5-2022

Understanding the Intersectionality of Bilingual Identities: Language and Biliteracy in Emergent Bilinguals

Natalia Carrillo
The University of Texas Rio Grande Valley

UNDERSTANDING THE INTERSECTIONALITY OF BILINGUAL IDENTITIES: LANGUAGE AND BILITERACY IN EMERGENT BILINGUALS

A Dissertation

by

NATALIA CARRILLO

Submitted in Partial Fulfillment of the

Requirements for the Degree of

DOCTOR OF EDUCATION

Major Subject: Curriculum and Instruction

The University of Texas Rio Grande Valley

May 2022

UNDERSTANDING THE INTERSECTIONALITY OF BILINGUAL IDENTITIES:

LANGUAGE AND BILITERACY IN EMERGENT BILINGUALS

A Dissertation
by
NATALIA CARRILLO

COMMITTEE MEMBERS

Dr. Laura Jewett

Chair of Committee

Dr. Sandra Musanti

Committee Member

Dr. Michael Guerrero

Committee Member

May 2022

ABSTRACT

Carrillo, Natalia, Understanding the Intersectionality of Bilingual Identities: Language and Biliteracy in Emergent Bilinguals. Doctor of Education (EdD), May, 2022, 192 pp., 7 tables, 16 figures, references, 96 titles.

Cummins (2018) argued that "emergent bilingual students struggle, often unsuccessfully, to escape from the externally imposed identity cocoon within which they find themselves" (p. x). This struggle leads to negative views and deficit thinking approaches to educating these students. In today's educational context, meeting the cognitive needs of bilingual students is not sufficient. Schools must provide learning opportunities to affirm their identities to support their academic success. Research indicates that we must develop a deep understanding of the intersectionality of language, students' identity construction, and language use (Norton, 2010; Potowski, 2007; Poza, 2016).

This study aimed to examine how emergent bilinguals in fourth and fifth grade develop and perceive their identity in today's bilingual classrooms, how this translates to classroom language use, and to analyze which factors influence this identity construction together with their biliteracy. Using a qualitative approach, specifically an ethnographic case study methodology, I collected data in two dual-language classrooms as observations, interviews, and artifacts. The data was analyzed using the theoretical frameworks of Norton's (2010) Identity and Investment and Garcia's (2009) dynamic bilingualism approach. I used coding and thematic analysis to

analyze and interpret the data. I described this process of data collection and analysis in chapter three.

The following four themes emerged as part of the data analysis within and across data sets: (1) Students use their language repertoires to demonstrate their bilingualism, biliteracy, and fluidity between the two languages; (2) Students internalize their bilingual identities as a sense of pride and family connections, (3) Language as a resource orientation influences students' perceptions of their bilingual identities, and (4) Teacher pedagogies and language views influence students' bilingual identities and language use. In Chapter V, I discuss and synthesize the significance of three key findings as they relate and connect to the themes previously identified. I also provide a discussion of the implications for practice and further research.

Keywords: *identity development, bilingualism, biliteracy, intersectionality*

DEDICATION

I would like to dedicate this dissertation to my two boys, Nicolas and Sebastian, my husband, Rafael, my sister, Catalina, and my mom, Maria. To my boys because I hope they see me as a role model and develop a passion for learning. I want them to know that we can achieve our goals when we work hard regardless of our challenges. To my husband for his support and encouragement through his journey. To my sister and my mom for not only providing moral support but help with my children so I could have time to study and focus. Without all of you, this milestone would not have been possible.

ACKNOWLEDGMENTS

Words are not enough to express my deep appreciation for my chair, Dr. Jewett. You were the first person I contacted five years ago when I was ready to embark on this journey, and you are the last person standing by my side as I complete this journey. Thank you for always believing in me even when I didn't and for pushing me to do my best and to believe in myself. I would also like to acknowledge and thank by committee, Dr. Musanti and Dr. Guerrero. I truly appreciate your expertise, guidance, feedback, and advocacy to ensure our work impacts and benefits our bilingual students. Thank you all for pushing my thinking and expanding my knowledge.

TABLE OF CONTENTS

Page

LIST OF TABLES

Page

LIST OF FIGURES

Page

CHAPTER I

INTRODUCTION

A few years ago, after becoming a district administrator, I had the opportunity to observe students in bilingual classrooms and talk with bilingual teachers. In those observations and conversations, I noticed that as emergent bilingual students advanced in their elementary years, they were not speaking the same level of Spanish as in the early elementary grades. State and district assessments demonstrated that although students were achieving biliteracy, their discourses within their classrooms often did not reflect their ability to speak, write, and think in both languages.

These observations support the notion that biliteracy development is not a linear process. It is a complex process with multiple layers in which identity plays a crucial role. According to Rowe and Trickett (2017), schools should not only be places where students receive content knowledge but also places in which students develop and explore their identities and make full use of their language repertoires and become biliterate. Bailey and Osipova (2016) supported the power of analyzing the lived experiences of children to debunk, solidify, extend, and expand current beliefs and practices that are part of the contextualized nature of how children develop their multilingual identities in school settings.

I conducted this study to analyze how emergent bilinguals in today's fourth and fifth grade classrooms are developing their bilingual identities in the context of bilingual classrooms.

Furthermore, this study investigated how those perceptions of their bilingual identities translate to language use in the classroom and the factors that influenced students' biliteracy and identity development.

In this chapter, I provide a background of the problem related to the experiences students encounter in today's bilingual classrooms. Next, I introduce the intersectionality of identity, language, and biliteracy. Following this discussion, I discuss the statement of the problem, the purpose and significance of the study, and the research questions. I also provide an overview of the research design. I conclude by defining the key terms related to this study.

Background of the Problem

Cummins (2018) argued that "emergent bilingual students struggle, often unsuccessfully, to escape from the externally imposed identity cocoon within which they find themselves" (p. x). This struggle leads to negative views and deficit thinking approaches to educating these students. He added that emergent bilingual students, who often come from low-income families, are not "given opportunities to engage in cognitively and powerful identity-affirming learning experiences (Cummins, 2018, p. x). In today's educational context, meeting the cognitive needs of bilingual students is not sufficient. Schools must provide learning opportunities to affirm their identities to support their educational success. Research indicates that developing a deep understanding of the intersectionality of language and students' identity construction is a critical factor influencing how students acquire, develop, and use their language repertoires (Norton, 2010; Potowski, 2007; Poza, 2016). Garcia and Kleifgen (2018) agreed that "the linguistic resources of the United States have never been greater. The benefits of harnessing the lived multilingualism of Americans are more evident than ever" (p. 6). We must first explore how our

emergent bilinguals develop their identities and biliteracy in bilingual contexts to leverage those benefits.

Chang (2016) argued that multilingual students move across multiple discourses while negotiating their language and multilingual identity. The problem arises when policies, pedagogies, and instructional strategies do not align with those discourses due to monoglossic ideologies. These ideologies lead to the marginalization of emergent bilinguals and the lack of opportunities to negotiate their language, identity, and biliteracy development (Garcia, 2009; Poza, 2016). According to Garcia and Tupas (2019), "bilingual learners in primary and secondary schools all over the world, including Europe, are most often subjected to educational programs with monolingual monoglossic ideologies" (p. 392). Furthermore, Potowski (2007) connected such ideologies and the lack of use of the Spanish language within bilingual contexts. "The prevalence of English in the wider society affects students' language use within the classroom, even when Teachers and the curriculum foster Spanish use," she stated (Potoski, 2007, p. 5) and added that it is crucial to analyze the "relationship between students' identity investments and their classroom language use" (p. 4). The number of recent studies focusing on how emergent bilinguals develop their bilingual identities and their biliteracy in one-way dual-language classrooms in the United States is limited, with studies focusing on two-way dual-language classrooms, specific pedagogies, family practices, or ESL students at the secondary level (Chang, 2016; Garcia-Mateus & Palmer, 2017; Kabuto, 2015; King, 2013; Potowski, 2004, 2007; Reyes & Vallone, 2007). Other studies consisting of bilingual programs outside of the United States, which are not governed by the same language ideologies and language policies, can yield different results (Fielding & Harbon, 2013; Hajar, 2017; Martin, 2012).

The current educational practices already marginalize emergent bilingual students in bilingual classrooms (Cummins, 2018; Garcia & Tupas, 2019; Poza, 2016). According to Garcia and Tupas (2019), there are serious "consequences that this monolingual ethos has had for bilingual learners," such as excluding their linguistic practices in the classroom, leading to negative identity construction and a lack of biliteracy development (p. 407). In addition, this exclusion is escalated by the lack of "studies of emergent biliteracy, [which are] still relatively scarce" (Duran, 2018, p. 75). Therefore, to resist such monolingual ideologies and create inclusive classrooms where students can develop their bilingual identities and biliteracy, it is crucial to analyze how students are developing their bilingual identities, biliteracy and how the classroom practices support this development. This study further advances the literature by addressing the scarcity of research on emergent bilingual students' identity and biliteracy development in one-way dual-language classrooms.

Purpose of the Study

This study aimed to examine how emergent bilinguals in fourth and fifth grade develop and perceive their identity in today's bilingual classrooms, how this translates to language use, and to analyze which factors influence this identity construction together with their biliteracy. Beeman and Urow (2012) made it clear that teaching for biliteracy in the United States is unique and "involves complex processes that are informed by fundamental sociolinguistics premises" (p. 1). In other words, language is closely connected to human interaction and social behavior. Using empirical investigation, this study will focus on observing language in real-life situations and providing opportunities for children to become experts in understanding how they perceive and view their bilingual identities.

Lynch (2018) argued that research must focus on developing a "more complex understanding of the interplay between language, literacy, and identity for emerging bilinguals" and "to promote the creation of educational conditions that afford opportunities for students to self-author positive identities" (p. 130). My study added to this understanding of the intersectionality of identity, language, and biliteracy by studying and analyzing the language practices and identity perceptions of emergent bilingual students enrolled in one-way dual-language classrooms. I draw upon the theoretical constructs of identity and investment (Norton, 2000) and the dynamic bilingualism approach (Garcia, 2009) to conceptualize language identity and explore how emergent bilinguals develop and execute their bilingual identities.

Significance of the Study

Gandara and Escamilla (2017) made it clear that as the number of students who are participating in bilingual programs increases, so does the "discussion about the most effective way to educate them" (p. 1). This means that the number of emergent bilingual students in today's classrooms increases, and meeting their cognitive needs is no longer sufficient. Evans and Avila (2016) argued, "For bilingual and multicultural children, in particular, language plays a critical role in the development of their identity" (p. 290), which is a key to the success of students in school. They added that "If emergent language learners do not feel confident in their bilingual identities, they may find it more challenging to make meaning and construct knowledge in school" (Evans & Avila, p. 290). It is imperative to understand how the experiences students encounter daily meet their social, cultural, linguistic, and psychological needs in ways that create positive spaces for identity construction and biliteracy development.

This study benefits stakeholders at different levels of the educational system. Garcia and Tupas (2019) argued emergent bilinguals are still part of bilingual programs dominated by monoglossic language ideologies. In the analysis of students' perceptions of their bilingual identities, their language use, and the classroom instructional strategies, the language ideologies dominating the classroom practices will become evident. Researchers also agree that "there is a growing dissonance between research on the education of emergent bilinguals, policy enacted to educate them, and the practices we observe in school" (Garcia & Kleifgen, 2018, p. xiv). Analyzing students' and teachers' perceptions with evidence from the classroom is the first step in creating awareness of the current situation in bilingual classrooms. This study also adds to the literature to further understand the relationship between identity, biliteracy, and bilingualism.

Research Questions

In understanding students' bilingual identities, biliteracy, and language use, the following three questions guided my study:

1. How do students perceive their bilingual identities in bilingual classrooms?
2. What is the relationship between students' perceptions of their own identities, biliteracy, and language use in bilingual classrooms?
3. What instructional factors influence how students construct and develop their bilingual identities?

Research Design Overview

This study used a qualitative approach, more specifically an ethnographic case study methodology that seemed the most appropriate because it allowed me to carefully observe and

interact with teachers and elementary students in their classroom settings within different contexts of the school day. According to Anderson-Levitt (2012), ethnographic inquiry provides a window into understanding the participants' cultures and values that become evident through their social interactions. Implementing an ethnographic approach opens a window to focus on emergent bilingual students' discursive practices and actions in bilingual settings and their teachers and make the invisible visible (Denzin & Lincoln, 2018).

The study took place in a central Texas school district in two one-way dual-language classrooms. A study timeline is included in Appendix A, which outlines the specific dates for IRB approval, district approval, recruitment procedures, including parental permissions, data collection, and analysis. Participants come from two one-way dual-language classrooms and included students in fourth- and fifth-grade classrooms and the two classroom teachers assigned as the homeroom teachers of each classroom. The study took place over eight weeks in the Spring semester.

For this study, my data collection methods included participant observations in the classroom via Zoom, field notes, teacher and student semi-structured interviews via Zoom, and student artifact analysis. Using multiple data sources was essential to explore different points of view and "to enhance the validity of research findings" (Mathison, 1988, p. 13). Students and teachers continued to participate in their daily remote learning activities and classroom instruction via Zoom once a week to avoid disrupting their routines.

I analyzed and interpreted the different data sets using coding and thematic analysis. Most precisely, I used Saldaña's (2014) processes for coding and thematic analysis: two rounds of coding, one focusing on developing the codes, the next moving to categories, and finally, one round of analytic memoing. Using this framework, I combined both thematic analysis

approaches, inductive and deductive, to ensure that the data analysis was both theory-driven and linked to the data.

Definition of Key Terms

To better contextualize my study, it is essential to define and understand different terms used in this dissertation, which will be further developed in Chapter II.

Identity

Diller and Moule (as cited in Reyes & Vallone, 2007) stated that "identity refers to the stable inner sense of who a person is, which is formed by the successful integration of various experiences of the self into a coherent self-image" (p.6). Dong (2018) emphasized the idea of identity as a social practice and expressed that "identities are social and performative in nature, being negotiated, enacted, constructed, and perceived in social practices" (p. 337). Shin (2013) proposed a definition that is connected to language and explains that identity relates "to the ways in which people understand their relationship to the world, how that relationship is constructed across time and space" and makes it clear that "identity is dynamic, multifaceted, and negotiated through language" (p. 99). In this paper, I discuss identity through a social lens connecting it to language as a social construct.

Bilingual Identity

Bilingual identity in this study is understood by how students perceive themselves in the ability to speak, read, write and think in two different languages (Fielding 2009). "Bilingual identity is constantly changing and involves three interacting key notions: socio-cultural

connection, interaction and investment" (Fielding, 2016, p. 154). In this study, all students participating were to some degree or another bilingual, and therefore they all had bilingual identities. Shin (2013) explained that "identities are reflected in the way bilinguals use their languages," making the connection between speaking two or more languages and identity.

Biliteracy

Dworin (2003) described biliteracy as "children's literate competencies in two languages, to whatever degree, developed either simultaneously or successively (p. 171). Bauer and Gort (2012) added to this definition and stated, "biliteracy is a complex phenomenon with cognitive, sociocultural, and sociological dimensions" (p. 2).

Emergent Bilinguals

In this study, I use the term emergent bilinguals instead of English Language Learners (ELLs) or English Learners (ELs) because using these terms can potentially promote inequities. According to Garcia and Kleifgen (2018), these terms signal "the omission of an idea that is critical to the discussion of equity in the teaching to these students" (p. 3). Instead, the term emergent bilinguals signals the ability of students to develop bilingualism and make full use of their language repertoires to be successful in multiple settings (Garcia, 2009).

Sequential Bilinguals

Sequential bilinguals are students who learn their second language once they are proficient in their first language (Beeman & Urow, 2013).

Simultaneous Bilinguals

Simultaneous bilinguals are students who learn both languages simultaneously from an early age (Baker, 2006). Simultaneous bilinguals represent the new normal, as they continue to be the most prominent language minority group in many areas of the country (Soltero-González et al., 2016).

Summary and Organization of the Study

This study aimed to examine how emergent bilinguals are developing and internalizing their identity in today's bilingual classrooms, how this translates to classroom discourse and language used, and to analyze which factors influence this identity construction together with their biliteracy. The following chapters provide a comprehensive discussion of the research design, methodology, findings, discussion, and implications.

Chapter II provides a comprehensive review of the literature related to identity, language, and biliteracy to situate the need and relevance of the study. I also describe the theoretical frameworks of Norton's (2010) Identity and Investment and Garcia's (2009) dynamic bilingualism approach. Chapter III describes the ethnographic case study methodology, including participants, settings, data collection process, and how the data was analyzed. Chapter IV provides an overview of the following four themes, which emerged from the data analysis: (1) Students make use of their language repertoire to demonstrate their bilingualism, biliteracy, and fluidity between the two languages, (2) Students perceive their bilingual identities as a sense of pride and family connections, (3) Language as a resource orientation influences students' perceptions of their bilingual identities, and (4) Teacher pedagogies and language views influence students' bilingual identities and language use. I conclude with Chapter V to discuss

and synthesize the significance of three key findings related to and connected to the previously identified themes. I also provide a discussion of the implications for practice and further research.

CHAPTER II

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

In this chapter, I provide a review of the research related to identity, language, and biliteracy to situate the need and relevance of this study. Gandara and Escamilla (2017) made it clear that as the number of students who are participating in bilingual programs increases, so does the "discussion about the most effective way to educate them" (p. 1). In today's educational context, meeting the cognitive needs of bilingual students is not sufficient. Instead, it is imperative to understand how the experiences students encounter daily meet their social, cultural, linguistic, and psychological needs in ways that create positive spaces for identity construction and biliteracy development. I begin by providing an overview of the intersectionality of curriculum and identity and the role of schools in facilitating students' identity construction. Next, I discuss specific studies that establish and demonstrate the connection between identity, language use, and biliteracy development to contextualize how each notion fits in the discussion of the problem of this study. I conclude the literature review by describing the research specific to pedagogies that foster positive identity construction and biliteracy within bilingual school contexts. Next, I describe the theoretical framework that I utilize to understand the notion of identity, biliteracy, and bilingualism.

The Intersectionality of Curriculum, Identity, and Language

Researchers study identity from different theoretical perspectives resulting in a broad range of findings from various disciplines. To date, the literature on the intersectionality of curriculum or the role of schools and identity development is primarily coming from psychological, psychosocial, and some sociocultural perspectives (Côté, 2002; Gee, 2001; Holland et al., 1998; Holland & Lave, 2001; Negru-Subtirica et al., 2015; Solomon, 2000; Solomontos-Kountouri & Hurry, 2008). Although such differences in theoretical perspectives exist, according to Verhoeven et al. (2018), there is a need to explore schooling as a key in identity development. These recent contributions emphasize the need in the current educational system to move away from what Freire (1970) referred to as the "banking model of education" or an instructor-led curriculum to a more whole-child and holistic approach to teaching and learning. In this section, I reviewed and discussed the scholarship that establishes this intersectionality. I also examined how this literature articulates the need to identify gaps and explored this connection from a sociocultural perspective, thus developing a more profound notion of students' perception of their identities and the role of identity in language use.

Using a historical and political lens, Langer-Osuna and Nasir (2016) explored the role of intersections of race, culture, and identity over the last 100 years to reflect and understand these three notions. According to both authors, "the study of identity draws on and contributes to an understanding of the deep connections between self and society" (p. 723), and because of the changes we have experienced over the last hundred years, understanding the challenges and the interconnections of the three notions becomes vital. The review emphasizes the role of the school as a central place for students to explore and discover themselves as unique individuals and reflect on their role in a larger community and society. In other words, students' experiences in

school and classroom interactions, or the curriculum and pedagogy, are at the center of this development and play a crucial role in shaping and providing a context for exploring their identity.

In a similar analysis, Chan (2007) focused on this relationship between a culturally sensitive curriculum and students' identity development and explores how school curriculum events can shape students' self-awareness of their own intersectional identities, especially students from ethnic minority backgrounds. Through her narrative inquiry approach, we can understand the challenges students encounter when trying to mediate and negotiate their identities between home and school settings and the role of the curriculum to bridge those two contexts. Her work revealed the gap between the experiences students encounter in their daily educational settings and the inclusion of culture in the curriculum. Chan (2007) concluded that we have the responsibility to "further explore ways in which the school curriculum contributes to shaping the identities of students" (p. 178), thus emphasizing the role of the curriculum in supporting or hindering the identity construction of students.

These two articles establish the intersectionality of identity and culture in educational research. Langer-Osuna and Nasir (2016) examined this from a historical perspective to demonstrate the emergence of identity from a social sciences approach. Their analysis focuses specifically on how educational research has established this intersectionality of identity within the school experiences of students. In contrast, Chan (2007) argued specifically for the need for a culturally relevant curriculum to meet students' identified needs. She calls for action to ensure that schools are purposeful and strategic in developing an inclusive curriculum to shape students' identities positively.

Adding to this body of literature, Garcia-Huidobro (2018) also argued that we currently need to theorize curriculum in ways that will give students access to "powerful knowledge and to addressing identity issues [while] analyzing tensions lived by students, families, and teachers at the heart of modern schooling" (p. 39). In his analysis, he discussed this notion of curriculum theorizing as he explores how schools and classrooms can become spaces in which students can have opportunities to develop a deeper understanding of their roles within a larger society beyond the classroom walls. According to this article, to expand on this notion of curriculum theorizing, we must start looking at what is happening at schools to address the curriculum crisis (Garcia-Huidobro, 2018).

As outlined by the studies above, even though researchers explore the intersectionality of curriculum and identity from different theoretical perspectives, they all provide evidence of the need to create school experiences for students in which we are addressing students' cognitive, emotional and social needs. At the same time, all these studies fall short in discussing the critical component of language in understanding this intersectionality from a sociocultural lens. The following section will continue the discussion focusing on how this intersectionality of curriculum and identity occurs in school contexts. Rowe and Trickett (2017) emphasized that this discussion is essential as part of their curriculum practices to ensure that schools are not just places in which students receive content knowledge but also where they can develop and explore their concept of self or their identities.

Schooling

Schooling as an institutionalized process and the role of the teacher in this process are two essential components of the curriculum that directly affect identity. In the process of

negotiating identities, schools and teachers have the power to facilitate this process and the obligation to create spaces that affirm students' identities (Cummins, 2000). In this article, Cummins (2000) presented a framework, through the lens of teaching-learning relationship and identity negotiation in the classroom, to argue the power the schools and teachers have within a democratic society to affirm students' identity. According to Cummins (2000), we cannot continue to oversimplify this process. Instead, we must embrace a "process of negotiating identities" in the classroom in which the teacher provides opportunities for students to develop their language identity and their sense of self (Cummins, 2000, p. 163).

Cummins (2000) began his discussion by exploring the connection between identity, power, and human interaction. Next, he introduces his framework in which he argues that "the interactions between educators and students [is] the most immediate determinant of student success or failure in school" (p. 166). He provides research and evidence to support his claims that schools must consider the students' languages, cultures, and experiences in all classroom interactions for students to construct positive identities. Finally, he discusses several implications of pedagogies, policies, parental involvement, and assessment issues. By presenting this framework, Cummins (2000) provided evidence for the complexity of the processes involved in negotiating identities within a language classroom, including issues of power and status and the role that educators must take to provide the contexts to empower students. As Hall (2011) reminded, it is critical to remember that identity is not fixed but rather dynamic, fluid, and responsive to the social contexts. This section further explores the role of schools, more specifically, the role of teachers in the identity development of students while adding to the argument of the need to include language more substantially in this discussion.

In their analysis of the literature, Langer-Osuna and Nasir (2016) explored this connection of identity and human interaction and argue that how teachers interact with students is a critical factor in the students' academic success. They built on this premise and reinforce this idea by reminding all of us that "schools are powerful spaces for identity work," and we must "create learning spaces that are truly inclusive and transformative" (Langer-Osuna & Nasir, 2016, p. 735). In other words, schools must consider what students are bringing to the classroom, such as their cultures and experiences in all classroom interactions, for students to construct positive identities. Cummins (2000) added that such planning and execution of those interactions must come from implementing school-wide curriculum policies that can translate to classroom instructional practices. For teachers, this means that they must consider which instructional strategies and pedagogies support the development of students' identity.

Garcia-Huidobro (2018) analyzed the intersectionality of identity and knowledge and its relation to the current curriculum crisis. He sees instructional strategies as an essential component of the curriculum and suggests that to combat this crisis, curriculum integration is necessary. This integration must ensure that the curriculum is addressing issues of identity. Wortham (2003) also saw the significance of instructional strategies but explores them in tandem with classroom discourse practices or the interactions in the classroom, together with instructional strategies shaping students' identity development. Wortham (2003) used ethnographic methods to observe and analyze one student's trajectory of her identity development in one class. The article focuses on showing how the curriculum enacted through classroom themes and discussions facilitates the identity development of one adolescent. These findings from both articles support the argument of the intersectionality of curriculum, specifically instructional methods employed by teachers as part of such a curriculum, and the

identity construction of students. In addition, Lo-Philip and Park (2015) argued that designing effective instructional practices and methods that meet the individual needs of learners is crucial because each student forms their own identity uniquely based on the "complex interactions between discourses that condition their everyday life" (p. 192). Therefore, as they see it, students must have opportunities to explore their own identities through the pedagogies implemented by the classroom teacher.

Additionally, researchers have identified multiple pedagogies or instructional methodologies that create opportunities within the classroom to develop positive identities. Lynch (2018) explored this connection between identity and classroom practices by conducting a case study with a newcomer student from Cuba. She finds that teachers can provide opportunities for students to draw on their community wealth and create instructional practices that "help students produce and sustain positive academic identities and self-efficacy" (p. 129). According to Lynch (2018), teachers can create such spaces by implementing instructional practices to promote a sense of belonging and value their cultural and linguistic wealth. In other words, students should be able to connect and interact with the learning in challenging ways while also providing opportunities for autonomy and diversity. This study adds to the body of literature that emphasizes the role of schools and pedagogies within the curriculum context to develop and foster students' identity development.

The studies discussed in this section add to the body of literature that establishes the intersectional of curriculum and identity. Furthermore, they focus on the relationship between schools, instructional strategies, and teachers in how students develop their identities in the context of schooling. Although Langer-Osuna and Nasir (2016), Garcia-Huidobro (2018), and Wortham (2003) approached their analysis from different methodologies, they all concluded that

teachers have the power to implement instructional strategies that promote positive identities on students. Garcia-Huidobro (2018) explicitly discussed the crisis schools are currently facing because of this lack of integration of essential aspects in the curriculum and the impact on students' identity. Similarly, Wortham (2003) argued that students can counteract the adverse effects of alienation through curricular categories and classroom discourses. In contrast, Cummins (2000) and Lynch (2018) added two critical elements to this discussion: culture and language and their role in students' identity construction. Lynch (2018) referred to the current need to analyze the role of language and culture in the identity construction of emergent bilingual studies. In this next section, I will focus on exploring this layer of language and identity construction and the gap that still exists in the research related to emergent bilingual students.

Identity Construction and Language

In the literature discussed so far, school is emphasized as one of the central places in which students have the opportunity to explore and discover themselves as unique individuals and reflect on their role in a larger community and society. According to Langer-Osuna and Nasir (2016), "the study of identity draws on and contributes to an understanding of the deep connections between self and society" (p. 723). In other words, students' experiences in school and classroom interactions are at the center of this development and play a crucial role in shaping and providing a context for exploring their identity. Additionally, Kabuto (2015) stated, "language is tied to identity" and forms a big part of identity construction and the cultural development of each individual (p. 3). Garcia and Homonoff Woodley (2015) established this connection and state, "language practices function as semiotic and symbolic tools that can be used in the formation of identities" (p. 137). They discuss how those language practices are the

medium through which students construct and negotiate their bilingual identities. Palmer et al. (2014) added to this argument and emphasized that "identity construction is intricately connected to individuals' language acquisition" (p. 760), thus establishing the connection between identity and language. For emergent bilinguals in dual-language settings learning two languages, this entails becoming bilingual and biliterate.

Chang (2016) "conceptualizes one's language use as mediating different socially and historically situated identities" (p. 40). In a study, Chang (2016) presented his findings of a qualitative case study methodology research focusing on the negotiation of multiple discourses between language and identity of two ESL students in a U.S. public community college. He grounds his work from a poststructuralist perspective and approaches this study from the following two main theoretical frameworks: (a) Gee's (1996) notion of discourse and identity and (b) Norton's (2000) concept of investment to "contextually examine students' schooling experience as a complex and dynamic process" (Chang, 2016, p. 39). In his findings and conclusions, Chang (2016) described the processes that the two students embark on to negotiate the different discourses they are part of to "make meaning of their English learning" (p. 45). He argues that multilingual students move across multiple discourses while negotiating their language and multilingual identity. Chang (2016) concluded by calling ESL educators "to spend time getting to know the investment students make in their learning of English" while "empowering them with the skills they need to take control of their life" (p. 45). This study supports understanding and analyzing how identities are negotiated through different discourses, including language. Moreover, it supports the intersectionality of schools and the role of educators through pedagogical discourses.

Similarly, Shin (2013) examined the relationship between language, bilingualism, and identity and discusses how one's language is connected to one's identity. Based on the theoretical lens of identity as discussed by Norton (1997), Shin (2013) defined identity "to the ways in which people understand their relationship to the world, how that relationship is constructed across time and space" and made it clear that "identity is dynamic, multifaceted, and negotiated through language" (p. 99). Throughout the development of the chapter, the author argues that the relationship between identity and language is not linear. Many sociocultural factors influence how students negotiate language and identity discourses. In the end, Shin (2013) took a more direct approach and makes it clear that "language teaching and learning are sociocultural phenomena and constitute important sites for negotiating various identities" (p. 99). Consequently, she argues that teachers must understand their role in supporting the connection between language and identity construction through pedagogical techniques and find ways to empower students "through a better understanding of classroom power dynamics" (p. 99). This analysis provides a foundational connection between the discourse of identity and language negotiation in bilingual and language classrooms. It also positions the notion of bilingualism and identity from the perspective of the power differentials that languages can bring into a classroom setting and the need for teachers to understand their roles in supporting students' language negotiation.

Cummins (2000) supported this connection between language and identity and believes that "when we use language with others, we communicate not only information but also subtle aspects of our own identities as well as our feelings about the person with whom we are communicating" (p. 164) The literature discussed in this section establishes a clear relationship between language and identity. It supports the notion that language constitutes a critical element

of the development of a student's identity, and we cannot separate one from the other. Referring to this relationship, Dong (2018) found that as children as developing their identity, they negotiate multiple processes, and "language is at the center of such processes" (p. 336). As researchers and educators, we must carefully consider how their discourses in the context of the classroom support students' language identity construction. This identity construction in bilingual contexts includes the element of biliteracy. In the discussed literature, the researchers refer to language, but they stop short in addressing the role biliteracy plays in the intersectionality with identity. The following section addresses this additional element and discuss the connection between identity, bilingualism, and biliteracy.

The Intersectionality of Identity, Bilingualism, and Biliteracy

For emergent bilinguals, whether simultaneous or sequential, developing their bilingual and biliterate identities is a complex process because it is not just about language; it also involves cognitive, social, and psychological aspects of human development. Bauer and Gort (2012) made it clear that "biliteracy is a complex phenomenon with cognitive, sociocultural, and sociological dimensions," and understanding each dimension is critical in supporting the development of children's biliteracy (p. 2). It is crucial to understand the influence of these dimensions and how they come together to support the biliteracy development of the growing number of emergent bilinguals in today's classrooms. According to Jimenez (2000), in recent efforts to develop this understanding, many scholars are embarking on research from a multifaceted approach and focusing on the sociological and anthropological dimensions of second language acquisition, biliteracy development, and adding fundamental notions such as the relationship between

identity, language and literacy practices of bilingual students. In this section, I will focus on discussing the research related to identity construction and language.

Referencing this layer of language and biliteracy within the curriculum, Durán (2018) believed that "children's learning is shaped in important ways by what adults have decided to teach systematically in the curriculum" (p. 72). This means that it becomes our job to examine how our emerging bilinguals construct their bilingual identities and how this influences their biliteracy development in today's bilingual classrooms. It is also important to understand teachers' and parents' roles in supporting and creating spaces for this identity construction and biliteracy development. Lynch (2018) argued that the focus needs to be in developing a "more complex understanding of the interplay between language, literacy, and identity for emerging bilinguals" and "to promote the creation of educational conditions that afford opportunities for students to self-author positive identities" (p. 130). Next, I discuss the role of language ideologies in identity construction and the relationship between identity and biliteracy.

Language Ideologies

Students begin to develop and construct their language identity from the moment they start communicating and understanding the power of language. They also develop their bilingual and biliterate identities in the process of learning a second language while conceptualizing what it means to be bilingual. Razfar (2005) defined language ideologies as "not only ideas, constructs, notions, or representations, they are practices through which those notions are enacted" (p. 405). In other words, in the context classrooms, language ideologies translate to the practices that teachers use and implement. Piller (2015) expanded on this definition by defining language ideologies as the set of "beliefs, feelings, and conceptions about language that are

socially shared and relate language and society in a dialectical fashion" (p. 1). Once again, making a clear connection between how language is socially constructed and enacted through our practices. The extent and outcome of those influences depend on those beliefs, feelings, and conceptions that a teacher holds concerning a specific language. These beliefs and feelings can be guided by either monoglossic or heteroglossic language ideologies and different language orientations evident through school and family contexts.

Monoglossic vs. Heteroglossic Bilingualism. According to Garcia (2009), monolingual or monoglossic ideologies dominated the first half of the 20th century. Monoglossic and heteroglossic dichotomy help understand how both ideologies and understandings have informed and shaped bilingualism. Garcia (2009), Flores and Beardsmore (2015) discussed how monoglossic language ideologies assume monolingualism is the norm. These scholars also believe that bilingual programs are informed by this monoglossic understanding of bilingualism, resulting in the marginalization of language-minoritized students. Monoglossic beliefs have been shaped by language policies that view "the multiple languages of bilinguals in isolation from each other" (Garcia, 2009, p. 220). Due to the monoglossic beliefs, bilingual programs under this theoretical framework can embrace bilingualism, but languages are still seen in isolation from each other. In other words, each language each seen as a separate but balanced repertoire.

However, heteroglossic language ideologies come from the beliefs that "multiple languages" can in fact "co-exist" and have equal value (Garcia, 2009, p. 246). Heteroglossic language ideologies take into consideration the nature of language fluidity and complexity. According to Flores and Beardsmore (2015), heteroglossic perspectives have the potential to create social change. Under the heteroglossic ideologies, language practices and goals are

influenced by the belief that a bilingual or multilingual person should be able to use all language repertoires simultaneously and that you can't separate or isolate language. As a result, according to Garcia (2009), the ultimate goal is plurilingualism. She added that "the task for multilingual education in the 21st century will not only be to add more languages but to recognize the multiple language practices that heterogeneous populations increasingly bring" (Garcia, 2009). Understanding those language practices entails gaining insight into the language ideologies of teachers and students. This understanding can lead to empowerment and improvement in classroom practices to allow students to develop their bilingual and biliterate identities. Kiramba (2016) argued, "for the potential of heteroglossic practices in multilingual classrooms to ease the cognitive load of English language learners [and for] the need for legitimizing fluid language practices in multilingual classrooms" (p. 1). In other words, there is a need to move from monoglossic ideologies and make heteroglossic ideologies the norm.

Discourse and ideologies in the context of school. Razfar (2005) approached language ideologies from a sociocultural perspective to show the connection between these ideologies and learning. He believes that "when human beings use language, they are simultaneously displaying their beliefs about language as well as other world views" (Razfar, 2012). Through ethnographic methods, he establishes the connection between language ideologies and language practices in the classroom. Zuñiga (2016) made it clear that "the intersectionality of language and identity further complicate language ideologies" (p. 340). It is essential to consider this intersectionality to understand how teachers' language ideologies affect language use and instructional practices in the classroom. According to Fitzsimmons-Doolan et al. (2017), language ideologies are a key

factor that influences how educators create those spaces and the instructional practices they choose to implement in their classrooms.

In her qualitative cross-case study, Briceño (2018) explored how the teachers' language ideologies become evident in their instructional practices and how it affects classroom discourse and student interaction. According to Briceño (2018), it is crucial to study teachers' language ideologies, mainly within bilingual programs, because "ideological clarity enables teachers to develop effective counterhegemonic discourses that are necessary in settings where dominant and marginalized languages and students are intentionally combined" (p. 288). In her research, Briceño (2018) found that teachers' instructional moves and pedagogies are directly aligned to their own beliefs and language ideologies, which sometimes could be problematic. It then becomes critical to analyze the impact of how the language ideologies held by teachers can have a direct is impact on the classroom language policies they choose to implement. In addition, some studies show how these language ideologies held by teachers translate to language use in the classroom and students' identity construction.

Poza (2016) demonstrated how monoglossic perspectives and monolingual language ideologies can influence identity construction and language pedagogies in his ethnographic study of a fifth-grade dual-language classroom. He argued that the curriculum in bilingual programs can reflect monoglossic language ideologies and discusses the impact of these views on bilingual students. According to Poza (2016), these views "marginalize emergent bilingual students [by] excluding from important academic content, primary language instruction [and] target discursive practices" (p. 21). He concluded that this exclusion and marginalization result in a lack of opportunities for students to use their language repertoires for learning and negative feelings towards the construction of their bilingual language identity (Poza, 2016), hence making a clear

connection between how language ideologies can potentially influence how students develop their language and bilingual identities. Poza (2016) emphasized that such findings have implications for current educational practices and the role of schools and teachers to counteract negative ideologies.

In a similar language policy ethnographic study, Palmer et al. (2015) analyzed how teachers' personal beliefs and ideologies and testing language policies influence students' identity construction and use of language in the classroom. Their study took place at two elementary schools with similar dual-language program models. The the findings aligned to Poza (2016), as they concluded that "monoglossic ideologies [are] embedded in high stakes testing" (Palmer et al., 2015, p. 40) and therefore create challenges for students to feel that both languages are equally valued and important. This provide another example of how different classroom practices, from instruction to assessment, reflect language ideologies and how it can negatively affect students' identity development.

Discourse and ideologies in the context of family. King (2013) studied this notion of how the ideologies of language "shape family language practices as well as children's identities" (p. 49) in her longitudinal case study of an Ecuadorian-American family with three children, who were 1, 12, and 17 years old. She spent time interviewing the different family members, observing them, and had the opportunity to audio-record conversations to analyze language discourses in the home context. King (2013) designed her research around the notion that language ideologies influence how each family member constructs their own identity and builds and performs their family roles (p. 49). Through her weekly visits, King (2013) had the

opportunity to collect and analyze different data, develop a close relationship with each family member, and be part of their successes and challenges.

In her analyses, she realized that "specific ideologies manifest themselves within family interactions" (King, 2013, p. 60) and how those ideologies influence children's language practices. The study also revealed that language ideologies or their set of beliefs and feelings towards learning English played a significant role in the differences in how both sisters constructed their language identities. In her conclusion, King (2013) called educators and researchers to recognize the importance of family discourses and language ideologies in how students construct their language identity and how those translate to the language practices at home and in school contexts.

This section outlined and addressed the major components that become evident in the analysis of current research related to identity construction, language, and biliteracy. The research presented showed the relationship between identity and the investment theory (Norton, 2000) and language. It also established how identity relates to biliteracy and the role of language ideologies in how students construct their identities. However, only a few works in the literature demonstrate the relationship between language use, biliteracy, and identity construction. At the same time, the previous studies fall short in providing evidence of how students themselves perceive their language and cultural identities. This study contributes to filling this research gap by taking a closer look at this relationship and analyzing students' perceptions. Next, I discuss the role of language orientations in examining language policies and ideologies and how they influence students' identity construction.

Language Orientations

In understanding the decisions teachers make in the classroom to support students' bilingualism and biliteracy, it is crucial to analyze the different language orientations that can dominate both policies and ideologies. Ruiz (1984) developed a framework of three different language orientations: language as a problem, a right, and a resource. He argues that each orientation leads to different outcomes in terms of language policies and practices at different levels. Over the years, researchers have used this framework to explain language policies and analyze how they influence language ideologies and classroom practices (Hult & Hornberger, 2016; Ricento, 2005; Zuñiga, 2016).

In discussing language as a problem, Ruiz (1984) discussed the idea of assimilation. In examining language-learning policies through this lens, it becomes clear that speaking another language other than the dominant language is a deficit. This deficit thinking leads others to believe that assimilation is necessary because language poses a problem and obstacle for learning. In this case, assimilation leads to the development and enforcement of monolingual language ideologies and language programs in which the students' first language is not valued. In language as a right, Ruiz (1984) focused on what the government and the laws have been able to do to support or hinder the language as a fundamental human right. Most of the language policies surrounding the right of students and citizens to maintain their language stem from court decisions that have provided guidance. Ruiz (1984) talked about this and describes this orientation in part as a "civil rights issue" (p. 21). Although one would hope that language as a fundamental human right is a given, it is still defined mainly by court case decisions, written laws, acts, and movements. The idea of language as a resource is the opposite of the deficit thinking experienced in the first orientation. Language as a resource means that students can

maintain their language, use it as a way to bridge, and connect with others. Ruiz (1984) described the importance of learning to see the benefits of language capabilities and to develop language policies aligned with this orientation. Language as a resource builds on the idea that developing bilingualism, biliteracy, and biculturalism should be the goals of bilingual language policies and bilingual education.

Drawing from these three approaches, Ricento (2005) discussed the problems of these orientations and argues that even when analyzing language as a resource has many potential shortcomings. He claimed, "for a resources-oriented approach to gain any currency, hegemonic ideologies associated with the roles of non-English languages in national life would need to be unpacked" (p. 349). Although Ruiz (1984) argued that language as a resource leads to a pluralistic society, which aligns with heteroglossic language ideologies, Ricento (2005) believed that to create this pluralistic society, significant changes in ideologies and practices must change. In other words, he believes that when language is framed as a resource, it is not focusing on the individual needs of language learners. In contrast to Ricento (2005), Hult and Hornberger (2016) argued that such orientations can be of great value in understanding language policies and "serving the needs of linguistic minorities and fostering sustainable societal multilingualism" (p. 43). In this way, understanding language orientations provides a lens to analyze how classroom practices serve students' linguistic needs and foster their bilingual identities.

Using Ruiz's (1984) framework, Zuñiga (2016) discussed the challenges and struggles of two third-grade teachers as they navigate between their language orientations, ideologies, and the pressures of standardized testing while trying to maintain and provide effective language practices. In her findings, she explains how despite the districts' DL framework and guidance of language separation, teachers' ideologies and a monoglossic accountability system create

conflicting views on language-as-resource and a problem. She emphasizes the importance of looking more closely at the ideologies helped by classroom teachers and administrators and how such ideologies translate to instructional practices and language use in the classroom (Zuñiga, 2016). At the same time, as described by Zuñiga (2016), there is a gap in understanding how to advocate for the rights of students to use their first language as a resource. From a programmatic and professional development perspective, there is a need to find ways to support the implementation of bilingual programs that aim biliteracy and bilingualism and guide teachers in developing ideological clarity. In this study, the analysis of students' perceptions of their own identities within bilingual classrooms will provide evidence of how instructional practices and teachers' ideologies influence this process. Next, I discuss the relationship between students' bilingual identity and biliteracy.

Identity and Biliteracy

Hull and Moje (2012) defined literacy as "participation in a range of valued meaning-making practices, [which] are themselves nested within a particular activity that index desired purposes, roles, and identities" (p. 1). Adding to this definition, Dworin (2003) described biliteracy as "children's literate competencies in two languages, to whatever degree, developed either simultaneously or successively (p. 171). Biliteracy allows students to negotiate their language use and communicate in their language of choice in multiple contexts and discourses. Biliteracy and bilingualism can be developed simultaneously, both languages simultaneously, or sequential, one language before the second language. Dworin (2003) and Garcia (2009) expressed that to understand biliteracy, we have to stop looking at it through a monolingual lens and start understanding the distinct characteristics that make this a unique process.

In supporting this understating and the intersectionality of identity, language, and biliteracy, Dworin (2003) developed the bidirectional theory of bilingual pedagogy. It is crucial to understand how different contexts influence and support the biliteracy development of bilingual children by analyzing the beliefs, feelings, conceptions, and practices of those around them and how those notions affect students' use of language and identity construction. As Dworin (2003) pointed out,

> One of the most significant implications of biliteracy lies with its potential intellectual consequences where students establish and mediate relationships between two language systems and their social worlds to create knowledge and transform it for meaningful purposes. (p. 182)

Franquiz et al. (2015) argued that this bidirectional theory in essential in understanding the "fluid and dynamic exchanges that occur among home, school, and community for social and academic purposes" (p. 153). Those exchanges contribute and influence how students develop and perceive their bilingual identities.

Bailey and Osipova (2016) suggested that biliteracy development is a dynamic and complex process that involves looking at it from multiple dimensions and perspectives to meet the needs of bilingual learners in today's classrooms. At the same time, we need to understand that parents and educators have a crucial role in fostering the linguistic resources that children have access to at home and school. In their ethnography research conducted through interviews and observations, Bailey and Osipova (2016) provided evidence that students engage in multiple discourses when they negotiate language use and identity to become bilingual or multilingual. Their analysis supports the notion that there is a need to develop a deeper understanding of the diversity of children and the contexts that form part of their linguistic and cultural identities,

which facilitate their biliteracy and bicultural development. In addition, it helps to conceptualize identity construction, language, and biliteracy development of emergent bilingual students in bilingual contexts.

Similarly, Martin (2012) focused on exploring how students perceive their own language identity and how the support they receive in different types of bilingual programs influences such identity formation. Through the lens of the dynamic systems theory, the author aimed to explain the differences in language awareness between students who receive different levels of language development support. Martin (2012) found a direct correlation between students' perceptions about their linguistic and personal identities to the support they received from home and school settings. According to Martin (2012), the "lack of support and thus of language awareness within an education programme affects students' identity perception," and therefore "bilingual education models need to place greater importance on viewing languages as a resource," ensuring that students feel that all languages are equally valued and represented (p. 52). This means that students' extent of support and guidance in developing and using their language repertoires is directly correlated to developing positive identities.

In his book about biliteracy and identity, Kabuto (2011) discussed the complexity of biliteracy and establishes the connection between biliteracy and identity. He argued that "a new way of thinking about biliteracy is needed to encompass the notion that becoming Biliterate is first and foremost learning to become someone in this world" (p. 4). In describing the journey of Emma in becoming biliterate, he focuses on how she learned to navigate the different language systems of English and Japanese and how she developed her bilingual identity. He also argued that teachers are critical agents in creating classroom spaces where students feel that they can make full use of their language repertoires and develop positive language identities. Kabuto

(2011) believed that "languages play substantive roles in learning and identity and that there are crucial connections between critical teaching, critical teachers, and learning in multiple languages" (p. 5). He studied this connection by focusing on the complexity of biliteracy within the writing system.

In this section, the literature shows the role biliteracy plays within the context of the intersectionality of language and identity. The analysis and the findings suggest the need to explore this intersectionality further using a biliteracy lens. Dworin's (2003) discussion serves as the framework to situate the complexity of biliteracy development. In contrast , through his research, Martin (2012) made the connection between biliteracy and identity construction. Kabuto (2011) began this discussion on the role of language and biliteracy development in how students develop their identities but focuses mainly on examining the writing system. However, in the discussions, analysis, and findings, the impact of this intersectionality in the language use of emergent bilingual students continues to be omitted. This means that specific research that examines this intersectionality with emergent bilinguals is necessary. Next, I discuss the role of language ideologies in the identity construction, biliteracy development, and students' language use.

Pedagogies that Foster Identity Construction and Biliteracy

Another important element that arises from the literature review is the critical role that educators and the school has in providing spaces for positive identity construction and the use of language in ways that lead to biliteracy development. According to Beeman and Urow (2013), effective teachers provide opportunities for students to develop reading, writing, listening, and speaking skills in both languages while using students' cultures as a springboard. Poza (2016)

and Langer-Osuna Nasir (2016) emphasized that to facilitate the content and language development of emergent bilinguals, we must understand the power of the schooling and the taught curriculum. These researchers also believe that this understanding provides a medium to raise awareness of the challenges that marginalized populations face, especially when negotiating language, and the role educators have in resisting discourses that do not embrace language and culture as resources (Langer-Osuna Nasir, 2016; Poza, 2016). As Poza pointed out, we need to create educational contexts in which teachers recognize "the valuable resource that bilingualism offers" (Poza, 2016, p. 35) and provide instructional strategies and pedagogies that use language in ways to facilitate identity construction and biliteracy development.

The following studies further expand on specific strategies that teachers can implement in the classroom to further support and embrace the identity construction and biliteracy development of students in bilingual classrooms. The following two types of pedagogies aligned to identity development emerged: (a) translanguaging and (b) multimodal pedagogies.

Translanguaging Pedagogies

Translanguaging is defined as "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages" (Otheguy et al., 2015, p. 283). In other words, it is the ability of bilinguals to access their linguistic repertoires to communicate in different settings. In her extensive work around the notion of translanguaging, Garcia (2009) suggested that this framework transforms how we view bilingual instructional practices as it opens the door for marginalized children and languages to have a voice. This means that teachers must create spaces where students have the opportunity to have a voice. In his work, Cummins (2000) also recognized the role of the

teacher in the development of the students' language identity. According to Cummins (2000), classrooms should be spaces where students can "negotiate their identities" (p. 163). Lopez and Musanti (2019) also agreed that teachers must create such spaces for the exploration of identity and negotiation. Much of the current research has focused on what teachers can do academically to create such spaces where students have opportunities to explore their identity while allowing students to explore issues culture and language negotiation that leads to biliteracy.

Using discourse analysis, Garcia-Mateus and Palmer (2017) analyzed the connection between translanguaging pedagogies and how it supports the development of positive identities of students. They focus specifically on emergent bilingual students to explain the "co-construction of identity through linguistic interaction" (Garcia-Mateus & Palmer, 2017, p. 247) and the impact of translanguaging pedagogies in the metalinguistic awareness of students. Their findings revealed that, as noted in the previous literature discussed, teachers play a big role in embracing pedagogies that allow students for the use of their full linguistic and cultural repertoires which creates spaces for positive identity construction. According to Garcia-Mateus and Palmer (2017), "translanguaging, therefore, appeared to potentially contribute to constructing (over a long-term) empowering bilingual identities for both students and to potentially address language-related social justice issues" (p. 253). However, both authors agreed and concluded that more research in this type of setting is necessary to ensure that bilingual classrooms across the country are empowering emergent bilingual students to develop positive identities.

Creese and Blackledge (2015) also drew on this notion as they study and analyze recent scholarship that explores the connection between translanguaging and identity. They argued that that "translanguaging offers a pedagogy in a range of educational settings to offer transformative

spaces for the performance and embodiment of identities that contribute to critical and creative learning" (Creese & Blackledge, 2015, p. 30). In this article, the authors built a case for the importance of translanguaging as a pedagogy that contributes to the positive language identity development of students. According to Creese and Blackledge (2015), this form of language pedagogy is essential to support the identity development of students in today's complex contexts. Both authors concluded that implementing translanguaging pedagogies provides a medium for students to explore and navigate their complex language and cultural identities while meeting the cognitive and linguistic demands of the content.

The literature discussed in this section emphasizes the relationship between language negotiation and identity pedagogies that can create democratic classroom spaces where students have the opportunity to develop both languages. Furthermore, their finding highlights the role that teachers and school contexts play in using different methods and pedagogies that not only foster biliteracy development but also help students negotiate their identities in positive ways. Aside from translanguaging pedagogies, the literature also suggests that multimodal pedagogies are important in supporting students' identity development.

Multimodal pedagogies. Numerous researchers have argued that effective teachers implement pedagogies in which students are able to represent and demonstrate their learning through different modes and discourses (Stein, 2007; Stein & Newfield, 2007). According to Stein and Newfield (2007), when teachers implement multimodal pedagogies "learners draw on a much fuller repertoire of representational resources to communicate their meanings" (p. 920), which translates to learners taking ownership of their learning and building agency. Marchetti and Cullen (2016) described the importance of a multimedia approach in the classroom as a

"source of creativity for both teachers and students, [drawing] upon available visual, audio, and kinesthetic modes" (p. 39). In other words, a multimodal pedagogy goes is centered on the notion of teaching to meet the different learning styles and modalities of each student. In the case of bilingual students, multimodal strategies provide an opportunity to enrich the classroom experience and ensure that students have multiple opportunities to develop their language.

Karam (2018) shared the findings from a case study aimed at developing a deeper understanding of a refugee and English language learner student used language to negotiate his identity in the classroom. Consistent with previous findings discussed earlier, Karam (2018) argued that there is a strong correlation between language, learning, and identity. He explained, "because language is a key resource to identification, one needs to have not only a desire to identify but also the linguistic means to do so" (Karam, 2018, p. 512). Through the analysis of his interviews and classroom observations of his research participant, Karam (2018) found that there was a big difference in how the student participated in traditional settings vs. when given the opportunity to use language in a multimodal approach through technology and literacy. In fact, the student resisted traditional classroom approaches and did not produce any language when a traditional method was used. Karam (2018) concluded that "this study has shown how Zein used language as [a] resource to discoursally negotiate his identity in a relational manner" (p. 519), and therefore educators must provide opportunities for students to use language in different forms, through different resources to ensure that all students have a sense of belonging and feel part of the classroom.

Similarly, Norton (2013) discussed this concept of multimodal pedagogical practices in her research with English language learners in Canada, Pakistan, and Uganda. She argued that teachers should implement pedagogical practices that "will help students develop the capacity for

imagining a wider range of identities" (Norton, 2013, p. 85). She further discussed the use of multimodal texts that integrate different aspects of literacy such as drama and photography to provide opportunities for students to explore their identities while developing language. Norton (2013) went back to the relationship of the notion of investment and how students construct their identity to support the value in using multimodal pedagogies. Although both researchers defined literacy as a form of a multimodal approach, in contrast to Karam (2018), this particular study connects the extent of the success of these approaches with how invested the student is in learning.

The literature presented in this section further supports the intersectionality of identity, curriculum, and biliteracy. The findings add to the understanding that pedagogies, which are part of the curriculum, are a key element in supporting how students develop their identities. According to Danzak and Wilkinson (2017), "a critical element of school success involves identity" (p. 53). In other words, students must have opportunities to explore their own identities through the pedagogy implemented by the classroom teacher in order to be successful. These findings also suggest that if teachers are not aware of how their instructional strategies impact students' identity development, they could potentially cause negative effects on students' perception of their own identities and language use. This emphasizes the importance of research in continuing to emphasize and demonstrate this relationship.

Theoretical Framework

Identity Theory and Investment

Bonnie Norton (2000, 2010) explored the identity theory through the lens of motivation and investment. In her early research, Norton (2000) observed that although motivation plays a

role in students' learning, "high levels of motivation did not necessarily translate into good language learning" (p. 4). She argued that motivation is not sufficient to produce second language development, adding to the sociolinguistic approach to second language acquisition. She developed the construct of investment as a way to conceptualize her new findings in her research. According to Norton (2010), the construct of investment "seeks to make meaningful connection between a learner's desire and commitment to learn a language, and their changing identity" (p. 354). In other words, it goes beyond the learner's motivation and focuses on how committed the learner is to learn a new language and how that shapes the learner's own identity. Students in bilingual classrooms develop their self-concepts as language learners through their social interactions and they find ways to negotiate meaning. More recently, Darvin and Norton (2018) discussed how the concept of investment provides a tool to reflect upon and analyze the contexts in which social interactions take place and how issues of power deny or provide access to language learning.

Researchers have used this theoretical framework of identity and investment to explain and find the relationship between identity construction and language use in emergent bilinguals. For example, Potowski (2004) conducted her research expanding on the notion of investment and using this theoretical framework to explain the students' language use in a dual-language classroom setting. She analyzed her research data through the concept of investment (p. 75) and found that students' "language choices in the classroom must be seen as part of their identity performances" (Potowski, 2004, p. 88). In other words, identity and social practices influence students' choices on what language to use. At the same time, the investment students feel in learning a second language has a big influence on their biliteracy and bilingual development. In

this way, there is a connection between how students construct their identities the how they develop and learn a language.

Similarly, Hajar (2017) drew on the concept of investment in a qualitative longitudinal study, to analyze and compare the language identity of two language learners. According to Hajar (2017), the notion of investment provides a medium "to understand the relationship of the language learner to the changing social world and changing identity" (p. 252). The study revealed how the language identity development of students is influenced by not only by learner agency but also by instructional practices, policies, and access to resources. These findings support the intersectionality of identity and curriculum while adding the third element of language. At the same time, the study contributes to the understanding of the relationship between students' language learning and their agency and identity. Hajar (2017) concluded by emphasizing that educators must give students "enough space and opportunity to enact their own agency and become more active learners" that could result in learners taking up a positive language "identity and exercise a higher degree of choice" (p. 262). In contrast to Potowski (2004), this study takes place with adult participants learning English outside of the United States. However, Hajar (2017) recognized the need to continue to further explore these relationships and student's own perceptions of their language identities.

This same principle will be used to explore the language choices of emergent bilinguals and how they perceive their bilingual identities. The studies demonstrate how the notion of investment and learner agency play a role in how students construct their identities in bilingual settings. Drawing from this theoretical framework aligns with the premise that learning a second language or developing bilingualism and biliteracy is intimately connected to students' awareness of their own identities. As discussed by Darvin and Norton (2015), "investment

regards the learner as a social being with a complex identity that changes across time and space and is reproduced in social interaction" (p. 37). The constructs of identity and investment provides a framework to situate the research questions and explore students' identities and language use within the classroom.

Dynamic Bilingualism Approach

Researchers suggest that meeting the needs of emergent bilingual students in the United States continues to be a challenge due to the policies and classroom practices informed by monoglossic language ideologies (Flores & Schissel, 2014; Garcia, 2009; Garcia & Kleifgen, 2018). Historically, bilingual programs in the United States have been dominated by those language ideologies whether they are subtractive or additive models, they are still ineffective in meeting the linguistic needs to emergent bilingual (Garcia & Wei, 2015). According to Garcia and Wei (2015), "these models of bilingualism have proven to be insufficient in the twenty-first century…Bilingual education cannot be simply subtractive or additive, for there are no homogenous groups using the same language practices" (p. 223). Due to the heterogeneous nature of the language practices of emergent bilingual students, a model, which considers the differences, is necessary for the observation and analysis of such language practices. Garcia (2009) developed the dynamic bilingualism approach as a way to discuss and reflect the dynamic and complex practices and contexts of emergent bilinguals. "Bilingualism is not simply linear but dynamic, drawing from the different contexts in which it develops and functions" (Garcia, 2009, p. 53).

The dynamic bilingualism approach (Garcia, 2009) provides a framework to situate and explain the fluidity and complexity of how emergent bilinguals develop their biliteracy together

with their identity in today's classrooms. Flores and Schissel (2014) described this approach of dynamic bilingualism as "the fluid language practices in which [emergent bilinguals] engage to make meaning and communicate in the many cultural contexts that they inhabit on a daily basis" (p. 455). In their analysis and observations of emergent bilingual students in New York, they also draw on this approach of dynamic bilingualism to explore the possibility of creating "ideological spaces that move away from monoglossic language ideologies toward heteroglossic language ideologies" (Flores & Schissel, 2014, p. 454). In using this approach, they are able to focus on the multiple aspects of how emergent bilinguals draw from different contexts and make use of their language repertoires within bilingual contexts.

Drawing on this dynamic bilingualism approach allows for the interpretations of the different bilingual practices that will come from the observations and interviews. Using this theoretical framework in their study, Evans and Avila (2016) made the connection with the bilingual identities of students and the dynamic language practices of emergent bilingual students. They argued, "dynamic language practices allow students to flexibly and dynamically shift between their various linguistic and knowledge resources, thus allowing their bilingual identities to thrive" (p. 290). Therefore, the dynamic bilingual approach in this study serves as a framework to understand the language practices of emergent bilingual students. Furthermore, it allows provides the context to understand how those language practices either reflect dynamic bilingualism or monoglossic language practices and how they support or hinder allow the development of their bilingual identities and their biliteracy.

Chapter Summary

In this chapter, I provided a review of the research, which demonstrates the need and relevance of this study. The review of the literature demonstrated the intersectionality of curriculum and identity and the role of schools in facilitating students' identity construction. The literature discussed also established the connection between identity, language use, and biliteracy development. This discussion provided the framework to contextualize how each notion fits within the purpose and problem of this study. I concluded this chapter by describing the research specific to pedagogies that foster positive identity construction and biliteracy within bilingual school contexts.

The findings of the literature presented in this chapter emphasized the importance of school and home contexts for the development of positive identities and biliteracy. The discussion provided evidence of how crucial is to understand how different contexts influence and support the biliteracy development of bilingual children. Furthermore, the findings revealed that researchers must take a closer look at how the beliefs, feelings, conceptions, and practices of those around the students can influence how students use language in the home and school settings and how they construct their identity.

However, the literature also revealed the gap that currently exists in research specific to emergent bilingual students, biliteracy, and identity. Garcia and Tupas (2019) argued that emergent bilinguals are still part of bilingual programs dominated by monoglossic language ideologies. Researchers also agree that "there is a growing dissonance between research on the education of emergent bilinguals, policy enacted to educate them, and the practices we observe in school" (Garcia & Kleifgen, 2018, p. xiv). This chapter outlines the need to conduct this qualitative study that seeks to further develop an understanding of how emergent bilingual

students develop their identities and how that translates to language practices and classroom instructional practices.

CHAPTER III

METHODOLOGY

Current research focuses on the sociological and anthropological dimensions of second language acquisition (SLA) and the development of language identity within bilingual contexts (Norton, 2010). This research indicates that developing a deep understanding of the intersectionality of language and students' identity construction is a critical factor that influences how students acquire, develop and make use of their language repertoires and provide knowledge to help students be successful in both contexts, home, and school.

"When we use language with others, we communicate not only information but also subtle aspects of our own identities as well as our feelings about the person with whom we are communicating" (Cummins, 2000, p. 164). Language is a social construct that involves much more than just the production of sounds, words and sentences. Instead, language is part of how we socially construct our identities and influences the cultural development of each individual. As described by Palmer (2014), "the process of identity construction appears to be intricately connected to individuals' language acquisition" (p. 760). Therefore, we must carefully examine how our emerging bilingual are developing their identity in today's bilingual classrooms, how this translates to language use in the classroom and which strategies we must use in the classroom to meet the needs of all learners with the goal of supporting identity construction from a positive context. Considering the importance of identity construction, the questions then become as follows:

1. How do students perceive their bilingual identities in bilingual classrooms?
2. What is the relationship between students' perceptions of their own identities, biliteracy, and language use in bilingual classrooms?
3. What instructional factors influence how students construct and develop their bilingual identities?

Cummins et al. (2005) argued, "As teachers open up identity options for students, they also define their own identities (p. 41). Research focused on how bilingual teachers develop and define those identities and how they translate to classroom practices can provide important implications for researchers, administrators, and consultants as they are working with teachers in bilingual programs. At the same time, expanding on the work of Potowski (2004, 2007) researchers need to continue to focus on finding concrete ways to show how identity construction translates to language use in the classroom and how this impacts language development of students in bilingual programs.

It becomes our job to examine how our emerging bilinguals are constructing their identity and developing their biliteracy in ways that "we infuse a sense of pride and affirmation of identity" (Cummins, 2018). It is also important to understand the role that teachers and parents play in supporting and creating spaces for this identity construction and biliteracy development. Lynch (2018) argued that the focus needs to be in developing a "more complex understanding of the interplay between language, literacy, and identity for emerging bilinguals" and "to promote the creation of educational conditions that afford opportunities for students to self-author positive identities" (p. 130). My study expands on this notion of identity and language in the classroom by studying and analyzing the language practices and identity perceptions of emergent bilingual students enrolled in one-way dual-language classrooms.

Research Design

Based on the research questions the study used a qualitative approach, more specifically an ethnographic case study methodology that seems the most appropriate because it allowed me to carefully observe and interact with teachers and elementary students in their classroom settings within different contexts of the school day. Denzin and Lincoln (2018) reminded us that "qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them" (p. 10). A qualitative approach gives a voice to people's experiences and interpretations to better understand issues of identity construction. Additionally, it provides researchers with the opportunity to gain a deeper insight into how people create meaning of their own experiences in natural settings.

Furthermore, ethnographic inquiry provides the opportunity to understand human behavior through a sociocultural approach by interacting and with the participants in real-life environments and settings (Rampton et al., 2015). According to Anderson-Levitt (2012), ethnographic inquiry provides a window into understanding the participants' cultures and values that become evident through their social interactions. Because this study focuses on students' perceptions of their identities and language use, using an ethnographic approach, specifically a case study, best supports this research. Implementing an ethnographic approach opened a window to focus on the discursive practices and actions of emergent bilingual students in bilingual settings and their teachers and to make invisible, visible (Denzin & Lincoln, 2018). An ethnographic design also allowed me to situate my role as not only the observer and interpreter but to interact with participants in the specific social contexts of bilingual classrooms.

Jones and Smith (2017) argued that immersing in "real-world context and detailed analysis enables the researcher to discover and describe the complexities and shared cultural

nuances of the social world, and to interpret the meaning of the phenomenon under investigation" (p. 98). In this study, using an ethnographic case study approach provided the opportunity to explore the complexities of how students develop their language identities within the culture of their classrooms. In their ethnographic case study, Anger and Machtmes (2005) emphasized that "the context in which human experience takes place must be naturally occurring, not contrived or artificial" (p. 778). Conducting classroom observations ensured that the interactions and language use between students remained natural and allowed me to gain an insight into the participants' perspectives and views of their language identities and ideologies within a bilingual classroom. Furthermore, as described in Meier's (2012) case study, this type of approach also "allows for examination of smaller micro-communities, such as the classroom or other subculture and attempts to describe the culture from the point of view of its participants (p.810). Using an ethnographic case study approach provides the opportunity to explore how students' views and ideologies translate to classroom discourses and language use.

Context of the Study

The district in which the study took place is in a rapid-growing Central Texas city. Texas is one of the biggest states in the United States by population and area. It is known for its diverse population as it is bordered by Mexico on the south side. According to the Texas Education Agency, in the 2018-2019 school year, out of the total student population, 52.6% are Hispanic, 60.6% are classified as economically disadvantaged, 19.5% are considered English Learners (ELs), and 19.7% are enrolled in a bilingual or ESL program. This means that 1 out of every 4 students speaks a language other than English at home. Texas school policy requires school districts to identify students who speak another language other than English and provide "full

opportunity to participate in a bilingual education or English as a second language (ESL) program" (TEC, §89.1201**).**

The fast-growing city of Palmas (pseudonym) is located between Travis County and Williamson County. It is considered a suburb of Austin as it is only 14 miles from downtown. The population of Palmas has nearly doubled in the last 10 years. According to Data USA, the median family income in 2017 was $82,145 and the median property value was $200,600. The city has changed drastically in the last couple of years by becoming more diverse. The city is considered the third fastest-growing city in the United States.

Palmas Independent School district serves students from prekindergarten to 12th grade and is a fast-growth district located in Travis country. According to official data gathered by the U.S. Department of Education, National Center for Education Statistics (2016-2017), 48.4% are economically disadvantaged, 50.5% are at risk, and 21.8% are classified as students with limited English proficiency. The district has a student population of approximately $25,500 with 22% of that population enrolled in either a bilingual program or an ESL program. The district has 21 elementary schools, 6 middle schools, and 4 high schools, plus an opportunity center. From the 21 elementary schools, 11 have dual-language programs, either one-way programs or two-way programs. One-way programs involve students classified with limited English proficiency and whose primary language is Spanish all together in one class. Two-way programs have both Spanish-dominant students and English-dominant students participating in the same classroom.

Overall, the board of trustees, the superintendent, and the community have big support for the dual-language programs, and in fact, they are pressuring the district to expand the program to middle school and high school. However, not all administrators and teachers are fully supportive of students being enrolled in dual-language programs because they uphold conflicting

views on the focus of Spanish in elementary school and have perceptions that it might be detrimental to students' content development. To raise the level of support and trust in the dual-language program, the district will pilot the Seal of Biliteracy, an award given to students who demonstrate proficiency in both languages at the end of fifth, eighth, and twelfth grades.

Researcher Subjectivity

As a central office administrator in Palmas Independent School District at the time of the data collection, it is important to discuss my role as an insider researcher, which refers to being a member of the same population I am studying. According to Belmont Report basic ethical principles outlined in the UTRGV IRB Policies and Procedures (2019), "Respect for persons involves a recognition of the personal dignity and autonomy of individuals" (p. 15). I made sure to respect such autonomy of individuals and that being in a position of power did not influence or pressure principals and teachers to participate in the study. Dwyer and Buckle (2009) argued that being an insider researcher has many benefits. They stated, "this insider role status frequently allows researchers more rapid and more complete acceptance by their participants. Therefore, participants are typically more open with researchers so that there may be a greater depth to the data gathered" (p. 58). Due to the remote nature of the observations and interviews, being within the system facilitated building rapport and trust with teachers and students.

I showed respect for the autonomy of participants, reduced researcher subjectivity, and considered ethical issues by making sure they know that participation is voluntary. During the recruiting process, principals and teachers knew that participation was completely voluntary and that if they choose not to participate it did not have any consequences. Once participants choose to participate in the study, I communicated that I would preserve their confidentiality and

anonymity. Dwyer and Buckle (2009) also discussed the importance of self-reflection in reducing researcher subjectivity. “Detailed reflection on the subjective research process, with a close awareness of one’s own personal biases and perspectives, might well reduce the potential concerns associated with insider membership” (p. 59). Keeping a reflexive journal provided a way to carefully examine my own biases and ensure that I continued to have an open perspective.

Research Setting and Participants

Setting

Once I received full IRB approval, I followed the district protocol to request research permission. I read research application procedures posted on the website to understand the expectations and procedures of the district. Next, I submitted the application listed on the district website and permission was granted. I discussed the research proposal with the different dual-language campus principals to potentially secure final approval by the principals. Due to COVID protocols, research site was limited to one elementary campus. I used purposive or purposeful non-random sampling to select the schools, teachers, and student participants (Glesne, 2011, Creswell, 2007). The two main criteria as follows were used in selecting one of the dual-language campuses: (a) implementation on the one-way dual-language program, and (b) approval of participation of the campus administrator and classroom teacher. I met with the dual-language principals of the 11 campuses that have one-way dual-language programs and asked for voluntary participation in the study. From that list of volunteers, I randomly selected one campus at which I conducted the study. From that campus, I met with the fourth- and fifth-grade teachers, discussed the research study and its benefits, and obtained consent to participate. Once

I selected the one fourth grade and one fifth grade classroom through purposeful sampling, each teacher selected four focal students.

Participants

Recruiting participants. Once the sampling for the two elementary schools within the district and the two classrooms had been completed, I followed district guidelines and IRB protocols in recruiting teacher and student participants. As discussed earlier, teacher participation in the study was voluntary and not required. Once the teachers agreed to participate, they signed an informed consent form. I received both informed consent forms from the teachers.

Once I obtained informed consent from the two teachers, I followed the district guidelines, and each teacher made the initial contact with parents via Canvas for parents. The teacher informed the parents of the study using the parent/guardian permission form as a guide to explain the purpose and details of the study. The teacher communicated to the parents that due to the COVID-19 remote learning circumstances, they would receive the permission form either in person if student was attending in person, or via Canvas to sign digitally. Parents had a period of two weeks to read over the permission form and were offered the option to contact the teacher or me, the researcher, with specific questions about the study. For permission forms not returned in a period of two weeks, the teacher made a follow-up phone call to remind parents to return the permission forms if they wanted their child to participate in the research study. I received 15 permission forms and assent forms from the fourth-grade classrooms and 16 permission forms and assent forms from the fifth-grade classroom. One student in the fourth-grade class did not return the informed consent and was not part of the observations and artifact collection.

Student participants. Creswell (2007) emphasized that in ethnographic methodologies is not about the quantity but the quality and the extensiveness of the data. It is crucial for the sample size to contain "single culture-sharing groups, with numerous artifacts, interviews, and observations collected until the workings of the cultural group are clear" (p. 157). For the purposes of this study, the student participants came from two one-way dual-language classrooms in one elementary school. Students were enrolled in either fourth or fifth grade. Students varied in age between 9 years and 11 years old depending on whether they were in fourth or fifth grade. All students enrolled in the one-way programs were classified as students with limited English proficiency as per district coding and classification and were still participating in the dual-language program.

Focal participants. Four students were selected by each teacher to be focal participants and participate in the interviews. A total of eight student-participants, four boys and four girls were part of the semi-structured interviews and were considered focal participants. These focal students participated in all the observations, artifact collection, and the semi-structured interviews. Table 2 outlines the profiles of every student including a brief description of where they were born, from where their family originates, how long they have been in the United States, and their linguistic profiles based on the TELPAS composite scores for the end of that grade level and the Reading STAAR test results. All eight students have advanced or advanced high scores on their TELPAS composite scores. Six out of eight students took the STAAR exam in Spanish and scored meets or masters, and two students took it in English. For those two students I added the third grade Spanish STAAR scores, because due to COVID, they didn't take one in fourth grade.

Table 1

Student Profiles

Student Name (Pseudonyms)	Grade/Gender	Family Background	TELPAS Composite Rating	STAAR Reading Score (English or Spanish)
Carlos	5th / Male	Family is from Mexico. His mother moved to the United States and he was born in the United States.	4 (Advanced-High)	3rd- Spanish STAAR - Masters 5th English STAAR - Masters
Mario	5th / Male	He was born in Cuba and he moved with family to Mexico for three years then he moved to the United States four years ago at the age of 6 with both parents.	3 (Advanced)	5th -Spanish STAAR Meets
Mia	5th / Female	Parents are from Mexico and they moved from Mexico and she was born in the United States.	4 (Advanced-High)	3rd- Spanish STAAR - Meets 5th English STAAR – Approaches
Karla	5th / Female	Parents are from Mexico. They moved to the United States and she was born in the United States.	3 (Advanced High)	5th Spanish STAAR Masters
Cristina	4th / Female	Mom is from Mexico and dad from the United States. She was born in the United States. Speaks American Sign language because dad is deaf.	4 (Advanced High)	4th Spanish STAAR-Masters
Juan	4th / Male	Parents are from Mexico and they moved to the United States. He was born in the United States.	4 (Advanced High)	4th Spanish STAAR-Masters

Table 1, cont.

Student Name (Pseudonyms)	Grade/Gender	Family Background	TELPAS Composite Rating	STAAR Reading Score (English or Spanish)
Luis	4th / Male	He was born in Cuba and moved to the United States with both parents two years ago at the age of 8.	4 (Advanced)	4th Spanish STAAR-Masters
Janet	4th / Female	Parents are from Mexico and they moved to the United States. She was born in the United States.	4 (Advanced High)	4th Spanish STAAR-Masters

Teacher participants. Two teachers participated in the study as part of the observations via Zoom and semi-structured interviews. The fourth-grade teacher was team-teaching and the fifth-grade teacher was self-contained. The teacher participants were part of both the observations and semi-structured interviews. They were crucial in providing additional information and clarification about the strategies and methodologies they are using to support the identity development of students.

Data Collection Methodology

For the purposes of this study, my data collection methods included classroom observations via Zoom, field notes, teacher and student semi-structured interviews via Zoom, and student artifact analysis. Using multiple data sources was essential not only to explore different points of view but also "to enhance the validity of research findings" (Mathison, 1988, p. 13). Students and teachers continued to participate in their daily remote learning activities and

classroom instruction via Zoom once a week to avoid disruption of their routines. Below is the detailed description of each data collection strategy that was used during this study.

Participant Observations

As a participant-observer, I had the opportunity to familiarize myself with the students, teachers, and the classroom settings and to build relationships with them while making my observations (Jones & Smith, 2017). DeWalt and DeWalt (2002) believed that this method of participant observation allows the researcher "to collect data in naturalistic settings and take part in the common and uncommon activities of the people being studied" (p.2). Approaching this study from this perspective allowed me to conduct classroom observations to see the discursive practices taking place between students and the teachers in natural settings, which is currently Zoom video conferencing.

The observations focused on three different aspects and took place once a week in the fourth-grade classroom and twice a week in the fifth-grade classroom via Zoom for a period of eight weeks (See Table 2). In the fourth-grade classroom, the observations happened during the Spanish language arts and social studies block. In the fifth-grade classroom, the observations took place during English language development (ELD), Spanish language arts, science, and sometimes math. As per district guidelines, the following protocols were in place to ensure student confidentiality:

- The Zoom had a password to allow students to join and students were asked to wait in a waiting room to ensure that as the host, the teacher would only allow students into the class and block anyone who was not part of the classroom. Also, no one was allowed to join after class time officially started;

- The recording of the Zoom meeting was saved as an audio file only. The file was only be saved to my computer, which was password protected, and the document was not saved to the cloud. This ensured that the data could not be matched to individual student's names or faces;
- Every student was assigned a pseudonym when recording the field notes; and
- The field notes obtained from the participant observations were kept in a separate file in my computer from the list of codes that were assigned to each student. This ensured that at no point student names would be matched with the list of codes.

Table 2

Observation Schedule

Date	**Teacher**	**Content Area/Language of Instruction (per District's Framework)**
3/8/21	Ms. Lamb	Science (English)
3/9/21	Ms. Lamb	Spanish Language Arts
3/10/21	Ms. Zepeda	Social Studies/ Spanish Language Arts (Spanish)
3/23/21	Ms. Lamb	Social Studies/Spanish
3/24/21	Ms. Lamb	Spanish Language Arts
3/25/21	Ms. Zepeda	Spanish Language Arts
3/30/21	Ms. Lamb	Science (English)
3/31/21	Ms. Lamb	ELD/Spanish Language Arts/English for ELD and Spanish for LA
3/31/21	Ms. Zepeda	Spanish Language Arts
4/6/21	Ms. Lamb	Science and Math (English)
4/7/21	Ms. Lamb	ELD/Spanish Language Arts/English for E LD and Spanish for LA
4/7/21	Ms. Zepeda	Spanish Language Arts
4/20/21	Ms. Lamb	Science (English)

Table 2, cont.

Date	Teacher	Content Area/Language of Instruction (per District's Framework)
4/21/21	Ms. Lamb	Spanish Language Arts
4/22/21	Ms. Zepeda	Spanish Language Arts
4/27/21	Ms. Lamb	Spanish Language Arts
4/28/21	Ms. Lamb	Science (English)
4/28/21	Ms. Zepeda	Social Studies (Spanish)
5/4/21	Ms. Lamb	Spanish Language Arts
5/5/21	Ms. Lamb	Science (English)
5/5/21	Ms. Zepeda	Spanish Language Arts
5/11/21	Ms. Lamb	ELD/Spanish Language Arts/English for ELD and Spanish for LA
5/12/21	Ms. Lamb	Science (English)
5/12/21	Ms. Zepeda	Social Studies (Spanish)

Student-to-student interaction. First, I observed the language choice between student-to-student interactions of the participants in the study while in the classroom. What language were they using when talking to each other? Was it the language of instruction? What percentage of the time were students talking in Spanish or in English? I observed and took note of the language used within each content area and the fluidity of language used between students. I recorded how language used was influenced by the lesson, other peers, and the teacher. In every observation, students participated in breakout rooms, which facilitated the observation of student-to-student interaction

Student-teacher interaction. Second, the observations focused on student-teacher interactions. I observed, noted, and recorded what language the students used when talking to the teacher. Because I observed during different content areas, I was able to note how the language of instruction influenced the discourse between students and the teachers. I noted how students responded to the teacher, which language they used, and in turn, how the teachers responded to the students.

Instructional strategies. Finally, the observations focused on what strategies and methodologies were teachers using in order to support student's development of both languages. Were teachers using the language of instruction according to the framework? What language were teachers using mostly during instruction? What type of literature were teachers using? Did teachers provide opportunities for students to explore their bilingual identities? Due to the remote learning nature of the observations, they focused on the strategies the teachers were using during the Zoom meeting and the type of assignments given.

The observations took place over an eight-week period during the school semester allowing me to gather enough data to make a valid analysis and to find patterns and trends in how students are using language. Audio recording the Zoom meetings provided the opportunity to go back and listen to conversations and focus on the discourse taking place between the students and teacher. A transcription of those specific aspects of the observations was completed after every observation to ensure accuracy. Although the nature of remote learning could have made it more challenging to conduct the observations, the audio files facilitated the analysis and gave me an insight to capture the dynamics of student-to-student and teacher-to-student interaction and to better analyze the discourse of the conversations (Rymes, 2016).

Field Notes

Field notes are a key approach to recording the observations in the participant-observer method (DeWalt & DeWalt, 2002). Phillippi and Lauderdale (2017) agreed with the role of field notes and made it clear that "qualitative field notes are an essential component of rigorous qualitative research" (p. 381). At the same time, field notes enhance the validity of the data and provide the context for richer data analysis (Creswell, 2013). I recorded the data gleaned as part of the observations via Zoom, interviews, and document analyses as handwritten notes (See Figure 1). In writing and storing field notes, I organized and labeled them clearly to facilitate the interpretation process and ensure "that others reading the materials later, without prior knowledge of the field site, will be able to understand" my observations and what it means for "members of the local community" (Schensul & LeCompte, 2013, p. 82). This means that field notes served not only as a data collection strategy, but also to validate different findings. To ensure student confidentiality and anonymity, each student was assigned a code for the interviews.

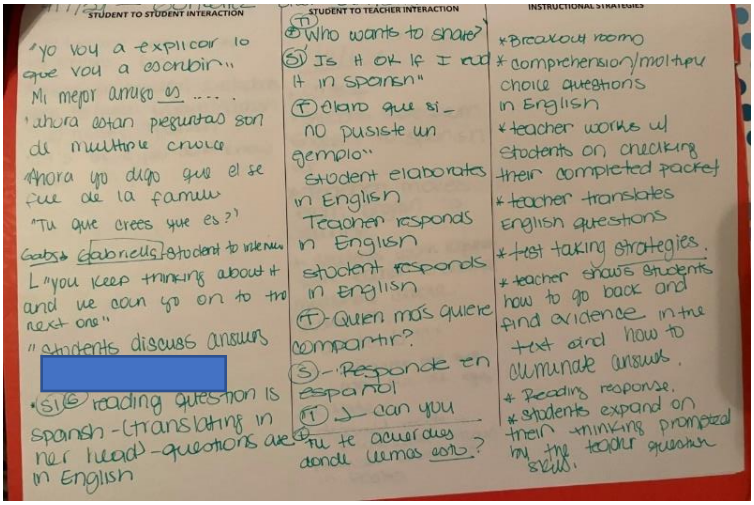


Figure 1

Handwritten Participant Observation Journal Entry

Semi-Structured Interviews

Student interviews. Conducting semi-structured student interviews provided the opportunity to get to know students better, gain an insight into how students perceive language, and access their funds of knowledge (Gonzalez et al., 2005). Brinkmann (2018) described the benefits of this method collection strategy and notes, "semistructured interviews can make better use of the knowledge-producing potentials of dialogues by allowing much more leeway for following up on whatever angles are deemed important by interviewee" (p. 579). In other words, semi-structured interviews allow for some flexibility while keeping a focus on the goal and purpose of obtaining data that will yield insight into the question. Student interviews involve one-on-one researcher-participant interaction and poses minimal risk. Securing the data and maintaining anonymity is essential to ameliorate the minimum risk. Although conducting student interviews may have minimal risks, the benefits are important for both participants and the researcher. Interviews are empowering to participants by treating them as experts in understanding their identities. This can lead to improving classroom practices for emergent bilinguals.

Eight focal students participated in the student interviews (See Table 1). The interviews were conducted via Zoom and were recorded using audio files. The interviews took place during the last two weeks of participant observation to ensure I had built trust and rapport with the students. Each interview took approximately 10-15 minutes. To ensure the confidentiality and security of each participant, the following security protocols were implemented:

- If student was at home in remote learning, a parent or guardian (who signed the permission form) had to be present with the student during the interview process, or if in the classroom, the teacher had to be present;

- Interviews took place during normal classroom instructional time, and I asked the teacher to create a breakout room during that same period. All the required Zoom protocols were in place;
- Each student was asked to wait in a waiting room before they were able to join the meeting;
- To maintain confidentiality, the recording of the Zoom meeting was saved as an audio file only. The file was not saved to the cloud and only saved to my computer, which was password protected. This ensured that the data could not be matched to individual student's names or faces;
- Every student in the interview was assigned a code for identification purposes;
- The list of codes was kept in a separate file from the audio files and the field notes; and
- During the interview, students were able to choose to answer or not answer any of the questions.

Rapport-building questions. The first part of the interview focused on getting to know the student and accessing their funds of knowledge (Gonzalez et al., 2005). This part was an opportunity for students to talk about themselves, their families, and their social contexts (Fontana & Frey, 2008). Students had the opportunity to select the language in which they wished to conduct the interview, which included either Spanish, English, or both languages. The focus was to gain a sense of what language the student mainly used at home, how they communicated with their parents, and what their language preference was.

Views on bilingualism and biliteracy. The second part of the interview focused on gaining insight into students' perceptions about bilingualism. Questions were targeted at asking students which language they prefer to speak at school, why they prefer a certain language, what benefits do they see in being bilingual, if they would like to continue learning both languages, and how their parents feel about them speaking both languages and why they feel that way. The goal of the second part of the interview was to find out students' perceptions about their bilingual identities and if they see any benefit in being bilingual and speaking more than one language.

Teacher support. The third and last part of the interview focused on their feelings and perceptions about teacher support in their bilingual and biliteracy development. The guiding questions opened the discussion about the language used in the classrooms, the students' knowledge of the resources, such as books and literature, to which they have access during instructional time, and their own perceptions about how language discourses occurred within the classroom.

Teacher interviews. In continuation of the role of participant observer, teacher interviews represented another data collection strategy important to the research questions. I conducted semi-structured individual teacher interviews with each teacher via Zoom the week after participant observations were complete. The teacher interviews were concise and focused on gathering teachers' perspectives about how they felt students construct their bilingual identities, their language ideologies, and what strategies and methodologies they use in the classroom that support that development. Each teacher-participant also had the opportunity to share their own background experiences and how they became bilingual. The teacher could also decide what language in which they wished to have the interview conducted, either Spanish or English.

The questions for the teachers focused on getting their insights, perspectives, and knowledge about their role in supporting identity construction. The questions also provided insight into the teacher's knowledge on ways that they could foster students' identity construction in terms of language and culture, such as strategies, culturally responsive teaching, and home and school connections. By using semistructured teacher interviews together with classroom observations, teachers' language ideologies and views became evident, which was a key notion in how teachers support or hinder identity construction (Briceño 2018). I provided the teacher interview questions ahead of time to ensure teachers had the opportunity to review the questions and consider how to respond.

Student Artifact Analysis

The last part of the study focused on gathering student artifacts based on a prompt I provided. Students from both classes had the opportunity to create any form of product using any modality with which they felt comfortable. Student artifact analysis not only provided a source of data triangulation but also opened a window into exploring students' language identities from a different perspective. Saldaña and Omasta (2018) believed that "the products people create also reflect their value, attitude, and belief systems" and represent "extensions of their minds and identities" (p. 68). In this way, they emphasized the power of artifacts in understanding and analyzing students' perceptions of language and their identities.

Students were provided with a prompt in both English and Spanish and they had the choice to select what language they wished to respond to the prompt. The prompt focused on asking students to demonstrate their feelings about being bilingual through a different modality. Students had the opportunity to do a comic strip, write a poem or essay, or record a video.

Students were given the assignment Canvas classroom and they had about a week to complete the assignment. This writing piece was last piece of data set collected to provide supporting evidence for the findings and also served as a source of data triangulation (Flick, 2018). From both classes, I received a total of 26 student artifacts including poems, videos, short responses, and essays. Table 3 outlines the grade level, modality and language of each artifact.

Table 3

Student Artifact Collection Overview

Artifact	**Grade**	**Modality**	**Language**	**Artifact**	**Grade**	**Modality**	**Language**
1	4th	Essay	Spanish/English	14	5th	Short Response	English/Spanish
2	4th	Short Response	Spanish	15	5th	Poem	English/Spanish
3	4th	Poem	Spanish	16	5th	Essay	Spanish
4	4th	Essay	Spanish/English	17	5th	Essay	English/Spanish
5	4th	Video	Spanish	18	5th	Poem	Spanish
6	4th	Short Response	English/Spanish	19	5th	Short Response	English
7	4th	Essay	Spanish	20	5th	Essay	Spanish/English
8	4th	Essay	Spanish	21	5th	Essay	Spanish
9	4th	Short Response	English/Spanish	22	5th	Video	Spanish
10	4th	Poem	Spanish	23	5th	Poem	English/Spanish
11	4th	Video	Spanish	24	5th	Short Response	Spanish
12	4th	Essay	Spanish	25	5th	Essay	English/Spanish
13	5th	Essay	Spanish/English	26	5th	Essay	Spanish/English

Data Analysis

In alignment with ethnographic research methods, I used coding and thematic analysis to analyze and interpret the data. Creswell and Poth (2018) stated that by conducting data analysis, "one enters with data of text or audiovisual materials and exits with an account or a narrative" (p. 185). More specifically, I used Saldaña's (2014) processes for coding and thematic analysis: two rounds of coding, one focusing on developing the codes, the next moving to categories and finally one round of analytic memoing. Using those recommendations, allowed me to start by organizing the different forms of data, coding it, finding categories which led me to identify the different themes I present in chapter four. It is important to note that this type of analysis is not a linear process and instead "coding is a cyclical act" (Saldaña, 2021, p. 12). I followed the same process for every form of data as outlined below.

Initial Immersion

During the initial step, I transcribed all participant observations, interviews, field notes, and documents. I immersed myself with the data and became intimate with every piece of data by listening to the audio recordings of every observation and interview and reading over the field notes. I highlighted different words, phrases, comments, and notes that stood out to me and took notes of every piece of data using one digital sticky note per document. In listening to those recordings, I looked for patterns and conversations that I did not note during the live observations and compared those against the field notes of the observations. For every form of data, I focused on the language students chose to use during instructional time, whether it was whole group or small group, and the instructional strategies that lead to different forms of student discourse.

Coding

Second, I developed codes for every set of data, including participants' observations, teacher and student interviews, field notes and student artifacts using the following two different forms of coding: initial and in vivo coding (Saldaña, 2021). Initial coding allowed me "as the researcher to reflect deeply on the contents and nuances of [my] data and to begin taking ownership of them" (Saldaña, 2021, p. 148). Initial coding gave me the opportunity to start looking for different patterns within each set of data and across the different sets of data. In this first cycle, I also utilized in vivo coding, which is essential when working with youth and adolescents, because "coding with their actual words enhances and deepens an adult's understanding of their discourses, cultures, and worldviews," which was very appropriate for my study (Saldaña, 2021, p. 138). I completed this first cycle of coding by hand by highlighting, making annotations on paper, and using sticky notes to create the different codes based on my initial reading (See Figure 2). Then for the next round, I used the comments feature of Microsoft Word to generate those codes. Figure 3 shows an example of initial coding and in vivo coding from two different sets of data. Understanding that coding is cyclical, I followed the same process twice to ensure that I was not missing any initial codes. The second round, I used a different highlight color in Microsoft Word to differentiate between the two.

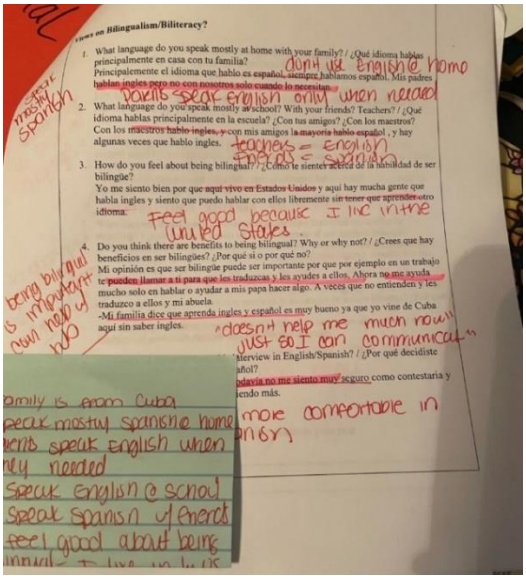


Figure 2

First Cycle of Coding

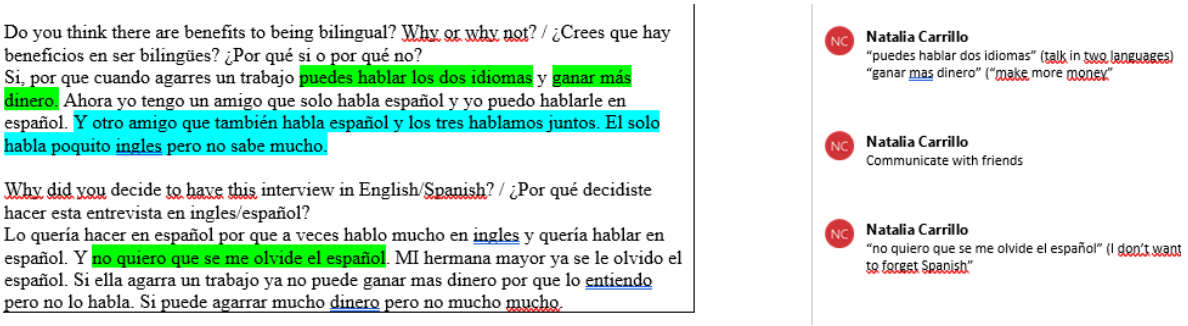


Figure 3

Second Round Initial Coding

In my second cycle of coding, I used two different forms of coding, code charting and code landscaping, with the help of Dedoose, which is a web-based analysis program that is supported by development of categories. I started this second cycle by uploading all data sets with the different codes from the first cycle of coding into Dedoose, keeping the integrity of all the initial and in vivo codes. As part of the analysis program, it generates a form of code landscaping which provides "a visual look of [my] text's most salient words," or the most

common words from the initial coding. This form of coding provided a starting point into placing the different codes into categories. Figure 4 provides the code landscaping from the initial set of codes. The code landscaping provided a list of possible categories by looking at patterns of words that stood out and that were the most frequent in all the data sets.

Figure 4

Code Landscaping Cloud From Dedoose

During this second cycle of coding, I also used code charting starting with the help of the code presence chart from Dedoose. This chart provided a second visual to see the code frequency within each set of data and across the different data sets. This code presence chart allowed to start creating the list of categories. Saldaña (2021) emphasized the value in code charting as it "enables the analyst to scan and construct patterns from the codes [and] to develop possible initial assertions or propositions" (p. 293). I also created my own chart by hand to identify the code frequency within each data set and once I identified categories, I sorted those by each identified category.

Categories and Themes

After the second cycle of coding, I was able to categorize the codes based on the identified patterns and similarities and differences of the codes. As described by Saldaña (2021), "coding enables you to organize and group similarly coded data into categories or 'families' because they share some characteristic" (p. 13). Once I developed the categories, I created a chart to outline the codes within each category and provided a category description and explanation of the observed patterns. Table 4 provides this explanation of the categories identified. This description served as my interpretive summary of that category and allowed to see patterns within the different categories.

Table 4

Coding and Category Process

Initial Coding	**Categories**	**Category Description and Patterns**
Both English and Spanish at school	Students' language use and discourse	Students use language according to their contexts but are able to use both languages simultaneously. Classroom language discourse demonstrate hybrid practices and opportunities to develop both languages. Students make language choices both intentionally and unintentionally.
I can speak both languages		
Speak both language with friends		
Translanguaging		
I can communicate with others	Students' perceptions about how they feel about being bilingual and benefits	There are multiple layers of what students perceive as part of their bilingual identities. Students feel a sense of power, pride and they see opportunities to have more access to better jobs and money.
I am proud		
Make more money		
Part of my culture		
Connects me with family		
I can help family		
Travel to other places		
Teacher lets me speak both languages	Hybrid Spaces Teacher's language views and instructional strategies	Classrooms are hybrid spaces for language development and language use. Instructional strategies support the use of both languages.
Instructional strategies		
Teacher provides opportunities for both		

The next step that allowed me to begin theorizing my codes was to rearrange the categories into different subcategories using a taxonomy arrangement. Creswell and Poth (2018) described this process as one that requires both "creative and critical faculties in making carefully considered judgments about what is meaningful in the patterns, themes, and categories generated by analysis" (p. 195). In executing thematic analysis, the themes emerged through the categories giving me an opportunity to consider not only what was meaningful, but also what was missing. This was the final step before engaging in the discussion and interpretation of each theme.

Positionality

As an emergent bilingual and language learner myself, it becomes crucial to share my own perceptions, beliefs, and ideologies around bilingual identity and language learning students. To understand where I stand, or my positionality, as an emergent researcher, I must go back in time to the events and people that brought me here. I was born and raised in Medellin, Colombia. I grew up in a home where literacy was extremely valued and both parents were avid readers. My parents knew the importance of education and worked hard to pay for private schools for my sister and me. However, due to the violence that was part of Medellin in the 90's and my parent's divorce, my mother decided we needed to leave the country and find better opportunities and a safer environment. Since my mom had family in the United States, she made the decision to move to Austin, Texas, in 1999.

I was 12 years old when we made the move; although I was mature for my age, it was not a decision that I wanted to make. Leaving my friends, dad, and my whole culture behind was not something I wanted. Little did I know that a new world of opportunities was about to open for all

of us, but first I encountered the hardest challenge of this process, which was learning a new language. I started seventh grade in the United States and was coded as a student with "limited language proficiency." Because I had a strong Spanish foundation, making the connection between both languages was easier for me in some ways. I was also very lucky to have wonderful ESL teachers that supported my language development and I was exited from "LEP" status by eight-grade. I embraced by bilingualism and biliteracy and realized the power of bilingual teachers in children's education. Once I was in college, I decided to become a bilingual teacher to help students develop both languages and their biliteracy.

In my first year of teaching, I was hired as a bilingual first grade teacher. It was this moment when I realized the challenges that exist when trying to teach students to read, write, speak and listen in two languages. I had the opportunity to teach under different bilingual and dual-language models, and every year I reflected on my practices as a teacher and the language opportunities I was providing to my students. Working with students allowed me to share my experiences with them and my hope was that they would also develop pride for being bilingual.

Growing up in a Spanish-speaking country and moving to an English-dominant country gave me the opportunity to contextualize what it means to be bilingual and to have a bilingual identity. I knew that speaking two languages was powerful and was going to provide more opportunities in my personal and professional life. I experienced the marginalization that emergent bilinguals and their families face when society focuses on English-only policies. My parents faced many challenges for not speaking English and for resisting to this idea of assimilation. I knew that there were ways to speak up and to fight and advocate for the needs of our emergent bilingual students.

I decided to get my masters in curriculum and instruction and reading specialist to be able to get a job where I could have more opportunities to advocate for emergent bilingual students and develop a deeper understanding of the reading process. I started working as multilingual curriculum writer for a district and had the opportunity to develop curriculum in Spanish for K-5th grade students. This is when my passion for research emerged. I wanted to understand what was happening in the field and what research says in terms of what are best practices for our emergent bilinguals. I started noticing that many times students in the upper elementary grades did not want to speak Spanish and our teachers were not providing opportunities to develop both languages.

This led me to start thinking about how emergent bilingual students develop their bilingual identities and how invested they are in learning and fostering both languages. I enrolled in this doctoral program to educate myself and develop a better understanding on what is actually happening in the field. These last couple of months as a researcher myself, have given me the opportunity to reflect about what led me to develop my own bilingual identity. As I collected and analyzed the data, every student, teacher, classroom observation and artifact piece, provided a lens into the complexity of such process. I often mind myself in this *neplanta* (Anzaldua, 2002) state, or the in-between space trying to understand my role as a bilingual researcher, professional, mother and community member. I wrote the poem below to explain my positionality as an emergent researcher. My hope is that those words can provide an insight into my own internalization of where my positionality intersects with my own bilingual identity.

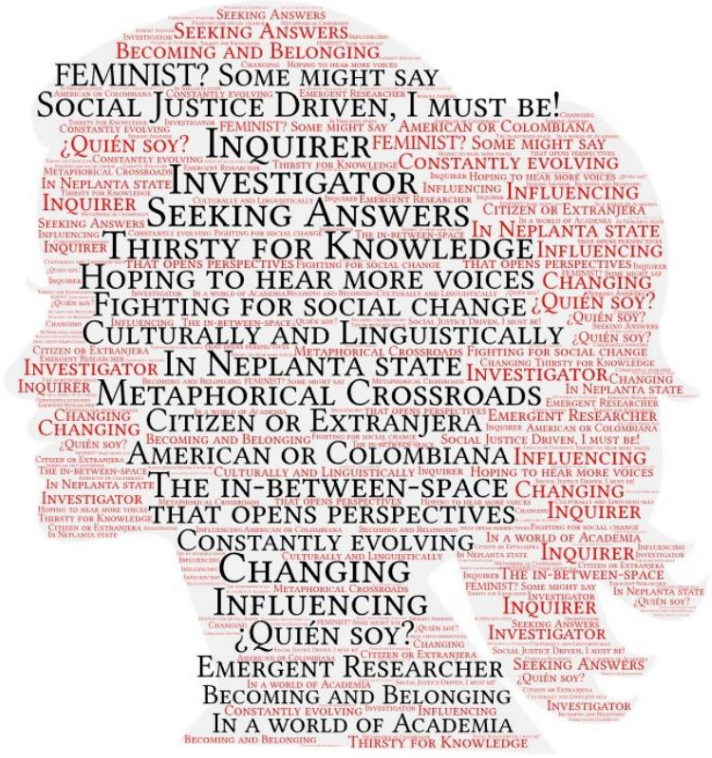


Figure 5

Positionality Poem

Trustworthiness

As with any form of qualitative research, issues of reliability and validity always arise, and it is important to address them before, during, and after the study (LeCompte & Goetz, 1982). Reliability refers to the degree of consistent results if another researcher replicated the study (Schensul & LeCompte, 2013). Although in ethnographic methods achieving the same exact results with a given cultural group is not the goal, ethnographers "should make it possible for other researchers to use their research approaches with similar populations and settings and compare results for variations and similarities" (Schensul & LeCompte, 2013, p. 342). It is important to consider potential threats to the external and internal reliability of the study and be prepared to address them.

On the other hand, validity addresses issues of how solid and accurate the claims are addressed by the results of the study. In other words, validity "calls for determining the extent to which conclusions effectively represent empirical reality-within and outside of the original study site" (Schensul & LeCompte, 2013, p. 327). Because validity is a key component in the process of data collection and analysis, I made sure to consider issues of internal and external validity to maintain the credibility of my findings. As a qualitative researcher, I addressed potential issues of reliability and validity by developing strategies and using the following three key components during my research study: (a) observations over a period, (b) triangulation, and (c) reflexivity journals.

Triangulation

The practice of triangulation or using multiple data sources is a key strategy to ensure the credibility and trustworthiness of the study. Mathison (1988) made it clear that it "is necessary to use multiple methods and sources of data in the execution of a study to withstand the critique by colleagues" (p. 13). As described in the data collection and data analysis section of my study, I used multiple data sources including participant observations, students and teacher interviews, journal entries and artifact collection to facilitate this process of triangulation and include it in both phases of my study (Flick, 2018).

Reflexive Journal. I kept a reflexive journal to decrease possible bias and create transparency (Braun & Clarke 2006; Orlipp, 2008). Keeping a reflexive journal provided a method to share my thoughts, experiences, reactions, and critically reflect about my own notions and perceptions about the data I was collecting. Keeping a reflective journal can have an impact

in both the research process and the research design and enables the researcher to make their "experiences, opinions, thoughts, and feelings visible and an acknowledged part of the research design, data generation, analysis, and interpretation process" (Orlipp, 2008). By using this strategy, I was able to critically reflect on the process and analysis of the study and make the necessary changes while considering my own role as an ethnographer and thus reducing possible personal bias.

Limitations

There are some limitations that are part of my study that I must disclose. First, due to the COVID pandemic that started before my data collection, I was limited to conducting observations and interviews via Zoom instead of in person. This created a narrow lens to observe classroom discourses that would only take place with in-person learning. Furthermore, the observations via Zoom limited the contexts in which I had hoped to observe, such as different content areas, recess, and lunch. Teachers had set times for their Zoom meetings with students and those were the only times I was able to observe.

Additionally, the artifact collection was challenging for teachers because it came right around the STAAR time and teachers were pressed for time. Teachers did not provide enough time for students to really think about how they wanted to share their perceptions about their bilingual identities, and many students simply answered the prompts as an essay. Finally, due to the limited number of students and teacher interviews, it is possible that some generalizations were made.

Summary

In this chapter, I provided a comprehensive overview of the methodology used including the research design, a description of the participants and setting, the data collection and data analysis processes, my positionality, and the limitations of the study. Providing this detailed description of each component provided context and insight into understanding participants and setting, as well as how every piece of data was collected and analyzed. Additionally, it provided a clear picture of the processes I encountered as a researcher in collecting and analyzing the data, and my positionality as a researcher.

I discussed the four major data collection methods including participants' observations via Zoom, field notes, teachers and students semi-structured interviews and student artifact analysis. I also outlined my analysis process from the initial immersion to the different cycles of coding and finally, to the creation of categories and description of patterns based on Saldaña's (2014) processes for coding and thematic analysis. I also reflected on my positionality as a researcher and shared a poem I wrote to describe that positionality. I concluded this chapter with a discussion on trustworthiness and the limitations I encountered in this process.

CHAPTER IV

FINDINGS

Yo amo ser bilingüe porque es quien soy

Ser bilingüe es poder

Ser bilingüe es saber

Ser bilingüe es cultura

Ser bilingüe es valer por dos

Yo soy bilingüe y esa soy yo.

[I love being bilingual because it is who I am

Being bilingual is power

Being bilingual is knowing

Being bilingual is culture

Being bilingual is being worth twice

I am bilingual and that is who I am.] (excerpt from a student artifact collection)

This poem was part of the artifact collection phase in response to the prompt. Students had to explain, using any modality of their choice, how they felt about being bilingual. Using poetry and self-expression, this participant described many of the findings that emerged from the data analyzed both within each data set and across data sets. It also provided a window into understanding how students develop and manifest their bilingual identities.

This chapter serves as another window into the ways in which emergent bilingual students develop and manifest their identities and the classroom strategies aimed at supporting them based on the data analysis. Towards these ends, this chapter offers narrative description of data organized by themes gleaned from multiple rounds of qualitative analysis. I attempt to describe using my narrative, the themes that emerged as a result of the data analysis and reflection of the data collected during this study. I say "I attempt" because understanding identity development is an act of deep reflection and connection with all the participants. In the process of data collection, it was hard not to feel a special connection, as an emergent bilingual myself with seeing how students develop those identities in bilingual classrooms. As a practitioner in the bilingual field, this was not an easy process, but one that is humbling and at the same time invigorating in the field of bilingual education.

I start by providing detailed descriptions of the school and classrooms where the observations took place. I also provide a narrative to understand each focal participant. Next, I draw from my data analysis of each data set and across data sets to describe the emergence of themes based on my own "constructions and interpretations of the data" (Saldaña, 2021, p. 259). I present each theme together with the analysis that led to the construction of the theme. The following four themes emerged as part of the data analysis within data sets and across data sets: (1) Students make use of their language repertoire to demonstrate their bilingualism, biliteracy, and fluidity between the two languages; (2) Students perceive their bilingual identities as a sense of pride and family connections; (3) Students' perceptions of their bilingual identities are influenced by language as a resource orientation; and (4) Teacher pedagogies and language views influence students' bilingual identities and language use.

The School

Creek Bend Elementary (pseudonym) is a dual-language, PK through fifth grade, Title I Campus that serves about 453 students with an 81.46% economically disadvantaged rate and 53.7% of students coded as LEP (Limited English Proficiency). The Creek Bend staff focuses on intentional planning to create a culture of inclusiveness by including family activity days, academic events to support students, and community events throughout the year. The campus is currently implementing a one-way dual-language model with one or two dual-language teachers per grade level depending on the number of students. Language allocation varies by grade level and content area according to the district's one-way dual-language framework (See Figure 6). The principal has served in their capacity for the past six years building a strong sense of community and inclusion among staff and students.

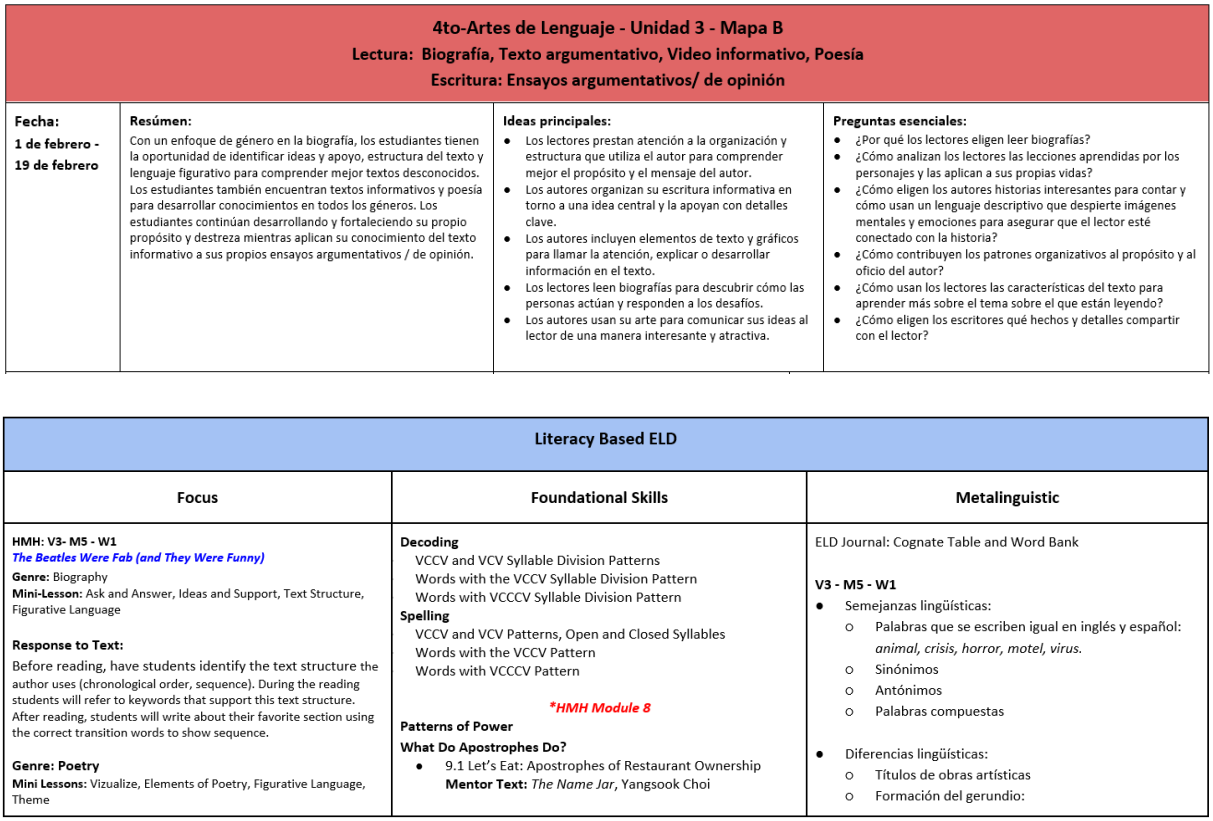
Dual Language Framework 1-Way

	Grade Content	PK Full Day	K	1	2	3	4	5
Cognitive Academic Language Proficiency	Spanish Language Arts	SLAR 130 minutes	SLAR 125 minutes	SLAR 125 minutes	SLAR 125 minutes	SLAR 95 minutes	SLAR 95 minutes	SLAR 95 minutes
	English Language Development	ELD 35 minutes	ELD 40 minutes	ELD 40 minutes	ELD 40 minutes	ELD 40 minutes	ELD 40 minutes	ELD 40 minutes
	Social Studies (SS)	Social Studies 20 minutes (10 min Spanish)	Social Studies 20 minutes (10 min Spanish)	Social Studies 20 minutes (10 min Spanish)	Social Studies 30 minutes	Social Studies 45 minutes	Social Studies 45 minutes	Social Studies 45 minutes
	Science	Science 30 minutes	Science 30 minutes	Science 30 minutes	Science 30 minutes	Science 35 minutes (10 min Spanish)	Science 35 minutes (10 min Spanish)	Science 35 minutes (10 min Spanish)
	Math	Math 70 minutes	Math 90 minutes	Math 90 minutes	Math 80 minutes (10 min Spanish)	Math 80 minutes (10 min Spanish)	Math 80 minutes (10 min Spanish)	Math 80 minutes (10 min Spanish)
	Specials	Specials 50 minutes	Specials 50 minutes	Specials 50 minutes	Specials 50 minutes	Specials 50 minutes	Specials 50 minutes	Specials 50 minutes
	Total Instructional Minutes	345 minutes	365 minutes	365 minutes	365 minutes	365 minutes	365 minutes	365 minutes
	Flex	45 minutes	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
	Breakdown	240/105 70%/30%	255/110 70%/30%	255/110 70%/30%	195/170 53%/47%	160/205 44%/56%	160/205 44%/56%	160/205 44%/56%

Figure 6

District's One-Way Dual-Language Framework

To provide support with the implementation of this dual-language framework, the district provided biliteracy units for reading language arts from kindergarten to fifth grade. The units are revised every year with the support of teachers to ensure alignment between the standards, dual-language framework, and instructional practices. The curriculum units are developed in Spanish for the content and standards they will be teaching in Spanish. They also have a section written in English designed specifically for the English language development (ELD) block which provides teachers the opportunity to make connections across themes, genres and texts and guides them on ways to develop metalinguistic awareness. The curriculum units are 100% authentic and use different instructional materials as support. Figure 7 provides a snapshot of the introduction of a fourth grade unit and the ELD section of that unit.



4to-Artes de Lenguaje - Unidad 3 - Mapa B
Lectura: Biografía, Texto argumentativo, Video informativo, Poesía
Escritura: Ensayos argumentativos/ de opinión

Fecha:	**Resúmen:**	**Ideas principales:**	**Preguntas esenciales:**
1 de febrero - 19 de febrero	Con un enfoque de género en la biografía, los estudiantes tienen la oportunidad de identificar ideas y apoyo, estructura del texto y lenguaje figurativo para comprender mejor textos desconocidos. Los estudiantes también encuentran textos informativos y poesía para desarrollar conocimientos en todos los géneros. Los estudiantes continúan desarrollando y fortaleciendo su propio propósito y destreza mientras aplican su conocimiento del texto informativo a sus propios ensayos argumentativos / de opinión.	• Los lectores prestan atención a la organización y estructura que utiliza el autor para comprender mejor el propósito y el mensaje del autor. • Los autores organizan su escritura informativa en torno a una idea central y la apoyan con detalles clave. • Los autores incluyen elementos de texto y gráficos para llamar la atención, explicar o desarrollar información en el texto. • Los lectores leen biografías para descubrir cómo las personas actúan y responden a los desafíos. • Los autores usan su arte para comunicar sus ideas al lector de una manera interesante y atractiva.	• ¿Por qué los lectores eligen leer biografías? • ¿Cómo analizan los lectores las lecciones aprendidas por los personajes y las aplican a sus propias vidas? • ¿Cómo eligen los autores historias interesantes para contar y cómo usan un lenguaje descriptivo que despierte imágenes mentales y emociones para asegurar que el lector esté conectado con la historia? • ¿Cómo contribuyen los patrones organizativos al propósito y al oficio del autor? • ¿Cómo usan los lectores las características del texto para aprender más sobre el tema sobre el que están leyendo? • ¿Cómo eligen los escritores qué hechos y detalles compartir con el lector?

Literacy Based ELD

Focus	**Foundational Skills**	**Metalinguistic**
HMH: V3- M5 - W1 ***The Beatles Were Fab (and They Were Funny)*** **Genre:** Biography **Mini-Lesson:** Ask and Answer, Ideas and Support, Text Structure, Figurative Language **Response to Text:** Before reading, have students identify the text structure the author uses (chronological order, sequence). During the reading students will refer to keywords that support this text structure. After reading, students will write about their favorite section using the correct transition words to show sequence. **Genre: Poetry** **Mini Lessons:** Vizualize, Elements of Poetry, Figurative Language, Theme	**Decoding** VCCV and VCV Syllable Division Patterns Words with the VCCV Syllable Division Pattern Words with VCCCV Syllable Division Pattern **Spelling** VCCV and VCV Patterns, Open and Closed Syllables Words with the VCCV Pattern Words with VCCCV Pattern ***HMH Module 8*** **Patterns of Power** **What Do Apostrophes Do?** • 9.1 Let's Eat: Apostrophes of Restaurant Ownership **Mentor Text:** *The Name Jar*, Yangsook Choi	ELD Journal: Cognate Table and Word Bank **V3 - M5 - W1** • Semejanzas lingüísticas: o Palabras que se escriben igual en inglés y español: *animal, crisis, horror, motel, virus.* o Sinónimos o Antónimos o Palabras compuestas • Diferencias lingüísticas: o Títulos de obras artísticas o Formación del gerundio:

Figure 7

Sample Fourth Grade Biliteracy Curriculum Unit

As you enter the school, it becomes evident that this is a dual-language school. The office staff and both administrators are fully bilingual and welcome families using both languages. During morning announcements, the principal has prerecorded announcements with students in both English and Spanish with the daily information and celebrations.

> "Good morning today is January 24, 2021 and we are going to be sharing student and teacher birthday. Buenos días, hoy es 24 de enero del 2021 y vamos a comenzar por compartir los cumpleaños de estudiantes y maestros en este día."

This is just an example of how both languages are used for announcements. Teachers either show the video during morning work or assign the video via Seesaw or Canvas learning platforms. The main hallway has different bulletin boards with information in both English and Spanish (See Figure 8). The classroom hallways portray student work in both languages and with high evidence of writing across content areas.

Figure 8

Hallway Bulletin Boards

The Classrooms

Ms. Zepeda's Classroom

Ms. Zepeda (pseudonym) has a total of 18 students, including 10 girls and eight boys. She is one of the two bilingual teachers in fourth grade and teaches Spanish language arts and social studies while the other bilingual teacher teaches math, science, and English language development. Ms. Zepeda was born and raised in Mexico and has a doctoral degree from The University Salamanca in Spain. She has a strong Spanish foundation, which becomes evident in her delivery of instruction. Just like many teachers around the country, Ms. Zepeda is working through the challenges of teaching in times COVID-19 and having a blended classroom. Despite these challenges, Ms. Zepeda's classroom has rich environmental print evident through the use of anchor charts around the room in Spanish. As she delivers every lesson in a hybrid model, she guides students to use the anchor charts in their responses and provides pictures of those to the students receiving the virtual instruction.

During classroom observations, Ms. Zepeda's use of academic vocabulary was evident. She worked together with her students to create anchor charts and word banks to support students with the use of academic vocabulary for the lesson or unit. Based on the district's dual-language model, some of the word banks and anchor charts were created in both languages. Figure 9 shows three examples of those word banks and anchor charts. Ms. Zepeda also encouraged her students to provide responses, share, and write in Spanish during Spanish language arts block. During small groups, students were usually provided guided questions in Spanish and were asked to discuss and respond using sentence stems in Spanish. During the weeks I observed, students engaged in both novel studies and discussion and STAAR-like reading passages as students got closer to the STAAR testing day. Due the hybrid model,

students receiving remote instruction connected to Zoom for Spanish language arts block from 8:30-10:30 a.m. every day. During this time, students engaged in different language arts activities.

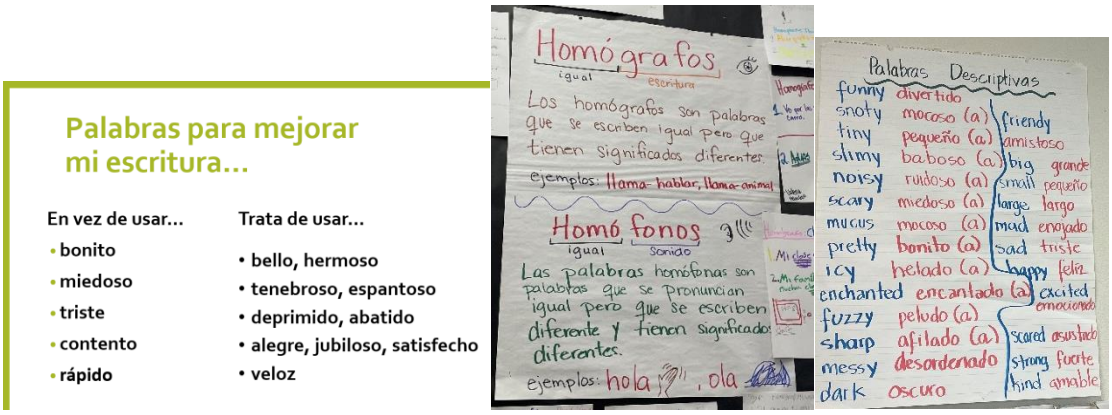


Figure 9

Ms. Zepeda's Virtual and in Person Anchor Charts and Word Banks

During the first couple of weeks of observation, students were engaged in reading *La Guerra de la Limonada* as a whole group. Students were having discussions and making connections to what they were reading. For example, one student was describing if she agreed or disagreed with a character of the book, and she said, "well I kind of think that she is right for being upset at his brother, I have a little brother and I don't like him to always be doing everything I'm doing." The students were not only having discussions, but also were making those connections, which kept them engaged. Students each had a book in Spanish, but the learning packet with questions was only provided to students in English. The teacher used both English and Spanish during the discussion phase, because the resource was only in English. She did ask the students to discuss in Spanish during their breakout groups.

Ms. Lamb's Classroom

Ms. Lamb (pseudonym) was the fifth-grade self-contained teacher. Her class included nine girls and eight boys. Ms. Lamb was born and raised in the United States. She grew up in Corpus Christi around a very strong Latinx community. During her interview, Ms. Lamb mentioned that she was inspired by the culture and her bilingual friends growing up to become a bilingual teacher. Although she struggled with her bilingual identity and understanding how a white female fit into the stereotypes of a bilingual teacher, she decided to follow her passion for bilingual education and became a bilingual teacher. She got her first job as a teacher three years ago at Creek Bend Elementary.

Ms. Lamb was also facing the challenges of having to teach in a blended learning model, with students meeting both in person and virtually. Being self-contained, Ms. Lamb designed her schedule in a way that virtual students had opportunities to receive live synchronous instruction during every content area. I had the opportunity to observe social studies, science, Spanish language arts, and English language development. Ms. Lamb followed the district framework for the language of instruction for all content areas. During her hybrid teaching, she provided the presentations and materials ahead of time to students focusing on structures to provide more explicit instruction and multiple opportunities for discussion. Figure 10 highlights a visual anchor chart she created together with her students to support the understanding of the water cycle and a bulletin board she created with her students who were in person. Students in her class had very clear procedures and participated in break out rooms every day. Ms. Lamb exposed students to reading authentic texts, but also focused on preparing students for the state assessments. Both the teacher and the students tried to stay in the language of instruction during

whole group and small group work, but used both languages to support, extend, and explain their thinking. Students moved between using English in Spanish especially during small groups.

Figure 10

Ms. Lamb's Virtual Anchor Chart and Bulletin Board

Focal Students

A total of eight students, four from each classroom, participated in the study as focal students, including two boys and two girls from each classroom. These eight students participated in the semi-structured interviews, artifact collection and observations. Next, I introduce each student in the order that the interviews took place.

Carlos

Carlos is a fifth grade male student in Ms. Lamb's class. His family is from Mexico and they moved to the United States before he was born. Carlos has an older sister and lives with his parents and grandparents. He enjoys building Legos and his favorite subject is math. When he grows up, Carlos wants to become an artist and make YouTube videos and also paint. Carlos received a score of Advanced-High in his TELPAS composite score and took the fifth grade STAAR test in English with a Masters score.

Mario

Mario is a fifth grade male student in Ms. Lamb's class. He was born in Cuba and he moved with his family to Mexico and lived there for three years. Then they moved to the United States when he was six. His family left Cuba because of the food scarcity and daily challenges. He lives with his parents and his older brother. His favorite subject is science, because he loves animals and wants to learn more about how the world functions. He loves to watch shows on National Geographic. Mario received a score of Advanced in his TELPAS composite score and took the fifth grade STAAR test in Spanish with a Meets score.

Mia

Mia is a female fifth grade student in Ms. Lamb's class. Her parents are from Mexico and they moved to the United States before she was born. She has two older sisters and one younger sister. Mia's favorite subject is math because she finds it easy and fun. She loves to play with her sisters and wants to learn to build things like her dad. Mia received a score of Advanced-High in her TELPAS composite score and took the fifth grade STAAR test in English with an Approaches score.

Karla

Karla is a fifth grade female student in Ms. Lamb's class. Her parents are from Mexico and they moved to the United States before she was born. Karla has a younger brother and lives with both parents and her uncle. Her favorite subject is social studies because she loves to learn about the past. Karla enjoys cooking with her mom and playing with her younger brother. She

wants to be a bilingual teacher like Ms. Lamb. Karla received a score of Advanced-High in her TELPAS composite score and took the fifth grade STAAR test in Spanish with a Masters score.

Cristina

Cristiana is fourth grade female student in Ms. Zepeda's class. Her mom is from Mexico and her dad from the United States. She was born in the United States and speaks English, Spanish, and American Sign Language because her dad is deaf. Cristina has three brothers and two sisters, and she has a dog. Her favorite subject is science because she loves experiments and thinking about how things work. She enjoys drawing, riding her bike, and wants to be an archeologist. Cristina received a score of Advanced-High in her TELPAS composite score and took the fourth grade STAAR test in Spanish with a Masters score.

Juan

Juan is a fourth grade male student in Ms. Zepeda's class. His parents are from Mexico and they moved to the United States before he was born. Juan has an older brother, one younger brother, and a baby sister. His favorite subject is math because he enjoys working with numbers and he can solve problems quickly. He loves to play outside with his scooter. He also has a YouTube channel where he makes videos in both English and Spanish. Juan received a score of Advanced-High in his TELPAS composite score and took the fourth grade STAAR test in Spanish with a Masters score.

Luis

Luis is fourth grade male student in Ms. Zepeda's class. Luis was born in Cuba and moved to the United States at the age of eight. Luis lives with both parents and does not have any siblings. His favorite subject is math because he is good at solving problems. He enjoys going to the park with his parents and cousins. He wants to be a doctor when he grows up. Luis received a score of Advanced in his TELPAS composite score and took the fourth grade STAAR test in Spanish with a Masters score.

Janet

Janet is fourth grade female student in Ms. Zepeda's class. Her parents are from Mexico and they moved to the United States before she was born. She has two sisters, one older and one younger. Her favorite subject is reading and she enjoys reading both fiction and nonfiction books. She likes to read in both languages. She wants to be an artist and showcase her paintings at different museums. Janet received a score of Advanced-High in her TELPAS composite score and took the fourth grade STAAR test in Spanish with a Masters score.

Gaining insight into the school and each classroom creates an understanding of the context in which the study took place and how those specific details together with the data analysis led to the emergence of the themes. Additionally, understanding the cultural, social and linguistic background of the focal students is essential to contextualize their interactions, interviews and artifacts. In the next section, I describe the first theme emerging from the data analysis, which is as follows: Students do not see themselves as having two different language repertoires; instead, they are able to make full use of their language repertoire, and this is one way they demonstrate their biliteracy and bilingual identities.

Students Make Use of Their Language Repertoire to Demonstrate Their Biliteracy and Bilingual Identities

Students in Ms. Lamb's fifth grade classroom are engaged in a science lesson talking about the water cycle and the earth's water supply and where it comes from. After doing a quick review whole group, students are assigned to break out rooms to complete different graphic organizers and diagrams to demonstrate their discussion and understanding of the different concepts they are seeing. As part of the district's dual-language framework, science in fifth grade is taught in English. In this particular lesson, the teacher uses the language of instruction and all assignments are provided in English. During this observation of the different breakout rooms, I was intrigued by how students move from one language to another and responded to each other in either language mostly following the previous language used by their peers or by stating their opinions and learning in the other language. The following conversation took place in one small group:

S1: One of the saltwater could be ocean

S2: Lakes would be freshwater. Ponds are also freshwater.

S1: I think swamps is salt water

S2: How would swamps be saltwater if there are animals that can't survive in saltwater?

S1: So it should be freshwater?

S3: Maybe is both. [changes to Spanish] Puede que sean los dos. ¿No creen que puedan ser los dos?

S2: Pues no estoy seguro, umm, [changes to English] because certain animals or types of animals live there, [back to Spanish] ¿no crees?

S1: Yeah, good point, [changes to Spanish] bueno pues vamos a poner que son "freshwater."

As students had this conversation using translanguaging as a practice (Garcia, 2009), they also must demonstrate mastery of their conversation by completing the graphic and responding to two questions. Students continued to complete the diagram in the language of instruction and even when the conversation moves between both languages, they were still able to capture each other's thoughts and ideas. As the above conversation continued in this group of students, they showed how they make full use of their language repertoires.

S1: Let's go to question number 2. How is it possible that we manage to live on earth if only 1% of the water is drinkable? I think that they make salt water into fresh water.

S2: They might use a filter- [changes to Spanish] como se dice, [back to English], like they cook the water.

S3: Como que la cocinan? You mean they use a filtering system to separate the two?

S2: Bueno si eso es lo que quiero decir [back to English] a filtering system to separate the salt from the water and make it drinkable.

Part of this assignment in small groups involves having students record their discussions and writing their answers. One student is responsible for writing down the answers to the questions. Before writing the answer to the second question, the student paraphrases in English what both students discussed in the two languages. Figure 11 shows what the students in this group completed during their discussion. As students are finishing their work, the teacher brings everyone back to the main room to discuss what each group completed.

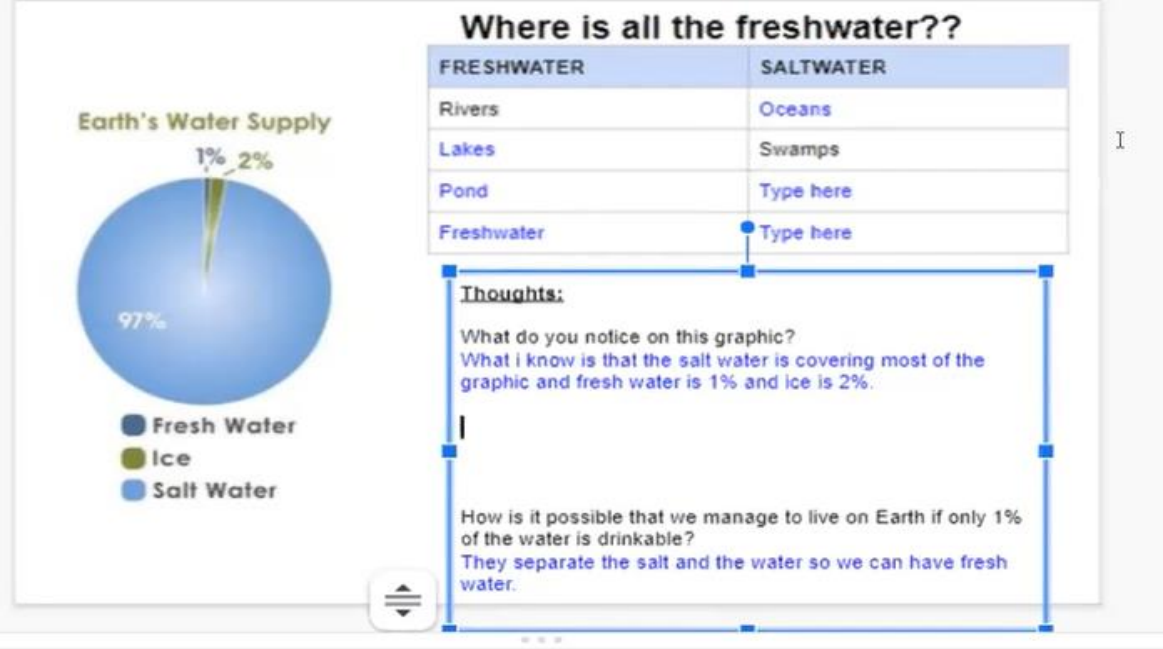


Figure 11

Small Group Science Activity

A similar hybrid space in which students are using are making full use of their language repertoires it is observed in Ms. Zepeda's fourth grade classroom. It is Spanish language arts time and students have been reading *La Guerra de la Limonada* and having discussions, both whole and small group, about what they are reading. Students are also completing a packet with comprehension questions and quick writes based on the book. As I start my observations, I noticed that all students have Spanish copies of the book, and the teacher assigns different chapters based on what they will be discussing in class. Students are required to come to class ready to discuss the comprehension questions. As the teacher starts reading the questions from the packet, it becomes evident that the packet is only available in English and every student has a copy of the packet. I asked the teacher if there was a purpose for having the text in Spanish and the questions in English, but she expressed that this was not an intentional choice. Instead, she could not find the study guide with the questions in Spanish. In this conversation three students were assigned to a breakout room to discuss three different questions.

S1: I'm going to read question 2, how does Evan show his anger towards Jesse? Give at least three examples from the story. He excludes her from making the lemonade stand, second… (student finishes with three examples from the story)

S2: So I feel like one of the examples to show his anger is when he says "the odio" and when they are outside le dijo como, I saw it in the book que le dijo, I think, creo que le dijo a Jesse "vete" entonces le estaba diciendo que se vaya.

S1: asking the third student from his answer, tu que pusiste para la numero dos?

S3: No la hice.

S1: [Rephrases the question for the student in Spanish] Ok, no más te voy a explicar que decía que como Evan expresa que él está enojado con Jesse y luego tenemos que dar tres ejemplos de cómo ensena que él está enojado.

S3: La primera es que él dice que no quiere a Jesse y también dice que lo odia. La segunda es que. Provides three different reasons.

This transcript of the discussion taking place between three students in this fourth-grade classrooms highlights the language discourse that takes place in bilingual classroom where students make use of their linguistic and cognitive resources to access the content. Lemmi et al. (2021) emphasized the importance of such discourse and believe that students do not "stick to the conventions of named languages (e.g., Spanish and English) because in their heads their ways of speaking are not separate or bounded entities" (p. 89). It is important to note that in contrast to the conversation in Ms. Lamb's class, students were exposed to content in both languages and therefore it translated to students having discussion using both languages. This conversation also shows that students are also aware of the language profiles of their peers. Student 3 (Luis) has been in the United States for only three years and is still learning English.

Therefore, Student 1 (Cristina) takes the initiative to translate the question so that the student can answer in Spanish based on the text. It is also imperative to highlight the discourse that the two other students are capable of engaging in to demonstrate their biliteracy . Both students are also able to read the text in Spanish, the questions in English and respond using both languages. Students demonstrate their biliteracy by being able to move one from language to another in the different cognitive tasks they are experiencing as part of their daily work thus emphasizing the idea that students use language fluidly and dynamically (Garcia, 2009; Lemmi et al., 2021).

During the participant observations, students in both classrooms engaged in discussions, writing, reading, listening, and speaking in both languages. Even when both teachers conducted their lessons in the language of instruction and stayed in the target language, students felt very comfortable to use both languages to access the content regardless of the language of instruction. In fact, the students created a culture of community to help each other access the content by translating for one another or explaining the task, question, or prompt in the oppositive language when one student required more language support. This was in part due to the lack of instructional materials in Spanish that also encouraged this type of support and interaction. Nevertheless, students had the opportunity to demonstrate their biliteracy and bilingualism during the semi-structured interviews.

Before starting the semi-structured student interviews, I asked students what language they wanted to use during the interview for the questions and the answers. In contrast to what I thought students would say and based on their high English levels as demonstrated by their TELPAS composite scores, the eight focal students decided to have the interview in Spanish. During the interviews, I asked all the questions in Spanish, but students were able to use both languages to discuss their answers. One of the questions asked students to explain why they

decided to have the interview in either English in Spanish. In the following responses to this question, students recognized the importance of speaking both languages, having opportunities to demonstrate their bilingualism, and the fear that if they do not have those opportunities, they might lose either language.

> Lo quería hacer en español porque a veces hablo mucho en inglés y quería hablar en español. Y no quiero que se me olvide el español. Mi hermana mayor ya se le olvido el español. Yo quiero siempre poder hablar los dos idiomas como siempre lo hago, puedo hablar los dos y eso me gusta mucho.
>
> [I wanted to do it in Spanish because sometimes I speak a lot in English, and I wanted to speak in Spanish. And I don't want you to forget Spanish. My older sister already forgot Spanish. I always want to be able to speak both languages as I always do, I can speak both and I like that a lot.] (Carlos, student interview)
>
> Yo lo quería hacer en español porque a mí no me importa tanto si las personas hablan inglés o español, porque yo entiendo los dos idiomas y me gusta hablar los dos idiomas. Puedo usar los dos para comunicarme y aprender y no veo la diferencia.
>
> [I wanted to do it in Spanish because I don't care so much if people speak English or Spanish, because I understand both languages and I like to speak both languages. I can use both to communicate and learn and I don't see the difference.] (Mia, student interview)
>
> Yo decidí hacerlo en español porque es mi primer lenguaje, aunque me ponga nerviosa me siento cómoda y me gusta poder practicar el español, bueno y

también el inglés. Y también decidí porque me sentí como que era mejor para poder hablar español con usted.

[I decided to do it in Spanish because it is my first language, even if I get nervous, I feel comfortable and I like being able to practice Spanish, well, and English. And I also decided because I felt like it was better to be able to speak Spanish with you.] (Cristina, student interview)

These three responses exemplify two important notions in the understanding of the theme of this section. First, the responses provide a window into understanding how students perceive their bilingual identities through the ability to speak both languages. Students perceive their bilingual identities and biliteracy as assets and they like to demonstrate their bilingualism to others. The three students express that they can speak both languages, but they also enjoy having the opportunity to decide on what language they want to use for different communication purposes, such as for responding to the interview questions. Second, students do not see themselves as two monolinguals in one; instead, they understand that their bilingualism is part of who they are and part of their bilingual identities. Their responses demonstrate that they see themselves as having the ability to comprehend both languages simultaneously and those two languages become part of their linguistic repertoires. These notions support the overarching idea that "bilingual learners leverage their entire meaning-making repertoire as they learn" (Garcia, 2022, p. 33) and they make full use of their language repertoires to demonstrate their biliteracy and bilingualism. Additionally, it emphasizes that students develop their bilingual identities by engaging in discourses where they feel that both languages are valued and accepted.

Finally, the last set of data that contributed to the emergence of this theme is the artifact collection. During this stage of data collection, students had the opportunity to demonstrate how

they feel about their bilingual identities. Students were given a prompt in both languages and they had the ability to choose which language they wanted to respond in. In reading and analyzing what students produced at this stage, one can clearly see how students view their bilingualism as opportunities to make full use of their language repertoires and demonstrate their biliteracy abilities. Out of the twenty-six student artifacts received, twelve of them decided to incorporate both languages into what they turned in. In this example, a student from the fifth-grade class decided to write a poem about being bilingual choosing words in English and Spanish. In the poem this student used both languages simultaneously going seamlessly between each language and carefully selecting words in each language.

Yo soy bilingual porque es hermoso. [I am bilingual because it is beautiful.]

Yo soy bilingüe porque soy Hispanic. [I am bilingual because I am Hispanic.]

Mi padres son de Honduras y hablan. [My parents are from Honduras, and they speak Spanish.]

Ser bilingüe es un power. [Being bilingual is power.]

Others no lo tienen. [Others don't have it.]

Me gusta porque es bonito [I like it because is nice]

To speak two lenguajes. [To speak two languages.]

(fifth grade poem from student artifact)

For a teacher or anyone reading this poem, it might seem like the student is simply "code-switching" or using random words in each language. However, after receiving this poem, my first thought as the researcher was to get more information about why this student decided to write the poem this way and the reasoning behind the use of particular words in either language. I had an opportunity to talk with the student about the design of the poem and she was able to

explain that she felt like she wanted to choose powerful words in English and Spanish in each sentence to demonstrate her ability to speak both languages. The student made a conscious effort to use both languages and to select certain words to portray each language. The design of the poem communicated a student's understanding of their language systems as one repertoire. However, other students felt that their message in either language was enough to communicate how they felt about being bilingual. Furthermore, when analyzing the data across the different data sets, two important notions became evident in relationship to how students demonstrate their biliteracy and develop their bilingual identities by having control of their language repertoires.

First, internal and external factors play a role in students' language choices. Internally, students' demonstrate awareness and carefully think on the purpose and audience of the message they want to communicate before deciding what language to use for those interactions. These choices are influenced by external factors such as teacher pedagogies, instructional materials and content knowledge. This pattern also emerged in the participant observations, interviews and artifact collection. The data across shows that students constantly move between making decisions about how to use language in relationship to the audience and message they want to communicate. Students understand that when they communicate in both languages and make full use of their language systems, their message can potentially capture a bigger audience. Additionally, students' use of both languages shows that students don't view their bilingualism as having two separate and different languages, but instead as having one language repertoire that allows them to move fluidly between languages.

Second, students' bilingual identities develop around the opportunities to use both languages and make use of their language repertoires. The data analysis showed that students felt successful as bilinguals when they had personal agency to demonstrate their bilingualism and

biliteracy. During the observations, students exemplified this notion by taking the opportunity of being able to use both languages without any negative consequence from their teachers. The language practices taking place in both classrooms prove that students are free to move between languages depending on their level of language proficiency, audience, and message. Students used both languages to support each other and to ensure that regardless of the language, everyone was able to access the content and the learning. In the interviews, all eight students expressed the importance of having opportunities to use both languages and to engage in contexts where both languages are elevated. In the analysis of the artifacts, students employed different modalities to show how they can make use of their language repertoires to express their feelings about being bilingual. The next theme takes us a step further in demonstrating how students view their bilingual identities within the context of family and a sense of pride.

Bilingual Identity and Biliteracy as A Sense of Pride, Power, and Culture

> "Orgullosa, contenta, es un orgullo, puedo comunicarme con mi familia, es un superpoder, es poderoso, es especial, puedo hablar con mi familia en otros países, es parte de mi cultura."
>
> [Proud, happiness, pride, I can communicate with my family, it's a superpower, it's powerful, it's special, I can talk to my family in other countries, it's part of my culture.]

These are just a few of the words that students used in the different forms of data collection to express their feelings and thoughts about being bilingual. The data that was analyzed expressed explicitly how students feel proud about being bilingual, and the special superpower they own for being able to speak in both languages. In the analysis of those phrases

that stood out across the different forms of data sets, the following theme clearly emerged: Students see their bilingual identity as a sense of pride and culture.

The students' sense of pride and cultural connection was a clear perception of their bilingual identities. Students develop their understanding of their bilingual identities around this sense of pride and feelings of having special powers for being bilingual. They validate this understanding by verbalizing through multiple discourses their feelings about being bilingual and biliterate. Students also negotiate their bilingual identities through their family values and practices, their language use in different settings, and the agency they exhibit in developing and sustaining both languages. In this section, I provide evidence of this theme through the data collected as part of the student interviews and student artifacts.

Es un Orgullo y un Super Poder

During the interviews students were asked different questions on their views and feelings on bilingualism and biliteracy. Two questions in particular provided an opportunity for all focal students to express and discuss their feeling and thoughts on being bilingual. The first question asked, "¿Como te sientes acerca de la habilidad de ser bilingüe?" [How do you feel about being bilingual?] Seven out of eight of the students articulated the sense of pride they feel about being able to speak two or more languages and how the feeling that being bilingual gave them a special power to communicate and see things through a special lens.

> Yo me siento muy bien en poder hablar dos idiomas. Siento que estoy orgulloso de poder comunicarme con más personas. También la maestra dice que ser bilingüe es como un poder, y que es especial. Entonces yo me siento especial, y también orgulloso.

[I feel really good about speaking two languages. I feel that I'm proud to be able to communicate with more people. My teacher also says that being bilingual is like a power and it is special. So I do feel special and also proud.] (Mia's interview)

Yo me siento muy orgullosa de poder hablar 3 idiomas porque es una oportunidad de comunicarme con las demás personas. Por ejemplo, aquí puedo hablar español, pero si salgo y puedo comunicarme con otras personas que tal vez no hablan español. Y también el saber el lenguaje de señas me ayuda a poder comunicarme con mi papa y más personas sordomudas. Así que por eso estoy orgullosa, sé que es algo especial.

[I feel very proud to be able to speak 3 languages because it is an opportunity to communicate with other people. For example, here I can speak Spanish but if I go out, I can communicate with other people that do not speak Spanish. Also, knowing sign language helps me communicate with my dad and more people who are deaf.] (Cristina's interview)

Me siento "proud of myself" no sé cómo expresarlo. Estoy orgulloso porque sé que hay algunas personas que no pueden hablar y entender los dos idiomas, pero estoy orgulloso que yo sí puedo. Se siente muy bien poder hablar con mi familia y con otras personas.

[I feel proud of myself, I don't know how to say it. I'm proud because I know there are people who can't speak and understand both languages, but I am proud that I can. It feels good being able to speak with my people and other people.] (Juan's interview)

These three student responses highlighted the sense of pride students felt about being bilingual. This was particularly important to point out because, as described by DeNicolo and González (2015), "Latina/o emergent bilinguals continue to be defined by labels that devalue the skills and knowledge they possess in their home languages" (p. 110). In this case, students demonstrated their ability to get past those labels and overcome and develop a sense of pride for their ability to speak more than one language. Their responses also reflected how students' views on their bilingual identities can be complex to explain and analyze. When we take all these responses together and analyze the deeper meaning of what students are expressing, it is evident that students perceived their bilingualism as part of who they were resulting in positive bilingual identity construction. This sense of pride also translated into students demonstrating their bilingual abilities and making language choices around those abilities. Students also expressed the idea that being bilingual means being special and having a "special power or being powerful."

This notion of feeling special and powerful comes from constructing their bilingualism around the concept of connectiveness or being able to communicate with more people. They develop that connection through their different social contexts and interactions both at school and at home. In their responses, students believe that being bilingual provides them with the opportunity to talk, relate to more people and interact with others in ways that they would not be able if they only spoke one language. Students not only talk about their sense of pride during the interviews, but also express those feelings in response to the artifact prompt given to them.

The analysis of the student artifacts also supported the emergence of this theme. In their responses to the prompt, students articulated either by words or by pictures the pride they felt in being bilingual. In Mia's poem in Figure 12, she described her feelings and her understanding of

her bilingual identity. She internalized her bilingual identity around the following three ideas: power, joy, and strength. In her poem she connects these three concepts to express that when you are bilingual you can achieve anything you want. She chose to use words and phrases such as "incredible y lograr todo" (incredible and achieve anything) to communicate how powerful bilingualism and biliteracy can be because you can achieve anything in life. Mia saw her bilingual identity not only as a sense of pride and joy, but as possessing power and feeling like a "king or queen." She reinforced those three concepts by selecting clipart that speaks to her words and allows the reader to visualize bilingualism in a powerful manner. This poem provided additional support to the claim that students perceive pride and power as part of their bilingual identities and bilingualism.

Figure 12

Mia's Poem from Artifact Collection

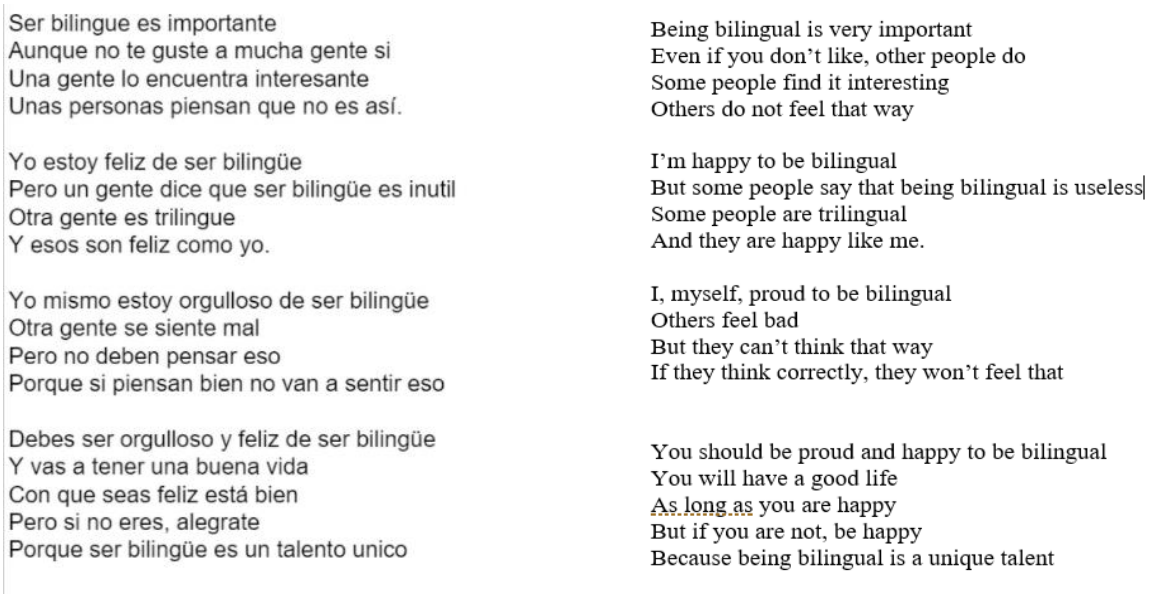
Similarly, two additional artifacts embraced this theme of pride as a perception of their bilingual identities. In these two artifacts, the students chose to write an essay and a short answer in response to the prompt. The first essay was written in Spanish and the second one the student

decided to write in both, Spanish and English. It is important to remember that students had the choice to decide what language they wanted to use for the artifact, but the prompt was provided in both languages. In the two shorts segments from both essays below, students focused on articulating their feelings about their bilingualism and biliteracy. Similar to the first artifact discussed above, these two students focused on three ideas: happiness, powerful, and pride. These two students internalized their bilingual identities as sources of happiness because they felt powerful and proud to speak in more than one language. They used words such as "powerful, proud, and happy" to emphasize the connections between their bilingualism and the emotion or feeling they exhibited for having the ability to speak two or more languages. In fact, one student referred to being able to "speak bilingual" demonstrating how students can view their bilingual identities as one language repertoire, instead of being two monolinguals in one.

> A mí me gusta ser bilingüe porque yo me siento feliz ablar ingles y español a mí siempre me a gustado hablar bilingüe también porque me siento poderosa y me siento muy feliz y orgullosa y también me gusta aprender de otras idiomas.
> [I like being bilingual because I feel happy to speak English and Spanish and I have always like to speak bilingual because I feel powerful and I feel happy and proud and I also like to learn other languages.] (excerpt from fourth grade student artifact)
>
> Being bilingual is powerful for the world and for me. When I speak in both languges I feel powerful and I life speaking freely in both languages with not two much problem.

[Ser bilingüe es poder para la comunida y a ti mismo. Cuando yo hablo dos idiomas de forma en al que me expreso bien sin tanto problema puedo ayudar a gente a mi mismo.] (excerpt from fifth grade student artifact)

The last artifact discussed in this section is another poem from Juan, a focal student in the fifth-grade classroom (See Figure 13). I chose this poem because it highlighted this theme of pride and power through a different lens as the previous artifacts. Juan understood that being bilingual is special and unique, but he also explored the idea that it did not necessarily mean that everyone would support that bilingualism. He used a compare and contrast writing style to show that even when some people do not appreciate bilingualism and might feel that being bilingual is "useless," but you should not care because it should still be a sense of pride and happiness since it is a unique talent. Juan perceives his bilingual identity as an exclusive characteristic that might go against what others in society might feel. This additional layer exposes the dichotomy that our bilingual students often find themselves in as part of being emergent bilingual students in the United States in which they find themselves in "constant negotiation between internalized deficit ideologies and feelings of pride" (DeNicolo & Gonzalez, 2015, p. 116). However, through Juan's writing, he's attempting to do a call to action to let other bilingual students know that they should feel empowered to be able to speak two or more languages and should feel pride for having that unique talent.



Ser bilingue es importante
Aunque no te guste a mucha gente si
Una gente lo encuentra interesante
Unas personas piensan que no es así.

Yo estoy feliz de ser bilingüe
Pero un gente dice que ser bilingüe es inutil
Otra gente es trilingue
Y esos son feliz como yo.

Yo mismo estoy orgulloso de ser bilingüe
Otra gente se siente mal
Pero no deben pensar eso
Porque si piensan bien no van a sentir eso

Debes ser orgulloso y feliz de ser bilingüe
Y vas a tener una buena vida
Con que seas feliz está bien
Pero si no eres, alegrate
Porque ser bilingüe es un talento unico

Being bilingual is very important
Even if you don't like, other people do
Some people find it interesting
Others do not feel that way

I'm happy to be bilingual
But some people say that being bilingual is useless
Some people are trilingual
And they are happy like me.

I, myself, proud to be bilingual
Others feel bad
But they can't think that way
If they think correctly, they won't feel that

You should be proud and happy to be bilingual
You will have a good life
As long as you are happy
But if you are not, be happy
Because being bilingual is a unique talent

Figure 13

Juan's Bilingual Poem from Artifact Collection

The different pieces of data presented in this section provided evidence of how pride and power are part of how students constructed and internalized their bilingual identities. Students' word choices as they express how they feel about being bilingual reflect their ideological beliefs about what it means to them to be bilingual and biliterate. Through their responses, as explained by DeNicolo and Gonzalez (2015), students demonstrated how "bilingualism begins to be repositioned as a strength" (p. 119) that comes from the sense of pride and negotiation of their bilingual identities. The data suggested not only students negotiating their bilingual identities as a sense of pride and power, but also their perception of their bilingual identities as part of their culture.

Family and Cultural Connection

This notion of culture as part of student's bilingual identities manifested from multiple responses to various questions during the interviews but was mostly reflected in the analysis of

the artifacts. Students perceived the benefits of their bilingualism as way to build and maintain family connections. During the interviews, all students discussed the use of their first language to engage in conversations with their families both here in the United States and across other countries. This is because all students who participated in the interviews came from Hispanic cultures with diverse backgrounds. Lynch (2018) argued that students are able to develop positive identities "based on the linguistic and cultural resources that" they bring with them (p. 128). The data supported this idea that students view their cultural resources in support of their identity construction and internalization of their bilingual identities.

Table 5 outlines the responses of Juan to the first two interview questions that were focused on getting to know the student and understanding their linguistic and cultural background. These two responses support students' view of language as part of their linguistic and cultural resources and their bilingual identities. Juan shares that his family is from Mexico and that being bilingual allows his to communicate with his parents and his family when they visit from Mexico. His responses also demonstrate that he feels a sense of belonging to the culture and place where his parents and family are from and the value his parents also place on those linguistic resources. He said, "my parents prefer that we speak Spanish" and explained that this is because his parents want to make sure that when the family visits they can understand each other. In this way, his parents demonstrate the crucial role they play in fostering the linguistic resources of their own children and supporting positive identity construction (Bailey & Osipova, 2016).

Furthermore, the answers below highlight the interconnectedness of Juan's bilingual identity and culture through the lens of social practices and customs. He stated, "I like to see them sing and dance especially because it is music of our Mexican culture." This student saw the

connection between being able to listen to Spanish music, a part of this Mexican culture, and the ability to connect to his family and develop a bond. He is thankful of his linguistic and cultural resources and internalizes both as part of his bilingual identity. Students view their cultural resources as a way to leverage their bilingual identities.

Table 5

Juan Responses to Rapport Building Interview Questions

1. Tell me about you and your family / Háblame acerca de ti y tu familia	No tengo una familia tan grande, pero si tengo un hermano mayor y un hermano más joven y una hermanita bebe. Mis padres nacieron en México, pero se mudaron aquí y yo nací aquí en Estados Unidos. Vivo con mis padres y mis hermanos y a veces nos visita familia de México y hacemos fiestas y se ponen a escuchar música en español. Me gusta verlos cantar y bailar, sobre todo porque es música que es de nuestra cultura mexicana.	[I don't have a big family, but I do have an older brother and a younger brother and a baby sister. My parents were born in Mexico, but they moved here, and I was born here in the United States. I live with my parents and my brothers and sometimes family from Mexico visits us and we have parties and listen to music in Spanish. I like to see them sing and dance especially because it is music of our Mexican culture.]
2. What language do you speak mostly at home with your family? / ¿Qué idioma hablas principalmente en casa con tu familia?	Principalmente con mi familia, como es de México, ellos hablan español entonces hablo español para que me puedan entender y nos podamos comunicar. Bueno también hablo ingles con mis hermanos, pero mis padres prefieren que hablemos español. Así cuando viene la familia de México podemos hablar todos juntos. Pero también hablo los dos. Pero más español.	[Mainly with my family, since they are from Mexico, they speak Spanish so I speak Spanish so that they can understand me, and we can communicate. Well, I also speak English with my brothers, but my parents prefer that we speak Spanish. So, when the family from Mexico comes we can all talk together. But I also speak both. But more Spanish.]

The student artifacts also reflect the notion that students see their family and culture as a big part of their bilingual identities. In this excerpt from a student artifact, the student describes how she enjoys being bilingual because she wants to be able to visit her family in Mexico including her aunts, uncles and grandparents. She clearly states that she wants to feel part of the family and she feels that being bilingual will allow her to continue to stay connected with her family. She sees her bilingual identity and her language as a way to maintain her cultural ties including the food. She expands on this notion of culture as a sense of her bilingual identity by discussing how she wants to learn other languages and visit other cities and places and learn about their way of living.

> También me gusta aprender de otras idiomas porque yo quiero ir a ver como es y cómo se siente y a visitar a tu familia, amigas y otras personas que conoscas pero a mi me gusta ir a muchas partes porque siento que me voy a poner muy feliz y puedo comunicarme. Yo quiero ser bilingüe porque quiero ir a México porque allá tengo a algunas tias y tios y abuelos. Quiero poder comunicarme con ellos y ser parte de la familia. También si visito tengo que poder hablar español para comunicarme en las calles y pedir tacos y elotes. Siempre me a gustado visitar a las ciudades y hablar de esas idiomas también me gusta quedarme a vivir donde me guste la ciudad y conocer otros lenguajes y otras personas y como viven y que comen y lo que hacen.
>
> [I also like to learn other languages because I want to go see how it is and how it feels and visit your family, friends and other people you know, but I like to go to many places because I feel that I am going to be very happy and I can communicate. I want to be bilingual because I want to go to Mexico because there

I have some aunts and uncles and grandparents. I want to be able to communicate with them and be part of the family. Also if I visit I have to be able to speak Spanish to communicate in the streets and order tacos and corn. I have always liked visiting cities and talking about those languages. I also like to stay and live where I like the city and learn about other languages and other people and how they live and what they eat and what they do.] (excerpt from fourth grade student artifact)

The data analyzed and discussed in this section suggests how students perceive their bilingual identities through the lens of having strong sense of pride and cultural connection. The data discussed as part of this theme outlines students' opinions, feelings, and thoughts on why being bilingual creates this sense of pride, feelings of power, and special connection with family and culture. De Jong et al. (2020) explained this connection and emphasize that "understanding identity [is] integrally connected to whether and how students feel" that their bilingualism is valued and respected by others" (p. 2). Students' interview responses and artifacts clearly demonstrate that they could construct positive bilingual identities by how valued they feel for being able to speak and understand two languages. Furthermore, the data analysis also demonstrated how students also view their bilingual identities as a way to give them access to different resources. This analysis led to the emergence of the third theme highlighting how students' bilingual identities are dominated by language as a resource orientation (Ruiz, 1984).

Students' Bilingual Identities Are Dominated by Language as a Resource Orientation

Students view their bilingualism and bilingual identities through the context of the opportunities those create, "both as personal and national resource" (Alstad & Sopanen, 2021, p.

32). During the student interviews, all eight students discussed this idea of how being bilingual allows them not only to communicate, but to help others, get a better job and make more money. The student artifact analysis also highlights this notion of how students view their bilingualism and biliteracy as way to open better career opportunities and improve their competitiveness. Table 6 outlines students' responses to the two questions that yielded responses related to this notion of language as a resource and reflect students' perception of their bilingual identities as a resource.

Table 6

Student Responses to Views on Bilingualism/Biliteracy Interview Questions

Student/Grade	**How do you feel about being bilingual?**	**Do you think there are benefits to being bilingual? Why or why not?**
Carlos (5th)	Si, porque cuando agarres un trabajo puedes hablar los dos idiomas y ganar más dinero.	Yes, because when you get a job you can speak two languages and make more money.
Mario (5th)	Mi opinión es que ser bilingüe puede ser importante porque por ejemplo en un trabajo te pueden llamar a ti para que les traduzcas y les ayudes a ellos, Ahora yo puedo ayudar a mis papas hacer algo cuando no pueden porque no hablan inglés. A veces que no entienden y les traduzco a ellos y mi abuela.	My opinion is that being bilingual can be important because, for example, at work they can call you to translate and help them. Now I can help my parents do something when they can't because they don't speak English. Sometimes they don't understand and I translate for them and my grandmother.
Mia (5th)	Yo creo que si es bueno ser bilingüe, ser bilingüe me ayuda para entender a las personas que hablan inglés y también para ayudarlos y entenderlos.	I believe that if it is good to be bilingual, being bilingual helps me to understand people who speak English and also to help and understand them.
Karla (5th)	Yo digo que si hay beneficios porque hay trabajos que hablan puro inglés o puro español o que tengas que hablar los dos. Puedes tener mejor trabajo. A veces también puedo ayudar a mi familia a traducir cuando no saben.	I say that there are benefits because there are jobs that speak only English or only Spanish or that you have to speak both. You can have a better job. Sometimes I can also help my family translate when they don't know how.

Table 6, cont.

Juan (4th)	Creo que el único es que se mas idiomas, que puedo entender más, y puedo aprender nuevas palabras. En un futuro creo que me voy a quedar aquí en América entonces creo que voy a necesitar más el inglés, porque creo que cuando tenga que agarrar un trabajo voy a hablar más inglés.	I think the only thing is that I know more languages, that I can understand more, and I can learn new words. In the future I think I'm going to stay here in America, so I think I'm going to need English more, because I think that when I have to get a job, I'm going to speak more English.
Luis (4th)	Si porque cuando uno es bilingüe tú puedes ir a un país y ya sabes esa lengua pues puedes salir adelante en ese país porque lo necesitas para entender a los demás.	Yes, because when you are bilingual you can go to a country and you already know that language, you can get ahead in that country because you need it to understand others.
Janet (4th)	Cuando estamos en la escuela, como en cuarto grado cuando me hablan otros estudiantes de cuarto grado puedo hablar en inglés. Creo que también me ayuda tal vez como cuando te piden hacer algo en español, si eres bilingüe puedes usar los dos idiomas. Hace un año mi mama estaba tomando clases de inglés con la maestra.	When we are at school, like in fourth grade, when other fourth graders talk to me, I can speak in English. I think it also helps me maybe like when they ask you to do something in Spanish, if you are bilingual, you can use both languages. A year ago, my mom was taking English classes with the teacher.
Cristina (4th)	Yo creo que si, como apenas te acabo de decir es una manera de poder comunicarte con más gente, mi hermana mayor me ha dicho que como todos sabemos señas ella ha pensado ser una interprete, así que ser bilingüe o trilingüe te ayudar a tener mejor trabajo. También es un beneficio para poder conocer a más personas y conocer más gente y hacer amigos. Cuando hablas diferentes idiomas puedes conocer más personas porque te puedes comunicar con ellos.	I think that yes, as I just told you it is a way to communicate with more people, my older sister has told me that since we all know sign language, she has thought to be an interpreter, so being bilingual or trilingual will help you to have better job. It is also a benefit to be able to meet more people and meet more people and make friends. When you speak different languages, you can meet more people because you can communicate with them.

For example, Mario demonstrates his perception of language as a resource as a way to help as an employee and to help family. “At the job, they can call you to translate and help them,” then the student adds, “I can also help my parents now, sometimes they don’t know, and I translate for them and for my grandmother.” Mario perceived his bilingualism as a resource now at his age, and in the future once he becomes employed. First, he draws on the ability to speak both languages to help translate for his parents and for his grandmother. He made it clear that because he can “now” speak both languages, he is able to translate for them and help them.

However, Mario’s response also demonstrated the ideological tensions he experienced as part of trying to internalize his bilingual identity. His responses expressed that he believes that by not speaking the dominant language, his family does not have access to the same resources. This is because “dominant ideologies position the English language as the priority for emergent bilinguals” and creates ideological tensions in their identity internalization (DeNicolo & Gonzalez, p. 110). He said, “I can now help my parents when they can’t do something because they don’t speak English.” This response shows his beliefs that since his parents and grandmother do not speak English, they don’t have the same access to society as he does. When I prompted the student to elaborate on what he means by “when they can’t do something” he provided concrete examples such as when they have to go to different places where they don’t speak Spanish, like the bank, pharmacy or stores.

Similarly, Cristina also expresses her ability to speak three languages as giving her access to a better job, plus giving her the opportunity to get to know more people. She believes that “being bilingual or trilingual will help you to have better job” and provides a concrete example of how knowing sign language can help you become an interpreter. Cristina emphasizes the notion of language as a resource to society when she says that speaking more than one language

allows a person to “communicate with more people, meet more people and make friends”. In this case, Cristina’s ability to speak three languages encourages a deeper understanding of language as a resource, especially knowing sign language. During different parts of the interview, she makes it clear that knowing more than one language opens the world to different opportunities and broadens her social capital. Having a father who can only communicate through sign language gives her a different perspective on the importance of language as a medium to communicate. This understanding contributes to seeing her bilingual identity in many aspects as a resource to the world. During classroom observations, Cristina’s language use also highlights her views of language as a resource. She often supports students who are newcomers and developing their English skills and takes on a leadership role in classroom discussion to ensure those students are able to access the content.

This theme of students’ identities being dominated by language as a resource orientation also became evident in the artifact collection phase of the study. As students shared their feelings, ideas and interpretations of their bilingual identities, many of students referred to different aspects of how language becomes a resource, both in terms of economic and social gains. Although, the prompt to the artifact was open to different interpretations, similarly, to the focus interviews, students gave insight on how being bilingual allows them to have better jobs, make more money and gives them broader access to meeting people.

In the following excerpt, Janet demonstrated her interpretation of her bilingual identity as point of pride and power, but also sees her bilingualism from three different resources: monetary, employment, and communication. She constructed her response in Spanish.

> A mí me gusta ser bilingüe porque es un poder que mucha gente no tiene y me gusta porque es bonito hablar 2 idiomas y también te pagan más dinero que los

demás porque sabes 2 lenguajes y los demás solo saben 1. También si sabes dos idiomas te dan trabajo más rápido que si solo sabes uno porque te puedes comunicar con más personas.

[I like being bilingual because it is a power that many people don't have and I like it because it is nice to speak 2 languages and you also make more money because you know 2 languages and others only 1. Also, if you know two languages you can get a job faster than if you only knew one because you can communicate with more people.] (excerpt from Janet's artifact)

Janet believes that her ability to speak and understand two languages will give her a broader access to career opportunities. She emphasizes this idea that her bilingualism will allow her to get a job where she can make more money and will be able to communicate with more people. It is also important to note how her response reflects this idea that when you speak more than one language, employers will give you priority over monolinguals. Her thinking aligns to this idea that language is a form of resource that provides access to different aspects of society that monolinguals might not have. Additionally, her response reflects the notion that language is the medium to communicate and get to know people and the more languages you speak, the broader the opportunities to communicate.

Similarly, Karla's artifact response reflects her interpretation and perception of her bilingual identity as a resource. In Figure 14, Karla uses words and images to create a collage to express her thinking and understanding of what it means to her to be bilingual. Karla starts by expressing how she feels happy about being bilingual. This sense of happiness comes from the belief that bilingualism leads to better income. Additionally, she feels that being bilingual

provides an opportunity to help others who only speak one language. She also puts together a series of images to express her ideas through a nonverbal representation.

Karla did not randomly pick different pictures, instead she took the time to select every picture to show different aspects of how she perceives her bilingual identity. Multiple pictures speak and align to the theme of students' perception of language as a resource. For example, two pictures demonstrate that if you learn different language, you have more opportunities to travel to different parts of the world. Another picture is an actual graph titled "Accumulated Language Bonuses" which shows the extra money that people can make at the different jobs when they know a second language. Next to that graph, there is photograph of what seems to be a person at a job interview. In this analysis of this nonverbal representation, there is clear evidence of the Karla's interpretation of bilingualism as providing access to different aspects of society. This idea that this access becomes possible when true bilingualism and biliteracy is achieved is supported by the picture of the brain with a lightbulb and showing each language equally balanced.

Figure 14

Karla's Essay from Student Artifact

The data analysis demonstrates a clear pattern of students' bilingual identities dominated by a language as a resource orientation. Students' responses to both the interview questions and to the artifact prompt highlight the theme of how students view and perceive bilingualism as access to multiple aspects of society. The data shows that the majority of the students view their bilingualism and bilingual identity through the lens of providing broader opportunities in terms of labor, economic gains and social capital. In viewing their bilingual identity through this lens, students highlight both the intrinsic and extrinsic values of the language as a resource orientation (Hult & Hornberger, 2016). Additionally, the data showed that students' bilingual identities are influenced by this language as a resource orientation, but also by teacher pedagogies and language use within the bilingual classroom. In this next section, I discuss the fourth theme that emerged from the data analysis: The role of teacher pedagogies and their language views in how students' develop their bilingual identities and how they use language within the classroom.

Teacher Pedagogies and Language Views Influence Students' Bilingual Identities and Language Use

> As a teacher, my role in helping and supporting students develop their bilingual identities and biliteracy is that of a facilitator, meaning a student led classroom as much as possible. My job is to hook them. Showing them their opportunities and value in being bilingual. I can teach them about the outside world. Building their identities from that idea of what they can offer to the outside world. (Ms. Lamb, Teacher Interview)

This was the answer one of the teachers provided to one of the interview questions to explain her own beliefs about her role as a bilingual educator in the development of students' bilingual identities. Her response synthesizes a pattern that emerged highlighting the role of the teacher in how students develop and perceive their bilingual identities and biliteracy. Two major factors contributing to students' bilingual identity became evident, teacher pedagogies and their language views. In other words, teachers' instructional moves, strategies and their own perceptions about bilingualism and biliteracy have a direct correlation to how students perceive their bilingual identities and how they use language within the classroom.

As a participant observant for eight-weeks I was able to build rapport and trust with teachers and students in both classrooms and dive deep into what happens at the classroom discourse level from content to content. Despite the challenges and limitations with COVID protocols, I gained insight into the different factors that play a role in students' bilingual identity formation and language development. As discussed in the first theme, both teachers created safe hybrid spaces where students were able to make full use of their language repertoire. Students

moved fluidly from one language to another during classroom discussion and usually followed the teacher's lead on which language to use.

For example, in Ms. Lamb's fifth grade class, students are working on a warm-up (See Figure 15) as part of the English language development block. Students read the passage on a Monday and took about ten minutes every morning that week to answer a couple of questions based on that passage. This was part of preparing students for the STAAR exam, Students were asked to explain why they chose a particular answer and to cite evidence from the text. The teacher showed the screen with the following question from a fifth grade STAAR released test and asked for volunteers. For students to answer the question, they had to go back to paragraph 5.

41 What do the details in paragraph 5 help the reader understand about Wagner?

A He was underestimated because of his appearance.

B He was unhappy with his performance on the minor league team.

C He lacked the patience that coaches of major league teams expected of players.

D He needed the proper equipment before a major league team would select him.

5 Though powerfully built, Wagner was an awkward figure on the baseball field. Some major league managers were not impressed. Wagner's bowed legs and long arms made him look clumsy. His left hand appeared too large for his baseball glove. And Wagner used a glove with a hole in it. Wagner made the hole himself because he thought the ball was easier to hold in his glove that way.

Figure 15

Class Warm-Up Activity

The following interaction took place based on the question and paragraph number five from the passage.

T: Reads the question. Who can tell me what is the correct answer and why?

S1: I think is A.

T: Why do you think is A? Can you cite evidence from the paragraph?

S1: Well, like the first sentence says he was awkward, meaning like weird, so he looked weird, which that makes him appear weird to others.

T: Great job, I like how you used that vocabulary. What other words in this paragraph help the reader understand why his appearance was different. Anyone?

S2: Clumsy.

T: Tell about the word clumsy.

S2: Lo puedo decir en español, para explicar la palabra clumsy?

T: Claro.

S2: Clumsy es como cuando eres un poco torpe, y por eso dice que se miraba como torpe por sus piernas y sus manos largas. Eso lo hacia ver clumsy, torpe.

T: Good job, very nice explaining that word clumsy and providing evidence from the text. Can someone provide a synonym for the word clumsy in English?

[Class gets quiet.]

T: What can we do when we don't know what a word means? What resources can we use? You have computers in front of you.

In this example, the second student asked the teacher for permission to explain the word in Spanish. This is probably because the teacher stayed in the language of instruction since it was English language development block and students were provided a passage in English. In this case, the student clearly knew the answer, but did not have a synonym word to explain her answer in English and asked the teacher for permission to explain it in Spanish. The teacher

clearly supported and celebrated the students' understanding of the passage regardless of the language. However, she strategically supported students in understanding the vocabulary also in English as demonstrated by her follow up question about finding a synonym in English.

Similarly, in Ms. Zepeda's fourth grade classroom, the observations showed that students responded to the teacher's language and use of instructional resources. During this classroom observation, students were discussing a book they were reading in Spanish, using an English study guide. Although using the guide in English was due to the lack of the resources in Spanish, students could use both languages to demonstrate their comprehension and understanding of the content. In this classroom, the language interaction during many of the observations was the use of both languages interchangeably with what Garcia (2009) described as a translanguaging pedagogy. This hybrid space was in part created by the use of English materials during a Spanish language arts block and the effort of the teacher to support student's comprehension and language development together. By providing a time for hybrid language practices, students show their biliteracy and demonstrate the dynamic nature of language use within bilingual classrooms.

During one of the observations, I observed different break out groups. I went into three different groups and noticed the students discussing using both languages. I focused on one of the groups in which two of the focal students were participating. I asked this group a question to gain a better insight into how students were making language choices. When students finished their discussion, I said to them, "I have a question for all of you, I noticed that your teacher provides opportunities to talk in both languages, I'm curious to know how you all decide which language to use, do you prefer one language over the other, or how do you make that decision?" I received three very different responses:

> What I do whenever I go into a breakout group, I see if more of the students don't really understand English or like more Spanish I use that language that they are used to, or it also depends on the assignment. (Cristina, fourth grade focal student)
>
> Yo prefiero hablar español, porque me siento más cómodo hablando español. Entiendo ingles, pero el español lo entiendo más. Escucho y entiendo, pero casi siempre contesto en español. Pero a veces depende de lo que la maestra nos pida, porque a veces si tenemos que tratar de usar uno de los dos. [I prefer to speak Spanish because I feel more comfortable talking in Spanish. I understand English, but I understand Spanish more. I listen and I understand, but I usually answer in Spanish. Sometimes it also depends on what the teacher is asking us to do, because sometimes we do have to respond in one language.] (Luis, fourth grade focal student)
>
> Algunas veces yo hablo más español, pero algunas veces si me preguntan en ingles como yo respondo en inglés, pero si me la preguntan es español, entonces yo respondo en español. [Sometimes I speak more Spanish, but sometimes if they ask me the question in English, I respond in English, but if they ask me the question in Spanish, then I respond in Spanish.] (Janet, fourth grade focal student)

Interacting with the students as a participant-observer created an opportunity to gather insight on how students make language decisions during whole-group and break out discussions. The responses show the value students placed in having the ability to make language choices based on their individual needs. This is because students believe that when teachers provide support and venues for students "to navigate between two languages," it helps "them understand

concepts" (Lopez & Musanti, 2019, p. 74). Students see their language use in relation to the instructional opportunities they encounter as part of the classroom instruction.

The students also demonstrated how they make language choices based on their feelings about each language, their proficiency level, and their peers. For example, during all my observations, the first student used both languages simultaneously, with the ability to change at any point during a discussion. This student felt that she could decide which language to use based on the support that her peers might need. According to the language profile of this student, she is at an advanced level in all her TELPAS scores and has mastered the STAAR Spanish test. The second student, on the other hand, clearly expressed how he prefers Spanish because it is the language he knows better. This is due to him only having been in the United States for three years, and thus not developing the highest level of English proficiency, according to TELPAS. Additionally, he stated that it can also depend on what the teacher is asking them to do. However, the third student explained that she makes language decisions based on what language people choose to use when asking her a question or having a discussion.

The outlined examples and analysis from the participant observation data highlight this notion that teachers play a key factor in how students develop their biliteracy and their bilingual identities and how it can potentially transfer to classroom language use. "Teachers play an important role in language education, creating and recreating language education policies as well as promoting their students' multilingualism" (Ansó Ros et al., 2021, p. 1). In both classrooms, students followed the teacher's lead in making language decisions based on teacher expectations and instructional moves, while knowing that it was safe to use a different language. In Ms. Lamb's class, there was a clear separation of languages by content with the instructional approach supporting that separation, while still providing opportunities for students to make full

use of their language repertoire and creating a culture of biliteracy within the class. Figure 16 shows a virtual anchor chart used by Ms. Lamb to support students use of comprehension strategies in both English and Spanish. In Ms. Zepeda's class, her instructional approach provided for a more hybrid use of languages, where the separation of languages by content was not as evident.

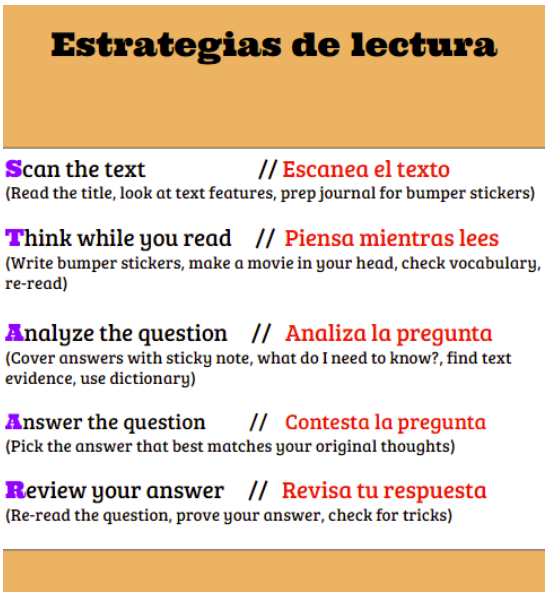


Figure 16

Ms. Lamb's Bilingual Anchor Chart

Similarly, the teacher and student interviews support this notion that students' bilingual identities are influenced both by the instructional strategies teachers use and how those teachers perceive bilingualism. A couple of the interview questions aimed at understanding the role, if any, teachers had on students' identity development. The data from the interviews yielded evidence on how students consider and value their teachers' beliefs about their bilingual identities and biliteracy development. Additionally, students try to follow the language framework according to the teacher expectations. Table 5 shows the four questions and the

responses received from the student interviews regarding their teachers and their opinions on the support they receive from the teachers.

The questions on this part of the interview were developed to gain an insight in how students perceive the role of their teacher in their bilingual identity and biliteracy development. The questions also provided a way to compare students' perceptions of the instructional strategies utilized by teachers with the data from the participant observations. In analyzing the students' responses from those four questions, a couple of patterns become evident across all the responses (See Table 7). First, students view language separation in relationship to the content area and the teacher responsible for that content area. Second, both teachers have created spaces where students feel both languages are valued and accepted equally. Lastly, students believe their teachers support their bilingual identities and biliteracy and encourage the use of both languages within the classroom.

Table 7

Student Responses to Teacher Support Interview Questions

Student/ Grade	¿Te exige tu maestro(a) que uses un idioma específico durante la instrucción en el aula ¿Por qué crees que lo hace / no lo hace? ¿Puedes dar algunos ejemplos? Does the teacher require you to use one specific language during classroom instruction? Why do you think she does/doesn't? Can you provide some examples?	¿Qué idioma usa principalmente el maestro(a) durante la instrucción en el aula? ¿Es por contenido? What language does the teacher mostly use during classroom instruction? Is it by content area?	¿Qué sucede si hablas un idioma diferente al que habla el maestro? What happens if you speak a different language other than what the teacher is speaking?	¿Crees que el maestro(a) te apoya en el desarrollo de ambos idiomas? ¿Por qué o por qué no? ¿Cómo? Do you think the teacher supports you in developing both languages? Why or why not? How?
Carlos (5th)	Depende de la materia, si es ciencias o matemáticas hablamos en ingles, si es estudios sociales o lenguaje hablamos en español. Pero a veces hablamos los dos. Todos los días tenemos artes de lenguaje en español. Translation: It depends on the subject, if it is science or mathematics we speak in English, if it is social studies or language we speak in Spanish. But sometimes we both talk. Every day we have language arts in Spanish.	Ella usa el ingles, y cuando algunos de los niños no entienden lo que está diciendo les habla en español, pero ella habla más inglés. Translation: She uses English, and when some of the children don't understand what she is saying, she speaks to them in Spanish, but she speaks more English.	Pues no pasa nada, porque está bien que hablamos así. Podemos usar cualquiera de los idiomas. Translation: Well, nothing happens, because it's okay to talk like that. We can use any of the languages.	Si, yo pienso eso porque siempre dice que aprendamos nuevas palabras en inglés y español y…. que si no sabemos qué quiere decir esa palabra entonces lo buscamos en una página web. Translation: Yes, I think so because he always says that we learn new words in English and Spanish and…. that if we don't know what that word means then we look for it on a web page.
Mario (5th)	Ella nos deja elegir el idioma que preferimos hablar, pero casi siempre yo hablo en ingles para mejorar y practicar más. Translation: She lets us choose the language we prefer to speak, but I almost always speak English to improve and practice more.	Hay unos días depende del contenido, pero usualmente habla en inglés. Y a veces en español para niños que no entienden. Translation: There are a few days depending on the content, but usually he speaks in English. And sometimes in Spanish for children who don't understand.	Ella cuando hablamos un idioma diferente nunca nos a reganado, ella nos deja elegir, eso me gusta porque siento que ella quiere que aprendamos inglés y español a la vez por si necesitamos aprender los dos. Translation: She has never scolded us when we speak a different language, she lets us choose, I like that because I feel that she wants us to learn English and Spanish at the same time in case we need to learn both	Yo sí creo que me apoya porque en las asignaturas a veces están en español y a veces también las pone en ingles para aprender los dos idiomas. Translation: I do believe that he supports me because in the subjects sometimes they are in Spanish and sometimes he also puts them in English to learn both languages.

Table 7, cont.

Mia (5th)	Para mi depende de la materia hablar inglés o español, en ingles hay algunos compañeros que hablan más español y no saben tanto ingles y ellos pueden hablar español cuando quieran. No nos dice tanto que lenguaje tenemos que hablar, a veces para ayudar a los compañeros. Translation: For me it depends on the subject to speak English or Spanish, in English, there are some colleagues who speak more Spanish and do not know as much English and they can speak Spanish whenever they want. It doesn't tell us so much what language we must speak, sometimes to help our colleagues.	Ella nos ensena más con el idioma de inglés, a veces en español. No todos los tenemos artes de lenguaje, en estudios sociales a veces trabajamos en ingles. Translation: She teaches us more with the English language, sometimes in Spanish. Not all of us have language arts, in social studies, we sometimes work in English.	No creo que pase nade, no dice nada cuando hablamos otro idioma diferente al que ella habla. Translation: I don't think anything happens; she doesn't say anything when we speak a different language than the one, she speaks	Si yo creo que si porque casi toda nuestra clase en bilingüe y hablamos dos idiomas y la maestra siempre nos dice que hablar dos idiomas, o ser bilingüe es un poder. Translation: Yes, I think so, because almost all our class is bilingual, and we speak two languages, and the teacher always tells us that speaking two languages or being bilingual is a power.
Karla (5th)	Me dijo no más cuando yo estaba en virtual que tenía que tratar de hablar el lenguaje de la materia. Translation: He told me no more when I was in virtual that I had to try to speak the language of the subject.	Los dos idiomas, ella siempre habla los dos. Depende de la materia. Translation: Both languages, she always speaks both. It depends on the subject.	La verdad no sé, antes si se molestaba, antes decía que, si teníamos que hablar un idioma si estábamos en esa materia, pero ya no. Translation: The truth is I don't know, before if he was bothered, before he said that if we had to speak a language if we were in that subject but not anymore.	Si, ella nos dice que tenemos que tratar de hablar en el idioma de la materia, y tratar de practicar los. Nos animas a usar los dos idiomas. Translation: Yes, she tells us that we must try to speak in the language of the subject and try to practice them. You encourage us to use both languages.
Cristina (4th)	La maestra no nos exige, casi siempre hablamos español. A veces si estamos hablando en ingles estamos haciendo una actividad, la maestra nos anima hablar en el idioma, no nos exige, pero quiere que vayamos aprendiendo más ingles. Translation: The teacher does not require us; we almost always speak Spanish. Sometimes if we are speaking in English, we are doing an activity, the teacher encourages us to speak in the language, she does not require us, but she wants us to learn more English.	Siempre en español, con Ms. Zepeda vemos lectura y escritura. Con la otra es más ingles. No nos exige que siempre hablemos ingles, pero si nos recuerda que estamos tratando de hablar más ingles. Translation: Always in Spanish, with Ms. Zepeda we see reading and writing. With the other it is more English. It does not require us to always speak English, but it does remind us that we are trying to speak more English.	Si nos animas para ser bilingües, no es que tengan un problema, pero si nos recuerdan porque quieren que aprendamos de los dos lenguajes. Translation: If you encourage us to be bilingual, it's not that they have a problem, but they do remind us why they want us to learn both languages.	Yo sí, ellos siempre nos dicen que nosotros somos bilingües y tenemos que aprender los dos lenguajes. Ms. Z nos dice que hablar los dos idiomas en una manera de poder comunicarnos. Es un orgullo para las personas poder hablar dos idiomas. Translation: I do, they always tell us that we are bilingual, and we must learn both languages. Ms. Z tells us that speaking both languages are a way to communicate. It is a pride for people to be able to speak two languages

Table 7, cont.

Juan (4th)	En esta clase, lo hacemos en español, pero ella no dice que tenemos que hacerlo, a veces si lo tenemos que hacer en español, con la otra maestra depende de lo que este explicando. No siempre dice que lo tenemos que hacer en ingles, a veces nosotros le preguntamos cosas en español. Translation: In this class, we do it in Spanish, but she doesn't say that we must do it, sometimes if we must do it in Spanish, with the other teacher it depends on what she is explaining. He doesn't always say that we must do it in English, sometimes we ask him things in Spanish.	Esta maestra más española y la otra más como los dos, las preguntas español otras veces ingles. Cando nos explica ingles. Translation: This teacher more Spanish and the other more like the two, the questions Spanish other times English. Chen he explains to us in English.	No hay ningun problema, pero a veces ella no entiende entonces lo traducimos al español. Translation: There is no problem, but sometimes she doesn't understand so we translate it into Spanish.	Ella si nos ayuda, porque jamás no dice que hagamos algo en un idioma. Ella nos dejar hablar cualquier idioma. Ella no le importa si estamos hablando ingles o español, ella quiere que aprendamos. Translation: She does help us, because she never tells us to do something in a language. She let us speak any language. She doesn't care if we are speaking English or Spanish, she wants us to learn.
Luis (4th)	No, podemos usar cualquier idioma. Bueno en matemáticas nos pide que hablemos ingles porque ella ensena más en ingles, pero también podemos hablar español y lectura más español. Translation: No, we can use any language. Well in math she asks us to speak English because she teaches more in English, but we can also speak Spanish and read more Spanish.	La otra maestra usa el inglés, y esta maestra usa el español, dependiendo de la materia, como si estamos aprendiendo matemáticas hablamos matemáticas, pero lectura es más español. Translation: The other teacher uses English, and this teacher uses Spanish, depending on the subject, as if we are learning math, we speak math, but reading is more Spanish.	No sucede nada, porque ella dice que si no entendemos algunas palabras que no es obligado podemos hablar español. Translation: Nothing happens, because she says that if we don't understand some words that we don't have to, we can speak Spanish.	Yeah, porque para ellas es mejor que hablemos dos idiomas. Ellas no hablan mucho, pero si ellas si quieren que hable los dos idiomas. Translation: Yeah, because for them it is better that we speak two languages. They don't speak much but they do want me to speak both languages.
Janet (4th)	No tanto, pero la maestra habla más español y la otra maestra más ingles. Depende de la materia. Translation: Not so much but the teacher speaks more Spanish and the other teacher more English. It depends on the subject.	Depende de la clase y de la maestra. Translation: Depends on the subject and the teacher.	A ellas no les importa nos dejan hablar el que nos guste más. Ellas quieren que aprendamos sin importar el lenguaje. Translation: They don't care, they let us talk about the one we like best. They want us to learn regardless of the language.	Yo creo que, si por que como a veces en lectura podemos leer en español y otras ingles, nos dan oportunidades para hablar los dos idiomas. Translation: I believe that if, because sometimes in reading we can read in Spanish and sometimes in English, they give us opportunities to speak both languages.

Students' responses on the first two questions provide evidence that teachers try to adhere to the language of instruction according to the content area. All students expressed that for the most part teachers use, language depending on the language of instruction assigned by the district's dual-language framework. This was especially evident in the fourth-grade classroom where the teachers are departmentalized. The teacher participating in the study focuses on Spanish language arts, English language development and social studies, while the other teacher focuses on math and science. The four students in fourth grade, clearly discussed how they speak more Spanish with Ms. Zepeda and more English with the other teacher due to the content area. Students also mentioned that Ms. Zepeda prefers to speak more Spanish, and the other teacher prefers to speak more English, and they connect those preferences to the teacher's native language. Similarly, all four students in the fifth-grade classroom discussed a certain level of separation of languages according to the subject area, supporting the evidence from the observations.

Although, all students discussed this separation of languages by content area, they also made it very clear through all the responses that their teachers allow them to communicate and demonstrate their learning in either language. "The teacher helps us because she never says we have to do something in just one language. She doesn't care if we speak in English or Spanish, she wants us to learn," said Juan. This student response highlights two of the patterns emerging from the data set and across data sets. Both teachers have created hybrid spaces where students feel that both languages are valued, and they have the ability to demonstrate their learning in either language. Students do not feel that one language is more important than the other, and instead value the ability to be learning two languages.

Finally, all students believe that their teachers support their bilingual identities and their biliteracy. Students discussed how their teachers not only create such hybrid spaces, but also remind them of the benefits of being bilingual empowering their bilingual identities. “Ms. Z tells us that speaking two language is a way to communicate. It is a sense of pride for people to be able to speak two languages,” Cristina said. In this case, the teacher is building their bilingual identities by sharing that language is not just a medium to communicate, but bilingualism as a sense of pride. Similarly, another student mentions that his teacher always talks about bilingualism as a form of superpower. These two notions clearly connect to the first theme on how students internalize their bilingual identities as a sense of pride and feeling of superpower. Students’ responses emphasize and provide clear evidence of the connection between those students’ believes and the role of teachers in supporting how students construct positive bilingual identities and develop their biliteracy and bilingualism (Garcia, 2022).

This finding is also supported by the teachers’ responses to their interview questions. During the teacher interviews, both teachers were asked four questions specific to their understanding of how students develop their bilingual identities, their role in that process of identity development and the challenges they believe students encounter in developing those identities. The patterns emerging from the analysis of the responses demonstrate how the teachers’ language views not only transfer to classroom instructional practices but also have a big influence on how students view their bilingual identities. Overall, teachers understand their role in creating safe spaces where students can develop their bilingual identities and biliteracy. Both teachers understand the benefits of being bilingual and they work hard to transfer that understanding to student through their pedagogies and by setting an example.

As discussed during the introduction of this theme, Ms. Lamb believes that her role is to hook students into understanding the benefits of being bilingual and facilitating their identity and biliteracy development. During her interview, she discussed how learning a second language in college was challenging because for a while she felt she did not fit in and was struggling herself to develop that identity.

> I actually started in the bilingual pathway to become a teacher, but then I went back to generalist. I had feelings that I didn't belong there, I felt guilty. Here I was, a white monolingual person, trying to become a bilingual teacher. However, the more I internalized why I wanted to be a bilingual teacher, the more I felt like I had to deal with this internal battle. I guess it was my own process of developing my bilingual identity. So I decided to let go of my fears and I went back to the bilingual pathway. I decided to be part of the advocacy. I was so inspired by the culture and double identity that I could perceive in the Latinx community. I finally felt like I could belong, and that's why I became a bilingual teacher. I just hope that as a teacher I can transfer that understanding to my students. I work so hard to make sure that I provide those opportunities for them to develop a positive feeling about their bilingual identities.

This response captures and summarizes the findings that were part of this theme: teachers play a key role in supporting students in their development of their bilingual identities. Ms. Lamb added that she creates spaces where students can make full use of their language repertoire. As discussed in the first theme, students validate their bilingual identities and biliteracy by their language practices and choices they make daily. In her response, Ms. Lamb shared that sometimes some students want to speak more English, because is the language they

hear more, but she tries as much as possible to adhere to the district's dual-language framework to balance both languages and to encourage students to speak Spanish as well. She intentionally plans for activities that provide students opportunities to speak, read, write and listen in both languages.

Similarly, Ms. Zepeda shared her views and thoughts on her role in supporting students in their development of their identities and her experiences learning second language herself. Although, she shares very similar views with Ms. Lamb, her experiences as very different. Ms. Zepeda was born and raised in Mexico and moved to the United States at the age of 30. This is when she enrolled in classes to learn English and to obtain her alternative teacher certification. Once she was teaching, she continued her education with a masters and eventually completed a doctorate from a University in Spain. Her responses reflect how her experiences have shaped her views on bilingualism and her role as an educator. It is also important to note that Ms. Zepeda decided to complete her interview in Spanish.

> Yo siempre les digo a mis estudiantes que el poder ser bilingüe les abre oportunidades que no tendrían si no pudieran hablar dos idiomas. Además, les inculco la parte cultural, cuando aprendes otro idioma, no se trata solo del idioma que estas aprendiendo, también aprendes sobre la cultura y es como si tu cerebro se abriera a otro mundo. Pienso que mi papel en apoyar como los estudiantes desarrollan sus identidades bilingües es crear oportunidades para que desarrollen los dos lenguajes en diferentes contextos. Te digo que yo antes era super estricta con que solo hablaran en el lenguaje de instrucción, pero a medida que veo como los estudiantes necesitan poder expresarse en los dos idiomas, he tenido que cambiar un poco en darles esa oportunidad. Siempre les hablo de como yo aprendí

ya ingles cuando estaba mucho mayor, y les cuento de como eso me ayudo a tener más oportunidades. Yo espero que ellos comprendan que ser bilingüe no es solo saber dos idiomas, es tener la habilidad de comunicarte, de aprender, de conocer, y todo eso forma parte de la identidad.

[I always tell my students that being bilingual opens opportunities for them that they wouldn't have if they couldn't speak two languages. In addition, I instill in them the cultural part, when you learn another language, it is not only about the language you are learning, but you also learn about the culture and it is as if your brain opened up to another world. I think my role in supporting how students develop their bilingual identities is to create opportunities for them to develop both languages in different contexts. I can tell you that before I was super strict that they only speak in the language of instruction, but now, I see how students need to be able to express themselves in both languages, I have had to change a bit in giving them that opportunity. I always talk to them about how I learned English when I was much older, and I tell them how that helped me to have more opportunities. I hope that they understand that being bilingual is not only knowing two languages, but also having the ability to communicate, to learn, to know, and all of that is part of the identity.]

Ms. Zepeda clearly articulates that through classroom pedagogies she can provide opportunities for her students to develop their bilingual identities. She focuses on the biculturalism that also becomes a key component in that identity construction. She is able to share her experiences growing up in a different country and learning English as a second language at a much older age. She discusses how she has also learned to internalize and change

classroom instructional practices based on what she has learned about how students develop their bilingual identities and creating opportunities for the strategic use of bilingual pedagogies.

The analysis of both teacher interviews also highlights the connection between teachers' language views the opportunities they provide for students to develop their bilingual identities. In her responses, Ms. Lamb discusses how as a Spanish learner she struggled to construct her bilingual identity because of issues with belonging. She shares her experience when she did not believe she belong in a bilingual teaching program based on her culture and race. However, she was able to get past her fears and develop a positive perception of what it meant for her to develop a bilingual identity and to become biliterate. During her interview she adds, "I knew the value in speaking and learning two languages and being bilingual. I always tell my students, being bilingual is truly a superpower, it opens so many doors to the real world that they can't even imagine" (Teacher Interview 1). Similarly, in her responses, Ms. Zepeda emphasized the many doors and access to different contexts of society that open when a person is bilingual and biliterate.

In summary, the analysis of the teacher interviews supported the emergence and discussion of the theme in this section. Both teachers understand the value of biliteracy and bilingualism and are able to share how they have also developed positive bilingual identities, not only as bilingual learners, but as bilingual educators. Their positive language orientations transfer to classroom practices and pedagogies where her students have the same opportunities to explore, develop and internalize language and construct their bilingual identities.

The data analyzed and discussed in this section demonstrates a common pattern in the role teachers play in supporting and encouraging positive identity construction within bilingual classrooms. In this section, I discussed how the analysis of classroom observations, student

interviews, artifact collection and teacher interviews provide a strong argument to support the role of the teacher as a key agent in how students develop their bilingual identities. In this case, teachers' positive language views and experiences, lead to both classroom creating spaces where students can make full use of their language repertoires, explore different cultures and negotiate their identities through classroom discourses.

Summary

In this chapter, I explained the four themes that emerged from the data analysis. I analyzed the data from the lens of gaining a whole picture and deep understanding of how students developed their bilingual identities and how their perceptions translated to language use and practices in bilingual classrooms. Through this analysis, it became evident that identity development is a very complex concept to analyze and when the language layer is added on top, it becomes even more complex. However, each theme allowed us to understand a little more of how students negotiate their bilingual identities within bilingual classrooms.

The first theme indicated that students made language choices to demonstrate their biliteracy, bilingualism, and their ability to switch from one language to another. This theme aligned research questions one and two and provided a lens to understand not only how students perceive their bilingual identities but also the relationship to language use within their bilingual classrooms. In the analysis across the data, it became evident that students did not see themselves as two monolinguals in one, but instead they viewed their bilingualism as having one language repertoire. This provided opportunities for them to communicate across languages and engage in language practices that exemplified the fluidity and complexity of how as emergent bilinguals they were developing their biliteracy (Garcia, 2009).

The second theme identified three key concepts that the data showed are part of how students perceive their bilingual identities: as a sense of pride, power, and culture. This theme connected to research question one and provided a deeper insight into understanding how emergent bilingual students explored and negotiated their bilingual identities and their sense of belonging in a bilingual context. The emergence of this theme also established the connection between students' roots, their culture, and their bilingualism. The data analyzed as part of this theme proved that students had developed an enormous sense of pride in being able to speak both languages and that sense of pride has become a strong pillar in their bilingual identity development.

The third theme recognized the dichotomy that exists even when students have positive perceptions of their bilingual identities. This theme highlighted how their bilingual identities were dominated by language as a resource orientation and provided more context in response to research questions one and three. The data across the different sets showed that students viewed their bilingual identities and biliteracy as a trait that gavs them access to different aspects of society. In the analysis, some common notions emerged such as access to better jobs, monetary gains, more opportunities to communicate and network, and the ability to provide help and support to their families. This analyzes supported the idea that part of students' internalization of their bilingual identities comes from this lens of language as a resource ideology.

The fourth and final theme aligned with the last research question and focused on the teacher role as part of how students develop and perceive their bilingual identities. This theme identified how teacher pedagogies and language views directly influenced students' bilingual identities and language use. In the analysis of the data, different patterns emerged across the different data sets that demonstrated the key role that educators play in providing opportunities

for students to develop their bilingual identities and their biliteracy. Both teachers that were part of the study demonstrated that through the use of different instructional approaches designed based on their own language views, students were able to make full use of their language repertoires and develop positive bilingual identities. The data also showed that when teachers themselves have positive bilingual identities, they provided more opportunities for students to use both languages and they created hybrid spaces where both languages were equally valued.

Overall, the four themes discussed in this chapter provided an opportunity to examine and understand how emergent bilinguals were developing their identity and biliteracy in today's bilingual classrooms and how it becomes reflected in students' language use. The themes identified as part of the data analysis supported the idea that students developing their bilingual identities is an ongoing process influenced by both internal and external factors around them. The classroom observations, student and teacher interviews, and artifact collection provided a tiny window and insight into understanding part of that process and identifying factors that play a role in such process. Furthermore, in synthesizing and making connections across these four themes, three overarching findings were worth discussing in relationship to its implications for practice and in connection to the theoretical framework. In chapter five, I discuss how these themes represented three key findings and the implications for educators, practitioners, and researchers.

CHAPTER V

DISCUSSION AND IMPLICATIONS

"*We as researchers need to understand the rich diversity of human experience.*"

(Saldaña, 2015)

As described by Saldaña (2015), embarking upon this form of inquiry provides the researcher with the opportunity to explore this diversity of the experiences human encounter on their everyday lives. The purpose of this ethnographic case study was to examine how emergent bilinguals develop and perceive their bilingual identities in bilingual classrooms, how this translates to language use and to analyze which factors influence this identity construction together with their biliteracy. Through my data collection and analysis I explored how emergent bilinguals construct their bilingual identities and biliteracy and the different factors that influence this development. I used two different theoretical lenses to identify and analyze those key notions of their identity development and the different factors that influence those notions and internalizations. Three research questions were explored, including (1) How do students perceive their bilingual identities in bilingual classrooms? (2) What is the relationship between students' perceptions of their own identities, biliteracy, and language use in bilingual classrooms? and (3) What factors influence how students construct and develop their bilingual identities?

"Thinking qualitatively means purposely adopting different lenses, filters, and angles as we view social life so as to discover new perceptions and cognitions about the facet of the world

we're researching" (Saldaña, 2015, p. 11). In this chapter, I discuss and synthesize the three key findings as they relate and connect to the themes discussed in the previous chapter, which are (1) bilingual identity as a sense of belonging, investment, and agency; (2) positive identity construction as a way to leverage biliteracy and bilingual classroom discourses; and (3) language orientations and ideologies, and the role of teachers in students' bilingual identity construction. First, I present the significance of each finding by research question using the theoretical frameworks and review of the literature as a way to ground the discussion. Next, I discuss the implications of each finding in relationship to practice, and educational policy. I conclude by providing a discussion on the implications for further research.

Bilingual Identity as a Sense of Belonging, Investment, and Agency

As part of my first research question, I aimed to answer how emergent bilinguals perceive their bilingual identities. In synthesizing the four themes that emerged as part of the data analysis while providing insight into this question, one finding becomes evident: students perceive their bilingual identities as a sense of belonging, investment and agency. These three important constructs provide a way to recognize the complexity of identity development as it relates to language and biliteracy. Furthermore, they provide a starting point to discuss what those three ideas mean for educational practices, policy and gaps in research.

Norton (2000) emphasized the need to develop an understanding of how identity "integrates and the language learner and the language learning context" (p. 4). This is because it is impossible to understand how students develop their bilingual identities without considering the role language plays in that development. Nguyen (2021) made it clear that "language is a key element in identity formation" (p. 93). This intersectionality between language and identity is

the foundation to being to understand how students in this study develop their bilingual identities. First, students perceive their bilingual identities in a way that allows them to feel a sense of belonging in the different contexts they encounter as part of their daily lives.

Students in both bilingual classrooms demonstrated the level of pride they take in being bilingual and the value they placed in nurturing their mother tongue as a way to stay connected with their culture and family. Students' responses and classrooms discourses support the assertion that they want to feel "respected and value as bilingual individuals" (De Jon et al., 2020, p. 2) and they demonstrated that they negotiate their bilingual identity through the lenses of value and respect. Additionally, students also recognize the internal and external tensions that can arise from that negotiation because "the process of becoming and understanding bilingualism [is] a constant internal negotiation between taking on the deficit ideologies associated with language(s), and the embodiment of pride or orgullo" (DeNicolo & Gonzalez, 2015, p. 117).

This innate desire for fulfillment or belonging becomes part of how they develop and enact their bilingual identities in relationship to their families, friendships, food, traditions and social contexts. The desire to belong is also influenced by the need they feel to make their families proud because they are growing up in cultures where bilingualism is viewed as positive trait. Therefore, they perceive their bilingual identities as part of their culture, which they constantly referenced during the interviews and artifact collection as a way to keep a link to their roots and families. Students also emphasized how having the ability to speak two languages allows them to connect to their peers, teachers and the outside world and the sense of power they feel by having the ability to speak more than one language. It is this need to belong as part of the social groups and different contexts that intersects with how they view language and

bilingualism as a way to bridge both, leveraging the positive development of their bilingual identities.

This perception of identity as a sense of belonging is interconnected to the effort and conscious choices or agency, they put into developing their bilingualism and biliteracy or how invested they are in this process. Looking through the theoretical lens of identity and investment, I argue that the students in both classes are invested in being bilingual and developing both languages at both levels, intrinsic and extrinsic. Furthermore, students made agentic decisions on language use based on their investment in their biliteracy. In the synthesis of the themes, the findings suggest that students are conscious that by becoming bilingual "they will acquire a wider range of symbolic and materials resources, which will in turn increase the value of their cultural capital and social power" (Darvin & Norton, 2015, p. 37). This awareness translates to having a high investment in maintaining their mother tongue, becoming fully bilingual and biliterate, and using both languages to increase their cultural capital and social power.

Students are both intrinsically and extrinsically invested in becoming bilingual and biliterate because they perceive their bilingual identities as a point of pride. At the same time, they want to keep their place within their different social contexts and as part of that cultural capital. Students are aware of the benefits of being bilingual in terms of that social capital and monetary gains. "Me siento poderoso" [I feel powerful] is a phrase that was repeated by many of the students when discussing how they perceive themselves as bilingual individuals. Those perceptions highlight the finding that students perceive their bilingual identities as a way to "collapse the dichotomies associated" (Norton, 2015, p. 37) with seeing identity and language as two separate constructs, instead of understanding the intersectionality between the two.

Students also emphasized the importance of executing agency by having opportunities to demonstrate their learning and knowledge in both languages and making full use of their language repertoire. This supports the concept discussed as part of this finding: bilingual identity as a sense of agency. “When learners are able to exercise agency, they can construct the identities that they wish to construct” (Kayi-Aydar, 2015, p. 141). Students and teachers indicated in the observations, interviews and artifacts, that for them it is imperative to be part of hybrid spaces where both languages are equally valued and accepted. Students discussed that they value the dynamic and fluid language opportunities that are part of their classroom culture and daily instruction. As supported by the dynamic bilingualism approach (Garcia, 2009), emergent bilingual students have hybrid language practices that are not linear, but instead they engage in linguistic practices that change according to the multilingual contexts they encountered.

In this section, I discussed the first overarching finding in response to the first question: How do students perceive their bilingual identities in bilingual classrooms? I connected the different themes discussed in the previous chapter with the two theoretical lenses to discuss how students perceive and internalize their bilingual identities as a sense of belonging, investment and agency. I highlighted those connections in an effort to explain how these three notions of belonging, investment and agency intersect to provide a window into students’ bilingual identity. The discussion focused on explaining how students view their bilingual identities in relationship to the ability to make conscious language choices, their investments which facilitates their sense of belonging as part of their different cultural and social contexts. This intersectionality further demonstrates how students’ positive perceptions of their bilingual identities translates to bilingual classroom discourses which will be discussed in the following section.

Positive Identity Constructions as a way to Leverage Biliteracy and Bilingual Classroom Discourses

My second research question aimed to find answers on the relationship between students' perceptions of their own identities, biliteracy, and their language use in bilingual classrooms. This was a key question in the study because as a bilingual educator and practitioner myself, I had many preconceived notions about language use within bilingual classrooms. In fact, part of the literature discussed in chapter two focuses on this phenomenon that practitioners and researchers were observing within bilingual classrooms: the lack of Spanish language use within bilingual classrooms (Potowski, 2004, 2007). In this section, I discuss, through my theoretical lens of Norton's (2009) identity and investment, one key finding: positive identity construction results in increased biliteracy and bilingual language practices.

As discussed in the previous section, students demonstrated that they embrace their bilingual identities and have a strong sense of pride in understanding what it means to be bilingual and the benefits of being biliterate. They engaged in classroom discourses where both languages where elevated and the complexity and fluidity of language was seamless. During the interviews and artifact collection stages, all students had the opportunity to enact their agency by choosing the language in which they were going to answers question or share their perceptions about being bilingual. As opposed to what I had anticipated, all students chose to complete the interview in Spanish and the majority of artifacts were produced in Spanish or both languages. As a participant observer I had the opportunity to interact with students in contexts where they were leveraging both languages to support their understanding of their content. Through those interactions, students language choices support the idea that they possess one language repertoire thus deconstructing monoglossic views of bilingualism (Garcia, 2009).

It is this deconstruction of such views together with the positive identity perceptions of students that leads to understanding of the relationship between identity, biliteracy and language use. As discussed in the literature review, researchers have found a connection between investment, identity and language use (Potowski, 2004, 2007). This finding supports this connection and expands on the notion that when students develop positive bilingual identities, they are more likely to use both languages and to invest in developing and making full use of their language repertoires. Students internalized their bilingual identities with pride and in relationship to their culture. They also demonstrated an understanding of the benefits of being bilingual which transferred to developing positive ideas about their bilingualism. Those positive constructs created the building blocks for embracing and investing in their biliteracy (Norton, 2000).

Furthermore, this finding helps us understand how students negotiate their bilingual identities through their language use and how they achieve biliteracy through that negotiation thus exposing the intersectionality of these three notions. Students themselves identified this connection as they discussed their bilingualism and biliteracy as having power and feeling powerful. In turn, they became more invested in their development of their bilingualism as demonstrated by the different classroom discourses and their responses to the interview questions. This investment not only contributes to the use of both languages as a one language repertoire and it also reduces the tensions that can be part of identity development in emergent bilinguals. According to Fielding, (2016) this tension can exist when students "feel their language connection (an aspect of their bilingual identity) does not match their level of language competence" (p. 153). Students in this study did not express this tension from the classroom context due to their confidence in their bilingualism and biliteracy and their positive

internalization of what it means to be bilingual. However, in some of their responses they expressed the ideological tensions that exist as part of living in an English dominant society.

In this section, I discussed the second finding in relationship to the second research question and explained the relationship between students' perceptions of their own identities, biliteracy, and their language use in bilingual classrooms. The synthesis of the themes highlighted one key factor in understanding this relationship: students who construct positive bilingual identities invest in their development of their bilingualism, biliteracy which translates into bilingual classroom discourses. I identified and explained the components of this intersectionality and how they all relate to each other. I used my theoretical lens to frame my discussion around the concept of investment and how it relates to bilingual identity development. I discussed how this finding provides evidence of the importance of the deconstruction of monoglossic language views and instead embraces the idea that students possess one language repertoire and are not two monolinguals in one (Garcia, 2009). Although this finding provides a rationale and discussion on this relationship, it is also important to discuss the factors, internal and external, that can influence or affect this relationship and the perception of students' identities.

Language Orientations, Ideologies and the Role of Teachers in Students' Bilingual Identity Construction

In this section I discuss my last finding as part of the synthesis of the themes and in response to the last research question: What instructional factors influence how students construct and develop their bilingual identities? In synthesizing the themes discussed in chapter four, three key factors stood out as playing a key role in how students internalize, develop and

negotiate their bilingual identities. Students showed that these three key factors, some internal and some external, influenced and leveraged how they perceive their bilingual identities. According to Lopez and Musanti (2019), "the process of identity negotiation is complex, encompassing internal and external classroom factors" (p. 62). Students that took part in this study negotiate and enact their bilingual identities in response to teachers' language orientations, ideologies and instructional pedagogies.

Researchers have established the connection between language orientations and classroom discourses (Hult & Hornberger, 2016; Ricento, 2005; Zuñiga, 2016). My study aimed at taking this connection a step further by analyzing how those language orientations played a role in how students developed and perceived their bilingual identities. Students demonstrated that they view their bilingualism as a personal and national resource reflecting a language as a resource orientation (Ruiz, 1984). In other words, students expressed that they find value in their bilingualism in relationship to the access that language provides to them in terms of culture, relationships and job opportunities. Hult and Hornberger (2016) believed that viewing language as a resource has "intrinsic value in relation to cultural reproduction, community relations, inter-generational communication, identity construction, building self-esteem, and intellectual engagement (p. 39). Students clearly articulated many of those components as they discussed their views on bilingualism, biliteracy and as they shared how they perceive their bilingual identities. They highlighted all of those key aspects of what language as a resource represents in their response and classroom discourses.

This perception of language as a resource connects directly to how invested students demonstrated they are to learning a second language and developing their biliteracy. Norton's (2007) theoretical framework of identity and investment recognizes the connection between

language learning and how invested students are in the learning process. This investment is not grounded in mere motivation, but instead is grounded in understanding how a sense of who they are as bilingual learners and seeing that connection across different contexts. Students exemplified this connection as they discussed their reason for their own investments grounded in this language as a resource orientation. In other words, students revealed that they are invested in their own bilingual identity and they see language development as a foundation of that identity.

Student's identity development is not just influenced by their own perceptions, but it is also leveraged through their school contexts, especially their teachers. The data analysis showed that teachers play a key role in how students develop, enact and demonstrate their bilingual identities. The four themes that emerged connect students' identity and language development to their role of the teacher. Students would not be able to make full use of their language repertoires as they did if the teachers did not provide those opportunities. Teachers are responsible for configuring their classrooms "as a space in which ELLs' identities are continuously and dynamically negotiated" (Lopez & Musanti, 2019, p. 63). The language used analyzed indicated that both teachers in this study created such hybrid spaces where students were able to have agency and make language choices based on the different contexts they encountered. Additionally, teachers leveraged students' positive identity construction by the instructional strategies and opportunities for meaningful discussion around the value of being bilingual. Students stated multiple times the messaging their teachers emphasized in regard to bilingualism as a special power and something they should be proud of. Teachers provided those opportunities based on their own language ideologies and how they negotiate their own bilingual identities.

There is direct correlation between teachers' language ideologies and the instructional strategies they implement in their classrooms (Briceño, 2018, Fitzsimmons-Doolan, Palmer, & Henderson, 2017). Both teachers demonstrated their own embracement of their bilingual identities based on the ideological clarity they possessed and their view on the value and importance of bilingualism and biliteracy. They shared their experiences learning a second language and the processes that led them to develop heteroglossic language ideologies. These heteroglossic language ideologies were crucial in how both teachers implemented instructional strategies where both languages were equally valued and elevated and students demonstrated the nature of language fluidity and complexity (Garcia, 2009). Teachers demonstrated a strong belief that as bilinguals, students should be able to make full use of their language repertoires which translated to empowering students to make those choices leading to positive language identity construction. Students highlighted that their teachers created classroom contexts that allowed them to move from one language to another, while encouraging them to use both for instructional purposes.

Analyzing and discussing this finding through the lens of the dynamic bilingualism approach (Garcia, 2009), allows us to further understand the linguistic interrelationships that were part of these two bilingual classrooms and how those influence identity development. Teachers' instructional strategies reflected their understanding of the dynamic language practices that are part of students' bilingual identities. Furthermore, this finding solidifies the key role that teachers play in students' identity development. In this study, both teachers' provided opportunities for students to negotiate language practices through pedagogies that led to positive identity development.

Implications for Practice

In the previous section, I discussed three key findings emerging from the synthesis of the themes discussed in chapter four and in relationship to the research questions. It is important to consider how those findings translate to implications for practice to better align how we are supporting and serving emergent bilinguals in today's educational contexts. In this section, I will discuss two overarching implications grounded in the findings. The first implication focuses on the role of school systems as a place to leverage positive identity construction and the different components that fall under this category of school systems. The second implication discusses the need for professional development for teachers as they develop their own bilingual identities and to be able to support students' identity construction.

School Systems as A Place to Leverage Positive Identity Construction

This first implication is centered around the idea that school and the different systems they have in place can have a great impact on how students develop their bilingual identities. The findings in the study showed that schools are one of the major places where identity development and negotiation takes place since it is a place where students spend a great amount of time (Bailey & Osipova, 2016). Schools should be places where students have multiple opportunities to interact with contexts that enable them to internalize and explore who they are as bilingual individuals and how that relates to their culture, language and place in real world settings. Schools can create those opportunities by building them into the curriculum, making connections to families and creating hybrid spaces that embrace the dynamic of being bilingual (DeNicolo & Gónzalez, 2015; Lopez & Musanti, 2019).

In my literature review I discussed the intersectionality of curriculum and identity and the gap that exists in many classrooms today that failed to establish that connection (Chan, 2007; Garcia-Huidobro, 2018; Langer-Osuna & Nasir, 2016). The curriculum should be a starting place where schools can build opportunities for students to engage in identity negotiation through the literature, pedagogies and instructional frameworks that are built to support emergent bilinguals, instead of marginalizing them (Flores & Beardsomore, 2019). These curriculums should be focused on providing concrete ways for students to develop positive identities through their content learning while developing their biliteracy. Bilingual pedagogies must have clear foundations and opportunities for students to develop both languages in different contents while embracing the dynamic approach of students' language practices. The pedagogies must be clear and explicit for teachers to ensure that we are not placing emphasis on one language over another.

The curriculum should also provide opportunities to build connections between school and students' families and culture. In this study, students perceived their bilingual identities as a sense of pride and that sense of pride translated to increased use of both languages and investment in their biliteracy. This sense of pride comes from the connection students make between their first language and their families and cultures. If we want students to have an opportunity to build positive bilingual identities, we must first understand the cultural and linguistic experiences and knowledge that are shared through their families and cultures. This is why is crucial for schools to provide those opportunities where students' funds of knowledge are leveraged as a foundation for positive identity development (Gonzalez, Moll &, Amanti, 2005). These opportunities can be built into the curriculum as literature, practices and pedagogies to ensure that those connections between home and school are happening. Most importantly, those

opportunities for positive identity development come directly from the classroom where students spend most of their school day.

The findings in this study showed that when students can explore their language practices and make full use of their language repertoires, they can construct positive bilingual identities. This means that teachers must be able to create classrooms contexts where this exploration can take place and students can demonstrate the dynamic bilingual practices that are part of their identities as bilingual individuals. Emergent bilingual students who have opportunities to explore their bilingual identities understand that they are not two monolinguals in one; on the contrary, they possess one language repertoire that allows them to move fluidly between languages (Garcia, 2009). Classrooms should become places where students not only feel valued, but their language practices are equally elevated and embraced by the pedagogies. Garcia (2022) argued that "effective language teachers must enable [students] to be active agents assembling their full repertoire in the process of learning" (p. 33). This requires instructional strategies that take into consideration the nuances of how bilinguals negotiate language and how those translate to language use within the classroom.

Educators need to have a strong understanding of what creating hybrid spaces represents and what that means for classroom practices. Although, through the data analysis the use of translanguaging pedagogies was evident as part of how students develop their bilingual identities, educators need to have a clear and understanding that there is a time and space for those pedagogies and eliminating pedagogies in which language are kept separated might be counterproductive to students' biliteracy development. It is still crucial for students to develop content knowledge and vocabulary in both languages while making crosslinguistic connections and educators must develop a deep understanding of what creating hybrid therefore educators

must be careful when designing instructional lessons that suggest that language separation is detrimental to students' biliteracy development (Guerrero, 2021; Jaspers, 2018). Additionally, these hybrid language practices can only take place in classrooms where the school and teachers understand the value of those practices and know how to support them, thus emphasizing the need for professional development and teacher preparation.

Professional Development for Teachers

The findings discussed the role of the teacher in leveraging students' identity construction and how their own language ideologies translate to the level of support they can provide students in that process. This means that teachers need to have the necessary support from administrators, districts and educational consultants in order to feel prepared to support students' in their identity negotiation. This supports begins by providing opportunities for teachers to explore their own language ideologies and identities as they relate to the instructional strategies they chose to use as part of the daily instruction. Briceño (2018) makes it clear that "the development of ideology alongside pedagogy is necessary to prepare effective bilingual teachers who employ critical practices that foster dynamic bilingualism" (p. 298). Therefore, teachers need support to ensure that they are creating classroom spaces where such critical practices can take place.

This teacher support needs to start at the teacher preparation level as they are going through their courses to become bilingual teachers and needs to continue as part of their ongoing professional development every year. Districts and schools should be partnering with educational consultants who can provide ongoing and continuous research-based professional development specific to working with emergent bilingual students. We can expect teachers to sit through professional development grounded in one-size-fits-all approach and expect them to apply those

approaches to bilingual students. As discussed in this study, understanding how students develop their bilingual identities is a complex process, and teachers require support to comprehend it and to see their role in that development. Additionally, teachers need to have opportunities to discuss, internalize and reflect on their language ideologies and collaborate with each other to develop a mutual understanding of best instructional practices for emergent bilinguals.

This section discussed the practical implications grounded in the findings to ensure that as practitioners we are creating systems to support and leverage students' positive identity construction and align classroom practices to those systems. The discussion focused the role of schools as system to create those opportunities through the curriculum, home and school connections and pedagogies. I also emphasize the need to support teachers in their own internalizations of their identities and in helping them understand their role in supporting students with their identity construction. These findings also suggest the need for future research in understanding the intersectionality of identity, language, and biliteracy.

Implications for Further Research

Further research is needed to continue to explore how emergent bilingual students develop their bilingual identities in bilingual classrooms. Due to the constraints with COVID-19, the participant observations and interviews were completed via Zoom which limits what I was able to observe and only see specific student discourses in specific content areas. This study could be replicated using in person participants observations and a broader student sample. The study could also include two-way dual-language classrooms to further analyze how the dynamics and classroom discourses could change. Also, conducting in person participants observations provides the opportunity to observe student discourse within different school contexts.

Additionally, the study can include classrooms at different schools to broaden the sample size and understand how bilingual programs can be different across different schools.

Based on the findings, another area that calls for further research is focusing on teachers' language ideologies and how they develop their bilingual identities. I discussed the key role that teachers play in students' identity construction and therefore it is crucial to understand how teachers in bilingual classrooms internalize their own identities. Additionally focusing on the teachers can provide an opportunity to further analyze how their language ideologies translate to classroom instructional practices and the role that schools and districts play in their identity development.

Furthermore, an unexpected finding that emerged from analyzing the different data sets was seeing students using both language and elevating both languages during the classroom discourses and interviews. It is worth analyzing what additional factors influence students' investment in using both languages and the shift in paradigm that is occurring in bilingual classrooms. It is important to carefully explore and focus on the language practices of emergent bilingual students in bilingual classrooms and how those language practices translate to biliteracy development. This type of research will require using mixed-methods research to observe and measure students' language choices and analyze language proficiency data in both language and establish a connection between the two.

Finally, further research can also focus on understanding the impact of current language policies and how those policies influence the development of bilingual instructional programs and strategies that are part of bilingual classrooms. The data reflected the lack of critical consciousness as a factor in how student develop their bilingual identities. Looking into why students and teachers do not discuss language from a right orientation might provide an

additional lens to examine students' identity development. It is also important to explore how the language policies translate to practices at different levels within the school systems and how they eventually translate to language practices. Understanding the relationship between language policies and classroom practices can provide the opportunity to advocate for policy changes that are crucial to ensure bilingual students are not marginalized in today's classrooms.

Conclusions

Developing an understanding of how students perceive their bilingual identity and the connection between those identities and language use in today's bilingual classrooms can be challenging, but it is imperative. Research clearly suggests that deficit approaches to educating emergent bilingual students lead to the marginalization of their language, culture and knowledge (Cummins, 2018; Garcia & Tupas, 2019; Poza, 2016) Those deficit approaches can also cause detrimental consequences cognitively, linguistically and socially widening the educational gap for emergent bilinguals. This study aimed at examining how emergent bilinguals perceive their bilingual identities and the connection to language use in the classroom. Furthermore, my study examined the factors, including teachers pedagogies that lead to positive identity construction.

The results of the study suggested that students perceive their bilingual identities as a sense of belonging, investment and agency. Additionally, there is a connection between students positive identity construction and the language practices and use of bilingual students. Furthermore, language orientations, ideologies and teachers play a crucial role in how they develop and construct those bilingual identities. Those findings are critical in understanding the role of schooling, teachers and families in students' identity development. These findings also serve as a springboard to start thinking about the current practices schools and classrooms have

in place to support students' identity and language use. I established the connection between positive bilingual identities and hybrid language practices where students are able to make use of their language repertoires. The findings also suggest that students exhibit agency and become invested in learning both languages when they have the support and environment to enact such agency.

It is also important to highlight the support teachers need to develop their own identities and have spaces where they have the opportunity to explore their language ideologies and their role in helping students develop their bilingual identities. Students also demonstrated that part of having positive bilingual identities is embracing their culture and developing a sense of pride for being bilingual. However, the findings also suggest the lack of opportunities for students to engage in deep conversations and reflections about their bilingual identities and their relationship to society and the world or a lack of critical consciousness.

Through this research study, I have realized that my role as an emergent researcher is just starting and the work in the field of bilingual education is one that is crucial to counteract the marginalization of our emergent bilinguals. This study aimed at filling some of the current gaps that still exists in understanding the intersectionality of identity and language and what it means for current practices in the field. As demonstrated by the data analysis and discussion, developing that level of understanding is the first step into ensuring that the educational experiences students encounter daily meet their social, cultural, psychological and linguistic needs in ways that create positive spaces for identity construction and biliteracy development.

REFERENCES

Alstad, G. T., & Sopanen, P. (2020). Language orientations in early childhood education policy in Finland and Norway. *Nordic Journal of Studies in Educational Policy, 7*(1), 30–43. https://doi.org/10.1080/20020317.2020.1862951

Anderson-Levitt, K. M. (2012). Complicating the concept of culture. *Comparative Education, 48*(4), 441-454.

Ansó Ros, J., Maijala, M., & Valkamo, N. (2021). The role of the teacher in Heritage Language Maintenance Courses in Finland. *Journal of Multilingual and Multicultural Development*, 1–14. https://doi.org/10.1080/01434632.2021.1906692

Bailey, A. L., & Osipova, A. (2016). *Children's multilingual development and education: Fostering linguistic resources in home and school contexts*. Cambridge University Press.

Bauer, E. B., & Gort, M. (2012). *Early biliteracy development. Exploring young learners' use of their linguistic resources*. Routledge.

Beeman, K., & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Caslon Publishing.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Briceño, A. (2018). "En español esa palabra no tiene ningún sentido:" A cross-case analysis of three Mexican American dual language teachers' language ideologies and instructional differences. *International Multilingual Research Journal, 12*(4), 288-301. https://doi.org/10.1080/19313152.2018.1470436

Brinkmann, S. (2018). The interview. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (5th ed., pp. 576-599). SAGE.

Chan, E. (2007). Student experiences of a culturally-sensitive curriculum: Ethnic identity development amid conflicting stories to live by. *Journal of Curriculum Studies, 39*(2), 177-194. https://doi.org/10.1080/0022027060096865

Chang, Y. (2016). Discourses, identities and investment in English as a Second Language Learning: Voices from two U.S. community college students. *International Journal of Education and Literacy Studies, 4*(4), 38–49. https://doi.org/10.7575/aiac.ijels.v.4n.

Creese, A., & Blackledge, A. (2015). Translanguaging and identity in educational settings. *Annual Review of Applied Linguistics, 35,* 20-35. https://doi.org/10.1017/s0267190514000233

Creswell, J. W. (2007). *Qualitative inquiry and research design: choosing among five approaches* (2nd ed.). SAGE.

Creswell, J. W. (2013). *Qualitative inquiry and research design: choosing among five approaches* (3rd ed.). SAGE.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed). SAGE..

Cummins, J. (2000). Negotiating intercultural identities in the multilingual classroom. *The CATESOL Journal, 12(*1), 163-178.

Cummins, J. (2018). Foreword. In O. García & J. A. Kleifgen (2018). Educating emergent bilinguals: policies, programs, and practices for English learners. Teachers College Press

Cummins, J., Bismilla, V., Chow, P., Cohen, S., Giampapa, F., Leoni, L., Sandhu, P., & Sastri, P. (2005). Affirming identity in multilingual classrooms. *Educational Leadership, 63*(1), 38-43.

Darvin, R., & Norton, B. (2015). Identity and a model of investment in Applied Linguistics. *Annual Review of Applied Linguistics*, *35*, 36–56. https://doi.org/10.1017/s0267190514000191

Darvin, R., & Norton, B. (2018). Identity, investment, and TESOL. In S. Nero & J. Liontas (Eds.), *The TESOL encyclopedia of English language teaching* (Vol. 6). Wiley Blackwell.

De Jong, E. J., Coulter, Z., & Tsai, M.-C. (2020). Two-way bilingual education programs and sense of belonging: Perspectives from middle school students. *International Journal of Bilingual Education and Bilingualism*, 1–13. https://doi.org/10.1080/13670050.2020.1783635

DeNicolo, C. P., & González, M. (2015). Testimoniando en Nepantla: Using testimonio as a pedagogical tool for exploring embodied literacies and bilingualism. *Journal of Language and Literacy Education, 11*(1), 109-126

Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage handbook of qualitative research*. SAGE.

DeWalt, K. M., & DeWalt, B. R. (2002). *Participant observation: A guide for fieldworkers*. Altamira Press.

Dong, J. (2018). Language and identity construction of China's rural-urban migrant children: An ethnographic study in an urban public school. *Journal of Language, Identity & Education, 17*(5), 336-349. https://doi.org/10.1080/15348458.2018.1470517

Dworin, J. (2003). Insights into biliteracy development: Toward a bidirectional theory of bilingual pedagogy. *Journal of Hispanic Higher Education, 2*(2), 171–186.

Durán, L. (2018). Understanding young children's everyday biliteracy: "Spontaneous" and "scientific" influences on learning. *Journal of Early Childhood Literacy, 18*(1), 71–96. https://doi.org/10.1177/1468798417740617

Evans, L. M., & Avila, A. (2016). Enhancing science learning through dynamic bilingual practices. *Childhood Education, 92*(4), 290–297. https://doi.org/10.1080/00094056.2016.1208007

Fielding, R. (2016). Bilingual identity negotiation in practice: Teacher pedagogy and classroom interaction in a bilingual programme. *The Language Learning Journal, 44*(2), 152–168. https://doi.org/10.1080/09571736.2012.757635

Fielding, R., & Harbon, L. (2013). Examining bilingual and bicultural identity in young students. *Foreign Language Annals, 46*(4), 527–544. https://doi.org/10.1111/flan.12051

Flick, U. (2018). Triangulation. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (5th ed., pp. 444-461). SAGE.

Flores, N., & Beardsmore, H. B. (2015). Programs and structures in bilingual and multilingual education. In W.E. Wright, S. Boun & O. Garcia (Eds.), *The handbook of bilingual and multilingual education* (pp. 203-222). Wiley and Sons.

Fontana, A., & Frey, J. H. (2008). The interview: From neutral stance to political involvement. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (3rd ed., pp. 695-727). SAGE.

Fránquiz, M., Leija, M., & Garza, I. (2015). "Figuring" bidirectional home and school connections along the biliteracy continuum. *Bilingual Research Journal, 38*(2), 152–171. https://doi.org/10.1080/15235882.2015.1063552

Freire, P., Ramos, M. B., Macedo, D. P., & Shor, I. (2018). *Pedagogy of the oppressed*. Bloomsbury Academic.

Gándara, P., & Escamilla, K. (2017). Bilingual education in the United States. In O. Garcia., A. M. Y. Lin, & S. May (Eds), *Bilingual and multilingual education* (pp. 439-452). Springer. https://doi.org/10.1007/978-3-319-02258-1_33.

García, O. (2022). Too much psychology? The role of the social in language learning motivation. In A. Al Hoorie (Ed.). *Language Learning Motivation: Concise accounts of key concepts* (pp. 27-36). Bloomsbury.

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

García, O., & Tupas, R. (2019). Doing and undoing bilingualism in education. In A. De Houwer & L. Ortega (Eds.), *The Cambridge handbook of bilingualism* (pp. 390–407). Cambridge University Press.

García O., & Kleifgen, J. A. (2018). *Educating emergent bilinguals: Policies, programs, and practices for English learners*. Teachers College Press.

Garcia-Huidobro, J. C. (2018). Addressing the crisis in curriculum studies: curriculum integration that bridges issues of identity and knowledge. *The Curriculum Journal*, *29*(1), 25–42. https://doi.org/10.1080/09585176.2017.1369442

García-Mateus, S., & Palmer, D. (2017). Translanguaging pedagogies for positive identities in two-way dual language bilingual education. *Journal of Language, Identity & Education,16*(4), 245-255. https://doi.org/10.1080/15348458.2017.1329016

García, O., Homonoff Woodley, H., & Flores, N. (2013). Latino emergent bilingual youth in high schools: Transcaring strategies for academic success. *Urban Education*, *48*(6), 798-827.

Glesne, C. (2011). *Becoming qualitative researchers: An introduction* (4th ed.) Pearson.

González, N., Moll, L. C., & Amanti, C. (2009). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge.

Guerrero, M. (2021). Gauging the adequacy of translanguaging allocation policy in two-way immersion programs in the U.S. *Journal of Latinos and Education*, 1–15. https://doi.org/10.1080/15348431.2021.1971086

Hajar, A. (2017). Identity, investment and language learning strategies of two Syrian students in Syria and Britain. *Language, Culture and Curriculum*, *30*(3), 250–264. doi: 10.1080/07908318.2017.1317266

Hall, J. K., (2011). *Teaching and researching: Language and culture.* Routledge.

Henderson, K. I. (2017). Teacher language ideologies mediating classroom-level language policy in the implementation of dual language bilingual education. *Linguistics and Education, 42*, 21-33. https://doi.org/10.1016/j.linged.2017.08.003

Jaspers, J. (2018). The transformative limits of translanguaging. *Language & Communication, 58*, 1–10. https://doi.org/10.1016/j.langcom.2017.12.001

Jimenez, R. T. (2000). Literacy and the identity development of Latina/o students. *American Educational Research Journal*, *37*(4), 971. https://doi.org/10.2307/1163499

Jones, J., & Smith, J. (2017). Ethnography: challenges and opportunities. *Evidence Based Nursing*, *20*(4), 98–100. https://doi.org/10.1136/eb-2017-102786

Kabuto, B. (2015). The construction of biliterate narratives and identities between parents and children. *Global Education Review, 2*(2), 7-23.

Karam, F. J. (2017). Language and identity construction: The case of a refugee digital bricoleur. *Journal of Adolescent & Adult Literacy, 61*(5), 511-521. https://doi.org/10.1002/jaal.719

Kayi-Aydar, H. (2015). Multiple identities, negotiations, and agency across time and space: A narrative inquiry of a foreign language teacher candidate. *Critical Inquiry in Language Studies, 12*(2), 137–160. https://doi.org/10.1080/15427587.2015.1032076

Kim, S. (2018). "It was kind of a given that we were all multilingual:" Transnational youth identity work in digital translanguaging. *Linguistics and Education, 43*, 39-52. https://doi.org/10.1016/j.linged.2017.10.008

King, K. A. (2013). A Tale of three sisters: Language ideologies, identities, and negotiations in a bilingual, transnational family. *International Multilingual Research Journal 7*(1), 49-65. https://doi.org/10.1080/19313152.2013.746800

Kiramba, L. K. (2016). Heteroglossic practices in a multilingual science classroom. International *Journal of Bilingual Education and Bilingualism, 22*(4), 445–458. https://doi.org/10.1080/13670050.2016.1267695

Langer-Osuna, J. M., & Nasir, N. I. S. (2016). Rehumanizing the "other: Race, culture, and identity in education research. *Review of Research in Education, 40*(1), 723-743.

Lecompte, M. D., & Goetz, J. P. (1982). Problems of reliability and validity in ethnographic research. *Review of Educational Research, 52*(1), 31–60. https://doi.org/10.3102/00346543052001031

Lemmi, C., Pérez, G., & Brown, B. A. (2021). Translanguaging in the science classroom: Drawing on students' full linguistic repertoires in bi-/multilingual settings. *Sociocultural Explorations of Science Education,* 87–98. https://doi.org/10.1007/978-3-030-82973-5_5

Lopez, C. G., & Musanti, S. I. (2019). Fostering identity negotiation in sixth-grade ells: Examining an instructional unit on identity in English language arts. *NABE Journal of Research and Practice, 9*(2), 61–77. https://doi.org/10.1080/26390043.2019.1589290

Lo-Philip, S. W., & Park, J. S. (2015). Imagining self: Diversity of bilingual identity among students of an enrichment. *Journal of Language, Identity & Education, 14*(3), 191-205. https://doi.org/10.1080/15348458.2015.1041344

Lynch, A. W. (2018). Identity and literacy practices in a bilingual classroom: An exploration of leveraging community cultural wealth. *Bilingual Research Journal, 41*(2), 117-132. https://doi.org/10.1080/15235882.2018.1452312

Mathison, S. (1988). Why triangulate? *Educational Researcher*, *17*(2), 13. https://doi.org/10.2307/1174583

Marchetti, L., & Cullen, P. (2016). A multicultural approach in the classroom for creative learning and teaching. *Psychological and Creative Approaches to Language Teaching, 2,* 39-51.

Martin, B. (2012). Coloured language: Identity perception of children in bilingual programmes. *Language Awareness, 21*(1-2), 33-56. https://doi.org/10.1080/09658416.2011.639888

National Center for Education Statistics, U.S. Department of Education. (2019). English language learners in public schools. In *The condition of education 2019.* https://nces.ed.gov/programs/coe/indicator_cgf.asp

Neuman, W. L. (2003). *Social research methods: Qualitative and quantitative approaches* (5th ed.). Allyn and Bacon.

Nguyen, T. T. (2021). Bilingual identity of ethnic minority students: Insights from Vietnam. *International Journal of Bilingual Education and Bilingualism, 24*(1), 91–106. https://doi.org/10.1080/13670050.2018.1445697

Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Longman.

Norton, B. (2010). Language and identity. In N. Hornberger & S. McKay (Eds.), *Sociolinguistics and language education* (pp. 349–369). Multilingual Matters.

Norton, B. (2010). Identity, literacy, and English-language teaching. *TESL Canada Journal, 28*(1), 85-97. https://doi.org/10.18806/tesl.v28i1.1057

Ortlipp, M. (2008). Keeping and using reflective journals in the qualitative research process. *The Qualitative Report, 13*(4), 695-705.

Palmer, D., Henderson, K., Wall, D., Zúñiga, C. E., & Berthelsen, S. (2015). Team teaching among mixed messages: Implementing two-way dual language bilingual education at third grade in Texas. *Language Policy*, *15*(4), 393-413. https://doi.org/10.1007/s10993-015-9361-3

Palmer, D. K., Martínez, R. A., Mateus, S. G., & Henderson, K. (2014). Reframing the debate on language separation: Toward a vision for translanguaging pedagogies in the dual language classroom. *The Modern Language Journal, 98*(3), 757-772. https://doi.org/10.1111/j.1540-4781.2014.12121.x

Piller, I. (2015). Language ideologies. In Tracy, K. & Sandel, T. (Eds.). *The international encyclopedia of language and social interaction*(pp. 1–10). John Wiley & Sons. P.

Phillippi, J., & Lauderdale, J. (2017). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research, 28*(3), 381–388. https://doi.org/10.1177/1049732317697102

Potowski, K. (2007). *Language and identity in a dual immersion school*. Multilingual Matters.

Potowski, K. (2004). Student Spanish use and investment in a dual immersion classroom: Implications for second language acquisition and Heritage language maintenance. *The Modern Language Journal, 88*(1), 75-101. https://doi.org/10.1111/j.0026-7902.2004.00219.x

Poza, L. E. (2016). "Puro spelling and grammar": Conceptualization of language and the marginalization of emergent bilinguals. *Perspectives on Urban Education, 13*(1), 20-41.

Rampton, B., Maybin, J., & Roberts, C. (2015). Theory and method in linguistic ethnography. In J. Snell, S. Shaw, & F. Copland (Eds.), *Linguistic ethnography: Interdisciplinary explorations* (pp. 14-50). Palgrave Macmillan UK.

Razfar, A. (2005). Language ideologies in practice: Repair and classroom discourse. *Linguistics and Education, 16*(4), 404–424. https://doi.org/10.1016/j.linged.2006.04.001

Razfar, A. (2012). Narrating beliefs: A language ideologies approach to teacher beliefs. *Anthropology & Education Quarterly, 43*(1), 61–81. https://doi.org/10.1111/j.1548-1492.2011.01157.x

Reyes, S. A., & Vallone, T. L. (2007). Toward an expanded understanding of two-way bilingual immersion education: Constructing identity through a critical, additive bilingual/bicultural pedagogy. *Multicultural Perspectives, 9*(3), 3-11. https://doi.org/10.1080/15210960

Ricento, T. (2005). Problems with the language-as-resource discourse in the promotion of heritage languages in the U.S.A. *Journal of Sociolinguistics, 9*(3), 348–368.

Rowe, H. L., & Trickett, E. J. (2017). Student diversity representation and reporting in universal school-based social and emotional learning programs: Implications for generalizability. *Educational Psychology Review, 30*(2), 559–583. https://doi.org/10.1007/s10648-017-9425-3

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

Rymes, B. (2016). *Classroom discourse analysis: A tool for critical reflection*. Routledge.

Saldaña, J., & Omasta, M. (2018). *Qualitative research: analyzing life*. SAGE Publications.

Saldaña, J. (2009). *The coding manual for qualitative researchers.* SAGE.

Schensul, J. J., & LeCompte, M. D. (2013). *Essential ethnographic methods: A mixed methods approach*. AltaMira Press.

Shin, S. (2013). *Bilingualism in schools and society: Language, identity, and policy*. Routledge.

Soltero-González, L., Sparrow, W., Butvilofsky, S., Escamilla, K., & Hopewell, S. (2016). Effects of a paired literacy program on emerging bilingual children's biliteracy outcomes in third grade. *Journal of Literacy Research, 48*(1), 80–104. https://doi.org/10.1177/1086296x16653842

Valdés, G. (2015). Latin@s and the intergenerational continuity of Spanish: The challenges of curricularizing language. *International Multilingual Research Journal, 9*(4), 253-273.

Wortham, S. (2003). Curriculum as a resource for the development of social identity. *Sociology of Education, 76*(3), 228. https://doi.org/10.2307/3108467

Zúñiga, C. E. (2016). Between language as problem and resource: Examining teachers' language orientations in dual-language programs. *Bilingual Research Journal, 39*(3-4), 339–353. https://doi.org/10.1080/15235882.2016.1242438

APPENDIX A

APPENDIX A

STUDY TIMELINE

DATES	Part of the Study
By August 30, 2020	Submit IRB Application
By September 30, 2020	Submit district research study application
By October 30, 2020	Obtain Principal Permission
By January 15, 2021	Meet and Recruit Teacher Participants
January 17-21, 2021	Recruit Student Participants (Initial phone call, follow-up if needed, parental permission forms sent)
January 24-February 4, 2021	Returned signed parental permission forms window/follow-up phone call and reminder if needed
February 20, 2021	Observations begin
February 7- May 20, 2021	Data collection (weekly observations/field notes)
April 5- June 6, 2020	Student/Teacher Interviews Transcription
June, 2021- December, 2021	Data analysis and Findings
January 1- February 30 , 2021	Interpretation/Significance

APPENDIX B

APPENDIX B

IRB DETERMINATION LETTER

The University of Texas
Rio Grande Valley

February 8, 2021

To: Natalia Carrillo

From: Institutional Review Board

Subject: Approval of a New Human Research Protocol

IRB-20-0327

Project Title: Understanding the Intersectionality of Bilingual Identities: Language and Biliteracy in Emergent Bilinguals

Dear Principal Investigator,

The IRB protocol referenced above has been reviewed and **approved on February 8, 2021**
Basis for approval:

Approved number of subjects to be enrolled: 8 students / 2 teachers

This project is not subject to continuation review.

Recruitment and Informed Consent: You must follow the recruitment and consent procedures that were approved.

Modifications to the approved protocol: Modifications to the approved protocol (including recruitment methods, study procedures, survey/interview questions, personnel, consent form, or subject population), must be submitted to the IRB for approval. Changes should not be implemented until approved by the IRB.

Data retention: All research data and signed informed consent documents should be retained for a *minimum* of 3 years after *completion* of the study.

Closure of the Study: Please be sure to inform the IRB when you have completed your study, have graduated, and/or have left the university as an employee. A final report should be submitted for completed studies or studies that will be completed by their respective expiration date.

Signed by: Laura D. Seligman
Dr. Laura Seligman
Institutional Review Board Chair, Social Behavioral & Education Panel

Brownsville • Edinburg • Harlingen

APPENDIX C

APPENDIX C

BILINGUAL PARENT/GUARDIAN PERMISSION FORM

Parent/guardian Permission Form for child participation in research

Study Title: Identity and Biliteracy Development

Permission Form Name: Parent/Guardian Permission form

Principal Investigator:	Natalia Carrillo	Telephone: (512) 810-3326
Emergency Contact:	Natalia Carrillo	Telephone (512) 810-3326

Key points you should know

We are inviting your child to be in a research study we are conducting. Your child's participation is voluntary. This means it is up to you and your child to decide if they can be in the study. Even if you decide to have your child join the study, you are free to have them leave at any time if you change your mind.

Take your time and ask to have any words or information that you do not understand explained to you.

We are doing this study because we want to learn about how your child is developing his/her bilingual identity and biliteracy.

Why is your child being asked to be in this study?

Your child currently participates in a dual language classroom in which the teacher and principal volunteered to be part of the study.

What will your child do if you agree for them to be in the study?

Participation in this study requires observations and possible interviews. The observations and interviews will be conducted via Zoom due to the current remote learning situation. We will record the Zoom meetings and interviews audio-only. By signing this consent form you are

giving us permission to do observations and interviews and to make and use these audio recordings for research purposes.

Can your child be harmed by being in this study?

Being in this study involves no greater risk than what your child ordinarily encounters in daily life.

Risks to your child's personal privacy and confidentiality: Your child's participation in this research will be held strictly confidential and only a code number will be used to identify their stored data. There will be no link between the code and their identity.

If we learn something new and important while doing this we will contact you to let you know what we have learned.

What are the costs of being in the study?

There are no costs.

Will you or your child get anything for being in this study?

You will not receive any payments for taking part in this study.

What other choices do you have if you decide not to have your child be in the study?

Participation is 100% voluntary. If you decide not to have your child in the study, observations will not take into consideration your child.

Could your child be taken out of the study?

Your child could be removed from the study if you as the parent or the child decides he/she no longer wants to participate.

Can the information we collect be used for other studies?

We will not use or distribute information your child gave us for any other research by us or other researchers in the future.

What happens if I say no or change my mind?

You can say you do not want your child to be in the study now or if you change your mind later, you can stop their participation at any time.

No one will treat your child differently. Your child will not be penalized.

How will my child's privacy be protected?

The Zoom will have a password to allow students to join.

Students will be asked to wait in a waiting room to ensure that as the host, I only allow students into the class and to block anyone who is not part of the classroom. Also, once the classroom time starts, no one will be allowed to join after it officially starts.

Observations and interviews will be recorded as audio-only.

Your child's information will be stored with a code instead of identifiers (such as name, date of birth, email address, etc.).

No published scientific reports will identify your child directly.

If it is possible that your child's participation in this study might reveal behavior that must be reported according to state law (e.g. abuse, intent to harm self or others); disclosure of such information will be reported to the extent required by law.

Who to contact for research related questions

For questions about this study or to report any problems your child experiences as a result of being in this study contact Natalia Carrillo, natalia.carrillo01@utrgv.edu.

Who to contact regarding your child's rights as a participant

This research has been reviewed and approved by the University of Texas Rio Grande Valley Institutional Review Board for Human Subjects Protections (IRB). If you have any questions about your child's rights as a participant, or if you feel that your child's rights as a participant were not adequately met by the researcher, please contact the IRB at (956) 665-3598 or irb@utrgv.edu.

Signatures

By signing below, you indicate that you are voluntarily agreeing to have your child participate in this study and that the procedures involved have been described to your satisfaction. The researcher will provide you with a copy of this form for your own reference.

_____ ____/_____/_____

Participant's Signature Date

FORMULARIO DE PERMISO DE PADRES / TUTORES PARA LA PARTICIPACIÓN DE NIÑOS EN INVESTIGACIÓN

Título del estudio: Desarrollo de identidad y alfabetización bilingüe

Nombre del formulario de permiso: formulario de permiso del padre / tutor

Investigadora principal: Natalia Carrillo (512) 810-3326

Contacto de emergencia: Natalia Carrillo (512) 810-3326

Puntos clave que debes conocer

- Invitamos a su hijo a participar en un estudio de investigación que estamos realizando. La participación de su hijo es voluntaria. Esto significa que depende de usted y su hijo decidir si pueden participar en el estudio. Incluso si decide que su hijo se una al estudio, puede hacer que se retire en cualquier momento si cambia de opinión.
- Tómese su tiempo y pida que le expliquen cualquier palabra o información que no comprenda.
- Estamos haciendo este estudio porque queremos aprender sobre cómo su hijo está desarrollando su identidad bilingüe y alfabetización bilingüe.
- ¿Por qué se le pide a su hijo que participe en este estudio?
    - Su hijo participa actualmente en un salón de clases de dos idiomas en el que el maestro y el director se ofrecieron como voluntarios para ser parte del estudio.
- ¿Qué hará su hijo si acepta que participe en el estudio?
    - La participación en este estudio requiere observaciones y posibles entrevistas. Las observaciones y entrevistas se realizarán mediante Zoom debido a la situación actual de aprendizaje remoto. Grabaremos las reuniones de Zoom y las entrevistas solo en audio. Al firmar este formulario de consentimiento, nos da permiso para realizar observaciones y entrevistas y para realizar y utilizar estas grabaciones de audio con fines de investigación.
- ¿Se puede perjudicar a su hijo al participar en este estudio?
    - Participar en este estudio no implica mayor riesgo que el que su hijo normalmente encuentra en la vida diaria.
    - Riesgos para la privacidad y confidencialidad personal de su hijo: la participación de su hijo en esta investigación se mantendrá estrictamente confidencial y solo se

utilizará un número de código para identificar sus datos almacenados. No habrá ningún vínculo entre el código y su identidad.,
    - Si aprendemos algo nuevo e importante mientras realizamos este estudio que nos comunicaremos con usted para informarle lo que hemos aprendido.
- ¿Cuáles son los costos de participar en el estudio?
    - No hay costos
- ¿Recibirá usted o su hijo algo por participar en este estudio?
    - No recibirá ningún pago por participar en este estudio.
- ¿Qué otra opción tiene si decide que su hijo no participe en el estudio?
    - La participación es 100% voluntaria. Si decide no incluir a su hijo en el estudio, las observaciones no tendrán en cuenta a su hijo.
- ¿Se podría sacar a su hijo del estudio?
    - Su hijo podría ser retirado del estudio si usted, como padre o su hijo(a), decide que ya no quiere participar.

¿Se puede utilizar la información que recopilamos para otros estudios?

No usaremos ni distribuiremos la información que su hijo nos proporcionó para ninguna otra investigación por nuestra parte u otros investigadores en el futuro.

¿Qué pasa si digo que no o cambio de opinión?

- Puede decir que no quiere que su hijo esté en el estudio ahora o si cambia de opinión más adelante, puede detener su participación en cualquier momento**.**
- Nadie tratará a su hijo de manera diferente. Su hijo no será penalizado.

¿Cómo se protegerá la privacidad de mi hijo?

- Se seguirán todos los protocolos que la maestra ya tiene por Zoom.
- Las observaciones y entrevistas se grabarán solo en audio.
- La información de su hijo se almacenará con un código en lugar de identificadores (como nombre, fecha de nacimiento, dirección de correo electrónico, etc.).
- Ningún informe científico publicado identificará directamente a su hijo.
- Si es posible que la participación de su hijo en este estudio pueda revelar un comportamiento que debe informarse de acuerdo con la ley estatal (por ejemplo, abuso, intención de hacerse daño a sí mismo o/a otros); La divulgación de dicha información será reportada en la medida requerida por la ley.

A quién contactar para preguntas relacionadas con la investigación

Si tiene preguntas sobre este estudio o para informar cualquier problema que experimente su hijo como resultado de participar en este estudio, comuníquese con Natalia Carrillo, natalia.carrillo01@utrgv.edu o al (512) 810-3326.

A quién contactar con respecto a los derechos de su hijo como participante

Esta investigación ha sido revisada y aprobada por la Junta de Revisión Institucional para la Protección de Sujetos Humanos (IRB) de la Universidad de Texas Rio Grande Valley. Si tiene alguna pregunta sobre los derechos de su hijo como participante, o si cree que el investigador no cumplió adecuadamente los derechos de su hijo como participante, comuníquese con el IRB al (956) 665-3598 o irb@utrgv.edu.

Firmas

Al firmar a continuación, usted indica que acepta voluntariamente que su hijo participe en este estudio y que los procedimientos involucrados se han descrito a su satisfacción. El investigador le proporcionará una copia de este formulario para su propia referencia.

_____ ____/_____/_____

Firma del padre/tutor Date

APPENDIX D

APPENDIX D

BILINGUAL CHILD ASSENT FORM

Child Assent Form

Purpose

We are doing a study about how you use both English and Spanish in the classrooms and how you become bilingual. It is up to you if you are in this study. I will be discussing this with your parents too. Your parents are not allowed to have you participate unless you agree.

Description of the Study

Participation means that I will be observing you in your classroom (via Zoom) and might need to ask you some questions. You don't have to do anything different in your class. This does not involve any medical care, and it only means that you are participating in the study. I will come and observe your class a week for a period of 8-weeks and might ask you some questions one-on-one via Zoom.

Risks

There are no risks associated with participating in this study. It will not harm you in any way. We will make sure we maintain your confidentiality and anything you share with us will be kept confidential.

Benefits

You will get to talk about how it feels to be able to speak two languages.

Who to talk to about questions

If you have questions about the study you can ask us now or later. Your parents have been given our contact information.

If you have questions about your rights in the study, contact The University of Texas Rio Grande Valley Institutional Review Board at (956) 665-3598 or irb@utrgv.edu.

I agree to take part in the study.

Child's Name Signature Date

Formulario de consentimiento del niño

Objetivo

Estamos haciendo un estudio sobre cómo usas el inglés y el español en tus clases y cómo desarrollas los dos idiomas. Depende de ti si participas en este estudio. También discutiré esto con tus padres. Tus padres no te obligaran a participar al menos que tu estés de acuerdo.

Descripción del estudio

El que participes en este estudio significa que estaré haciendo observaciones durante tus clases por Zoom y es posible que deba hacerte algunas preguntas. No tienes que hacer nada diferente en tu clase. Esto no implica ningún tipo de atención médica y solo significa que estás participando en el estudio. Vendré y observaré su clase una semana durante un período de 8 semanas y es posible que te haga algunas preguntas a través de Zoom.

Riesgos

No hay riesgos asociados con la participación en este estudio. No te hará daño de ninguna manera. Nos aseguraremos de mantener su confidencialidad y todo lo que comparta con nosotros se mantendrá confidencial.

Beneficios

Podrás hablar sobre cómo se siente poder hablar dos idiomas.

Con quién hablar sobre preguntas

Si tiene preguntas sobre el estudio, puede preguntarnos ahora o más tarde. A tus padres se les ha dado nuestra información de contacto.
Si tiene preguntas sobre sus derechos en el estudio, comuníquese con la Junta de Revisión Institucional del Valle del Río Grande de la Universidad de Texas al (956) 665-3598 o irb@utrgv.edu.

Acepto participar en el estudio

Nombre del estudiante Firma Fecha

_____

APPENDIX E

APPENDIX E

PRINCIPAL EMAIL RECRUITMENT

Hello,

My name is Natalia Carrillo I am a student from the Department of Curriculum and Instruction at the University of Texas Rio Grande Valley (UTRGV). I would like to have permission to invite bilingual teachers at your campus to participate in my research study to understand the Intersectionality of Bilingual Identities: Language and Biliteracy in Emergent Bilinguals.

This research study has been reviewed and approved by the Institutional Review Board for the Protection of Human Subjects (IRB) at the University of Texas Rio Grande Valley and the Pflugerville Independent School District.

If you grant permission I will contact your 4th and 5th grade dual language teachers and discuss the study further with them. Participation in this research is completely voluntary, you may choose not to participate without penalty. The teacher participation is also voluntary ad they may choose not to participate without penalty. If the teachers choose to participate, I will work with the teacher to send consent forms to obtain permission from parents to conduct virtual classroom observations and possible interviews.

All data will be treated as confidential and the privacy of teachers and students will be protected by following district virtual learning protocols and data protection protocols such as:

- The Zoom will have a password to allow students to join.
- Students will be asked to wait in a waiting room to ensure that as the host, the teacher will allow students into the class and to block anyone who is not part of the classroom. Also, once the classroom time starts, no one will be allowed to join after it officially starts.
- Observations and interviews will be recorded as audio-only.
- Information will be stored with a code and pseudonyms instead of identifiers.
- Virtual interviews will follow Zoom protocols and a parent or guardian must be present.

If you would like to give permission for you teachers to choose to participate in this research study, please respond to this email with your written consent.

If you have questions related to the research, please contact me by telephone at (512) 810-3326.

Thank you for your cooperation!

Natalia Carrillo

APPENDIX F

APPENDIX F

TEACHER EMAIL RECRUITMENT

Hello,

My name is Natalia Carrillo I am a student from the Department of Curriculum and Instruction at the University of Texas Rio Grande Valley (UTRGV). I would like to have invite you to participate in my research study to understand the Intersectionality of Bilingual Identities: Language and Biliteracy in Emergent Bilinguals.

This research study has been reviewed and approved by the Institutional Review Board for the Protection of Human Subjects (IRB) at the University of Texas Rio Grande Valley and the Pflugerville Independent School District.

Participation in this research is completely voluntary, you may choose not to participate without penalty. As a participant, you will be asked to complete a virtual interview via Zoom and to allow me to join your virtual classroom to conduct observations once a week for 8-weeks. The virtual interview will take approximately 20 minutes and can be scheduled at the time that is most convenient to you.

All data will be treated as confidential and the privacy of teachers and students will be protected by following district virtual learning protocols and data protection protocols such as:

- The Zoom will have a password to allow students to join.
- Students will be asked to wait in a waiting room to ensure that as the host, the teacher will allow students into the class and to block anyone who is not part of the classroom. Also, once the classroom time starts, no one will be allowed to join after it officially starts.
- Observations and interviews will be recorded as audio-only.
- Information will be stored with a code and pseudonyms instead of identifiers.
- Virtual interviews will follow Zoom protocols and a parent or guardian must be present.

If you would like to participate in this research study, please read and complete the attached consent page carefully. If you wish not to participate please reply to this email stating you do not wish to participate. If you have questions related to the research, please contact me by telephone at (512) 810-3326.

Thank you for your cooperation!

Natalia Carrillo

APPENDIX G

APPENDIX G

STUDENT INTERVIEW QUESTIONS

Student Interviews
Script before Interview: This part of the study focuses on learning more about you, your family, and your views on being bilingual. I will be asking you some questions. You can choose to answer or skip any questions that you don't feel comfortable answering. Remember you get to decide what questions you want to answer, and no one will be mad at you if you decide not to. It will not make any difference to your grades in school. If you decide that you want to stop, that's OK too. Just tell me that you would like to quit. You can also choose what language you want the questions in and you can respond in either English or Spanish.

Rapport Building Questions:

Tell me about you and your family / Háblame acerca de ti y tu familia

What is your favorite subject/content area in school? / ¿Cuál es tu materia favorita en la

escuela?

What is your favorite hobby/activity? / ¿Cuál es tu hobby favorito?

What do you usually do during your free time? / ¿Qué haces durante tu tiempo libre?

What do you want to do when you graduate? / ¿Qué te gustaría hacer cuando te gradúes?

Additional Prompts:

Tell more / Dime mas.

Why do you say that? / ¿Por qué dices eso?

Can you explain that a little more? / Me puedes explicar un poco mas

Views on Bilingualism/Biliteracy?

3. What language do you speak mostly at home with your family? / ¿Qué idioma hablas principalmente en casa con tu familia?

4. What language do you speak mostly at school? With your friends? Teachers? / ¿Qué idioma hablas principalmente en la escuela? ¿Con tus amigos? ¿Con los maestros?

5. How do you feel about being bilingual? / ¿Cómo te sientes acerca de la habilidad de ser bilingüe?

6. Do you think there are benefits to being bilingual? Why or why not? / ¿Crees que hay beneficios en ser bilingües? ¿Por qué si o por qué no?

7. Why did you decide to have this interview in English/Spanish? / ¿Por qué decidiste hacer esta entrevista en ingles/español?

Additional Prompts:

Tell more / Dime mas.

Why do you say that? / ¿Por qué dices eso?

Can you explain that a little more? / Me puedes explicar un poco mas

Teacher Support:

1. Does the teacher require you to use one specific language during classroom instruction? Why do you think she does/doesn't? Can you provide some examples? / ¿Te exige tu maestro(a) que uses un idioma específico durante la instrucción en el aula ¿Por qué crees que lo hace / no lo hace? ¿Puedes dar algunos ejemplos?

2. What language does the teacher mostly use during classroom instruction? Is it by content area? / ¿Qué idioma usa principalmente el maestro(a) durante la instrucción en el aula? ¿Es por contenido?

3. What happens if you speak a different language other than what the teacher is speaking? / ¿Qué sucede si hablas un idioma diferente al que habla el maestro?

4. Do you think the teacher supports you in developing both languages? Why or why not? How? / ¿Crees que el maestro(a) te apoya en el desarrollo de ambos idiomas? ¿Por qué o por qué no? ¿Cómo?

Additional Prompts:

Tell more / Dime mas.

Why do you say that? / ¿Por qué dices eso?

Can you explain that a little more? / Me puedes explicar un poco mas

APPENDIX H

APPENDIX H

TEACHER INTERVIEW QUESTIONS

TEACHER INTERVIEW QUESTIONS

1. Tell me about your teaching experience
2. What inspired you to become a bilingual teacher?
3. What bilingual or dual language models do you feel are more beneficial to students? Why?
4. In your experience as a bilingual teacher, how do you think students develop their bilingual identities? Their biliteracy?
5. What do you think is your role in how your students develop their bilingual identities?
6. What strategies do you feel support students' development of biliteracy?
7. What challenges do you think bilingual students encounter when developing their bilingual identities? Their biliteracy?
8. What professional development have you attended that provides support and guidance in helping your students develop positive bilingual identities?
9. Anything else you would like to share?

APPENDIX I

APPENDIX I

STUDENT ARTIFACT COLLECTION PROMPT

Being Bilingual
Ser Bilingüe

You know have the opportunity to tell me how you feel about being bilingual and having the ability to speak and understand two languages. You can draw a comic strip, write a poem, an essay or record a video explaining your feelings about being bilingual.

Ahora tienes la oportunidad de decirme como te sientes acerca de poder ser bilingüe y tener la habilidad de hablar dos idiomas. Puedes hacer una tira cómica, escribir un poema, un ensayo o grabar un video explicando como te sientes acerca de ser bilingüe.

BIOGRAPHICAL SKETCH

Natalia Carrillo resides in Hutto, Texas, and can be contacted at naty_carrillo@hotmail.com. Natalia holds a Bachelor of Science in Bilingual Elementary Education from Texas State University in San Marcos that she earned in August 2008. She holds a Master of Education in Curriculum and Instruction with a Reading Specialist Certification (K-12) from the University of Texas at Arlington that she earned in May 2011 and a Principal Certification from Lamar University earned in 2013. Natalia earned a Doctor of Education in Curriculum and Instruction specializing in Bilingual Education from the University of Texas Rio Grande Valley in May 2022. Dr. Carrillo is certified to teach Bilingual Elementary K-5, Reading K-12, and ESL in Texas.

Natalia is a native of Medellin, Colombia and moved to the United States at the age of 12. As an emergent bilingual herself, she is passionate about bilingual education and supporting emergent bilinguals. Natalia began her career as bilingual teacher in Leander, Texas and transitioned to serve as a bilingual reading specialist. Then she moved into district level administration and served as a district bilingual intervention specialist and multilingual curriculum coordinator for eight years. She is currently working for the Texas Education Agency as a bilingual implementation specialist and supports districts and region centers across the state with the implementation of high-quality instructional reading language arts materials.