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PERSPECTIVES OF ESL TEACHERS ON TRANSLANGUAGING PEDAGOGY

IN SUPPORTING THE LITERACY ENGAGEMENT OF EMERGENT

BILINGUAL STUDENTS IN A TEXAS CHARTER SCHOOL

A Dissertation

by

GEMMA OLSON

Submitted in Partial Fulfillment of the

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May 2023

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May 2023

ABSTRACT

Olson, Gemma., <u>Perspectives of ESL Teachers on Translanguaging Pedagogy in Supporting the</u> <u>Literacy Engagement of Emergent Bilingual Students in a Texas Charter School</u>. Doctor of Education (Ed.D.), May, 2023, 149 pp., 11 tables, 22 figures, references, 75 titles.

The interconnectedness of the world today through advanced technology and travel allows students exposure to a diverse cultural landscape. Combined with a fast-changing computer technology-driven education, and culturally and linguistically diverse classrooms, there cannot be just one way to teach and learn. This study explored the perspective of ESL teachers on translanguaging pedagogy in supporting the literacy engagement of emergent bilingual (EB) students in an urban elementary charter school in Texas. Through Participatory Action Research (PAR), data was collected from three ESL teacher participants using the spiral-action cycle. Findings that emerged included (a) intrinsic motivation that translanguaging pedagogy support emergent bilingual students; (b) uncertainty and excitement during planning and instruction; (c) teacher gaining knowledge of EB's languages; and (d) teacher enthusiasm on translanguaging fueled by high student engagement. The findings of this study are relevant not just for teachers, but also for school administrators since participatory action research has not previously investigated translanguaging from a school principal's viewpoint using PAR.

DEDICATION

For Tahla, my two-year-old granddaughter, who is beginning a journey to learn the languages of her grandparents, parents, uncles, aunts, cousins, friends, and teachers. The languages and dialects that will form her own linguistic repertoire include Tagalog, Bisayan, Illongo, Ilocano, Spanish, and English.

ACKNOWLEDGMENTS

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CHAPTER I

THERE CANNOT BE ONE WAY TO TEACH AND LEARN

The interconnectedness of the world today through advanced technology and travel allows students exposure to a diverse cultural landscape. Combined with a fast-changing computer technology-driven education, and culturally and linguistically diverse classrooms, there cannot be just one way to teach and learn. New London Group's (1996) emphasis on the linguistic and cultural differences in redefining literacy as a range of literate practices is crucial in the 21st century. However, there is a gap in how educators should address the multilingual aspect of multiliteracies (García & Kleifgen, 2020). There is a long history of multiple approaches to support the language literacies of bilingual and multilingual students, yet a gap remains. A translanguaging stance is an approach that will focus on the languaging abilities of emergent bilingual (EB) students as a resource in teaching and learning.

As a literacy scholar, I intend to contribute to the academic success of EB students in schools as I utilize a translanguaging paradigm to highlight the literacy practices of EB students to the forefront (García & Kleifgen, 2020). I have firsthand experience in the teaching and learning of EB students as an English Language Arts (ELAR) teacher and reading interventionist in the early years of my career as an educator. Although I applied teaching strategies and approaches that I was familiar with at that time, I did not feel successful in meeting the needs of my EB students.

The purpose of this research is to explore the perspective of ESL teachers in translanguaging literacies in supporting the literacy engagement of EB students in an urban elementary charter school in Texas. Multiliteracies (New London Group, 1996) and translanguaging (Garcia, 2017) frameworks will guide this research. The intended outcome of this study is to improve the teaching practices of teachers of EB students with a focus on translanguaging literacies. My research aims to introduce an understanding of translanguaging as an academic stance within an English as a Second Language (ESL) classroom context. This chapter introduces the study by first discussing the background and context, followed by the statement of the problem, the purpose of the study, the theoretical framework, significance, and finally, the definition of key terms.

Background of the Study

As early as 1996, New London Group saw an emerging global phenomenon and introduced multiliteracies to capture more ways of communicating amid technological advancements in communication and language diversity. According to New London Group (1996), "Multiliteracies also creates a different kind of pedagogy, one in which language and other modes on meaning are dynamic representation of all resources, constantly being remade by their users as they work to achieve their various cultural purposes" (p. 64). With the recent reliance on computer-driven technology and a growing diversity in classrooms, the definition of literacy as a set of simple isolated skills such as reading, writing, and arithmetic has become outdated in the 21st century. Instead, literacy is characterized by various practices brought about by a wealth of learning shaped by societies and rooted in social interactions and situated identities (Gee, 2004; Street, 2005). Bull and Antsey (2018) reiterated the same notion of literacy as a "social practice that requires the acquisition and use of a variety of literacies and the

associated behaviors, to be used in a range of social and cultural settings" (p. 6). However, as bilingual and multilingual students occupy more spaces in our classrooms, their literacies, enriched by their diverse language repertoires remain available, yet untapped by schools. Hence, Stewart et al. (2022) suggest that if students' language backgrounds are concealed, unknown, or not recognized as significant for learning, literacy engagement is substantially hampered.

García and Kleifgen (2020) advocated for a language asset approach to EB student education, also known as a *translanguaging paradigm*, in which educators can move beyond the common notion of language separation and focus on language practices and the use of multimodalities in sense-making to support the literacy practices of bilingual and multilingual students. In the literacy practices of these students, their languages play a vital role in learning and academic success. Therefore, educators must recognize that there are multiple ways to learn in schools, particularly for learners who negotiate multiple cultures and languages and whose language practices are dynamic, both in and out of schooling.

Like their monolingual peers, EB students develop multiliteracies as they utilize multimodal ways to consume and produce texts (New London Group, 1996). They assume multiple identities as they interact virtually or in-person in navigating a pluralistic society. Their exposure to multicultural texts allows for acquiring a new perspective on individuals and society. Furthermore, EB students' entire linguistic repertoire (Creese & Blackledge, 2010; García, 2017; García & Li, 2014) is their communication tool as it is simultaneously developing and benefiting them to reach their potential in a globalized world. As EB students continue to develop into multiliterate individuals, they become aware that cultural influences will continuously produce a variety of knowledge and skills. These knowledge and skills afford EB students with rich resources, which are often ignored in the classroom. Thus, learning opportunities in classrooms

must be deliberately planned by recognizing the home-school disparity that other students experience in schools when teachers do not value their home cultures and funds of knowledge (Freire, 2018; Gonzalez et al., 2005).

When educators begin to recognize that the language and culture of EB students bring about another way of knowing, and when EB students' lived experiences become validated as a source of knowledge, the home-school connection becomes powerful for both student and teacher. Hence, equity in education for EB students, who are undeniably multiliterate, must include access to their full language abilities in schools. By recognizing and allowing them to use their full language repertoire to access content, they are able to access their capabilities and full potential as they sit side-by-side with their peers. As a result, their home language becomes part of their toolbox as they navigate a new learning environment.

Purpose of the Study

The purpose of this research was to explore the perspective of ESL teachers in translanguaging and in supporting the literacy engagement of EB students in an urban elementary charter school in Texas. This study was guided by research on multiliteracies (New London Group, 1996) and translanguaging framework (García, 2017). In addition, this research aimed to introduce an understanding of translanguaging as an academic stance within an ESL classroom context. The research question that drove the study was: "How do ESL teachers perceive translanguaging in supporting the literacy engagement of emergent bilingual students?

Theoretical Framework

Scholars have reiterated the effect of acknowledging, utilizing, and encouraging students of multilingual identities to access their natural abilities to use language in oral or written form (Canagarajah, 2011; García, 2017; Li, 2017). This study also drew from the research on

multiliteracies combined with translanguaging as an academic stance to illustrate ESL teachers' language ideologies and practices in literacy instruction. In this participatory action research (McTaggart, 1991), I drew from both theories to understand teacher perspectives in supporting the literacy engagement of EB students through translanguaging literacies. Primarily, this research was guided by the five different purposes for translanguaging pedagogies (García, 2017, p. 261),

1. Translanguaging to assist and motivate learning and deepen meaning, understanding, and knowledge

2. Translanguaging for greater metalinguistic awareness and linguistic consciousness, including critical sociolinguistic consciousness

3. Translanguaging to affirm bilingual identities

4. Translanguaging for greater social interaction and communication, including home-school cooperation

5. Translanguaging for empowerment

As teachers of EB students confront the challenge of supporting the literacy engagement of their students, translanguaging pedagogies offers these opportunities. García and Li (2015) stated that "translanguaging in classrooms is an approach to bilingualism that is centered not on the acquisition and development of languages, as has often been the case, but on the practices of bilingual students and their teachers that are readily observable and that are different from our traditional conceptions of autonomous languages" (p. 52)**.** Breaking away from the hegemony of the named languages opens new literacy practices for both teachers and students, allowing the translanguaging *corriente* (García, 2017) to emerge from classroom interactions.

Furthermore, this study examined teacher's understandings of translanguaging and multiliteracy practices in the classroom and their beliefs on the role that language play in student learning. Fu et al. (2019) illustrated the three key tenets of the translanguaging model that include the crucial role of the teacher: (a) teachers need to understand that EB students use their entire language repertoire for communicating and processing information, (b) the teacher becomes a co-learner of students' languages and cultures, and (c) the teacher will design lessons for translanguaging literacy practices to occur in their classrooms. Thus, the emphasis on linguistic and cultural distinctions by New London Group (1996) in reframing literacy as a spectrum of literate behaviors is crucial to 21st century schooling. However, there is a disparity in how educators regard or disregard multiliteracies' multilingual component (García & Kleifgen, 2020).

According to research, translanguaging and multiliteracies coexist in translanguaging classrooms. Translanguaging reframes language as a multilingual, multisemiotic, multisensory, and multimodal resource for constructing meaning, blurring the boundaries between linguistic and nonlinguistic processes (Li, 2018). Multiliteracies, as defined by Cope et al. (2020), broadens the frame of reference beyond language to encompass multimodal meanings, while also recognizing the variety of meaning-making in different socio-cultural contexts, including linguistic differences. In other words, multiliteracies takes into account the dynamic interaction of languages; it enables EB students to interact in new ways as a byproduct of their unique perspectives combined with their ability to articulate their world in multiple ways.

Significance of the Study

This study contributes to the scholarship on the literacy development of EB students in terms of pedagogy and research. Specifically, my study will add to the literature on

understanding the perspectives of elementary ESL teachers concerning translanguaging pedagogy in supporting the literacy engagement of EB students. The results of this study will help teachers recognize the value of translanguaging in their practice and suggest how they can design lessons for translanguaging literacy practices to occur in their classrooms, resulting in higher student engagement. As a methodology, participatory action research will immerse teachers in the principles and application of translanguaging pedagogy in their classroom, resulting in authentic professional development. This is significant not only for teachers, but also for school administrators because translanguaging has not yet been seen from a school principal's perspective through participatory action research (PAR). Furthermore, the outcomes of this study will inform school and district leaders on how to develop a systems approach to school improvement, capitalizing on translanguaging literacies to impact EB students' achievement.

Since the U.S. is a major player in the global economy, it will continue to attract immigrants worldwide. Inevitably, as cultures converge in the larger society, the classroom as a microcosm reflects the same convergence of cultures and languages. Traditionally, the nation-state is a homogenous and unified society, and the use of one language is seen as its primary unifying agent; although language is central to its creation, it has also paved the way for creating a globalized world with superdiversity (Blommaert & Rampton 2012; Ong, 2000). For example, as developing countries are driven to economic growth, trading with international corporations is paramount. As the nation-state continue to create these ties, it is open to cultural and social influences worldwide. Exposure to diverse languages and cultures will continue to reshape its peoples' thinking and behavior.

Similarly, educational institutions primarily function as the vessel for the successful socialization of individuals in society through assimilation. However, assimilation in U.S. schools entails eradicating differences to attain uniformity and conformity to mainstream America (Gay, 2002). Nonetheless, the process of socialization likewise opens opportunities for social change, where schools become venues for social and cultural awareness. Thus, the fast-changing demographics of students that schools receive every year in the classrooms call for a proportionate pace of responsiveness to social change. Ultimately, societies need to move away from traditional definitions of a homogeneous state and language, from the role of school to eliminate differences and maintain uniformity, and from educating students based on sameness rather than their unique backgrounds.

Learners of the 21st century, bilinguals, multilinguals, and monolinguals alike, deserve a curriculum and instruction that open their access to a greater world beyond the classroom. My study addresses the gap in the research on translanguaging literacies by examining teachers of EB students and opening possibilities of expanding teacher pedagogies in showcasing the full language repertoire of linguistically marginalized students. Most importantly, the elementary years are foundational years where the significance of a powerful curriculum and pedagogy such as translanguaging can potentially impact students' future education and lifelong success.

Lastly, the current sociopolitical climate of the nation is precarious. Recent attacks on people of color are noticeable, especially violence directed at Asian communities. The rise in disturbing actions towards people of Asian descent can be attributed to the devastating effects of the COVID-19 pandemic worldwide. There is an urgent need to address the growing cynicism against some members of our communities. An intentional act of recognizing cultural and

linguistic diversity at schools by teachers and leaders offers an opportunity to engage learners, monolinguals and bilinguals alike, in democratic classroom spaces.

Definitions of Key Terms

The following definitions of key terms are provided to support a clear understanding of the concept employed throughout this research study.

Emergent Bilingual

The Texas Education Code (TEC) 29.052 refers to students who are in the process of acquiring English and have a primary language other than English. Recent revisions updated the use of the term Limited English Proficient (ELL) to the term English Learner (EL), and effective September 1, 2021, the agency will use Emergent Bilingual.

Multiliteracies

This refers to the diverse types of literacies and literate behaviors utilized in various aspects of life, and how they are similar and distinct, and such literacies may be experienced in multimodalities: linguistic, visual, audio, gestural, tactile, and spatial (New London Group, 1995).

Multimodality

Multimodality refers to the theory that meanings are represented and communicated across and within cultures by a wide variety of semiotic resources (Serafini & Gee, 2017).

Translanguaging

Translanguaging can be defined as the speaker's whole linguistic repertoire used without reverence for the socially and politically established boundaries of prescribed languages (Otheguy et al., 2015). This also refers to the pedagogy that leverages that fluid use of language (García et al., 2017).

Language Repertoire

This term refers to the totality of linguistic features that individual speakers have, without identifying them as one language or another (García et al., 2017).

English Language Proficiency Standards

English Language Proficiency Standards refer to federally required instructional standards designed to ensure that ELs are taught the academic English they need for school purposes.

Texas English Language Proficiency Assessment System

This system is a federally required assessment program designed to measure the annual progress that ELs make in learning the English language.

CHAPTER II

LITERATURE REVIEW

This review of literature aims to build an understanding of the current research in translanguaging as an academic stance within an ESL classroom context, the shifts in traditional approaches with emergent bilinguals, teachers' perspectives in supporting the literacy engagement of emergent bilingual students, and research on translanguaging as a multimodality pedagogy.

Historical Background of Translanguaging

The abundance of scholarship on translanguaging generates an array of definitions that suggest a common trend of breaking the restriction of instruction to certain named languages in schools. Williams (1996) defined *translanguaging* as "using one language to reinforce the other in order to increase understanding and in order to augment the pupil's ability in both languages" (p. 40). García (2009) then described translanguaging as a sense-making strategy utilizing the individual's full language repertoire. Building upon this scholarship, Otheguy et al. (2015) offered a more fluid notion of translanguaging as a "deployment of speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (p. 283, parenthetical in original). The authors further clarified the concept of translanguaging by differentiating languages as named and as socio-politically constructed, maintained and regulated, as opposed to languages as entities without names as sets of lexical and structural features that make up an

individual's unique personal language. The depiction of a named language dominance versus an alternate heritage language had historically been characterized by tension, marginalization, and restriction. However, the revival of the Welsh language in the 1980s made it possible for two or more languages to be seen as mutually beneficial in British schools and society today. Lewis et al. (2012) showed a clear link between the roots of translanguaging in the 1980s by Williams (1996) and its development in the educational context. Williams coined the term *translanguaging*, which was derived from the Welsh word "*trawsieithu*." Their review on the major contributors in the development of translanguaging offered different perspectives of its conception such as classroom translanguaging, universal translanguaging, and for a more biological perspective, neurolinguistic translanguaging, which offers neuronal bases for the practice. Most notably, they provide a broad range of important research pathways, which most likely led to the abundance of research undertaken on the topic of translanguaging.

Translanguaging began as a pedagogical theory involving two languages, where the stronger language improves the weaker language. With further in-depth research of translanguaging, a more expansive and thorough knowledge evolved. Bilingualism is no longer seen as two independent and separated language systems, but as a unified language resource (García & Li, 2015). As a result, multiple terms emerged to describe the dynamic language use of bilingual people such as polylingual (Jorgensen, 2008), heteroglossia (Blackledge & Creese, 2014), metrolingualism (Pennycook & Otsuji, 2015), dynamic bilingualism (García, 2017), code-switching (Auer, 1990), and codemeshing (Canagarajah, 2011).

To completely comprehend the influence of translanguaging theory and practice in today's classrooms, a familiarization of translanguaging trends is essential. Some of the primary themes centered on students from immigrant backgrounds, translanguaging as a sociocultural

perspective, and translanguaging as a pedagogy in local multilingual classrooms, language programs, and as a lens to increase awareness of minority languages.

The advancement of translanguaging scholarship occurred in a period beginning in the year 2010 to up to the present day. The key topics that emerged between 2010 and 2013 were centered in the interactional use of translanguaging in bilingual education (Canagarajah, 2011; Creese & Blackledge, 2010). Scholarship emphasized bilingual abilities, such as transnational literacies brought by students who lived a transnational lifestyle and whose literacy practices are dynamic and rich (Skerrett, 2015). Scholarship likewise investigated the link between language and identity from 2014 to 2018. They focused on the unified linguistic repertoire of bilingual speakers (e.g., García & Li, 2015) as a way to explain the flexibility of identity and language. Finally, while translanguaging pedagogy remains the vital focus, multimodality has emerged as the dominant study theme in 2019 as a result of increased worldwide awareness and social media use (Ollerhead, 2019). Future research directions in translanguaging will continue, with emphasis on new aspects such as neurology and neurolinguistics, computer-mediated communication, and teaching and learning employing multimodal, multisymbolic, and multisensory resources (Xin et al., 2021).

Translanguaging as Pedagogy

The five countries with the largest research output regarding translanguaging were the United States, which largely focused on children with immigrant backgrounds; the United Kingdom, which emphasized on the sociocultural viewpoint of translanguaging; South Africa, which studied translanguaging pedagogies in multicultural classrooms; and Spain and China, which investigated translanguaging pedagogy in school setting and its implications on

minoritized languages (Xin et al, 2021). Below is a review of the major contributing scholars in the field of translanguaging.

Flexible Bilingualism

Creese and Blackledge (2010) applied the language ecology approach to illustrate the interconnectedness of skills and knowledge across languages in their study of community language schools in the United Kingdom. Bengali, Chinese, Gujarati, and Turkish were the languages covered. Students and teachers utilize both languages, for example, English and Bengali, or English and Turkish, and both are necessary to communicate effectively.

Over the course of four weeks, the researchers conducted four case studies in two different schools. The study's aim was to examine the languaging practices of teachers and students as they navigate their multicultural and multilingual identities. Creese and Blackledge (2010) concluded that the participants engaged in flexible bilingualism, as shown by the following,

1. Use of bilingual label quests, repetition, and translation across languages,

2. Ability to engage audiences through translanguaging and heteroglossia,

3. Use of student translanguaging to establish identity positions both oppositional and encompassing of institutional values,

4. Recognition that languages do not fit into clear bounded entities and that all languages are "needed" for meanings to be conveyed and negotiated,

5. Endorsement of simultaneous literacies and languages to keep the pedagogic task moving,

6. Recognition that teachers and students skillfully use their languages for different functional goals as narration and explanation, and

7. Use of translanguaging for annotating texts, providing greater access to the curriculum, and lesson accomplishment (pp. 112-113)

The inventory of capabilities above that demonstrate EBs intrinsic abilities is extensive. When teachers are aware of these innate communicative abilities and offer opportunities for students to utilize them, these capabilities will manifest. It is apparent that translanguaging is a vital tool for generating understandings, including others, and bridging understandings across language groups (García, 2009). Teachers and students are capable of engaging in flexible bilingualism, using a translanguaging approach to pedagogy, to illustrate the interactional opportunities and limitations in classrooms.

Fluid Language Strategies

Canagarajah (2011) reported on an ethnographic study of a graduate student's codemeshing illustrating the literacy development of a multilingual person, who speaks three named languages: Arabic, French, and English. The study is part of a university course in academic writing in the context of a second language. Multiple writing drafts were analyzed to explore translanguaging practices of the student as a multilingual writer. Results showed that the student employed four codemeshing strategies in her writing: recontextualization strategies, voice strategies, interactional strategies, and textualization strategies.

The student participant in this study deployed fluid use of language strategies by assessing and framing language features well-suited to a writing assignment, simultaneously, allowing her voice and identity to be visible. As a Muslim, she included Islamic symbols and phrases to best capture its connotations as compared to the English translation. It was evident that the student was not restricted by the conventions of English grammar as she explored creativity in her writing. Providing students with safe classroom environments to use their entire

language repertoire offers an opportunity for teachers to observe, learn, and develop teaching practices that emanate from multilingual students' unique choices about language (Caganarajah, 2011). As Freire (1970) asserted, "Education must begin with solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers *and* students" (p. 72).

Singularities in Pluralities

Furthermore, García and Sylvan (2011) investigated a network of U.S. secondary schools for newcomer immigrants and reported on how students' plurilingual abilities are developed through eight principles that promote dynamic plurilingual practices in education:

1. heterogeneity and singularities in plurality,

2. collaboration among students,

3. collaboration among faculty,

4. learner-centered classrooms,

5. language and content integration,

6. plurilingualism from the students up,

7. experiential learning, and

8. localized autonomy and responsibility (p. 393).

According to García and Sylvan (2011), dynamic bilingualism is a clear departure from perceiving language as a monolithic construct made up of distinct sets of abilities and toward an understanding of language as a series of social practices rooted in a web of social exchanges. Thus, translanguaging draws on the notion of language as a social practice, in the same way that the concept of literacy as a social practice is firmly established (Street, 2005). The eight

principles above illustrate the interplay of multiple opportunities that languages can become a tool for teaching and learning.

Thus, teacher-student connections and engagements must be founded in both the uniqueness of the child's experience and the diversity of experiences and languages that comprise the bilingual or multilingual classroom (García & Sylvan, 2011). This singularities in pluralities approach are clearly described below:

In schools with a dynamic plurilingual approach, the locus of control for language is the students' own active use—their language/content understandings in motion and in dynamic interrelationship. Regardless of whether classrooms are monolingual (with students of one language group), or bilingual (with students of two language groups), or multilingual (with students of many language groups), instruction is plurilingual, in the sense that each student's languaging is recognized and the pedagogy is dynamically centered on the singularity of the individual experiences that make up a plurality. (Garcia & Sylvan, 2011, p. 391)

Likewise, Canagarajah (2009) defined plurilingualism as an integrated competence in which one language ability influences the growth of other languages. When instruction is plurilingual, the teacher-student interaction becomes dialogic, in which both are mutually learning from each other. However, if teachers do not properly grasp how to use students' home languages to make sense of the demands of the new language and academic tasks, instances of translanguaging may become haphazard instead of a cogent process of sense-making (García & Sylvan, 2011).

Teachers' Language Beliefs

The role of the teacher in fostering dynamic bilingualism is critical. Palmer et al. (2014) conducted an ethnographic study on two bilingual primary school teachers in Texas. Their study

found that educators' actions create dynamic bilingualism spaces in the classroom, enhancing students' language practices and learning. Teachers must, however, provide the time and space for the teaching and learning to occur. Merely acknowledging students' dynamic bilingualism is inadequate; rather, teachers must model, foster, and reshape language practices in the classroom. Three teacher behaviors that improve translanguaging pedagogies include modeling dynamic bilingualism, positioning students as bilingually competent, and using children's language resources as learning tools (Palmer et al., 2014). However, Martinez et al.'s (2015) longitudinal qualitative research from two Spanish-English dual language elementary classes investigating teachers' language beliefs on everyday translanguaging found that teachers' practices were inconsistent with their stated opinions on translanguaging. Although they expressed support in students' natural translanguaging, they adhered to language separation practices to ensure the teaching of language skills.

Finally, Gort and Sembiante (2015) used both a language ecology lens and a translanguaging pedagogy framework to undertake a two-year ethnographic study on emergent bilingual preschoolers and the findings revealed that classroom discourse exemplified dynamic and responsive language practices, such as the utilization of multiple modes and linguistic traits for communication. This was accomplished through a combination of coordinated monolingual discursive practices and more accessible bilingual education. Hence, research will continue to "provoke the transformation of the research paradigm of language and learning, softening the boundaries between named languages, and encouraging students to maximize the selection and deployment of resources in their personal linguistic repertoire" (Xin et al., 2021, p. 22). It is in this context that this research investigates the role of teachers as creators of translanguaging

spaces and resources in today's classrooms to alter the teaching and learning of emergent bilingual children.

Twenty-First Century Literacy Engagements of Emergent Bilingual Students

According to Street (2005), the important question is "whose literacies" are included or excluded in classrooms (p. 77). Given the diverse demographics in U.S. classrooms, monolingual students are seated side-by-side with bilingual and multilingual students. However, the country's monolinguistic educational system prevents multilingual students from utilizing their home language in the classroom, which results in untapped abilities. The home language of EB students is vital to their literacy engagements at school. Bilingual and multilingual students, young and adult learners, endure existing education's notion that their translanguaging abilities are deficits rather than assets. Thus, García and Li (2015) stated that "the educational consequences of the sociopolitical inability to authenticate a multilingual and heteroglossic reality is responsible for the educational failure of many language minorities around the world" (p. 56). However, all teachers have the capability to view translanguaging as valid pedagogy and design teaching and learning utilizing their creativity with a critical awareness of their students' language repertoire (García & Li, 2015). Thus, EB students' untapped abilities emerge as their literacy engagement experiences expand from their homes to their classrooms.

Moving Beyond Named Languages in Literacy

The language of a group with political power and status becomes the language of the majority, thus devaluing the languages of others (Fu et al., 2019). Language promotes the concentration of power particularly in U.S. schools where English is defined, assigned, and perceived as a measure of competence. English proficiency remains a gatekeeper and the qualifying language mandated to ensure academic success. But this model can no longer support

the schooling of the diverse, multicultural student demographics in our schools. The rich ethnic, linguistic, and cultural demographic of our classrooms is evident. There is an urgent need to engage students of culturally and linguistically diverse families beyond the official language in school.

Linguistically marginalized students endure the consequences of the existing reality of language separation. We can no longer continue to adhere to teaching pedagogies that undermine different ways of knowing, as school leaders and teachers aim for an equity-centered classroom culture. García (2017) argued against the restrictive view of language use in schools that undermines the linguistic potential of students' heteroglossic practices by recognizing their full possibilities via encouraging translanguaging. Emergent bilingual students flow into our classrooms with rich linguistic repertoires. Hence, there is a need to facilitate teaching and learning, and assessment of that learning, that highlights the unique traits of the 21st century multilingual and multiliterate learners.

There are considerably more multilingual and multiliterate students in classrooms today compared to two decades ago. Their abilities to speak different languages is a product of their literacy practices as members of two or more cultural and linguistic communities. Their presence in the classroom can be viewed as an asset to the learning experiences of all students, including their monolingual peers, rather than as a problem that needs to be remedied. New London Group's (1996) emphasis on the linguistic and cultural differences in redefining literacy as a spectrum of literate behaviors is key to pedagogy in the 21st century. However, there is currently a gap in how educators approach the multilingual component of multiliteracies (García & Kleifgen, 2020). Thus, the New Literacy Studies (Street, 2005) signify a shift in viewpoint on literacy development from purely cognitive to a broader understanding as seen through the lens

of social and cultural contexts. The ideological model of literacy supports the notion that literacy is a social practice manifested in socially created concepts. As a result, participating in literacy is always a shared process. The new literacy model necessitates the identification of multiple literacies, which change according to time and space, but are also challenged in power dynamics.

Emergent Bilinguals are Active Consumers and Producers of Texts

Cope and Kalantzis (2009) asserted, "We are in the midst of a profound shift in the balance of agency, which as workers, citizens, and persons, we are more and more required to be users, players, creators, and discerning consumers rather than the spectators, delegates, audiences or quiescent consumers of an earlier modernity" (p. 8). The statement above was an assessment of an observable transformation from a rigid hierarchy model of capitalism to new capitalism characterized by knowledge, human capital, and the competitive edge of products, services, and the workforce. Today, the balance of agency shifted to the overwhelming reliance on technology as it dictates literacy practices, acquisition of knowledge, and the business of the day.

Educators are aware that children need an array of experiences to grow and learn. Saracho (2017) found that "multiple factors determine the children's learning development that is integrated with dynamic, interconnected systems" (p. 639). Thus, literacy as a social practice (Street, 2003, 2005) is not divorced from the interconnectivity of education, technology, community, and every social institution that governs us. Literacy in the 21st century is an expansion of the individual's abilities, in the same way that the individual expands literacy via active engagement, consumption, production of texts, and shared experiences either virtually or face-to-face.

As mentioned earlier, the purpose of this research is to study the perspectives of elementary teachers in translanguaging as they support the literacy engagement of emergent bilingual students within an ESL classroom context. In the section that follows, I described the significance of cultural competence in the schooling of the 21st century EB students.

Culturally Responsive Teaching

Teachers of emergent bilingual and multilingual students have the opportunity to impact the teaching and learning of EB children in the early years of their education from kindergarten to fifth grade. Working with linguistically diverse children in early literacy development is crucial to the trajectory of their educational careers. At the onset of formal education, a more affirming and inclusive learning will offer positive experiences for students. It will be a lost opportunity for teachers in general, and teachers of EBs in particular, to ignore the funds of knowledge (Gonzalez et al., 2005) of EB students as they embark on a journey of two worlds, and two or more culture and languages. With competence in languages, their worldview is a source of wealth to our nation. They offer a unique understanding of the world, a view that was not restricted to one nation; rather two or more, including the U.S. But often in schools, the term *culture* may be limited to suggest token cultural celebrations, speaking a different language, exotic cuisines, or a country overseas. The disconnect between demonstrating knowledge of their students' cultural heritage and teachers' limited understanding of culture is familiar.

Nieto (1999) defined culture as the ever-changing values, customs, social and political ties, and worldview shared by a group of people united by a common history, geographic location, language, socioeconomic class, and religion. Culture can be characterized as a distinct and relative set of values shared by a group of people. This attribute indicates that culture is dynamic; it is learned and shared but not necessarily homogenous. The danger of ignoring the

flawed notion of culture in schools will lead to gaps in any attempt to anchor asset pedagogies in the lives of linguistically and culturally diverse students. Until teachers and school leaders genuinely internalize the concept of culture, differences in the practices of connecting culture, language, literacy, and education will persist.

Given the responsibility to impact student learning, nurture cultural competence, and raise the critical consciousness of students (Ladson-Billings, 1995) and multiliterate learners alike, teachers must possess the ability to recognize students' cultural and linguistic backgrounds and the unique knowledge and skills their students bring. *Culturally responsive teaching* is defined as leveraging ethnically diverse students' cultures, experiences, and viewpoints as a bridge for more successful teaching and learning (Gay, 2002). The concept of culturally responsive teaching include: (1) developing a cultural knowledge base, (2) designing culturally relevant curricula, (3) demonstrating cultural caring and building a learning community, (4) cross-cultural communications, and (5) cultural congruity in classroom instruction.

Hence, designing culturally relevant curricula has the potential to build teachers' cultural knowledge that can be accomplished in a bite-sized fashion through teacher professional development. The act of curriculum design is a learning opportunity for teachers; when they participate in a guided curriculum writing session, all the other four tenets of culturally responsive teaching can be accessed in lesson planning with a culturally responsive curriculum as the anchor. Most importantly, when teachers design curricula and translate them into lessons, their understanding of the nuances of culture deepens.

For example, Gay (2002) presented three kinds of curricula that offer teachers the opportunity to deepen their understanding of cultural diversity: formal, symbolic, and societal curriculum. Culturally responsive teaching practitioners scrutinize textbooks provided by the

formal curriculum to determine its authentic representation of diverse ethnic groups. Similarly, a symbolic curriculum extends a significant prospect for teachers to value linguistically and culturally diverse students using images highlighting their cultural contributions to the larger societies. Students "value what is present and devalue that which is absent" in the classroom (Gay, 2002, p.108).

Likewise, Paris (2012) made a compelling argument on the protection of linguistic diversity in the U.S. as an expansion of the existing asset approach in teaching instead of a deficit view of marginalized cultures and languages. According to his study, a culturally sustaining pedagogy aspires to continue and nurture diverse peoples' linguistic, literacy traditions, and cultural practices as part of the democratic goal of education. Language transmits culture, and when societies recognize language diversity, multiculturalism thrives. As a result, spaces open for bilingual and multilingual students, families, and communities.

In the previous section of this chapter, I presented a review on the early empirical studies in translanguaging and established its application as pedagogy. As noted, Fu et al. (2019) illustrate the three key tenets of the translanguaging model that include the crucial role of the teacher: (a) the teacher needs to understand that EB students use their entire language repertoire for communicating and processing information, (b) the teacher becomes a co-learner of students' languages and cultures, and (c) the teacher will design lessons for translanguaging literacy practices to occur in their classrooms. There is, therefore, a need to investigate bilingual and monolingual teachers' perspectives in supporting emergent bilingual and multilingual students' literacy engagement using translanguaging pedagogies.

Although García (2017) argued that translanguaging pedagogies provide bilingual and multilingual students with equal educational opportunities and hold a promise in transforming

the landscape of school structures and teacher pedagogies, the challenge remains for teachers on how to actualize translanguaging as multiliteracy pedagogy in their classroom. Although studies in the applications of translanguaging pedagogies provide teachers with exemplars, there is a need to investigate teacher's perspective in designing and implementing these pedagogies. In this context, the section that follows explores the role of teachers as designers of translanguaging spaces and resources in today's classrooms in facilitating the teaching and learning of emergent bilingual children. Studies showed that translanguaging and multiliteracies are simultaneously occurring in translanguaging classroom spaces.

Translanguaging as Multiliteracy Pedagogy

According to Li (2018), "translanguaging reconceptualizes language as a multilingual, multisemiotic, multisensory, and multimodal resource for sense and meaning making, transcending the traditional divides between linguistic and non-linguistic cognitive and semiotic systems" (p. 20). Similarly, multiliteracies expands the frame of reference beyond language to include multimodal meanings, while also acknowledging the variability of meaning-making depending on socio-cultural context, including language differences (Cope et al., 2020). In other words, the concept of multiliteracies integrates the dynamic interplay of languages. Thus, multiliteracies enables alternative forms of engagement resulting from EBs diverse experiences brought about by their home language and culture. A broader range of knowledge processes should be used, so that more powerful learning results from overt and purposeful framing of different knowledge processes (Cope & Kalantiz, 2009). The following translanguaging studies exemplify multiple modes of literacy practices either planned or emerging spontaneously in classrooms.

Park et al. (2017) conducted an intergenerational study with poetry as a framework. The team, which included senior and younger researchers as well as five multilingual high school students, worked together as practitioner-inquirers for two years. The youth researchers come from diverse backgrounds; one was born in the U.S., and the other four are immigrants. All youth researchers speak Spanish and English, while one is fluent in four languages, and another also speaks Quechua. *Poetry Inside Out* (PIO) is a program that entails translating poetry from all over the world into English from their original language. The process involves working with a partner and later in groups, as participants evaluate their translations before writing an original poem in their heritage language or English. Themes that emerged from the study indicate that a translanguaging space when made available to students will simultaneously activate multiliteracies and multimodalities in conveying meaning. Students were able to articulate sense making to a multilingual audience through words, gestures, and object demonstration as the "goal of pedagogy is to develop an epistemology of pluralism that provides access without people having to erase or leave behind different subjectivities" (New London Group, 1996, p. 72).

Rowsell and Burgess (2017) conducted a six-week study in which the research design included body mapping lessons as a critical multiliteracies strategy for new immigrants in Canada. The participants are youth refugees from Iraq and other Middle Eastern countries, as well as from Colombia. The students drew their self-portraits using digital photos. They were encouraged to use symbols and labels in their own languages. For example, Aadi is from Nepal, and he depicted camaraderie and friendship with linked figures holding hands; Farah is from Iraq, and she wrote her favorite song in Arabic verse; Abdullah is from Yemen, and he used footprints to depict movements from his country to Canada; and Yung is from Beijing, and he

used the Great Wall of China and other objects from his home country to illustrate his body map. When educators understand the limitations of monomodal literacy in education, they provide bilingual and multilingual children the opportunity to demonstrate their internal worlds in a variety of imaginative ways such as images, words, colors, symbols, objects, and materials that genuinely depict meaning.

As visiting researchers at a school with an 85% Latinx student population and 29% English language learners, Espinosa and Lehner-Quam (2019) reported their findings in partnering with two kindergarten teachers. Students took part in read-alouds, choral readings, dramatizations, flannel board retellings, and the opportunity to write and illustrate a bilingual book. They found that using dramatization in text study allowed EB children to find themselves in the narrative, particularly in the translanguaging space. Using two media, such as illustration and bilingual text, allowed for multimodal experiences that provided numerous entry points into the text, allowing for a wide range of possibilities for text creation and interpretation, and allowing children to read beyond the printed word.

García (2020) described a translanguaging approach to literacy in which students use all their meaning-making resources while engaging with text, integrating their multilingual and multimodal resources in the act of reading. Linguistic and verbal resources, as well as visual, gestural, and body language resources, are examples of these resources (García & Kleifgen, 2020). According to García (2020), Latinx bilinguals are assessed utilizing less than half of their linguistic repertoire compared to their White middle-class monolingual counterparts, who have access to practically all of their linguistic resources. Literacy teachers' perceptions shift as they provide and enter a translanguaging space with their Latinx students. First, the reader's attention is drawn away from the monolingual text and toward the bilingual pupil. Teachers begin to

recognize literacy as a multiplicity of acts that are dependent on EB students' diverse lived experiences rather than a range of psychological proficiencies in a single identified language. They begin to realize that while oral and written language are valuable resources, multimodal elements and EB students' funds of knowledge are also vital.

For example, Arturo, a fourth grader who was born in the United States after his parents immigrated from Mexico, is in a dual-language bilingual classroom. Teachers' perceptions of Arturo as a reader changed after they attended a translanguaging workshop. They begin to shift the questions they are asking about Arturo from first being a learner, to then being a reader,

1. How does Arturo go about engaging with the text? How is he physically positioned? What are his gestures? What are the emotions he displays?

2. What is Arturo interested in?

3. How does he connect with the peers in his group?

After they get a fuller picture of Arturo as a person, they start focusing on Arturo as a reader:

1. Is he able to identify key ideas?

2. Does he make inferences?

3. Can he express complex thoughts?

4. Does he associate ideas from multiple texts?

5. Can he argue effectively and persuade his classmates? (García, 2020, p. 560).

Teachers begin to listen to Arturo as a reader instead of his English and Spanish utterances. They recognize he has been deprived of opportunities to use all his translanguaging skills. It is in this context that this research was conceived. There is a need to explore the perspective of teachers of EBs on translanguaging pedagogy and literacies to emerge in their classrooms, thus, supporting the literacy engagement of emergent bilingual students.

Moreover, Rowe (2018) described a study in which EB second graders developed a bilingual e-book in a writing workshop. Students created multilingual and multimodal e-books on touchscreen tablets and shared them with their classmates. Writing their stories, recording oral narration in multiple languages, and collaborating with peers to translate their stories into another language were all part of the writers' workshop. Rowe identified and reported on six design principles for the writing workshop, including valuing students' language and culture, modeling translanguaging by the teacher, providing authentic opportunities for multilingual communication with peers, inviting two-way translation, composing dual-language texts, and connecting students with bilingual or multilingual audiences. As a result, EBs were able to express themselves in a variety of ways other than English. They were given the chance to experiment across languages and write texts that reflected their natural language abilities.

Likewise, Pacheco and Miller (2016) investigated elementary teachers' use of translanguaging pedagogies in literacy instruction with students from Egypt, Mexico, Bhutan, Somalia, and Uzbekistan. Teachers used EBs home language and culture to teach text features with heritage language newspapers, summarizing with bilingual book reports, and translating with home photos as students participated in creating artifacts that allowed their language abilities to emerge in either their home language or English, or both. Emergent bilingual students were allowed to use their multiple linguistic resources to make meaning as they engaged with texts in a variety of ways in these classrooms. As a result, students used their language skills for specific reasons in order to participate in literacy activities while also engaging their teachers as learners. Teachers successfully and creatively integrated students' native languages into literacy education.

Undeniably, translanguaging opens spaces where multiple literacies emerge and benefit students in all settings, regardless of grade level. For example, Cardenas Curiel and Ponzio (2021) conducted a case study on the cultural writing experiences of third grade EB children on *calaveras* or skeletons, which included translanguaging and transmodal approaches. The teacher's influence in creating a translanguaging and transmodal environment enhanced the writing of EBs students. Typically, it is the teacher who decides which cultural tools, such as classroom texts or students' linguistic and cultural resources, are brought into the classroom and how they are modified to improve learning. Similarly, teachers may indicate to students that some tools are excluded. In translanguaging classrooms, teachers and students engaged in a "fluid negotiation of linguistic and modal resources" (Cardenas Curiel & Ponzio, 2021, p. 98). Thus, enhancing EB students' language and literacy practices while focusing their resources and agency as growing bilingual and biliterate writers, both multiliteracies and translanguaging pedagogies open these possibilities.

In a newcomer classroom, Hansen-Thomas et al. (2021) reported on their research of monolingual teachers adopting translanguaging strategies for academic engagement of secondary EB students. Teachers encouraged students from a co-learner viewpoint to use their language resources, videos in their heritage languages, access multilingual subtitles, Google Translate, phones, laptops, and their classmates with more advanced English competency. According to the findings, teachers' attitudes are critical in encouraging students to participate in class as co-learners. Similarly, according to de los Rios and Seltzer's (2017) ethnographic study of two EB high school students, students become proud bilingual representatives of themselves when they are exposed to learning experiences that emphasize the interconnectedness of their language practices and its potentials in the classroom.

Finally, Espinosa et al. (2021) posited, "When we view literacy through a translanguaging lens, we acknowledge that bilingual or multilingual people creatively draw from their language and social resources to make meaning, regardless of the languages they use" (p. 19). The language competence and creativity of bilingual or multilingual people can manifest when these literacy principles are employed in the classroom by teachers and school leaders,

1. To construct meaning fully, students need to leverage their entire linguistics repertoire in literacy events.

2. Opportunities to engage in texts that allow them to participate in more complex and deeper thinking.

3. Need to be involved right from the beginning in literacy events and be encouraged to engage as thoughtful and critical thinkers, readers, writers, and creators. Translanguaging allows this engagement in learning to happen.

4. Translanguaging opens doors for students, families, and communities to become partners in children's literacy development (p.23).

When translanguaging becomes the norm rather than the exception, the literacy engagements of EBs does not have to wait for the *time* when they become proficient in English. Every literacy event is an opportunity that should allow EB students to leverage their language abilities.

The translanguaging classroom framework developed by García et al. (2017) is based on students' translanguaging performances as well as the teacher's translanguaging pedagogy provides more guidance. Students' dynamic bilingualism may be observed in their general linguistic performance in oral or written form, along with their language specific performance related to the school context. However, for students' translanguaging performance to emerge in the classroom, the teacher's translanguaging pedagogy must be driven by a language belief

system to effectively leverage students' translanguaging such as stance, design, and shifts. A translanguaging stance values students' unified language repertoire as a resource; lesson designs strengthen ties between home and school (Fu et al., 2019; García et al., 2017); and shifts or moment-to-moment decisions in the classroom, reflect teacher flexibility to sense-making as the ultimate instructional objective.

While the review of literature demonstrates a strong connection between translanguaging and multiliteracies as pedagogies that engage emergent bilingual and multilingual students, this link has not been particularly investigated from the perspective of a school principal through participatory action research (PAR). Thus, the aim of this research is to fill the knowledge gap about teacher perspective in translanguaging literacies and supporting EB students' literacy engagement in a Texas urban elementary charter school. The findings of this researchinforms school and district leaders to provide insights to establish a systemic approach to school reform by unlocking translanguaging literacies to improve the achievement of emerging bilingual and multilingual children. Most significantly, the results of this study provide other teachers access to their peers' experiences with translanguaging classrooms.

CHAPTER III

METHOD

The research design of this study is participatory action research (McTaggart, 1991). The research setting is an elementary charter school located in a large metropolitan city in the state of Texas. The study was conducted during the 2022-2023 school year. The data sources and methods of analysis are outlined below.

Action Research in Education

Qualitative research is the world of lived experience, where the individual's belief systems intersect with his or her culture and its narrative and interpretive practices capture the representation and description of phenomena that positivist science often fails to recognize (Denzin & Lincoln, 2018). Qualitative research provides a lens for exposing the diversity of realities, engaging with the web of social interactions, repositioning problems, and decisions toward social justice, and joining in solidarity with the traditionally oppressed to create new ways of functioning (Kincheloe et al., 2018). The emphasis on student assessment rather than recognizing structural disparities in school systems is disturbing for educators, who are subjected to annual teacher performance reviews that mainly rely on student achievement. However, qualitative research, and participatory action research in particular, can facilitate conditions for empowerment and change when teachers and teacher leaders confront restrictive systems through transformational initiatives (Johnson & Christensen, 2017).

The origins of action research can be traced back to Kurt Lewin (Adelman, 1993). In the 1930s, Kurt Lewin coined the term *action research* to characterize research and theory that led to action. He explored the marginalization of minority groups in the workplace by investigating solutions for worker participation in organizational reform. Johnson and Christensen (2017) defined action research as "applied research focused on solving practitioners' local problems" (p. 644). Additionally, Cannella and Lincoln (2018) suggested that action research entails collaborative discourse, participatory decision-making, inclusive democratic deliberation, and maximum engagement and representation of all relevant stakeholders. Teachers, students, parents, and school officials are all stakeholders in action research, and their participation in problem-solving efforts is invaluable.

Gay et al. (2015) stated that the goal of action research in education is to create a pathway for solving everyday problems in classrooms so that teacher researchers may optimize both student learning and teacher effectiveness. However, the disconnect between theory and teacher practice might be linked to the unfavorable reception of teachers to research findings. For example, many teachers do not find research "persuasive or authoritative, relevant to practice, comprehensible, and enact change in the educational system" (Gay et al., 2015, p. 452). In contrast, action research undertaken by teacher researchers gives a compelling insight into their practice, particularly its relevance to their current conditions (Bull & Anstey, 2018; Gay et al., 2015; Herr & Anderson, 2015; Johnson, 2012; Kemmis et al., 2014; McTaggart, 1991).

Participatory Action Research

This study employed participatory action research (PAR) (McTaggart, 1991) grounded in multiliteracies (New London Group, 1996) and translanguaging (García, 2017) frameworks. The purpose of PAR as a method in this study was to improve individual teacher practice, collaborate

with other teachers of EB students to enhance their instruction, and inform campus teacher professional development design to increase student learning. The participants in this action research study are the ESL teachers at Richmond Elementary (pseudonym) school. A participatory action research approach is well-suited to this goal. The research questions in this study will help the ESL teachers become familiar to translanguaging pedagogy and support their EB students. A participatory action research approach will educate them about translanguaging and apply the knowledge in their classroom. As the researcher and facilitator of PAR, I led this learning with teachers in two focus group discussion meetings. Most significantly, as the first teachers to learn and implement the idea of translanguaging, they will become teacher leaders in campus-wide professional development. McTaggart (1991) described the value and impact of participatory action research to others:

> Participatory action research allows and requires participants to give a reasoned justification of their social and educational work to others because they can show how the evidence they have gathered and the critical reflection they have done have helped them to create a developed, tested, and critically examined rationale for what they are doing. Having developed such a rationale, they may legitimately ask others to justify their own practices in terms of their own theories and the evidence of their own critical self-reflection, (p. 179).

Given that Richmond Elementary, the site of this study, has a high student population of EB children, it is critical that a significant school improvement focus is decreasing the performance gap of EB students by including teacher language pedagogies in professional development efforts.

Additionally, according to Johnson (2012), one reason for the gap between theory and practice in education is the Moses Effect, which occurs when teachers become passive recipients of research findings. When research is conducted without consideration of teachers' perspectives and the intricacies of teaching and learning, its applications will fail to translate effectively in the classroom. However, action research bridges the gap instilling a shared perspective resulting in more informed teacher practice. Thus, action research is best conducted in collaboration with stakeholders of the study (Denzin and Lincoln, 2018; Herr & Anderson, 2015; McTaggart, 1991). At Richmond Elementary School, collaboration and learning together are parts of the culture; it is pervasive. Richmond Elementary is a learning organization. It purposely and regularly incorporates professional development into the daily life of the campus. Coaching and mentoring is the norm of the school. Thus, collaboration with participants was a welcomed opportunity.

Teacher Professional Development

Bull & Anstey (2018) suggested several criteria for effective professional learning development. I have identified a few that resonate most with this study: (a) school-based, (b) addressing the relationship of theory to practice, and (c) involving a community of learners who jointly plan and reflect. They added that a community of learners had been found to have a crucial impact on action research, specifically when the learning is focused on pedagogy. Most important is the benefits of effective professional development that focus on teachers' concept of teaching language. Valdes et al. (2005) suggested that part of preparing teachers in enhancing the language development of all students who are either monolingual, bilingual, or multilingual, language education must be included throughout their teacher education and professional development opportunities. Exploring teachers' perspectives in translanguaging literacies in

supporting EB students' literacy engagement is therefore critical to optimizing pedagogical strategies.

Moreover, according to Kemmis et al. (2014) participatory action research has two features:

1. The recognition of the capacity of people living and working in particular settings to participate actively in all aspects of the research process; and

2. The research conducted by participants is oriented to making improvement in practices and their settings by the participants themselves (p. 4)

Both characteristics are present in my study since my participants are ESL teachers who teach at Richmond Elementary and serve emerging bilingual students learning English. The ESL teachers will be learning translanguaging pedagogies and preparing lessons for their students to increase their self-efficacy in teaching EB students. The research of Kemmis et al. (2014) further suggests five conditions that only participatory research creates such as: conducting research from within, speaking a shared language, developing the forms of action and interaction, developing communities of practice, and transforming the conduct and consequences of the practice. Likewise, McTaggart (1991) indicated that participatory action research comprises individual, communal, local, and global components. Thus, this research study will enable ESL teachers to investigate the tenets of translanguaging as an academic approach in the context of ESL education to strengthen their practice, impact other teachers and leaders, as well as the community and families that Richmond Elementary serve.

Finally, Bull and Anstey (2018) added that action research can be understood as "a research methodology that is based on systematic and critical inquiry about teaching and learning carried out by teachers in their classrooms or schools" (p.15). Research on improving student

instruction is necessary to keep teachers current in the advancement of teaching and learning.

When teachers are actively involved in participatory action research, they can significantly

contribute to the need to develop effective pedagogies. Specifically, lesson planning for literacy

and language lessons can benefit from action research by identifying the areas of need as EB

students meet the challenges of learning a content in another language. Participatory action

research will provide teachers an opportunity to illustrate the three key tenets of the

translanguaging model (Fu et al., 2019) that include the crucial role of the teacher, such as,

understanding that EB students use their entire language repertoire for communicating and

processing information, co-learning of students' languages and cultures, and designing lessons

for translanguaging literacy practices to occur in their classrooms. Through participatory action

research, teachers can focus on enhancing or altering practice by generating new knowledge

(Bull & Anstey, 2018; McTaggart, 1991).

Research Setting

This study took place at an elementary charter school located in a metropolitan area

setting in Texas with a population of 2,288,250 as of July 2021 as reported by United States

Census Bureau (2021, July). The charter organization has 61 Texas schools, with 38,489

students, and 4,456 staff members. Out of the 38,489 students, 31.57% are emergent bilingual

students. Of the 31.57% emergent bilingual students, 50% are pre-kindergarten to fifth grade.

The charter organization's mission is to prepare their students through a rigorous student-

centered educational program with a heavy focus on STEM (Science, Technology, Engineering,

and Mathematics). The charter school organization's vision is to prepare their students to enter

the world as productive and responsible citizens.

Richmond Elementary is one of the 61 schools managed by this second largest public charter organization in Texas. The total student enrollment at Richmond Elementary school is 680 students. The demographic breakdown of the student population is 30% African American, 25% Latina/o or Hispanic, 30% Asian, 10% White, and 5% Other demographics. The faculty-student ratio at Richmond Elementary is 24 to 1. The school uses an ESL curriculum designed and written by the charter school organization's central office curriculum department. Students at Richmond Elementary go through the process of application, identification, and assessment to access the services in the ESL program. Students from kindergarten to fifth grade, whose families speak a language other than English at home may apply for ESL services. As a state requirement, students who are in the ESL program will receive language instruction from the ESL teachers three hours per week. The ESL teacher will either pull-out the EB student from the general education classroom to receive instruction in the ESL resource room, or the ESL teacher supports the EB inside or outside the ELAR classroom. Typically, there are between three to five EB students in small group language instruction during push-in or pull-out sessions.

Students do not receive language services from the ESL teachers in other content areas. The content teacher is required by the state to earn the ESL teacher certification to teach an EB student. There are two types of ESL services at Richmond Elementary namely, pull-out instruction or content-based push-in. The purpose of these programs is to enable English learners to achieve full competence in English in order to participate equally in school. In the pull-out model, EBs receive instruction in English Language Arts and Reading (ELAR) by an ESL certified teacher; the model can be implemented by both teachers in the classroom. Whereas, in the content-based model, EBs receive all content area instruction such as ELAR, Mathematics, Science, and Social Studies, by ESL certified content teachers.

<center>**Participants**</center>

The participants included three ESL teachers, who serve K-5 EB students at Richmond Elementary. Demographics of the teacher participants such as race, educational level, years of teaching experience, state teaching certification, and the languages they speak are shown in Table 1 below. All names are pseudonyms. The ESL program at Richmond Elementary provides services to students identified as EB which refers to students who are in the process of acquiring English and have a primary language other than English. The ESL teachers are assigned to a grade level band from either kindergarten to second grade, or third to fifth grade.

Table 1

Teacher Demographics

Pseudonym	Years of Teaching EBs	Race	Languages Spoken	Highest Educational Level	State Teaching Certification
Ms. Ela	7	White	English	Bachelor	ESL, EC-6
Ms. Ada	8	Asian	Urdu, Hindi	Masters	ESL, EC-6
Ms. Gia	6	Asian	Somali	Bachelor	ESL, EC-6

Selection of Participants

A convenience sample (Gay et al., 2015) was used to narrow the inquiry to three ESL teachers serving the kindergarten to fifth grade EB students at Richmond Elementary. I used convenience sampling to recruit participants willing to be part of the study (Johnson & Christensen, 2017). Since Richmond Elementary has a high EB population, all teachers are aware that the school's obligation for this special population is critical to its accountability rating from the state. Thus, teachers, most especially, the English Language Arts, ESL, and reading interventionists, share the burden of ensuring that the 60 percent of EB students are academically

successful. In this study, I utilized voluntary participation from the ESL teachers employed on my campus. Two of the ESL teachers are bilingual, and one is a monolingual English speaker. The bilingual teachers speak Urdu and Hindi in addition to English.

I casually approached each ESL teacher and explained to them that I was planning to conduct a research on teaching strategies that urban schools applied in large EB student population. Each of them was interested and wanted to know more details on their participation. The reason for my selection of these teachers and grade levels was because they teach the ESL students at Richmond Elementary from K- 5 grades, and their ability to support EB students is critical to the literacy development of these young children. Their participation in this study was voluntary and the participants signed a consent form after an orientation meeting and explaining the purpose and significance of the research question in relation to their role as teachers of emergent bilingual students.

Ms. Ela. Ms. Ela is a White woman in her late 50s. She has a total of 15 years of teaching experience, and this year is her seventh year as a teacher of EB students. She does not speak another language, but her heritage is German, Irish, and English. Her older family members spoke these languages, but she did not learn them growing up. Ms. Ela is state certified ESL and Early Childhood to Grade 6 teacher. This is her eighth year of teaching at Richmond Elementary. Figure 1 below is Ms. Ela's ESL small group schedule, which is a typical ESL teacher's schedule at Richmond Elementary.

Ms. Ela	M	T	W	TH	F
Morning Duty	None	None	None	None	None
7:45-8:05	Planning	Planning	Planning	Planning	Planning
8:05-8:50	Planning	Planning	Planning	Planning	Planning
8:50-9:32	1A	1A	1B	1B	1B
9:35-10:17	1C	1C	1C	1D	1D
10:20-11:07	2A	2A	2A	2A	2A
11:10-11:57	Co-teach 0A	Co-teach 0A	Co-teach 0A	Co-teach 0A	Co-teach 0A
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-12:50	Planning	Planning	Planning	Planning	Planning
12:50-1:32	0A	0C	0B	0C	0C
1:35-2:17	0B	0B	0A	0A	0B
2:20-3:12	2B	2B		2B	2B
Dismissal Duty			PLC		

Figure 1

Typical ESL Class Schedule at Richmond Elementary

Ms. Ela's weekly class schedule show mostly kindergarten and first-grade ESL pullout classes. She co-teaches five times a week with a kindergarten teacher in section A. She has a total of approximately two hours of planning daily.

Ms. Ada. Ms. Ada is a South Asian woman in her early 50s. She has a total of 19 years of teaching experience, and this is her eighth year as a teacher of EB students in another district. She speaks Urdu, Hindi, Gujarati, Marathi, and some Sanskrit and Punjabi. Ms. Ada is a state certified ESL and Early Childhood to Grade 6 teacher. This is Ms. Ada's first year at Richmond Elementary. Ms. Ada teaches a combination of grades from second to fourth. She has two hours

of planning time daily, and she supports a student in special education program contained in a life skills classroom.

Ms. Gia. Ms. Gia is a South Asian woman in her mid-thirties. She has been teaching emergent bilingual students over the course of her teaching experience in the past seven years, but this is her first-year teaching at Richmond Elementary. She speaks Somali. Ms. Gia is a state certified ESL and Early Childhood to Grade 6 teacher. Ms. Gia's grade levels are from third to fifth grades. She has a co-teaching class with a third-grade teacher in section A. Similar to both Ms. Ela and Ms. Ada, she also has a daily planning time of two hours.

Researcher Positionality

According to Smith (2012), research through an imperial lens encompasses an approach that assumes Western perspectives as the default. As a literacy scholar, a member of a linguistically disadvantaged group, and a school leader, specifically the principal, undertaking research on teacher's beliefs in the role of language in the marginalization of EB students at Richmond Elementary school, I am acutely aware of my two most important roles in this study: researcher and school principal. As a researcher, I took the stance of an insider-facilitator role depending on the action cycles as outlined for the study below. As the school principal, I took the role of the leader-observer for the duration of the study.

I identify as a multilingual person. I am a native speaker of two Philippine dialects: Visayan and Ilonggo. I learned the Visayan language from the community where I grew up. It is the vernacular in which I communicate with my peers. I learned Ilonggo at home from my parents, siblings, and extended relatives. In school, I learned to speak and write in Filipino or Tagalog, the official language of the nation. In addition, when I started elementary school in the Philippines, I developed English as a second language. As an immigrant to the United States,

English is my primary language at work, but I utilize translanguaging to communicate with my family and community. Therefore, I consider myself as a multilingual person. As an insider-facilitator in this study, my lived and languaging experiences contributed to vital discussions with participants regarding bilingual and multilingual literacy practices.

Since I am the school principal and the key investigator of this study, I planned the research design. As a member of the research team and principal investigator, I acted as the facilitator of learning by conducting professional development sessions on the first action cycle and, simultaneously, as a participant observer in the discussions. In the second phase of the study, the focal participants were my co-researchers as we use translanguaging pedagogy while designing lesson plans and implementing them with students in the classroom. The participants decided the classes they used for the study. They also selected the units and lessons from the curriculum pacing that was utilized in the collaboration. In the third phase of the action cycle, I conducted post-study interviews and reflected on the data collected related to the research questions in phase 1 and phase 2. Finally, to minimize my biases, influences, and any power differentials, I discussed with the campus ESL program coordinator my initial findings to ensure an outsider perspective.

Finally, my beliefs about translanguaging as theory and practice are influenced by the rich and dynamic social spaces that I occupy, such as being an English language learner, an immigrant to this country, an ethnic minority, a multilingual woman, a reading and writing teacher, a curriculum writer, and the principal of a culturally and linguistically diverse elementary school.

Data Sources and Data Collected

There are five main goals in action research: the creation of new knowledge, the realization of action-oriented results, the learning of both the researcher and the participants, inquiry findings that are significant to the site, and devising an applicable research methodology (Herr & Anderson, 2015). This study utilized cycles and actions that supported these five goals. The data collection for each phase followed a pattern of plan, act, observe, and reflect. As participatory action research, this pattern provided participants with participatory structures to ensure that they are represented in every phase and cycle of the study (Herr & Anderson, 2015, p. 116).

Spiral Action Cycle Design

Creating valid knowledge in action research demands a spiral of action cycles (Herr & Anderson, 2015, p. 5),

1. to develop a plan of action to improve what is already happening,

2. to act to implement the plan,

3. to observe the effects of action in the context in which it occurs, and

4. to reflect on these effects as a basis for further planning, subsequent action and on, through a succession of cycles.

The spiral actions ensured consistency strategic data collection and stakeholder inclusion. The four steps of planning what to improve, taking action to implement the plan, observing the effects, and reflecting the effects to start planning the next steps, allowed targeted data collection. Table 2 below illustrates the timeline of the data collection for this study as drawn in three phases with two action cycles per phase, and with a total of six action cycles.

Table 2

Participatory Action Research Overall Data Collection Timeline

Phases and Action Cycles	Time	Activities
Phase 1		
Action Cycle 1	Week 1	Participant interviews and focus group
Action Cycle 2	Week 2	Student data analysis and discussion
Phase 2		
Action Cycle 1	Weeks 3-4	Lesson design and implementation
Action Cycle 2	Weeks 5-6	Classroom observations
Phase 3		
Action Cycle 1	Weeks 7-8	Participant interviews and focus group
Action Cycle 2	Weeks 9-14	Data analysis and member checking

Each phase has two action cycles. Each action cycle has a corresponding timeline from one or more weeks. Each week has corresponding activities. I collected data for eight school calendar weeks from mid-October to the second week of December 2022 using a range of data collection methods such as teacher interviews, audio recordings of teachers during interview, focus group meetings, and classroom observations. Data sources for this study include, participants' interview transcripts, audio recordings, reflections, lesson plans, lesson observation notes, and researcher journal.

I also collected data during daily operations of the campus, such as minutes of meetings, presentation materials, parent meeting's agenda, and other items related to the ESL program of the school. This study utilized cycles and actions to enact the goals of action research. The data

collection and sources are described and reported according to the three phases and their cycles. Below is a brief overview of the data collection process, followed by a description of the procedural decisions of data collection and the sources.

I conducted a pre-interview and post-interview of the participants at the beginning and end of the data collection period to compare whether there are changes in the teachers' perceptions of translanguaging pedagogy. I also facilitated learning of the theory and practices of translanguaging. I conducted a focus group meeting to discuss questions and experiences of the participants during our collaboration stage on Phase 2. I acted as their coach and observer during the first lesson planning session. When they implemented their lessons in small groups, I conducted two classroom observations for each teacher. Throughout the study, I collected interview transcripts, audio recordings, lesson plans, discussion notes, classroom observation notes, and reflections as basis for further planning into the next phases and cycles. Lastly, the participants were informed during our initial meeting about the multiple data sources for this study.

Phase 1 Data Collection and Data Collected

During this initial phase of the study, the plan was to examine and improve teacher lesson planning practices and instruction at the ESL department to further impact engagement of EB students. There are three ESL teachers in the department, and they go into the English Language Arts classrooms, called push in, to support the small group of EB students assigned to them. Depending on their weekly schedule, they collect their small group and take them to the ESL hub to implement their language lessons. This model is called ESL pull out. It is in small group pull out setting that I explored the ESL curriculum, teacher lesson planning, teacher pedagogy, and small group instruction.

Ultimately, the action plan was designed to facilitate how this participatory action research helps improve teacher pedagogy. The goal for the first cycle was to explore the understanding of teachers on translanguaging as theory and pedagogy and help them improve their instructional practices as teachers of emergent bilingual and multilingual students. Phase 1 Cycles 1 and 2 followed the plan, action, observe, and reflect pattern in PAR. Table 3 below illustrates the time allocated for each activity and the instruments or resources used.

Table 3

Phase 1 Data Collection Activities

Phase 1	Activities	Instruments or Resources
Action Cycle 1		
45 minutes each	Pre-interview	Semi-Structured Interview
45 minutes focus group	Informative discussion on translanguaging as pedagogy	PowerPoint Presentation Classroom Language Ecology
Action Cycle 2		
45 minutes focus group	Analyze EB students' data	TELPAS Report Student Language Inventory

In Phase 1, cycle 1, I conducted two activities: a semi-structured interview with each participant and engaged them in an informative discussion on translanguaging. In cycle 2, we analyzed the state rating of our emergent bilingual students, discussed their classroom language ecology, and student language inventory results.

Semi-Structured Pre-Interview. The questions were focused on their years of experience as teachers of EB students, their language beliefs, and how they teach literacy in their small group setting. During the individual participant interview, I gathered information casually to know more about each participant. Most importantly, I asked questions on their literacy practices in the classroom with EBs using the district's ESL curriculum. Refer to Appendix A for the Pre-Interview Protocol.

PowerPoint Presentation. To find out on the understanding of teachers of translanguaging as pedagogy, I facilitated an informative discussion of translanguaging. The three ESL teachers and I met at the meeting room and discussed translanguaging. I served as the facilitator of the mini-professional development session for the teachers. During this session, I took the role of an instructional leader, and I presented information on translanguaging and asked discussion questions to elicit their comprehension of translanguaging as an academic stance and pedagogy. I used a PowerPoint presentation slides to explain to them the concept of translanguaging as pedagogy for EB students. Refer to Appendix D for the topic, details, and suggested resources in the presentation. The presentation started with the question, "What is translanguaging?" The participants shared their emerging ideas about it and expressed interest to know more. The slides contained a simple definition of translanguaging and compared it with code-switching. The majority of the presentation described translanguaging pedagogy and examples of how they look like in the teaching and learning of EBs. The PowerPoint presentation concluded with a list of salient points about translanguaging such as, EB students have a unified linguistic repertoire, translanguaging is purposefully and systematically incorporated in both lesson planning and instruction, teachers are co-learners in their classrooms, and translanguaging is a 21st century global competence. We also discussed how they can

potentially support their EB students in accessing their language repertoire in the classrooms.

Simultaneously, I took a researcher stance of the session as a participant observer. I took my

field notes, collected participants' reflections, and wrote my reflections on the participants' view

of translanguaging after the meeting. Below is an example of my notes on the teachers:

> "Among the three participants, Ms. Gia seemed to have a better grasp of the concept.
> She understood that translanguaging is not simply code-switching. All three teachers
> displayed a positive and eager attitude learning more about it." (*Reflective Journal*, 21
> October 2022)

Classroom Language Inventory. I requested the participants to fill a classroom

language inventory form, to record their observation on each student's English proficiency

during instruction. This information helped them design lesson plans to integrate translanguaging

pedagogy. For example, Ms. Ela's form (Figure 2) showed that majority of her students in this

class speak Spanish at home but understand most or all English words that she used during

instruction. Similar to Ms. Ada (Figure 3) and Ms. Gia's (Figure 4) classes, majority of the

students speak Spanish, but other languages are spoken such as Dari, Igbo, Farsi, and

Vietnamese. It should be noted that each participant chose one class for this study. Other classes

might have a similar or different student language inventory result. However, Spanish is a

common home language of the 403 EB students at Richmond Elementary.

Student Language Inventory Form for the class in this study.
Please describe the English language proficiency of each student below.

Student (first name only)	Grade	Home Language	English Proficiency
Sabina	K	Spanish	Understands all English words used during instruction.
Valeria	K	Spanish	Understands most English words used during instruction, but is an active learner/participant.
Haydee	K	Spanish	Understands most English words used during instruction.
Mila	K	Spanish	Understands most English words used during instruction.
Esra	K	Farsi	Understands all English words used during instruction.

Figure 2

Ms. Ela's Student Language Inventory Form

Student Language Inventory Form for the class in this study.
Please describe the English language proficiency of each student below.

Student (first name only)	Grade	Home Language	English Proficiency
Danica	3	Spanish	Intermediate (needs more explanation during academic / abstract discussion, pictures, anchor charts, graphic organizers, highlights helpful)
Soledad	3	Spanish	Intermediate (Very vocal, needs more explanation during academic / abstract discussion, pictures, anchor charts, graphic organizers, highlights helpful)
Taraz	3	Dari	Intermediate (Enough BICS, needs help with building Schema needs more explanation during academic / abstract discussion, pictures, anchor charts, graphic organizers, highlights helpful)
Mikael	3	Igbo	Intermediate Needs help with grade level comprehension
Ian	3	Spanish	Intermediate need more explanation during academic / abstract discussion, pictures, anchor charts, graphic organizers, highlights helpful)

Figure 3

Ms. Ada's Student Language Inventory From

Student Language Inventory Form for the class in this study.
Please describe the English language proficiency of each student.

Student (first name only)	Grade	Home Language	English Proficiency
Joey	3rd	Spanish	Beginner (Although his proficiency level is beginner, Joey uses adequate level of social language. Meaning, he is able to express or communicate what he intends.
Maria	3rd	Spanish	Intermediate (Maria is at intermediate proficiency level according to TELPAS test) Maria speaks adequate level of English language and often uses her homelangauge as a support.
Mikey	3rd	Spanish	Intermediate (Mikey is at intermediate level of English and he relies on his homelanguage as a support to communicate)
Cal	3rd	Vietnamese	Intermediate (Cal is at intermediate level of English language and he speaks mainly English during instruction)
Shana	3rd	Farsi	Intermediate (Shana is at an intermediate level in English language and speaks mainly English during instruction)

Figure 4

Ms. Gia's Student Language Inventory Form

TELPAS Report. In Phase 1, cycle 2, we analyzed the TELPAS data and the teachers' small group schedule. We discussed the placement of EB students in the small groups and their corresponding TELPAS ratings from the state such as, beginner, intermediate, advanced, and advanced high. All EBs were rated in speaking, listening, reading, and writing. A beginner rating is generally a student who struggles in all four language domains; an intermediate exhibit limited ability; the advanced students have enough knowledge of the English language to succeed academically; and advanced high students demonstrate an ability comparable to a native English speaker.

An examination of students' TELPAS levels informed teachers of gaps in student learning and how to supplement the lessons to close these gaps. It also informed them on the

competency indicators of each level and their small group. At Richmond Elementary, student small groups were formed using the language ratings of EB students. The group was composed of three to five students on the same grade and language level. For example, all first-grade students who are beginners formed one group. Students who are high or advanced high formed another group. This grouping method allowed teachers to comply with the language service hours that each EB student should receive as required by the state.

ESL teachers along with the English Language Arts teachers often collaborate after a major campus-wide assessment to discuss and record feedback on each student in the ESL program. Notes such as these appear in the campus response to intervention document: below benchmark, above benchmark, continue working on blending letter sounds, tier 3 in reading and math and did not pass her TELPAS test, or positive comment like advanced high in TELPAS. Thus, during my session with the ESL teachers while we examined the data report of students in their classes in the study, we also discussed how translanguaging pedagogy can support the intervention efforts that are already in effect for the children. Table 4 below, the ELPS-TELPAS Proficiency Level Descriptors, illustrates the proficiency levels of grade levels in four language domains. It shows the language domains and descriptors for each skill and levels as determined by the state. It is important to note that the descriptors may be limited to accurately determine the language abilities of EBs in English. However, it provides teachers additional guidelines in planning the literacy engagements of students. For example, in second-grade reading, a beginner EB is described by the state as, Have little or no ability to read and understand English used in academic and social contexts. Although, this may be true concerning English, it may not be true once a translanguaging pedagogy is applied to support the same student. Evidently, the rubric

below may not essentially capture the unified linguistic repertoire of EBs (Creese & Blackledge,

2010; García, 2017; García & Li, 2014).

Table 4

ELPS-TELPAS Proficiency Level Descriptors

Grades and Levels	Beginning	Intermediate	Advanced	Advanced High
Grades K-12 Listening	Beginning English learners (ELs) have little or no ability to understand spoken English used in academic and social settings	Intermediate ELs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings	Advanced high ELs have the ability to understand, with minimal second language acquisition support, grade appropriate spoken English used in academic and social settings.
Grades K-12 Speaking	Beginning English learners (ELs) have little or no ability to speak English in academic and social settings	Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings	Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.	Advanced high ELs have the ability to speak using grade appropriate English, with minimal second language acquisition support, in academic and social settings
Grades K-1 Writing	Beginning English language learners (ELs) have little or no ability to use the English language to build	Intermediate ELs have a limited ability to use the English language to build foundational writing skills.	Advanced ELs have the ability to use the English language to build, with second language	Advanced high ELs have the ability to use the English language to

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"Table 4, cont."	foundational writing skills		acquisition support, foundational writing skills.	build, with minimal second language acquisition support, foundational writing skills
Grades 2-12 Writing	Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully	Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade appropriate writing tasks in a limited way	Advanced ELs have enough English vocabulary and command of English language structures to address grade appropriate writing tasks, although second language acquisition support is needed	Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support
Grades K-1 Reading	Beginning English learners (ELs) have little or no ability to use the English language to build foundational reading skills	Intermediate ELs have a limited ability to use the English language to build foundational reading skills	Advanced ELs have the ability to use the English language, with second language acquisition support, to build foundational reading skills	Advanced high ELs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.
Grades 2-12 Reading	Beginning English learners (ELs) have little or no ability to read and understand English	Intermediate ELs have the ability to read and understand simple, high-frequency English used in routine	Advanced ELs have the ability to read and understand, with second language acquisition	Advanced high ELs have the ability to read and understand, with minimal

"Table 4, cont."	used in academic and social contexts	academic and social contexts.	support, grade-appropriate English used in academic and social contexts	second language acquisition support, grade appropriate English used in academic and social contexts.

Classroom Language Ecology. Teachers used the classroom language ecology form in the beginning of the study to identify the home language of students and their usage in the classroom. This information helped them design lesson plans to meet the ELPS, TELPAS indicators, and integrate translanguaging pedagogy. For example, Ms. Ela's (Figure 5) students in kindergarten uses English in the classroom. Spanish speaking students use both Spanish and English, while Esra, who Speaks Farsi, uses English only.

Classroom Language Ecology Observation Form
Please describe the way each student uses English and/or home language in your classroom.

Student (first name only)	Grade	Home Language	Language the student is using in the classroom?
Sabina	K	Spanish	Uses predominantly English in the classroom.
Valeria	K	Spanish	Uses English and Spanish in the classroom.
Haydee	K	Spanish	Uses English and Spanish in the classroom.
Mila	K	Spanish	Uses English and Spanish in the classroom.
Esra	K	Farsi	Uses only English in the classroom.

Figure 5

Ms. Ela's Classroom Language Ecology Observation Form

Ms. Ada's (Figure 6) students in third grade showed similar characteristics. Students who speaks Spanish as their home language use English or both at school. However, Taraz who

speaks Dari, and Mikael who speaks Igbo very rarely or do not speak their home language in school.

Classroom Language Ecology Observation Form
Please describe the way each student uses English and/or home language in your classroom.

Student (first name only)	Grade	Home Language	Language/s the student is using in the classroom?
Danica	3	Spanish	English/Spanish (Speaks more English but also likes to share Spanish vocabulary)
Soledad	3	Spanish	English/Spanish (is very excited to use Spanish in classes when encouraged)
Taraz	3	Dari	English and very rarely Dari (Has little knowledge of Dari but is encouraged to share whatever she knows as other students are using their home language)
Mikael	3	Igbo	English (Does not speak, or share in Igbo. He wants to, but does not have enough vocabulary in Igbo. He is More comfortable in English.
Ian	3	Spanish	English/Spanish (He enjoys discussions when Spanish words are integrated but rarely contributes language wise)

Figure 6

Ms. Ada's Classroom Language Ecology Observation Form

Ms. Gia's (Figure 7) language ecology notes in her third-grade class showed Spanish, Vietnamese, and Farsi. A similar observation in Ms. Ela and Ms. Ada's classes was observed in Ms. Gia's classroom language ecology. However, Shana is proficient in her home language and appeared to be eager to learn both Farsi and English together, as noted by Ms. Gia in her classroom language ecology form.

Classroom Language Ecology Observation Form
Please describe the way each student uses English and/or home language in your classroom.

Student (first name only)	Grade	Home Language	Language/s the student is using in the classroom?
Cal	3	Vietnamese	English (is very confident in speaking English with classmates and teacher)
Joey	3	Spanish	English /Spanish (Joey primarily uses English during class and relies on his home language, Spanish as a support, he asks for help from other students as needed)
Mikey	3	Spanish	English/Spanish (Mikeyl is very shy in speaking English during class and is confident when speaking Spanish with other students)
Maria	3	Spanish	English/Spanish (Maria is confident in speaking both languages English and Spanish)
Shana	3	Farsi	English (Shana is confident in speaking both languages Farsi and English. She sometimes ask me to translate certain words in her language or look up a meaning of certain words in English using google translate)

Figure 7

Ms. Gia's Classroom Language Ecology Observation Form

Unfortunately, not all teachers take initiatives, are trained, or encouraged to conduct an inventory of the languages in the classrooms. Although the district mandates trainings for ESL teachers, I have not yet attended a training for ESL teachers or other content teachers to account and report the different languages that students speak in their classrooms. Even though differentiation for EBs is required, this fundamental information on the language ecology of the classroom was not solicited. The charts above are rich with information to help teachers plan and engage their students in the most meaningful way.

Phase 2 Data Collection and Data Collected

After collecting data in Phase 1 on the understanding of teachers on the concept of translanguaging, the next action step was to improve lesson planning and instruction by integrating translanguaging pedagogies in their instruction. Phase 2 of the study required a plan to examine and improve the ESL curriculum, lesson plans, teacher pedagogy, and instruction of

EB students in a pull-out small group setting. Specifically, this plan addressed the processes

involved in a collaborative effort of teachers to conceptualize and actualize translanguaging in

the literacies of emergent bilingual students. Thus, I conducted a series of collaboration with the

participants, where they chose and decided the classes and lessons used in this study, then we

designed the first lesson together, followed by the design of second lesson independently. The

goal in this phase was to see evidence of improvement in lesson plan and instruction to impact

student engagement. Phase 2, Cycles 1 and 2, followed the plan, action, observe, and reflect

pattern of PAR. Table 5 below shows the time allotted for each action cycle activity and

resources used to collect data.

Table 5

Phase 2 Data Collection Activities

Phase 2	Activities	Resources
Action Cycle 1		
45 minutes focus group	Review and design a unit of study from García & Sylvan book	District's Lesson Guide
45 minutes lesson individual planning	Collaborative and guided lesson planning for each participant with the researcher	Lesson Plan # 1
45 minutes	Lesson implementation and observation for each participant	Teacher Observation #1
45 minutes	Independent lesson planning	Lesson Plan # 2
45 minutes	Lesson implementation and observation for each participant	Teacher Observation # 2
Action Cycle 2		
45 minutes focus group	Discussion on collaboration experiences	Reflection Questions

Phase 2, cycle 1, facilitated a review of a unit study from Garcia & Sylvan (2011) samples, then a lesson was designed using the district's lesson guide. Throughout this cycle, I conducted a one-on-one guided lesson planning with the participants for Lesson Plan #1. For Lesson Plan #2, the participants prepared their lesson independently. I conducted two observations for each participant. In cycle 2, we discussed our collaboration experiences and reflected for next steps.

  Lesson Plans. The participants and the researcher in this study collaborated to integrate translanguaging pedagogies that teachers can implement in their classrooms. During this phase of the study, the ESL teacher participants were my co-researchers. Often, we met as a group informally in the ESL resource room while casually exchanging how our day went by. On scheduled meetings, we sent each other calendar invitations to block a 45-minute meeting time. We reviewed the lesson guides in the curriculum, drafted lesson plans with translanguaging activities, and accessed tools and resources for students to use. For example, while the district provided the ELAR and ESL curriculum guide and resources, there were no guidance or materials that would lend themselves to incorporating translanguaging pedagogies in lesson planning. Thus, the teachers searched for supplemental resources and activities within the district's curriculum materials that supported the use of translanguaging pedagogies within their classrooms. Together, we made decisions on the first lesson planning sessions.

  Additionally, the participants and the researcher in this study explored the resources from CUNY-NYSIEB initiatives on emergent bilinguals shared publicly online. Additionally, we utilized the books, *The Translanguaging Classroom* by Garcia et al. (2017), and *Rooted in Strength* by Espinosa et al. (2021) as our main textbooks. We scanned through the unit guides, lessons, suggested books, activities, and pacing of the lessons. However, since the teachers are

required to teach the ESL curriculum, we selected parts of the lesson where we could integrate translanguaging activities.

Throughout the study and even during these collaborations, I was fully aware of my researcher role. I knew that I needed to capture my thoughts immediately or later in the day, thus, I kept a Microsoft journal on my iPad, and I took field notes during these meetings and wrote my reflections immediately thereafter. Conducting a participatory action research called for a rigid system in place to be efficient. I used the cycles and phases in my method to diligently record in my journal. During our lesson planning session, I observed for teacher's ability to integrate translanguaging pedagogy in the teaching and learning of EBs. To illustrate, Figure 8 below shows the detailed plan and actions that I took to systematically collect data in all three phases. As a result, I was able to purposely fulfill my role as a collaborator and researcher at the same time. I was intentional in my actions that there should be an ongoing recording of my thoughts, reflections, and regularly revisiting the literature in the previous chapters of this study to adjust the plan as needed. Recursive collection and analysis of data is essential in participatory action research using the action cycles of plan, implement, observe, and reflect, I was able to conduct this study in an organized manner. Refer to the full version of Figure 8 in Appendix E. In addition, I created a protocol in chronological order detailing the Participant Experience in this study, see Appendix F. The purpose of the protocol was to honor the participants' time and their workload, but most importantly, I wanted them to anticipate the order of events involved in participatory action research.

Perspective of ESL Teachers on Translanguaging in Supporting Literacy Engagement of Emergent Bilingual Students
The action cycles: Plan; Implement; Observe; & Reflect
Recursive: Adjust plan as needed as informed by the last cycle, then repeat the 4 steps of the action cycle
Study and Data Collection Timeline: 8-Week Plan

PHASE 1			
Phases and Action Cycles	**Time**	**Activities**	**Tools/Material Needed**
Action 1: One-on-one prestudy interview 1. Schedule with T1, T2, & T3 2. Enter in my playbook	Week 1: 10/17-21/2022 30 minutes each 30 x 3 T=90 mins	1. Teacher background & researcher collects pre-study interview	1. Brief questionnaire on teacher background 2. Pre-interview questions
Collect Action 1 Data: (1) teachers' background (2) pre-interview responses, (3) researcher journal			
On-going data coding, memoing, journaling, & analysis + referring to or adding to Ch 1,2, & 3			

Figure 8

Study and Data Collection Timeline

Lesson Observations. During my lesson observations, I used the district's observation instrument called Perform. Perform is used in walkthrough observations from five to fifteen minutes. All three ESL teachers in this study were familiar with Perform. They all understood that Perform was used in this study to explore the areas where translanguaging pedagogies in the classrooms can be included to improve teacher practices. They were aware that the ratings were not used to evaluate their performance and participation in this study. The data gathered from Perform highlighted the limited reference to the use of language pedagogies in teacher evaluations.

There are three goals that principals look for during a walkthrough: Goal 1 is laying a foundation for a culture of learning, Goal II is establishing and strengthening lesson planning and preparation habits, and Goal III is establishing and strengthening academic habits. The figures below were adapted from the original Performance Form by Power School (2023, January). For both goals, I used a translanguaging lens and looked for translanguaging events to observe the teachers in two subgoals. See Figure 9 for goal two: planning for the means of student

participation and identifying possible errors and misconceptions. Teachers at Richmond

elementary receive feedback on their teaching practices using the Perform rubric as part of the

district instrument. For the purpose of this study, I used two criteria in Perform Goal II where a

potential translanguaging event may occur. First, during the way students may participate in and

engage in learning, and second, when teachers allow students to correct errors and

misconceptions through checks for understanding using discussion techniques.

Goal II	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	NA
Teachers' lesson preparation artifact for the highest leverage part of the lesson demonstrates: Curriculum-aligned learning targets that can be accomplished in one lesson.				4	
Script/draft exemplar responses aligned with the learning targets (Exemplars must include key points, text annotations, and vocabulary students must demonstrate in their responses)			3	4	
Plan a means of participation sequence to engage student in learning.				4	
Learning tasks/activities and questions are aligned with the grade level learning target.				4	
Identify possible errors/misconceptions and address learning gaps with Just in Time Interventions and Back Pocket Questions.				4	

Figure 9

Perform Goal II - Establish Lesson Planning & Preparation Habits Sample Rating

Additionally, in Figure 10 Perform Goal III, I used two subgoals to rate the teachers namely,

students' active participation and providing scholars with multiple opportunities to explore their

thinking orally and in writing. Likewise, Goal III is used by the district to give teacher feedback

on daily short classroom visits. This criteria on active participation and providing students with

opportunities helps to explore thinking because these criteria have potentials to be integrated in a

translanguaging classroom.

Goal III	Ineffective	Effective Emerging	Effective Proficient	Highly Effective	NA
Scholars are able to: Remain on task during 'independent practices' (including Do Now, Exit Tickets, Everybody Writes) and achieve mastery				4	
Actively participate in discussions and questioning (e.g. All Hands, Turn & Talk, taking notes, volunteering ideas or questions, nonverbally affirming peers' responses--smile, nods, snaps/'shine' etc.)				4	
Help classmates develop and refine ideas during discussions using sentence starters.				4	
Respond in complete sentences orally and in writing during discussion and writing activities.			3		
Demonstrate foundational academic habits by note-taking/annotation to summarize, analyze, find evidence, key information, etc.			3		
Apply teacher feedback, when prompted, to improve their work.				4	
Teachers are able to: Circulate during key moments in the lesson to check and capture evidence of student mastery/learning and address misconceptions via CFUs aligned to learning targets				4	
Provide actionable feedback that helps students improve their work.				4	
Provide scholars multiple opportunities during a lesson to explore their thinking orally and in writing.				4	

Figure 10

Perform Goal III - Establish Academic Habits Sample Rating

The rubric above offers possibilities for teacher evaluations to consider how teachers of

EB students prepare and teach their students. Two criteria above seemed to emerge as measures

to capture the language abilities of students when used properly: (a) help classmates develop and refine ideas during discussions using sentence starters, and (b) respond in complete sentences orally and in writing during discussion and writing activities.

  Focus Group. The focus group took notes and discussed observations and experiences. The discussions were focused on how students responded to translanguaging pedagogy and teachers' experiences on the process of lesson planning collaboratively and independently. This researcher shared personal observation notes per class. Because the observation rating form was not part of teacher evaluation, the participants were comfortable discussing them with their peers. To illustrate, see Figure 11 on the observation for Ms. Ada's class adapted from the Performance Form by Power School (2023, January). The focus group discussions centered around Goals II and III on how lesson planning and implementation impacted EB students' literacy engagement with the text, the oral reading, and tapping to listen to the rhythm of the poem. Both Ms. Ela and Ms. Gia commented that they share a similar process with the lesson planning process of Ms. Ada while integrating translanguaging activities in her lesson.

Perform Goal II - Establish Lesson Planning & Preparation Habits
Ms. Ada's lesson plan clearly defined student learning outcomes to create mental images to deepen understanding of text. Her plan for student means of participation sequence to engage student in learning include, Everybody Writes, Turn and Talk, Group Discussion, Stamping Understanding, and Revision. The teacher identified student misconceptions and address learning gaps immediately. Ms. Ada used an anchor chart to illustrate academic vocabulary such as personification, rhythm, image, and the 5 senses. She used the drawings/visuals to support her instruction. She also prepared vocabulary from the poem and researched their translation using Google translate.

Perform Goal III - Establish Academic Habits
Students actively participate in discussions and questioning. Students exhibited a well-established habit of discussion by either building on each other's answers or posing a new question. The teachers provided scholars multiple opportunities during a lesson to explore their thinking orally through Turn and Talk, and in writing, through Everybody Writes. Since the teacher prepared vocabulary from the poem with translations, students used the words to make sense of the text.

Figure 11

Perform Observation Notes and Evidence

Phase 3 Data Collection and Data Collected

After collecting data on the collaborative efforts of the participants and researcher in lesson planning and small group instruction of EB students, the next step is to explore the perceptions of teachers on translanguaging and how it supports the literacy engagement of EB students. The goal in this phase of the study is to investigate teachers' perceptions on translanguaging pedagogies after two lesson planning opportunities and classroom implementations.

In Phase 3, Cycle 1, I conducted a post-study one-on-one interview with teachers to explore their experiences and perceptions after utilizing translanguaging pedagogies for EB students. Finally, in Phase 3, Cycle 2, we discussed the shared a Google document and the participants gave feedback on the data for member checking purposes. Phase 3, Cycles 1 and 2, followed the plan, action, observe, and reflect pattern in PAR. Table 6 below shows the time allotted for each action cycle activity and instruments used to collect data.

Table 6

Phase 3 Data Collection Activities

Phase 3	Activities	Instruments
Action Cycle 1		
45 minutes each	Post Interview	Semi Structured Interview
Action Cycle 2		
45 minutes focus group	Data analysis and member checking	Shared Google Document

This final piece of data provided a deeper analysis of teachers' perceptions as teachers of EB students. I recorded thick descriptions of the ongoing school day-to-day routine with a particular focus on the ESL program and EB students. A shared Google document was utilized for member checking.

Semi Structured Post Interview. The semi structured post interview provided an opportunity for me to collect the post study perception of teachers in translanguaging and its use in supporting the literacy development of EBs. The questions were focused on translanguaging possibilities and multimodal tools for learning. I also asked them if their level of comfort changed after designing and implementing two lessons with translanguaging activities. The focus in this interview was to determine if there was a shift in teacher perspectives. Refer to Appendix B for the Post-Interview Protocol.

Shared Document. The shared Google document was used for collaboration and sharing information with the participants. This practice allowed for authentic participation in the production of knowledge from this study (McTaggart, 1991). The participants were completely abreast of the timeline of the research and data collection, which is most crucial for a PAR. The shared Google document served as our open line communication tool where exchanges of ideas occurred. This method proved to be useful due to our busy schedules. Collaborating in this manner enriched the participants' opportunities to be more involved in this study.

My data collection started at the middle of October 2022 and concluded at the second week of December or approximately eight weeks in the school calendar. I utilized the eight weeks to implement my three phases and six action cycles and collected data through interviews, classroom observations, jottings, memos, data coding, journaling, and continuing analysis. I utilized the four weeks in January 2023 to validate, clarify, conduct member checking, and

triangulate data. The participants were informed in advance of interviews, classroom observations, focus group meetings, and other activities related to the study. I provided a fully drawn timeline, activities, and resources for the teachers. We collaborated through text messages for schedule changes. Refer to Figure 13 below, which is discussed in detail.

Data Analysis

Using multiliteracies and translanguaging frameworks and guided by my research questions, I analyzed transcripts collected from my research site iteratively. I used a combination of descriptive and process coding (Miles et al., 2014). These coding techniques were appropriate for my research questions, which included contextualizing and implementing translanguaging pedagogies. Descriptive coding offered a list of subjects for indexing and classifying, which were effective for field notes and interview transcripts. Process coding, on the other hand, highlighted the teacher participants' activities and interactions during focus group meetings, lesson planning, and classroom observations. I coded the transcripts manually on the first coding cycle. I was able to generate a total of 22 codes from the entire data collected from the participants.

In the second coding cycle, I ensured that I understood the emerging phenomena better by grouping and then reviewing the codes again that have similar patterns of characteristics and looked for specific instances of those code in my data. Finally, I examined the data to identify critical patterns, themes, and relationships that emerged. I employed tables and matrices to provide a graphical representation of data to support and finalize my analysis. Figure 12 shows a sample of two cycles of the coding process that were utilized for the post-interview questions.

Descriptive Coding Process Post-Interview Questions

Responses to Post- Interview Questions	Coding Cycle 1	Coding Cycle 2
Have your views on teaching and supporting the literacy development of EB students changed throughout the duration of this study? How?		
Ms. Ela: Yes, even though I was already using TR to a minor extent without knowing that it is a valid, well-researched strategy, this study has [1]confirmed how effective it can be for EB students.	Confirmation of its effectiveness	
Ms. Ada: Yes, my hesitations about including translanguaging have changed into [1]confidence as I have seen more engagement and better comprehension of content among students.	Confidence in translanguaging	Translanguaging is effective
Ms. Gia: My views on teaching and supporting the literacy development of EB students has not changed throughout the study. I feel that I am just [1]adding more support within my teaching strategies.	Added knowledge about translanguaging	
How do you think using translanguaging helps the literacy development of EB students in the classroom? Explain in what way.		
Ms. Ela: EB students can [1]use their background knowledge and how well they know their home language, and [2]apply that knowledge to learning English.	Use of their background knowledge	
Ms. Radha: Students feel a sense of belonging, are able to [1]make connections with content and retain information that is taught. In addition it provides opportunities for [2]meaningful communication with peers and growth of home language simultaneously.	Meaningful communication	
Ms. Gia: I feel that translanguaging helps the literacy development of EB students in so many ways in the classroom. When using translanguaging the students develop a sense of [1]comfort within their own learning as they are able to [2]use what they already know and [3]make sense of what they are learning in the moment. The students also feel [4]supported because they are hearing something familiar to help them become engaged in their learning.	Use what they already know Hearing something familiar to them	Using what they already know

Figure 12

Sample Descriptive Coding Process

According to Miles et al. (2014), coding is deep reflection, analysis, and interpretation of the data's meaning. Miles et al. (2014) also proposed that data analysis occur concurrently with data collection in order to allow for the emergence of new and potentially more relevant data. Hence, to facilitate systematic data management in every action cycle, I coded the data to align with the research question in the study according to the three phases and cycles. In Phase 1, I focused on the language beliefs of the teachers and their early notions of translanguaging. In Phase II, I focused on the collaborative process of lesson planning and implementation. In Phase III, I focused on the shifts in teacher perspectives on translanguaging pedagogy.

To triangulate, I used deductive and inductive analysis as I classified and transcribed all data gathered from interviews, group meetings, classroom observations, campus and district records, and written replies concurrent with data collection. I shared the initial codes with the participants for feedback on the patterns that arose from the groupings. In addition, they reviewed the codes and unpacked their alignment with the themes to avoid data blurring. This part of the process allowed their authentic participation. McTaggart (1991) described authentic participation in research as "sharing in the way research is conceptualized, practiced, and brought to bear on the life-world" (p. 171). In other words, authentic participation involves taking responsibility for the creation of knowledge and the advancement of practice, which I facilitated with the three participants. Lastly, a doctoral student and a former teacher reviewed and gave feedback on my codes.

Finally, to preserve the teachers' confidence in me as their co-researcher and school principal, I routinely member-checked my data in shared Google document throughout the research. I allowed them to evaluate and offer feedback on the analysis, interpretation, and data reporting. Figure 13 contains a sample of the feedback of the participants in January 2023, following the completion of coding and identification of emerging themes. The interaction between the participants on using the word *developing* for both languages was enlightening. Ms. Ela's comment that as teachers, they were not developing students' home language, but only allowing them to access it, is more suitable because teachers might not necessarily know all languages in their classrooms. Thus, Ms. Gia responded that another word that might be more appropriate to capture this translanguaging action is *activating*. Creating a shared Google document where participants can interact with me was invaluable in addressing the nuances in

the coding process and data analyses. Since this is an actual collaboration document, the names of the participants are redacted in black color.
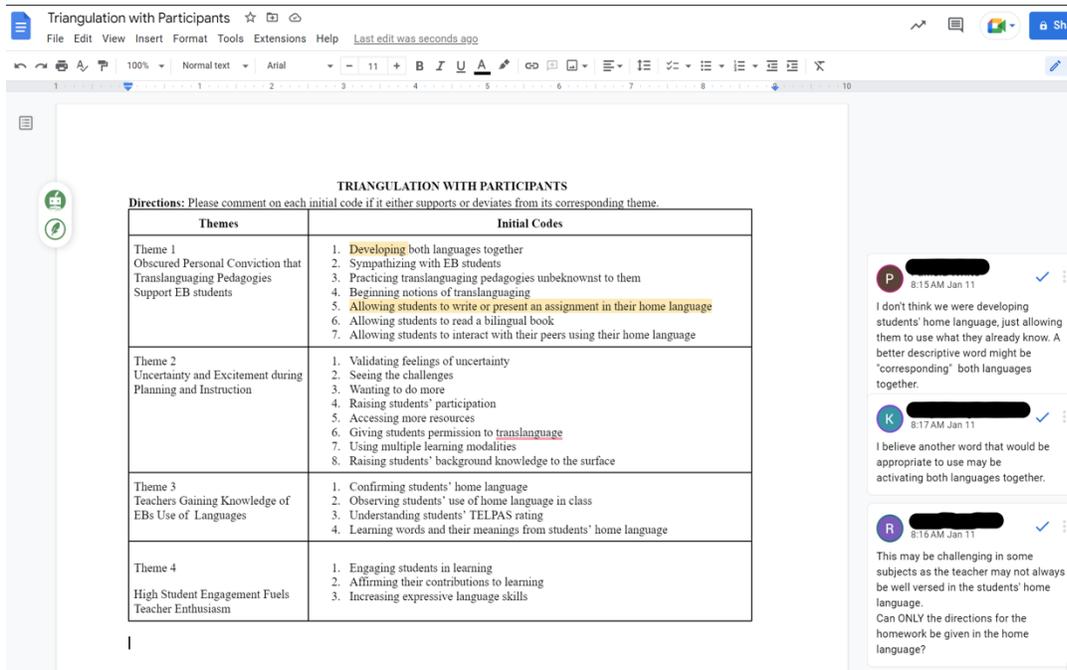
Figure 13

Shared Google Document

Additionally, the themes and codes were shared and discussed with the campus ESL coordinator for further triangulation. After reviewing the initial codes on each theme, the coordinator asked clarifying questions on the impact of translanguaging pedagogy on students' TELPAS scores. Although she was receptive to the additional student literacy engagement opportunities through translanguaging and multimodalities, the ESL coordinator was also skeptical of the immediate impact to the state assessment scores of EBs. Her main concern was that teachers' compliance on the pacing guide in the curriculum may be compromised while they supplement their teaching with translanguaging pedagogies. She commented that although the

possibilities of enriching student learning is promising, integrating translanguaging pedagogy in the ESL classrooms demands more time for lesson planning and implementation, and a 45-minute class period may not be sufficient for both the ESL curriculum and translanguaging activities.

Trustworthiness

As principal of Richmond Elementary, the charter school studied, I ensured trustworthiness through multiple actions. While I am directly involved with teacher professional learning and evaluations, no evaluative and accountability or supervisory relationship transpired during the study. Instead, I was vested in exploring teachers' perspectives on translanguaging as a pedagogy to support our campus's bilingual and multilingual students. I understand that teachers may be worried about participating in the study that exposes their perspectives on language pedagogies, specifically translanguaging. Therefore, I ensured that participation in the study was not evaluative and not reflected in their teacher evaluations. The use of Perform, the district's walkthrough tool, was solely to view how language pedagogies were occurring in the classrooms or not, and potentially become part of teacher evaluation for schools with large EB populations. Thus, during the duration of the study, two of the school's dean of academics or assistant principals were assigned to conduct walkthroughs and formal observations for the participants. I purposefully excluded myself from teacher evaluations for the three ESL teachers. Moreover, as mentioned in the data analysis, I applied triangulation by using multiple data sources and shared crucial information with the participants for member checking.

Most importantly, I built a culture of cooperation and inclusion among participants to foster a community of adult learners. Specifically, the ESL teacher participants, including myself, were active participants in knowledge production by keeping records of individual

experiences, collecting and analyzing each other's conclusions, outcomes, and ideas about the project and its processes (McTaggart, 1991). Sharing tools such as language practices observation form, student language inventory, classroom language ecology teacher report, lesson plans, and teacher perspectives promoted collaboration among us.

Moreover, it is important to note that Richmond Elementary adopts a Learning Framework; thus, the 45 teaching staff members are each other's mentors and coaches. It is common for a first-year teacher to be assigned two coaches and one mentor, while more experienced teachers are coached by the Instructional Leadership Team (ILT). The ILT is composed of the deans and assistant principals, coaches, mentors, and the principal. There are nine members in the ILT team at Richmond Elementary. Additionally, as a first-year principal, I am assigned two coaches and two mentors by the district. The areas in which I receive coaching include instructional leadership, human resource development, and practice-based learning for teachers. Most importantly, it is common knowledge at the school that I receive coaching as a leader; thus, it is inevitable that teachers are receptive to collaboration in their teaching and learning practices as well. The Learning Framework illustrated in Figure 14, which establishes the school as a learning organization, fostered a culture of cooperation among the faculty and staff. Below are excerpts of my entry action steps as a new leader at Richmond Elementary. I presented the materials below on August 1, 2022.
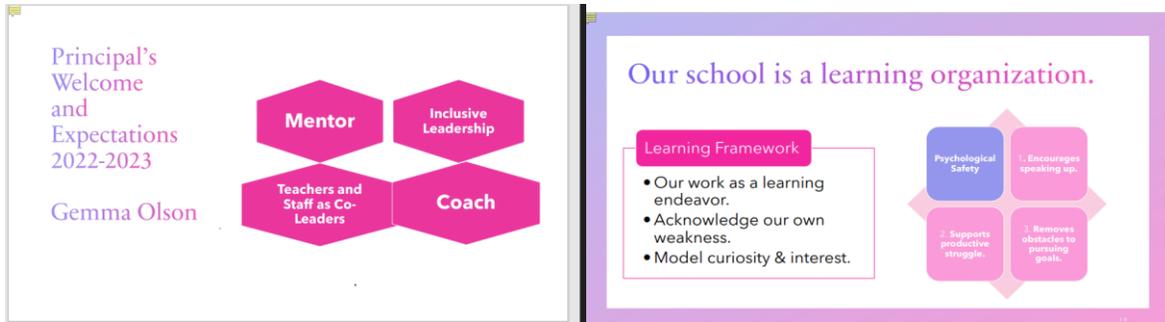
Figure 14

Our School is a Learning Organization

My entry as a new leader at Richmond Elementary in August 2022 can be regarded as inclusive and transformative. Given the school demographic, I was trained to invest my time in teacher professional development, hence, the focus was coaching and mentoring. Likewise, Figure 15, the execution as learning strategy is the core of the school's professional development design.
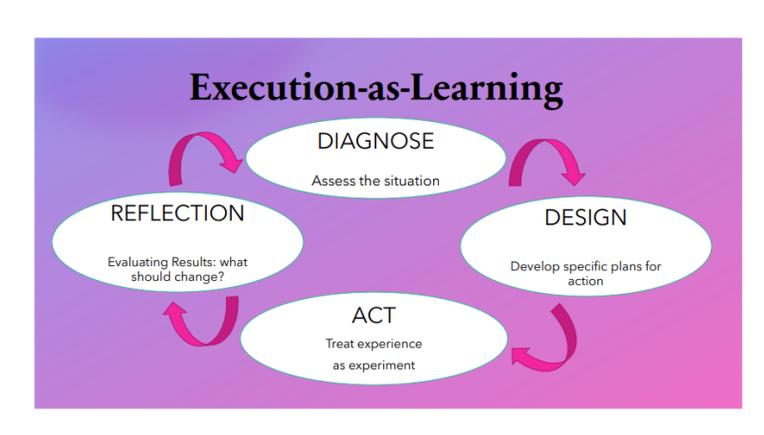

Figure 15

Execution as Learning

Every Wednesday, students are dismissed at 2:20 pm, and from 3:00 pm to 5:00 pm, the staff engages in Professional Learning Community (PLC). For example, the ILT regularly diagnose teacher pedagogies after conducting a monthly instructional round or walkthroughs as a team. Then, we design a one-hour practice-based learning and implement it during PLCs. The following week, the four coaches observe teachers' implementation of the strategy and coach as needed. Once the ILT determines that the new strategy has reached a 90% success rate, the team repeats the diagnose, design, act, and reflect cycle. Thus, it is important to note that the method selected for this study, PAR, is extremely compatible with the school's teacher professional development systems.

Because my research questions concern teachers' perspective in using translanguaging as a model for teaching and its influence on EB literacy engagement, I intentionally chose a research location where the participants teach a culturally and linguistically diverse student population. The research site provided authentic classroom experiences that offer in-depth reflection and application of teachers' translanguaging knowledge and skills. Figure 16 below highlights my goals for the school, and aligned with the district, which was communicated to the entire faculty and support staff in August 2022 during my welcome presentation. Given the high EB population of Richmond Elementary, it was imperative that developing teachers' pedagogy was vital to the achievement of all students, particularly EBs. Along with this goal was to promote the school's STEM program to encourage students and families from the diverse language groups to increase participation in science, math, engineering, and technology programs that the school offers.

Crucial to the school's goal to impact the large number of EBs at Richmond Elementary was to first raise the language awareness of the school community, including teachers, students,

parents, and leaders. To accomplish this first step, I launched two school-wide events such as cultural Heritage Day and the Bilingual and Multicultural Library. These efforts resulted in an awareness and appreciation of the diverse languages and cultures in Richmond elementary school, thus paving the way for a positive view of language.

Figure 16

Big Pictures for Richmond Elementary 2022-2023

Lastly, to ascertain my transparency as a school leader, Figure 17 is an excerpt from the Principal Olson's Playbook, which contains my schedule and the way that I allocated my time. This document was shared with the entire school at the beginning of the school year and remained in the school dashboard for the staff to access. As reflected, I devoted eight hours of planning and conducting professional development weekly, and another five hours of casual teacher visits per week. Labels such a WT (Walkthrough), OBF (Observation Feedback), LP

(Lesson Preparation), and BWDM (Bi-Weekly Data Meeting) pertain to official and formal

teacher evaluations and scheduled coaching.

Olson	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM	Monitor Arrival	Monitor Arrival	Monitor Arrival	Monitor Arrival	Monitor Arrival
7:45-8:05	SEL Community Circles Check	SEL Community Circles Check	SEL Community Circles Check	SEL Community Circles Check	SEL Community Circles Check
8:-05-8:50	ILT Meeting	Parent Engagement	WT/Ob Visits	WT/Ob Visits	WT/Ob Visits (JB meet w Olson wkly)
8:50-9:35		Compliance Work	Check-In w Yun + team as needed	Compliance Work	OBF
9:35-10:20		WT/Ob Visits	Planning	OBF	OBF
10:20-11:10	Check-in w Szanto	*LP/BWD Meeting Join/Facilitate	Compliance Work	OBF	WT/Ob Visits
11:10-12:00	Check-in w Borche, Hunter, Shittu	Monitor Lunch	Check-in w Whitten + team as needed	Check-in w Germany + team as needed	SEL Wellness Check Walk
	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:50	Respond to Emails	Spears+Olson (bi-weekly)	Prep for PD	Teacher Visits	Check-in w Sanchez
12:50-1:35	WT/Ob Visits	*LP/BWD Meeting Join/Facilitate	Prep for PD	District Principals Meeting/PLC	WT/Ob Visits
1:35-2:20	SEL Wellness Check Walk	Unscheduled Meetings	Teacher Visits		Teacher Visits
2:20-3:15	Teacher Visits	Teacher Visits	Monitor Dismissal		Check-in w Mr. Nathan + team as needed
3:15-3:45	Monitor Dismissal	Monitor Dismissal	Staff PD/PLC		Monitor Dismissal
4:00-5:00	Planning	Prep for PD			Planning

Figure 17

Excerpt from Principal Olson's Playbook

Undoubtedly, Richmond Elementary School is a learning and growing organization

where the adults view their teaching practices as an opportunity to learn and, in turn,

dramatically impact the academic lives of their students. The climate and culture of Richmond

Elementary offered a rich opportunity for the ESL teachers in this study to comfortably

participate and improve their practice. As the researcher, I had plenty of opportunities to check

my biases against the values of the school community.

Limitations

The generalizability and external validity of this study's findings were limited for various

reasons. To begin, this is small-scale research with three participants from a single school with

particular characteristics that may not be generalizable. Second, fourteen school calendar weeks may be insufficient to fully investigate teachers' perspectives in translanguaging literacies as an educational paradigm and its influence on student engagement. Third, while the literature on translanguaging as a pedagogy is extensive, there is little participatory action research (PAR) on teacher perspective in translanguaging pedagogy, so there lacks a detailed guide for the methods of research.

Even though this study was conducted under ideal conditions such as (a) teachers who are eager to improve their practice, (b) a principal committed to expand the learning opportunities of bilingual and multilingual students through their entire language repertoire, and (c) the campus faculty and staff's commitment to collective responsibility, the findings cannot be broadly generalized. Most importantly, as the school principal, my professional duties and responsibilities, the school's resources, and time-constraints may limit the conduct of this study. Thus, this study may lack external validity, along with the internal validity issues mentioned above.

CHAPTER IV

FINDINGS

Chapter IV contains the findings to the research question, "How do elementary teachers of English as a Second Language (ESL) at a charter school perceive translanguaging pedagogy in supporting the literacy engagement of emergent bilingual students?" This chapter describes the themes, in this study. The experiences and attitudes of teachers included (a) intrinsic motivation that translanguaging pedagogy support emergent bilingual students; (b) uncertainty and excitement during planning and instruction; (c) teacher gaining knowledge of EBs language use; and (d) teacher enthusiasm on translanguaging pedagogy applications fueled by high student engagement.

As mentioned in the previous chapter, I generated a total of 22 codes from coding and data analyses and identified four major themes. Figure 18 below is a graphic display of the findings. The four major themes captured the experiences and attitudes of the ESL teachers. At the core of the display is their personal motivation to allow students to use their home language to making meaning of content was appropriate. However, since such perception is not shared with their colleagues and leaders, they kept it within their classrooms. Although, they had a glimpse of translanguaging occurring, they did not know that there is a theory that exists to support the phenomenon.
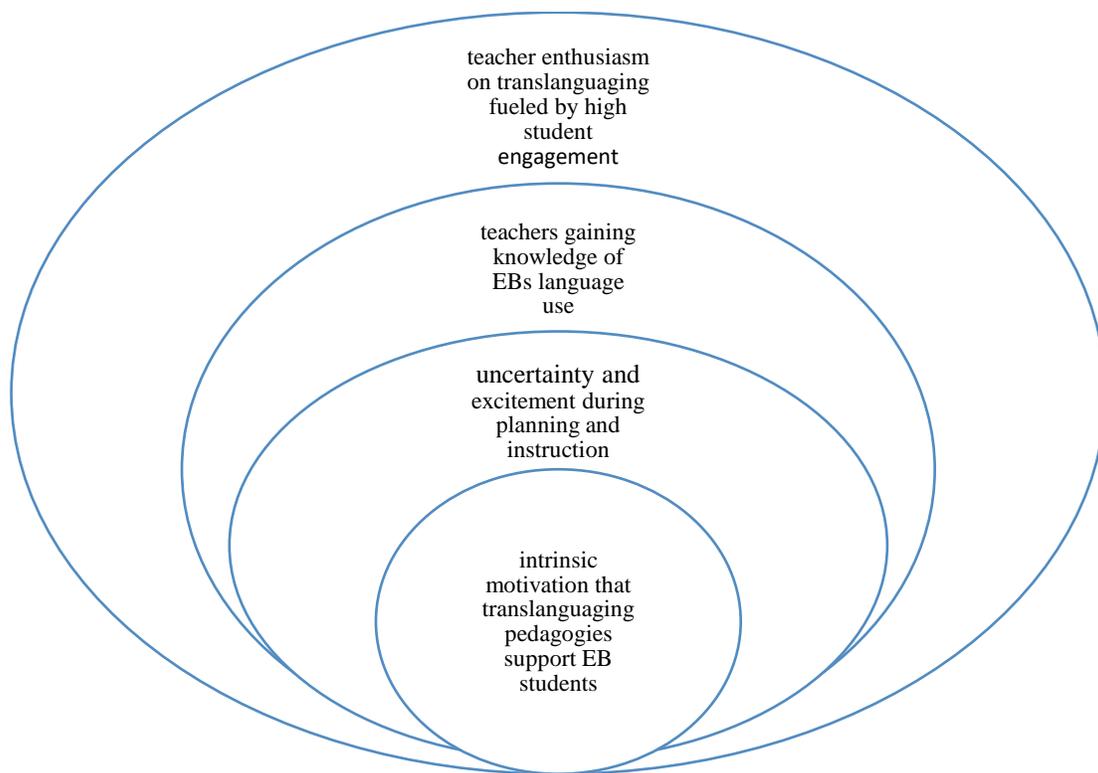
Figure 18

Experiences and Attitudes of Elementary ESL Teachers Using Translanguaging Pedagogy in a Participatory Action Research

The diagram's interior second layer depicts the teacher's hesitation and enthusiasm. The disparity stems from their lack of understanding of the concept, but the possibility to explore known methods in new ways fueled their excitement. Most significantly, teachers' cultural competency was amplified as they elaborately explored the languages and cultures of their learners. Teachers' favorable perceptions of translanguaging pedagogy were influenced by their positive language beliefs, experiences with lesson preparation and implementation, increased student knowledge, and the high levels of involvement among the students. I present the findings in this study using the four themes.

After the informative session about translanguaging, the participants answered questions about their readiness to use translanguaging pedagogy in their classrooms. Each participant described how they teach literacy lessons, their language beliefs, and their understanding of translanguaging. The table below is based on their responses. Table 7 presents the 22 sample quotes that were coded under the intrinsic motivation category, and examples of transcripts for each pattern, organized from the beginning of the pre-interview process to the completion of the post-interview, followed by their reflections.

Theme 1: Intrinsic Motivation that Translanguaging Pedagogy Supports Emergent Bilingual Students

Table 7

Initial Codes Phase 1

Initial Codes	Sample Quotes
Activating L1 and Developing L2	Ms. Ela: I believe that people need to retain their language. In my class, I encourage students to do peer tutoring, this means that their friends help them with translating a word or two. I also encourage students to maintain their language because it will improve their English. It is important that they can relate globally when they are grown. Ms. Ada: I believe that it is very important to allow students to develop their home language along with English as it helps them take challenges, especially at an early age. Ms. Gia: I believe that the more languages you know, the better opportunities you have
Sympathizing with EB students	Ms. Ela: I enjoy teaching my students a lot. I love working with the students. I took my ESL certification test just once and passed it. When I say something, they nod their heads even though they don't understand what I'm saying. Ms. Ada: I trust that I understand their challenges as I have been an ELL when I was a student. Ms. Gia: I view myself as a learner as well because I have been where my students are. I have been in a classroom setting where I did not speak English so, I understand my students struggles and I am reminded daily as I teach.

Practicing translanguaging pedagogies unbeknownst to them	Ms. Ela: I teach kindergarten and they learn best orally, where I model the sounds and they repeat them. I also teach them handwriting by introducing a new letter every 2-3 days. They trace the line to follow the letter shape. I check for understanding by using the thumbs up or thumbs down to show me that they recognize the letter and the sound….I have no problem when they throw in a Spanish word. I ask the student the English word. Ms. Ada: They learn best when they are in a non-threatening environment and when you do not rush them into learning everything that the peers are learning all at once. Peer support, first language support, visuals and Including vocabulary from native language and making connections to their culture. Maximum use of visuals and peer support. Ms. Gia: They discuss with friends and use their native language. They're excited because they are able to connect it. For example, a picture that connects the medial sound.
Beginning notions of translanguaging	Ms. Ela: I think it is working with more than one language. I think I am fine with it. Ms. Ada: Translanguaging helps students to understand a concept in its deeper sense since they can make better connections in their home language and transfer the information in English or the new language. Ms. Gia: I saw this word before. Trans basically like emerging to another language.
Allowing students to write or present an assignment in their home language	Ms. Ela: Most of these students will understand it or translate it. They are eager to learn, they get excited. Ms. Ada: If the purpose of the lesson is to explain a concept, I am very comfortable Ms. Gia: When my students are able to write in their language, they are able to express or show their level of understanding through writing that alone is important to me.
Allowing students to read a bilingual book	Ms. Ela: In the past, my 3rd grade student read a book in Spanish and English. I was surprised with his growth. He helped other students in first grade. I value the impact of bilingual books for students. Ms. Ada: The students will be more focused and understand better in their native language. Ms. Gia: it will keep them engaged in learning as they are able to see the connection between home and school.
Allowing students to interact with their peers using their home language	Ms. Ela: When they share their experiences, I allow it because it invokes memory. Ms. Ada: It provides peer support in learning and helps the learning environment. Students are more willing to learn.

"Table 7, cont."	Ms. Gia: there is so much beauty in seeing the students' eyes light up when they understand something they may have been struggling with.

Below, I expand on each code in depth but also describe how they are all related to show that teachers are allowing students to supplement their literacies through translanguaging. The sample quotes above show that the teachers provided and opened a translanguaging space in their classrooms without them knowing it. Their personal conviction and intrinsic motivation told them that this is how it should be. However, since these strategies were not part of their professional development training, they were not sure if it is acceptable or allowed in the classroom. Additionally, their language beliefs show that they value the home language of EB students; and they understand that it supports learning English. In addition, as ESL teachers, they have knowledge of ELPS -TELPAS indicators.

ELPS-TELPAS Texas' proficiency and level descriptors guide schools and teachers in rating the four language skills of EBs. It is also used to determine the learning objectives during lesson planning and designing teacher assessments. As EBs develop English as their second language, it is frequently observed that they can be in different levels in the four language skills. Some skills are developed earlier than the others.

All three teachers value home languages and believe that it helps EBs learn English. They also believe that it is an asset and being bilingual or multilingual presents them more opportunities in a globalized world. Thus, two of the ESL teachers expressed their deep sympathy for their students since they are bilingual and multilingual speakers themselves as well. Although Ms. Ela is monolingual, she was raised in a multilingual extended family. All three teachers understood the challenges of learning a new language. When given permission, they

allowed students to write or present an assignment in their home language. They all believe that reading a bilingual book helps students see themselves in the characters and connecting to their culture. Most importantly, allowing students to interact with their peers through translanguaging showed teachers the depth of students' language repertoire.

Lastly, after the interviews, I facilitated an informative session and introduced to the teachers the theory and practices of translanguaging. They were surprised to know that there is a name coined to legitimize what is already happening in their classrooms. Unbeknownst to the teachers, they were practicing translanguaging even before this study. Translanguaging is clearly happening in schools, and this research gave educators a chance to attribute a name to the phenomenon.

Once the teachers' wanderings were validated through my presentation and the examples on how translanguaging look like in the classroom, they felt validated and excited to learn more about it. Below is an excerpt from my journal:

> Ms. Ela shared that she has been allowing her kindergarten students to use Spanish in class, most especially those who on silent stage in language acquisition. On the other hand, Ms. Ada and Ms. Gia, since they are bilinguals, allowing students to translanguage in class was not a surprise. However, these teachers seemed to me that they do not encourage students to use their home language, but when students do, they allow it. The top reason that they pointed out was, if students are learning by using Spanish words or words in their language, they are okay with it. (*Reflective Journal*, 26 October 2022)

Theme one confirms that in order for the translanguaging corriente (García, 2017) to arise from classroom interactions, it is necessary to overcome the dominance of the identified languages.

Theme 2: Uncertainty and Excitement During Planning and Instruction

Table 8 below presents the 8 specific patterns that were included under the uncertainty and excitement codes during planning and instruction category, and examples of transcripts for each pattern, organized from the start of the lesson planning collaboration and instruction process, followed by their reflections from lesson 1 and lesson 2.

Table 8

Initial Codes Phase 2

Initial Codes	Sample Quotes
Validating feelings of uncertainties	Ms. Ela: Even though I was already using translanguaging to a minor extent without knowing that it is a valid, well-researched strategy, this study has confirmed how effective it can be for EB students. Ms. Ada: My hesitations about including translanguaging have changed into confidence as I have seen more engagement and better comprehension of content among students. Ms. Gia: My views on teaching and supporting the literacy development of EB students has not changed throughout the study. I feel that I am just adding more support within my teaching strategies.
Seeing the challenges	Ms. Ela: There is a learning curve, but I can learn. Ms. Ada: I am not well versed in all the languages spoken by my students so I may not be able to understand the written pieces, however, I am willing to ask them to read and explain their responses Ms. Gia: However, my concern is that students can go off topic with conversations they may have with their peers and some students that speak other languages may feel left out because there are no other students that they can speak to in their language.
Wanting to do more	Ms. Ela: I extended my translanguaging strategy to include more than using visuals to incorporate the Spanish names of the pictures, along with the English names. Ms. Ada: After delivering the lesson, I felt that I still need to add more content vocabulary to include all languages that are spoken in my class. Ms. Gia: I could use more time to practice as far as pacing my lesson.
Raising students' participation	Ms. Ela: Students better understand the objectives of the lesson and take more ownership. Ms. Ada: This is an ongoing process but the students were very engaged, so I am encouraged to use translanguaging consistently.

"Table 8, cont."	Ms. Gia: I feel confident to use translanguaging because I feel that it is highly effective in helping my students become successful in their learning.
Accessing more resources	Ms. Ela: I used alliteration in 4-word sentences and asked my EB students to use a Spanish word that began with the targeted sound (/r/) to add to the sentence. That way, they were using their background knowledge to associate a Spanish word with the English word. Ms. Ada: I could have found a small poem in Spanish that is commonly known to most kids. Ms. Gia: For my second lesson I would probably add more pictures and sound to support the correct pronunciation for other languages that the students spoke.
Giving students permission to translanguage	Ms. Ela: Using their home language helps students build better background knowledge Ms. Ada: The students are very comfortable and engaged and they can relate to the topic and may easily remember the content. Ms. Gia: I have seen my students already feeling confident in using their language to answer questions on their worksheet.
Using multiple learning modalities	Ms. Ela: using multimodal tools provide a practical means to connect the English language to their home languages. Ms. Ada: I use hand gestures, visuals like pictures and graphic organizers and concrete examples and even rhythm when needed. Ms. Gia: Multi-modal tools are especially beneficial to EB students because it allows them to utilize all their senses to help learn something completely new or understanding academic language.
Raising students' background knowledge to the surface	Ms. Ela: EB students can use their background knowledge and how well they know their home language, and apply that knowledge to learning English Ms. Ada: When I was teaching the characteristics of poetry in 3rd grade, I asked them if they know a rhyme or poem in Spanish. Students were able to generate an example and use it to find rhyming words with mutual support. Ms. Gia: they are able to use what they already know and make sense of what they are learning in the moment. The students also feel supported because they are hearing something familiar to help them become engaged in their learning.

During the second phase of the study, I partnered with each teacher to co-plan their first lesson. I guided them on how to integrate translanguaging pedagogies in their lesson plan and instruction. For example, Ms. Ada's lesson that day was about inferencing for third-grade

students. Her lesson plan showed how she integrated translanguaging pedagogy strategically. In her post interview, she reflected that, she was "intentional about it." However, along with her peers, she identified three emerging challenges during lesson implementation: (a) not being able to understand the languages of the children, (b) students may go off topic once they speak in their home language, and (c) some students that speak other languages may feel left out because there are no other students that speak in their home language.

After their first lesson planning and instruction, the teachers reflected to prepare for their second lesson independently; this means that I will not coach them or guide them on the second lesson planning session, but they asked each other, or discussed as a team. All three teachers said that they wanted to do more for their students. For example: Ms. Ela revealed, "I extended my translanguaging strategy to include more than using visuals to incorporate the Spanish names of the pictures, along with the English names." Ms. Ada reported, "After delivering the lesson, I felt that I still need to add more content vocabulary to include all languages that are spoken in my class." Finally, Ms. Gia shared, "I could use more time to practice as far as pacing my lesson."

Thus, their need to want to do more also lent itself to explore and access resources that integrated translanguaging into lesson planning. In the process of accessing more resources, teachers were incorporating multimodal tools and activities in their lesson plans. For example, Ms. Ela shared, "I used alliteration in 4-word sentences and asked my EB students to use a Spanish word that began with the targeted sound (/r/) to add to the sentence. That way, they were using their background knowledge to associate a Spanish word with the English word." Ms. Ada added, "I could have found a small poem in Spanish that is commonly known to most kids." Ms. Gia, in turn, revealed, "For my second lesson I would probably add more pictures and sound to support the correct pronunciation for other languages that the students spoke."

Reflecting on class observations, the following excerpt from my reflective journal shows Ms. Ada's use of sounds or tapping, as well as the opportunity for students to relate the poem they are studying with a poem from their native language.

> Ms. Ada is teaching students how to analyze a poem; she gave each student a copy and they started to talk about the "big words" in the poem. Her copy of the poem has annotations of translated words in the languages that students speak. She introduced a poem in her language and tap the edge of the table to make-up the rhythm. Then she asked students if they have a similar poem where they can use tapping to play the rhythm. Students started tapping randomly; then the teacher redirected them to read and tap on the poem that they are learning. (*Reflective Journal*, 27 October 2022).

Raising students' participation was the most visible impact of the translanguaging classroom. Students eagerly joined the conversation and contributed to the discussion of the meanings of words in English and in their own language. Raising students' background knowledge to the surface resulted in authentic lesson planning and instruction. As they intentionally plan activities and students' means of participation, they use their language inventory of the classroom and considered those languages. For example, Ms. Ada researched the English equivalent of the word *wave* in Hindi. During instruction, students drew experiences from their cultural background to contribute to the discussion. Ms. Ela allowed her students to use their background knowledge in their home language and applied it to learning English. Ms. Ada leveraged students' languages when she taught poetry and rhyming. Students were able to generate examples of rhyming words in English and discovered how it applied to their home language. Overall, students appeared to be motivated because they were hearing something familiar that encouraged them to remain immersed in their learning.

To show the collaboration activities that the participants and researcher enacted, first, I will describe the lesson plan that the district provides for the ESL department. Below is a typical lesson guide for the ESL teachers at Richmond Elementary School.

Ms. Ela's ESL small groups are kindergarten and first grade. The district's model lesson guide is focused on phonemic awareness. Lesson delivery follows a model and practice sequence. The modelling portion of the lesson entails a preselected set of words, picture cards, and a model text. Examples of lessons in the lower grade levels are: onset-rime blending accuracy, review of letters, letter sound accuracy, and rhyming. An example of a student objective is: students will practice blending onset rime and using the Pick-a-Card poem, based on the rhythm from the *Brown Bear, Brown Bear, What Do You See*? by Bill Martin, Jr. When I observed Ms. Ela prior to the beginning of our lesson planning collaboration, she followed the lesson guide and students echoed her recital of the letter sounds and words. Figure 19 below shows her notes on Spanish words as she now attempts to integrate translation before our first collaborative lesson planning session.

Figure 19

Ms. Ela's Lesson Plan Notes

Ms. Ada's ESL small groups are grades two to four. Ms. Gia's ESL small groups are grade three to five. The district lesson guides and model for this groups are focused on direct instruction. The sequence of the lesson is as follows: direct instruction, guided practice, independent application, and checking for understanding. An example of their lessons include author's purpose, drawing inferences and conclusions, and comprehension. The teacher's script is provided in the guide. For example, the teacher will say, Now let's work together to find synonyms for another word by making another web. Due to the scripted lesson guide, the lesson delivery was robotic, and students echoed the response scripts.

Next, I will describe how the participants' lesson plans and delivery improved when translanguaging and multimodal learning opportunities were developed by the teachers. During this lesson planning collaboration, I acted as a coach, guiding the teachers to make decisions on what part of the lesson and how they can use translanguaging pedagogies.

Because Ms. Ela's EB students were kindergarten and first graders, she decided to research the lesson's words in other languages. She added the Spanish words of the following: box or *caja*, cow or *vaca*, hat or *sombrero*, nest or *nido,* and queen or *reina*. Ms. Ela used the Google translator to research the words from English to Spanish. She also used picture cards for the words to show to students. The change in the classroom dynamics was evident when Ms. Ela started to add words in Spanish. Students were excited and readily participated to confirm the Spanish words from the lesson. During a typical 45-minute lesson, students are expected to seat around the small group table with their teacher with feet on the floor. However, when they started hearing Spanish words in the lesson, they stood up to reach across the teacher and leaned to get closer and check what's going on. Obviously, students were more invested with the content.

Similarly, Ms. Ada decided to use Google translator to research words in all the languages in her classroom. Since she has a student whose home language is Igbo, she took notes of the Igbo words for wind or *ifufe*, leaves or *akwukwo*, and hang or *kpogidere*. She also prepared a poster to show the imagery of the poem that they were studying. Students demonstrated some verbs to show their understanding of phrases such as leaves hang trembling or trees bow down their heads. It was evident that students were more involved in the interpretation of the poem when they were able to use the words or phrases in English and discern its meaning using their home language. Figure 20 below shows Ms. Ada's notes as she prepares her lesson on poetry.
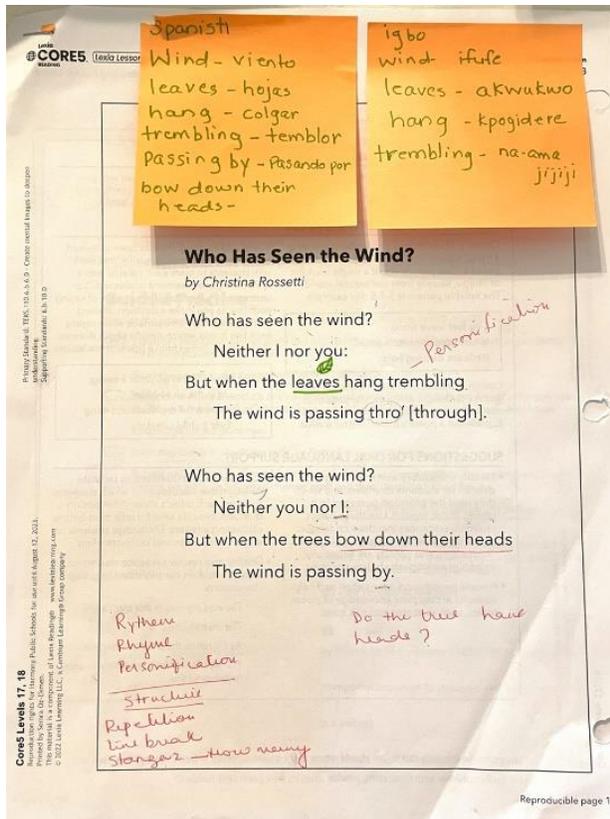
Figure 20

Ms. Ada's Lesson Plan Notes

For her lesson on synonyms, Ms. Gia decided to create the language translation in a poster to display in her classroom as students' visual aid. She prepared the synonyms of the word big in English such as gigantic, massive, giant, enormous. She also created a poster to show the synonyms of the words in Spanish, Farsi, and Vietnamese. As soon as students begin discussing the accuracy and nuances of the translations, they went deep into the meaning of synonyms and the context on which these words are used in English and in their home language. The discussion was lively and enthusiastic. Students were eager to confirm or question when the word's meaning was ambivalent in their language. Figure 21 below shows Ms. Gia's notes on synonyms.
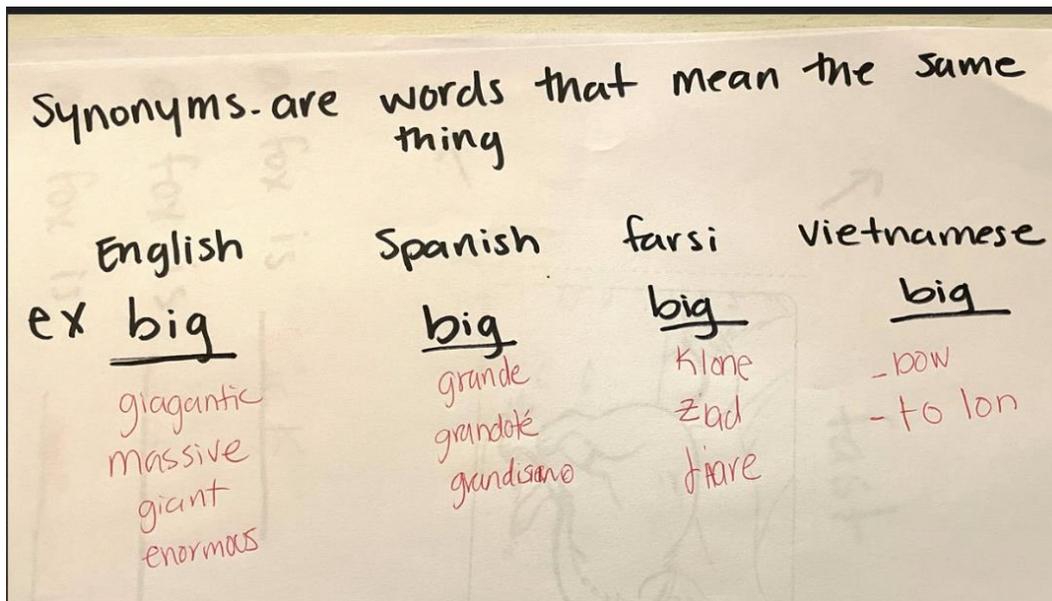
Figure 21

Ms. Gia's Lesson Plan Notes

The three ESL teachers in this research who used translanguaging pedagogy for the first time into their lesson preparation choices began with word translation. In order for students to engage in the meaning-making process, teachers have to anticipate words in multiple languages due to the diverse language ecology of the classroom. Although the word translation that the teachers used in their lesson planning decisions may seem to be a word-to-word or text-to-text effort to deduce meaning, the process involved more than just locating word equivalents in various languages. This process confirms Baynham and Lee's (2019) statement that translation studies should adopt a translanguaging approach to move away from conceptualizing translation as a link between texts and instead conceptualize translation as the deployment of resources from within a multilingual repertoire. By making even small pedagogical choices, such as providing word translations for students, teachers were able to foster a classroom environment conducive to

translanguaging. Although there was uncertainty about integrating the newly learned pedagogies,

teachers were also excited about how students responded to them.

Theme 3: Teachers Gained Knowledge of EBs' Use of Languages

Table 9 reflects the findings of what the teachers learned based on their responses.

Gaining more knowledge on how students use their languages at home helped teachers

understand their literacy engagements in the classroom.

Table 9

Initial Codes Phase 2 Classroom Ecology

Initial Codes	Sample Quotes
Confirming students' home language	Ms. Ela: Sarah's home language is Spanish, but she uses predominantly English in the classroom. Ms. Ada: Miko's home language is Igbo, but the student does not speak or share in Igbo. He wants to but does not have enough vocabulary in Igbo. He is more comfortable in English. Ms. Gia: Shana's home language is Farsi. She is confident in speaking both languages Farsi and English. She sometimes asks me to translate certain words in her language or look up a meaning of certain words in English using google translate
Observing students' use of home language in class	Ms. Ela: Hannah uses English and Spanish in the classroom. Ms. Ada: Suzy is very excited to use Spanish in classes when encouraged. Ms. Gia: Milo is very shy in speaking English during class and is confident when speaking Spanish with other students.
Understanding students' TELPAS rating	Ms. Ela: Vanna is rated a beginner, understands most English words used during instruction, but is an active learner/participant. Ms. Ada: Talazi is rated intermediate but has enough BICS. She needs help with building schema ; needs more explanation during academic / abstract discussion. Pictures, anchor charts, graphic organizers, highlights helpful. Ms. Gia: Mari is at intermediate proficiency level according to TELPAS test. Mari speaks adequate level of English language and often uses her home language as a support.
Learning words from students' home languages	Ms. Ada: Including vocabulary from various languages have also helped me to learn about other languages and cultures. Students were able to identify personification example. Ms. Gia: One of the best take away from this is that my students were teaching me what they know or how to write or pronounce words in

"Table 9, cont."	their language which I feel is very important. When the students are explaining something to me they feel included and are able to become responsible for their own learning.

As mentioned earlier in this chapter, in the process of lesson planning and instruction, teachers and students are engaged in the exchange of information, rather than students acting as passive receiver of information from their teachers. Thus, a translanguaging classroom allows teachers to gain more knowledge about their students. Using the language inventory form and the classroom ecology observation form, teachers were able to study each student's language usage and behaviors. They were able to confirm the home language or languages of students. By observing how students use their home language in class, they were able to discern the language practices of their students at home. For example, Olawase commented that his father did not want him to speak Igbo at home and at school. Statements such as these from students alert educators not only the language use preferences of families, but also to the language beliefs they hold, therefore guiding educators in how best to include families and their languages in the teaching and learning of EBs. Thus, Musanti and Rodriguez (2017) emphasized the need of pre-service teachers' training to shift from merely accepting students' languages to actively cultivating and expanding upon them as a resource for teaching and learning.

Ironically, this is the first time that the ESL teachers who teach the structures and functions of a named language experienced the act of conducting a language inventory of a class, then intentionally observed how each student in their small group used their home language, or not, in the classroom. Clearly, this study presented a rare opportunity for these teachers to know more about their students and to use that crucial knowledge to instruct more effectively. For example, Ms. Gia's notes on her classroom ecology sheet showed, "Mikeyl is very shy in

speaking English during class and is confident when speaking Spanish with other students."

However, she noted that Shana asks the teacher's help to look up the meaning of certain words in

English to Farsi. These anecdotal notes from teachers about their students' language usage is

supported by Creese and Blackledge's (2010) language ecology approach to illustrate the

interactions of skills and knowledge across languages in several ways such as, using translation

across languages, the recognition that all languages are needed to convey meaning for different

goals, and the permission for students to access corresponding literacies to understand content

learning.

Theme 4: Teacher Enthusiasm on Translanguaging Fueled by High Student Engagement

Table 10 presents data and findings collected during Phase 3 of the study, and it reflects

teacher enthusiasm of translanguaging pedagogy applications that were fueled by high student

engagement during instruction.

Table 10

Initial Codes Phase 3

Initial Codes	Sample Quotes
Engaging students in learning	Ms. Ela: students to participate more than they did before when they were often silent because they could not communicate in English. Ms. Ada: I noticed that my students were very engaged and happy to share some parts of their language in the context of curriculum. I feel that this will help them make connections and retain the information. Ms. Gia: I have noticed a difference in lesson 1 and 2 because by the second lesson, the students were much more comfortable and responsive with providing words and examples in their native language.
Affirming their contributions to learning	Ms. Ela: as soon as we incorporated some Spanish words, they realized what was expected and got very excited and became more engaged. Students were even more enthusiastic in the second lesson because they already had some idea of what was expected, and readily participated. Ms. Ada: Students are involved in the lesson. They were able to generate some relevant examples. They retained information. Ms. Gia: they are more comfortable to respond, they understand what we are learning and they feel that they are being supported by using their native language.

Increasing expressive language skills	Ms. Ela: the students were excited and highly engaged in the translanguaging components of a typical lesson. Kindergarten students were especially impacted, and it advanced their acquiring improved oral communication in English. Ms. Ada: I have observed increased engagement and relevant communication from students during lessons. The students have been able to generate more examples and correct responses to my questions during discussions. Ms. Gia: My students responded very well with the use of the translanguaging strategy, they were comfortable and willing to use their language to provide examples and non-examples of specific skills that we were learning. The students were able to show their learning in a written form to express their understanding and also explaining to me what they meant in their writing responses.

Engaging students in learning proved to be the most impactful result of the new pedagogy. Teachers were able to experience high levels of enthusiasm during the course of the second phase as they see firsthand reactions and responses of students, they have not seen from the beginning of school year. Words that teachers used to describe students during their two translanguaging lessons were: "participate more," "engaged and happy," "retaining information more," "comfortable and responsive," and "provide words in their native language." Likewise, teachers noticed that when students participated in the lesson, they did so because the discussions and activities affirm what they knew. Their contributions are valued through the content that they are learning. Thus, engagement was automatic. Ms. Gia's observations show this, "they are more comfortable to respond, they understand what we are learning, and they feel that they are being supported by using their native language." As a result, students are more expressive. They use their oral language abilities more often. Teachers noticed an increased expressive language skills. Students were more engaged in authentic communication.

Teachers have the duties and responsibilities to instruct and impact students' achievement to a level that is consistent with the states' standards. In addition, teachers are evaluated on their performance twice a year. Both scores, student achievement and teacher performance, determine teachers' effectiveness and excellence, or lack thereof. Occasionally, in the classrooms, leaders conduct unannounced and brief visits where students are passive learners while the teacher is the one "doing the work." Thus, to learn and apply a new teaching pedagogy that organically appeals to students is truly a success for teachers. García and Sylvan (2011) stated that translanguaging allows the emergence of a learner-centered classroom where students are truly immersed in experiential learning.

As shown in the discussion above, my analysis yielded a list of 22 codes. Table 11 below presents a grouping of the initial codes to form themes. My analysis of the patterns and themes that emerged from this participatory action research confirmed the value of translanguaging as an academic stance and pedagogy in ESL instruction. Most importantly, I was able to explore the perspectives of ESL teachers on the phenomenon in a collaborative process. The teachers were part of the production of this knowledge.

Table 11

Grouping of Initial Codes to Form Themes

Themes	Initial Codes
Theme 1 Intrinsic Motivation to Support EBs	• Activating L1 and developing both languages together • Sympathizing with EB students • Practicing translanguaging pedagogies unbeknownst to them • Beginning notions of translanguaging • Allowing students to write or present an assignment in their home language • Allowing students to read a bilingual book • Allowing students to interact with their peers using their home language
Theme 2 Uncertainty and Excitement during Planning and Instruction	• Validating feelings of uncertainty • Seeing the challenges • Wanting to do more • Raising students' participation • Accessing more resources • Giving students permission to translanguage • Using multiple learning modalities • Raising students' background knowledge to the surface
Theme 3 Teachers Gaining Knowledge of EBs Use of Languages.	• Confirming students' home language • Observing students' use of home language in class • Understanding students' TELPAS rating • Learning words and their meanings from students' home language
Theme 4 Teacher Enthusiasm on Translanguaging Pedagogy Applications Fueled by High Student Engagement	• Engaging students in learning • Affirming their contributions to learning • Increasing expressive language skills

These results indicate the significance of teachers' perspectives on the teaching and learning of EB students utilizing translanguaging pedagogy to support their literacy development. This research demonstrated the transformation of teachers' experiences and viewpoints from phase one to phase three. Teachers were able to affirm in the first phase that there is an academic theory and practice called translanguaging that justifies their practices in educating emerging bilingual students. Second, their early experiences in creating and executing a lesson utilizing translanguaging pedagogy were rewarded with an increase in language usage knowledge among students. Finally, they found that using translanguaging pedagogy in their classes increased their enthusiasm and commitment to maintaining open translanguaging spaces because of the active participation of their students. As a whole, translanguaging pedagogy has become the impetus for renewed fervor of educators to foster the literacy engagement of emerging bilingual students.

CHAPTER V

DISCUSSION, IMPLICATIONS, AND CONCLUSIONS

"In the ways that schools view language, there is a problem"
- Ofelia Garcia, Translanguaging in Schools

The purpose of this research is to explore the perspectives of ESL teachers in translanguaging pedagogy as they support the literacy engagements of EB students in an urban elementary charter school in Texas. García and Kleifgen (2020) advocated for a language asset approach to the education of EB students. This approach is also known as a translanguaging paradigm, and it allows educators to move beyond the conventional notion of separating languages and instead focus on language practices and the use of multimodalities in sense-making. This is implemented in order to support the literacy practices of bilingual and multilingual students. However, teachers are often not afforded the opportunity to be included in knowledge production to improve their practices. They become passive recipients of knowledge and teaching strategies produced by experts. In this study, teachers were able to contribute their perspective on the teaching and learning of EB students.

Discussion

In this chapter a discussion of the findings and highlights of their significance are presented along with interpretations in reference to the study's theoretical framework and literature review. In addition, the discussion includes the instructional implications and recommendations for future research.

The primary objective of this study was to impart an understanding of translanguaging as an academic perspective and pedagogy within an ESL classroom context. Thus, the following research question was asked: "How do ESL teachers perceive translanguaging pedagogy in supporting the literacy engagement of emergent bilingual students?" The four findings used to draw out the implications and recommendations for using translanguaging pedagogy to support the learning of EBs included (1) teachers' intrinsic motivation that translanguaging pedagogy support EB students, (2) uncertainty and excitement during planning and instruction, (3) teacher gaining knowledge of EB students' language use, and (4) teacher enthusiasm on translanguaging fueled by high student engagement. All four themes come together to validate the significance of this study. Translanguaging is an approach to education that emphasizes the language skills of emerging bilingual students as a valuable asset. Taking a translanguaging perspective in the classroom today will empower teachers to engage their students in more rigorous language and content acquisition in a broad range of strategies. Primarily, the research on translanguaging framework (Garcia et al., 2017) informed this study.

Collective Responsibility Translanguaging Approach

This study suggests that the translanguaging *corriente* is inherent in these ESL classrooms as evidenced by the data collected and analyzed. In a typical illustration of the teacher, student, and parent triad, the players are placed outside the triangle, symbolic of a general education classroom. However, in Figure 22 below, the triads are placed inside the triangle to emphasize a model of success for EB students. The inclusive partnerships between the ESL teacher and their families where bilingualism is recognized and validated in schools empower key stakeholders: EB students, parents and families, and ESL teachers.

Collective Responsibility Translanguaging
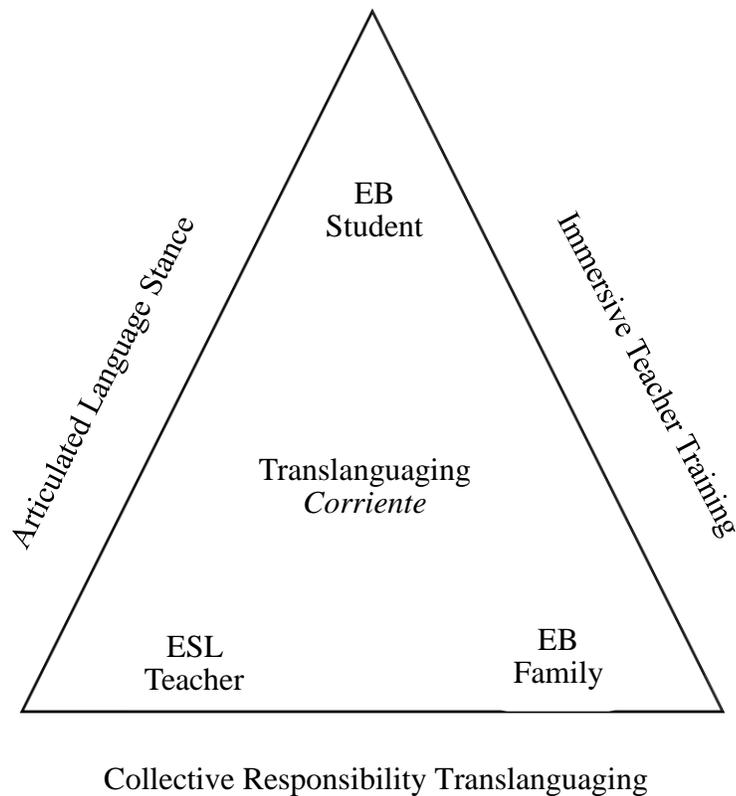
Figure 22

Collective Responsibility Translanguaging Approach

For a school with a large emergent bilingual student population, a collective approach to translanguaging is critical. According to Kleyn and Sanchez (2021), "We understood the vital role of the principals play in schools, and we knew that unless we involved them from the outset, schools and practices cannot be transformed" (p. 46). By acknowledging EBs linguistic capabilities and allowing them to access content using their entire range of language options, they will have an impactful learning experience. In addition, according to Espinet and Le (2021), "When teachers center families' language practices and provide a space for parents to co-learn with their children and vice versa, we can shift the narratives vis-à-vis family engagement and language practices" (p. 240). There was no question that the teachers in this study knew that their

EBs learn differently and distinctly through translanguaging. However, their personal convictions were hidden because it was not openly endorsed by the district and campus leadership. In order for the translanguaging *corriente* (Garca, 2017) to develop freely from student-teacher interactions, we must question and challenge the predominance of the named languages and take a collective responsibility to validate translanguaging pedagogies.

Articulated Language Stance

Although the teachers in this study witnessed the positive impact of translanguaging pedagogy to students, they were uncertain that they could utilize them beyond this project without permission from the principal. Likewise, as the school principal, I do not have the authority to approve its use at my campus unless the district leadership legitimizes it. However, examining the language belief system of the school profoundly depends on how the campus principal positions the role of named languages in the teaching and learning of EBs. Likewise, improvement of the school's language practices necessitates long-range support from staff, students, and parents. A system approach to school improvement on language use in instruction must be at the center of the school's academic efforts with a large EB student body. It will enable students to receive more support in developing their language repertoire, thus allowing them to be successful. The exercise of teachers' language beliefs and knowledge of EBs language use strengthen the importance of clearly articulating the language stance of the school.

Teachers' Language Beliefs. It is essential, for the purpose of maximizing pedagogical techniques, to investigate the views of teachers in translanguaging literacies in the process of promoting EB students' literacy engagement. The first theme found in this study is consistent with Garcia et al.'s (2017) notion of the translanguaging *corriente*, which claimed the inherent occurrence or flow of EBs language practices that they naturally employ to make meaning. Ms.

Ela, Ms. Ada, and Ms. Gia shared similar perspective on their experiences on the subtle occurrences of translanguaging in their classrooms. Their interview transcripts revealed a common idea that they are supporting EBs' learning by allowing them to access their language repertoire casually. However, these beliefs were not shared openly because translanguaging was not articulated clearly at school or in teacher professional development sessions.

Additionally, the first theme is also aligned with the assertion that teachers should understand that EB students use their full linguistic repertoire for communicating and processing information (Fu et al., 2019). The three participants in this study articulated their understanding that their students utilize their home languages to communicate and to engage in sense-making. They showed evidence of the realization that students' full language repertoire is crucial in their literacies. This finding strongly suggests that these teachers have a beginning notion of translanguaging even though they do not have a name for it. Regardless, the needs of the EBs were deliberately met by the teachers by allowing their students to translanguage to supplement their learning. The findings further indicate that the driving factor for the translanguaging *corriente* to flow in the ESL classroom is the teacher's empathic attitude towards EBs. When we begin to acknowledge that the language and culture of EB students bring about another way of knowing, and when their lived experiences become validated as a source of knowledge, the home-school connection becomes a resource for both the student and the teacher. Therefore, providing EBs, who are unquestionably multiliterate, with access to their full linguistic repertoire while they are in school is essential for achieving educational fairness for these students.

Knowledge of EBs Language Use. Another common theme that is consistent with the value of translanguaging in the classroom is teachers' cultural competency. This is in line with Ladson-Billings' (1995) assertion that teachers should be able to recognize students' diverse

cultural and linguistic backgrounds as well as their distinctive knowledge and skills. Moreover, according to Gay (2002), culturally responsive education serves as a link for better teaching and learning when teachers model a learning community that cares about all cultures. In a similar vein, Paris (2012) suggested for the preservation of linguistic diversity in the United States as an articulation of the asset-based instructional methodology, rather than a marginalized and deficit view of cultures and languages.

Similarly, this research suggests that in the act of integrating translanguaging pedagogy, teachers perpetuate and cultivate the language traditions, literacies, and cultural practices of students. In this process, teachers become learners and students as teachers. This is consistent with Freire's (1970) resolving the poles of contradiction, where both teacher and student are equally teachers and students. Similarly, Canagarajah (2009) states that when instruction is provided in many languages, the relationship between the teacher and the student becomes dialogic. For example, when Ms. Ela presented her vocabulary lesson, she prepared the translation of the word *rat* in Spanish; students confirmed it, acting as the teachers. This means that both the teacher and the student are gaining knowledge from one another. In this study, as teachers observe the language ecology of their classroom, they investigated and confirmed their students' home language. They observed how and when students use their home language. Students' agency of their home language supports their meaning-making acts, which dramatically impacted engagement.

Immersive Teacher Training

Lesson planning defines the teaching and learning of students. Preparing the lessons and implementation by integrating translanguaging pedagogy will ensure that EBs are included in the classroom experiences. A strong lesson planning model and processes is vital to integrating and

developing translanguaging lessons. A campus collective responsibility among ESL and other core content teachers such as math, reading, social studies, and science is imperative in order to create common strategies that impact students' learning. For example, since both ESL and ELAR teachers teach language to develop students' abilities in speaking, listening, reading and writing, they should collaborate in planning a lesson where translanguaging pedagogies are incorporated intentionally. Thus, translanguaging becomes a collective responsibility of the entire school community in supporting EBs literacy and academic growth.

Teachers as Students. Although teachers expressed uncertainty on the responses of students, they were also excited to witness students' engagement. The guided planning was a learning experience for them as they made decisions on what to try first that they are most comfortable. For example, their main hesitation was not understanding all the languages of their students. Soon, they realized that they do not have to be proficient in the languages of their students to create a translanguaging classroom. Moreover, their language beliefs were favorable with translanguaging pedagogy to leverage students' abilities. All teachers value the language repertoire of students to help them make meaning of the lessons. Teachers' lesson planning experiences were consistent with the instructional goal of strengthening ties between home and school and their flexibility in student sense-making attempts (Fu et al., 2019; García et al., 2017). It further confirms Caganarajah's (2011) claim that teachers have the chance to observe, learn from, and develop teaching strategies that stem from multilingual students' distinctive language preferences when they provide them with secure learning environments where they can utilize their whole language repertoire.

As the participant researcher, I was able to offer validation information to teachers during our first lesson planning sessions. A deeper understanding of translanguaging theory and

pedagogy offered more guidance to make important decisions on their first lesson plan integrating the pedagogies. Understanding the redefinition of literacy allowed teachers to expand their decision-making in lesson planning to explore other modes of learning. For this reason, it is essential for education in the 21st century to place an emphasis on language and cultural differences, as New London Group (1996) demonstrated when they contextualized literacy as a spectrum of behaviors associated with literate interactions.

During the second planning session, teachers were more particular on their choices of activities and started incorporating multiple modes of learning such as viewing videos, singing, tapping, drawings, movement, and using technology for translations. Research indicates that translanguaging and multiliteracies can coexist in classes that implement translanguaging. Language is reframed as a multilingual, multisemiotic, multisensory, and multimodal resource for the creation of meaning through the practice of translanguaging, and in turn, obscures the boundaries between linguistic and nonlinguistic processes (Li, 2018). As a result, the most significant implication that translanguaging pedagogy and multimodal learning had in this research was to bring to the surface the students' authentic life experiences from their languages and cultures. Unsurprisingly, teachers were able to activate the students' funds of knowledge (Gonzalez et al., 2005) when they were utilizing translanguaging in the classroom.

Finally, the connections among student, teacher, and parent triad demonstrate the flow of translanguaging within these interactions, either children and parents at home or students and teachers at school. However, the district and campus leadership are key to its articulation followed by a system-wide teacher and leader professional development, which will facilitate enacting a collective translanguaging approach. For the purpose of this research, I played an active role in the collaborative lesson-planning design process while also acting in the capacity

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of a coach. To best assist educators, I argue that it is essential to consider the benefits of coaching beyond the context of professional development efforts.

Teacher and Student Engagement. Undeniably, students' engagement encouraged teachers to enhance their lessons using multimodal tools and translanguaging pedagogy. Students' responses and attitudes toward learning improved, as they became active learners because they were able to use their background knowledge through their translanguaging. The continued affirmations from their teachers and classmates resulted to students increased expressive skills. Students were openly contributing to the classroom discussions, as even those students who had been quiet contributed to class discussions and activities.

Ms. Ela's experience in witnessing her kindergarten students' improvement in their communication skills in English was evident. Likewise, Ms. Ada's description of students in her class showed student agency and increased engagement in lessons during class discussions, thus resulting in more text comprehension. Lastly, Ms. Gia reported that her students exhibited a greater level of articulation skills when participating in learning activities. The teachers in this study experienced first-hand how EBs responded to translanguaging pedagogies. As a result of students raised levels of engagement, teachers became more encouraged to practice translanguaging in their classrooms thus confirming Creese and Blackledge's (2010) findings, "Endorsement of simultaneous literacies and languages to keep the pedagogic task moving" (p. 393). They asserted that all languages are needed to express and negotiate meanings. The experiences of teachers and students in this study indicate that teaching and learning is more dynamic and successful when language and content are integrated (García & Sylvan, 2011).

Teachers' Perceived Translanguaging Drawbacks

The teachers in this study learned new ways to support students' literacy engagement; however, they also indicated a few perceived challenges: teacher's inability to understand students' languages, students might not focus on the lesson or topic, and some students might be excluded from the conversation. The data in this study demonstrated that teachers were already allowing students to access translanguaging activities such as writing or presenting an assignment in their home language, reading a bilingual book, and interacting with their peers using their home language to discuss content or in casual exchange of experiences with peers. But after their second lesson, teachers indicated a desire to do more for their students, using more visuals, content vocabulary word translations, and gain more control of lesson pacing while incorporating translanguaging activities. Moreover, teachers also expressed the desire to access more resources that resonated more with students' funds of knowledge (Freire, 2018; Gonzalez et al., 2005) such as visuals and audio resources in their home language to provide a more authentic experience for students.

Ms. Gia gave permission to her students to respond to their assignments in their home language, she reported that students were showing more confidence in their work. Most of all, and perhaps the most rewarding to students was the affirmations that they received from teachers on their contribution to the teaching and learning in their classrooms. The data presented above confirms that language and other modes of meaning are dynamic representations of all resources, continuously being recreated by their users as they try to realize their diverse cultural aims (New London Group (1996), for both, students, and teachers of EB students.

Accordingly, translanguaging empowers (García, 2017) its users, but teachers in this research also encountered difficulties and questioned their competence to promote

translanguaging literacy development in their students. During lesson planning and implementation, teachers were concerned that their inability to understand the children's languages would be problematic or that students would veer off topic if they spoke in their home language, or that students who speak other languages would feel excluded if no other students spoke in the same language. For example, Ms. Ada acknowledged her concerns that she is not well versed in all the languages spoken by her students. However, she is willing to ask them to read and explain their responses to her. Even so, it is unlikely that schools will be able to employ teachers who speak multiple languages to cater the needs of each EB student.

Nevertheless, all teachers, whether bilingual or monolingual, are capable of having a translanguaging stance and are able to design translanguaging instruction in response to students' learning needs (Garcia et al., 2017). In the same manner, Garcia et al. (2017) established that good language practices at school do two key aspects, "ensures that students' complex bilingual practices are legitimated, while guaranteeing that students learn to suppress and activate features that are necessary for the specific context and task being performed." (p. 259). Surprisingly, given the perceived or real challenges mentioned above, the three participants in this study asked me when I can give them permission to continue to use translanguaging strategies in their ESL classrooms. The teachers know that as they learn more, their practice will improve because they are aware that translanguaging pedagogies are crafted and strategically employed.

Instructional Implications

The findings of this PAR hold several implications for teacher competency in supporting the teaching and learning of EB students. In the following section, I make recommendations for how translanguaging pedagogy can be enacted by elementary ESL teachers in a small group pullout setting to support the literacy engagement of EB students.

Campus Level

School districts, including Richmond Elementary, comply with the mandate of the state to develop curricula and assessments that are based on state and federal standards. The English Language Proficiency Standards or ELPS is an instructional standard designed to ensure that EBs are taught the academic English they need for school purposes. The curriculum resources and student materials must be aligned with the ELPS. To ensure accountability, the state assesses EBs English proficiency with Texas English Language Proficiency Assessment System or TELPAS, which is a federally required assessment program designed to measure the annual progress that EBs make in learning the English language. Both ELPS and TELPAS determine what and how EBs are taught. In turn, the district and campus language practices must also mirror both standards. However, the lack of district language stance and strong leadership representation contribute to the limited opportunities and development of the ESL program. The participants in this study expressed their insecurity in allowing their EBs to translanguage in their ESL classes because they were unsure if the campus supports it. Although Theme One showed teachers' intrinsic motivation to support EBs literacy engagement in multiple ways, they needed the administration's approval to use them.

According to Menken and Garcia (2021), for schools to successfully address the needs of emerging bilingual students, they would need to create extensive ecologies of multilingualism centered on their students' home language practices (p. 24). This necessitates that schools implement policies and procedures that facilitate the emergence of learners' dynamic linguistic development. Consequently, a review of the district's stance on language is essential, and campus leaders must be granted the ability to design their own campus language practices depending on the number of EB children they serve, and the variety of languages spoken by their

families. For instance, Spanish, Urdu, Farsi, Turkish, Arabic, Ibo, Punjabi, Yoruba, and Vietnamese are among the many languages spoken by EB students at Richmond Elementary School, which has a total enrollment of 680, and 60% or 408 is emergent bilingual students. Schools with a large EB student population must have a robust language stance to honor languages as educational resources (Menken & Garcia, 2021). Similarly, Garcia and Sylvan (2011) suggested that to develop the language repertoire of EBs, schools must achieve local autonomy and responsibility.

Teacher Level

Accordingly, this study found that the three ESL teachers' language beliefs were compatible with the theory and practices of translanguaging as an academic stance. Thus, their experiences in this study were positive and satisfactory. However, for the school to adopt translanguaging pedagogy, teacher professional development on translanguaging will allow for understanding how the theory translate to classroom practices. A year-long series of teacher professional development on the theory and practices of translanguaging pedagogy is crucial to the skills development of teachers in lesson planning and classroom implementation.

Translanguaging can become accidental rather than a coherent process of sense-making if teachers do not understand how to use students' home languages to make sense of the challenges of the new language and academic tasks (García & Sylvan, 2011). Moreover, school data analysis focused on EBs' TELPAS rating and other data points are vital to understanding and developing a strategic plan to include translanguaging pedagogies in instruction. The ESL teachers in this study experienced an immersive professional development through PAR. They examined their language beliefs, understood translanguaging as theory and practice, conducted an inventory of students' home language, noted the language ecology of their classrooms,

designed lesson plans integrating translanguaging pedagogy, collected multimodal resources, collaborated with peers, implemented their newly designed lessons, and discovered alternative ways to support the literacy engagement of EBs. When teachers are equipped with an array of connected and unified skills gained through authentic experiences, they become more sophisticated in planning instruction and differentiation to support students' literacies. Kearney and Mahoney (2021) stated that professional development for teachers must include more immersive and experiential components if they are to effectively educate emerging bilinguals (p. 290). In their work with the CUNY-NYSIEB project, they noted that teachers who attempted with translanguaging pedagogy in their classes learned more about their students' language and cultural resources, and, more crucially, started to express new viewpoints and perceive students in new ways. This is in line with the results that I obtained from this research, which showed that the three ESL teachers who participated in the study developed a deeper and more profound understanding of their EB students, thus resulting to designing an intentional lesson plan and instruction. Furthermore, the data analyzed in this study showed that teachers were able to demonstrate the three key tenets (Fu et al., 2019) of translanguaging that highlight the role of the teacher: to understand that EB students use their entire language repertoire for communicating and processing information, the teacher becomes a co-learner of students' languages and cultures, and the teacher will design lessons for translanguaging literacy practices to occur in their classrooms.

Limitations and Future Directions for Research

There are several limitations to this study which warrant future research. First, as a participatory action research, this research only investigated the perceptions of the ESL teachers in grades kindergarten to fifth grade in a small group pullout setting, and in one charter school in

Texas, limiting its generalizability. Furthermore, it only focused on experienced ESL teachers' perceptions. The perceptions of ESL teachers may differ in higher grade levels, other subject areas, as well as other charter schools, and depending on their teaching experience. Lastly, the large number of EB children at my school is my greatest inspiration; however, some school leaders may not share my views on linguistic diversity and translanguaging pedagogy. Nonetheless, I hope that my research will open conversations in Texas charter schools on the teaching and learning of emergent bilingual and multilingual students by taking into consideration the introduction of translanguaging theory and pedagogy in teacher professional development and school principals' leadership trainings.

Conclusion

This study aimed to explore the perspectives of ESL teachers in translanguaging pedagogy in supporting the literacy engagement of EB students. The findings suggest that educators working with EBs may have developed preliminary understandings of translanguaging pedagogy. They are using them in the classrooms without even realizing it, thus, validating the translanguaging *corriente* (Garcia et al., 2017) that permeates the classroom. Further findings show that once they were given the opportunity to receive lesson planning and coaching in integrating translanguaging pedagogy, they were keen to learn more, thus resulting in increased language awareness and teacher enthusiasm in supporting the literacy engagement of emergent bilingual and multilingual students.

Educators need to recognize that there are multiple ways to learn in school, particularly for students who negotiate multiple cultures and languages and whose language practices are dynamic both inside and outside of the classroom. This is especially significant for students who are learning English as a second language. This is consistent with the theory that teacher-student

connections and engagements need to be built in both the singularity of the child's experience and the variety of experiences and languages that make up the bilingual or multilingual classroom (García & Sylvan, 2011). This research will add to the scholarly literature on the perspectives of ESL teachers on translanguaging obtained through a PAR study. Specifically, my research will contribute to the literature on elementary administrators' and ESL teachers' perspectives on the translanguaging literacies of EB students. In addition, the findings of my research can help educators in realizing the significance of a translanguaging pedagogy in designing lessons for EBs.

Participatory action research as an approach will educate teachers in the theories and practice of translanguaging literacies in their classrooms, resulting to genuine professional growth. To investigate a translanguaging paradigm in the curriculum, it is important to consider this method, as translanguaging is about practice, the practice of bilinguals, the practice of teachers, and the practice of the curriculum. In addition, it was shown in this study that a community of learners has a significant influence on action research, particularly when the learning is centered on pedagogy. Most significant are the advantages of effective professional development that focuses on teachers' language teaching concepts.

My findings are relevant not just for teachers, but also for school administrators, since participatory action research has not previously investigated translanguaging from a principal's viewpoint using PAR. In addition, the outcome of this research informs school and district officials on how to establish a systems-based approach to school reform that places importance on translanguaging literacies to improve the performance of EB students who are learning English as a second language. Lastly, this research reveals that teaching and learning are not one-size-fits-all, especially for multilingual students who use their languages as academic resources.

In conclusion, the principal, assistant principals, teachers, parents, support staff, and district office executives who make decisions regarding these children must work together to educate students who speak several languages and enact a collective responsibility translanguaging approach to help students make sense of their classrooms and the world around them. Espinosa et al. (2021) stated that translanguaging creates opportunities for students, families, and communities to participate as equal stakeholders in the literacy development of children. Certainly, there cannot be one way to teach and learn, not just for EBs, but for all students.

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APPENDIX A

APPENDIX A

Pre-Interview Protocol

1. How long have you been teaching emergent bilingual (EB) students?

2. How do you teach literacy (speaking, reading, writing, viewing) in your classroom?

3. How do you feel EB students learn best?

4. Describe a literacy lesson in your classroom.

5. During a literacy lesson, when are students most engaged?

6. What are your language beliefs?

7. Do you speak another language? What?

8. How do you view yourself as a teacher of EB students?

9. Have your views on teaching and supporting the literacy of EB students changed over

    the years? If so, how?

10. What can you tell me about the concept of translanguaging?

APPENDIX B

APPENDIX B

Post-Interview Protocol

1. Have your views on teaching and supporting the literacy development of EB students

    changed throughout the duration of this study? How?

2. How do you think using translanguaging helps the literacy development of EB students

    in the classroom? Explain in what way.

3. Do you use multi-modal tools (visual, gestural, kinesthetic, audio) in the classroom?

4. How do you think using multi-modal tools helps literacy development in the classroom?

5. How do you feel about using translanguaging in your classroom with a focus on

    multimodal tools?

APPENDIX C

APPENDIX C

Focus Group Discussion Protocol

1. How do you understand translanguaging and how you can use it to support the literacy

   development of your emergent bilingual students?

2. Describe your process during our collaboration effort to define and use translanguaging

   pedagogy.

3. How are translanguaging literacies reflected in the artifacts and interactions of your

   students?

4. How do you describe your abilities in supporting the literacy engagement of your

   students through translanguaging pedagogy?

APPENDIX D

APPENDIX D

Translanguaging PowerPoint Presentation

Slide 1:
What is Translanguaging?

Gemma Olson
October 21, 2022

Slide 2:
- translanguaging refers to the language practices of bilingual people.
- the flexible use of complex linguistic resources to make meaning of their lives and their complex worlds.

Slide 3:
But isn't translanguaging what others call "code-switching"?

Slide 4:
- Translanguaging is not code-switching.
- Code-switching assumes that the two languages of bilinguals are two separate monolingual codes that could be used without reference to each other.
- translanguaging posits that bilinguals have one linguistic repertoire from which they select features strategically to communicate effectively.

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Slide 5:
What does translanguaging as pedagogy entail?

Slide 6:
- Translanguaging as pedagogy means that the teacher is aware of the linguistic repertoire of the students, and that she taps into that repertoire flexibly and actively to educate them.
- Translanguaging as pedagogy refers to any instance in which the students' home language practices are used to leverage learning.

Slide 7

Which students would benefit from translanguaging as a pedagogical strategy?

Slide 8

- all students would benefit from the translanguaging instructional contexts and strategies offered.
- enables bilingual students to practice reading and writing in the additional language.
- translanguaging strategies would "awaken" them (all students) to language diversity, and would build the linguistic tolerance the world needs, and the linguistic flexibility that would enable them to learn additional languages throughout their lives.

Slide 9

HOW TO USE TRANSLANGUAGING AS A PEDAGOGY?

Slide 10

HOW TO

1. Choose books with characters and situations that are culturally relevant for your particular students.
2. Choose books written in the students' home language. (if available)
3. Allow students to read and discuss books in their home language or the new language. (strong self-connection)
4. Group students into home language groups (see other ways of grouping)
5. Allow annotation in the home language. (thinking processes)
6. Allow words/vocabulary translated in the home language.
7. Allow essays in the home language and translate them into the new language. (apply grammar/sentence structure)
8. Analyze translanguaging in texts (reading conferences)
9. Add a dialogue in writing to represent authentic interactions. (writing)

Slide 11

Examples

1. Word wall
2. Student objectives
3. Inquiry-based project
4. I am Poem
5. Writing assignment in two languages
6. Songs from home
7. Virtual collage of cultural artifacts from the heritage country
8. Symbolic reading and art

Slide 12

How do you view translanguaging as a teaching and learning strategy for your emerging bilingual students?

Groupings

1. Peers who speak the same language
2. Peers who read (books) on the same topic (home or English)
3. Peers of mixed levels (home or English)
4. Peers of mixed languages to practice English speaking and listening.

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Conclusions

1. Emergent bilinguals/multilinguals have a single, unified linguistic repertoire.
2. Teachers are co-learners in their classrooms.
3. Translanguaging practice is purposefully and systematically incorporated in both instructional planning and practice.
4. 21st century global competence.

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Resources: Bilingual Glossaries and Cognate Lists

English Language Arts (ELA) Glossaries

- Albanian
- Arabic
- Bengali
- Burmese
- Chinese (simplified & traditional)
- French
- Fulani
- Greek
- Haitian
- Hindi
- Italian
- Japanese
- Karen

- Khmer
- Kinyarwanda
- Korean
- Malay
- Mandinka
- Marshallese
- Nepali
- Pashto
- Polish
- Portuguese
- Punjabi
- Russian
- Slovak

- Somali
- Spanish
- Swahili
- Tagalog
- Thai
- Tibetan
- Turkish
- Twi
- Ukrainian
- Urdu
- Uzbek
- Vietnamese
- Wolof

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Resources: The Reading Tree

Parents Guide Brochures

- Arabic - عربي
- Filipino - Tagalog
- Kurdish - کوردی
- Simplified Chinese - 简体中文
- Traditional Chinese - 繁體中文

- Farsi - فارسی
- French - français
- Punjabi - ਪੰਜਾਬੀ
- Spanish - español
- Vietnamese - Tiếng Việt
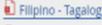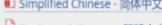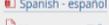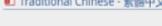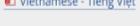
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APPENDIX E

APPENDIX E

Study and Data Collection Timeline

Perspective of ESL Teachers on Translanguaging in Supporting Literacy Engagement of Emergent Bilingual Students
The action cycles: Plan; Implement; Observe; & Reflect
Recursive: Adjust plan as needed as informed by the last cycle, then repeat the 4 steps of the action cycle
Study and Data Collection Timeline: 8-Week Plan

PHASE 1			
Phases and Action Cycles	**Time**	**Activities**	**Tools/Material Needed**
Action 1: One-on-one prestudy interview 1. Schedule with T1, T2, & T3 2. Enter in my playbook	Week 1: 10/17-21/2022 30 minutes each 30 x 3 T=90 mins	1. Teacher background & researcher collects pre-study interview	1. Brief questionnaire on teacher background 2. Pre-interview questions
Collect Action 1 Data: (1) teachers' background (2) pre-interview responses, (3) researcher journal			
On-going data coding, memoing, journaling, & analysis + referring to or adding to Ch 1,2, & 3			
Action 2: Observe teachers with students in the classroom 1. No need to schedule with Ts 2. Enter in my playbook	Week 2: 10/24-28/2022 30 minutes each 30 x 3 T-90 mins	1. Walkthrough use Perform 2. Record in related form by R	1. Language Practices Observation Form
Collect Action 2 Data: Language Practices Observation Form			
On-going data coding, memoing, journaling, & analysis + referring to or adding to Ch 1,2, & 3			
Action 3: Student data and demographics meeting with Ts 1. Schedule with Ts 2. Enter in my playbook	Week 3: 10/31-11/4/2022 45 mins team meeting	1. R prepare data and reports 2. Ts and Rs analyze campus and their students' data	1. TELPAS 2. Student Language Inventory Form
Collect Action 3 Data: Campus student data reports, Ts student data, Student Language Inventory Form			
On-going data coding, memoing, journaling, & analysis + referring to or adding to Ch 1,2, & 3			
Action 4: Mini-PD with Ts:	Week 4: 11/7-11/11/2022	1. Informative PD on TR as pedagogy	1. PPP on Translanguaging

1. Schedule with Ts 2. Enter in my playbook	45 mins team meeting	2. Ts' role in the study as PAR 3. Teach them how to use the Classroom Language Ecology Observation Form for the next action cycle	
Collect Action 4 Data: Ts language ideologies (my observations during discussions)			
On-going data coding, memoing, journaling, & analysis + referring to or adding to Ch 1,2, & 3			
PHASE 2			
Phases and Action Cycles	**Time**	**Activities**	**Tool/Material Needed**
Action 1: Classroom language ecology 1. No need to book the Ts 2. No need to block my playbook	Week 4: Teacher 15 mins 11/7-11/11/2022	1. Ts will conduct their classroom language ecology 2. Ts will complete the form provided	1. Classroom Language Ecology Observation Form by T 2. Classroom Language Ecology Observation Form by R
Collect Action 1 Data: Classroom Language Ecology Observation Form by T & R			
On-going data coding, memoing, journaling, & analysis + referring to or adding to Ch 1,2, & 3			
Action 2: Collaborative effort to conceptualize and actualize TR Review a unit of study from Garcia & Sylvan book Focus: multiliteracies of EBs **Keep this question in mind:** What challenges arise in the defining and implementing of translanguaging as pedagogy?	Week 4: Teachers 11/7-11/11/2022 45 mins	1. Focused group meeting - guided by R 2. Review the concept of TR 3. Design TR activities 4. Plan a lesson using TR pedagogies 5. Focus: multiliteracies of EBs	1. Lesson Plan Template of ESL 2. Sample unit of study from Garcia & Sylvan book
Collect Action Data 2: Lesson Plan Template ESL; Sample unit of study from Garcia & Sylvan book; audio recording of focused group discussion			
On-going data coding, memoing, journaling, & analysis + referring to or adding to Ch 1,2, & 3			

Action 3: R observe classroom implementations of TR plan 1. Schedule Ts implementation and observation date/time with 3 Ts 2. Enter in my playbook for 3 Ts	Week 5: 11/14-11/18/2022 Teachers and students 45 mins each 135 mins for R	1. Lesson implementation 2. R observes T1 3. R observes T2 4. R observes T3	1. Ts Lesson Plan 2. Perform Observation Form
Collect Action Data 3: Ts Lesson Plan			
On-going data coding, memoing, journaling, & analysis + referring to or adding to Ch 1,2, & 3			
Action 4: Focus Group Discussion 1. Schedule with Ts 2. Enter in my playbook	Week 6: 11/28-12/2/2022 45 mins team meeting	1. Discuss Question: What challenges arise in the defining and implementing of translanguaging as pedagogy? 2. Discuss Question 3: How are translanguaging literacies reflected in the artifacts and interactions of emergent bilingual students?	1. R notes on Ts' responses 2. Summary of student artifacts
Collect Action Data 4: R notes of Ts' responses; Summary of student artifacts			
On-going data coding, memoing, journaling, & analysis + referring to or adding to Ch 1,2, & 3			
Action 5: Ts lesson plan with R	Week 6: 11/28-12/2/2022 45 mins	1. R participating and facilitating only 2. Review the concept of TR with Ts 3. Design TR activities 4. Plan a lesson using TR pedagogies 5. Focus: multiliteracies of EBs	1. Ts Lesson Plan 2. Other resources
Collect Action Data 5: Ts Lesson Plan			
On-going data coding, memoing, journaling, & analysis + referring to or adding to Ch 1,2, & 3			

Action 6: 1. Lesson implementation round 2 2. R conducting classroom observation	Week 7: 12/5-12/9/2022	1. R observes Ts 2. Take photos of Ts' work	1. Ts Lesson Plan 2. Perform Observation Form
Collect Action Data 6: Ts Lesson Plann 2			
On-going data coding, memoing, journaling, & analysis + referring to or adding to Ch 1,2, & 3			
PHASE 3			
Phases and Action Cycles	**Time**	**Activities**	**Tool/Material Needed**
Action 1: 1. One-on-one Ts Reflection 2. Post-Study Interview with R	Week 7: 12/5-12/9/2022 45 mins each	Focused Question: How do teachers perceive translanguaging pedagogy in supporting the literacy engagement of EBs?	1. Post-Study Interview Questions
Collect Action Data 1: Post-study Questionnaire			
On-going data coding, memoing, journaling, & analysis + referring to or adding to Ch 1,2, & 3			
Use these week for any schedule adjustments due to campus testing, events, holidays, parent-teacher conferences, campus PDs, or Ts absences, & etc.	Week 8: 12/12-12/162022	January 2023 Collect missing data, if any	January 2023 Triangulation efforts

APPENDIX F

APPENDIX F

Chronological Order of Participant Experience

Chronological order of what the participants are expected to do for the success of this study

PHASE 1 (Week of October 17-21, 2022)
- ☐ Participants will be invited and consent to participate in this study.
- ☐ The researcher will collect baseline data pre-study (15 mins observation).
- ☐ Participants will have an individual semi-structured pre-study interview with R.
- ☐ Participants will complete a Student Language Inventory Form for the class in this study.
- ☐ Participants will participate in a background information session about the study led by the researcher.

PHASE 2:Cycle 1 (Week of October 24-28, 2022)
- ☐ Participants will review a unit of study with R.
- ☐ Participants will complete a Classroom language Ecology Observation Form for the class in the study.
- ☐ Participants will design a TR lesson focusing on multiliteracies with R.
- ☐ Participants will incorporate TR strategies in the ESL lesson plan for EBs.
- ☐ Participants will implement the lesson in the class in this study.
- ☐ Researcher will conduct a TR lesson observation #1.

PHASE 2: Cycle 2 (Week of October 31-November 4, 2022)
- ☐ Participants will design a TR lesson focusing on multiliteracies on their own
- ☐ Participants will incorporate TR strategies in the ESL lesson plan for EBs.
- ☐ Participants will implement the lesson in the class in this study.
- ☐ Researcher will conduct a TR lesson observation #2.

PHASE 3: (Week of November 7-11, 2022)
- ☐ Participants will join a focus group discussion with the other participants and R.
- ☐ Participants will have an individual semi-structured post-study interview with R.

PHASE4: Contingency Plan
- ☐ Week of November 14-18, 2022 (collect missing data, if any)
- ☐ Week of November 21-25, 2022 (the researcher writes the report)
- ☐ Week of December 5-9, 2022 (member checking; each participant will review the report individually to check for the correctness of the narrative).
- ☐ Week of December 12-16, 2022 (member checking - the ESL program coordinator will review the overall report to check for researcher bias).

APPENDIX G

APPENDIX G

Letter of informed Consent

Letter of Informed Consent

Project Name: Perspectives of ESL Teachers on Translanguaging Pedagogy in
Supporting the Literacy Engagement of Emergent Bilingual Students <u>In</u> A Texas Charter
School

Researcher's Name: Gemma Olson
Address: 17014 Kaitlyn Kerria Ct
Richmond, Texas 77407
Telephone: 281-904-5540
Email: gemma.olson01@utrgv.edu

     I *(participant's name),* _____ have been invited to
participate in the study titled: Perspectives of ESL Teachers on Translanguaging
Pedagogy in Supporting the Literacy Engagement of Emergent Bilingual Students which
is being conducted under the direction of *Gemma Olson* and I understand the following
points explained in the document:

- Purpose of the research
  The purpose of the research is to study the perspectives of ESL teachers on
  translanguaging pedagogy to support the literacy engagement of emergent
  bilingual students in an urban elementary charter school in Texas.
- Reasons why you have been selected for the study
  Three elementary teachers will be the subject of the study. You are selected
  because you are a teacher of emergent bilingual students in an elementary school.
- Period of participation and procedures
  The data collection time of the study will start in October 2022 and end in
  December 2022.
- Possible risks or inconveniences
  There will be no inconveniences because the researcher will follow your class and
  planning schedules for the interviews and class observations.
- Benefits of the study
  Professional development.
- Compensation
  None
- Voluntary participation
  Your participation is voluntary, and you can withdraw at any time.
- Privacy / Confidentiality
  The researcher will assign the participant a pseudonym. No identifiable
  information will be shared.
- Recording of the interviews
  Along with this consent, the interviews will be voice or audio recorded only for
  ease of transcription.

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

- Impact on employment
Your decision to participate or not to participate will not have an impact on your employment with the school district.

I understand that my participation is voluntary, and I can withdraw from the study at any moment if I so wish, without the need to provide an explanation. By signing this document, I also consent to allow the results of the study to be published and shared as long as my identity is not revealed.

☐ **I GRANT MY CONSENT**	☐ **I DO NOT GRANT MY CONSENT**

_____   ____ / ____ / **2022**
Participant's signature   *Date*

.   .

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APPENDIX H

APPENDIX H

Site Approval to Conduct Research

September 6, 2022
Gemma Olson
17014 Kaitlyn Kerria Ct.
Richmond, Texas 77407
gemma.olson01@ytrgv.edu

RE: Dissertation Research Study

Dear Gemma Olson,

I am writing regarding the research study titled, "**Teacher Self-Efficacy: Supporting the Literacy Engagement of Emergent Bilingual Students through Translanguaging Literacies**", to acknowledge and provide site permission for research that will be conducted at Harmony School of Exploration. I understand that this data will be used in professional presentations and publications.

More specifically, our facility will facilitate this research in the following ways:

X **Allow project staff to be on-site to recruit participants.**	☐ Provide space for participants to complete the research activities on site.
☐ Hand-out flyers about the study.	X **Obtaining consent from participants**
☐ Provide data from records or access to records for the collection of study data.	☐ Conduct study assessments and/or collect study samples.
☐ Implement study manipulation/intervention	X **Collect lesson plans and conduct observations**

☐ I/we want to be recognized by name in publications or presentations.

(If checking this box, please indicate the names of people or the organization as you would expect it to appear in publications _____

_____

I certify to have the authority to bind my organization and to grant such permission to conduct the proposed research at ████.

Sincerely,

████████████

Area Superintendent ████████

It is the policy of HPS not to discriminate on the basis of race, religion, color, national origin, gender, age, or disability in its programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.
Es la política de no discriminar en base a raza, religión, color, origen nacional, genero, edad o discapacidad en sus programas, servicios o actividades como es requerido por Title VI del acto de los derechos civiles of 1964, como ha sido modificado; Title IX de las enmiendas de educación de 1972; y la sección504 del actor de rehabilitación of 1973, como ha sido modificado.

APPENDIX I

APPENDIX I

Institutional Review Board Approval

The University of Texas
Rio Grande Valley
Institutional Review Board

October 10, 2022

Gemma Olson
College of Education & P-16 Integration
Via Electronic Routing System

Dear Ms. Olson:

RE: EXEMPT DETERMINATION FOR **IRB-22-0339 "Teacher Self-Efficacy: Supporting the Literacy Engagement of Emergent Bilingual Students Through Translanguaging Literacies"**

The study in reference has been determined 'Exempt' under the Basic HHS Policy for Protection of Human Research Subjects, 45 CFR 46.104(d). The determination is effective as of the date of this letter within the exempt category of:

> "(2) Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) and (ii) Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation.

Research that is determined to be 'Exempt' under the Basic HHS Policy for Protection of Human Research Subjects is not exempt from ensuring protection of human subjects. The Principal Investigator (PI) is responsible for the following through the conduct of the research study:

1. Assuring that all investigators and co-principal investigators are trained in the ethical principles, relevant federal regulations, and institutional policies governing human subjects' research.
2. Disclosing to the subjects that the activities involve research, and that participation is voluntary, during the informed consent process.
3. Providing subjects with pertinent information (e.g., risks and benefits, contact information for investigators, and IRB/ORC) and ensuring that human subjects will voluntarily consent to participate in the research when appropriate (e.g., surveys, interviews).
4. Assuring the subjects will be selected equitably, so that the risks and benefits of the research are justly distributed.
5. Assuring that the privacy of subjects and confidentiality of the research data will be maintained appropriately to ensure minimal risk to subjects.

Exempt research is subject to the ethical principles articulated in The Belmont Report, found at the Office of Human Research Protections (OHRP) Website:
www.hhs.gov/ohrp/humansubjects/guidance/belmont.html

Brownsville • Edinburg • Harlingen

Unanticipated Problems: Any unanticipated problems or complaints must be reported to the IRB promptly. Further information concerning unanticipated problems can be found in the IRB procedures manual.

Continuing Review: research deemed 'Exempt' is not subject to annual review by the IRB.

Modifications: Any change to your protocol requires a Modification Request (Amendment) for review and approval prior to implementation. The IRB may review the 'Exempt' status at that time and request an application for approval as non-Exempt research.

Closure: Please notify the IRB when your study is complete through submission of a final report. Upon notification, we will close our files pertaining to your study.

If you have any questions, please contact the Human Subjects Protection Program/IRB by phone at (956) 665-3598 or via email at irb@utrgv.edu.

Sincerely,

Institutional Review Board for the Protection of Human Subjects in Research

orc/ska

BIOGRAPHICAL SKETCH

Dr. Gemma Olson received her Doctor of Education degree from the University of Texas – Rio Grande Valley in Curriculum and Instruction in Literacy in May 2023. Her educational background includes attending the Mindanao State University – Iligan Institute of Technology, Philippines for four years before receiving her Bachelor of Arts in Sociology in 1987, and a Master of Education in Reading Specialist from the University of Texas at Brownsville in 2012.

Professional experience for Dr. Olson includes being employed as elementary school principal in 2022, curriculum director from 2016-2021, assistant principal in academics from 2014-2016, reading specialist in 2011, and English Language Arts teacher from 2009-2010 by Harmony Public Schools.

Dr. Olson can be contacted by e-mail at golson639@gmail.com.