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LEVEL OF OPPORTUNITY FOR TRANSLANGUAGING
IN A ONE-WAY DUAL LANGUAGE PROGRAM

A Dissertation

by

CRISTINA FLORES

Submitted in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF EDUCATION

Major Subject: Curriculum and Instruction

The University of Texas Rio Grande Valley

December 2023

LEVEL OF OPPORTUNITY FOR TRANSLANGUAGING
IN A ONE-WAY DUAL LANGUAGE PROGRAM

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December 2023

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ABSTRACT

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In the context of language diversity in schools, this research underscores the persistence of monolingual academic standards despite linguistic variety. Bilingual education, historically intertwined with sociopolitical agendas aligning with dominant societal power structures, necessitates a paradigm shift. Bilingual educators must empower students to utilize their complete linguistic repertoire, fostering creative language expression through translanguaging (Sánchez et al., 2018, p.13). This approach challenges superficial language norms, potentially deviating from the standard language codified by a powerful central group.

The study delves into the types of language practices teachers permit, promote, or prohibit and examines teachers' perceptions regarding the constraints of a structured dual-language program. Specifically, the research addresses the level of opportunity for translanguaging in a structured one-way dual language program. Findings reveal inconsistencies in program fidelity, emphasizing the imperative for policymakers and education advocates to reassess languaging policies and provide teachers with increased flexibility in educating bilingual students.

This research makes a significant contribution to the ongoing discourse by advocating for further exploration of Third Spaces in translanguaging within dual language settings. This

involves a critical reevaluation of pedagogical approaches in dual language programs, recognition of the holistic requirements of dual language learners, and a refined understanding of dynamic bilingualism.

DEDICATION

First and foremost, I want to express my gratitude to God. While this journey could often feel solitary, I always believed He was by my side. It is through prayer and unwavering dedication that this dream has become a reality. My earnest hope and prayer are that He will continue to guide me in doing His work.

The successful culmination of my doctoral studies was made possible through the unwavering love and support of my family. My partner, in particular, played an instrumental role in inspiring, motivating, and wholeheartedly supporting me in every conceivable way to attain this significant academic milestone. Primarily, my daughter Amelie has been a wellspring of strength, infusing me with the determination and resolve to persevere and never surrender. Their unwavering presence and encouragement have been indispensable throughout this journey. Their presence in my life has been instrumental in achieving this significant milestone.

ACKNOWLEDGEMENTS

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I extend my heartfelt thanks to my dissertation committee members, Dr. Esquiedo and Dr. Musanti. Their expertise, insightful input, and thoughtful comments on my dissertation significantly contributed to the overall quality of my intellectual work.

Additionally, I would like to express my appreciation to the numerous volunteers who wholeheartedly participated in the research study. Your valuable contributions were essential to the success of this research project.

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CHAPTER I

INTRODUCTION

In the United States, dual language programs continue to increase and thrive. The marked increase in dual language bilingual education (DLBE) has gained popularity, so have the contradictions within the field or associated with the implementation of DLBE have also increased (Sánchez et al., 2018, p.2). It merits stressing that emergent bilingual students “empiezan a reflexionar sobre su propio uso lingüístico. Los bilingües no sólo empiezan a valorar el español para la enseñanza, sino también empiezan a entender el valor de un bilingüismo dinámico y de las prácticas del translenguar.” (García & Sánchez, 2018, p.148). By design, DLBE programs are organized by language allocation structures and policies that strictly separate English and the other language of instruction. Sánchez et al. (2018) recognize that DLBE programs “plunge students for extended periods of time into the isolating environment of a language they don’t know (p.2). Palmer et al. (2014) indicate that the rigid language allocation policies of DLBE programs are “a deep concern for advocates of language separation within dual language classrooms” (p.769). Furthermore, these allocations policies “are bad for both language-minoritized and even language-majority students, bad for education, and bad for language learning” (Sánchez et al., 2018, p.13).

Guerrero and Guerrero (2020) question teachers’ critical consciousness commitment to bilingual education. The authors claim that bilingual departments have failed to design programs that bring awareness of how we continue to colonize our students for future bilingual teachers. In

our teacher education programs, we observe a notable trend where graduates often possess a strong command of English but may not demonstrate an equivalent proficiency in Spanish. This observation raises critical questions about the underlying dynamics, especially in the context of bilingual education. Michael Foucault stated that “in every society the production of discourse is at once controlled, selected, organized and redistributed according to a certain number of procedures, whose role is to avert its powers and its dangers” (Foucault, 1972, p. 7). This observation underscores the need for a reevaluation of dual language programs, emphasizing the importance of cultural sensitivity and the fostering of emotional connections between educators and students. This awareness is crucial for policymakers, signaling that change must occur in dual language programs to allow flexibility instead of a one-size-fits-all approach. It highlights the necessity of adapting educational strategies to accommodate diverse linguistic and cultural backgrounds, fostering an inclusive learning environment.

Alfaro & Bartolome (2017), in their article about preparing ideologically clear bilingual teachers, note that:

“As we see it, the hard task we now face is how to honor our students’ working-class languages, their legitimate multiple voices, and their ways of being in a multilingual and multicultural world, while simultaneously helping them to critically and happily appropriate academic middle-class discourses in standard Spanish and English. We need to acknowledge that, in the field of bilingual education, we already have pedagogically sound principles anchored in an ongoing sincere commitment to our students’ learning and emancipation. Most importantly, we need to be conscious that, unless we have the courage to intervene strategically, forcefully, purposefully, and consistently, discriminatory hegemonic ideologies

and practices will continue to contaminate our best bilingual education efforts and intentions” (p.11) .

Dual language programs are crafted with rigid language allocation structures, emphasizing a strict separation between English and the other language of instruction. The design of these programs, while contributing to their organization, presents inherent challenges. Students find themselves immersed in an unfamiliar language for extended periods, raising concerns about the isolating environment created by such policies. Acknowledging these issues, it becomes evident that there is a pressing need to reevaluate and reconsider the existing language allocation structures within dual language programs. This reassessment is crucial for recognizing the drawbacks associated with strict language separation, as it impacts the educational experience for all students involved. A more flexible approach is required to foster a supportive and inclusive learning environment that acknowledges the linguistic diversity of students and promotes a more effective language acquisition process.

Background of the Study

For the past years, the creation and expansion of DLBE programs has been trending. In the past 15 years, there has been a significant transformation in the demographics of the U.S. population. The number of emergent bilinguals (EBs) has nearly doubled, reaching approximately 5 million individuals, constituting around 10% of all students in public schools (NEA, 2019; Quintero & Hansen, 2017). This upward trend is expected to continue, highlighting the growing importance of addressing the needs of emergent bilinguals in our education system. The diversity within this group is noteworthy, encompassing various ages, languages, cultures, ethnicities, and nationalities across school districts nationwide (USDOE, 2015). Contrary to a

common focus on newcomers, it is essential to recognize that the majority of emergent bilinguals were born in the U.S. (Zong & Batalova, 2015). Projections indicate that by 2025, emergent bilinguals will make up approximately 25% of the total K–12 enrollment in the U.S., emphasizing their increasing significance in shaping the future of education (NEA, 2019). Sánchez, García, and Solorza (2018) assert that contrary to transitional bilingual education programs, DLBE programs are goal-oriented to educate students not only to be bilingual, bicultural and biliterate but also creative users of language (p.12). The policy of strict separation of languages during instructional time dominates DLBE programs. By design, DLBE programs are organized by language allocation structures and policies that strictly separate English and the language other than English in instruction. Sánchez et al., (2018) further assert that the actual task is a challenge given the prevalence and dominance of English in most contexts (Palmer, 2011; Valdes, 1997).

Despite how a district or school organizes or executes its DLBE program, language allocation is organized generally in a compartmentalized way: English space and a Language other than English space. In each of these spaces, there are strict rules about how students and teachers language. Furthermore, teachers are to encourage students to utilize the language of instruction. Sánchez et al., (2018) state that some programs go so far as to forbid students to utilize a different language other than the designated language during the language of instruction (p.6). Li (2011) claims that these strict language allocation policies ignore or penalize the discursive norms of bilingual learners, preventing them from demonstrating their creativity and criticality. Li argues that DLBE should deviate “from frequency and regularity oriented, pattern-seeking approaches to a focus on spontaneous, impromptu, and momentary actions and performances of the individual” (p.3). In essence, “it is about pushing and breaking the

boundaries between the old and the new, the conventional and the original, and the acceptable and the challenging” (p.2).

DLBE programs should create an environment where students can strategically utilize all aspects of their linguistic repertoire to deepen comprehension and enhance both their language and academic performances (Sánchez et al., 2017, p.6). This approach allows emergent bilinguals to acquire the skill of choosing and suppressing certain linguistic features as needed in specific situations (p.6). By incorporating translanguaging within dual language bilingual allocation policies, there is an opportunity for all educators, across various program types, to instruct students bilingually. In light of the increasing complexity of DLBE programs, Palmer et al. (2014) underscores the importance of educators understanding and recognizing the broader potential of these practices (p.762).

The policy of teacher instructional adherence to a one-way structured dual language bilingual education program and strict separation of languages for academic instruction dominates dual language bilingual education programming. In essence, dynamic bilingual practices in one-way dual language public school in Texas contributes to current research problematizing language separation.

Statement of the Research Problem

Irrespective of the multitude of languages used in the United States, “schools continue to insist on monolingual ‘academic standard’ practices” (García & Wei, 2014, p.47). Furthermore, bilingual education is utilized as a program of instruction within a sociopolitical agenda that is “complicit with the power structures of dominant societies” (p.47). Bilingual education during the 20th century involved two approaches: subtractive bilingualism and additive bilingualism. Whether a program was additive or subtractive, in the past century the programs intended to

avoid mixing of languages. In the landscape of bilingual education, there is a growing recognition of the need for transformative practices that go beyond conventional language separation. Dual language bilingual education (DLBE) programs have seen a surge in popularity in the United States, emphasizing the development of bilingualism and biliteracy. However, the expansion of DLBE has been accompanied by contradictions, particularly concerning the rigid language allocation structures. These structures often isolate students by immersing them in a language they may not know well, raising concerns about the efficacy and inclusivity of such programs.

To address these issues, scholars like Sánchez et al. (2017) argue for a shift toward translanguaging—a pedagogical approach that encourages students to strategically use their full linguistic repertoire for enhanced learning experiences. Palmer et al. (2014) echo the sentiment, emphasizing the importance of understanding and recognizing the potential of translanguaging practices in the increasingly complex landscape of DLBE programs. However, it's crucial to note that this advocacy for translanguaging does not suggest replacing or substituting traditional bilingual education programs; rather, it advocates for a transformation and extension of existing practices. This nuanced perspective highlights the potential for a more inclusive and effective bilingual education approach that accommodates the linguistic diversity of emergent bilingual students. Moreover, it merits stressing that translanguaging is not replacing or substituting bilingual education programs and instead is a transformation and extension. As bilingual educators, we must allow students to use their “own creative language, drawing from their entire linguistic repertoire” hence, utilizing a translanguaging approach that goes beyond the surface and perhaps deviates from the “standard language [that] is codified by a central powerful group...” (García & Wei, 2014, p.47). This, in turn, has implications for practice in K-12

education due to the fact that students are expected to learn the English language regardless of their home language and tend to either suffer language shift, language loss, etc. Without straying too far afield from our primary focus, I firmly believe we should “use complex language practices and build on complex resources for meaning-making in order to [help our students] learn...” (p.51). As a teacher educator, my inquiry delves into the intricacies of bilingual education programs and the ways in which bilingual teachers navigate the established framework that rigidly separates languages across various dimensions—educational space, time, period, content, and the role of the teacher. This contemplation stems from a recognition of the contradictions within dual language programs, where the growth in popularity is accompanied by challenges related to isolating language allocation structures. As a dual language teacher, I used to close my door and intentionally deviate from the language separation prescribed by the Gómez and Gómez program guidelines. This led me to ponder whether other teachers engaged in similar practices. The question that lingered was whether my instructional approach was unique to me or if it was a shared practice among my colleagues. While I was aware of my departure from the program guidelines, my curiosity pushed me to explore if fellow teachers implemented similar strategies. My concern was to understand this without potentially putting other teachers at risk or causing any trouble. Specifically, I seek to understand how bilingual teachers grapple with or deviate from these rigid language separation policies. How do they negotiate the boundaries set by dual-language programs, and what types of language practices do they permit, promote, or prohibit within this structured environment? My aim is to unravel the complexities of teacher decision-making in this context, shedding light on potential areas for improvement and transformation within the broader landscape of bilingual education.

The problem addressed by this study is what types of language practices teachers' permit, promote, or prohibit and teachers' perceptions about constraints of a structured dual-language program. García and Li Wei (2014) argue that it is rare to find schooling contexts where translanguaging is used as a legitimate pedagogical practice. This compartmentalization of languages is usually premised upon the beliefs that maximizing exposure to the majority language will help learners acquire it more easily; carving out a protected time for the heritage language will help to build more fluency and confidence in it; and teaching the two languages separately will avoid inefficiencies in translation and prevent confusion among learners (Lewis, Jones & Baker, 2012a). The regulation of learners' bilingualism through the designation of languages for different purposes is what Lippi-Green (1997) calls separate-but-equal language policies, where learners' home languages are not denied but rather redirected to situations and environments in which they are deemed most appropriate. Mackinney (2016) asserts that although these policies acknowledge learners' home languages, they still undermine learners' complete linguistic repertoire. This study seeks to decolonize mindsets (Palmer, Cervantes-Soon, Dorner, & Heiman, 2019, p. 123) specifically in one-way structured dual language programs by proposing pedagogical flexibility.

This study holds significance as it provides context grounded in teachers' experiences, informing the decisions of administrators, curriculum specialists, and other decision-makers regarding program implementation and evaluation. Additionally, the findings indicate that DLBE programs, characterized by high structure and limited pedagogical approaches, highlight the necessity for greater flexibility in teacher instructional adherence to one-way structured dual-language bilingual education programs. In essence, "To counteract the effects of educational

practices that take away an individual's rights to express themselves and develop the freedom to embrace their multiple cultures and languages..." (Ostorga, 2021, p.71).

Purpose of the Study

The purpose of this dissertation is to examine what types of language practices teachers' permit, promote, or prohibit and teachers' perceptions about constraints of a structured dual-language program. This research may provide administrators, curriculum specialists and other decision makers context grounded in teachers' experiences in reference to program implementation and evaluation. Furthermore, it may bring to light pedagogical flexibility, as an option for teaching emergent bilinguals in a one-way structured dual language program.

Through qualitative methodology, utilizing grounded theory, this research aims at investigating teacher instructional adherence to a one-way structured dual language program among bilingual PK-5 campuses. With this theory in mind, the research is to examine teacher adherence regarding an educational program containing English-Spanish dual language classes which include emergent bilingual students. This program, at the public PK-5 schools, was selected due to the relative proximity to the researcher. In addition, this study will provide a view of one of the longest established bilingual programs in the state. The research is designed to examine what types of language practices teachers' permit, promote, or prohibit and teachers' perceptions about constraints of a structured dual-language program. The number of teachers interviewed should provide enough data, but not so much that the data should become unwieldy and unmanageable (Yin, 2014).

Theoretical Framework

This study will focus on the potential to support the navigation and potential transformation of the status quo in the everyday work of teachers, specifically dual-language bilingual education teachers and their adherence to program guidelines that may impact students' (in)justice. My work builds on these understandings to conceptualize embodied knowledge as a key aspect empowering teachers to contextually navigate (in)justice. While there may be many ways to develop the consciousness of teacher educators, my main concern in this study is only with dual language teachers. I realize that bilingual education may differ based on program offerings, as well as across instructors' unique pedagogies. I, nonetheless, emphasize one-way dual language structured programs' flexibility to support teachers' development. It is of utmost importance when servicing our bilingual students; one way to examine and ensure teacher agency is their perception and the form in which they enact as they advocate for their students' in all areas of academia and create equitable environments for all. Furthermore, dual language programs provide the ideal context; one that allows space for teachers to incorporate emergent bilinguals in a learning environment that is explicitly designed for their learning and with their needs prioritized.

Research Questions

Considering that many districts are implementing dual language programs in the interest of serving bilingual students today, three questions will be asked. By conducting this research, one of the main guiding questions being pursued is: This research aims to investigate what types of language practices teachers' permit, promote, or prohibit and teachers' perceptions about constraints of a structured dual-language program.

1. What is the level of opportunity for translanguaging in a structured dual language one way program?
2. What are dual language teachers' perceptions of the language separation model/strict separation of languages in relation to the program goals (development of bilingualism, biliteracy and bicultural competencies)?
3. Does the translanguaging phenomenon exist/occur naturally in the teaching and learning environment? By whom? In which learning contexts? And for what purpose?

Significance of the Study

The study affords closer look at highly structured one-way dual language bilingual education programs that do not allow pedagogical flexibility. It has the opportunity to contribute to the body of knowledge related to bilingual education and DLBE program fidelity. The study aims to provide insight that will enable a form of leverage for flexibility in teacher instructional adherence to a one-way structured dual language bilingual education program that is highly structured. The potential benefits of this research are meant for administrators, teachers and educational practitioners who have the privilege of educating emergent bilinguals specifically in one-way dual language settings and for those who have the responsibility of making decisions that affect their educational environment. The results from this study are meant for administrators, teachers and educational practitioners who have the privilege of educating emergent bilinguals specifically in one-way dual language settings and for those who have the responsibility of making decisions that affect their educational environment.

My Positionality and Subjectivity

With a decade of experience as a dual language teacher and teacher educator, coupled with my multilingual background, drawing on both Spanish and English language resources, I acknowledge the potential influence of my identity, life experiences, and perspectives on this research. As a former bilingual student in the U.S. educational system and someone who has worked closely with emergent bilinguals in elementary school classrooms, my insights have likely played a significant role in shaping the study. Being a cultural and institutional insider allowed me to better understand and interpret the language and experiences of the participants, fostering a trusting relationship during interviews (Maxwell, 2013).

However, it's important to recognize that my perspective may have introduced biases, particularly in my belief in leveraging students' entire language repertoire for developing language and literacy in academic English. This preconception could have impacted data collection, interpretation, and influenced the behavior and responses of teacher participants. I was mindful of this potential bias and engaged in reflexivity throughout the research process, continually assessing and reflecting on my preconceptions, actions, roles, and emerging understandings (Maxwell, 2013).

In my previous supervisory role, there is a noteworthy consideration regarding the participating teachers, especially those familiar with or known by me. Their awareness of my connection may have influenced their responses in the survey or interviews, potentially introducing a bias. It's essential to recognize that these teachers might have been concerned that their participation could impact their positions. I took a firm stance in assuring them that the study would not be used against them in any way.

To enhance the rigor of my study, I meticulously analyzed information sources, considering both data supporting my assertions and disconfirming evidence (Erickson, 1986; Maxwell, 2013). This approach aimed to present a comprehensive and nuanced portrayal of the phenomenon of translanguaging, despite potential biases.

CHAPTER II

LITERATURE REVIEW

In this chapter, I present an overview of the theoretical framework of translanguaging. Subsequently, I delve into a comprehensive review of the literature on programs catering to emergent bilinguals, with a specific focus on translanguaging and languaging practices.

The theoretical underpinning of this study draws from translanguaging theory (García, 2009; García & Wei, 2014; Canagarajah 2011a, 2012, 2013), which focuses on the language use of bilingual individuals and their communicative practices within specific learning contexts. Employing a translanguaging lens, I analyze the communicative practices of emergent bilingual students to illustrate the concept of dynamic bilingualism. This approach aims to showcase that such communicative practices disrupt constructed language hierarchies, challenging the notion of prioritizing one language over other non-standard languages. In the following sections, I delve into the framework that guides the examination of key constructs exploring the link between translanguaging theory and the translanguaging practices of bilingual individuals. The debate between the English-only stance and the advantages of using the students' native language (L1) in teaching is outside the purview of this dissertation. This chapter will provide a brief exploration of current literature in the field regarding approaches to language learning, benefits of translanguaging in the classroom, and identify gaps in the literature regarding translanguaging in a one-way dual language program.

Translanguaging can be a powerful tool for learning but it can also go against the grain for those who are used to supporting learners to master the intricacies of a single language. Canagarajah (2011a) defined translanguaging as “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system...” (p. 401). According to García (2009, 2012), translanguaging refers to the language practices of bilingual individuals, where they alternate between languages for various purposes such as reading, writing, and communication. A term she borrowed from Cen Williams, who first used it in Welsh “to refer to a pedagogical practice where students alternate languages for the purpose of reading and writing or for receptive or productive use” (García, 2012, p. 6). It extends beyond a mere pedagogical practice and encompasses “multiple discursive practices” through which bilinguals make meaning of their bilingual world. García (2009) also connects translanguaging to Gutierrez's concept of “hybrid language use” (p.45). Furthermore, García (2009, 2013, 2014) and García and Wei (2014) propose a transglossic view associated with translanguaging. They describe transglossia as “a stable, and yet dynamic, communicative network with many languages in functional interrelationship” (García, 2009, p. 79). This view emphasizes the need for language practices to continue and interact with the social context in which they operate, rather than merely maintaining languages in isolation. Most importantly, “it is through such routines or practices that the children learned to use their bilingualism deliberately, consciously, to access and manipulate resources for intellectual and academic purposes” (Moll, Saez & Dworin, 2001, p. 444).

Programs Serving Emergent Bilinguals

Even though all bilingual programs differ, they all consist of the same basic principles. Collier and Thomas (2001) suggest that in order for a DLE program to function students must participate

in a minimum of six years of bilingual instruction (with eight years preferably for full gap closure in L2 when there are no English-speaking peers enrolled in the bilingual classes), separation of the two-languages of instruction, focus on the core academic curriculum rather than a watered-down version, high cognitive demand of grade-level lessons, and collaborative learning in engaging and challenging academic content across the curriculum (p. 3).

Inadequate implementation of bilingual programs can result in students suffering from what Cummins argues as the language mismatch hypothesis. Crawford (2004) defines Cummins linguistic mismatch hypothesis as “an inadequate understanding of what is meant by English proficiency” (p.195). He also states that a child’s native language has to be nourished rather than disrupted because native-language development is critical to their long-term academic success (Crawford, 2004). For this reason, it is essential that we learn more about effective bilingual models so that we can prevent making the same mistakes previous bilingual programs have already made in the past. Moreover, Crawford (2004) examines Cummins idea that in order for bilingualism to have positive effects and for cognitive deficits to be avoided, he asserts, there is a threshold level of proficiency that children must reach in their first language, a certain degree of cognitive-academic language proficiency (CALP), that is necessary to support academic achievement in the second language. Correspondingly, Collier and Thomas (2002) assert that “the strongest predictor of L2 student achievement is formal L1 schooling. The more L1 grade-

level schooling, the higher L2 achievement" (p. 7). Notably, we are the key holders to a new era of competent bi-literal, bi-lingual and bi-cultural individuals. We need to help students keep and value their identity so they can spread their wings and fly freely into our nation's horizon. A horizon that guarantees individuals who will be well prepared in the highly competitive workforce, but at the same time individuals who respect and acknowledge other culturally diverse groups. Thus, creating a new era with a society that combats inequalities through a sentiment of self-worth. They are the ones that in the future, hopefully not far from now, can supply our country with the resources lacking; the valorization of other languages instead of encouraging monolingualism.

Fostering the native language to promote successful language transfer is one of the numerous benefits that make the one-way and two-way DLBE program an enriching educational tool. The DLBE program has demonstrated extraordinary outcomes that benefit both minority and majority language learners because it mirrors additive schooling practices. Most of my findings focus on the benefits Spanish minority students are encountering by being in the program. Spanish speakers make up 75% of the language minority students living in the U.S, which clearly defines them as the majority among emergent bilingual students served in our nation (Collier & Thomas, 2001). In addition to that, other minority languages, such as the French Canadian, can experience a stunning language transfer as well. The DLBE program views minority language as a resource rather than a problem and therefore use this approach to nurture emergent bilingual students' heritage language to promote second language transfer (L2). The same concept of sustaining students' native tongue is applied when native English speakers, the language majority, participate in the program because of the additive schooling approach used to acquire L2.

There are current challenges in bilingual education that should be addressed to improve education for diverse learners. As per García and Sánchez (2018), transforming education for emergent bilinguals starts with “cambios en ideología [que resultan en] cambios en... estructura, currículo... prácticas pedagógicas... [y la] importancia que se les da a los bilingües emergentes” (p.138). The authors further assert that when bilingual programs and students are valued, they are viewed as “importantes miembros de la escuela que tienen contribuciones intelectuales, culturales y lingüísticas...[resultando en un] impacto poderoso sobre la instrucción” (p.151). Additionally, Howard and Christian (2002) state that bilingual education programs, just like the two-way immersion they discussed, must be “de calidad, así como el respeto y la celebración de la cultura y el idioma [de los estudiantes]” (p.23). Liu and Cao (2016) merit stressing that early bilinguals require less neural resources than late bilinguals (p.68). Therefore, it is crucial to set a strong foundation for in the primary grades when it comes to our emergent bilinguals. Collectively, Liu and Cao (2016) “extend...[our] understanding of how the L2 onset age and the relative transparency of L2 to L1 shape the functional representations of the bilingual brain” (p. 71).

Linguist and educational researcher Stephen Krashen (1992) posited that students learning a second language can achieve proficiency in the target language more rapidly when they concurrently develop proficiency in their first language. Additionally, Krashen (1992) asserted that EBs can acquire proficiency in English more expeditiously through bilingual instruction, which involves receiving education in both languages simultaneously. These claims, substantiated by Krashen's research, along with the work of other American linguists like Crawford and Slavin, provide substantial support for the implementation of bilingual education

programs throughout the United States (Calderon, Slavin, & Sánchez, 2011; Crawford & Krashen, 2015; Cummins, 2012; Krashen, 1992, 1997, 1999, 2009).

The vast majority of dual language programs adhere to a strict separation of languages, for example, the English side and the Spanish side (Adelman Reyes & Crawford, 2012; Cloud, Genesee, & Haymaman, 2000; García, 2009, 2011; García & Wei, 2014; Sugarman, Gutierrez, & Bach, 2010). According to García (2011), dual language programs “have the potential to educate bilingual American children in ways that do not assign two languages to two different national and ethnic identities, but to a bilingual American identity” (p. 9). Flores and García (2013) suggest that the use of translanguaging in education creates a level of opportunity “that make possible the development of students’ dynamic language and cultural practices, and thus a meaningful education” (p. 255).

English As a Second Language (ESL)

An intensive English language instruction program provided by ESL certified teachers who are trained in effective second language acquisition methods. The goal of ESL programs is for EBs to attain full proficiency in English in order to participate equitably in school. Furthermore, ESL programs are designed to make grade level academic content accessible to EBs and target English language development, including listening, speaking, reading, and writing skills, through academic content instruction that is linguistically and culturally responsive. This means that the ESL program uses the academic, linguistic, and cultural background of emergent bilinguals as a platform for acquiring grade level content material in English.

ESL Content-Based. An English acquisition program that serves students identified as emergent bilingual students through English instruction by a teacher appropriately certified in

ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies. A content based model can be implemented with the general education classroom where emergent bilingual students remain in the mainstream classroom along with the certified ESL teacher. Johnson et al. (2018) notes that the ESL teacher provides support during content-area lessons and assists emergent bilingual students in all areas of academia in order to make content accessible: strategies, explanations, scaffolding, etc. Ideally, both teachers would collaborate to plan and develop instructional materials and engage in collaborative assessment of student work (Trejo, 2015).

ESL Pull Out. An English acquisition program that serves students identified as emergent bilingual students through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. A pull-out model can be implemented within the Emergent Bilinguals' classroom receiving personalized guidance, or the Emergent Bilinguals may be provided his or her English language arts and reading instruction by an ESL certified teacher in another classroom setting. ESL pullout creates a drawback for students when they miss core subject class time while attending ESL classes (Murphy et al., 2019). Further research criticizes the ESL pull out model as being the most expensive and less effective than any other model given that students lose access to the curriculum and may feel stigmatized for being in a segregated classroom (DeMatthews and Izquierdo, 2018). Kim et al. (2015) dispute that in spite of the ESL pull-out program aiming to facilitate learners to acquire the English language rapidly, research indicated that emergent bilingual students to acquire grade-level English proficiency in English-only instructional settings takes four to nine years.

Transitional Bilingual Program Models

Transitional Early Exit. A bilingual program model in which students identified as emergent bilingual students are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.

The transitional early exit program model is a full-time program of transitional instruction. Student's language proficiency and academic potential in both languages determines the amount of instruction in each language (primary and secondary). Instruction in the first language is phased out and most students are mainstreamed into English by 1st grade and exited from the program by 3rd grade. Eventually, mastering the main goal of acquiring English proficiency.

Transitional Bilingual Education programs (TBE) have failed to value the importance the home language of emergent bilinguals can have in the development of a second language. Therefore, emergent bilinguals have opted to lose their native tongue and acquire the dominant language of not only education but society as well. Cummins (2005) emphasizes that "children understand very quickly that the school is an English - only zone and they often internalize ambivalence and even shame in relation to their linguistic and cultural heritage" (p. 590). For example, when I was growing up, my language was never valued but rather seen as an obstacle that was hindering my overall achievement of the English language. My 3rd grade Anglo teacher looked at me with disgrace and would howl at me *English only!* I learned at a very young age that being light brown of Mexican origin and speaking Spanish was a flaw I was born with, but could be remediated by acquiring the L2 and erasing as much as possible my Mexican heritage origin. As you can see, my anecdote narrates exactly what the traditional bilingual programs are

doing to our emergent bilinguals when they enforce subtractive rather than additive schooling. Even though my 3rd grade teacher wouldn't verbally articulate it to me, I could sense that in-between her teeth she would mumble. "If you want to be American, speak 'American'. If you don't like it go back to Mexico where you belong" (Anzaldua, 1999).

TBE devalue our native language as well as our cultural identity, therefore, creating a hostile feeling towards who we are and rejecting our own heritage and language. Fillmore (1991) argues that rapid language loss is happening now more than ever because "the likelihood of children forfeiting and losing their primary languages as they learn English under the conditions [just described above] is very great: great enough to pose a major problem to the school and society whose policies and practices created the problem in the first place" (p. 325).

Transitional Late Exit. A bilingual program model in which students identified as emergent bilingual students are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Kim et al. (2015) assert that students may receive instruction in the native language until the 6th grade and then be placed into English-only programs after 4-6 years. Furthermore, students are placed in classrooms without native English-speaking peers. Even after becoming proficient in English, students in late-exit programs receive educational instruction in their native language (Ovando, 2003). Kim et al. (2015) further assert that the late-exit model goal is to maintain the learners' native language and English equally. This approach values the importance of supporting the native language by first teaching the core academic subjects in the home language and then transferring the instruction to English (Serafini et al., 2022).

Dual Language Immersion Program Models

There are basically two types of dual Language program models: 90/10 or 50/50. In the 90/10 model, during the first year of schooling, 90% of instruction is in the minority language whereas 10% of instruction is in English. Each school year the percentages increase in English until the instruction balances out to be 50% in minority language and 50% in English. On the other hand, the 50/50 model includes a balance of instruction of 50% in the minority language and 50% in English every school year. Based on varying preferences by school administration and district personnel, these program types are selected by districts and schools based on their district's philosophy and student needs.

Two-Way Dual Language. A bilingual/biliteracy program model in which students identified as emergent bilingual students are integrated with students proficient in English and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

One-Way Dual Language. A bilingual/biliteracy program model in which students identified as emergent bilingual students are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

DLBE Caveats

As with any other program, one can also find some caveats in DLBE programs. Some of these caveats are unqualified teachers, curriculum/textbooks that do not offer culturally relevant material, few majority language student participation, and the stress provoked by high stakes standardized testing. School districts are encountering a shortage of qualified bilingual teachers.

In many instances, teachers are qualified yet they are unable to use the other language correctly or hold a conversation in that language. Crawford (2004) reminds us that "teachers must be fully bilingual, well trained, and thoroughly collegial to present a rigorous curriculum in two languages." Unqualified teachers are doing a disservice to the students by removing the equity of both languages of instruction.

Another drawback of DLBE programs is the equity between textbooks in two languages. Language minorities have very little representation in textbooks, it is very rare to see Mexican American, Chinese, or other minority group in the textbooks. In order to create cross cultural competency, policymakers and districts have to come up with a better curriculum which integrates representation for language minorities. One of the major setbacks in a DLBE program is that fewer language majority students are participating in the program. Crawford (2004) states that, "in recent years, there remain far too few English-speaking parents who want their children to participate." This is happening despite the growth of the program. If this trend continues, DLBE programs pose the danger of vanishing. Hopefully, parents will understand the achievements that may be acquired by being bilingual and biliterate in two languages. Guadalupe Valdés (1997) raises crucial concerns about the potential drawbacks of dual-language immersion programs, despite their widespread attention and support. While these programs aim to provide first-language instruction for non-English-speaking children and expose monolingual children to additional languages, Valdés delves into the negative implications, particularly concerning Mexican-origin children. Her critical analysis questions the quality of instruction in the minority language, examines the impact of dual immersion on intergroup relations, and probes the broader relationship between language, power, and societal implications for children. Valdés' cautionary note prompts a thoughtful reconsideration of the complexities surrounding dual-language

immersion efforts (p. 391). In accordance with that, we also have to place a special cautionary note on standardized testing. Palmer, Henderson, Wall, Zúñiga, & Berthelsen (2015) highlight through their analysis the stress that NCLB has placed on standardized testing which has linked severe consequences for schools, teachers and students. One of numerous effects that testing has triggered is the fact that "highstakes testing often becomes *de facto* language policies, which regulates content and language of instruction, instructional strategies, and the valuing of one language or language variety, typically academic English over the others" (Palmer, Henderson, Wall, Zuniga, & Berthelsen, 2015, p. 397). Moreover, NCLB "poses enormous challenges for emergent bilingual students as well as for the educators who serve them, because all these tests involve mastery of complex academic language and literacy" (Menken, 2010, p.123). In spite of this, teachers feel that the DLBE model does not align with the test and consequently it fails to meet the needs of their students. As a result, teachers start making modifications to the DLBE model thus, hindering the fidelity to the program. With that being said, all program goals and benefits for our dual language participants fade away. As a teacher educator, I have come to the concordance that due to the emotional strain the state exam has on teachers, they feel impelled to navigate away from it because they see it as an additional stress rather than an additive resource. Palmer et al. (2014) recognizes that, "As long as ‘‘success’’ for schools, teachers and students is narrowly defined as high scores on a single monolingual, monoglossic standardized test, educators’ decisions will continue to reflect this goal rather than students’ bilingualism, biliteracy, and cross-cultural competence" (p.411).

Dual-language immersion programs have garnered significant attention from parents, researchers, and policymakers. Proponents of dual-language immersion perceive the potential of delivering first-language instruction to children from non-English-speaking backgrounds, while

concurrently providing monolingual children exposure to non-English languages. Guadalupe Valdes (1997) focuses on the potential adverse impacts of the dual-language immersion movement. Following the achievements and challenges faced by Mexican-origin children, the author poses challenging questions regarding the use of dual-language immersion in the education of language-minority students. The raised issues encompass the quality of instruction in the minority language, the repercussions of dual immersion on intergroup relations, and, fundamentally, how dual-language immersion programs align with the dynamics of language and power and their potential implications for children and society.

Embracing bilingualism

The purpose of public education in the United States is to prepare citizens to live in a democracy, assimilate immigrants in to mainstream society and prepare a stable workforce for a productive economy. However, Latinos continue to struggle with validation. Curriculums lack cultural diversity and do not provide culturally responsive educational experiences for students. Consequently, curriculums are one-sided, catering to dominant culture and excluding the developmental needs of culturally diverse learners. This in turn, has one question whether our history is good enough and if what we as minorities have contributed to history is undervalued. Therefore, diminishing our worth and our value. Salinas, Rodríguez, & Lewis (2015) further assert that when teaching with a critically conscious lens, one must “ensu[e] positions for those who were left out” (p.186). As teachers, we must provide our cultural diverse students with validation. We must reassure our students, regardless of their culture and our backgrounds that their assets are valuable and should be recognized. With that in mind, we must begin by reshaping the lens in which Latinos are seen with. We must validate them as fortunate and equal

so that in turn, they are validated “at promise” for being bilingual individuals (Souto-Manning, 2016, p. 265).

Translanguaging

The term "translanguaging" has its roots in Williams' (1994) concept of "trawsieithu," which originally referred to the fluid language practices of Welsh-English bilingual students. This term was later translated into English by Baker (2001) and gained prominence through García (2009), particularly when discussing the dynamic use of linguistic repertoires by multilingual learners, especially within the context of U.S. education. Based on the literature, it is evident that additive bilingualism entails the acquisition of a second language without subtracting the first language. In challenging this notion, García (2009) argues that languages are not separate entities. Instead, languages are socially constructed within one linguistic system. Moreover, the features within this linguistic system are then utilized by bilinguals in order to communicate effectively and fluently. García, & Lin (2017) further assert that “the complex and fluid language practices of bilinguals in which they intermingle linguistic features that are typically associated with separate languages occurs in dynamic bilingualism” (p.120). All in all, translanguaging provides ample evidence that as pedagogy “often fulfills its promise to... open up spaces for meaning – making – and social justice” (García & Wei, 2014, p.117).

Current literature exhibits that translanguaging “enables [emergent bilinguals] to make meaning and learn... [yielding] transformations” (García & Wei, 2014, p.120). Otheguy et al. (2015) agree that we need to urgently, and more effectively, advocate on behalf of the minority students by utilizing translanguaging. Collectively, translanguaging offers an epistemologically different alternative, on an individual basis and it offers the potential to expand and free up all the learners’ linguistic and semiotic resources. Furthermore, translanguaging in bilingual

programs provides bilingual students the opportunity to “learn and grow while enjoying the intellectual and emotional benefits of all of one’s linguistic resources” hence, increasing academic achievement (p. 305). The undermentioned scholarly information examines factors, such as translanguaging, that may influence and alter the future of bilingual education.

Swain (1972) observes that in a bilingual environment, adults can recognize that a child receives input from two distinct languages, each with its own vocabulary. However, as the child progresses in language acquisition, they appear to disregard the boundaries between these two language systems. Instead, the child constructs sentences by structuring and grouping elements from both languages. Hornberger and Link (2012) elaborate on how bilingual children communicate and derive meaning by utilizing their languages as a resource. They draw upon and blend linguistic features from both languages in their repertoire, allowing for effective communication that adapts to various contexts. Hopewell (2017) also explores the concept of applying input received in one language to enhance proficiency in another, creating a reciprocal relationship between the languages. What the child comprehends in one language strengthens their comprehension and usage of the other. According to Pacheco and Miller (2016), emergent bilinguals operate within a single linguistic system, strategically accessing and utilizing their languages based on the context and their specific communication needs.

To sum up, translanguaging challenges traditional views of bilingualism by emphasizing the interconnected and flexible nature of bilinguals' language use. It acknowledges that bilingual individuals create their own unique linguistic systems, allowing them to effectively communicate and adapt to various situations while blurring the boundaries between their languages.

The term translanguaging, in educational linguistics, propagated by García & colleagues (2014), is often utilized to describe that the spontaneous use of bilingual children’s L1 in a

majority language classroom should be highly encouraged. Furthermore, a translanguaging approach has the potential to provide students with the personal and scholastic advantages gained through L2 acquisition to include academic success and overall social-well-being. As per García & Wei (2014), translanguaging is a “pedagogical practice where... alternate languages [are utilized] for the purposes of receptive or productive use” (p.20). Furthermore, it “does not refer to two separate languages...synthesis of different languages...or to a hybrid mixture. [Moreover,] translanguaging refers to new language practices” that bilinguals engage in order to “make sense of their bilingual world” (García & Wei, 2014, p.22). One can note that bilinguals strategically select features in order to communicate with others effectively. With that in mind, reflecting through a translanguaging lens, one can note that bilinguals strategically select features in order to communicate with others effectively. Furthermore, translanguaging is beneficial for bilingual students in various ways: 1.) Enhances Language Learning, 2.) Identity 3.) Increases Academic Achievement.

DLBE programs are known to separate languages and or compartmentalize them depending on content and or time / day. In doing so, they are often criticized for hindering bilingualism and the naturalness of acquiring a second language. García & Sylvan (2011) defend dual language programs arguing that they are a step in the right direction and adamant about “dynamic bilingualism.” Palmer and Martinez (2013) further argue that in order “To work effectively with bilingual learners... teachers need to develop a robust understanding of bilingualism and of the interactional dynamics of bilingual classroom contexts” (p.269). Additionally, they challenged educators to challenge the norm and question monolingualism in America. This in turn guided educators to reevaluate how bilinguals acquired a second language. Palmer and Martinez (2013) note that challenging the norm is “not in the learners themselves but

in the language ideologies and normative discourses that permeate classrooms, schools, and the surrounding society” (p. 273). Without straying too far afield from our primary focus, it merits stressing that the authors encouraged dual language programs to utilize language as a resource instead of a problem for learning given that emergent bilinguals may not be the norm in the United States, but the norm worldwide. In addition, McCarthy, Nuñez and Lee (2019) emphasizes that “translanguaging [should be] a normalized practice... ” (p. 355). A practice where students don't have to limit their linguistic repertoire or their knowledge to just English which should be a normal expectation and practice in school (McCarthy et al., 2019, p. 360). Thus, challenging the dichotomy of languages in dual language programs.

Kleyn and García (2019) emphasize the importance of a teacher's stance that acknowledges and values the learners' first language (L1) as a valuable resource for learning, thereby challenging historical structures of hierarchy and power. They articulate the concept of "design" as the way a teacher structures the learning environment to facilitate translanguaging in the classroom. Additionally, the notion of "shift" underscores prioritizing the learners' needs, representing a mindset change that empowers teachers to employ flexible strategies to enhance learning and comprehension (p. 75). Similarly, García and Leiva (2014) advocate for a shift in teaching practices, emphasizing the importance of recognizing and liberating the intrinsic value of dynamic language practices in education (p. 201).

It merits stressing that policy makers, administrators and teachers should rethink language allocation in DLBE programs that provide flexibility in a one-way dual language program to effect change that includes more translanguaging practices. This will require not only a pedagogical shift, but an understanding around how languages work together to support students' learning. Furthermore, regardless of the model currently being implemented,

integrating translanguaging must be considered. Collectively, by elevating and validating the use of translanguaging pedagogical practices within DLBE classrooms, emergent bilinguals are empowered to use all of their language abilities to support their learning.

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Languaging. Swain (2006) introduced a unique interpretation of the term "languaging," although he wasn't the first scholar to use it. Prior to Swain's usage, Lado (1979) employed "languaging" as a broad term encompassing various language uses. In contrast, Swain (2006) imbued the term with a novel meaning, defining it as "the process of making meaning and shaping knowledge and experience through language" (p. 98). This definition aligns with, yet distinguishes itself from, the concept of "self-explaining" proposed by Chi (2000). Swain (2006) asserted that "languaging about language is one of the ways we learn a second language to an advanced level" (p. 96). She further contended that this process of "languaging" is an integral part of the learning experience itself (p. 98).

A theoretical assertion posits that languaging plays a significant role in second language (L2) learning (Swain, 2006, 2010). This concept of languaging can be traced back to Vygotsky's work, which underscored the vital function of language in mediating cognitive processes. Vygotsky made a crucial distinction between language and thought, contending that language "completes thought." In essence, languaging can be understood as an active process—an "activity of making meaning and shaping knowledge and experience through language" (Swain, 2006, p. 98). As such, it becomes an integral part of the learning process. The use of the verb "languaging" compels us to view language as a dynamic process rather than a static object.

When individuals encounter complex problems, they may engage in conversations with others to discuss the problem and seek solutions (collaborative dialogue, interpersonal communication). Alternatively, they might speak aloud or whisper to themselves (private speech, intrapersonal communication). These two forms of languaging are interconnected in theory and practice. In both cases, the aim is to solve intricate cognitive problems by employing language as a means to mediate the process of finding solutions.

Third Space. The concept of "Third Space" represents a unique and transformative educational environment. It is defined as a "hybrid space [that] is created when classroom members bring together elements of school culture and home culture to create something new" (Carlone & Johnson, 2012, p. 155). In this conceptualization, the first space represents a school environment where only English is used, while the second space signifies the home environment where students predominantly use their first language. The Third Space emerges when these two spaces are combined and interacted with, resulting in a dynamic and intertwined space that encompasses elements from both.

In a classroom culture founded on Third Space principles, students are encouraged to creatively explore and draw upon the funds of knowledge from their home cultures (González et al., 2006). Jobe and Coles-Ritchie (2016) applied the concept of Third Space theory to teaching emergent bilinguals (EBs) and emphasized that when EBs can create a Third Space and non-EBs can learn to engage within this space without dominance, it proves effective for both EBs' learning and enhances the overall social experience of all students in the classroom (Jobe & Coles-Ritchie, 2016, p. 11). This statement explicitly illustrates the inclusive nature of Third Space, valuing every student's learning experiences within the context of their unique backgrounds. The concept of the Third Space encapsulates a communal and dynamic setting that embraces the variety of individuals and the spectrum of pedagogical practices that foster learning.

In the realm of education, the concept of "Third Space" can be seen as an extension of Vygotsky's Zone of Proximal Development (ZPD). It places a particular emphasis on understanding how learning is mediated and constructed within a learner's cognitive activity, which is often influenced and supported by a knowledgeable guide or facilitator. In this context,

the Third Space represents a collective and dynamic environment that accommodates the diversity of individuals and the array of pedagogical practices that facilitate learning. It goes beyond traditional formal learning environments, such as schools, by acknowledging that learning also occurs through participation in various practices beyond the classroom (Gutiérrez, 2008, p. 149).

This concept extends the ZPD's boundaries beyond the classroom, linking the co-constructed knowledge between students and their parents with the knowledge being acquired through interactions with teachers. When it comes to enriching learning experiences for EBs, Third Space becomes particularly relevant. By recognizing and valuing EBs' abilities and providing them with challenging tasks that connect to their home culture, we create an educational space ripe for fostering Third Space dynamics.

Language Separation in Dual Language Programs

Traditionally, dual language bilingual education (DLBE) programs have adhered to the practice of language separation, implementing distinct instructional blocks in both English and the partner language. In this structure, teachers deliver monolingual instruction through one language at a time (Gómez, Freeman & Freeman, 2005). Over time, this approach has yielded noteworthy outcomes. Extensive studies spanning decades consistently reveal that students enrolled in DLBE programs demonstrate performance levels that are comparable or superior to their counterparts in alternative program models. In the realm of Dual Language Bilingual Education (DLBE), the simultaneous utilization of both program languages for instruction creates a tension with the established norm of language separation. Howard et al. (2018) emphasizes the significance of maintaining language separation while advocating for the

thoughtful and intentional inclusion of opportunities for the simultaneous use of both program languages to promote the achievement of program goals.

Due to these considerations, it may be advantageous for the field to shift away from employing the term "separation of languages." This terminology can be susceptible to overly rigid interpretations, particularly concerning students' spontaneous translanguaging, leading to an emphasis on language compartmentalization rather than connection. It is crucial to clarify that suggesting the retirement of the term "separation of languages" does *not* imply advocating for the abandonment of language allocation plans or sustained, monolingual instructional blocks in both program languages. On the contrary, maintaining such blocks is essential, while simultaneously incorporating intentional opportunities for the concurrent use of both program languages. Additionally, as previously mentioned and elaborated further in the following section, it is imperative to ensure that a substantial portion of instructional time is dedicated to monolingual instructional blocks to foster high levels of language and literacy development in both program languages. As observed by Howard and Simpson (2023), the authors explored the conflicts between translanguaging and the separation of languages within the framework of DLBE programs and advocated for a shift away from a dichotomous framing. Instead, the proposal is to adopt a perspective that perceives instructional language use along a continuum.

Professional Development for Bilingual Teachers

Vaughn & McLaughlin (2011) state that professional development (PD) is any learning opportunity that provides teachers with new skills or ways to improve student achievement. Borko (2004) defines PD as opportunities that will allow teachers to enhance their content knowledge and pedagogical knowledge while developing instructional practices. Most importantly, PD for bilingual teachers needs to include components specifically for the students

they service, that are different and apart from PD for non-bilingual teachers (Téllez & Varghase, 2013). Musanti et al. (2009) indicate that “creating PD opportunities in which teachers can learn with understanding about students’ thinking requires situating teacher learning in relation to their practice, as an integral part of their teaching lives” (p. 27).

Musanti, Celedón Pattichis & Marshall (2009) express that developing a strong support system that will impact the quality of bilingual teachers’ instruction in Latino students’ native language needs further exploration. Furthermore, teachers’ complex belief systems must be understood (McGee & Wang, 2014).

Teacher Attitudes, Beliefs and Perceptions

Teacher attitudes, beliefs and perceptions are an integral part of research in education, specifically when studying emergent bilingual students. When bilingual program models are created that affect curriculum and instruction, teachers are a key component of such changes. Through an ethnographic study, Stitikus (2002) discovered that teacher perspectives clarify the way a program is lived, adopted, or not adopted. Furthermore, the author notes that teacher beliefs depend on the manner in which a program and or idea is presented to them. Specifically, their beliefs extend from teachers’ own past experiences in the classroom setting. Ramos (2001) discovered that teacher attitudes, beliefs and perceptions on bilingual education may be influenced by their personal beliefs, not necessarily their preparation courses and or schooling. Further investigation of teacher beliefs is therefore necessary in this dissertation about translanguaging in DLBE programs.

Orellana (2011) reveals that teachers have a closer relationship to students and their influence on students is very crucial to their successes (as cited in Silin & Schwartz, 2003). Furthermore, Silin and Schwartz’s (2003) research indicates that teachers are important to study

because they are the change agents in the classrooms. School reform cannot occur without teacher buy-in and participation (Silin & Schwartz, 2003).

Summary

This chapter presented literature on DLBE and described relevant information that supports translanguaging in a DLBE setting: Bilingual Education in Texas, types of programs, translanguaging and teacher attitudes, beliefs and perceptions. The proposed study was thus conceived and its research questions, which aim to explore the attitudes and practices of DLBE teachers.

Reminiscing on my own experience and seeing how bilingual students are continuing to be treated, language is still seen as an issue to be corrected. As English-based language policies and monolingual testing policies converge, a language-as-a-problem orientation persists in all classrooms (Zúñiga, 2016, p. 340). It is an injustice to subtract someone's native language. Ideologies of language have been defined as unexamined ideas and beliefs that shape people's thinking about language itself and about those who use language (Valdés, 2018, p. 396). Therefore, how administrators and teachers alike should think about their ideologies and how they are going to impact how they teach. District and campus administrators as well as teachers should take the time to dissect their personal language policies and ideologies and identify how their thinking will impact students' learning. Students should not enter schools being bilingual and exit being monolingual.

The current study aims to provide insight into the current attitudes, beliefs and perceptions of teachers towards DLBE and the flexibility of translanguaging in the classroom. Furthermore, uncover information regarding any current use of the practice in the classroom. Research results may inform policy makers about the advantages and disadvantages of

translanguaging. Furthermore, it can shed light on the common or preferred uses; can assist teacher education programs by educating them on potential uses and benefits of incorporating translanguaging into the classroom. Moreover, the findings of this study can contribute to social change at the school, local, and state levels. Based on the results of this study, educators and school administrators in K-12 schools can be actively involved in implementing educational programs that help improve the academic performance of emergent bilingual students.

CHAPTER III

METHODOLOGY

An integral part of qualitative research was the researcher's interest in examining a phenomenon by exploring how individuals had experienced it and how they had made sense of that experience (Merriam, 2002; Maxwell, 2005). Qualitative research often emerged with a theoretical lens. The effort was an inductive one, working to construct meaning, uncover themes, and potentially build theory out of what arose from the contextualized experiences of individuals (Merriam & Tisdell, 2016). In qualitative research, the primary instrument for data collection and analysis was the researcher, allowing for adaptiveness and responsiveness to what emerged during the fieldwork and analysis stages (Merriam, 2002).

The next section explains the research approach that was utilized to respond to the research questions. The framework was informed by Grounded Theory (GT) to inquire about interactions and processes occurring in a dual language school, focusing on how language separation was navigated from the perspective of dual-language teachers.

Grounded theory had a general aim for all theories—to capture the complexity of life in formalized conceptualizations (Gallois et al., 2005, p.4). Gallois et al. further asserted that theories continuously underwent a process of revising and refining, with some disappearing and being replaced by better-adapted ones (p. 4). Therefore, theories were not only about life but also had their own lives. Stebbin (2001) claims that to be an effective researcher in the field, one must be flexible and open-minded when gathering data. As the sole researcher, it was my role to

acquire an intimate, firsthand understanding of the human acts being observed (p. 6). Subsequently, data were disaggregated to determine generalizations about the objects being studied. GT influenced the way data were analyzed. Grounded Theory allows for a systematic and inductive approach to data analysis, ensuring that emerging patterns and themes are derived directly from the collected data rather than being predetermined by existing theories or hypotheses. This aligns with the philosophy of GT, which seeks to develop theories grounded in the data obtained from the research context.

What is grounded theory?

Grounded theory involved the collection and analysis of data, with the theory being "grounded" in the actual data, meaning that analysis and theory development occurred after data collection. Originating in 1967 by Barney Glaser and Anselm Strauss, grounded theory is a general, inductive, and interpretive research approach (Glaser and Strauss, 1967). Its use extends beyond qualitative studies, making it a versatile method applicable to various research areas.

In the context of my study, where dual language teachers are trained to link theories to practice, Glaser and Strauss (1967) emphasize that linking theories to practice can be challenging, especially when theories are generated by logical deduction from a priori assumptions. They argue that a shift to grounded theory may provide a solution because grounded theory produces theories that "fit the situation being researched and work when put into use." By "fit," they mean that the categories are "readily applicable to and indicated by the data under study," and by "work," they mean that the theories are "meaningfully relevant to and able to explain the behavior under study." In essence, the theories are easily understood and applied as they are grounded in the data. A grounded theory generated based on data from dual

language teachers would be easily understood and applied by learners, teachers, and others with similar experiences in a dual language classroom.

For clarification purposes, it is important to note that my study, influenced by grounded theory (GT), does not disconnect from previous paradigms of research methods; instead, it acknowledges and builds upon them. Heath and Cowley (2004) cited Hammersley (1989) and reported that GT's roots lie in symbolic interactionism, which itself stems from pragmatist ideas of James, Dewey, Cooley, and Mead (Hammersley, 1989), most notably the concept of the looking-glass self (Cooley, 1922). The looking-glass describes how one's self or social identity depends on one's appearance to others.

Blumer (1937) coined the term "symbolic interactionism," and his development of the interactionist approach, together with naturalistic inquiry, which is a key influence on grounded theory. Glaser (1992) defines GT as the systematic generation of theory from data, systematically obtained from social research (p. 2). Strauss and Corbin (1994) further assert that GT is a "general methodology for developing theory that is grounded in data systematically gathered and analyzed. [It] evolves during actual research, and... through continuous interplay between analysis and data collection" (p. 273).

My study was influenced by the principles of grounded theory. Researchers do not test or verify any preconceived hypotheses; instead, a new theory is developed based on systematically collected evidence. In my study, I had specific research questions to address, and I kept an open mind to any possible evidence that might exist in the dataset. Glaser (1992) stated that GT is "inductively generating theory through qualitative analysis of qualitative and/or quantitative data" (p. 8). In fact, the author further asserted that qualitative analysis means any kind of analysis that produces findings or concepts and hypotheses, as in grounded theory, that are not

arrived at by statistical methods (Glaser, 1992, p. 1). It is worth stressing that researchers are highly encouraged to use the procedures of GT as discipline-specific for their own disciplinary purposes. Furthermore, it is a well-established methodology, an approach to research rather than a research method. Moreover, GT is intended to construct theories to better comprehend the phenomenon under investigation. This study, influenced by grounded theory, investigated dual-language teachers and how they worked through the strict dual-language rules and the strategies they implemented.

In this study, the everyday life of dual-language teachers was collected, explored, and analyzed. Material from qualitative interviews with participants who met the criteria was utilized for this purpose. This chapter described the procedures that were utilized in the conduct of this study. Specifically, this chapter was divided into the following sections: (1) research setting; (2) participants and selection procedures; (3) data collection; (4) data analysis; and (5) ethical considerations. Finally, this chapter then included the following sections: (6) data analysis procedures; (7) limitations; and (8) summary.

The Research Setting

The research setting was a school district situated in a suburban area of a major metropolitan city in Texas. The research site was the steppingstone in the selection process, given the longevity and sustainability of the DLBE program within this school district. The selection of this research site was primarily based on several key factors: accessibility, a profound understanding of the bilingual program, and intimate familiarity with the community and the students served.

The DLBE program in the selected School District was in its fifteenth year of implementation and had impressively grown. The School District had sustained the DLBE

program and expanded upwards (Pre-Kindergarten through 5th grade). The research was conducted in twenty-three elementary schools from PK - 5th grade.

The experiences and perceptions of the elementary teachers from a public one-way dual language school located in Texas were the main unit of analysis. Sixty-four teachers participated in the survey and ten of those participated in the semi-structured interviews. No research was conducted before the researcher obtained IRB approval and superintendents approval. All research participants signed an informed consent form before being interviewed. They were also verbally informed their interviews were to be audio and video recorded via Zoom. Participants' privacy was protected through the use of pseudonyms, and the researcher was the only person to know the identities of the participants. In addition, it was explained to the participants that they may withdraw from the study at any point without fear of retaliation or consequence.

Based on the Texas Academic Performance Report (TAPR), during the latest 2020–2021 school year, the district had 27,000 students: 5 were African American, 26,584 were Hispanic, 23 were White, 3 were Asian, and 3 were Two or More Races. Of the total student population, the district was 93% economically disadvantaged, 57% EL, and 80% at risk. The demographics of this district were representative of the majority of school districts in the region, and linguistically different students' primary language was Spanish.

This study took place among grade K-5 dual language teachers in a public school district situated in a suburban area of a metropolitan city in the south-central region of the United States where I had previously worked as a DL teacher for ten years; however, the participants were not former colleagues of mine. This local school district was large, consisting of twenty-three elementary schools, eight middle schools, and three high schools; some of these schools were located in semi-rural areas. The teachers in this study worked in one of twenty-three elementary

PK - 5 schools, where the one-way dual language program model was implemented. This school district was located in the western portion of a major metropolitan city and consisted of more than 226 square miles (590 km²). Furthermore, it included smaller communities that extended from the south-central region to the outskirts, with a high level of poverty, and a high presence of immigrants, although the majority of the children were U.S. citizens. The U.S. Census Bureau (2022) provided the following demographic data about ABC School District (pseudonym), the area where I conducted my research: the population was 24,163 persons, 99.8% of these persons were of Latina/o origin; Furthermore, 60.5 % of the population spoke a language other than English at home, mostly Spanish. The persons who were living below the poverty level comprised 27.6% of the community.

School District's Dual Language Program

The development of the district's one-way dual language program dates back to 2007. Furthermore, it improved over the last fifteen years. Due to the increasing number of EBs and a commitment to providing the best educational setting for this population, the school district reviewed Bilingual programs implemented in the past, the Transitional Bilingual Program currently in place, and studies that found Dual-Language Programs as the most effective Bilingual programs to improve academic achievement for the EBs that were being serviced.

At the onset of the 2004 - 2005 school year, dual language bilingual education classes were phased in at two campuses as a pilot program. As the school years went by, DLBE classes continued to phase in, and the TBE classes were phased out. This continued until all TBE program classes were phased out in all grade levels. By the 2007 - 2008 school year, one-way dual language classes were operating at all grade levels at all elementary campuses.

Gómez and Gómez Model. L. Gómez and R. Gómez (Gómez, 2000) crafted a dual language education model specifically tailored for regions with a substantial population of emergent bilinguals. Known as the "50–50 Content Model," this framework was initially designed for schools situated in the Rio Grande Valley, a region spanning 100 miles along the U.S.–Mexico border in southern Texas. Given the predominantly Mexican American demographics of the area, school districts there catered to a significant number of EBs. As of October 2002, regional data indicated that 95% of students across all districts were Hispanic, 82% were economically disadvantaged, and around 41% were classified as limited English proficient.

In schools where the 50–50 Content Model was put into practice, the student body was predominantly Latino. These students exhibited a range of language proficiencies, including English dominance, Spanish dominance, and various degrees of bilingualism. Unlike in many other regions, there was no clear-cut division between native English speakers and native Spanish speakers in the borderland context. The educational journey began with a full-day prekindergarten program, followed by progression into a full-day kindergarten.

The 50–50 Content Model is a distinctive schoolwide approach developed by Gómez and Gómez (Gómez, 2000). This model is designed to facilitate the academic and linguistic growth of both first language and second language learners throughout the elementary grade levels. Introduced in 1996 and refined in 1999 based on initial implementation outcomes, the model reflects a commitment to supporting students in a multilingual and multicultural educational environment.

The 50–50 Content Model distinguished itself through various innovative features. First, it adopted a subject-based language division, moving away from the conventional time-based

approach. Second, instruction in each subject area, excluding language arts, was exclusively delivered in one of the two languages. The model also emphasized activities designed to support second language learners within specific subject areas. Furthermore, it actively promoted the development of content biliteracy, aiming for proficiency by the end of fifth grade. The utilization of Bilingual Learning Centers was mandated from prekindergarten to second grade, while project-based discovery learning was encouraged through Bilingual Research Centers starting in third grade. Lastly, the model employed a unique language alternation strategy for daily activities such as morning announcements, activities, storytelling, music, computer lab, physical education, and library time, designating a specific language as the "language of the day".

A pivotal element of the model involved bilingual grouping, a practice particularly relevant in regions like south Texas, where the student population was predominantly Latino but exhibited varying degrees of English or Spanish language dominance. To facilitate comprehensive language development, learners were consistently grouped in bilingual pairs or groups for all subject-area instruction, as well as participation in Bilingual Learning Centers, Bilingual Resource Centers, and other activities. This pairing system underwent regular changes, typically on a weekly basis. This approach ensured that, throughout the instructional day, learners who were dominant in English were strategically paired or grouped with those who exhibited dominance in Spanish.

Traditionally, dual language education (DLE) programs adhered to a language separation practice. This involved delivering separate instructional blocks in English and the partner language, where teachers provided monolingual instruction through one language at a time.

The Participants and the Selection Procedures

A purposeful sample of participants was selected to conduct this research, aiming to learn and understand the types of practices elementary dual language teachers permitted, promoted, or prohibited in one-way dual language bilingual classrooms. The first step in the selection process was identifying the research site. This site was chosen because the Dual Language Bilingual Education (DLBE) program had been implemented for over ten years. Furthermore, the teachers selected for participation were chosen based on the criteria of being current dual language education teachers who were willing to participate in all aspects of the study conducted in Spring and Summer 2023.

Participants included dual language teachers from all elementary campuses who were employed in the particular district, utilizing the Gómez and Gómez model. The participants comprised all the Bilingual teachers working with Emergent Bilinguals in a one-way dual language program in that district who volunteered to participate. The teachers in the study solely worked in dual language settings. It must be noted that the district only offered a one-way bilingual program, specifically, the Gómez and Gómez model.

The participants for the study consisted of teachers who solely taught emergent bilinguals participating in a Dual-Language Bilingual Program in a school district situated in a suburban area of a major metropolitan city in Texas. Participants were excluded from the study as follows: (1) special education teachers; (2) gifted and talented teachers; and (5) teachers who lacked Texas Education Agency certification. The participant selection process matched the following criteria: (a) had completed a bachelor's degree, (b) were currently teaching in a dual language classroom, (c) were currently teaching in Pre - Kindergarten through 5th grade, and (d) used both Spanish and English as their language of instruction. Participation in this research study was

voluntary. After obtaining IRB approval, all dual language teachers were contacted via email to invite them to participate in this study. The email informed them about the study's purpose and the data collection involved. Once the candidates confirmed their interest in participating in the study, individual meetings were scheduled with each participant via Zoom. During these meetings, the study and confidentiality procedures were explained, and participants were provided a consent form (see appendix B for the consent form).

Permission was obtained from The University of Texas Rio Grande Valley's Institutional Review Board (IRB) to conduct the study. Subsequently, permission was obtained from the Superintendent of Schools to conduct the study in the school district.

To ensure potential participants didn't perceive this as part of their job requirements, my university email, not my district email, was used to inform potential participants about recruitment, consent form, and survey. The email message (Appendix A) contained the following:

PARTICIPATION IN THIS RESEARCH STUDY IS VOLUNTARY. You do not have to participate in this research study now, or if you start with me, you may quit without penalty at any time. You can refuse to answer any question at any time without penalty. Please note that your decision whether to work with me in this research study will have no influence on what anyone at [the district] thinks of you.

Teacher demographics. A total of sixty-four teachers from grades pre-kindergarten through 5th grade participated in this study. The entire group of sixty-four teachers participated in a survey and 10 of those were interested in giving a semi-structured interview. Each of the ten gave permission and took part in the interviews. Of the interview participants, one was male

(10%) and nine were female (90%), however, the use of gender in the findings is not necessarily representative of the participant's actual gender. All teachers were native Spanish speakers with experience teaching only in the United States, specifically Texas. Teaching experience ranged from one year to twenty years, with the average teaching experience of twenty years. The variation among grade levels, subject areas and teaching experience enhanced the validity of findings. See Table 1 for this data. Figures 2, 3, and 4 (in Chapter IV) illustrate specific details about the participants' work and experience.

Data Collection

Two qualitative methods of data collection were selected to gain an understanding of "the meaning [teacher participants] constructed" (Merriam, 1998, p.6) in their DLBE setting. The data collection for this study consisted of and was compared from two sources: 1) written/recorded interviews and 2) surveys. The data were collected during Spring and Summer 2023.

- 1) Written/Recorded Interviews
- 2) Survey

Table 1 shows the data collection timeline. The survey (Appendix C) was online and completely confidential, with no cost for participants. Furthermore, there were no known risks to participants who completed the study, and all steps were taken to avoid participants from feeling pressured. The participants were not identified personally, nor were the campuses from which the surveys originated. Therefore, pseudonyms were assigned to all participants and schools to protect their confidentiality. Nothing in the questionnaires would in any way influence participants' present or future employment with the school district. Moreover, participants were informed that at any time, they could withdraw from the study or skip questions without penalty. Thus, sensitive questions were not asked.

During the interview (Appendix D), it was verified that the participant selection process matched the following criteria: (a) had completed a bachelor's degree, (b) were teachers who obtained Texas Education Agency certification, (c) were currently teaching in a dual language classroom, (d) were currently teaching in Pre-Kindergarten through 5th grade, and (e) used both Spanish and English as their language of instruction. The participants utilized in the study were identified solely as teachers of Emergent Bilinguals. Participation in this research study was voluntary.

The research questions from this study examined what types of language practices teachers' permit, promote, or prohibit and teachers' perceptions about constraints of a structured dual-language program. Several steps were utilized in the collection, processing and analysis of the qualitative data. Data for this study was collected through surveys via Qualtrics and semi-structured Zoom interviews. The semi-structured interview questions were aligned with the research questions for this study. Before proceeding with the survey and interviews, participants were equipped with a detailed description of the definition of translanguaging. This step aimed to ensure that participants had a thorough understanding of the term and its implications. The utilization of open-ended questions in a semi-structured interview protocol can help reduce bias in the interviewing process. By allowing participants to share their experiences and opinions freely, without the pressure of providing "right" or "wrong" answers, it encourages a more open and honest conversation. This approach can lead to richer and more nuanced responses, providing the researchers with valuable insights and perspectives (Cozby & Bates, 2014; Yin 2014).

The two-step process allowed the researcher to gain insight into what types of language practices teachers' permit, promote, or prohibit and teachers' perceptions about constraints of a

structured dual-language program. The ten semi-structured interviews were conducted first which enabled the researcher to examine teacher experiences and perceptions of teaching EBs in a one-way dual language program. The utilization of open-ended questions encouraged more natural, honest responses in a conversational setting (Yin, 2014).

As the principal investigator of this study, I had a sense of responsibility to be reflexive in my thoughts and processes and make key decisions based on theoretical knowledge and best research practices. With that in mind, I also understood that being an insider would allow me to have a head start on possessing many of the key attributes a naturalist inquirer should have. My experiences had given me a great amount of prolonged engagement and observational understanding. Without straying too far afield from our primary focus, it merits stressing that I had both primary and secondary access to the organization, the people, documents, data, meetings, and more. Furthermore, this enabled the researcher to strategically navigate the organization and organizational politics that could otherwise hinder outside researchers trying to perform the same study. Moreover, I also had a pre-understanding of the people, culture, and problems explained in the research question. Given that I grew up, currently live, and work in a community similar to the participants' community.

Data Analysis

In order to examine what types of language practices teachers permitted, promoted, or prohibited, and to understand teachers' perceptions about constraints of a structured dual-language program, ongoing analyses of the data were conducted during fieldwork. Simultaneously transcribing and analyzing recordings during data collection allowed for the emergence and identification of themes. Erlandson et al. (1993) emphasized the inseparable relationship between data collection and analysis, stating that data analysis is a continual process

of review, revision, and further analysis, resulting in a collection of rich, raw data that forms the basis for shared constructions of reality. According to Schwandt (2001), analysis involves organizing, reducing, and describing the data and drawing conclusions or interpretations from the data. Coding strategies were employed to identify information about the data, such as themes and other issues related to the research. Coding, as defined by Erlandson et al. (1993), refers to labeling passages of text according to content. Interviews, field notes, and surveys were identified with notations to organize and make them easily accessible for subsequent analysis.

In the initial stages of my qualitative research, I employed open coding as a systematic approach to break down and categorize the raw data obtained from the interviews and survey. Open coding allowed me to identify and label key concepts and patterns that emerged organically from the data, ensuring a bottom-up exploration of the phenomenon under study. Subsequently, I transitioned to axial coding, a process focused on establishing connections and relationships between the initially identified categories (Strauss & Corbin, 1994). During axial coding, I delved into the intricate interplay between these categories, striving to develop a more cohesive and explanatory framework. This involved exploring how various themes and concepts were interconnected, refining the categories, and identifying core concepts that contributed to a deeper understanding of the research topic. Through the combination of open coding and axial coding, the themes I utilized in my study naturally emerged, providing a robust foundation for the development of grounded theory based on the empirical data collected (Glaser, 1992).

Identification of themes

In an effort to determine common themes, I utilized the Qualtrics survey data and read and reread the transcript from the semi-structured interviews until I began to discover patterns (Miles, Huberman, & Saldaña, 2014). The descriptive data that emerged was taken from open-

ended answers from Qualtrics survey and quotes of the participants' interviews. Finally, archival documents were analyzed. Saturation occurred when themes overlapped and no new themes emerged. Data gathered from Qualtrics survey and semi-structured interviews to conduct an in-depth examination of translanguaging in a one-way dual language program from the point of view of teachers. By reading through the analysis of the data, the reader should be able to easily understand thoroughly the individual participant's perceptions towards translanguaging in a structured dual-language program. In the process of data analysis, a meticulous examination of the participants' responses was conducted, focusing on identifying similar keywords and repetitive language patterns. This systematic approach allowed for the identification of recurring themes and patterns within the data. By honing in on keywords and linguistic repetitions, the study aimed to capture the nuances and shared perspectives among the participants. Furthermore, to ensure a comprehensive understanding, the data derived from both the Qualtrics survey and semi-structured interviews were cross-referenced. This cross-referencing process served as a robust method to triangulate information and address the research questions effectively, contributing to the depth and reliability of the study's findings. After careful interpretation and analysis of the data, seven themes emerged and conclusions were made.

Ethical Considerations

This study sought approval from The University of Texas Rio Grande Valley's faculty and its Institutional Review Board (IRB). Permission was obtained from the school district's Superintendent of Schools to conduct the study in the district's twenty-three dual language elementary campuses (Appendix F).

The survey was completely anonymous and incurred no cost for participants. Additionally, there were no known risks to participants who completed the study, and all steps

were taken to avoid participants feeling pressured. Participants were not identified personally, nor were the campuses from which the surveys originated. Participants were coded, and pseudonyms were assigned to protect their confidentiality. Information revealed in the survey and interviews was used specifically for confidential research purposes and was not used as part of any evaluation of the program or teachers as part of supervisory work for the district. No incentives were offered to participants. The audio recording was identifiable due to the person's voice, and risks were minimized by strictly following data protection procedures. The confidentiality of the data was protected by storing it on a password-protected and two-factor authenticated Google Drive, accessible only by the researcher. Data is stored for three years after the study, and interviews and data analysis were conducted in isolation at the researcher's home office. Interviewees were instructed to be in an isolated private area. There were no direct benefits from participating in the study. However, participants' involvement allowed the researcher to gain knowledge that provided context grounded in teachers' experiences, informing the decisions of administrators, curriculum specialists, and other decision-makers regarding the implementation and evaluation of a dual language bilingual education program. Their contribution was an additional benefit to the field of bilingual education, contributing to a deeper understanding of effective translanguaging instructional and languaging practices as the researcher investigated how bilingual teachers incorporated translanguaging in their pedagogical practices. The study posed minimal risks to participants. Risks associated with identifiable audio/video for data collection were minimized by strictly following the outlined data protection procedures under Protection of Data: Identified (linked to a specific subject by personal identifiers sufficient to identify a specific subject) and Coded (linked to a specific subject by a code-link rather than a direct identifier, e.g., name). Participants were coded and provided

pseudonyms to protect their identity, and the audio recording was identifiable due to the person's voice.

Confidentiality

The data and records of the study were kept private. No information that would make it possible to identify participants in any way was included. To protect their identity, participants chose pseudonyms. Pseudonyms and research data were kept secured, locked, and protected by storing them on the researcher's password-protected and two-factor-authenticated Google Drive, with exclusive access. Data were stored for three years after the study. Interviews and data analysis were conducted in isolation at the researcher's home office. Interviewees were instructed to be in an isolated private area. Any video recording made during the study was used for data analysis, and portions of recordings, with participants' permission, might have been presented in a professional context. The researcher was the only individual with access to the records.

Limitations of the study

This study was limited to the perceptions and opinions of the participants in this research study. One limitation of this study is that this research utilized a small number of participants in a limited area; therefore the results may not be generalizable to a greater population (Yin, 2014). A second limitation was teachers were asked questions about their opinions, perceptions and experiences within their specific one-way dual language program, therefore the results are possibly not generalizable to other dual language programs (Yin, 2014). A third limitation that may have occurred is that the teachers, who worked in the one-way dual language program, may not have been completely honest in their responses in an effort to depict themselves in a positive light (Yin, 2014). A final limitation that may have occurred is that classroom observations were not conducted to triangulate data. Lack of observations may have provided this limitation (Yin,

2014). Therefore, first-hand translanguaging insight may not have been exposed to compare with other one-way dual language programs.

Table 1: Data collection timeline

Semester	Data collection / analysis overview
Fall 2022	Developed chapters 1, 2, and 3; Gained access to research site
Fall 2022	IRB request/approval from UTRGV and participating school district
Spring 2023	Survey conducted
Summer 2023	interviews with teachers; transcribed interviews; began data analysis; wrote findings
Fall 2023	Wrote conclusions and implications chapter; completed revisions

Summary

Chapter III has provided information on the research questions as well as the research design for the study. Furthermore, it also presented a description of the site selection, grade configuration, and the emergent bilingual student enrollment in the specific school district. In this chapter, the participants and data collection gathering methods were introduced. Chapter IV presents the findings of the study as a result of the data gathering techniques and analysis.

CHAPTER IV

FINDINGS

The purpose of this qualitative study was to examine what types of language practices teachers' permit, promote, or prohibit and teachers' perceptions about constraints of a structured dual-language program. I find that while teachers may not explicitly use the term "translanguaging," they do incorporate elements of it into their teaching practices. There might be varying levels of understanding about the concept of translanguaging among teachers, but the commonality lies in permitting emergent bilinguals to employ their complete linguistic abilities, transitioning seamlessly between Spanish and English.

This chapter includes results of the survey and semi-structured interviews and transcripts. Each interview is assigned a number (e.g., Participant one), and each survey response is assigned a letter (e.g., Participant D). These findings are followed by an analysis of the data and the identification of seven themes (Figure 1). The identified themes were aligned to the research questions (Table 2). Ultimately, this chapter looks at the data, derived from the survey and interviews, and examines what types of language practices teachers' permit, promote, or prohibit and teachers' perceptions about constraints of a structured dual-language program.

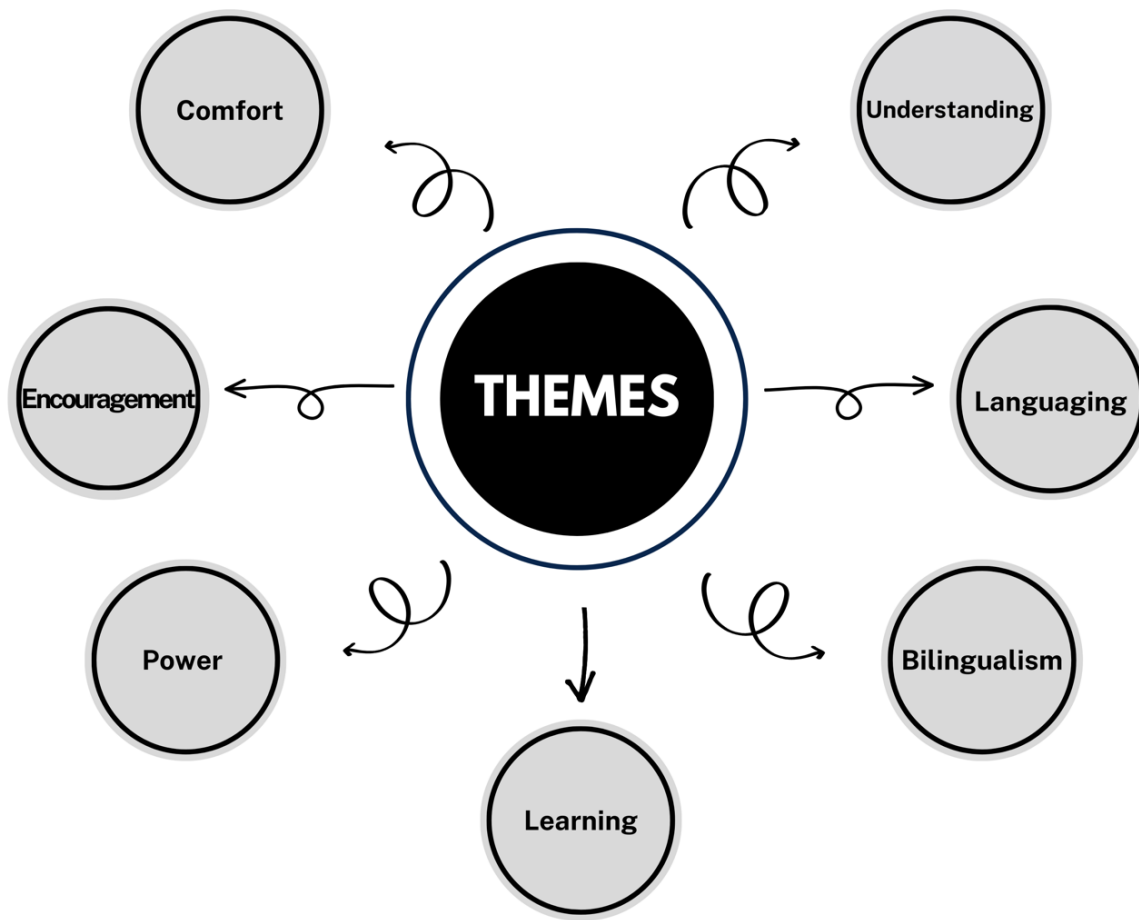


Figure 1: Themes

Note: This figure represents the seven themes that emerged throughout the data analysis.

Results

The participants taught their students in both Spanish and English in the dual language program of this study. The percentage of Spanish and English language varied, depending upon the grade level of the students. Among the 65 participants, 50 had between six and twenty years of experience.

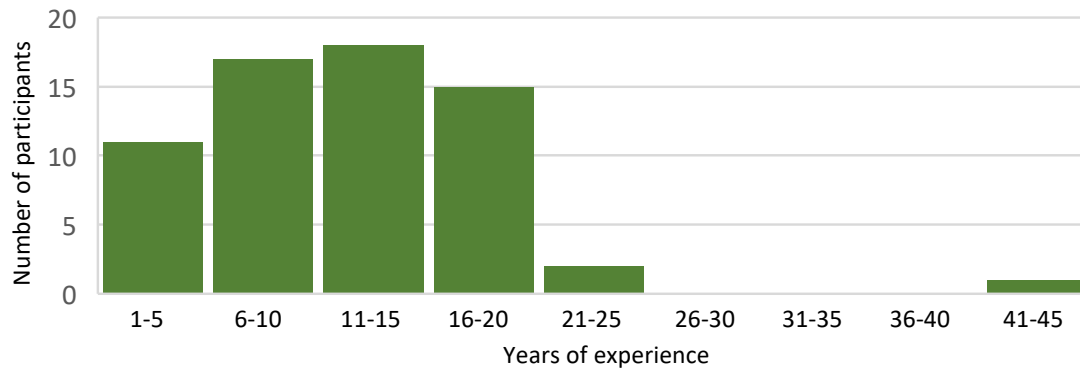


Figure 2: Participants' years of teaching experience

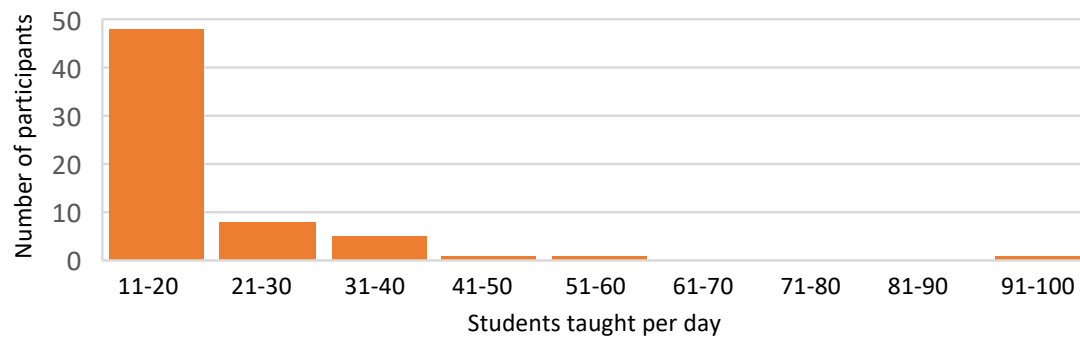


Figure 3: Participants' teaching load: Number of students taught per day

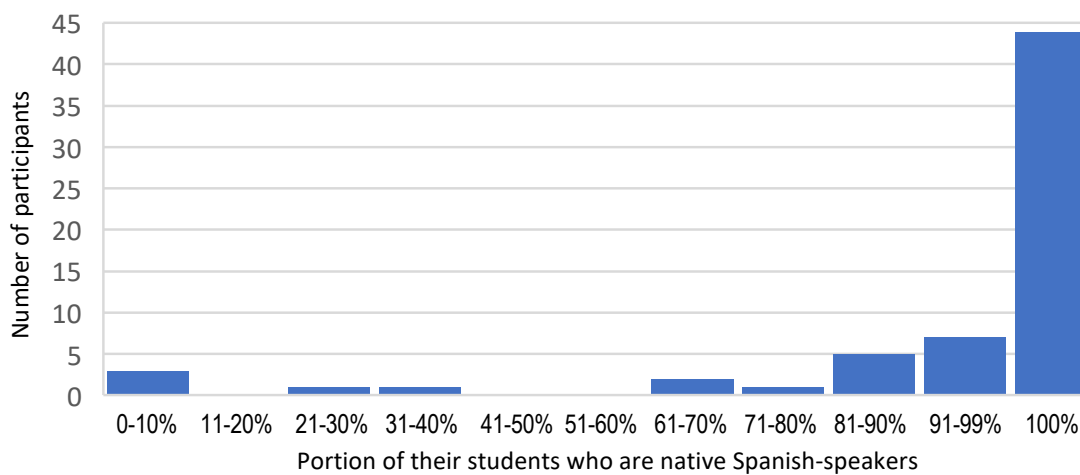


Figure 4: Participants' students: Percentage who are native Spanish-speakers

The dual language program is a comprehensive and detailed approach to bilingual education, offering a range of activities that consider the academic and linguistic development of students as they acquire their first language and add a second language. For English-dominant learners, language arts and mathematics support their native language development from PK-5th grade, while science and social studies are taught in the second language (L2). It also incorporates Spanish Language Arts (SLA) for second grade and beyond. Conversely, for Spanish-dominant learners, science and social studies support their native language development, while mathematics is taught in the L2. Additionally, it integrates English Language Arts (ELA) for second grade and beyond. It's important to note a significant shift in the model as students transition from first grade to second grade. This change is driven by the increasing academic demands of the upper grades and the ongoing biliteracy development of all students.

Over time students' level of bilingualism matures, and the need for second language instructional support becomes less critical. However, this doesn't imply that instruction should become less meaningful or contextually supported. Instead, students at this stage are considered bilingual, more confident, and better able to follow directions and engage with content area instruction in the L2. The model suggests that greater emphasis should now be placed on challenging students to use their second language, as they now have the capacity to do so effectively.

The bilingual program incorporates several key components aimed at supporting the full development of content-area biliteracy. These components include providing instruction in subject areas in only one of the two languages, incorporating conceptual refinement activities to support L2 learners in specific subject areas, promoting the development of content-area biliteracy by the end of 5th grade, employing bilingual pairs for all classroom learning activities,

utilizing bilingual learning centers for PK-2nd grade and Bilingual Research Centers starting in 3rd grade, and requiring the use of the "language of the day" for all non-instructional school language throughout the day by all students, parents, and school staff.

Table 2: Data Analysis Themes and Research Questions

Research Question	Themes answering research question
RQ1. What types of language practices do teachers' permit, promote, or prohibit in a structured dual-language program or deviate from violating language education policies that strictly separate languages? What is the level of opportunity for translanguaging in a structured dual language one way program?	Theme 1. Understanding Theme 2. Linguaging Theme 3. Bilingualism
RQ2. What are dual language teachers' perceptions of the language separation model/ strict separation of languages in relation to the program goals (development of bilingualism, biliteracy and bicultural competencies)?	Theme 4. Learning Theme 5. Power
RQ3. How does the translanguaging phenomenon exist/occur naturally in the teaching and learning environment?	Theme 6. Encouragement Theme 7. Comfort

Data from the Qualtrics survey and semi-structured interviews were cross-referenced to answer the research questions. When participants were asked about topics of the first research question, each responded critically, not supporting much flexibility of translanguaging in their dual language program. Each participant, in relation to the second question, responded favorably, in support of language separation. However, they added that translanguaging was necessary as an instructional tool. Furthermore, for the third question, each participant had positive experiences to share with the researcher. Within their discussions, participants covered many issues and made

comments that developed into multiple themes. The seven recurring themes derived from an analysis of the data are reported in order of recurrence: understanding, language, bilingual, learn, power, encouragement.

RQ1. What types of language practices do teachers’ permit, promote, or prohibit in a structured dual-language program, or deviate from violating language education policies that strictly separate languages?

Theme 1: Understanding. The most utilized and discussed terms through the surveys and interviews were *gestures, model, mentor, guide*. For the purpose of this study, these terms were merged to become the theme of *understanding*. They were consolidated because they pertained closely to the same concept, falling under the same terms that are connected to the overarching theme of *understanding*. The participants in this discussion shared valuable insights regarding the significance of translanguaging in the classroom. They emphasized its pivotal role in fostering understanding, effective communication, and bolstering the confidence of bilingual students. Through surveys and interviews, it became evident that participants were making considerable efforts to ensure that students not only grasp the content being taught but also develop proficiency in the language.

Participant one highlighted the significance of creating a classroom environment where EBs feel a sense of belonging and comfort with the teacher. This sense of belonging encourages students to ask questions and ensure the accuracy of their English language understanding. In instances where students encounter difficulties, this participant indicated “I’ll just go ahead and correct them” which depicts that the participant readily steps in to provide corrections. Participant A shared the perspective that “if students mix languages when they cannot find the correct word to express themselves in one language, it means that they are fluent in both

languages and are capable of using both languages to their advantage” instinctively allowing them to leverage this versatility. Participant D emphasized the importance that “students should be able to express themselves in any language they feel the most comfortable in. The most important thing is that they understand the concepts taught” as long as they grasp the underlying concepts. Participant K further asserted that “When introducing new or complex concepts, using students' native language and translanguaging can help ensure their understanding. It provides a bridge for comprehension, allowing students to grasp the content more effectively before transitioning to the target language.” This approach serves as a bridge to enhance comprehension before transitioning to the target language.

Participant two, a first-grade teacher, acknowledged the use of various methods “so they can understand because of the lack of exposure to the language.” Participant B endorsed the use of students' native language as a means of improving communication, “it’s good for them to use their native language so they are able to better communicate. They can use both languages to help with communication.” Participant five, a first-grade teacher, indicated that when an EB does not comprehend the content being taught, gestures, pictures and concrete objects were utilized. Participant C, while advocating for scaffolded support, praised her students' resilience. Furthermore, Participant C reported “I do scaffold for my students to comprehend and connect with the lesson. My students are resilient little human beings.” Participant six, a second-grade teacher, explained that modeling is employed to enhance her students' comprehension of the language of instruction, particularly during the English language. Participant six stated that “[she] knew they did not understand... [so] had to translate... to them.” Participant E suggested “it should be promoted for students to switch between languages when wanting to clarify concepts that are not easily understood by their peers when working in cooperative groups or

partners.” Participant F stressed the importance of students connecting their existing knowledge to new concepts. Participant F added “I believe students need to make a connection of what they already know.”

Participant seven, a fifth-grade teacher, discussed the use of reinforcement and intervention in Spanish to assist students in acquiring English. Participant G encouraged “students to answer in the language they are comfortable to encourage participation. Then, I have them reiterate responses in English with help from their bilingual pair to foster mastery of the English language.” Participant eight, a fourth-grade teacher, expressed acceptance of translanguaging “as long as they understand the content and ...they’re familiar with what they’re learning and their understanding it... I don’t see an issue with them [translanguaging].”

Participant H supported this perspective by highlighting that it allows students to celebrate their first language while gradually transitioning to the second language. “This process will allow them to celebrate their 1st language while slightly transferring to language 2.” Participant nine, a fifth-grade teacher, asserted that allowing them to utilize their full linguistic repertoire without restrictions “helps [teachers] understand...” if students are learning. In essence, the participant further noted that by allowing them to translanguage, “it’s taking away their fear from just sitting there quiet.” In addition, this allows the participant to “focus more on the academic part... versus trying to enforce one language.” Participant I acknowledged that her “students are barely in their first years of communicating in their native language. So, I don’t have a problem with them using their native language as long as they are understanding what skill and concept. They are being exposed to the language and terminology. They will speak English when the time is right.” Participant ten, a fifth-grade teacher, endorsed the practice of translanguaging. In accord with understanding, the participant provided an example that when posing a question during Math,

which the language of instruction is English, and the students respond in Spanish, the participant does not correct the student by stating “this is the [correct] way.” Instead, the participant continues the delivery of instruction with inclusivity and “acknowledges what [they] say” regardless of the language of input from the students. Furthermore, “with time, they start practicing and...progressing” and fully understanding the newly acquired language. Over time, this approach supports students in their language progression. Participant J concluded by stressing the importance of students feeling “confident to practice both languages in order to communicate.” Essentially, using both languages for effective communication.

A general consensus of the participants is the centrality of *understanding* in regard to students’ understanding of language and academics. Several of the participants felt that with a strong foundation in their home language, students are provided with the skills to transfer their understanding to the new, target language. For EBs, this would be a strong foundation in Spanish and a transfer of skills to the English language. However, almost all participants agreed that the utilization of translanguaging was necessary as an educational tool to enhance their development in all areas of academia.

Understanding in a dual language program is intricately linked to the types of language practices teachers’ permit, promote, or prohibit in a structured dual-language program or deviate from violating language education policies that strictly separate languages. The pedagogical choices made by teachers shape the learning environment and influence how students engage with language. By examining the practices allowed within the dual language program, one can unravel the threads of comprehension and identify the factors that contribute to a deeper understanding of the linguistic and academic content. Teachers play a pivotal role in setting the tone for the classroom, determining the modes of communication, and fostering an environment

where students can effectively navigate and comprehend the complexities of dual language learning.

Theme 2: Languageing. The second most frequently mentioned term during the interviews was "language." Participants perceived language as an integral component, not only within the context of the dual-language program but also for success in life. Moreover, seven out of the ten participants strongly advocated that language represents a fundamental human right, and translanguaging serves to uphold this right. In various ways, each participant shared their perspectives on "languageing." These collective comments led the researcher to recognize that, although languageing was ranked as the second theme rather than the first, it held immense importance, regardless of language policies. In terms of discussing positive language experiences in a dual-language program, languageing could have emerged as the most prominent theme had the interview conversations steered in that direction with one or two of the participants who did not delve as deeply into that aspect of discussion.

Participant one, a third-grade teacher, discussed that “we should be able to [speak] what we feel and in any language that we feel comfortable in.” This principle should be adhered to in any educational context, whether from the perspective of a teacher or a student. Participant A supported this by claiming “Mixing languages can facilitate communication among students who may have limited proficiency in Spanish. It allows them to express their thoughts, clarify ideas, and seek help in their native language when they face difficulties in understanding or expressing themselves in Spanish.” Participant F tapped in with “languages should be used interchangeably.” Participant two, concurred that translanguage promoted translanguage as a right and that as educators “we are here to help them.” Participant C stated that “Since I am a Dual teacher, we get to speak both languages to communicate. I don't mind when they mix the

languages...I allow them to speak freely.” Participant three, noted that during cooperative group work “kids are thinking so fast that they start speaking in both languages... and I allow it to happen.” Furthermore, the participant explained “I don’t punish them for translanguageing.” Likewise, Participant six, noted that sometimes translanguageing can be used as an educational tool that can be beneficial to students. Participant D noted “it supports their cognitive and communication skills. It helps them feel more confident while transferring and learning new information in a different language.”

Participant seven, brought up an exceptional point regarding the various languages students utilize during instructional time. This participant said that students translanguage amongst their peers. Furthermore, in doing this, students don’t “feel isolated [and or] left out.” In essence, Participant B stated “students participate more at ease, they don’t hesitate or feel embarrassed.”

Participant eight said that for language, “it helps especially you know our EBs...with their expression.” This participant agreed that translanguageing boosts EBs confidence. Furthermore, “it will give them that self-esteem... that encouragement, to be able to say okay you know I may not know it all English right now but... I do know this part [but not in the language of instruction], therefore, translanguageing will help build their self-esteem as far as participating.” Participant G stated “I believe that students use the language that they are most comfortable with regardless of the language the lesson is being taught in. To me, mixing the languages is not a language deficit or language barrier. To me, mixing languages simply means that students are able to function at an academic level using both languages. At that moment or time, they participate in the language that naturally and instantly comes out.” Participant nine, stated that translanguageing “helps out as a support [and] helps the students make a better

connection” to their overall academic success. Participant E explained that “mixing languages when Spanish is the language of instruction is somewhat uncontrollable. Students will make themselves heard with whichever language they feel the most comfortable in. This is what I have seen and no matter how many times I redirect a student to speak the language of instruction, they forget and they use what they know the best.” Participant ten, further asserted that translanguaging was beneficial for the students. Indistinguishably, “the more languages that they can learn, the better opportunities, the more opportunities that they will have in this world.”

These collective comments underscore the significance of languaging, revealing its substantial importance within the context of a dual-language program, even though it was ranked as the second theme. This recognition holds true irrespective of specific language policies. When exploring positive language experiences in the dual-language program, it becomes evident that languaging could have emerged as the primary theme if the interview conversations had leaned more towards that aspect. The insights shared by participants in this study provide valuable information to address the question of what types of language practices teachers permit, promote, or prohibit in a structured dual-language program. Participants' accounts shed light on how educators navigate language education policies, either adhering to strict language separation or deviating from these policies. Additionally, the participants' experiences contribute to understanding the rich and varied linguistic interactions students encounter within the dual language program. By examining teachers' practices and policies, this study aims to uncover the dynamics that shape students' experiences as they navigate language in the dual language program.

Theme 3: Bilingualism. The third most highly used and discussed term throughout the interviews were *second language*, *both languages* and the variant *bilingual*. For the purpose of

the study, these terms were merged to become the theme *bilingual*. As found in the literature, the terms can be viewed through a positive lens when addressing language allocation policies in Dual Language Education (Sánchez, García & Solorza, 2018). Each participant discussed being bilingual as a positive. Some of the participants referred to utilizing both languages as a tool for greater opportunities.

Participant two emphasized the significance of building a strong foundation in both languages. They stressed that this foundation can only be effectively established when students are given the freedom to utilize their complete linguistic repertoire without being confined to a single language. Moreover, this participant articulated the importance of allowing students to "express themselves" without language restrictions, as this fosters the development of their second language skills. Participant A echoed this sentiment in the survey, affirming that their perspective on students mixing languages is a positive one. They believe that translanguageing has a beneficial impact on the classroom environment, aligning with the idea that allowing students to fluidly use multiple languages enhances their learning experience. "My views towards students mixing languages... is taken lightly as I truly believe translanguageing impacts the classroom positively" (Participant A).

Participant three discussed that "knowing two languages is very powerful and that everyone should be able to [have the opportunity] to acquire that." This participant commented that "translanguageing does occur, especially during bilingual group activities." This participant said,

"The kids are thinking so fast that they start speaking in both languages when they are doing cooperative group work during research time and I allow it to happen. I

understand that the brain is powerful and rapidly working, trying to decipher both languages. So, I don't punish them for translanguaging.”

Furthermore, participant E, in their survey response, underlined the value of translanguaging as a means to help students become truly bilingual individuals (Participant E, Survey Response). This sentiment was mirrored during the interview with participant four, who emphasized that at times, "mixing up languages... is sometimes necessary" (Participant Four). Additionally, participant Four highlighted the use of bilingual pairs to facilitate mutual assistance among students. Allowing students to freely access their complete linguistic repertoire without constraints to a single language was seen as a strategy to establish an equitable learning environment for bilingual learners.

Participant B noted “It should be promoted for students to switch between languages when wanting to clarify concepts that are not easily understood by their peers when working in cooperative groups or partners. There should be opportunities for students to practice both languages.” Participant five highlighted the potential for student achievement “in a second language.” Participant C underscored the role of bilingual education in “build[ing] confidence” among students, emphasizing that “confident students will be successful.” Participant six shared their observations of the benefits of being in a bilingual setting, noting that it provides Emergent Bilinguals with valuable experiences and a strong foundation in their primary language, “experiences and I’ve seen it.” This participant stated that bilingual education provides the students with “a solid foundation in the primary language.” Participant D added that bilingual education also contributes to students feeling more comfortable in social situations, which, in turn, enhances their learning experiences in the classroom “I feel it also helps them feel more comfortable in social situations which enhances learning in the classroom.”

Participant seven reported that “to have the privilege of calling [yourself] bilingual is a luxury.” Furthermore, it was noted that acquiring a second language, “adds more knowledge, more power and more opportunity to a person.” In essence, although it's “very challenging... our ultimate goal... is for students to completely... [be] bilingual.” Participant E asserts that “All I can say is that it is difficult almost impossible to not ever use the native language during instruction in whichever language instruction is being delivered. I feel students want to always count on that "security blanket" whenever they get stuck on something they are not very familiar with.”

Each participant spoke about bilingual education, becoming proficient in two languages or the opportunities being bilingual could bring to students. Through these comments, the researcher realized the term bilingual, although it ranked as the third theme and not the first, was an important aspect of the dual language program. In terms of positive bilingual experiences, *bilingual* could have easily been the most discussed theme had interview conversations developed in that direction with one or two of the participants who did not venture as much into that area of discussion.

For the study's scope, the terms "bilingual" was amalgamated into the overarching theme of bilingualism. Examining these terms through a positive lens, particularly in the context of language allocation policies in Dual Language Education, highlighted their positive connotations. In the discussions, each participant consistently portrayed being bilingual as a favorable aspect. If the interview conversations had inclined more towards this topic, it could have easily become the most extensively discussed theme, especially with one or two participants who didn't delve as deeply into this aspect of the discussion. Several participants underscored the utility of utilizing both languages as a tool for accessing enhanced opportunities.

This linkage between bilingualism and positive outcomes underscores the influence of language practices endorsed, encouraged, or restricted by teachers within a structured dual-language program. It also emphasizes the effects of deviating from or violating language education policies that rigidly enforce language separation. This plays a crucial role in cultivating a positive environment for bilingual development within the dual language program.

RQ2. What are dual language teachers' perceptions of the language separation model/strict separation of languages in relation to the program goals (development of bilingualism, biliteracy and bicultural competencies)?

Theme 4: Learning. The theme of *learning* had the same frequency as the theme *bilingual*. The theme emerged from the terms *learn*, *acquire*, *retain*, *understand* and the variant *learning*. All participants expressed that in order for students to learn, translanguaging needed to be utilized. Specifically, participant seven noted that translanguaging could be utilized for “reinforcement.” The findings suggest that, while program fidelity was deemed essential, teachers occasionally departed from program guidelines to ensure the overall academic success of their students.

In discussion with various participants, the value of translanguaging in the classroom emerged as a recurring theme. Participant one expressed a preference for allowing students to utilize their full linguistic repertoire “if I had an option,” particularly, “just until they feel fully comfortable with [their second language]” recognizing the challenges of learning English. Translanguaging was seen as permissible, with students often working in bilingual pairs to assist each other, offering interpretations when needed. Furthermore, the participant further asserted that “it's harder to learn English.” Correspondingly, utilizing translanguaging practices, “Students work in bilingual pairs as they are able to help each other, and they are able to

interpret to their partner if they need more assistance” (Participant B). Freeman and Freeman (2001) outline a conducive second language environment as one where students are motivated and encouraged to collaborate, employing various learning modes. Bilingual grouping plays a key role in enhancing the understanding of subject areas for second language learners. In this setup, learners receive both linguistic and academic support from their partners, who are proficient in the language as their primary language. For example, during mathematics instruction, English-dominant learners assist Spanish-dominant learners, as mathematics is taught in English. Conversely, during science and social studies, Spanish-dominant learners provide support to English-dominant learners, as these subjects are instructed in Spanish. Similarly, in other instructional activities, students collaborate in bilingual pairs.

Participant two affirmed that “definitely... [students] do learn... they’re little sponges.” Furthermore, “without even realizing it” translanguaging occurs, “it’s part of our culture.” Therefore, these abilities take place so that “[our] students learn... an expectation for them to...[be] bilingual students.” Translanguaging was described as a natural part of the culture, contributing to the expectation that students become bilingual (Participant A). In essence, Participant A noted that “bilingual brains work rapidly and sometimes without thinking we interact in the opposite language of instruction because we know the content so well and students simply want to demonstrate what they know using the language they are most comfortable expressing their knowledge.” Participant three, as a teacher educator, stressed their role helps “[students] acquire and practice their second language.” Moreover, the participant noted that it is the educators’ responsibility to help “bridge both languages” to prepare them to “thrive within the workforce.”

Participant four specified that in order to “effectively learn both languages,” the utilization of translanguage is “necessary.” By the same token, the “necessary” need to translanguage will assist students when “mak[ing] that connection.” Essentially “It provides an opportunity to bridge any gaps in understanding by using familiar terminology or explanations from their native language” (Participant C). Participant six advocated for students’ “right to translanguage,” aligning with “the goal... to learn both languages” hence, becoming proficient in both languages.

Participant seven underlined the importance of using translanguage as an educational tool to enhance “understand[ing] more fully what we’re talking about” and provide more opportunities for students to become bilingual. In essence, the participant stated that this educational tool, “is very imperative for the student to [become] bilingual... [it would provide] more opportunities.” Participant nine viewed translanguage as a valuable “support tool” that helps EBs learn “by help[ing] them make a better connection to their learning.” Essentially, Participant C noted that “incorporating students' native language can provide linguistic support, especially for those who are non-native English speakers.” Participant ten was adamant about communicating and “teach[ing] our students that the goal is to learn.” Based on the survey results, participants noted that “using a combination of languages can aid comprehension, particularly when students encounter complex or abstract concepts. [Furthermore,] it provides an opportunity to bridge any gaps in understanding by using familiar terminology or explanations from their native language.” In essence, “students are able to [translanguage, especially when coming across] unfamiliar words.”

In summary, the participants uniformly recognized the educational advantages associated with incorporating translanguage practices in the classroom. These practices were perceived as

instrumental in supporting language learning, nurturing bilingualism, and bridging gaps in understanding. The acknowledgment of these benefits reflects the dual language teachers' perceptions of the positive impact that language integration can have on fostering more effective and inclusive education. Moreover, the participants consistently expressed a shared perception that strict language separation within the dual language program can be unhelpful. They emphasized that embracing translinguaging practices serves as a valuable tool in assisting students in their overall learning and bridging comprehension gaps. Ultimately, it was seen as a significant contributor to enhanced and inclusive education. By allowing for a more fluid integration of languages, teachers believe that translinguaging not only supports academic development but also contributes to a more inclusive and supportive learning environment. This recognition underscores the importance of challenging traditional language separation norms in dual language education and embracing a more dynamic and responsive approach to language instruction.

Theme 5: Power. The fourth theme, *power*, emerged from the terms *powerful*, *capable*, *ability* and *potential*. In six out of the ten interviews, the researcher identified instances where power dynamics were evident. Additionally, the word "empower" has been incorporated into theme five, integrating concepts such as *authorize*, *permit*, *allow*, and *enable*. Participants discussed the theme of empowerment various times to express how the translinguaging phenomenon exist/occur naturally in the teaching and learning environment. Hence, the terms *power* and *empower* were combined within the same theme to illustrate that translinguaging practices facilitated their students' success across all academic areas.

Participant one explained that permitting students the opportunity to utilize their full linguistic repertoire without restrictions ignites a power in students. This participant went on to

say that translanguaging helps “students...become powerful dual language kids.” Participant F added “I don’t get upset at them. It’s their own independent time to learn in centers and if they choose a certain language, I think it values their language to let them choose” Similarly, participant two noted that students in a dual language program “[are] capable of reading and writing in both languages.” This participant indicated that ultimately students will “continue being bilingual throughout the years.” Participant G stated “In my opinion, there should be a balance to practice both languages, but they should have the freedom to change between languages at their leisure. As an adult, I do it too.” Participant three indicated that when students are translanguaging during cooperative groups, the “brain is so powerful... rapidly working... [to] decipher both languages.” This participant felt that the reasoning behind this is that students are “expressing what they know with the language that they’re most comfortable with.” Participant I stated that “Students should be allowed to use their native language between peers to explain to each other difficult concepts to clear out misconceptions.” Mastering a new language is a rewarding endeavor, offering cognitive advantages, cultural understanding, enhanced communication, personal development, and the potential for cognitive reserve. Each step taken toward language proficiency brings individuals closer to a world of opportunities and personal growth. Participants in the study expressed the belief that embracing the challenge, expanding their minds, and unlocking the transformative *power* of language learning yielded significant benefits.

Participant four continued that “being bilingual, you’re able to communicate in both languages anywhere you go.” Furthermore, this will ensure that students “are able to communicate in both English and Spanish effectively.” Participant seven further asserted that being able to acquire two languages “adds more...knowledge, more power, more opportunity

overall to a person.” Participant L added “I think it's important to acknowledge that their native language is important and valuable. Knowing both languages makes you smarter, and stronger mentally. In all students are better prepared by knowing both languages or even more if there would be a possibility.” Participant nine, stated that we want our EBs “to be able to speak and to feel that they can [express themselves] with no judgment.” Furthermore, utilizing translanguaging practices provides “the freedom to express yourself in no matter what language as long as the content is being learned.” Some participants expressed that empowerment aided with self-esteem issues that are common among students who cannot communicate effectively with their peers. Participant H stated “language should be valued and accepted anywhere and at any time. I understand that there might be times where English will be the only language of communication but in circumstances like so, when students naturally use their native language it should not be seen as a skill that hinders student's knowledge and defines how much they know.”

Participant three highlighted the empowering effect of translanguaging, stating that it "empowers [the] students." Furthermore, the participant elaborated on this point by explaining how, as a third-grade teacher, activities like bilingual research centers can open students' minds to the importance of learning two languages. Bilingual Learning Centers are interactive subject-based learning spaces equipped with activities that cater to both first language and second language learners. The deployment of Bilingual Learning Centers spans from prekindergarten to first grade, while Bilingual Resource Centers are operational from second to fifth grade. The primary aim of Bilingual Learning Centers is to involve students, working in bilingual pairs, in self-directed learning activities for at least 30 minutes each day, playing a pivotal role in the dual language model. These learning centers achieve three principal objectives: (a) fostering opportunities for students to apply their first and second languages in natural and meaningful

contexts; (b) facilitating the negotiation of subject-area meaning among learners; and (c) affording students the chance to partake in self-paced, independent learning with minimal guidance from the teacher. In one such research project, the class even had the opportunity to Skype with a school from Monterrey, which served as an eye-opener for the students. They discovered that the students in Monterrey were also working to acquire English, emphasizing the shared journey. Such activities were deemed "crucial" because they allow students to understand and witness firsthand the significance of being proficient in two languages.

Participant nine emphasized the long-term advantage of empowering children in multiple languages, recognizing its definite value in shaping their future prospects. Furthermore, expressing that “children can be empowered in more than one language, it is a definite advantage to them, in their futures.” Participant B, drawing from survey findings, stressed the importance of “students should learn both languages because that will open more doors for them when they grow up and start working in the real world.” This, according to their perspective, not only enhances language proficiency but also opens doors for future career opportunities in the real world. Participant ten asserted that student empowerment plays a pivotal role in deepening their engagement in the learning process. To achieve this, the participant introduced a creative approach by involving students' parents in a chat group. Within this digital community, the participant fosters “a sense of community... to help recognize the students and congratulate them on their achievements.” This strategy, in turn, instills a sense of pride in students for their classroom achievements. Making students “feel proud of what they’re doing in class” Hence, “knowledge is power and definitely language is power.”

Furthermore, the participants unanimously frowned upon the strict language separation within the dual language program, particularly when evaluating its alignment with program

goals. Many teachers expressed that this rigid approach hindered the attainment of the program's objectives. Instead, they championed the use of translanguaging as a powerful tool that empowers students in their language development. The consensus among dual language teachers was that allowing a more flexible and integrated use of languages, rather than strictly adhering to separation, enhances students' linguistic capabilities and overall academic success. This perspective reinforces the idea that embracing translanguaging aligns more closely with the goals of dual language education, providing students with the agency to navigate and succeed in a multilingual academic setting.

RQ3. How does the translanguaging phenomenon exist/occur naturally in the teaching and learning environment?

Translanguaging, as a versatile practice, can manifest in powerful and playful forms, serving various purposes to facilitate effective interaction and communication. Its primary function is to enable language users to express themselves clearly and confirm their comprehension of their conversational partners' intentions. Those who employ translanguaging strategically blend their language repertoires, selecting linguistic elements that align with the context and their communicative needs. In essence, translanguaging embodies both *encouragement* and *comfort*, significantly influencing students' learning experiences.

Theme 6: Encouragement. The sixth theme, *encouragement*, emerged from the terms *encourage*, *expose*, *foster* and *help*. Participants discussed the theme of encouragement in two aspects or mini themes. The discussion unfolded around two key mini-themes. The first centered on the encouragement of students in their language learning journey, while the second delved into the promotion of academic excellence.

The first aspect of *encouragement* discussed by participants was when it came to language learning. In discussing this mini-theme, participant one commented on having “to encourage the kids to use the second language, even if they don't feel comfortable.” This participant noted that although program fidelity is non-negotiable, the participant encourages the students to utilize the language “they feel comfortable” in. As a result, Participant A completed the survey by noting “I encourage them to respond in any language...In my opinion, student participation is key...Mixing languages should not hinder the student from participating in class discussions just because he/she does not know how to vocalize the proper English vocabulary.”

Participant two mentioned that the goal of the school was to encourage students to speak in their second language. Furthermore, the participant expressed that one must “try to expose them” so that the students can gain “more experience when they talk.” The participant stated they felt that the school does a good job at encouraging students in helping them develop their languages. In essence, allowing them to utilize their full linguistic repertoire without restrictions and without reprimanding the teachers who utilize this practice as an educational tool. Participant three felt that utilizing translanguaging practices “foster[s] the instruction” and fosters language development. This fostering of language development, the participant claimed, helps students “bridge the languages.” In fact, Participant C shared that “Using a combination of languages can aid comprehension, particularly when students encounter complex or abstract concepts.”

Participant four explained that students “can help each other” to reach the language objective. Moreover, this “help” includes but is not limited to the utilization of their full linguistic repertoire. Basically, this aids students’ with their “[ability] to communicate” in any language, at any time.

It is important to build a student's native language so that they are able to acquire the second language. A solid foundation on L1 will help the students acquire L2 with ease. In order for students to be biliterate and bicultural, the mixture of L1 and L2 is extremely important. When students work independently in pairs or in groups they teach each other, they learn from each other in a comfortable and safe environment (Participant D).

Participant six expressed the view that using translanguaging as an educational tool could motivate students to “transition into the English [language].” They acknowledged the practical need for English proficiency, stating, “obviously [students] are going to need [the English language].” Participant six also emphasized the value of bilingualism, stating that “having two languages is a plus” therefore “they have the right.” Encouraging students to utilize their full linguistic abilities was seen as a way to uphold their right to language diversity. Participant E contributed to the discussion by highlighting that “when the instruction is in English...it is easier for them to transfer their knowledge when they mix the languages. I don't find anything wrong in mixing the languages as long as it helps them develop their English vocabulary.” Participant seven stressed that encouragement should begin with teachers in all schools, not just those serving bilingual students. They advocated for translanguaging as a form of reinforcement, which could “help... students understand more fully” what is being taught, regardless of language. Participant F drew from personal experience, noting that translanguaging “helps them feel more confident while transferring and learning new information in a different language.” This confidence boost was seen as a valuable outcome of translanguaging practices. Survey data results proved that participants encouraged “mixing languages [to] facilitate communication among students who may have limited proficiency in Spanish.” Furthermore, participants

described that encouraging translanguaging “allows them to express their thoughts, clarify ideas and seek help in their native language when they face difficulties in understanding or expressing themselves.” Ultimately, one participant noted that when encouraged to translanguage, “students participate more at ease, they don't hesitate or feel embarrassed.

Participants consistently expressed a shared belief in fostering the natural occurrence of the translanguaging phenomenon within the teaching and learning environment. Their insights emphasized the importance of creating an atmosphere where students feel free to draw from their entire linguistic repertoire to facilitate understanding and communication. Teachers acknowledged that encouraging translanguaging naturally, rather than imposing strict language boundaries, promotes a more inclusive and supportive educational setting. This approach aligns with the participants' vision of creating dynamic and flexible language spaces that honor the diverse linguistic backgrounds of students, ultimately contributing to a richer and more effective learning experience.

Theme 7: Comfort. The seventh theme, *comfort*, emerged from the terms *comfort*, *welcoming*, and *reassurance*. The participants engaged in a discussion centered around the theme of comfort, highlighting its crucial role in contributing to students' overall success. The conversations and surveys revealed that for effective learning to occur, students must first experience a sense of belonging and, consequently, comfort within the learning environment. Several participants underscored the significance of comfort as a fundamental factor in their students' learning experiences.

The participants in the discussion highlighted the importance of allowing students to express themselves in the language they feel most comfortable with. Participant D stressed that “students should be able to express themselves in any language they feel the most comfortable

in.” This sentiment was echoed by Participant G, who encouraged “students to answer in the language they are comfortable to encourage participation. Then, have them reiterate responses in English with help from their bilingual pair to foster mastery of the English language.” However, they also emphasized the importance of reinforcing English language skills through reiteration with the help of bilingual peers (Participant G).

Participant one, a third-grade teacher, shared the perspective that “if I had an option,” students should have the flexibility to use their full linguistic repertoire, especially until they feel fully comfortable with [their second language].” They acknowledged the challenges of learning English and recognized the value of allowing students to express themselves in a language they feel comfortable with, even likening this practice to their own language use “as an adult, I do it too.” (Participant One).

Participant three delved into the cognitive aspect of translanguaging during cooperative group activities, noting that the “brain is so powerful... rapidly working... [to] decipher both languages.” This participant felt that the reasoning behind this is that students are “expressing what they know with the language that they're most comfortable with.” They described how the brain efficiently processes information when students use their preferred language, highlighting the significance of comfort in the learning process (Participant Three).

Participant D highlighted how bilingual education plays a crucial role in fostering students' comfort, especially in social situations. This comfort, they emphasized, ultimately enhances the overall learning experience in the classroom. As Participant D put it, "I feel it also helps them feel more comfortable in social situations which enhances learning in the classroom." Participant E shed light on the natural tendency of students “mixing languages when Spanish is

the language of instruction is somewhat uncontrollable. They pointed out that students will make themselves heard with whichever language they feel the most comfortable in.

Overall, these participants stressed the importance of comfort and language choice in creating an effective and inclusive learning environment. Participants consistently articulated their commitment to enhancing student comfort by allowing the natural occurrence of the translanguaging phenomenon within the teaching and learning environment. They emphasized the role of translanguaging in creating a supportive and inclusive atmosphere, where students feel at ease utilizing their entire linguistic repertoire. By embracing translanguaging as a natural part of the learning process, teachers aim to reduce language-related stress and enhance students' confidence in expressing themselves. This approach reflects the participants' dedication to fostering a positive and comfortable learning environment that aligns with the diverse linguistic backgrounds of their students.

Summary

The purpose of this qualitative study was to investigate teacher instructional adherence to a one-way structured dual language bilingual education program. Included in this chapter were the cross-referenced results from the survey and semi-structured interviews. The participants' comments about their experiences in a dual language program were described.

Through the analysis of the data, seven different themes emerged. First, participants discussed understanding more than any other topic. Several of the participants discussed understanding in students in regard to academic understanding. They felt building a strong foundation in their native language was a step to helping students understand the academics they would encounter in either language of instruction: English or Spanish. The second theme to emerge was language, as one would expect in a bilingual education program. Participants

discussed building a strong foundation in their home language as an important way to bridge to a second language, in this case, the English language. The third theme to emerge was bilingual. Participants discussed the importance of developing a solid foundation in both languages to become a true bilingual. The fourth theme that arose in the data was learn. Participants asserted that full linguistic repertoire would be utilized in order for students to learn. The fifth theme to emerge from the data analysis was power. Participants discussed how permitting students the opportunity to utilize their full linguistic repertoire without restrictions ignites a power in students. The sixth theme was encouragement. Participants explored translanguaging while utilizing the second language, even if they don't feel comfortable as an educational tool. This in turn encouraged students to utilize their full linguistic potential. During the initial process of generating themes, the seventh theme that arose was empowered or empowerment. Several participants related experiences when their students felt empowered when they had the opportunity to converse in two languages with translanguaging flexibility. However, this theme was deleted and combined with theme five. Ultimately, a new theme emerged, shedding light on the comfort that students in a dual language classroom experience when engaging in flexible translanguaging practices.

The data collected during the research portion of this study indicated that translanguaging in dual language classrooms is a positive way to teach Emergent Bilinguals (EBs). The interviews to explore the perceptions and experiences of 10 participants garnered data that supported this claim. Based on the findings of my study, it was revealed that in the realm of this structured dual-language program, teachers predominantly permit, promote, or prohibit language practices in a manner that highlights translanguaging as a pivotal educational tool.

CHAPTER V

IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS

The purpose of this qualitative research study was to examine what types of language practices teachers' permit, promote, or prohibit and teachers' perceptions about constraints of a structured dual-language program. While there has been research on the benefits of translanguaging, the majority of the studies were conducted in settings other than those implementing a one-way dual language program. In addition, to date, there have been very few studies, if any, on teachers' perceptions about constraints of a structured dual-language program.

One of the problems school districts face is lack of awareness of the potential benefits translanguaging offers to Emergent Bilinguals through One-Way Dual Language programs. Dual Language programs operate and offer innovative programs for EBs. Why not allow flexibility in teachers' language practices? Therefore, the findings of this study will be used to provide further insight to shift the *language as a problem* perspective toward *language as a resource* (Zúñiga, 2016; Ruiz, 1984; 2010).

In the limited number of studies related to what types of language practices teachers permit, promote, or prohibit and teachers' perceptions about constraints of a structured dual-language program, translanguaging was found to be a positive force for the development of most students (Howard & Simpson, 2023). Those findings align with the findings of my study, in which teachers in a one-way dual language program felt translanguaging is a fundamental

positive way for EBs in developing in all areas of academia, linguistically and for building cultural awareness and tolerance.

Discussion of Findings

Survey and interview data reveal support for translanguaging. Findings suggest there are inconsistencies with program fidelity. Based on these results, further research is recommended on the delivery of classroom instruction.

Understanding is a critical theme that the majority of the participants discussed. Translanguaging is conceptualized as a valuable resource and tool for students to construct meaning and enhance their understanding. In educational contexts, translanguaging recognizes and leverages students' multilingual repertoires, allowing them to fluidly move between languages to express their thoughts and comprehend complex concepts. Liu and Cao (2016) emphasize the need to extend our understanding to shape the functional representations of the bilingual brain, especially when incorporating this knowledge with our emergent bilingual students (EBs). Rather than viewing languages as separate entities, translanguaging embraces the idea that students can draw on all their language resources to facilitate learning. This approach promotes a dynamic and inclusive language environment, fostering a deeper connection between students' linguistic capabilities and the content they are engaging with. By considering translanguaging as a versatile tool, educators acknowledge and celebrate the diverse linguistic assets students bring to the learning process, contributing to a more inclusive and effective educational experience. In summary, the participants in this discussion provided insights into the value of translanguaging in the classroom, emphasizing its role in promoting understanding, communication, and confidence among bilingual students. Surveys and interviews revealed considerable efforts by participants to ensure students understand content and the language.

Research by Alfaro and Bartolome (2017) supported the claim that teachers must “be prepared to intervene and create optimal learning... for all their students” (p.13). Likewise, an article by García and Li (2014), further asserts that the advent of translanguaging “opens the classroom up to language practices entailing the fluid use of translation, multilingual listening and writing, and alternating languages...enabl[ing] students to contest the ‘one language only’ or ‘one language at a time’” (p.67).

The analysis of data in my study led to the conclusion that within the context of a structured dual-language program, teachers predominantly utilize translanguaging as a crucial educational tool in the language practices they permit, promote, or prohibit. The findings are supported by Swain (2006), who writes, "languaging about language" is a significant avenue for advancing one's proficiency in a second language, particularly to an advanced level (p. 96). She went on to emphasize that this process of "languaging" is not just a complementary aspect of learning; rather, it is an intrinsic part of the learning experience itself (p. 98). By the same token, both Hamman-Ortiz (2023) and Sánchez et al. (2018) have explored translanguaging as a proposed reframing strategy. It's essential to note that this reframing is not intended to replace existing language practices but rather to enhance them (p. 2).

Palmer et al. (2014) explores dynamic bilingual practices and contributes to current research problematizing language separation. Furthermore, the article expresses the consistent observation of how teachers “allowed, valued and even mirrored students’ voices and linguistic choices” hence, empowerment (p.769). Correspondingly, Valdes (2005) recognized that it is imperative that we identify how students differ in their use of two or more languages.

The theme of power, as articulated by the participants, suggests a new alternative policy proposal for language allocation in bilingual education. This is supported by Sánchez et al.

(2018), addressing the power of language as a mechanism for creative users of language and critics of oppressive language normativity (p.12). This article offers a challenge to old policies in dual language. Similarly, Palmer et al. (2014) introduced powerful translanguaging pedagogies to draw on the “bilingual language skills of their students to enrich everyone’s academic (and language) learning” (p. 763). Participants voiced that this empowerment allowed learners to feel comfortable asking for assistance from their peers when English was the language of instruction. Claims by the participants are supported by Cortina, Makar and Mount-Cors (2015) on “leveling the playing field.” Gaines (2013) further supports this claim on peer relationships and the resilience of bilinguals.

Conclusions

One problem is that in structured one-way dual language programs, specifically Gómez & Gómez (Gómez, 2000), educators are not provided the flexibility for their own pedagogical practice. Therefore, flexibility for translanguaging within program guidelines is not an option. Translanguaging supports bilingualism and is suitable for use with EBs. The findings of the study revealed that in general, participants perceived the one-way dual language program to be a positive program. Secondly, participants revealed that they utilized translanguaging as an educational tool to aid in the students’ overall academic development. A third finding was that some participants experienced frustration with time-management in the target language of English. A further finding was that some participants found it difficult for students to bridge the gap between languages due to program guidelines such as language allocation policy. Additionally, some participants expressed concern for deviating from program guidelines to ensure EBs developed both languages to their full potential. A final finding from this study was

that adhering to program guidelines was difficult specifically when teaching newcomers. Therefore, translanguageing was essential.

The perceptions and experiences shared by the participants in this research study provided relevant data that addressed the problem and purpose statement provided in this paper.

The findings from my research contribute to the ongoing discussion about the need for further research in translanguageing Third Spaces within dual language settings. This includes reevaluating pedagogical approaches in dual language programs, recognizing the holistic needs of dual language learners, and refining our understanding of dynamic bilingualism. As highlighted by García (2011), it's essential to adopt a new perspective in our dual language programs that embraces 21st-century skills like translanguageing. García emphasizes that both languages should complement each other, and rigidly treating them as separate realms misses the point (p.5).

García and Flores (2014) assert that when properly understood and applied in schools, translanguageing can enhance cognitive, language, and literacy abilities. However, despite its potential benefits, it's important to investigate why practices like translanguageing are not consistently implemented in classrooms. This calls for further research in the field to bridge the gap between theory and practice, ensuring that English language learners can fully benefit from the potential advantages that translanguageing offers (p.155).

Based on the findings of this study, four main implications are suggested: to provide translanguageing as an educational right, to provide systemic changes to program guidelines, to provide extended time during the target language - English and to provide research-based, innovative teacher training specific to translanguageing. Participants in this study felt utilizing students' full linguistic repertoire without restrictions was beneficial as an educational right. The

researcher determined that systemic changes to program guidelines is crucial. Moreover, the researcher determined that research-based, innovative teacher training specific to translanguaging would provide teachers innovative ways to integrate into their teaching practices. In conclusion, participants in this study felt that translanguaging is a positive way to educate Emergent Bilinguals.

Implications

Dual language programs have gained recognition for their role in promoting additive bilingualism, as affirmed in the research by García (2009) and García & Kleifgen (2010). However, in certain programs, like the one I am part of, stringent language allocation policies appear to constrain the utilization of students' linguistic resources as emergent bilinguals. García and Kleifgen (2010) emphasize that bilingualism is a dynamic rather than linear process. They define "dynamic bilingualism" as the development of diverse language practices to varying degrees, enabling individuals to interact effectively within increasingly multilingual communities (p.42).

Within the context of bilingual education, García and Kleifgen (2010) contend that strict separation, often referred to as "bracketing," of English from instruction in other languages is prevalent. They argue that this rigid adherence to one language or another contradicts research findings and the principles of dynamic bilingualism and translanguaging (p.58).

My research carries important implications for reconsidering and negotiating flexible language allocation policies within dual language programs, allowing for the establishment of translanguaging pedagogies. This shift in instructional focus would aim to harness the power of dynamic bilingualism (García & Kleifgen, 2010), directing pedagogical decisions towards

leveraging the rich translanguaging practices in which emergent bilingual students already engage.

I believe that my research provides valuable insights into how the dual language model I currently teach in could explore the incorporation of translanguaging for pedagogical purposes. Students would greatly benefit from participating in a bilingual and biliterate environment that is not overly segregated by language. My study could offer a new perspective for administrators and policymakers, encouraging them to consider the importance of translanguaging. It suggests that there might be value in learning more about this approach and incorporating it into the guidelines used for dual language programs in our districts. This approach would enable them to tap into their full linguistic repertoire and function as genuine bilingual individuals. For instance, both sides of the dual language classrooms should designate spaces for translanguaging where it serves as a vehicle for learning, rather than being perceived as a mere scaffold for achieving proficiency in the target language. This perspective extends to monolingual classrooms as well. It's worth noting that while this approach is implemented in other school districts, the current district where the research is being conducted does not follow this practice.

In the dual language model, during my teaching career, my teaching partner and I frequently encountered a situation where we seemed to function as if we were managing two distinct monolingual classrooms. This situation arose primarily due to the stringent separation of languages within the program. Traditionally, dual language bilingual education (DLBE) programs have adhered to a language separation approach, wherein distinct instructional blocks are designated for English and the partner language. In this model, teachers deliver monolingual instruction through one language at a time. This experience underscores the pressing need for a

more adaptable and inclusive approach to language instruction, one that wholeheartedly embraces the principles of dynamic bilingualism and translanguaging.

The findings of this study provide a preliminary backdrop to identify the perceptions and opinions of the participants from K-5 one-way dual language program towards translanguaging for EBs. This section contains implications for each of the research questions. It will include recommendations for further research and a final conclusion.

Recommendations

The problem addressed was the lack of pedagogical flexibility in adhering to program guidelines across one-way dual language programs, limiting the awareness of educators regarding the benefits translanguaging can offer EBs. Due to the lack of awareness, relatively EBs lack the opportunity to become bilingual through the utilization of their full linguistic repertoire. This research study was conducted to glean insights in an era where pedagogical flexibility for translanguaging in one-way dual language programs is not embedded into their structured program guidelines. An awareness of teacher perceptions and experiences in a one-way dual language program is critical to assist educators in making informed decisions for the education of EBs. The following sections will present suggestions for applying the study's findings in practical contexts, as well as recommendations for future research endeavors.

Recommendations for Practice

Recommendation 1. For districts that are implementing one-way dual language models, it is imperative to consider the integration of translanguaging as a valuable educational tool for Emergent Bilinguals.

Recommendation 2. Districts should prioritize providing specific training on translanguaging to support teachers who have little or no prior experience or training in this

approach. This training can take the form of in-house staff development programs or formal seminars. Without prior exposure to translanguaging practices, teachers may not fully comprehend the benefits and opportunities that a dual language program with pedagogical flexibility can offer. Therefore, offering targeted training will effectively assist teachers who are new to translanguaging practices.

Future Research

This study on translanguaging serves as a pivotal step towards a deeper comprehension of this intricate phenomenon in educational settings. To further advance research in translanguaging, longitudinal studies could be conducted to observe the evolution of translanguaging practices over extended periods, offering insights into their sustainability and long-term effects. A comparative analysis across diverse cultural and linguistic contexts or educational levels could unveil patterns and variations in translanguaging applications. Investigating the impact of teacher training programs that incorporate translanguaging strategies would shed light on how equipping educators with these skills influences classroom practices and student outcomes. Exploring the role of translanguaging in parental involvement and communication, assessing technology's role in facilitating translanguaging, and developing innovative assessment strategies could provide holistic insights. Additionally, examining the influence of education policies on translanguaging implementation and fostering collaborative, interdisciplinary research would contribute to a more comprehensive understanding. Finally, incorporating student perspectives and delving into the neuroscientific aspects of translanguaging could enrich the current knowledge base. Through these avenues, researchers can collectively propel the understanding of translanguaging, paving the way for its effective integration into diverse educational landscapes.

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APPENDIX A

APPENDIX A

PARTICIPANT RECRUITMENT EMAIL

Greetings,

My name is Cristina Flores, I am a student from the Department of Education at the University of Texas Rio Grande Valley (UTRGV). I would like to invite you to participate in my research study to explore teachers' level of opportunity for translanguaging as well as their perceptions and reflections of their languaging practices with emergent bilinguals.

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

In order to participate you must (a) have completed a bachelor's degree, (b) teacher who obtain Texas Education Agency certification (c) currently teaching in a dual language classroom, (d) currently teaching in Pre - Kindergarten through 5th grade, and (e) use both Spanish and English as their language of instruction. As a participant you must be identified solely as teachers of Emergent Bilinguals. Participation in this research is completely voluntary, you may choose not to participate without penalty.

As a participant, you will be asked to complete an online Qualtrics survey which should take about ten (10) minutes to complete. All data and records will be treated as confidential. I will not include information that will make it possible to identify you in any way. To protect your identity, you will choose a pseudonym which will be kept secured, locked and protected via two-factor authenticated password where only I have access.

If you would like to participate in this research study, please click on the Qualtrics survey link below and read the consent page carefully. If you would like to complete the survey, click on "I agree". If not, simply exit the web browser or click on "I do not want to participate".

Survey Link: https://utrgv.co1.qualtrics.com/jfe/form/SV_5nXXZ5iQPCKPCm2

At the end of the Qualtrics survey, you will be asked if you would you like to participate in a short interview. If yes, you would provide your contact information. Once the potential

participants confirm their interest in participating in the interview, individual meetings will be scheduled with each participant via Zoom. During this meeting, I will explain the study and the confidentiality procedures, where participants will be provided a consent form.

During the interview, I will verify that the participant selection process will match the following criteria: (a) have completed a bachelor's degree, (b) teachers who obtain Texas Education Agency certification (c) currently teaching in a dual language classroom, (d) currently teaching in Pre - Kindergarten through 5th grade, and (e) use both Spanish and English as their language of instruction. The participants that were utilized in the study were identified solely as teachers of Emergent Bilinguals. Participation in this research study is voluntary.

If you have questions related to the research, please contact me by telephone at [REDACTED] or by email at cristina.flores02@utrgv.edu

Your support and cooperation are greatly appreciated; thank you in advance for your willingness to participate.

APPENDIX B

APPENDIX B

INFORMED CONSENT FORM

Study Title: Level of Opportunity for Translanguaging

Consent Name: _____

Principal Investigator: Cristina Flores

Telephone [REDACTED]

Participant,

I am conducting a study to explore teachers' level of opportunity for translanguaging as well as their perceptions and reflections of their languaging practices with emergent bilinguals as part of my doctoral dissertation. Translanguaging is the deployment of a speaker's full linguistic repertoire without restricting oneself to a single language. I am Cristina Flores, a former dual-language teacher, current ACE (Afterschool Centers on Education) Director and a doctoral candidate at UTRGV. Dr. Kip Austin Hinton is my Committee Chair at UTRGV. I invite you to participate in this research.

Background Information

Research has shown that translanguaging is an effective way to teach emergent bilingual learners and helps students grow. I would like to investigate the level of opportunity for translanguaging with teachers' pedagogical practices in a one-way dual language bilingual program. You will be reflecting on pedagogical practices and on how you adjust your instruction to meet the needs of your students. The preliminary data could be deidentified to protect your identity and re-used for future research without further consent to look at how translanguaging affects student language use.

Procedures

I will contact all dual language teachers via email to invite them to participate in this study. The email will inform them about the study's purpose and the data collection involved. Once the potential participants confirm their interest in participating in the study, individual meetings will be scheduled with each participant via Zoom. During this meeting, I will explain the study and the confidentiality procedures, where participants will be provided a consent form.

- You will be asked to do a survey online.
- You will also be asked to do an interview that will be video recorded.

During the interview, I will verify that the participant selection process will match the following criteria: (a) have completed a bachelor's degree, (b) teachers who obtain Texas Education Agency certification (c) currently teaching in a dual language classroom, (d) currently teaching in Pre - Kindergarten through 5th grade, and (e) use both Spanish and English as their language of instruction. The participants that were utilized in the study were identified solely as teachers of Emergent Bilinguals. Participation in this research study is voluntary.

Benefits and Risks of Being in the Study

There are no direct benefits from participating in this study. However, your participation will allow me to gain knowledge that will provide context grounded in teachers' experiences that can inform the decisions of administrators, curriculum specialists and other decision makers in reference to a dual language bilingual education program implementation and evaluation. The study will pose minimal risks to you. The risks of using identifiable audio/video for data collection will be minimized by coding and providing pseudonym to protect their identity.

Voluntary Participation

PARTICIPATION IN THIS RESEARCH STUDY IS VOLUNTARY. You do not have to participate in this research study now, or if you start with me, you may quit without penalty at any time. You can refuse to answer any question at any time without penalty. Please note that your decision whether to work with me in this research study will have no influence on what anyone at La Joya ISD thinks of you. Keep in mind that I am conducting this study as a UTRGV student and not as a La Joya ISD employee. No one will treat you differently; you will not be penalized.

Confidentiality

The data and records of this study will be kept private. I will not include information that will make it possible to identify you in any way. To protect your identity, you will choose a pseudonym. Pseudonym and research data will be kept secured, locked and protected by ensuring that it will be stored on my google drive. Interviews and data analysis will be conducted in isolation at my home office. Interviewees will be instructed to be in an isolated private area. I will be the only individual that will have access to the records.

Contacts

The study will be supervised by my dissertation faculty chair Kip Austin Hinton, Ph.D. (kipaustin.hinton@utrgv.edu). This research has been reviewed and approved by the University of Texas Rio Grande Valley Institutional Review Board for Human Subjects Protections (IRB). If you have any questions about your 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

Signatures

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

Participant's Signature

____/____/____
Date

APPENDIX C

APPENDIX C

SURVEY QUESTIONS

This research study is being conducted by Cristina Flores, doctoral candidate at The University of Texas Rio Grande Valley.

The purpose of this study is to explore teachers' level of opportunity for translanguaging as well as their perceptions and reflections of their languaging practices with emergent bilinguals as part of my doctoral dissertation. Translanguaging is the deployment of a speaker's full linguistic repertoire without restricting oneself to a single language. I am Cristina Flores, a former dual-language teacher, current ACE (Afterschool Centers on Education) Director and a doctoral candidate at UTRGV. Dr. Kip Austin Hinton (kipaustin.hinton@utrgv.edu) is my Committee Chair at UTRGV. I invite you to participate in this research.

Participation should take about 20 minutes to complete. Participation in this research is completely voluntary. If there are any questions or parts of this study which you are uncomfortable completing, feel free to skip that question terminate your participation at any time without question or comment.

You must match the following criteria: (a) have completed a bachelor's degree, (b) teachers who obtain Texas Education Agency certification (c) currently teaching in a dual language classroom, (d) currently teaching in Pre - Kindergarten through 5th grade, and (e) use both Spanish and English as their language of instruction. If you do not identify solely as a teacher of English learners, please do not participate. Participation in this research study is voluntary.

All survey responses received will be treated confidentially and stored on a secure server. However, given that the surveys can be completed from any computer (e.g., personal, work, school), there is no guarantee of the security of the computer on which you choose to enter your responses. As a participant in this study, please be aware that certain technologies exist that can be used to monitor or record data and/or websites that are visited.

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.

- Agree
- Disagree

1. How long have you been teaching (years)?

2. What is your native language?

- a. English
- b. Spanish
- c. Other (Please specify)

3. Please rate your proficiency in Spanish on the following 4-point scale.

- 1. I only know a few basic words and phrases.
- 2. I am able to have limited conversation on everyday topics.
- 3. I am able to discuss a variety of topics without too much trouble.
- 4. I have no problem communicating with native-speakers on a wide range of topics.

4. Do you work in a dual language setting?

5. How many students do you teach in a day?

6. How many of your students are native Spanish speakers?

7. What is the primary language of instruction in your class?

- a. English
- b. Spanish
- c. Both English and Spanish
- d. Other (please specify)

8. What are your views towards the use of the students' native language when English is the language of instruction?

a. What are your views towards students mixing languages when English is the language of instruction?

8. What are your views towards the use of the students' use of English when the native language is the language of instruction?

a. What are your views towards students mixing languages when Spanish is the language of instruction?

9. How often do you observe or support the use of students' native language when English is the language of instruction?

10. In your own words, please describe in which situations using the students' native language is beneficial, and in which situations is it detrimental?

11. Is there any additional information that you would like to share about the usage of students' native language when it is not the language of instruction?

Would you like to participate in an optional short interview?

If yes, please provide your contact information. This will stay confidential.

Name

Phone Number

Email

APPENDIX D

APPENDIX D

INTERVIEW QUESTIONS AND GUIDED PROTOCOL

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

Background of Project: The purpose of this study is to investigate the level of opportunity for translanguaging with teachers' pedagogical practices in a one-way dual language bilingual program. Additional probing questions may be asked to provide more detail.

Background Questions

A. Tell me about yourself and your experiences as a bilingual educator. Describe your interest in dual language education (DLE).

B. How long have you worked in bilingual education and implementation of biliteracy practices? What school districts?

Interview Questions

1. How is your dual language program structured?
 - a. How do you foster the development of bilingualism and bicultural competencies? What components must be included to make students develop biliteracy (literacy in two languages)?
 - b. What are the challenges you face in ensuring fidelity? What are your recommendations to overcome them?
 - c. Even though English is the sole Medium of Instruction during Mathematics, what role do students' other languages play?
 - d. Even though Spanish is the sole Medium of Instruction during Spanish Language Arts, what role do students' other languages play?
 - e. As an educator, how do you feel about these practices being utilized in your classroom?
2. What is your school's language policy? Do you have any comments on it?
3. What is your school's dual language program goals? Do you have any comments on it?
4. How do you rate your learners' ability to learn through English? Through Spanish?

5. Do you think it is necessary for learners to be taught in English rather than their mother tongue? Why?
6. Translanguaging is the deployment of a speaker's full linguistic repertoire without restricting oneself to a single language. Are there occurrences of translanguaging practices in your classroom? If so, is this a regular occurrence?
 - a. With/between whom do these translanguaging practices occur?
7. Do you think translanguaging should be used as an educational tool? Why? (as support in the overall English development)
8. What do you do when students translanguage in the classroom? Please provide a reason for your answer.
 - a. Is there flexibility to use translanguaging to support learners comprehension of English? If so, why? If no, why not?
9. For what purposes do you think translanguaging occurs in your classroom, and do you think there is a need for this practice?
10. What specific strategies do you utilize to create an equitable environment for teaching and learning?
11. What are the implications of utilizing a translanguaging approach in your dual-language classroom?
12. Language is a basic human right. Do you think translanguaging promotes this right? Why? Why not?
13. Is there anything that you would like to comment on about your experience and understanding of translanguaging?

APPENDIX E

APPENDIX E

CITI CERTIFICATE



Completion Date 01-Sep-2020
Expiration Date 31-Aug-2024
Record ID 38180840

This is to certify that:

Cristina Flores

Has completed the following CITI Program course:

**Basic/Refresher Course - Human Subjects Research
Social Behavioral Research Investigators and Key
Personnel
1 - Basic Course**

(Curriculum Group)
(Course Learner
Group)
(Stage)

Under requirements set by:

University of Texas Rio Grande Valley (UTRGV)



Collaborative Institutional Training Initiative

Not valid for renewal of certification
through CME. Do not use for
TransCelerate mutual recognition
(see Completion Report).

Verify at www.citiprogram.org/verify/?w64480d65-098a-4c86-8dd3-652f9e087948-38180840

APPENDIX F

APPENDIX F

PERMISSION TO CONDUCT RESEARCH



DATE: March 6, 2023
TO: The University of Texas Rio Grande Valley Institutional Review Board
FROM: Gisela Saenz, Superintendent of Schools
RE: Approval to Conduct EdD Research Study in La Joya ISD

Ms. Cristina Flores. has my permission to conduct her research study, a requirement towards the completion of an EdD in Bilingual Studies with The University of Texas Rio Grande Valley in Edinburg, Tx, with the dual-language elementary teachers of La Joya ISD.


Gisela Saenz, Superintendent of Schools

Date 3/9/2023

Cristina.flores02@utrgv.edu

To: Dr. Gisela Saenz, Superintendent of Schools for La Joya ISD
From: Cristina Flores, Ed.D. Student, University of Texas – Rio Grande Valley

RE: Permission to Conduct Research Study

This memorandum is to request permission to conduct a research study in your school district: survey and interview dual-language teachers. I am planning the study as a student in the Doctor of Education (Ed.D.) in Curriculum and Instruction with Bilingual Studies specialization at University of Texas – Rio Grande Valley (UTRGV).

I am requesting permission to survey elementary teachers assigned to La Joya ISD's elementary schools; specifically dual language teachers. If approval is granted, any teacher willing to participate will complete a short online survey and be asked to participate in an interview. This study is to explore teachers' level of opportunity for translanguaging as well as their perceptions and reflections of their languaging practices with emergent bilinguals. Translanguaging is the deployment of a speaker's full linguistic repertoire without restricting oneself to a single language. Data collection is expected to begin Fall 2022 and be completed by Fall 2022.

Participants' confidentiality will be assured. Potential participants will be offered a consent form describing the study and offered the strictly voluntary nature of their participation. They may decline or withdraw at any time. The study will be supervised by my dissertation faculty chair Kip Austin Hinton, Ph.D. (kipaustin.hinton@utrgv.edu) and overseen by the University of Texas - Rio Grande Valley (UTRGV) Institutional Review Board (IRB). If you have any questions, they can be contacted at (956) 665-3598 or irb@utrgv.edu.

I will use my university email, not my district email, so that potential participants don't perceive this as part of their job requirements. Neither I nor other administrators will know whether an individual participated or not in the survey. I am available to meet with you and share any additional information on this study. Please let me know if you have any questions. Attached is a copy of the consent form that will be provided to potential participants.

If you agree, kindly sign below and return the signed form. Additionally, please submit the signed memo of permission on La Joya ISD letterhead acknowledging your consent and permission for me to conduct this survey/study in your school district. That document has also been attached.

Sincerely,
Cristina Flores, M.Ed.

Approved by: 
Dr. Gisela Saenz, Superintendent of Schools

Date: 3/9/2023

Cristina.flores02@utrgv.edu

To: Dr. Gicela Saenz, Superintendent of Schools for La Joya ISD
From: Cristina Flores, Ed.D. Student, University of Texas – Rio Grande Valley

RE: Permission to Conduct Research Study

This memorandum is to request permission to conduct a research study in your school district: survey and interview dual-language teachers. I am planning the study as a student in the Doctor of Education (Ed.D.) in Curriculum and Instruction with Bilingual Studies specialization at University of Texas – Rio Grande Valley (UTRGV).

I am requesting permission to survey elementary teachers assigned to La Joya ISD's elementary schools; specifically dual language teachers. If approval is granted, any teacher willing to participate will complete a short online survey and be asked to participate in an interview. This study is to explore teachers' level of opportunity for translanguaging as well as their perceptions and reflections of their languaging practices with emergent bilinguals. Translanguaging is the deployment of a speaker's full linguistic repertoire without restricting oneself to a single language. Data collection is expected to begin Fall 2022 and be completed by Fall 2022.

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If you agree, kindly sign below and return the signed form. Additionally, please submit the signed memo of permission on La Joya ISD letterhead acknowledging your consent and permission for me to conduct this survey/study in your school district. That document has also been attached.

Sincerely,
Cristina Flores, M.Ed.

Approved by: 
Dr. Gicela Saenz, Superintendent of Schools

Date: 3/9/2023

BIOGRAPHICAL SKETCH

Cristina Flores, a native from Sullivan City, Texas, completed her high school education at La Joya Senior High School in La Joya, Texas, in 2007. Following this, she continued her academic journey at The University of Texas Pan American in Edinburg, Texas, ultimately earning a Bachelor of Interdisciplinary Studies with a specialization in bilingual studies in May 2011.

Cristina embarked on her teaching career in 2011, dedicating a decade to this profession as a Bilingual Teacher. Subsequently, she transitioned into the role of ACE (After School Centers on Education) director, serving in this capacity for two years. Currently, she is employed as a coordinator within the Human Resources Department at La Joya ISD. In 2018, Cristina celebrated the achievement of a significant educational milestone by obtaining a master's degree in Bilingual Education, specializing in Dual Language. She concluded her academic journey with distinction, graduating with a doctoral degree from the University of Texas Rio Grande Valley in December 2023.

For inquiries or to reach Cristina Flores, you can contact her at cflores1208@yahoo.com