lapp (2016, p. 72) to support the understanding of informational texts.

Following a different inclination, Patricia opted for expanding from, rather than focusing on, a personal experience with el *pan mexicano*. She decided to present thoughtful

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pictorial supports to support understanding of the types of bread consumed in Mexico, as when she incorporated the image of an elephant for the *pan de oreilles*. Reflecting again a different path, Maribel's experience writing something meaningful in Spanish in an academic assignment was the first of its kind in her life. Hence, her effort involved several dimensions: oral language interactions with her family that developed her vocabulary, and the conversion of oral discussions to a written format, which developed her sentence construction sophistication. Her specific commitment was to present a general theme but also separate sections for El Salvador, her family, Salvadoran food, and recipes, so that each part could be loosely related to the main topic. This design goal led her to choose Carmen Lomas Garza (2005) as the mentor text to guide the discursive organization of the contents in her book. Maribel got inspired by Carmen Lomas Garza, and she was given the freedom to use that author's book, *Family pictures/Cuadros de familia*, as a mentor text. And last, Mario, while he interviewed family members like Nadia, he guided design efforts by a commitment to use his book to promote empathy to Latino immigration and to challenge some assumptions around this phenomenon in the US.

And fourth, because of the interaction of the personal with the public when creating these texts, and the spaces given for agency, bilingual teacher candidates exhibited a variety of projected identities in the text. At times, they approach the audience appearing to engage it directly with a direct exhortation, as in the case of Maribel's assertion of what the reader will learn from the text in the early pages. And at other times, these authors retreat from the reader, appearing to put some distance, as in the case of Nadia. Most notably, the agency

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afforded by the Spanish methods assignment allowed the enactment of varying degrees of multilayered identities in the texts as discussed in chapter 4. In particular, there was a combined presence of autobiographical components with socially distant elements in the texts, and very individualized displays of that combination through design, linguistic and pedagogical features in the four texts.

Maribel was most notable in terms of combining distant and proximal identities in the same sections of her text, while Nadia and Mario resorted to mainly two types of identities in separate sections of the book. Mario added images to his design objectives which were dominated by his goal of conveying a particular message around Latino immigration: it has happened always. In sum, with different emphasis, the assignment allowed the sedimentation of identities (Rowsell & Pahl, 2007) which emanated from the personal and social contexts which gave origin to the texts.

Regarding the development of academic language, Gottlieb & Ernst-Slavit (2014) and other scholars recommend instruction at the discourse level. The assumption is that to acquire the academic language involved in an informational text, students would need to learn the specific linguistic features involved in this type of genre. For the present project, it would have involved the teaching of linguistic features associated with the production of an informational text. In sharp contrast, in this study, it was the activation of several identities that allowed bilingual teacher candidates to end up participating in meaningful social and cultural practices and thereby acquire some features of academic language, including discourse-level aspects traditionally associated with informational texts.

Following Gee's (1989) notion of secondary discourses, one could argue that these four participants were socialized in the *Spanish methods course* to acquire a secondary discourse, that of an informational text. These four participants authored themselves in that course, preserving their powerful linguistic and cultural identities while at the same time complying to certain conventional features at the macro level of the text.

Implications for practice

These Spanish informational texts can be considered cultural artifacts with the potential to re-pivot mainstream discourses, as part of a re-figuring in a bilingual preparation program that is similar to other experiences (Ek & Dominguez Chavez, 2015; López, Ynostroza, Fránquiz, & Curiel, 2015; Murillo, 2017; Salinas, Rodriguez & Lewis, 2015). The presence of different kinds of socially situated identities, and the language associated with those varied identities, quietly challenges Cummins' binary distinction, but participants did not articulate the challenge in an explicit way. The potential to consciously attend to similar experiences with informational texts in the future may be limited by the lack of conscious awareness of the counter-hegemonic contributions made with these texts. This awareness is even more necessary given that "while individuals have a multitude of identity choices available, they are not completely free of the constraints of discourse" (Calhoun, 2012, p. 24). Calhoun stresses that from a Bakhtinian view, agency requires dialogue. One implication emerging from this study is the need to attend to a dialogue regarding the contrast between mainstream notions associated with informational texts, and

the specific experiences and embedded proposals that can emerge in bilingual preparation program when they are asset-based.

The data also has implications for how to develop Spanish competencies in university settings attending heritage students. Given the warning that deficit discourses towards social language variation is likely to continue (Guerrero & Guerrero, 2017; Showstack, 2012)), a targeted focus on the contribution of non-standard languages to academic language in heritage courses at a college level would be beneficial, as has been documented by research (Burgo, 2016; Durán Cerda, 2008).

Implications for research and practice and recommendations

Heller & Morek (2015) argue that the socio-symbolic aspect of academic language has been undervalued in the research. For these researchers, the apparent difficulties of students who do not appear to acquire academic language is related to social identities, rather than to issues of linguistic structure or sensitivity. These researchers propose that the incorporation of new discursive practices as part of academic language development must involve "identity reconstruction" rather than just the acquisition of new linguistic patterns. These researchers also argue that the role of orality as part of academic language has been underestimated or distorted. According to them: "interactive patterns should be regarded as an important part of academic communication in the mode of orality." I argue that this study points to the potential to re-configure discourses around the development of

academic Spanish based on the transformative work that is possible specifically impacting the development of academic Spanish.

The data in this study suggests that a re-claimed cultural, linguistic and authorial identity, and a space for agency, were central to the micro and macro language practices creating a Spanish informational text. Consequently, the written language practices and perspectives in this study squarely challenge the conceptions of academic language that have emerged in English-only environments and transposed unreflectively to bilingual contexts in higher education. More specifically, the data suggest the need for approaches that take into account the socio-histories and personal experiences of bilingual teacher candidates. Consequently, this research has generated two conclusions that deserve more scholarly attention. First, a conceptualization of academic language emerging in English-only contexts and focusing exclusively on linguistic components is unsuitable for Latino populations in the US. This study points to the need to develop a construct for academic language that takes into account the socio-histories of prospective bilingual teachers who come from Spanish-speaking backgrounds, and that specifically attends to the latter's experience with subtractive schooling (Valenzuela, 1999). Second, research on the relationship between identity and literacy has been prolific (Moje & Luke, 2009), and there are studies on teacher transformations that have promise for future bilingual classrooms (Ek, Dominguez & Chavez 2015; López, Ynostroza, Fránquiz, & Curiel, 2015; Murillo, 2010; García-Mateus & Palmer, 2017). However, the role of identity in developing academic language has been attended in applied linguistic contexts but with less attention

in university settings and even less so for academic Spanish in bilingual preparation programs.

IMPROVISING PEDAGOGIES VIA CONVERSATIONS AND PERSONAL RESPONSES

Mainstream discourses abound with the call to solve the Latino "crisis" in education (Gandara, 2009). The 2019 National Assessment of Education Progress, (NAEP), the nation's report card, shows Latinos, Blacks and minority students–despite moderate gains–occupying the lower performing scores in a disproportionate way, indicating the persistence of structural inequities in the US education system. To tackle those disparities, some scholars bring to light the need to improve the methods for reading instruction (Denton, Vaughn & Fletcher, 2003), and specifically advocate explicit instruction approaches on reading components, allegedly to prevent inappropriate referrals of Latinos to Special Education. However, it is relevant to highlight how the above mentalities can be considered part of a macro figured world of education (Urrieta, 2010) where Latinos in the US have been defined from a particular perspective developed socio-historically over many years. A deficit and a fixing mentality with Latinos continue to impact educational practices in many classrooms, with a one-size-fits-all approach that ignores context, and linguistic or cultural background and thereby dehumanizes students (Bartolomé, 1994).

The four participants in this study embraced an alternative *figured world* where reading instruction attends to the situated meanings that emerge from social activities around oral and written discussions, rather than from single interpretations emanating from

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a text (Gee, 2014b). The practices of the participants deserve more careful consideration, and possible expansion, even as part of a conventional perspective regarding teaching and learning with Latino students. In this section, I discuss two types of engagement pedagogies implemented by the participants in this study: 1) text-based conversations that drew from students' personal experiences, and 2) identity-related responses that included traditional writing and other enactments of self in situated contexts.

Repositioning Latino students during text-based conversations

Attending to the cultural background of students and reconceptualizing deficits as resources (Bernal, 2001) were strong principles of the bilingual preparation program in which the four participants were doing their student teaching. In fact, the PDS experience led to some expectations in participants for their school placements that at least in some cases was not fulfilled. As discussed in chapter five, Nadia expected a lot more interaction in her placement, and instead saw students doing much independent work. Similarly, Patricia commented how in her placement, teachers were positively inclined to value the culture of students but in practice they were very worried about standards.

As discussed in chapter 5, the regular practices of the CT in Bonito elementary, when reading texts, involved little personal involvement from both the teacher and the students, and culminated usually with skill-based activities focused on improving some aspect of reading or writing. In contrast, Nadia and Patricia promoted a conversational approach with students. The conversational style of teaching of Nadia and Patricia aligns

with the cultural modeling approach of Carol Lee (2001). In this approach, conversations can foster meaning-making by validating and bringing the cultural practices that are specific to a group in the classroom. In addition, conversations can be considered one type of discourse pattern. In that vein, it is relevant to remember that Gee (2014) highlights how "discourse patterns are among the strongest expressions of personal and cultural identity" (p. 374). Consequently, I argue that this focus on conversations is an instructional version of the well-known *pláticas* research approach proposed by Latino scholars (Fierros, & Delgado Bernal, 2016; Bernal, 2001; Elenes, Godinez & Villenas, 2006).

In sum, I argue that the conversational approach to the Read-Aloud that both participants naturally promoted represented a counter-hegemonic proposal, and a *re-figuration*. This potential *re-figuring* represented a distance from autonomous views of literacy where meanings are exclusively derived from the words, linguistic constructions, and the content in a text. The data also pointed to the influence of participants' histories-in-person, including recent learning in the bilingual preparation program, regarding how a conversational style was prioritized when teaching with the informational texts.

Besides engaging students with selected sections of the book in a casual style, Nadia and Patricia were particularly attentive to include Spanish-speaking students during these conversations. With these two teachers, it was particularly Latino students, even if for a few minutes, that came out of the quietness of their shells, and suddenly became alive, sharing bits of personal memories, opinions and questions. Nadia reflected on how she got emotional when realizing that it was those Latino students who hardly ever participate in

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regular Language Arts lessons who were motivated to talk during her lesson. Patricia's experience was similar. She also welcomed the opportunity for Latino students to make connections between their personal experiences and her lesson on *pan dulce.* While the participation of Patricia's students involved a more active prompting from her part, in both Nadia and Patricia Spanish was used for self-affirming conversations. Therefore, literacy instruction promoted language as a resource for learning.

Palmer (2008a) has argued that "the mutability of identity construction is at the heart of the question of whether any pedagogy can create lasting change in the larger society" (p. 115). Nadia and Patricia did not articulate awareness of engaging in identity re-construction during their lesson. However, they did so in their practice. Through the discursive features of their conversations, Nadia and Patricia privileged Spanish during the lesson, and specifically gave space to the Spanish-speaking students. In so doing, they effectively promoted a change in how Latino students saw themselves, from passive and non-participatory beings to active and asset-laden students who can contribute ideas during discussions. One could argue that by promoting the *re-figuration* of students in this way, these teachers *began* to promote the re-storying Latino students (Worthy, Consalvo, Bogard, Rissell & Shipman 2012) who felt more comfortable using Spanish.

On that note, from a *figured world* perspective, the pedagogic work of Nadia and Patricia represents an effort to re-configure the identities of some Spanish speaking minoritized students, and in the direction of reversing inequities in dual language classrooms. In table 10, I use the ideas of James Gee (2018) to illustrate the components

of situated literacies that were at work in Nadia's lesson, specifically with one Spanish-speaking student who had the reputation of having behavioral problems, and with the three students who showed unusual participation in her lesson.

Behaviorally challenged Latino student	Personal experiences are valued	Question during an informal conversation	The actual question in Spanish	Text and interactions around the text
Discourse (identity)	cultural model	genre	social language	the "text"

Table 10. Reading as the appropriation of a style of language for one student (Gee, 2018)

Table 10 shows how, following Gee (2018), conversation in the lessons of Nadia and Patricia worked as a familiar genre for Spanish-speaking Latinos that scaffolded a cultural model communicating to students that their opinion has value as part of the reading process, and therefore that they are valuable readers. In other words, the teacher discourse directly impacted students' identities. The conversational genre worked with social languages and cultural models to construct in this case the Spanish-speaking children as valuable opinion-holders during reading interactions. Gee's notion of reading as the "proactive production of appropriate styles of language" (2018, p. 39) materialized with these students who had been figured in particular ways, and who were *re-figured* through teacher discourse. Because of this *re-figuring*, even if for brief moments, these students

ended up engaging in the lesson during informal talks about tortilla making during Nadia's lesson, and about Pan mejicano during Patricia's lesson.

Implications for teacher education and recommendations

To be clear, there are approaches to reading instruction that prioritize interactive components (Echavarria, 2008; Goldenberg, 1993). However, instructional conversations in these previous initiatives do not imprint identity into their pedagogies. I argue that the attention to identity has pedagogical ramifications that could be further investigated in such a way as to explicitly articulate a counterargument to mainstream discourses, specifically when learning from informational texts, and for stimulating the academic achievement of Latino students.

Personal responses via writing or enactments of self in situated contexts

As discussed in chapter 5, in response to the Read-Aloud, all four participants promoted either traditional writing or some form of reaction that engaged the self. Nadia and Patricia created an original scaffold to stimulate a writing creation similar to the one they themselves had producing their books. Nadia distributed sheets to students with the prompts: Mi tradición favorita es.....Me gusta.... (My favorite tradition is....I like...).

Patricia designed what could be called an identity-oriented scaffold. The data indicates how Patricia spontaneously conducted one-on-one conversations with as many students as she could, and that these conversations were oriented at re-constructing the sense of self in students.

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Recall and reflection from personal experiences	The actual questions in either Spanish or English depending on the student	One-on-one conversations	Personal experiences gave you knowledge	You are capable of writing something meaningful
¿Cuéntame que hiciste durante tus vacaciones? Fui a Mexico. Mis abuelitos tienen animales. Me dejan que yo les de de comer.			Entonces tu sabes como darles de comer. Escribeme y enseñame como lo hiciste.	
The "text"	The social language	Genre	Cultural model	Discourse (identity)

Table 11. Patricia's language promoting a different identity during the writing task

Table 11 illustrates the components of this reconstruction from a situated literacy perspective, again using the discourse analytic tools of James Gee (2018). Patricia's conversations aimed at convincing students that they had unique personal knowledge from past experiences and interests. The genre of conversations worked again to alter the self-image of students as knowers of valuable information, but in the context of writing. With her one-on-one conversations operating like writing interventions, Patricia attained high degrees of writing participation with all students, not only Latino students.

In addition, Nadia and Patricia, with their writing assignment, opened a space for Latino students to be re-storied as capable writers. In addition, their approach has wider potential since because it was implemented with all students, and writing stories was an

activity more commonly implemented with the gifted and talented. Nadia and Patricia both improvised with this assignment, because the latter was outside the cultural expectations at the school and because it re-positioned students as knowers.

Last, both Nadia and Patricia were working in a Language Arts classroom where the cooperating teacher encouraged them to keep one language, either Spanish or English, throughout the lesson. Conducting a lesson in Spanish elevated the status of this language and shifted the power balance in favor of Latino students, and especially those from Mexico who had recently arrived and had been marginalized in Language Arts lessons. But moreover, shifting the expectation in the writing to accept both Spanish and English also favored students whom both student teachers had observed struggling when trying to write in one language. Again, this second shift in expectation represents a humanistic response (del Carmen Salazar, 2013) and a resistance to language policies in their placement in favor of culturally sustaining pedagogies (Paris, 2012).

Implications for teacher education and recommendations

The pedagogic work of Nadia and Patricia reinforces the potential of proposals that alter students' trajectories in school by working on identity in more than one way in the classroom. The re-positioning of students' identities can occur silently, without teachers being aware that they are doing it. One recommendation that emerges from this study is the need to discuss identity-oriented pedagogical contributions as part of the student

teaching semester, in order to generate more conscious pedagogies that can contribute to reverse inequities in the classroom in a more sustainable way.

BILINGUAL STRATEGIES TO TEACH FROM A BOOK WRITTEN COMPLETELY IN SPANISH

In addition to giving special attention to Latino students as discussed in the last section, Nadia and Patricia displayed pedagogical strategies to bridge a book that was written totally in Spanish with students in a dual language environment who had different backgrounds in Spanish and English, with a sizable portion coming from English dominant environments.

Nadia conducted most of the lesson on the first day in Spanish. By prioritizing Spanish in this way, she effectively disengaged or distracted the native English speakers, something I was able to notice as I sat right next to them when observing the lesson. In addition, as discussed in chapter five, Nadia did a bit of *translanguaging* during her lesson. However, at the beginning of the writing assignment, she did not stimulate the use of both Spanish and English. Following her CT's orientations, she asked students to do their best effort to write only in Spanish. However, in the end, she allowed language mixing, as was evident in the data discussed in chapter 5.

Patricia's use of Spanish and her approach to language mixing was a little different. On the first day, she imparted most of the lesson in Spanish, sprinkling some words in English only as part of vocabulary instruction at the beginning. But towards the end of the lesson, she developed a sense that she had lost the native English speakers. Patricia was

especially committed to a *Funds of Knowledge* framework, and she switched to English in the last part of the lesson, to explain the writing assignment. In addition, she used English to conduct one-on-one conversations with native English speakers. Then, when guiding the writing assignment, she told students to attempt to write in Spanish. However, when an African American student begged her if he could use some English, she ended up explicitly announcing to all students that they could use both languages. Thus, both Nadia and Patricia could be described as implementing a language-oriented *improvisation* with language mixing, though it took some time to materialize. In Patricia's case, the conversations targeted native English-speaking students, while in Nadia's case, they appeared to benefit mainly Spanish-speaking students.

In Round elementary, the percentage of native English speakers was much higher than in Bonito elementary. Yet with this population, data did not suggest any pressure from either of the CTs of Maribel and Mario to promote only Spanish or only English with students. A comparison of the bilingual strategies employed by Nadia and Patricia, who worked in Bonito elementary, with those of Maribel and Mario, who worked in Round elementary is shared in table 12. The comparison is derived from the themes outlined in chapter 5.

Maribel and Mario approached the bilingual aspect of their lesson differently from Nadia and Patricia, arguably as they were dealing with Pre-Kindergarten and Kindergarten children respectively. For one thing, during the writing assignment, both these student teachers promoted a response after the Read-Aloud that referred back to the discussion of

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the content in the two informational texts. On the other hand, Nadia and Patricia had asked students to generate their own content as part of the writing assignment. For Nadia and Patricia, students' writing responses were expected to relate to the author in terms of the process of generating information, rather than on the contents in the book. It is interesting to notice Nadia and Patricia prioritized the goal of students' becoming writers, independently of the content, which apparently was more relevant for Maribel and Mario.

Bridging strategies	Nadia	Patricia	Maribel	Mario
Bilingual language strategies	Pre-teaching Spanish vocabulary A bit of translanguaging during the lesson Allowing code-switching in students' writing	Pre-teaching Spanish vocabulary Allowing code-switching in students' writing	Translanguaging: translingual re-voicing; translations, intersentential code-switching	Situated vocabulary instruction; intersentential code-switching
Cultural-bridging strategies	Bring objects from the book to arouse curiosities in students Include a community-building experience around tortillas	Conduct a community-building experience around pan mejicano	Replace worksheets at the end of a lesson with a Salvadoran experience related to the Read aloud	Two lessons. first one to build background knowledge Re-configure a familiar worksheet into an imaginary experience related to immigration

Table 12. A comparison of pedagogical bridging strategies

On the other hand, in the lessons of Maribel and Mario, students were positioned in some role connected to the topic as described by the authors in their book. For Maribel,

the expected responses were more directly integrated with the cross-disciplinary goals of the lesson. For Mario, the responses were more related to Latino immigration. Maribel, dealing with Pre-Kindergarten children, designed the setting so students would have a cultural experience related to El Salvador. Mario, who had two lessons around the informational text, on the first day, read the book *Dreamers* by Yuyi Morales, and had students do a description of who they were, to connect to the author's identity. And on the second day, as part of the reading response, students were asked to imagine they were immigrating and identify objects that they would take with them.

In addition, Maribel and Mario, placed in very different contexts than Nadia and Patricia, improvised with their response activities. However, the nature of the improvisations was not as targeted specifically to Latino kids as it had been with Nadia and Patricia. Maribel thought of bringing an experience to replace worksheets, something she had learned in the teacher preparation program, and the idea was well accepted by her CT. Mario, on his part, created an imaginary experience in two stages, this time with a cultural experience around a controversial topic: Latino immigration.

Neither Maribel nor Mario felt the pressure to use only Spanish or only English as part of the lesson. As discussed in chapter 5 and shown in table 4, Maribel used *translanguaging* for a good part of her lesson. However, this technique appeared to mainly benefit the native English speakers in the class, who were developing Spanish while being allowed to respond in English at any point during the lesson. Though Maribel integrated math, science and social science into her lesson, her practices were more focused on

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developing students' receptive and productive knowledge of Spanish. Interview data indicated that the very few Spanish-speaking children in her class were supported by hearing their native language dominate teacher discourse. In addition, Maribel addressed the native Spanish speakers several times during the lesson to answer questions, though she also addressed other native English speakers. Mario for his part, used English for the first day of the lesson, which served to build background knowledge around Latino immigration for native English speakers. Again, his classroom had very few native Spanish speakers. He implemented bilingual strategies as part of teaching Spanish the second day, which again, seemed to favor the native English speakers more than the minority of Spanish speakers. In the case of Mario, the data points to a goal of building empathy via the use of English having more priority than engaging students via bilingual interactions or specifically re-positioning Latino students as was the case with Nadia and Patricia in their lessons.

Implications for teacher education and recommendations

Based on this study's data, in Bonito elementary, a two-way dual language school, Spanish predominated during the teacher discourse for most of the lesson. While the use of Spanish for most of the lesson brought benefits to Spanish-speaking students, Nadia and Patricia were also worried about the needs of native English speakers in their classroom. Though both teachers resisted language separation policies implemented by the CT, they both felt the pressure of this mentality. On the other hand, in Round elementary, Maribel

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and Mario implemented *translanguaging* strategies more consistently. However, *translanguaging* served to teach Spanish as a second language mainly to a dominant population of native English speakers. Both situations have implications that may be relevant for teacher education with bilingual teachers. In the case of Bonito elementary, it brings to light the promise of using a book written completely in Spanish, while also consciously preparing bilingual teachers to an environment still dominated by language separation. In the case of Round elementary, it points to more obviously persistent inequities in dual language contexts as alerted by several researchers for several decades (Valdés, 1997), and presently (Palmer, Martinez, Mateus & Henderson, 2014). Future teacher education efforts may consider how teachers can re-position Spanish-speaking students, in order to reverse the power dynamics in classrooms dominated by native English speakers.

Cervantes-Soon et al (2019) point to the need for dual language environments to incorporate socio-political consciousness, in addition to the established emphasis on bilingualism, biliteracy and academic achievement in dual language contexts. These researchers propose the notion of "critical listening" taking place "when those in power" read the world in ways that are similar to immigrant groups. The discussion in chapter five shows that Mario's lesson approximates that exhortation and could inspire other efforts. Mario's approach also aligns with the description of reading by James Gee (2018) whereby children acquire different perspectives than their own (p. 3).

Authoring and improvisations

In this study I explored identity in practice, with language and pedagogies respectively, in the context of creating and teaching with informational texts in Spanish. From a figured world perspective, authoring is one of the contexts of identity production (Holland et al, 1998; Urrieta, 2007). Authoring involves confronting and responding to different discourses as part of an activity of identity-related orchestration where constraints can generate new possibilities (Holland et al, 1998, p. 171).

	Nadia	Patricia	Maribel	Mario
Authoring examples	Dedication page honoring family knowledge	"I have knowledge in my head that I put in my book" "You do too"	I had to write a book in an academic manner while respecting my family's language	I became more empowered to celebrate my Latino culture
Identities performed	My parents and grandparents are knowledgeable people	I am an informational book writer You too can be an informational book writer	I can write academic Spanish while also respecting my family's language	My culture and my language have value and are beautiful
Language or pedagogical implications	Systematization of Latino knowledge as valuable learning in schools	Asset-based pedagogies as a resource for writing activities	Resolution of identity conflict of academic writing via the incorporation of family social language into formal discourse	Systematization of Latino knowledge as valuable learning in schools

Table 13. Authoring, identities, and language and pedagogical contributions

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Table 13 displays representative examples of authoring moves, the implicated identities, and associated language or pedagogical contributions for each participant in this study. Nadia re-positioned her family as holders of valuable knowledge, shifting her understanding during her teacher preparation program. Patricia changed the understanding of herself and brought that to her students, regarding valuable personal knowledge that can motivate writing. Maribel decided to consciously respect the language of her family when writing her book. And Mario became more empowered to celebrate his Latino culture in the bilingual preparation program. These productions of identity in the four participants have important implications for academic writing, with a promise to dissolve the conflict discussed by Ivanic (1998) in previous sections.

Improvisations were conceptualized in this study as involving the spaces for inpromptu responses, through spontaneous act of agency that reflected degrees of allegiance or distance from expected institutional norms[4]. There are many examples of improvisation in this study, in both the creation and the teaching with the informational texts. During the creative process with the texts, improvisations were connected to the authoring spaces where participants re-positioned themselves in different ways and in different courses of the bilingual preparation program, as discussed before. In addition, the Spanish methods course provided the space for participants to author themselves as capable Spanish speakers and as informational book writers. The latter, in turn, led to a variety of language and discursive improvisations as described in chapter four. One of the most powerful improvisations related to research question one involved the sophisticated display of a variety of identities in the final informational text product. Some of those identities

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[4] I am thankful for the insights of Dr. Idalia Núñez regarding authoring and improvisations, during a conversation on November 23, 2019.

were not aligned with the expectations for informational texts in the canonical literature, while some of the identities were aligned in that fashion, especially those involving more formal language constructions.

Improvisations	Inviting a Latino child usually marginalized to participate in the lesson	"You can do the writing in any language now" announced towards the end of the lesson	Bringing a cultural experience to replace a worksheet into the lesson	Promoting a discussion on the difference between travelling and immigration with Kindergarten students
Identities performed	I am a culturally inclusive teacher	I am a culturally sensitive and adaptive teacher	I am a socially oriented teacher who values interaction and community building	I am a critically conscious teacher who open discussion
Language or pedagogical implications	Potential re-routing of academic trajectories of Latinos	Validation of fluid language practices as a motivation for writing	Learning is more than the acquisition of discrete skills, but involves the whole self in interaction with others	Teaching is political and accepting different perspectives

Table 14. Improvisations, identities and language and pedagogical implications

Improvisations also took place during the social encounters involving teaching, which is the focus of table 14. In these cases, the improvisations contributed to give new significance to the following aspects of the pedagogic work with Latino students: culturally relevant teaching when using a text in Spanish, especially with Spanish-speaking students

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who had been marginalized; the mixing of Spanish and English to allow students a voice in writing; the value of community-building experiences as part of learning, and the importance of consciousness raising around Latino immigration experiences during teaching.

CONCLUSION

This study aspired to document the language and pedagogical practices of four bilingual teacher candidates when using Spanish to create and teach with an informational text during two semesters of a bilingual preparation program. I was particularly interested in investigating situated identities, language embedded perspectives, and counter-hegemonic proposals, a quest that was supported by the *figured world* framework (Holland et al, 1998) and the ideas of James Gee (2014b) on the seven building tasks of language. With those theoretical and methodological tools, the two research questions explored language and pedagogical contributions of creating and teaching with Spanish informational texts.

The exploration was important because as explained in the beginning of this dissertation, macro figured worlds promote particular discourses regarding informational texts that can be unreflectingly applied to bilingual contexts of teacher preparation and to elementary school instruction in dual language environments. Most importantly, the rationale for designing and for teaching with informational texts is usually derived from English-contexts. Equally important is the fact that Spanish is usually considered a

language to draw upon in order to help unpack the meaning of text as part of English acquisition, rather than for the promotion of biliteracy.

The results of this study helped our understanding of the impact of a bilingual preparation program that is focused on valuing students' language and cultural backgrounds on the potential contribution of informational texts that incorporate Latino perspectives and experiences. The *Spanish Methods course* created a space for the four participants to author themselves as capable Spanish writers of informational texts, similar to how research has documented authoring spaces in bilingual classrooms (Franquiz, Leija & Garza, 2015). Because of the space given for participants to exercise their agency and to maintain their linguistic and cultural identity, these authoring spaces involved the appropriation of formal and conventional features of the genre. In addition, participants generated contributions that challenged conceptions and constructs that had been established in English-only contexts around informational texts. In particular, the four participants discursively proposed alternative notions of academic language that not only involve technical components but include a framework that takes into account identity.

In addition, these texts, while written completely in Spanish, were used to impart lessons in dual language classrooms for students with varying language backgrounds. In that vein, I documented how the utilization of these Spanish-only texts in the classroom shifted the language balance towards Spanish in the discourse of the teacher. The latter created new spaces of participation to previously marginalized Latino students and ended

up promoting a conception of biliteracy closer to culturally sustaining practices (Paris, 2012), rather than to the use of Spanish as a springboard to develop English. In the same realm of pedagogies, this study can be a resource that documents and illustrates the creative solutions displayed by bilingual teacher candidates when having to design and implement lessons in two particular dual language contexts, while holding fresh convictions from their university preparation about what re-imagined bilingual classrooms can do to lift Latino children into positive trajectories.
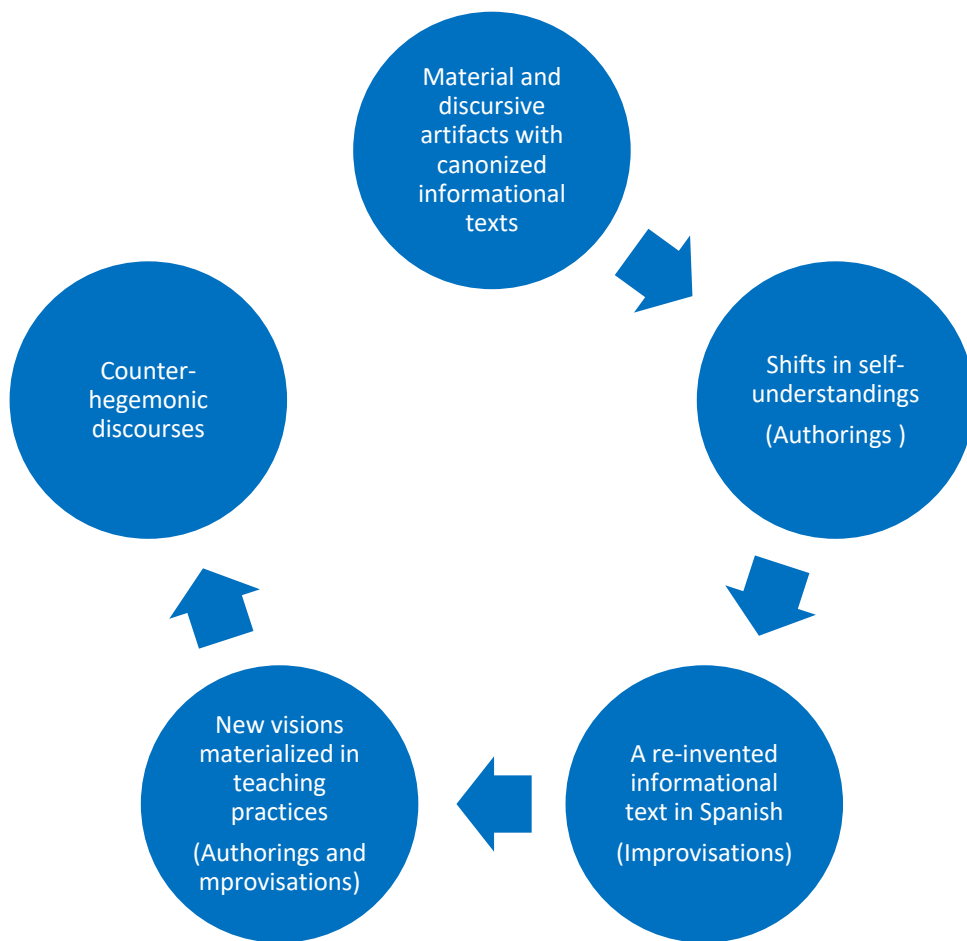
Figure 33. The process of re-figuring informational texts based on the data in this study

In this study, the four participants effectively re-figured informational texts with new Latino identities when using Spanish to create and teach with these texts during two semesters of a bilingual preparation program. Figure 33 illustrates the process that emerges from the data for this re-figuring.

The process starts with the discursive and material artifacts of the master figured world. In this master figured world, informational texts have particular characteristics, derived from English hegemonic mentalities, and should be taught in particular ways, derived from mainstream research paradigms and established policy orientations. However, during a transformative bilingual preparation program, participants experience shifts in self-understandings, and author new identities regarding Spanish-related knowledge, the Spanish language, and Spanish literacy practices. With their new social positions, they create an informational book in Spanish. These texts sediment the new social positions. These texts by themselves innovate with regards to canonical definitions of informational texts. As new cultural and material artifacts, these texts have a tendency to connect mental models with Latino culture in a new way, thereby promoting a *re-figuring*. With the texts and with their own histories-in-person modified with new visions for teaching, participants promote improvisations that benefit all students, but especially Latino students, in dual language classrooms. By introducing re-invented informational texts that embed new pedagogic visions, the teaching with these texts contribute to generate discourses which also operate as new artifacts with re-pivoting possibilities in dual language education spaces. The discursive propagation of the sedimented contributions in

the texts, and the re-figured pedagogic proposals implemented in classrooms have the potential to generate alternative, positive discourses towards Spanish language and Spanish literacy, in new, re-imagined bilingual education communities.

Appendices

APPENDIX A: LIST OF ARTICLES REVIEWED ON ACADEMIC SPANISH DEVELOPMENT IN

BILINGUAL TEACHER PREPARATION PROGRAMS

	Author	Year	Journal	Research approach	Focus	Category
1	Alfaro & Bartolomé	2017	Issues in Teacher Education	Conceptual analysis	Promoting ideological awareness	Ideological/linguistic/ cultural discussions and reflections
2	Aquino-Sterling	2016	Bilingual Research Journal	Qualitative analysis of a simulated teaching experience	Content-specific Spanish	Developing context-specific competencies
3	Aquino-Sterling & Rodriguez Valls		Multicultural Perspectives	Description of a professional development program	Content-specific Spanish	Developing context-specific competencies

	Author	Year	Journal	Research approach	Focus	Category
4	Arroyo-Romano	2016	Journal of Latinos and Education	Analysis of statewide data in BTLPT	Bilingual teacher shortages	Policies and structural inequities
5	Flore, Clark, Guerra & Sanchez	2008	Journal of Latinos and Education	Survey analysis	Acculturation aspects of recruiting bilingual teachers	Impact of deficit ideologies and discourses
6	Briceño, Rodriguez-Mojica & Muñoz-Muñoz	2018	Language and Education	Qualitative analysis of interviews	Critical language discussions to include non-standard varieities	Ideological/linguistic/cultural discussions and reflections
7	Caldas & Palmer	2018	International Journal of Bilingual Education	Critical narrative and linguistic analysis of focal students	Acceptance of Spanglish in an academic context	Incorporating non-standard varieties and Spanglish

	Author	Year	Journal	Research approach	Focus	Category
8	Ceballos Brochim	2012	International Journal of Bilingual Education & Bilingualism	Textual analysis of literacy events	Knowledge from the community	Promotion of community-based pedagogies
9	del Rosal, Roman & Basaraba	2018		Qualitative coding of artifacts and interviews	Equity challenges in learning environment	Policies and structural inequities
10	Delany-Barmann, Paciotto & Deverauz	2016	Research in second language learning	Narrative analysis of interviews with bilingual teacher candidates	Identity and socio-political context (teacher identity influenced by language policy and deficit ideologies)	Impact of deficit ideologies and discourses

	Author	Year	Journal	Research approach	Focus	Category
11	Esquinca	2013		Collective case study in one math course	Contribution of discourse models and guidance	Developing context-specific competencies
12	Ek, Sánchez & Quijada-Cerecer	2013	International Multilingual Research Journal	Analysis of narratives in practicum courses	Internalized ideologies around non-standard Spanish	Impact of deficit ideologies and discourses
13	Flores & Rosa	2015	Harvard Educational Review	Conceptual	Raciolinguistic ideologies and language appropriateness	Impact of deficit ideologies and discourses

	Author	Year	Journal	Research approach	Focus	Category
14	Franquiz, Lejia, & Garza	2015	Bilingual Research Journal	Analysis of teachers' communicative practices	Spanish development as part of asset-based pedagogies and identity development	Promotion of community-based pedagogies
15	Guerrero, Farruggio & Guerrero	2013	Radical Pedagogy	Analysis of curriculum re-design	Spanish language as part of border pedagogies	Developing context-specific competencies
16	Guerrero & Guerrero	2017	Bilingual Research Journal	Qualitative coding of focus groups	Weak academic language due to national, state and program-level factors	Policies and structural inequities

	Author	Year	Journal	Research approach	Focus	Category
17	Guerrero & Valadez	2011	Chapter	Conceptual analysis	Secondary discourses in bilingual preparation programs	Impact of deficit ideologies and discourses
18	Guerrero & Guerrero	2013	Journal of Latinos and Education	Discourse analysis and personal narrative analysis	Colonizing ideologies in academic contexts	Impact of deficit ideologies and discourses
19	Guerrero	2009	Journal of Latinos and Education	Analytical essay	Few opportunities to develop Spanish in bilingual teacher preparation programs	Policies and structural inequities

	Author	Year	Journal	Research approach	Focus	Category
20	Hernández	2017	Issues in Teacher Education	Analysis of teacher narratives	The sociopolitics of translanguaging	Ideological/linguistic/ cultural discussions and reflections
21	Guzman Johannessen, Thorsos & Dickinson	2016	Education and Society	Examination of bilingual programs in 6 states with Spanish-speaking populations	Subordination of Spanish; so specific plans to develop academic proficiency in Spanish	Policies and structural inequities
22	López & Santibanez	2018	Education Policy Analysis Archives	Analysis of policy and teacher certification requirements in three states	Institutional obstacles to develop academic Spanish	Policies and structural inequities

	Author	Year	Journal	Research approach	Focus	Category
23	Murillo	2017	Diaspora, Indigenous, and Minority Education	Critical Ethnography and participatory action research	Colonizing ideologies and decolonizing pedagogies	Impact of deficit ideologies and discourses
24	Musanti & Rodríguez	2017	Bilingual Research Journal	Qualitative analysis within one content-area methods course	Translanguaging supporting academic language	Incorporating non-standard varieties and Spanglish
25	Ostorga & Farrugio	2018	International Journal of Bilingual Education and Bilingualism	Qualitative analysis of modified curriculum	More awareness of inequities to promote Spanish	Ideological/linguistic/cultural discussions and reflections

	Author	Year	Journal	Research approach	Focus	Category
26	Paciotto & Deveraux	2017	In Schwieter, J. Studies and global perspectives of second language teaching and learning.	Qualitative analysis of interviews	Identity and linguistic aspects of Spanish	Impact of deficit ideologies and discourses
27	Rodriguez	2008	Heritage Language Journal	Interviews	Limited experience with academic Spanish	Policies and structural inequities
28	Rodríguez, A.D.	2008	Southeastern Teacher Education Journal	Qualitative analysis of teacher surveys	Impact of subtractive bilingual programs	Policies and structural inequities

	Author	Year	Journal	Research approach	Focus	Category
29	Rodríguez & Musanti	2014		Qualitative analysis within one content-area methods course	Translanguaging to support Spanish oral discourse	Incorporating non-standard varieties and Spanglish
30	Sarmiento & Vásquez	2010	The Teacher Educator	Case study in a fields-based Language Arts class	Writing experiences using non-standard Spanish	Incorporating non-standard varieties and Spanglish
31	Smith, Sánchez, Ek & Machado	2011	Chapter	Qualitative analysis of interviews	Sociocultural versus deficit approaches to language development	Impact of deficit ideologies and discourses

	Author	Year	Journal	Research approach	Focus	Category
32	Smith & Murillo	2013	International Journal of Qualitative Studies in Education	Qualitative analysis of autobiographies	Impact of subtractive programs in childhood	Policies and structural inequities
33	Valenzuela & Munter	2012	Education in a Democracy: A Journal of the NNER.	Single case study	Language as a problem orientation	Impact of deficit ideologies and discourses
34	Wall & Hurie	2017	Language & Education	Qualitative multicase study	Reflection to promote linguistic equity	Ideological/linguistic/ cultural discussions and reflections
35	Winstead & Wang	2017	Multicultural Education	Multiple case study	Language shame and loss impacting	Impact of deficit ideologies and discourses

	Author	Year	Journal	Research approach	Focus	Category
36	Zavala, M.R.	2017	Issues in Teacher Education	Qualitative analysis of a fields-methods course	Social function of language	The social function of language

	Author	Year	Journal	Research Approach	Focus	Category
1	Alvarez	2012	Bilingual Research Journal	Design research in a reading intervention in fifth grade	Interactional moves as students discussed an informational text in Spanish	Promotion of Spanish texts during student's construction of meaning
2	Carpenter, Earhart & Achugar	2014	The History Teacher	Test of a professional development effort	Linguistic analysis of historical lessons to promote comprehension	Teacher discourse oriented to meet reading standards

	Author	Year	Journal	Research Approach	Focus	Category
3	Ciechanowski	2012	Journal of Literacy Research	Sociocultural approach to SFL	Discussion of Third Grade Social Studies lesson	Open and culturally-responsive oral discussions to promote engagement
4	Coombs & Young	2014	English in Texas	Description of a student-directed inquiry exploration with informational text sets	Promoted student performativity as part of text comprehension	Productive language responses as part of text comprehension

	Author	Year	Journal	Research Approach	Focus	Category
5	Deeney	2016	Sage Open	Constant comparative method and coding of discussions before and after a PD intervention	Monitoring of teacher talk in order to prioritize attention to the linguistic features of the text	Teacher discourse oriented to meet reading standards
6	Dollins	2014	The Reading Teacher	Description of students' experiences	Students composing informational texts	Productive language responses as part of text comprehension
7	Durán	2017	Journal of Literacy Research	Design-based research	A translingual orientation to literacy	Promotion of Spanish as part of bilingual resources during student's construction of meaning

	Author	Year	Journal	Research Approach	Focus	Category
8	Faggella-Luby, Graner, Deshler & Drew	2012	Topics in Language Disorder	Analytic	Comparison of general and discipline-specific literacy strategies	Teacher discourse oriented to meet reading standards
9	Fisher & Frey	2014	The Reading Teacher	Analytic	Close reading of text	Teacher discourse oriented to meet reading standards
10	Gort, Pontier & Sembiante	2012	Bilingual Research Journal	Video-recording of Read aloud practices with non-fiction and fiction texts	Translanguaging practices	Promotion of Spanish during student's construction of meaning

	Author	Year	Journal	Research Approach	Focus	Category
11	Koomen, Weaver, & Oberhauser	2016	Journal of Research in Science Teaching	Grounded theory and interviews	Evaluation of a summer professional program using adaptive texts	Teacher discourse oriented to meet reading standards
12	Maloch & Bomer	2013	Language Arts	Synthesis of research on informational texts	Techniques to promote authentic engagement	Open and culturally-responsive oral discussions to promote authentic engagement

	Author	Year	Journal	Research Approach	Focus	Category
13	May	2011	Journal of Literacy Research	Interactional sociolinguistics during Read aloud lessons	Teacher discourse that positioned students as holders of valuable knowledge	Open and culturally-responsive oral discussions to foreground students' lived experiences
14	Moje	2015	Review of Research in Education	Humanistic approaches and affective dimensions of disciplinary literacies	Producing multiple texts within a discourse community	Productive language responses as part of text comprehension

	Author	Year	Journal	Research Approach	Focus	Category
15	Ness	2017	Early Childhood Education Journal	Description of teacher strategy	Picture walks in narrative and informational text as a method to encourage question generation.	Productive language responses as part of text comprehension
16	McClure & Fullerton	2017	The Reading Teacher	Gradual release of responsibility	Promoting pre-conceived behaviors to meet demands of Common Core	Teacher discourse oriented to meet reading standards
17	Moses	2015	Language and Literacy	Qualitative study in a first-grade Language Arts classroom	Use of images for the construction of meaning with informational texts	Open and culturally-responsive oral discussions to promote engagement

	Author	Year	Journal	Research Approach	Focus	Category
18	Pappas, Varelas, Patton, Ye & Ortiz	2012	Theory into Practice	Description of dialogic strategies in a second-grade bilingual classroom	Disciplined improvisations that allowed flexible adaptation of pre-planned lessons	Open and culturally-responsive oral discussions
19	Pollard-Durodola , González , Simmons , Taylor , Davis , Simmons & Nava-Walichowski	2012	Bilingual Research Journal	Pre-post procedure after direct instruction PD for teachers	Curricular intervention in first-grade	Teacher discourse oriented to meet reading standards

	Author	Year	Journal	Research Approach	Focus	Category
20	Sembiante, Dyniab, Kaderavekc, & Justiceb	2018	Early Education and Development	Examination of shared book reading activities of 52 teachers to compare practices in early childhood education (ECE) and early childhood special education (ECSE) classrooms.	preschool teachers' literal talk and inferential talk during shared book readings in early childhood education	Promotion of Spanish during student's construction of meaning
21	Stead	2014	The Reading Teacher	Description of strategy to use with Non-fiction texts	Read aloud procedures to promote comprehension	Teacher discourse oriented to meet reading standards

	Author	Year	Journal	Research Approach	Focus	Category
22	Zapata & Maloch	2014	Journal of Children's Literature	Description of two strategies: varying the selection of informational texts, and how to promote inquiry activities.	Planning engaging and generative informational text experiences for young children.	Open and culturally-responsive oral discussions to promote inquiry

	First Research Question	Second Research Question
Social practice	The development of an informational text in Spanish	Teaching a lesson with an informational text in Spanish
Language areas of focus in that social practice	Language practices (contextal relevance; translanguaging; Spanglish) Text features from written product in Spanish (Lexical and syntactic complexity)	Language practices(contextual relevance; translanguaging; Spanglish)
Literacy areas of focus in that social practice	Sedimented world views Pedagogical proposals Counterhegemonic perspectives	Sedimented world views Pedagogical improvisations Counter-hegemonic perspectives
Sources of information for that linguistic practice	Field notes from ethnographic observations Curriculum artifacts in the Spanish Methods course (Fall of 2018) and Student teaching seminar (Spring 2019) Retrospective interviews with focal participants	General classroom observation and field notes (Instructor-researcher data) Two lesson videos per student (curriculum artifact) Pre and post-lesson reflections (curriculum artifacts) Retrospective interviews for focal participants
Analytic tools	Textual and multimodal analysis Gee's seven building tasks Thematic analysis	Gee's seven building tasks Thematic analysis

APPENDIX D: CONSENT FOR PARTICIPATION IN RESEARCH

Title: Learning to design asset-based literacy pedagogies for Spanish-speakers in a bilingual preservice preparation program

Introduction

The purpose of this form is to give you information that may affect your decision as to whether or not to participate in this research study. Read the information below and ask any questions you might have before deciding whether or not to take part. If you decide to be involved in this study, this form will be used to record your consent.

Purpose of the Study

This study aspires to understand and document how bilingual teacher candidates and active bilingual teachers learn to design lessons for Spanish-speaking students as part of a professional development sequence (PDS) university-based preparation that leads to certification. A special focus will be the learning with informational texts. This research can help university programs and policy leaders better understand preservice professional development programs that serve Spanish-speaking populations in the United States.

What will you be asked to do?

If you agree to participate in this study as a bilingual teacher candidate, you will be asked to

- Participate in at least two formal interviews each lasting about an hour, in between regular semesters.

If you agree to participate in this study as a bilingual teacher who graduated from the UT Bilingual Preparation Professional Development Sequence (PDS), you will be asked to

- Participate in at least two formal interviews each lasting about one hour.

Interviewswill discuss course learnings, specific products, and lessons designed for Spanish-speaking students. As a bilingual teacher candidate or graduate from the PDS, you will:

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- Allow the researcher to audio-record the interviews. Original recordings will be erased after they are transcribed or coded.

- Grant the researchers access to your past electronic assignments submitted in Canvas. The material will not be collected/used for research purposes until after the class has ended and final grades have been released.

- Allow the researcher to observe you simulating or teaching a literacy lesson.

What are the risks involved in this study?

The risks encountered in this study are no greater than those experienced in university undergraduate classes.

What are the possible benefits of this study?

There is a possible benefit from participating in this study, as you will be reflecting on your learning, and it could enhance your future teaching in bilingual classrooms.

Do you have to participate?

No, your participation is voluntary. Your participating or not participating will have no effect on course grades or your standing with the instructor. The decision not to participate will have no effect on your relationship with UT Austin, your course grade, or your standing with any course instructor. If your course instructor is part of this research, she will have no knowledge of who does or does not participate until the class has ended and final grades have been released.. You may decide not to participate in this study, and your withdrawal or refusing to participate will not affect in anyway your relationship with The University of Texas at Austin, your grade in this course, or your standing with instructor. You may also withdraw from the study at any time.

If you would like to participate, please print your name, date, sign, and return this form to the researcher who described the research study. You will receive a copy of this form.

Will there be any compensation?

The researcher will compensate you with a $10 Amazon digital gift card for each formal interview or focus group.

How will your privacy and confidentiality be protected if you participate in this research study?

A portion of the data being collected in this study is protected by FERPA and we are asking your authorization in order to collect it. Please note that a) your instructor will have no access to any of the research information collected during this study; b) your privacy will be protected by assigning you a pseudonym from the very beginning of the data collection period and in all electronic documents; c) the audio recorded files will be protected by saving them in a secure file in password-protected UT Box with access only to the researcher(s). If it becomes necessary for the Institutional Review Board to review the study records, information that can be linked to you will be protected to the extent permitted by law. Your research records will not be released without your consent unless required by law or a court order.

Whom to contact with questions about the study?

Prior, during or after your participation you can contact the researcher **Desirée Pallais desiree.pallais@utexas.edu** for any questions you may have about the study.

Whom to contact with questions concerning your rights as a research participant?

For questions about your rights or any dissatisfaction with any part of this study, you can contact, anonymously if you wish, the Institutional Review Board by phone at (512) 471-8871 or email at orsc@uts.cc.utexas.edu.

If you agree to participate print your name and date, sign, and return the third page to the person explaining the research study to you.

Signature

You have been informed about this study's purpose, procedures, possible benefits and risks, and you have received a copy of this form. You have been given the opportunity to ask questions before you sign, and

you have been told that you can ask other questions at any time. You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

_____ I agree to be audio and/or video recorded.

_____ I agree to be audio recorded but I do not want to be video recorded.

_____

Printed Name

_____   _____

Signature   Date

As a representative of this study, I have explained the purpose, procedures, benefits, and the risks involved in this research study.

_____

Print Name of Person obtaining consent

_____   _____

Signature of Person obtaining consent   Date

As a representative of this study, I have explained the purpose, procedures, benefits, and the risks involved in this research study.

Tuesday, Jan. 22, 2019

Written reflection on the process of creating your informational text

Reflexión escrita sobre el proceso de creación de un texto informativo

Instructions: After a discussion with fellow classmates, please proceed to collect your thoughts and write your reflections by answering the questions below. You may write in Spanish, English, or a combination of both. (*Después de discutir con tus compañeros, por favor reflexiona y escribe tus reflexiones contestando a las preguntas abajo. Puedes escribir en Español, en Inglés, o en la combinación que te convenga*).

1. Browse through the pages of your creation. What comes to mind? Please write down your initial thoughts. (*Hojea las páginas de tu creación. ¿Qué te viene a la mente? Por favor escribe tus ideas iniciales*)

2. Refer to and describe the one specific section of the book that had the most value to you or that you enjoyed the most in creating *(Por favor refiérete a y describe una sección específica de tu libro que tuvo el mayor valor para ti o que disfrutaste en forma particular enl desarrollar)*

3. What did it mean for you to write an informational book in Spanish as part of this PDS? *(¿Qué significó para ti escribir un libro informativo en Español como parte de este programa*?)

4. How did you choose the topic of the book? ¿Cómo escogiste el tema de tu libro?

5. What was your criteria for the specific sources of information in the book? *¿Cuál fue tu criterio para las fuentes de información específicas de tu libro?*

6. Browse again through your book and locate any specific section(s) where you experimented with or learned new ways of writing in Spanish (terms or sentences) or where you felt a bit doubtful about what you wrote. Be as specific as possible, referring to page numbers and section titles. (*Hojea de nuevo secciones específicas de tu libro e identifica lugares (favor indica número de página o sección) donde sentiste que experimentaste o aprendiste nuevos términos en Español, nuevas maneras de construir oraciones, o donde te sentiste un poco dudoso(a) con lo que escribiste*)

7. Please share your thoughts regarding the use of Spanish as part of developing this text. *Por favor comparte tus ideas sobre el desarrollo del Español como parte del proceso de creación de este libro.*

8. What aspects of creating an informational book, compared to a narrative book, were the most intriguing to you and why? *¿Qué aspectos de crear un libro informativo, comparado a un libro narrativo, te intrigó especialmente y por qué?*

9. How does this book compare with other informational books you have seen in school? *¿Cómo se compara este libro con otros libros informativos que has visto en las escuelas?*

10. Please share any final comments or other ideas you have. *Por favor comparte cualquier comentario o ideas adicionales que tengas.*

APPENDIX F: INTERVIEW TOPICS DEVELOPMENT OF THE SPANISH INFORMATIONAL

BOOK

1. Cuentame sobre esta experiencia de crear un libro informativo en Español

2. ¿Entre tantos a temas a escoger, que te hizo escoger el tema para el libro¿

3. ¿De que manera contribuyeron las actividades en el curso de Spanish Methods en tu libro informativo?

4. ¿Qué otras influencias tuviste para el proceso en tu libro?

5. Cuéntame del proceso, los desafíos y como los resolviste

6. ¿Que te guió para la selección de las palabras de vocabulario¿

7. ¿Cómo decidiste las imágenes?

8. ¿Qué es para ti el Español académico¿

9. ¿Cómo está presente el Español académico en tu libro¿

10. ¿Tus ideas sobre el Español académico han cambiado? Si es asi, cuéntame como

11. Hablame de tus contribuciones al escribir tu libro.

12. ¿Quien eras tu y quien era tu audiencia cuando estabas escribiendo el libro?

APPENDIX G: INTERVIEW TOPICS, TEACHING WITH THE SPANISH INFORMATIONAL

BOOK

1. Cuentame de tus ideas iniciales sobre la lección, las metas que tenías

2. Cómo influyó la escuela donde estabas de practicante en tu lección

3. Te voy a enseñar el video y quiero que compartas tus reacciones al ver algunas partes principales, comparte lo que se te venga a la mente mientras te observas.

4. ¿Dime por qué decidiste comenzar tu lección de esa manera?

5. Hablame de tus decisiones respecto al Español en esta lección.

6. ¿Cual fue tu razonamiento para el uso del Inglés/Español en tu lección?

7. ¿Cual fue tu razonamiento para la actividad de lectura en voz alta?

8. ¿Cual fue tu motivación para la actividad de escritura?

9. ¿Que aprendiste con esta lección?

10. ¿Que contribuciones pedagógicas tuviste con tu lección?

1. En tu plan de lección mencionas objetivos relacionados a Matemáticas, Ciencias, y Ciencias Sociales. Hablame un poco de si y como tu lección abordó el lenguaje, y el Español en particular.

2. Cuéntame un poco más sobre tu motivación de resaltar que venimos de diferentes culturas en esta lección, es algo que has mencionado varias veces antes.

3. Mencionaste en tu plan de lección *translanguaging* como parte de tu actividad de diferenciación. Hablame un poco más de si y cómo usaste translanguaging in your lesson.

4. Tenía curiosidad de si habías hecho alguna otra actividad con los niños sobre tu familia antes de la lección que observé, pues les preguntaste: alguien recuerda como se llama mi mamá. Cuéntema actividades relacionadas en preparación a tu lección.

5. También me dio curiosidad si hiciste alguna otra actividad después de la lección, ya que les dijiste: 'talvez la próxima semana vamos a escribir nuestros propios libros".

6. Mencionaste anteriormente que tu CT "estaba lista para una lección diferente entre las lecciones académicas del currículo". Cuéntame en qué consistió esta diferencia y que te motivó a ella.

7. Noté un estilo de hacer preguntas que me llamó la atención y mantuvo a los estudiantes super motivados en toda la lección, qué te hizo utilizar este enfoque

8. En tu plan pides que "tu profesora se enfoque en cómo desarrollo el pensamiento crítico". Hablame como intentaste y como lograste este aspecto en tu lección.

9. Cómo influyo lo que aprendiste en la Universidad y en tu escuela para tu lección

10. Hablame de tu criterio para seleccionar a Elena, Pilar, Elisa (pseudonyms)

11. ¿Cómo apoyaste a los niños Latinos en esta lección?

12. ¿Crees que esta lección fue diseñada principalmente para los niños cuyo idioma materno es el Inglés?

Glossary

Academic language: I follow Heller & Morek (2015) to recognize the socio-symbolic dimensions of academic language, the latter conceptualized from a situated perspective, and involving contextualized uses of language in an academic setting.

Authoring: I follow Urrieta (2007) and Holland et al (1998) regarding authoring as related to the production of identities within figured worlds, with a focus in this study towards the pedagogical manifestations of authoring. The four participants in this study had to orchestrate between the various discourses available to them, for both the creation and the teaching of the informational text. Authoring explains how they made choices based on new self-understandings.

Cultural identity: A dimension of identity related to belonging to a particular group and represented in the metaphor or identity as difference (Moje, 2017). It is also exemplified in the work of Martinez-Roldan and Franquiz (2009).

discourse: The approach to discourse (with a little d) in this dissertation referred to particular patterns, in spoken or written language, that tend to generate socially shared meanings in a community (Gee, 1990). In this study, little d was particularly discussed in relation to the discursive patterns of using Spanish when creating the informational text.

Discourse: I used Gee's definition of Discourse (with a big D) to refer to the "a socially accepted association among ways of using language, of thinking, believing, valuing, and of action that can be used to identify oneself as a member of a socially meaningful group or "social network" or to signal a socially meaningful role (Gee, 1990, p. 143). Particular

dimensions of Discourses in this dissertation were the cultural models and ways of

thinking of the participants for using specific languages during interactions when

teaching with informational texts.

Figured and re-figured worlds: I followed Holland et al (1998) in their interpretation

of a figured world as specific contexts of interpretation where certain characters or actors

are acknowledged, certain acts have significance over others, and certain outcomes are

given priority over others. Participation in the figured worlds of the teacher preparation

program gave Nadia, Patricia, Maribel and Mario opportunities to re-consider their

identificatory stance towards their personal knowledge, their language and their literacies,

and thereby to re-figure themselves, and the informational texts with which they worked.

Genre: The language characteristics associated with a particular practice and displaying

conventions that have been socially approved (Wikipedia, 2019). In this dissertation,

genre also referred to recurrent patterns of oral interactions that position participants to

enact particular identities, and to access particular Discourses (Gee, 2018).

Heritage Language: I adopted Guadalupe Valdés' definition of a heritage language as a

non-societal language, such as the case of Spanish in the United States, even if the use of

the term reflects an ideology that tends to reduce the practices of bilinguals to "an

unfortunate silencing" (García, 2005).

History-in-person: The personal social history (Holland & Lave, 2001) of each of the

four participants in this study, including personal background and educational

background. I included the professional development experiences in the bilingual

preparation program in the notion of histories-in-person.

History-in-system: The legacy of assumptions and collective experiences from the past and from the master figured world of bilingual education in the United States that has positioned Spanish speakers and the four participants this dissertation as a non-dominant group with disadvantages.

Identity: I adopted the view of identity as social position and as an enactment of self, a conception which took into account the stance of individuals towards power in particular contexts. These enactments of self in contexts are part of an integrating metaphor that relates identity to literacy especially via the notion of social positioning (Moje, 2017).

Improvisations: I followed Holland and colleagues' (1998) regarding improvisation as involving changes in the way the four participants identified or not with social or institutional norms. In this study, improvisations were conceptualized as in-the-moment, spaces, and impromptu tools of agency, that were informed by the context.

Informational texts: Conventionally, these are texts that "communicate information about the natural or social world, typically from one presumed to be more knowledgeable on the subject to one presumed to be less so" (Duke 2000, p. 2). Within that conventional definition, these texts are expected to contain technical vocabulary and a variety of structures such as: compare and contrast, problem-solution or cause and effect (Moss, 2003). Informational texts are one type of non-fiction texts (Duke & Bennett-Armistead, 2003; Shanahan, 2018). At the same time, the data in this study, and as discussed in chapter 6, points to additional considerations, that challenge the binary informational-

narrative texts which tends to be applied in educational settings. This study invites non-binary approaches, as has been done in other contexts (Garralón, 2013).

Literacy: In this dissertation, there is a focuses exploration of reading and writing practices as part of bilingual teacher preparation at the college level and within elementary school settings. At the same time, literacy was conceived as a making sense of a text beyond skill-related or dimensions, and as an activity that was preceded by making sense of an aspect of the world. In addition, literacy was conceptualized as reflecting a particular viewpoint with political implications (Freire & Macedo, 1989).

Mainstream discourses: I used the term mainstream discourses to refer to points of view that emanate from established policies and ideologies, and that tend to be adopted without question, leading to their having a commonsense status (Apple, 1990).

Pedagogical improvisations: Improvisations involving changes in self-understandings or ways of identifying with social or institutional expectations that impinged on pedagogical actions when teaching with the informational texts. As improvisations, pedagogical improvisations were conceptualized as in-the-moment, impromptu tools of agency in the specific spaces of teaching activities with the informational texts.

Re-figuring: The modification of previously existing figured worlds produced from shifts in self-understandings or authoring spaces as part of identity production, or via improvisations when encountering a dislocation between two different figured worlds. The re-figuring manifestations in this study, if reproduced in different contexts, can have

a cumulative effect that may be particularly relevant when working with Spanish-speaking bilinguals in Higher Education and with Latino children in schools.

Simultaneous Bilinguals: Kathy Escamilla (2011) defines simultaneous bilinguals as individuals who acquire two languages between the ages of 0 and 5. Three of the four participants, Nadia, Marival and Mario were simultaneous bilinguals.

Sequential Bilinguals: Individuals who become bilingual by first consolidating one language and adding a second language via foreign language education routes (Baker, 2011). Baker notes that only very few individuals become fully bilingual via foreign language education, and that the number in the United States is fewer than 1 in 20. Patricia was a sequential bilingual.

Social language: the language characteristics (including lexical and grammar features) specific to a sub-culture, and associated to a specific Discourse (Gee, 1989). In this dissertation, social languages were specifically addressed during the deconstruction of the written informational texts.

Spanish Heritage Speakers (SHS): Individuals raised in a home where a language other than English is spoken, who speak or only understands the heritage language, and who are bilingual in English and the heritage language to some degree (Valdés, 1997). Three of the four participants were SHS since childhood, and one became SHS upon moving to the US during adolescence.

Social practice: These were conceived as situated actions that were relevant to the production of the informational texts, and as oral conversations that were part of the

teaching activities with these texts. In both cases, this dissertation took a special focus on the identity dimensions, and the language and pedagogical implications of those social practices.

Texts: In this study, texts refer to the print-based notion when referring to the informational books produced by the participants in chapter 4. However, conceptually, texts were also all social activities that had meaning (Freire & Macedo, 1989).

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