

“Aye Maestro, ¿Qué Se Yo De español?”: A Mixed-Methods Study on the Use Of
Translanguaging in L1 and L2 with Third Grade Bilingual and Emergent Bilingual Latino
Students

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Abstract

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In the age of high stakes accountability, districts are being asked to provide and demonstrate academic achievement for all students including English Learners(ELs), who maybe also be identified as Emergent Bilinguals (EBs), or Culturally and Linguistically Diverse (CLD). This becomes increasingly challenging especially for small rural districts where resources and expertise may be limited. This study explores how employing a translanguaging model, with third grade Latino students identified as bilingual or emergent bilingual, assisted students with the metacognitive and metalinguistic processes to construct meaning in their reading. This study investigates how an adaptation of the TRANSLATE Literacy Approach was used as part of a RTI model helped students use and explore their L1 knowledge repertoire to make sense of L2 text. A mixed-method design was use to collect quantitative as well as qualitative data. A pre

and post T-test investigated the statistical significance of using this approach. Qualitative data were also collected using ethnographic strategies of informal and structured interviews, observations, and reflective memos to develop thick descriptions of the student discourse and behaviors that were occurring in context. Qualitative data analyses show readers disposition to using both Spanish and English influenced reading behavior as well as cultural identity. This study calls for further investigation where other teachers and other instructional staff beyond the main researcher can replicate the use and outcomes of this translanguaging strategy.

Dedication

I would like to dedicate this work to my immediate family who has been my support and inspiration; thanks Fred for all you have done to support this family since you became a member when you married my mother. Aurora Romero-Ramirez Cendejaz thanks for being my inspiration. You have modeled what has been my educational journey's trajectory since headstart, you have always been there! Thanks for being my role model. JoMir and JoMari my charges and inspiration may I continue to serve as your role model. David and family thanks for being there. Jose thanks for adding to this family and being there at the end of this journey. God Bless you all!

Thanks to Dr. Tom J. Halverson for agreeing to becoming chair of my committee mid-journey and for pressing on me the value of tenacity. Dr. Juan C. Guerra for agreeing to serve as GSR for my committee, I truly thank you. Dr. Dafney Blanca Dabach, thank you for stepping in and leading me on this journey and supporting me to the end. Dr. Dixie Dick Massey for being so instrumental in helping with the major design of this study and placing me in contact with Dr. Roberto Jimenez whose TRANSLATE Model was the inspiration for this study with elementary aged students. Lastly thank you to all the Latino students in the district where this study was conducted. You have reaffirmed my commitment and conviction to serving you and making sure that your voice is heard!

“Aye Maestro, ¿Qué Se Yo De español?”: A Mixed-Methods Study on the Use Of Translanguaging in L1 and L2 with Third Grade Bilingual and Emergent Bilingual Latino Students

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In the age of high stakes accountability, districts are being asked to provide and demonstrate academic achievement for all students including English Learners(ELs), who maybe also be identified as Emergent Bilinguals (EBs), or Culturally and Linguistically Diverse (CLD). This becomes increasingly challenging especially for small rural districts where resources and expertise may be limited. This study explores how employing a translanguaging model, with third grade Latino students identified as bilingual or emergent bilingual, assisted students with the metacognitive and metalinguistic processes to construct meaning in their reading. This study investigates how an adaptation of the TRANSLATE Literacy Approach was used as part of a RTI model helped students use and explore their L1 knowledge repertoire to make sense of L2 text. A mixed-method design was use to collect quantitative as well as qualitative data. A pre and post T-test investigated the statistical significance of using this approach. Qualitative data were also collected using ethnographic strategies of informal and structured interviews, observations, and reflective memos to develop thick descriptions of the student discourse and behaviors that were occurring in context. Qualitative data analyses show readers disposition to using both Spanish and English influenced reading behavior as well as cultural identity. This study calls for further investigation where other teachers and other instructional staff beyond the main researcher can replicate the use and outcomes of this translanguaging strategy.

“Aye maestro, ¿Qué sé yo de español? Si apenas puedo con inglés y ahora nos estás pidiendo que te explicamos todo esto en español?”(Oh teacher, What do I know about Spanish? I barely can handle English and now you’re asking us to explain this all in Spanish?) This was Kinnie’s response as he laughed and smiled after being introduced to a reading intervention in a small group of Latino emergent bilingual third grade students. Kinnie had only arrived to the

district one year earlier and was still classified as an Emerging English Language Learner student. In response another student also commented, “¿Teacher por que (why)? Shouldn’t we be learning English, why necesitamos (do we need to use) usar Spanish? We already speak Spanish.” I then shared an adaptation of the TRANSLATE model as proposed by Dr. Robert Jimenez (2015) as a means of making meaning from English text. I explained that I hoped this would help them understand the stories better we were reading in class during their small group reading intervention time. We continued to discuss when they spoke and used Spanish. Students responded, “Lo usamos (we use it) when we are talking with our padres (parents) or familia (family) and friends.” I then proceeded to share that we could also use it in school for learning, and asked the students to give it a go and delay judgment for a while on this model as we developed the procedure and routine for using TRANSLATE as a model for improving their literacy development in English.

This study occurred during the 2016-2017 academic year with a group of Latino bilingual and emergent bilingual third grade students at an elementary school located in a small rural district in Central Washington near the Columbia Basin. The demographics regarding the study site will be shared later in the description of the study section later in this study.

Background

The changing landscape of public education continues to change during this rapid white water period with the rise and fall of standards based education, new assessments and accountability. Most recently the implementations of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), English Language Proficiency Standards (ELPS), the Smarter Balance Assessment Consortium (SBAC), and the English Language Proficiency Assessment 21 (ELPA 21) Consortium have come to the forefront of many

educational conversations. The question becomes how do educators find focus and balance on all the demands of standards-based education. The recent focus on the English Language Arts (ELA) standards in particular has brought attention to the education of all students, including Culturally and Linguistically Diverse students (CLD) who may also known as Emergent Bilinguals (EB), and English Language Learner (ELL). While the standards shed light on the importance on the inclusion of these students in planning and implementation, there is no real guidance on how this should be done within the CCSS. (NGA 2012, CCSSO, 2012). While the CCSS documents do include a brief acknowledgement of the need to address ELL students, there is no clear directive on how to go about doing so. While this is in question for all ELL populations it has been the primary concern for those groups advocating for the Latino population. Their validity of these standards for this population has been questioned. There have been statements from groups who have traditionally advocated for these Latino students.. National Association for Bilingual Education (NABE), UnidosUS (Formerly known as National Council for La Raza, NCLR 2017), and League of United Latino American Citizens (LULAC, 2017), have publicly questioned their implementation and how they are a politically driven vehicle for propagating and maintaining the academic achievement gap for children who historically been marginalized as part of the public education policy practices' that continue to isolate them and keep them on the fringes (Bale, 2015). Other groups have begun to address the need to differentiate instruction specifically based on the student's' English Proficiency Levels. The Understanding Language group from Stanford University, have begun to develop modules to assist teachers in the process of differentiating instruction using the ELP standards (Hakuta, Santos, & Fang, 2013, Santos, Darling-Hammond, & Cheuk, 2012) in conjunction with the ELPA 21 Consortium. There is a strong need to identify, create, and implement programs

that address the literacy needs of CLDs, EBs, and ELLs across the nation and in particular here in the State of Washington. (OSPI, 2015).

The struggle to implement effective literacy programs for this population has also run into conflict with the long lasting debates that have occurred on the delivery of instruction for CLD, EB, and ELL students since the implementation of the Bilingual Education Act in 1974 (Cubillos, 1988). Promotion of Bilingual Education Programs that advocated for the use of native language instruction have frequently encountered resistance:

Changes in bilingual education legislation reflect an evolution in public opinion as the United States accommodates new waves of immigrants. Though the education of students with limited English proficiency has been controversial at times, it has evolved in an effort to better meet LEP students need. (Stewner-Manzanares, 1988, p. 9)

There is a strong need to identify, create, and implement programs that address the literacy needs of CLDs, EBs, and ELLs across the nation and in particular here in the State of Washington (OSPI, 2015). Hence alternative programs have been developed that promote the use of Sheltered English Instruction approaches. These programs have also come at a high cost, thus school districts are questioning the expense of such trainings and the correlation of linguistic development and academic achievement. Many dollars have been spent on some of these existing models and little or no change in closing the academic achievement gap has occurred. In some cases the achievement gap is not only slowly decreasing, but in fact actually growing and becoming even greater.

The number of different programs that exist to meet the language development and literacy needs of this population remains challenging, but at the crux of the problem remains the shortage of qualified and trained staff which includes, district administrative staff, building

leadership staff and or principals, and teachers and support staff who are knowledgeable and training in work with EBs, CDLS or ELLs.

The decision on how to address this population occurs at a district level. The model of instruction is fraught with tension and pressures to keep the district out of School Improvement Status. Thus, the role of school district leaders is critical and strategic. Just as there is a demonstrated shortage of trained bilingual teachers or those trained in English as Second Language (ESL), there is also a demonstrated shortage of district leaders who are specifically trained in the area of Bilingual Instruction or ESL. Often the direction and responsibility of these programs are assigned to district staff that may not have had any formal training in this field of education. They usually are assigned responsibility for overseeing this program in conjunction with other state and federal programs. In smaller districts, there is a magnified effect because the identification of staff with expertise in the area of language development and acquisition is difficult to acquire at both the administrative and instructional levels. Therefore it becomes increasingly important that they have access to staff or programs that can help them meet the existing demand to improve the education of CLD, EB, and ELL students.

Models of Instruction for EBs, CLDs, and ELs.

Native Language Instructional Models. Historically, language development programs have focused on the use of native language including Dual Language, Transitional Bilingual Models both Early Exit, and Late Exit Models (Calderón, Slavin, & Sánchez, 2011; Collier and Thomas, 1997, 2002; Cummins, 1981, 1979; Krashen & Terrell 1982). The Dual Language Models at the top of the list of program models used to serve these particular students were promoted by the Race to Top competitive grants and Secretary of Education Arne Duncan (Duncan, 2010). These programs have shown promise and have been touted as innovative while meeting the needs of

CLD, EB, and ELL students. They also promote academic rigor and challenge for native English speakers much like a gifted and talented program. This is possible in districts that have a large number of working professionals, who see the value of having their students participate in such a model. In these dual language models the instruction of English and the second language have been compartmentalized, and teachers are trained specifically to teach in the language, which they are assigned. For example in a 50/50 Dual Language Model one teacher is responsible for the instruction in English and another is responsible for the instruction of Spanish. In other models where teaming is not involved there have been attempts to isolate the language by content and time. Again in this model teachers are trained not to mix the languages or to not code switch as this may confuse the language learner. However, in districts with low-socioeconomic status, this value may not be equally esteemed. In districts in this segment the predominant sentiment maybe to fix the problem and the value of speaking another language is not considered a bonus but rather a problem. Traditionally in districts where there is a shortage of bilingual staff and ELL pullout model has been used to ameliorate the problems of these students with English language learning needs and it has been the mode of operation for many years which is deemed by research as the least effective model for the instruction of this population (Rolstad, Mahoney & Glass 2005; Collier & Thomas, 1997, 2002).

Sheltered English Instructional Models. As a response to this prevalent practice the development of Sheltered English Instructional models such as SADIE, CALLA, SIOP and GLAD have come into practice. These programs have the ideal of comprehensible input and have espoused the use of teaching the content while also teaching English. This approach appears to alleviate the need for bilingual teachers as such because teachers have been trained now to promote English learning while delivering the content of instruction in the mainstream classroom (Rolstad,

Mahoney, & Glass, 2005). The only problem is that all CLD, EB, and ELL students may not have the benefit of having an instructor or teacher who may assist them with the negotiation of meaning because they do not speak the native language of their students and rely on students who may speak the languages of their non-English speaking peers but are in no way content experts in English and less so in the native language. More recently districts who do not have bilingual teaching staff have relied on a coaching model where selected staff have been trained in these sheltered approaches and provide support and modeling for mainstream teachers, but this becomes again labor intensive and a large burden and responsibility for the identified instructional coaches hired to promote English Language Development for a building or even an entire district. Collier and Thomas have discussed the value of the different instructional models for ELLs (Collier & Thomas, 1997, 2002). Traditionally districts have had to make difficult decisions on how to provide services to this group of students.

Translanguaging as an emerging model. Translanguage instruction has recently become a topic for discussion in the instruction of CDLs, EBs, and ELLs.(Garcia, Fanselow, Liao, Cheng, Petermen, Ngo & Artigliere, 2014, Garcia & Wei, 2013). This is an idea that is gaining momentum in the English Language Learning circles. Traditionally where teachers were told not to mix the two languages for instruction, this idea is taking a new direction in which the thought promoted here is that we should value the ability to use two or more languages simultaneously, is not only beneficial but indeed a higher cognitive demand that promotes greater brain development for our students. It is also touted and promoted as a mirror to what happens in homes where multiple languages are spoken happen naturally.

The instruction of language minority students thus, continues to be a critical issue as it has severe and critical consequences for districts who fail to demonstrate progress in helping

these students meet both the rigorous academic and language development standards. The majority of schools in the State of Washington continue to be identified for school improvement for two predominant cell groups, Limited English, and Special Education (OSPI, 2014). Therefore new and innovative methods and programs such as Translanguaging models are needed to help address the issue.

One such approach that values the use of the native language to help clarify understanding has been the TRANSLATE model developed by Dr. Roberto Jimenez (Jiménez, R. T., David, S., Pacheco, M., Risko, V. J., Pray, L., Fagan, K., & Gonzalez, M. (2015). In this approach Dr. Jimenez discusses the process as a means to help our ELLs value and use the native language to bridge and promote comprehension while working in English. In this literacy approach students are given and experience with English text, however, they are then given an opportunity to meet in small groups with their peers and an instructor who speaks their native language. They are led in discussion where they with their instructor identify key vocabulary and translate them and discuss what they mean. They are also asked to identify key portions of text from their reading, and to systematically go about the task of translating them into the native language. Students are asked to express their thinking, and to come up with language and terminology to bridge the content of the English instruction. Below is example of this process as documented by Dr. Jimenez.

“The following is one example from our own research that shows students engaging in metacognitive and metalinguistic activity through translation...

Karla: How do you say turned in Spanish?

Ronnie: ¿Me voltié (I turned around)? Like turned? Like turned turned? [makes a turning gesture with her hands]

Karla: Turned, like “my heart had turned gray.”

Ronnie: ¡O! Y mi corazón se volteó (Oh, and my heart turned around).

Instructor: Se volteó (It turned around).

Karla: No, that doesn't make sense.

Ronnie: that doesn't make sense.

Karla: Cambió (It changed).

Karla: Volvió a gris (It turned gray).

Instructor: ¿Cambió (It changed)?

Ronnie: Y se volvió (And it changed).

Instructor: ¿Se volvió (It changed)?

Karla: Como si estuviera cambiado gris (As if it had turned gray).[Karla erases what she had written.]

Karla: OK. What'd you say? Mi corazón cambió color gris (My heart changed to gray).

Instructor: ¿Poniendo gris? (It was becoming gray?)

Ronnie: Which one?

Instructor: ¿Griciendo (Graying)? [Everyone laughs.]

Karla: Mi corazón (My heart).

Instructor: So when you picture his heart turning gray, what's really happening?
Is his heart really turning gray?

Karla: Que su corazón se está volviendo (That his heart was changing).
What's the right word?” (Jimenez, 2015)

The TRANSLATE approach as demonstrated above is a means of using English and Spanish as one dynamic source from which the students can construct and make meaning from the text. It also is a means of using student voice and identity as a source of empowerment for the students.

Therefore I promote that the TRANSLATE Model is worthy of study and have gone about securing a time and place where this approach could be reviewed in an exploratory quasi-experimental case study mixed methods approach.

As previously stated a mixed method approach was taken with this follow-up project. For the purposes of this study the following quantitative and qualitative questions were initiated and remained worthy of study for this follow-up investigation.

1. Is there any statistical significance in the increase of individual and aggregate scores as demonstrated on the districts' identified reading assessment for students who participate in the TRANSLATE literacy approach?
2. What is the perception of participating students in the project using the native language as a means to create meaning for text?

METHOD

Participants

The district selected has a State Transitional Bilingual Instruction Program (STBIP) that currently identifies or had identified as an Alternative Instructional Model as described by Washington State as their program model. As with all qualitative inquiry, organizational context is integral to the research questions of this study, which employed purposeful sampling of an information-rich case (Patton, 2002). Twenty-three (n=23) Latino students, sixteen males and seven females in third grade participated in this current study (see Appendix A Table 1). All students were enrolled in the State Transitional Bilingual Instructional Program (STBIP) and

considered to be Emergent or Progressing language learners as identified by the Washington State Assessment of English Language Proficiency (ELPA 21). All students were classified as being at the Intensive, Strategic, or Benchmark reading level as part of the districts Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading assessment. All students were identified to be placed in a bilingual classroom in the district that is currently trying to articulate their bilingual instructional program. The district demographics have changed over the years to a district that had fewer than 10% of their enrollment identified as eligible for the STBIP Program to currently reaching 35.5% in the primary grades and 29.4% at the intermediate grade levels (grades 3-5). The current district model can best be described as a quasi-sheltered instruction program. Some teachers may have received training in Sheltered English instruction, however; there has not been any formal Bilingual Instructional Program. Students at this point have predominantly been instructed in L2 which is English. Students have self-identified their language usage and while there may be students who still use L1, a majority of the students identified English as the language of school.

Materials

The *Journey's* Reading Curriculum published by Pearson and identified as the district's adopted reading curriculum was used for all reading instruction conducted as part of my research. This was scheduled in conjunction with the school's Response To Intervention (RTI) program daily scheduled intervention. I was also able to model and teach whole group lessons when requested, appropriate, and agreed to by the classroom teacher. This allowed me to model and use the TRANSLATE protocol to have students thinking, reading, speaking, and listening in Spanish and English as part of their regular instruction. I was also able to team teach with the classroom teacher and was able to meet with small groups of students on a daily basis for a

period of forty minutes to an hour for the 2016-2017 academic year. The students were grouped and rotated through four reading stations. When students worked with me in small groups we focused on vocabulary development as well as discussion of the content in English and Spanish. In each session I would introduce or review the vocabulary cards for each story, as identified by the regular classroom teacher, as part of the regular curriculum. The Lexile vocabulary card was filled by the students in English and Spanish (see Appendix H). I used this card to introduce the concept of using cognates when available to help make meaning from English text. During this first phase these sessions began with my informal assessment of what the students knew about the story then I first started by identifying the vocabulary word that we would be discussing and defining in our session. I modeled using the Lexile card. I initiated the use of Translanguaging and introduced the use of the TRANSLATE Model in our literature and vocabulary discussions. Using a think aloud technique about the vocabulary spoke in English and Spanish as part of the discussion intentionally. I would consistently asked, “What is the Spanish word for this?” or “What does this mean in Spanish?” As a result our conversations would go back and forth between English and Spanish. During our beginning sessions students struggled attending as we orally had discussion in Spanish and English but even more so when it came to writing and filling out the Lexile card, but with time students were able to complete cards with help from their peers and teacher.

During the first phase of the study these discussion were predominantly teacher lead. In the following phase of this study our discussions became more student lead. The students became comfortable in self-selecting the vocabulary from the story which they wanted to record. At the beginning of this phase students would successfully complete two to three vocabulary cards per 20 minute session and towards the end of the study students would

complete four to six of the Lexile cards and were placed on a book ring. By the end of the study the students were generally impressed by the number of words they had added to their vocabulary.

Procedures

Data Collection

This current mixed methods case study included focus group interviews and unstructured interviews with students. Observations of students in the instructional setting were conducted. Pre and post reading measures were used to assess student reading growth. A second set of pre and post measures were conducted to assess vocabulary growth prior to a lesson and to assess how much growth had resulted based upon the treatment with students, students were also interviewed to gain qualitative data as to their perceptions regarding the experience of using their native language. Follow-up interviews were conducted with selected students to gain further clarity on statements made during the interviews or from observations of behaviors and recorded statements made during the observations.

Semi-structured, Follow-up, and Focus Group Interviews were conducted with questions about experience and behavior, opinion and values, knowledge, and background. The interview protocols included questions to elicit reflections specifically to capture student responses to questions regarding their bilingualism, and experience participating in the TRANSLATE literacy approach. Notes were taken during the interviews to recall responses, emotions, and significant reactions to questions or probes. A follow-up interview that was less structured and informal was conducted with three selected students who had shared information during the initial

interviews. The follow-up interview allowed the researcher to obtain clarity on what was said in the initial focus group interview by the participants. This provided the researcher the opportunity to explore topics further. A goal of this type of interview was to develop subsequent questions for clarity (Merriam, 2009). Finally member checks were conducted with each participant or group. A summary of the data was presented for their review. Key informant informal unstructured interviews included: the third grade bilingual teacher during the 2016-2017 academic year.

Observations were conducted at the selected school site in the nature of traditional ethnographic methods. Observation protocols were developed to identify key behaviors of participating students as they were participating in the study (see Appendix C). Observation was particularly helpful as gave the observer the opportunity to record behavior as it is happening. Along with the observation reflective memos were recorded to collect timely insights into the behavior of the students in that particular setting and space in time.

For the purpose of this current study quantitative measures already employed as part of the school's reading assessment program were collected. Students at the beginning of the year were assessed on their reading fluency and ability level using the district's identified assessment The Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Baseline scores were obtained, and later compared in a T test of Pre and Post scores analysis using the same district assessment. Students were selected based upon enrollment in the districts' identified third grade bilingual classroom. The number of students selected was 23 Latino students, (n = 23).

Data Analysis

The strategies for analysis used for this investigation were patterned after those described by Merriam (2009), I also used ethnographic research strategies (Geertz, 1973, Wolcott, 1978/1988/1997, Shagoury, 2012). The following strategies were used: Triangulation, Member checks, Research reflexivity, Peer review, Audit trails, and Rich thick descriptions in context.

After the qualitative data collection for the study was completed, the researcher proceeded to review the data to get a sense of what were some general themes that could be extrapolated from the qualitative data. The researcher was cautious to refrain from making opinions and let the data speak for itself. This was particularly a challenge because of knowledge of current state guidelines regarding program implementation as the researcher was employed by the school district at the time of the investigation.

Recorded interactions were transcribed and reviewed. Member checks were conducted to assure that the data collected was accurate and to also bring clarity to any data that was not clear to the researcher. An open-coding review was conducted to evaluate what some projective codes could be identified. After the initial open coding exercise, a quick review was conducted to establish the following list of codes that would be used to organize the data so that claims could be asserted from the data gathered from the semi-structured and follow-up interviews conducted with the study identified participants.

1. Students unaware that their Spanish language could help their learning.
2. Students assume that English is the language of instruction for school.
3. Students are reluctant or struggle to utilize their Spanish language.
4. Students welcome opportunities to use their native language.

After the qualitative data collection for the study was completed, the researcher proceeded to review the data to get a sense of what were some general themes that could be extrapolated from the qualitative data and used standard statistical analysis to review the testing data. The data was then organized and sorted into evolving themes. After statements from the interactions, observations, and discursive analysis were compared to evaluate that the themes indeed did corroborate and support claims made.

The following is a transcription as an example of my initial small group encounters using the TRANSLATE method with these students. Since this is a single classroom of students I have chosen to give student numbers in the conversation to protect their anonymity. The number in each transcribed conversation does not in any way typify the same student in all of the conversations. Student groups were kept at four to five students at all times, and thus is reflective of the students in each conversation. Below is a sample transcription with codes:

Instructor: Hello amiguitos! (friends) today I want to introduce you to a new tool for learning (teacher distributes Lexile card) vocabulary. Notice that there are two sides, one side is in English y ¡el otro está en español! (and the other in Spanish). We are going to work on filling out both sides of the card today.

Student 1: Teacher why in Spanish, aren't we supposed to be learning English?

Code1Code2.

Instructor: Yes we are going to be learning English but we can also use el español para ayudarnos aprender el ingles mejor (Spanish so that it can help us learn English better).

Student 2: Yeah but teacher we don't know how to write in Spanish we should be

doing English. Code 1 Code 2

Instructor: No se preocupen, (don't worry) I will help you. Ok let's give a try. We're going to look at the vocabulary from "Pop's Bridge". I want you to write down on your card the word "disappears" (students take time filling out their cards).

Instructor: ¿Okay muy bien como se dice "disappear" en español?

Student 2: Aye teacher no se (Oh teacher I don't know), I don't remember. Code 3

Student 3: Aye maestro, ¿Qué se yo de español? Si apenas puedo con inglés y ahorra nos estas pidiendo que te explicamos todo esto en español? " (Oh teacher, what do I know about Spanish? I barely can handle English and now you're asking us to explain this all in Spanish)? Code 1 Code 3

Student 4: ¡Se dice desaparecer! ¿Verdad, maestro? Code 4

Instructor: Si L__, eso es, desaparecer es la palabra "disappears" en español, ahora apúntenlo en el lado de español (Yes L__, that's it desaparecer is the word for disappears in Spanish, now note it down on the Spanish side).

Student 1: Why do we have to write it down? Code 1 Code 2

Student 5: Oh teacher I remember desaparecer is like magic! Code 4

Instructor: ¿Haber explicame mas? (Okay explain it to me).

Student 3: ¡Yo se maestro es como el mago que hace el conejo desaparecer! (I know teacher it's like the magician that makes the rabbit disappear!) Code 4

Instructor: Gracias K_____. (Thank you K_____) ¿Vamos ver si eso lo que S____ quería decir? (Let's see if that what Sarai was trying to say?)

Student 5: Si maestro, (Yes teacher,) that's it, like a magic trick. Code 4

Instructor: ¿Haber tell me hay un mago en esta historia que hace algo desaparecer? (Let's see

tell me is there a magician in this story that makes something disappear?)

Student 4: No maestro se trata del puente que edificaron en la historia y el puente se desapareció. (No teacher it's about the bridge that they built in the story and the bridge disappears). Code 4

This conversation then continued and centered on using key vocabulary to make meaning from the text. I also pointed out that disappear and desaparecer are cognates. We completed the Lexile cards by coming up with a final definition, making a sketch, and then creating their own sentence using the word in context and reading them out loud. I intentionally used this translanguaging strategy. I expected to have some adverse reactions but noted that the students were able to move back and forth in Spanish and English, often asking for support from the teacher. This process continued for approximately three more weeks until students were well familiar with the process of filling out the Lexile cards. (see Appendix H) With the intentional and meaning making use of the TRANSLATE process to use both Spanish and English to help students construct meaning of key academic vocabulary.

The next phase of the treatment moved from teacher led discussion and selection of the vocabulary to students self-selecting the words they wanted to discuss. The following transcription is an example of the TRANSLATE model used with students during a series of reading lessons based their basals story of "The Two Bear Cubs". This story is actually a written as a play and therefore conducive to a lot language use and modeling ideal for implementing a TRANSLATE lesson. (see Appendix J)

Instructor: Okay estudiantes (students) let's quickly review our words for our story "The Two Cubs" ¿Qué tipo de historia es? (What type of story is this?)

Student 1: ¡Maestro es una drama! (Teacher it's a drama!)

Instructor: ¿Cómo se dice drama en inglés? (How do you say "drama" in English?)

Students: ¡Drama! (students giggling)

Instructor: Okay, Okay, muy funny I know it's a cognate, but we also use another word to describe this type of story who can tell me what word we use?

Student 2: Is it a play maestro?

Instructor: Si esa es la palabra, este cuento también es un mito, (Yes that's the word and also it's a myth) or in English it's called a myth. en ingles se dice es un mito)¿ Quién me puede decir que es un mito) or a myth? Who can tell me what a myth is?) I'm sure that you have discussed with Mr.B_____ what a myth is?

Student 4: It's story that teaches a lesson, como "La Llorona" es un cuento para enseñar que no deben ir por el rio en la noche (Like "The Crying Woman" is a story to teach kids not to go to the river at night).

Student 3: Teacher ¿Es verdad la historia de La Llorona? (Is it true the story of the Crying Woman)?

Instructor: No, no es verdad, es ficción, como el cuento que estamos estudiando. Los animales no pueden hablar en realidad y es un mito de la gente Miwok que vivía y vive en el estado de California. (No it's not true, it's fiction, just like the story we are studying that comes from the Miwok tribe in California) I just used a couple of words that I want you to remember, "mito" means myth in English y "ficción" means "fiction".

Student 2: Oh! teacher those are cognates, yes?

Instructor: Yes they are who can identify the other cognates from the following list of words? Scolding, greedily, ignores hesitation, burden, glancing, base, console,

drowsy and heroic? [Teacher reading the vocabulary listed at the beginning of story.] Put your heads together y haber si me pueden identificar los cognados? (and see if you can identify the cognates?) [*After a few minutes of peer interaction teacher asks*] ¿Haber cuáles son los cognados en el vocabulario? (Let's see who can tell me which vocabulary words are cognates?)

Student 2: Teacher yo se “ignore” es la palabra ignorar.

Instructor: ¿Como lo sabes? (How do you know?)

Student 2: Porque teacher mi mama siempre me dice que ignora mi hermano menor cuando está diciendo cosas para hacer me enojar o tocando mis jugetes (Because teacher my mom always tells me to ignore my younger brother when he is bothering me or playing with my toys).

Instructor: That's right, are there any others?

The above transcript demonstrates how the students became more comfortable using Spanish and English to communicate key concepts and ideas. They were now translanguaging conscientiously and intentionally to make meaning of English text with the guidance and assistance of a Spanish speaking instructor.

Findings

I next present three student narratives to support and demonstrate that student awareness and disposition towards using their native Spanish can positively or negatively contribute to the construction of meaning when reading English text. All students' identities were protected and pseudonyms are used in all descriptions. Through these student narratives and their dialogs, I

was able to identify the following themes which were derived based upon the previously identified codes:

1. *Students perceive that English is the official language for school and may or may not be reluctant when using Spanish as a tool for learning.*
2. *Students perceptions about using both English and Spanish.*
3. *Using English and Spanish interchangeably was not confusing for students*
4. *A translanguaging model validates language and cultural identity.*

Student Profiles

The following portion of the study focused on developing three student profiles which were indicative of the types of responses that I observed in student interactions or direct questioning in interviews, follow-up interview, and the exit interview conducted with each student. My purpose here was to construct a dialogue noting the different perspectives from the the three following profiles.

Brenda

Brenda was a third grade student who has been in schooled in the United States for all four years. She has not had the consistent support of bilingual teachers during her educational career and in fact, last year she was placed in a regular classroom with an English speaking teacher. In terms of her reading abilities in English as measured on the DIBLES DORF she initiated the year with a score of 45 wpm with 80% accuracy and her final score or the end of the year was 66 wpm with 86% accuracy. Brenda was identified as being in the “Intensive” RTI reading group. Brenda was also identified as being at the “Progressing” English language

learning level. Brenda was not shy and was very opinionated and outspoken when sharing her thoughts and ideas.

Leo

This was Leo's first year in school in the United States. It was very apparent that he has attended school in Mexico as his skills are on or above average at the third grade level. He has had some English instruction as part of the National Mexican School Curriculum. He was very confident and outgoing and eager to learn. In terms of his reading abilities in English as measured on the DIBELS DORF he initiated the year with a score of 86 wpm with 95% accuracy and his final score or the end of the year was 116 wpm with 99% accuracy. Leo was identified as being in the "Strategic" RTI reading group. Leo was also identified as being at the "Emergent" English language learning level. Leo was not shy and participated in our reading lessons he would respond in Spanish always at the beginning of the year, but later began to use more and more English as he gained confidence.

Adrian

Adrian was a third grade student who has been in schooled in the United States for all four years. He started his educational career in this same district as a Kindergartener. He has not had the consistent support of bilingual teachers during his educational but last year he was placed in a bilingual classroom with a bilingual speaking teacher. In terms of his reading abilities in English as measured on the DIBELS DORF he initiated the year with a score of 59 wpm with 95%% accuracy and his final score or the end of the year was 116 wpm with 100% accuracy. Although Adrian was indeed identified as being one of the top scores in the fall he still was identified as being in the "Intensive" RTI reading group. Adrian was also identified as

being at the “Progressing” English language learning level. In my analysis I would assess Adrian as having the most potential to be fully bilingual for the group of students his classroom.

Students perceive that English is the official language for school and may or may not be reluctant when using Spanish as a tool for learning.

The following outburst occurred during one of my observations in the classroom, I had several opportunities to model lessons for the whole class and to test the climate for use of Spanish as part of instruction. It was during one of these occasions to which Brenda responded, “I hate Spanish, why are you asking us questions in Spanish, We should be learning in English, that’s why we come to school for.” Other students also began questioning my use of Spanish. I made no excuses just continued with my lesson, and made a note of Brenda’s outburst. After the lesson was done she again addressed me and asked, “Why we were doing things in Spanish?”. I shared with her that I believed using both languages makes us better learners, again her response was negative she said “We come to school and are supposed to learn in English.” I asked her who told her that and she responded. “I don’t know, but I’m going tell my mom.” I explained that she could tell her mom and I could explain if she wanted me to. I noted this down on my observation log and later in a reflective memo I began using the TRANSLATE literacy approach as part of our RTI intervention rotations she was reluctant and questioned why I was asking them to respond in English and Spanish. Later I was also able to follow-up with Brenda in our exit interview, and asked her directly if she remembered that first encounter where she stated she hated Spanish. I asked her why she had said that. She said, “Well is not that I really hate Spanish, but I think it’s important to learn English. Last year Mrs. _____ told us we had to learn in English and we never spoke Spanish in the classroom. I only speak Spanish at home when talking with my Dad because he

doesn't speak any English, but I speak in English mostly to my mom.” She was able to self-identify the conflict of wanting both her father and mother's approval. In one of my initial conversations with Leo he said, “Venimos acá para estar con familia y porque aquí puedo aprender y practicar mi ingles mejor”. (We came here to be with family and because here I can learn and practice my English better). “Aquí en los EU se necesita hablar el inglés porque es la lengua oficial”. (Here in the United States you need to speak in English it's the official language). I also asked Leo on one occasion if the Lexile cards were helping him to which he responded, “Si, maestro, me están ayudando aprender las palabras en inglés. Cuando discutimos los significativos eso me ayuda bastante para formar la idea en inglés, y luego reformar lo español”. Yes, teacher, it's helping to learn the words in English, when we talk about the meanings this helps me a lot to form the idea in English, and later reform it in Spanish”. “¿Entonces me estás diciendo que estás aprendiendo de pensar en inglés y en español?”, (Well then you're telling me that you're learning to think in English and Spanish?)

Adrian was very aware that he needed to improve his English reading this year as this was one of the goals he articulated at the end of the previous year. He very clearly articulated that he and his peers were going to have to take the Smarter Balance State Assessment this year as a third grader, and made the following statement, “We have to take the Smarter Balance test this year and we have to do it in English, so I need get better in my reading in English”. Adrian response here reflects that he also perceives the importance of performing in English as a requirement for passing state test.

Students Perceptions about using both English and Spanish

While I don't believe I can say that Brenda welcomed the opportunity to use both

languages as part of the instruction. We did get to the point where she accepted the use of the Lexile card as part of our interventions and no longer complained about using Spanish. At one point I actually have in my observation notes that Brenda was laughing and playing with her peers in Spanish. This occurred when the students were engaged in producing the story of “The Two Cubs” as a play for the kindergarten classrooms in the building.

Leo was very aware that his opportunity to be here in the United States served his family’s purpose for him to learn the language. He enjoyed learning English, and he kept an accurate count of the number of Lexile cards he was acquiring. It almost became a contest for him to have the most in his group. Later he shared them with his older brother when he arrived in the district in spring and was now attending the Middle School. He shared with me that he was using the Lexile cards to share with his older brother so he could practice more English. At this point I gave him about a stack of 25 to take home and told him to tell me when he needed more and I would get them for him. I was able to give him more cards on several other occasions. I can recall when doing the story of the “ Two Cubs,” Leo was very proud that he was able to read and pronounce his lines and was also able to assist some of the other struggling readers with their lines. So Leo often became a leader in helping his peers understand what tasks they were assigned.

Adrian was a joy to work with. He often made my day when other students were still struggling to embrace the practice. He reinforced my knowledge that student’s perception and disposition went a long way in developing their English language acquisition as well as improving their reading fluency. I wonder what would have become of student like Adrian in a formal bilingual instructional program, but I was grateful that he did make ample progress towards as was evidence in his final reading scores. When asked in our exit interview if it was

still important to learn Spanish, he wholeheartedly agreed and said, “It is very important, because we can’t forget our Spanish it only makes us smarter”

Using English and Spanish interchangeably was not confusing for students.

When working with Brenda, one of the questions I made in my initial reflective memo was to ask her later if I had a chance to see if the reason she didn’t like using Spanish was because it caused her to be confused. In her exit review she responded, “No I don’t get confused, I know when it’s in Spanish, and when it’s in English, I just like English better.” In my lesson where I used translanguaging intentionally, she was able to understand and make meaning of the selected vocabulary as was evidenced later with her ability complete with her partner Yadira multiple Lexile cards. She and Yadira would often ask clarifying questions especially when there were no cognates for the words in Spanish.

Using both languages for instruction interchangeably was not a confusing exercise for Leo. He not only welcomed the opportunity but thrived on it. His English language production was evidenced by his end of year DORF DIBELS Assessment. He was one of four students who was able to reach the identified BENCHMARK Level identified for third grade by the district.

Adrian’s next responses may seem somewhat confusing. Again in our exit interview I asked the question, “Did using English and Spanish in our class cause any confusion?” To which he responded, “YES”! I tried not to react but was somewhat in shock when this was not the anticipated response I expected from him. I asked him again what he meant, and he said, “Let me explain, it’s confusing sometimes, not because I don’t understand, but because sometimes I feel embarrassed that I can’t remember how to say the word in Spanish. I feel like I’m letting my family down, No me quiero olvidar del español pero a veces no se me recuerden

las palabras hasta que no los dices”. (I don’t want to forget my Spanish but sometimes I can’t remember the words until you tell them to us), “It’s not confusing using Spanish and English, it’s just sometimes I can’t remember all the words, so that’s why I like learning both, I feel that I am getting better in English, but I am working on trying not to forget my Spanish too”. I also asked other students in the same exit interview if they had similar feelings or experiences to forgetting how to say some of the words in Spanish? It makes sense to me that they would say this, because I consider myself to be very bilingual but at times I also find myself not remembering the words sometimes in English and sometimes in Spanish, so his statement was very poignant and revealing.

A translanguaging model validates language and cultural identity.

In my exit interview with students I asked directly if Spanish was important, and if it was important for us to keep learning to read, write, listen and speak in Spanish? Brenda’s response surprised me, she said, “Yes, because we are Mexicanos, that’s who we are” I responded “Really, what makes you say that?” She said, “My Father tells me that we have to keep speaking Spanish because that’s our language and we need to be proud of that, my mom tells us we need to learn both because that’s makes us smarter and contar por dos (count for two”. “So it’s like I have always been saying this year that being bilingual is good for our brains and helps us have two voices?” “Yes, Mr. _____, if we didn’t then we wouldn’t have piñatas and fiestas, and I still want to have my quinceañera when I grow up!”

In my exit interview with Leo I was able to ask some very specific questions as to how Spanish played a role in his role as a recent arrival here in the United States. It was very clear that Spanish played a significant role in his identity. When I asked specifically how this played a role in his personal identity he said quite succinctly, “¡Mi español me hace a me lo quien

soy. Soy un niño Mexicano y con eso traigo conmigo mi cultura!” (My Spanish makes me who I am. I am a Mexican boy and with that I bring with my culture!) “Es como los niños que han vivido aquí más años se les han olvidado cómo ser Mexicano. No se si es aquí nomás pero me parece que nos les gusta hablar en español o se les hace trabajo”. (It’s like the kids who have lived here more years have forgotten how to be Mexican. I don’t know if it's here but it appears to me that they don’t like to speak in Spanish or makes a lot work for them). “Yo tengo orgullo de ser Mexicano y de qué estoy aquí aprendiendo el inglés para poder ayudar mi familia. Los demás ni creo que piensan en eso”. (I am proud to be Mexican and that I am here learning English so that I can help my family. I don’t think the rest of the kids here think about that). When I shared with him that several students had in their exit interviews had indeed shared that they were proud of their Spanish speaking heritage and perhaps they were not able to express it as eloquently or as freely as he but I did feel that they were proud of where they came from and felt it was important to continue to learn and speak in Spanish. I asked him to speak to me about the translanguaging process that I had introduced to the class. He responded that he was very glad that I had used it because it made learning English easier for him, he mentioned specifically, “¡ Me gustó poder mover entre el inglés y el español para discutir los cuentos que eso lo había ayudado bastante”! (I liked being able to move between English and Spanish to discussed the stories and that this had helped him out).

Adrian’s responses here do not come as any surprise. He was always very vocal about sharing the importance of knowing his Spanish language was a way to make him connect with his Mexican cultural identity. I can recall on one occasion that I made a reflective memo regarding one of his very moving statements made in class. I was, as mentioned before, often able to model whole class lessons where I would use the TRANSLATE Approach. I was doing a

whole group Cooperative Strip Paragraph Class Summary of one of the stories from their reading curriculum. We were constructing a written summary of the portion selection from “Ramona and Beezus”. I don’t recall exactly what one of the students said but I do remember asking them how I would say that in Spanish. Adrian at that point very confidently and boldly said, “It’s important to be able to say it in Spanish, Somos Mexicanos,(We are Mexicans) and we should not be embarrassed to speak in Spanish!, ¿Mi mama me dice que debemos tener orgullo de ser Mexicanos y poder hablar en español! (My mother tells me that we should be proud to be Mexicans and be able to speak in Spanish. He did this as he put his hand on his heart while make the statement in front of the entire class without wincing. I felt very privileged to be part of that very real and very honest learning experience. Again I asked him to recall this experience during our exit interview, and he responded yes that he remembered saying that. I asked “What made you say that in class that day”? He first said, “I don’t know? It was like I could hear my mother’s voice in my head saying it so I thought I was important to share. I asked if was embarrassed afterwards, and he said, “Maybe a little but really mostly I felt proud that day. While these student narratives were not at all exhaustive; I selected these excerpts and present them here as evidence of our shared and common experience during the year and are reflective of similar statements from the rest of students whom I interviewed as part of this study.

The next process was to run standard statistical analysis. SPSS was used to run data analysis (see Appendix B Table 2). This was a mixed study and descriptions given here provide thick descriptions of what occurred in this study, but also quantitative measures demonstrate that this may be a viable approach worthy of further investigation. In a paired T test comparing Pre and Post DIBELS reading assessment scores for twenty-three students ($n = 23$) participating in

the quasi-experimental mixed-methods case study where students participated in sessions using the TRANSLATE Literacy Approach. Pretest scores ($m = 35.39, s = 25.28$) as compared to posttest scores ($m = 57.39, s = 35.75$), scores compared differed ($m = -22, s = 18.15$), $t(22) = -5.81, p \leq .001$. Based upon the data there appears to be positive effect when using this approach.

Conclusion

These study results suggest that there is a positive effect on student metalinguistic and metacognitive abilities to use the L1 and L2 to construct meaning by using the TRANSLATE Literacy approach. Student awareness and disposition also appears to be a contributor to a positive effect when using their native language to make sense of their second language as demonstrated by qualitative measures gathered and reviewed. Traditional approaches for bilingual education have compartmentalized L1 and L2 instruction so as not cause language confusion, but these results suggest that a translanguaging approach does not confuse students but can indeed help students use both L1 and L2 as one dynamic language base for making mean when reading in English.

This study is delimited to working with the identified population of Latino bilinguals and emergent bilinguals. It cannot be assumed that similar outcomes would be replicated when working in a multilingual teaching context. Further investigation in using the TRANSLATE Approach with this population with the assistance of a teacher or teaching assistant who is proficient in the variety of student languages in a multilingual context. I am aware that I may have not have been able to collect these descriptions in context, without having the experience of interacting with students first hand and I am very grateful to the district for allowing me this experience.

Further study is recommended to identify when and where a translanguaging model such as the TRANSLATE Literacy approach could be shared in a training model with professionals who work a similar populations especially where these populations continually are identified as not meeting or reaching the academic standards. Furthermore the following rationale is offered for the investigation of replicating a similar model where School Improvement efforts have a direct impact on how programs for CLD, Bilingual and Emergent Bilingual students are designed and implemented. There appears to a contradiction regarding the recommendations that nationally promote Dual Language Models as means to address academic achievement. Race to the Top names specifically Dual Language Models as a promising program to address the achievement gap for these students. Despite the increased promotion of Dual Language Models from the national and state level, there has been a push from the Office of School and Student Success to implement programs that emphasize alternative approaches (Sheltered English) rather than bilingual approaches to address the needs of CLD, Bilingual and Emergent Bilingual students in the state of Washington. Whether this is done intentionally to promote English-only rhetoric or because there is a lack knowledge about best practice research from the Office of School, and Student Success on how to meet the needs of the students, the problem remains that many questions are still unresolved and unanswered as how to perform this task. “Applying this theory of action is an expedition. In using this metaphor we are pointing to observation that successful educating CLD students is at once exciting and daunting. It is an ambitious and attractive goal, one worth committing to wholeheartedly.”(Scanlan & Lopez, 2015, p. 176). Hence innovation and programming that looks at language learning being a dynamic process, as opposed to additive or subtractive approaches (Garcia, & Wei, 2014) are worthy of investigation and studies that demonstrate the results in academic achievement and language development

when serving CLD, Bilingual and Emergent Bilingual Latino Spanish speaking students is valuable and appreciated.

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APPENDICES

APPENDIX A

TABLE OF PARTICIPATING STUDENT AND PRE AND POSTTEST SCORES

TABLE 1

Translate Study Participants

Participant	Gender	US Schooling	Language At School	Language At Home	ELPA21 Score	Beginng PRE DORF Score*	Beginning PRE DORF Accuracy*	EOY PRE DORF Score*	EOY POST DORF Accuracy*
Gabriel	Male	1 year	Spanish	Spanish	Emerging	1	100%	2	13%
Suzanna	Female	4 years	English	Both	Emerging	7	54%	9	64%
Isacc	Male	4 years	English	Both	Emerging	11	46%	13	57%
Yamiro	Male	4 years	English	Both	Emerging	6	43%	13	62%
Mario	Male	4 years	English	Both	Progressing	9	39%	15	63%
Kinnie	Male	1 year	Spanish	Spanish	Emerging	6	40%	26	70%
Sarai	Female	4 years	English	Spanish	Emerging	14	64%	27	69%
Juan	Male	4 years	English	Both	Emerging	12	50%	40	73%
Simon	Male	4 years	English	Both	Emerging	21	84%	41	85%
Jimmy	Male	4 years	English	Spanish	Progressing	37	97%	44	94%
Diego	Male	4 years	English	Spanish	Emerging	38	90%	54	96%
Isidro	Male	4 years	English	Spanish	Progressing	54	92%	60	92%
Lucy	Female	4 years	English	Spanish	Emerging	25	64%	60	86%
David	Male	3 years	English	Spanish	Progressing	46	96%	63	97%
Brenda	Female	4 years	English	Both	Progressing	45	80%	66	86%
Delia	Female	4 years	English	Both	Progressing	49	94%	67	96%
Manuel	Male	4 years	English	Spanish	Progressing	33	79%	77	93%
Janet	Female	2 years	Both	Both	Progressing	47	94%	80	98%
Eduardo	Male	4 years	Both	Both	Progressing	89	96%	93	96%
Yadira	Female	4 years	English	Spanish	Emerging	56	93%	106	96%
Beto	Male	4 years	Both	Both	Progressing	60	92%	112	99%
Adrian	Male	4 years	Both	Both	Progressing	59	95%	116	100%
Leo	Male	1 year	Spanish	Spanish	Emerging	86	95%	116	99%

*DIBELS Oral Reading Fluency, DIBELS Oral Reading Fluency Accuracy

APPENDIX B

STATISTICAL ANALYSIS

Table 2

T-test Paired Means for PRE/POST DORF on DIBELS Reading Assessment For Emergent Bilingual and Bilingual Latino Third Grade Students Receiving TRANSLATE Literacy Approach

SUMMARY		ALPHA	0.001	Hyp Mean	0	
<i>Tests</i>	<i>n</i>	<i>Mean</i>	<i>Std Dev</i>	<i>Std Err</i>	<i>t</i>	<i>df</i>
PRE	23	35.39	25.2762	5.2704		
POST	23	57.39	35.7475	7.4539		
DIFFERENCE	23	-22.0	-10.4713	2.1835	5.81	22

T TEST	<i>p-value(p≤.05)</i>	<i>t-crit</i>	<i>sig</i>
One Tail	0.001	2.189	Yes
Two Tail	0.002	3.509	Yes

APPENDIX C
OBSERVATION PROTOCOL

DATE: _____ LOCATION: _____

TIME: _____ SUBJECT: _____

Descriptors of observable behavior	No	Somewhat	Yes
1. Students demonstrate positive demeanor during the session.			
2. Students are engaged in the lesson.			
3. Students engage more in English than in Spanish.			
4. Students engage equally in English and Spanish.			
5. Students engage more in Spanish than in English.			
6. Students are aware that working in Spanish can help construct meaning of text.			
7. Students move in and out of Spanish naturally and seamlessly depending on the prompting of the researcher.			
8. Students use academic vocabulary equally well in Spanish and English.			
9. Students ask questions or make comments in English and Spanish naturally and seamlessly.			
10. Students were able to construct meaning from text using English and Spanish in their conversation and discussion of text.			

7. Do you like it when your teachers speak in Spanish in the classroom? / Does it confuse you when Speak in both languages?

8. When using Spanish to discuss information for class (Content) does this help you understand the main ideas, does this make a difference in your understanding?

9. Do you think It is important to keep learning in Spanish, and to use Spanish to help you understand better in English?

10. What do you feel like when you speak in Spanish? (i.e embarrassed, connected, proud, ashamed, I don't feel anything!

APPENDIX G

TRANSCRIPTION EXCERPT FOR OPEN CODING

Instructor: Hello amiguitos! (friends) today I want to introduce you to a new tool for learning (teacher distributes Lexile card) vocabulary. Notice that there are two sides, one side is in English y ¡el otro está en español! (and the other in Spanish). We are going to work on filling out both sides of the card today.

Student 1: Teacher why in Spanish, aren't we supposed to be learning English? Code1
Code 2.

Instructor: Yes we are going to be learning English but we can also use el español para ayudarnos aprender el ingles mejor (Spanish so that it can help us learn English better).

Student 2: Yeah but teacher we don't know how to write in Spanish we should be doing English. Code 1 Code 2

Instructor: No se preocupen, (don't worry) I will help you. Ok let's give a try. We're going to look at the vocabulary from "Pop's Bridge". I want you to write down on your card the word "disappears" (students take time filling out their cards).

Instructor: ¿Okay muy bien como se dice "disappear" en español?

Student 2: Aye teacher no se (Oh teacher I don't know), I don't remember. Code 3

Student 3: Aye maestro, ¿Qué se yo de español? Si apenas puedo con inglés y ahorra nos estas pidiendo que te explicamos todo esto en español? " (Oh teacher, what do I know about Spanish? I barely can handle English and now you're asking us to explain this all in Spanish)? Code 1 Code3

Student 4: ¡Se dice desaparecer! ¿Verdad, maestro? Code 4

Instructor: Si L___, eso es, desaparecer es la palabra “disappears” en español, ahora apúntenlo en el lado de español (Yes L___, that’s it desaparecer is the word for disappears in Spanish, now note it down on the Spanish side.

Student 1: Why do we have to write it down? Code 1 Code 2

Student 5: Oh teacher I remember desaparecer is like magic! Code 4

Instructor: ¿Haber explícame mas? (Okay explain it to me).

Student 3: ¡Yo se maestro es como el mago que hace el conejo desaparecer! (I know teacher it’s like the magician that makes the rabbit disappear!) Code 4

Instructor: Gracias K_____. (Thank you K_____) ¿Vamos ver si eso lo que S___ quería decir? (Let’s see if that what Sarai was trying to say?)

Student 5: Si maestro, (Yes teacher,) that’s it, like a magic trick. Code 4

Instructor: ¿Haber tell me hay un mago en esta historia que hace algo desaparecer? (Let’s see tell me is there a magician in this story that makes something disappear?)

Student 4: No maestro se trata del puente que edificaron en la historia y el puente se desapareció. (No teacher it’s about the bridge that they built in the story and the bridge disappears). Code 4

Instructor: ¿No entiendo un mago hizo que el puente se desapareciera? (I don’t understand a magician made the bridge disappear?)

Student 1: ¿No Mr. R_____ estaba como se dice? (No Mr. R_____ it was how do you say?) cloudy or the foggy? Code 3

Instructor: ¿Nublado o que había neblina? It was foggy?

All students: ¡Si, yes! Code 4

Instructor: ¿O entonces la palabra en este instante no es como lo que pensábamos antes de un truco de un mago? (Oh then the word in this instance is not like what we thought about before a magician trick?)

Student 2: Yes teacher, quiere decir que estaba tan nublado que no se podía ver el (it means that it was so foggy that that you couldn't see the) bridge. Code 4

Instructor: Oh you mean that “disappears” in this case is not like a magic trick, but it means it was so foggy and cloudy that it blocked the view?

Students: ¡Si maestro! (Yes teacher) that's it! Code 4

APPENDIX H

LEXILE CARDS

ENGLISH AND SPANISH

Palabra _____

Estudio de Palabra _____

Significativo _____

Bosquejo:

Oración Escrita _____

Word _____

Word Study _____

Definition _____

Picture or Sketch

Written Sentence _____

APPENDIX I

TRANSCRIPT TRANSLATE LESSON “THE TWO CUBS”

Instructor: Okay estudiantes (students) let’s quickly review our words for our story “The Two Cubs” ¿ Qué tipo de historia es? (What type of story is this?)

Student 1: ¡Maestro es una drama! (Teacher it’s a drama!)

Instructor: ¿Como se dice drama en ingles? (How do you say “drama” en ingles?)

Students: ¡Drama! (students giggling)

Instructor: Okay, Okay, muy funny I know it’s a cognate, but we also use another word to describe this type of story who can tell me what word we use?

Student 2: Is it a play maestro?

Instructor: Si esa es la palabra, este cuento también es un mito, (Yes that’s the word and also it’s a myth) or in English it’s called a myth. en ingles se dice es un mito)¿ Quién me puede decir que es un mito) or a myth? Who can tell me what a myth is?) I’m sure that you have discussed with Mr.B_____ what a myth is?

Student 4: It’s story that teaches a lesson, como “La Llorona” es un cuento para enseñar que no deben ir por el rio en la noche (Like “The Crying Woman” is a story to teach kids not to go to the river at night)

Student 3: Teacher ¿Es verdad la historia de La Llorona? (Is it true the story of the Crying Woman)?

Instructor: No, no es verdad, es ficción, como el cuento que estamos estudiando. Los animales no pueden hablar en realidad y es un mito de la gente Miwok que vivía y vive en el estado de California. (No it’s not true, it’s fiction, just like the story we are studying that comes from the Miwok tribe in California) I just used a couple of words that I

want you to remember, “mito” means myth in English y ”ficción” means “fiction”.

Student 2: Oh! teacher those are cognates, yes?

Instructor: Yes they are who can identify the other cognates from the following list of words?

Scolding, greedily, ignores hesitation, burden, glancing, base, console, drowsy

and heroic? [Teacher reading the vocabulary listed at the beginning of story.] Put

your heads together y haber si me pueden identificar los cognados? (and see if you

can identify the cognates?) [*After a few minutes of peer interaction teacher asks*]

¿Haber cuáles son los cognados en el vocabulario? (Let’s see who can tell me which
vocabulary words are cognates?)

Student 2: Teacher yo se “ignores” es la palabra ignorar.

Instructor: ¿Cómo lo sabes? (How do you know)?

Student 2: Porque teacher mi mama siempre me dice que ignora mi hermano menor cuando

está diciendo cosas para hacerme enojar o tocando mis juguetes (Because teacher

my mom always tells me to ignore my younger brother when he is bothering me

or playing with my toys).

Instructor: That’s right, are there any others?

Student 4: Teacher I think that base is one, because cuando estamos jugando el béisbol siempre

nos dicen que hay que asegurar que estamos tocando los bases, (when we’re playing

baseball they tell us to make sure and touch all the bases).

Instructor: ¡Muy bien! (Very good) ¿Pueden decirme los demás? (Can you tell me the
rest)?

Student 3: No se maestro (I don’t know teacher) [*other students agree they don’t know the
other cognates*].

Instructor: There's one more, it's console, let's turn to the story where we find the word and see if we can figure out what the word means. Okay turn to page 142 in your book and see if you can find the yellow highlighted word in the book. [Teacher and students locate and read the text passage together focusing on the following sentence with the identified vocabulary.] "When mother grizzly sees this she begins to weep. The other creatures gather around to *console* her".(Pearson, p 142, 2014).

Instructor: ¿Haber dígame que estaba pasando en el cuento aquí? (Okay, let's see what was happening in the story here)?

Student 2: The animals estaban tratando de ayudar a la mamá osa con sus cachorros que estaban atorados en la montaña pero nadie pudo alcanzarlos. (They were trying to help Mother Grizzly with her cubs that were trapped up on the mountain but no one was able to reach them).

Student 1: Estaba triste and ella estaba llorando por ellos. (She was sad and was crying for them).

Instructor: ¿Que más estaba pasando? (What else was happening?)

Student 4: Los otros animales estaban allí tratando de ayudarle (The other animals were there trying to help them) because she was sad because her cubs were stuck en la montaña (on the mountain), she was sad and crying for them.

Instructor: Okay fíjense en la palabra resaltado en amarillo "*console*". ¿Cuál es la palabra que se usa en español, para explicar cómo la estaban tratando? (Okay look at the word highlighted in yellow "*console*" ¿What word used in Spanish to explain how they were treating her)?

Student 1: ¿Aye como se dice "*console*" en español? Creo que es algo como consolando? Por

ejemplo mi abuelita fue a la casa de su hermana para consolar la porque su esposo estaba muy enfermo. (Oh how do you say “*console*” in Spanish? I think it’s some like consoling? For example grandma went to her sister’s house to console her because her husband was very sick).

Instructor: ¿Entonces se usa la palabra consolar cuando algo malo o serio está pasando y en el ejemplo en la historia los cachorros estaban en peligro? (Then we use the word console when something serious or bad is happening)?

Student 1: Sí maestro estaban en peligro porque la montaña creció y los atrapó! (Yes teacher they were in trouble because the mountain grew)!

Instructor: So the author is using this word to make us understand how Mother Grizzly was feeling and to show the two cubs were in serious danger. Very good I think we got it. There are several other words from our list that we need to locate, so please choose one and see if you can figure out what it means, you may use the glossary, and then use this information to complete your cards. You can use the words we discussed or any of the ones that are still on the list, that’s your choice. You can work by yourself or with a partner. See if you can complete more than one before our time is up. [Teacher releases students to work independently].

APPENDIX J

“TWO CUBS” TRANSLATE LESSON


DOMAIN: Community
LESSON TOPIC: Social Relationships

COMMON CORE


LESSON **19**

Our Focus Wall

ANCHOR TEXT



Two Bear Cubs
Myth/Play



Whose Land Is It?
Informational Text

ESSENTIAL QUESTION

How do members of a community help each other?

LANGUAGE

Target Vocabulary

scolding	glancing
greedily	base
ignores	console
hesitation	drowsy
burden	heroic

Spelling

Vowel Sounds in spoon and wood

mood	crooked
wooden	chew
drew	tooth
smooth	hooves
blue	cool
balloon	food
true	pooch

Vocabulary Strategies

Prefixes pre-, re-, bi-

Grammar

More Irregular Verbs

READING LITERATURE & INFORMATIONAL TEXT

Comprehension Skills and Strategies

✓ TARGET SKILL

- Story Structure
- Story Message

✔ TARGET STRATEGY

- Summarize

FOUNDATIONAL SKILLS

Phonics

Vowel Sounds in spoon and wood

WRITING

Writing

Opinion Writing: Prewrite a Persuasive Essay
Focus Trait: Ideas

Fluency

Reading Rate

Content Objectives: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RF.3.3b Decode words with common Latin suffixes. RF.3.3c Decode multisyllable words. RF.3.3d Read grade-appropriate irregularly spelled words. RF.3.4a Read on-level text with purpose and understanding. W.3.2b Develop the topic with facts, definitions, and details. SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Language Objectives: ELP 2-3.1 An ELL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. ELP 2-3.2 An ELL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. ELP 2-3.4. An ELL can construct grade appropriate oral and written claims and support them with reasoning and evidence.

Pre Assessment:

Post Assessment:

Genre: Fable, Myth: Miwok Myth from the people of the Yosemite Valley.

Essential Question: What is a community? And how do members of a community help each other?

<p>Day 1 (Group 1 and 2) After Pre- Assessment check for Background Knowledge: What do you already know about this story? (Looking for characters, setting, plot, genre, etc.) Introduce vocabulary (use curriculum cards). TW generate discussion using TRANSLATE Approach (Spanish and English conversations using metacognitive and metalinguistic processes to aid in student comprehension of vocabulary and story components. Using Lexile cards SWBAT define vocabulary and create a sentence using the identified vocabulary. If time permits students can make a sketch for their brain and begin another Lexile card.</p>	<p>Day 2 (Group 3 and 4) After Pre- Assessment check for Background Knowledge: What do you already know about this story? (Looking for characters, setting, plot, genre, etc.) Introduce vocabulary (use curriculum cards) TW generate discussion using TRANSLATE Approach (Spanish and English conversations using metacognitive and metalinguistic processes to aid in student comprehension of vocabulary and story components Using Lexile cards SWBAT define vocabulary and create a sentence using the identified vocabulary. If time permits students can make a sketch for their brain and begin another Lexile card.</p>	<p>Day 3 (Group 1 and 2) Introduce term Anthropomorphic- Animals taking on human traits) TW generate discussion using TRANSLATE Approach to generate authentic conversations in Spanish and English to construct meaning. Cognates: Discuss which words from list are cognates, Sts. will discuss in Spanish and English then turn to Pg. 152. "Console" can students identify Spanish cognate for this word develop understanding and definition for "console"- is to care for members of your community, to show and have empathy. (feelings) for fellow members of your community.. Lexile Cards: SWBAT self-select which words to define and add to their lexicon.</p>	<p>Day 4 (Group 3 and 4) Introduce term Anthropomorphic- Animals taking on human traits) TW generate discussion using TRANSLATE Approach to generate authentic conversations in Spanish and English to construct meaning. Cognates: Discuss which words from list are cognates, Sts. will discuss in Spanish and English then turn to Pg. 152. "Console" can students identify Spanish cognate for this word develop understanding and definition for "console"- is to care for members of your community, to show and have empathy. (feelings) for fellow members of your community.. Lexile Cards: SWBAT self-select which words to define and add to their lexicon.</p>	<p>Day 5 (Whole Group Instruction) Share with students that we will be dividing the class into three groups. Each group will select and assign character roles. Each student will create their own sock puppet to use to perform the play for our Kindergartners. While one group at a time is working with Mr. R the other groups will be working on learning an practicing their parts for the play and or creating the backdrop and scenery for our performances. TEAM Points SCOUTS LITERACY AWARDS (Materials- Socks, felt, yarn, pipecleaners, scissors, glue, googly eyes, styrofoam balls, etc.)</p>
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APPENDIX K

Student Observations and Interview Brenda

Brenda

Students perceive that English is the official language for school and are reluctant and question Spanish as a tool for learning.

During my observations in the classroom, I had several opportunities to model lessons for the whole class and to test the climate for use of Spanish as part of instruction. It was during one of these occasions that Brenda responded, "I hate Spanish, why are you asking us questions in Spanish, We should be learning in English, that's why we come to school for". , to which other students also began questioning my use of Spanish. I made no excuses just continued with my lesson, and made a note of Brenda's outburst. After the lesson was done she again addressed me and asked why we were doing things in Spanish. I shared with her that I believe using both languages makes us better learners, again her response was negative she said "We come to school and are supposed to learn in English." I asked her who told her that and she responded. "I don't know, but I'm going tell my mom." I explained that she could tell her mom and I could explain if she wanted me to. I noted this down on my observation log and later in a reflective memo questioned why she was so vehemently opposed and made note to check with her teacher and to proceed carefully. Nothing ever became of that initial response.

Again later when I began using the TRANSLATE literacy approach as part of our RTI intervention rotations she was reluctant and questioned why I was asking them to respond in English and Spanish. During this time she continually complained and rarely completed the Lexile card assigned in the time allotted. This improved over the course of the year where she was able to complete several cards during our 20-25 minute interventions. Later I was also able to follow-up with Brenda in our exit interview, and asked her directly if she remembered

that first encounter where she stated she hated Spanish. I asked her why she had said that. She said, “Well is not that I really hate Spanish, but I think it’s important to learn English. Last year Mrs. _____ told us we had to learn in English and we never spoke Spanish in the classroom. I only speak Spanish at home when talking with my Dad because he doesn’t speak any English, but I speak in English mostly to my mom.” She was able to self-identify the conflict of wanting both her father and mother’s approval. She feels the pressure of being the interpreter for her father. Thus she feels the importance of learning English. Her perception that she only spoke Spanish was not accurate, as I often notice that she initiated and interacted with her peers in her native language.

Student perceptions change and believe Spanish can aid in student comprehension of English text.

Brenda over time her stance became less rigid, in fact during our interventions, she became one of the students who began to latch on to the cognates to make meaning from the story vocabulary. From my observations I noticed that she did begin to have dialogs with her peers in English and Spanish. Although she was able to begin to understand the value of using both languages to construct meaning during reading she still preferred to use English and remained reluctant in using her L1 in class.

Students Perceptions about using both English and Spanish

While I don’t believe I can say that Brenda welcomed the opportunity to use both languages as part of the instruction. We did get to the point where she accepted the use of the Lexile card as part of our interventions and no longer complained about using Spanish. At one point I actually have in my observation notes that Brenda was laughing and playing with her peers in Spanish. This occurred when the students were engaged in producing the story of “The

Two Cubs” as a play for the kindergarten classrooms in the building. Her teacher and I had decided to take the play as an opportunity to give the students a real opportunity to work on their English production. The students made their own sock puppets, created backdrops for each scene, and were assigned roles to play in the production. I was helping another group of students practice their lines, when I noticed Brenda and Yadira playing with their puppets and Brenda was speaking in Spanish to tell Yadira how to say her lines in English.

Using English and Spanish interchangeably was not confusing for students.

When working with Brenda, one of the questions I made in my initial reflective memo was to ask her later if I had a chance to see if the reason she didn’t like using Spanish was because it caused her to be confused. In her exit review she responded, “No I don’t get confused, I know when it’s in Spanish, and when it’s in English, I just like English better.” In my lesson where I used translanguaging intentionally, she was able to understand and make meaning of the selected vocabulary as was evidenced later with her ability complete with her partner Yadira multiple Lexile cards. She and Yadira would often ask clarifying questions especially when there were no cognates for the words in Spanish.

A translanguaging model validates language and cultural identity.

In my exit interview with students I asked directly if Spanish was important, and if it was important for us to keep learning to read, write, listen and speak in Spanish? Brenda’s response surprised me, she said, “Yes, because we are Mexicanos, that’s who we are” I responded “Really, what makes you say that?” She said, “My Father tells me that we have to keep speaking Spanish because that’s our language and we need to be proud of that, my mom tells us we need to learn both because that’s makes us smarter and contar por dos (count for two”. “So it’s like I have always been saying this year that being bilingual is good for our brains and helps us have

two voices?” “Yes, Mr. _____, if we didn’t then we wouldn’t have piñatas and fiestas, and I still want to have my quinceañera when I grow up!”

APPENDIX L

Student Observations and Interview Leo

Leo

Students perceive that English is the official language for school and are reluctant or question Spanish as a tool for learning

In one of my first conversations with Leo, I asked him why he and his family had moved from Mexico. His response was, “Venimos acá para estar con familia y porque aquí puedo aprender y practicar mi inglés mejor”. (We came here to be with family and because here I can learn and practice my English better). “Aquí en los EU se necesita hablar el inglés porque es la lengua oficial”. (Here in the United States you need to speak in English it’s the official language). In his case he was eager to learn the language. It was his perception that he was here to help his family. He told me that he had come with his father, and had left behind his older middle school aged brother, and his mother. They would be coming up later in the year. His first few weeks were quiet and any speaking that he did was in Spanish. In an informal conversation with his teacher I shared that I noticed Leo was really beginning to pick up the English. His teacher responded yes it was just like all of sudden he began speaking more in English in January. He mentioned that it was just like all the research said about the kids that come to school with formal schooling in another language. In Leo’s case it was evident that he was making connections between English and Spanish rather rapidly. I also asked Leo on one occasion if the Lexile cards were helping him to which he responded, “Si, maestro, me están ayudando aprender las palabras en inglés. Cuando discutimos los significativos eso me ayuda bastante para formar la idea en inglés, y luego reformar lo español”. Yes, teacher, it’s helping to learn the word in English, when we talk about the meanings this helps me a lot to form the idea

in English, and later reform it in Spanish”. “¿Entonces me estás diciendo que estas aprendiendo de pensar en inglés y en español”? (Well then you’re telling me that you’re learning to think in English and Spanish”? “Así es maestro, todavía me cuesta un poco trabajo, pero ya creo que estoy mejorando”. (That’s exactly what is happening teacher, it’s still cost me a Little bit of work, but I think that I am getting better).

Students welcomed the opportunity to use both English and Spanish

Leo was very aware that his opportunity to be here in the United States served his family’s purpose for him to learn the language. He enjoyed learning English, and he kept an accurate count of the number of Lexile cards he was acquiring. It almost became a contest for him to have the most in his group. Later he shared them with his older brother when he arrived in the district in spring and was now attending the Middle School. He shared with me that he was using the Lexile cards to share with his older brother so he could practice more English. At this point I gave him about a stack of 25 to take home and told him to tell me when he needed more and I would get them for him. I was able to give him more cards on several other occasions. I can recall when doing the story of the “ Two Cubs,” Leo was very proud that he was able to read and pronounce his lines and was also able to assist some of the other struggling readers with their lines. So Leo often became a leader in helping his peers understand what tasks they were assigned.

Using English and Spanish interchangeably was not confusing for students.

Again from the above noted description it became clear that using both languages for instruction interchangeably was not a confusing exercise for Leo. He not only welcomed the opportunity but thrived on it. His English language production was evidenced by his end of year DORF DIBELS Assessment. He was one of four students who was able to reach the identified

BENCHMARK Level identified for third grade by the district.

A translinguaging model validates language and cultural identity

In my exit interview with Leo I was able to ask some very specific questions as to how Spanish played a role in his role as a recent arrival here in the United States. It was very clear that Spanish played a significant role in his identity. When I asked specifically how this played a role in his personal identity he said quite succinctly, “¡Mi español me hace a me lo quien soy. Soy un niño Mexicano y con eso traigo conmigo mi cultura! (My Spanish makes me who I am. I am a Mexican boy and with that I bring with my culture!) “Es como los niños que han vivido aquí más años se les han olvidado cómo ser Mexicano. No se si es aquí nomás pero me parece que nos los gusta hablar en español o se les hace trabajo”. (It’s like the kids who have lived here more years have forgotten how to be Mexican. I don’t know if its here but it appears to me that they don’t like to speak in Spanish or makes a lot work for them). “Yo tengo orgullo de ser Mexicano y de que estoy aquí aprendiendo el inglés para poder ayudar mi familia. Los demás ni creo que piensan en eso”. (I am proud to be Mexican and that I am here learning English so that I can help my family. I don’t think the rest of the kids here think about that). When I shared with him that several students had in their exit interviews had indeed shared that they were proud of their Spanish speaking heritage and perhaps they were not able to express it as eloquently or as freely as he but I did feel that they were proud of where they came from and felt it was important to continue to learn and speak in Spanish. I asked him to speak to me about the translinguaging process that I had introduced to the class. He responded that he was very glad that I had used it because it made learning English easier for him, he mentioned specifically, “¡ Me gustó poder mover entre el inglés y el español para discutir los cuentos que

eso lo había ayudado bastante”! (I liked being able to move between English and Spanish to discussed the stories and that this had helped him out).

APPENDIX M

Student Observations and Interview Adrian

Adrian

Students perceive that English is the official language for school and are reluctant or question Spanish as a tool for learning.

Adrian was very aware that he needed to improve his English reading this year as this was one of the goals he articulated at the end of the previous year. And when asking students why they needed to improve their English reading this year, he was one of the student's that very clearly articulated that he and his peers were going to have to take the Smarter Balance State Assessment this year as a third grader, and made the following statement, "We have to take the Smarter Balance test this year and we have to do it in English, so I need get better in my reading in English". When asked if it was still okay to use Spanish to make sense of what he was reading in English. He replied, "Yes that it was still important but he was going to be focusing on his English this year". This demonstrates that he was well aware that Spanish could be used as a tool for his learning. There was little or no reluctance when I introduced the Lexile cards and TRANSLATE approach intervention. He said to me, "These cards are cool, I bet I can learn a lot with them this year. Do we get to keep and collect them? To which I responded that this was one of my goals for the students this year. It was clear that he had a positive disposition towards using both languages for instruction. He was very much a class leader and motivated students in his group to get their work done. Towards the end the year he was able to complete on average four to five cards per session, and assisted his peers in completing them as well.

Students welcomed the opportunity to use both English and Spanish

Adrian was a joy to work with. He often made my day when other students were still

struggling to embrace the practice. He reinforced my knowledge that student's perception and disposition went a long way in developing their English language acquisition as well as improving their reading fluency. I wonder what would have become of student like Adrian in a formal bilingual instructional program, but I was grateful that he did make ample progress towards as was evidence in his final reading scores. When asked in our exit interview if it was still important to learn Spanish, he wholeheartedly agreed and said, "It is very important, because we can't forget our Spanish it only makes us smarter".

Using English and Spanish interchangeably was not confusing for students

Adrian's next responses may seem somewhat confusing. Again in our exit interview I asked the question, "Did using English and Spanish in our class cause any confusion?" To which he responded, "YES"! I tried not to react but was somewhat in shock when this was not the anticipated response I expected from him. I asked him again what he meant, and he said, "Let me explain, it's confusing sometimes, not because I don't understand, but because sometimes I feel embarrassed that I can't remember how to say the word in Spanish. I feel like I'm letting my family down, No me quiero olvidar del español pero a veces no se me recuerden las palabras hasta que no los dices". (I don't want to forget my Spanish but sometimes I can't remember the words until you tell them to us), "It's not confusing using Spanish and English, it's just sometimes I can't remember all the words, so that's why I like learning both, I feel that I am getting better in English, but I am working on trying not to forget my Spanish too". I also asked other students in the same exit interview if they had similar feelings or experiences to forgetting how to say some of the words in Spanish? It makes sense to me that they would say this, because I consider myself to be very bilingual but at times I also find myself not remembering the words sometimes in English and sometimes in Spanish, so his statement was very poignant

and revealing.

A translanguaging model validates language and cultural identity

Adrian's responses here do not come as any surprise. He was always very vocal about sharing the importance of knowing his Spanish language was a way to make him connect with his Mexican cultural identity. I can recall on one occasion that I made a reflective memo regarding one of his very moving statements made in class. I was, as mentioned before, often able to model whole class lessons where I would use the TRANSLATE Approach. I was doing a whole group Cooperative Strip Paragraph Class Summary of one of the stories from their reading curriculum. We were constructing a written summary of the portion selection from "Ramona and Beezus". I don't recall exactly what one of the students said but I do remember asking them how I would say that in Spanish. Adrian at that point very confidently and boldly said, "It's important to be able to say it in Spanish, Somos Mexicanos,(We are Mexicans) and we should not be embarrassed to speak in Spanish!, ¿Mi mama me dice que debemos tener orgullo de ser Mexicanos y poder hablar en español! (My mother tells me that we should be proud to be Mexicans and be able to speak in Spanish. He did this as he put his hand on his heart while make the statement in front of the entire class without wincing. I felt very privileged to be part of that very real and very honest learning experience. Again I asked him to recall this experience during our exit interview, and he responded yes that he remembered saying that. I asked "What made you say that in class that day"? He first said, "I don't know? It was like I could hear my mother's voice in my head saying it so I thought I was important to share. I asked if was embarrassed afterwards, and he said, "Maybe a little but really mostly I felt proud that day.