

Bilingualism for Non-Spanish Speaking Students

by

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Table of Contents

Abstract-----	3
Chapter1: Introduction-----	4
Chapter2: Literature Review-----	7
Chapter 3: Description of the Product and Tools-----	29
Chapter 4: Conclusion-----	34
References-----	39
Appendix A: Voice Thread Presentation-----	45
Appendix B: Agenda-----	46
Appendix C: Part 1-Alma Ada Flores Poem <i>Bilingual</i> -----	47
Appendix D: Activity-KWL Chart-----	49
Appendix E: Bilingual Acrostic Poem Page-----	50
Appendix F: Part 2-Cognates Activity-----	51
Appendix G: Part 3-Reflection Questions-----	52

Abstract

Bilingual students that speak other Languages other than Spanish face academic challenges in the classroom due to the curriculum that has been designed for Spanish/English language speakers. Research has proven that the development of first language (L1) skills aid for the acquisition and development of the second Language (L2) and the curriculum does not permit for their native language to be utilized during planning, instruction and assessments. To address this concern and bring awareness and education to teachers and administrators, professional development is proposed. The professional development will help educators and administrators learn about the linguistic needs of bilingual students that affect their academic success. It will also bring awareness and education on the views of bilingualism in our middle school, and to remove biases and bring in a different perspective on how to better advocate for bilingual students, especially non -Spanish speakers. Implications on how to support bilingual students that are non -Spanish speaking are discussed.

Keywords: Bilingualism, language acquisition, models of literacy instruction and assessment, professional development.

Chapter 1: Introduction

English language learners are a growing population in U.S. public schools. For example, about 230,000 ELLs were enrolled in New York State schools (National Center of Education Statistics, 2022). Many of them are enrolled in bilingual education programs, where multilingual language (ML) English Language Learners (ELL) students from diverse cultures receive instruction in two languages since Spanish is spoken by the majority of ELLs, more than 70% (Baird, 2015), most bilingual education programs are English-Spanish programs. These enrollment numbers in schools and bilingual education programs raise concerns about how school districts and classroom teachers can make necessary accommodations to meet students' linguistic needs. Such programs aim to help multilingual language (ML) and ELL students with language acquisition skills without losing their native language.

ELLs in bilingual education programs may exhibit difficulties in speaking, reading, writing, or understanding the English language and are unable to score proficient on state assessments (Teemant & Pinnegar, 2019). Thus, the bilingual teachers role and responsibility is to “prepare ELLs and MLs for success by providing a welcoming environment for students, adopt and use best practices and assessment strategies during formal and informal assessments, develop language and vocabulary, and use literacy and content instruction using both languages” (NYSED, 2013, p.1). Also, the teacher has to be certified as a bilingual educator.

However, “there are 600 languages that are spoken in NYC, profiling it as one of most linguistically diverse regions in the world” (NYSED, 2013). In my school, we have ELLs/bilingual students who speak Haitian Creole, Hindi, Urdu and Spanish. There, I have observed a bilingual class that adopts a two-way bilingual program. This grade 6 class comprises 12 Spanish, English, Haitian Creole, and Hindi speaking students. The teacher is a certified bilingual educator, who

spoke Spanish/English and taught Math, Science, English and Social Studies in both languages English/Spanish. They used class materials written in both languages Spanish and English. The teacher spoke Spanish to clarify or explain a concept, vocabulary words, and an idea to students. I found the class to be “close knit” group of students, where they knew each other, spent everyday together, and had minimal disruptions to their day as they did not have to switch classes except when they went to non-core classes such as Gym, FACS, Technology and Art.

I found this bilingual program to be beneficial for students that are Spanish speaking, new to the country, and SIFE (Students with Interrupted/Inconsistent Formal Education). Students can get acquainted with the school in a comfortable and culturally sensitive classroom setting and with the help of the teacher and school personnel to aid them to a smooth transition. I also think about those students that do not speak Spanish. How is this program beneficial for them? Linguistically, there was a disadvantage in instructional model and delivery. Student’s speakers of languages other than Spanish would feel misplaced, not welcomed and perhaps frustrated for not achieving their maximum academic potential. Therefore, I call the need for curriculum reform that will allow for linguistic flexibility in the classroom and cohesive assessment practices for teachers to use. Curriculum reform expands beyond traditional course content through including multiethnic and global perspectives as well.

However, this revision might require active inquiry and the development of new knowledge and understanding about cultural and linguistic differences, and the history and linguistic contributions of contemporary ethnic groups and nations, as well as of various civilizations in the past. This goal can be accomplished using the three parts of the framework of multicultural education in three different dimensions, according to Curriculum Theory Framework of multicultural teaching:

Dimension 1- School and classroom climate, cultural style in teaching and learning and student achievement. *Dimension 2*-Curriculum theory, historical inquiry and deleting bias in texts, media and educational materials, *Dimension 3*-Multicultural competency, ethnic identity development, ethnic group culture and prejudice reduction, *Dimension 4* social Justice, social action, demographics, culture and Race in popular culture. (Bennett, 2001, p. 5)

If this framework is successful, ELL students that speak languages other than Spanish can feel valued as a part of the classroom and school community. However, school districts continue to hire teachers that might not be culturally or linguistically ready to embrace ELLs and multilingualism. On the other hand, teachers continue to struggle in finding best practices of assessment for students that speak other languages other than Spanish.

Thus, the purpose of this project is to bring awareness and understanding of multilingualism in the classroom. In Chapter 2, I will review the literature on perspective and instructional materials and models of assessment that provide linguistic equity and evidence. In addition, I will discuss the impacts of these instructional models on students' learning.

Chapter 3, I will describe elements of professional development (PD), which aims to bring awareness to educators and administrators regarding bilingualism, bilingual classrooms and bilingual program. This project will help educators answer the question, how can we build language equity in the classroom for speakers of languages other than Spanish.

Chapter 4 will conclude with implications for teaching and learning.

Chapter 2: Literature Review

This Chapter outlines the literature on the theoretical perspective of bilingualism, instructional materials and models of assessment that provide linguistic equity in the bilingual classroom. As described in Chapter 1, the role of the bilingual teacher, expectation of bilingual students and families, the goal of bilingualism and how it could be accomplished using the 4-dimension framework of multicultural education which are school and classroom climate, cultural style in teaching and learning, and student achievement. Dimensions are the different levels of curriculum theory framework of multicultural teaching. They help to gauge how well the curriculum is being implemented in bilingual classroom as well. *Dimension 1-* School and classroom climate, cultural style in teaching and learning and student, *Dimension 2-*Curriculum theory, historical inquiry and deleting bias in texts, media and educational materials, *Dimension 3-* Multicultural competency, ethnic identity development, ethnic group culture and prejudice reduction, *Dimension 4* social Justice, social action, demographics, culture and Race in popular culture” (Bennett, 2001). These dimensions will be a road map in helping to analyze assessment materials and strategies in the bilingual classroom. Next, I will discuss the positive and negative impacts of those instructional models and how they affect the academic achievement of bilingualism for non-Spanish speaking students.

Theoretical Perspectives on Bilingualism

Different theories have been introduced to justify the need of bilingual education and the important role of the level of language acquisition in students L1, cultural needs, different modes of instruction and different approaches to bilingualism education that does not currently favor speakers of other language other than Spanish. Below is a discussion of the linguistic interdependence hypothesis, threshold hypothesis, basic interpersonal communicative skills

(BICS), and cognitive/academic language proficiency (CALP), additive or subtractive bilingualism, modes of instruction in bilingual classroom, paired and sequential literacy instruction, and modes of assessment in the bilingual classroom.

Linguistic Interdependent Hypothesis

There are cognitive and academic benefits of bilingualism that can be achieved by adequately developing first language (L1) skills and transferring those skills to second language (L2). The Linguistic interdependent hypothesis (Cummins, 1976) focuses on the development of language competence in 2 that is partially a benefit of the responsive competence that has already developed in L1 at the time when the child begins to be exposed to L2. The development of skills in L2 partly depends on the skill level in L1 (Granados et al., 2022) showing the clear dependency of L1 and L2 in language acquisition, development and competency. Cummins (1976) argues that the level of competency of L1 and the use of L1 as well as dependencies such as socio economics, and background of the child contribute towards the development and competency of L2. This poses an academic constraint for bilingual students that are non-Spanish speaking in bilingual classroom as their use of L1 is not maximized due to instructional materials and assessments that are provided only in Spanish and English.

Threshold Hypothesis

The threshold hypothesis is still being used in bilingual education. Cummins (1976) suggests that there is a threshold level of linguistic proficiency that bilingual children must achieve in their L1 before they can benefit from the transition of the home-school language and later the switch to instruction in L2. This assertion points out the relevance of the student's mother-tongue proficiency already reached and how it can help to determine cognitive deficits or benefits from learning in a second language. Baker and Wright (2021) agree with this hypothesis by stating

“students are able to develop a second language when their primary language is developed” (p. 169). Türker (2016) found L1 has considerable influence on how L2 metaphorical expressions are processed in a non-supportive context, even at higher levels of proficiency (para 1). I also know from my own experience as a bilingual that the depth and breadth of linguistic skills adapted in L1 highly influence the acquisition of L2.

To both Cummins and Baker and Wright’s points, I agree that English language minority students who have strong foundations in their L1 would have an easier time learning new vocabulary and the same content in their second language L2, and they might not need to relearn the content. For example, in case of the L1 being Spanish and L2 being English, these students would have an advantage of using Cognates a great strategy to learn new “vocabulary words that have similar meaning, spelling and pronunciation due to the similarity and familiarity of certain words” (Colorin Colorado, 2006), for example, the words, Police (in English) and Policia (in Spanish). However, this approach still poses a constraint for students that speak other languages other than Spanish, as some of their linguistic repertoire does not allow for cognates in English.

This perception strengthens bilingual education because it supports and valorizes the minority language in order to achieve the goal of majority language proficiency faster. If schools want to motivate students to learn, they must acknowledge, support, and develop minority languages as valid tools and steppingstones for students to reach English Language proficiency and be able to join mainstream classes.

Furthermore, Cummins (1986) proposes that “to the extent that instruction through a minority language is effective in developing academic proficiency in the minority language transfer of this proficiency to the majority language will occur given adequate exposure and motivation to learn the majority language” (p. 19). As educators, we need to value students’

minority language in order to use those skills in transitioning to acquire their majority language. In addition, the more students are exposed to majority language, the more consciously or unconsciously they will use their language minority to process the information received and respond in that majority language. Therefore, even if the minority language is not verbally expressed daily, it is being used in the subconscious aiding for metacognitive and linguistic skills to develop. This showcases the importance and value of the use of student's native language in the classroom and how teachers can support bilingual students to embrace their native language and not fear that it will not be relevant in their education or used to their academic advantage.

In principle, both the linguistic interdependent and the threshold hypotheses concur that the development of competence in a second language is partially a result of the first language competency that has already been developed at the time when the child begins consistent exposure to L2. Cummins (1979) further argues that these two hypotheses can be incorporated into a model of bilingual education in which academic outcomes can represent a function of the interaction between for example the child's background, child input and educational environmental and socio-economic factors which in the end support the academic needs of bilingual students that are non-Spanish speaking. It also asserts the need for L1 competency consideration in a bilingual classroom and how the language interdependency and thresholds affect positively the acquisition and competency of L2 in bilingual classrooms with students that are non-Spanish speaking. However, it has its negative impacts when L1 is not being adequately developed in the bilingual classroom.

BICS and CALP

Basic Interpersonal Communicative Skills (BICS) highlights the importance of acquiring language skills in a social setting, whereas Cognitive Academic Proficiency (CALP) focuses on

acquisition of language skills in formal settings such as classroom to prepare students for academic success (Cummins, 1986; Teemant & Pinnegar, 2019). There is a distinction in how students use social and academic and social language socially in the school setting. The way students speak with each other in the gym, cafeteria, hallways are different that the way they are required to produce written coherent sentences what are grammatically correct during classroom assignments. In essence, this theory supports the fact that differences are found in student's ability to read and write English and in the depth and breadth vocabulary knowledge (their academic proficiency), but there are differences in their conversational proficiency. There is expectation on bilingual students to learn two languages while in the classroom (secondary and academic), and that expectation will influence time for the students to learn at the same level as monolingual students, even though with adequate academic support they can succeed (Baker & Wright, 2021).

Second language learners can reach peer-appropriate conversational proficiency within two years, but it takes a minimum of five to seven years for them to acquire academic proficiency in English. This distinction is relevant for teachers and school professionals to know in terms of how and when to provide support for bilingual students (Teemant & Pinnegar, 2019). Cummins (1986) still argues that this distinction can work as the means of support to bilingual education program when both languages can be taught in content embedded programs instead of in abstraction, because it still holds the students to the same education cognitive demands that are standard for monolingual students, which he believes bilingual learners can handle.

In effect, BICS and CALP allow for teachers to become familiar and become alert to the basic language skills that a student may have acquired in different settings, including the playground, gym, and cafeteria and how to use them in the classroom for academic language skill development while taking into consideration the rich linguistic repertoire that the student brings to

the classroom from their own native language Suarez (2017). Similarly, bilingual students are learning from a new culture and education system simultaneously and need educators and academic professionals to meet them where they are and not to marginalize and isolate them. Rather, educators and academic professionals should help bilingual students to succeed through meeting the linguistic, social, and academic needs of the students.

When bilingual students join our classrooms, they bring an array of linguistic repertoire and experiences that contribute positively to enrichment our diverse classrooms. However, does learning a new language help them to add or subtract to their fountain of knowledge? Next, we will discuss the outcomes of bilingual education.

Additive or Subtractive Bilingualism

The outcomes of bilingual education are typically categorized as the results from bilingual education programs, or even from bilingualism as a result of pressures in society. Lambert's (1991) research helped to discover two possible outcomes of Bilingual education, which he calls additive bilingualism and subtractive bilingualism. Additive bilingualism is the culmination of linguistic outcomes that allow for a student to maintain their first or native language and acquire a second language. This type of Bilingualism develops when both languages and the culture associated with them bring complementary positive elements to the child's overall development'. On the other hand, "subtractive bilingualism is characterized by the loss or erosion of a home or first language and culture. Subtractive bilingualism characterizes the situation in which students lose their first language in the process of acquiring their second language "(Baker & Wright, 2021, p.169).

The question remains, if bilingual students that are non-Spanish speaking are not having the opportunity to have their home language valued daily in the classroom through instruction,

assessments, and social interactions could they suffer subtractive bilingualism? In context of a bilingual classroom, these two theories raise opposite challenges to bilingual students that are non- Spanish speaking. This group of students is consciously already experiencing subtractive bilingualism because in the classroom their L1 is not being taken into consideration to support their instruction and assessments causing a negative effect on their academic growth and success. On the same token, if their L1 skills are not being developed and effectively transferred into L2 in the bilingual classroom, how can bilingual students that a non-Spanish speaking succeeds? Could a mainstream ENL classroom be a solution for these students? In this setting students can still use their L1 competence skills by for example, reading literature in their native language and feel free to engage in various educational forms in their L1 in the classroom, and consequently benefiting from an additive bilingual atmosphere. Perhaps, by analyzing the different models of bilingual instruction might give us a perspective on the benefits of having Students that non-Spanish speaking in bilingual classrooms that use Spanish and English as languages of instruction and assessment.

Models of Instruction in Bilingual Classroom

Models and strategies used in the bilingualism classroom highly influence students' academic progress and consequently academic success. The goals of bilingual education are characterized by two types, “assimilationist and pluralistic” (Baker & Wright, 2021). Assimilationist means that a certain group of people shares a common culture, and they strive to merge socially. As they continue to live together under the same culture many differences among these groups decrease significantly. On the other hand, Pluralistic refers to when groups choose to maintain their cultural and society differences. They remain separate culturally and socially, developing an individualist set of values. There are several models of instruction in the bilingual classroom that benefit bilingual students yet might not be beneficial for those who do speak Spanish as a first language.

In this section, I will touch on two models of instruction that I find very relevant to the topic we are discussing and the impact on how students received it and used it to thrive academically and linguistically. Even though the mode of instruction in the bilingual classroom is that of English and Spanish simultaneously for instruction and assessment, the purpose is that students will be able transition into mainstream monolingual classroom and thrive socially, linguistically and academically.

The first model is Transitional Bilingual Education (TBE), a bilingual education program designed to help students to learn a new language, acquire it fast and begin learning math, science, and other subjects in English. As the outcome of the bilingual act of 1967, Lau vs. Nichols ruling required for schools to provide instruction in a language that English language learners understand programs such as English as a second language (ESL) and TBE became tools that promoted the English language education to English Language Learners (ELLs) (Baker, 2011). This program

supported an implementation of a new curriculum that would align with its instructional and assessments models as well. Students first receive instruction in their native language and then, are slowly and strategically weaned off to begin to learn solely in English (Slavin & Cheung, 2005). This model can be beneficial for bilingual students that just came into the Country. It allows time for them to get acquainted with the new in their lives, such as language, school, classroom, and community while strengthening their first Language (L1) skills in the new environment. To the same point, this model of instruction can be beneficial for bilingual students that are non-Spanish speaking. However, there would be a need to have educators that speak many foreign languages and different curriculums to accommodate for language diversity. Clearly, a huge undertaking and consequently a constraint to the education system.

The second model of instruction is the Two-Way (TW) or now known as the Dual Language Immersion Bilingual Education. This program came about due to the Cuban immigrants that had recently arrived in Dade County schools in Florida in 1963. This program intends to assist English and non-English speaking students learn to speak and write in a second language and it combines native and non-native speakers of English in the same classroom and all students learn in both languages Spanish and English (Kim et al., 2015). It promotes language equity in the classroom as it values students' first language as well. Furthermore, this model supports additive bilingualism as in instruction design, English as the majority language, never replaces the minority language. Instead, students are expected to use both languages equally in academic and social conversations. In addition, the goal of this model is to perpetuate the development of bilingualism and biculturalism in the populations and communities it serves (Baker, 2021 et al). Indeed, this model of instruction emphasizes additive bilingualism (Lambert, 1991) to bilingual Spanish

speaking students which is one of the instructional goals in bilingual classrooms; however, it is subtractive to those students that are a non-Spanish speaking.

According to Education Corner (2002), “In the United States, most students enrolled in dual language immersion programs will be a 50/50 mix of English and Spanish speakers” (para 2.). Both groups of English speakers and Spanish speaking students benefit from the program and model of instruction in this dual immersion program. For example, students are instructed in a second language but can understand other students when they ask questions in their native languages. However, teachers respond to questions in the language students are learning. Also, students continue to take literacy and language improvement classes in their native language since it has been proven that skills learned L1 classes can be applied to L2 (Cummins, 1976; Baker & Wright, 2022). Furthermore, those skills can be applied where students receive instruction in a second language. This way, students will only receive grammar and language instruction in their native language, so those language skills can be later applied or transferred to their foreign language instruction as well.

Using a comparison of the effectiveness of both models of instruction, Lopez and Tashakori’s (2006) study compared outcomes of the Two-Way Immersion (TWI) and Transitional Bilingual Education (TBE) for 553 students in fifth grade. Students had a choice to join in either one model of instruction. Part of the study was qualitative and took on the perception that students were already bilingual. Lopez and Tashakori found that English Language Learners in a TWI model required less time to learn English as compared to those in a TBE model using a statewide-standardized assessment on measures of reading. Baker (2011) emphasized that one of the goals of TWI during the study was to have an additive effect on student’s language skills by adding a second language while maintaining and developing their first language. Therefore, findings

concurred that students in the TWI program developed pride in knowing that they would preserve their culture and their bilingualism as an asset to their environment and would continue to be so for their future. That new outlook helped them to have a positive attitude towards being bilingual students.

Overall, these results, however, did not showcase significant differences between students who participated in the TWI model versus the TBE model in reading mathematics, and science. Both models of instruction, TBE and TWI have many benefits such as additive bilingualism. However, in terms of second language (L2) acquisition and development for those students who speak Spanish as their first language it falls short. The goal of the model, instructional purposes and assessments when it comes to (L1) does not benefit students that speak other languages other than Spanish. In the next section, I will discuss the different literacy models that have impacted bilingual instruction.

Paired and Sequential Literacy Instruction Models

These are the two types of literacy instruction for emerging bilingual students. Paired and Sequential Literacy models (Soltero-González et al., 2016). In this section, I argue the contrast between the two models to give a better understanding about how one language can influence the acquisition of the other when learned simultaneously or one language can influence the acquisition of the other language when learned in isolation.

Paired literacy model consists of literacy instruction provided in both Spanish and English from the beginning of the child's schooling years (Sparrow et al 2014). This way, using this approach the English literacy instruction is not being delayed while children are learning to write and read in the home language. This is a contrast to other literacy models that create instructional barriers to separate Spanish and English literacy. Barrera (1983) theory suggests that this paired

model supports the idea that literacy in the two languages can “codevelop”, which is true as both languages are being instructed simultaneously. The goal of this paired literacy model is to promote bilingual and biliteracy development and completely remove the idea of transitioning students to all English instruction. However, Francis et al (2006) reviewed research that concluded that paired literacy model was the least commonly implemented biliteracy approach as it limited the transition into all English instruction. However, the study noted paired literacy models documented in the literature that they started with literacy instruction in two languages, but discontinued instruction in the non-English language within a few years as children acquire the skills and language proficiency to be successful in English-medium instruction (Francis et al., 2006). This assertion does not support the goals of the paired instruction model. In this model students are to remain in the “codevelop” learning setting throughout their education. However, I have to say that perhaps students felt comfortable dropping instruction in their home language and pursuing the new language. It also means that their first language (L1) skills are well developed and worked as tool to support the acquisition and development of the second language to a point of confidence. (L2).

On the other hand, sequential literacy mode consists of providing initial literacy instruction in Spanish with the primary goal of transitioning students to English-only literacy instruction (Soltero-González et al., 2016). This model is also a part of the transitional bilingual education model. Literacy instruction in Spanish and English is offered in sequence in which Spanish literacy instruction ceases by first or second grade as student’s transition into English only literacy instruction (Soltero-González et al., 2016). Furthermore, in this model literacy instruction in the second language(L2) is introduced after the child acquires a certain level of proficiency in the first language(L1). It is important to note that this strategy can be beneficial for the students as the skills of L1 will be developed to be able to be transferred into learning L2.

To compare and contrast the effectiveness of both instructional models for bilingual students that speak other languages other than Spanish, Soltero et al. (2014) conducted a study on the paired instruction and sequential instruction models through a longitudinal study in k-3rd grades for sequential bilingual students and emerging bilingual students, compared the biliteracy outcomes of emerging bilingual learners and in paired literacy instruction to those of students from the same schools who received sequential literacy instruction and changed to participate in the paired literacy model. The paired literacy group scored considerably higher than students in the comparison group on all measures of assessment which were in English writing, Spanish reading, English reading, and a larger percentage of students in the paired literacy group exceeded performance standards. Another study was conducted by Baker et al. (2012), a longitudinal quasi-experimental study to compare the impact of a Spanish-English paired bilingual model with an English-only program on the English reading outcomes for first- to third-grade students attending high-poverty schools. The paired literacy instruction within the bilingual education program consisted of 90 min of daily Spanish reading instruction using the Houghton Mifflin Lectura program in Grades 1 to 2, and 60 min in Grade 3. Reading instruction in English (Houghton Mifflin curriculum) was provided daily for 30 min in first and second grades, and at least 60 min in third grade. Results of the modeling analysis indicated that students receiving paired literacy instruction benefited from greater gains in English oral reading fluency across grade levels than students who received English-only literacy instruction.

On the other hand, Berens et al. (2013) conducted a quasi-experimental study and used a sequential literacy model in Grades 2 to 3 on Spanish and English reading and language proficiency outcomes. “The performance of students who were “bilingual from home” (Spanish) or “bilinguals from school” (English and Spanish) and students that had their home language as

English-only. They used standardized reading and language assessment tasks in both languages were compared between the two dual-language programs and to those of socio-economically matched monolingual English-speaking children in English-only schools. “All participating schools used the whole-word approach to teach reading in English rather than a phonics-based approach” (Soltero Gonzales, 2014). The findings were that the amount of Spanish instruction decreased while instructional time in English increased by 10% every year, reaching a balance of 50% of instructional time in both languages by fifth grade.

These findings suggested that early and consistent paired literacy instruction leads to stronger literacy outcomes in both languages than sequential literacy instruction. These findings also support that teaching literacy in Spanish and English simultaneously does not hinder the acquisition of English literacy or impede the development of Spanish literacy. Instead, it strengthens English literacy learning while fostering biliteracy. Furthermore, Soltero and Sparrow (2016) also believe that “these findings suggest that paired literacy instruction leads to stronger literacy outcomes in both languages than sequential literacy” (p. 98). Paired literacy models are beneficial for bilingual students. In the current bilingual classroom, materials and resources of instruction are in both languages.

Other research studies have examined the effectiveness of paired literacy models that deliver literacy instruction in Spanish and English with an eye and emphasis in learning the importance of how cross language connections and well-established literacy instruction in both languages works. For example, Soltero Gonzalez et al. (2016) and Sparrow et al. (2014) collaborated in the same study and found that “the paired literacy model” supports the benefits of simultaneous literacy development, reading and writing, in both languages. Additionally, Barrera (1983) uses his “codevelop” theory to agree by saying “In contrast to models that construct

artificial barriers to separate Spanish and English literacy instruction, this paired literacy approach stresses that literacy in the two languages can “codevelop”. Overall, the paired literacy model of instructional outcomes highlights the academic needs of bilingual non- Spanish speaking students.

Bilingual instruction must be paired with assessment in order to produce measurable data to analyze the effectiveness of the instructional models that have been discussed above. Therefore, in the following section we will discuss the different models of assessment in the bilingual classroom.

Models of Assessment in Bilingual Classroom

Language acquisition and development is the main goal for bilingual instruction. In this section, I will analyze the different models of assessment that foster language development in bilingual students. Indeed, the development of bilingual assessment instruments is important in the classroom (Soltero-González et al., 2016; Sparrow et al., 2014). The information gathered from the instructional assessment data can help researchers to determine academic needs of bilingual students that speak other languages other than Spanish. However, there is another point of relevance that is often forgotten when it comes to assessing bilingual students. So, Fiore’s (2020) study about collaborative assessments for young children concludes “in order for early childhood assessment to be meaningful for young children, it needs to relate to them developmentally, culturally, and academically” (p.18). Here, Fiore refers to assessment tools that need to be designed for one target audience and that cannot be transferred directly to another cultural setting creating without the appropriation of culture in a fair and positive representation manner. Therefore, there is a need to consider assessment methods and tools embedded from the bilingual environment as well. To strengthen her view on assessments, Fiore states “The methods and content in any assessment are most effective when they align with children’s interests,

behaviors, and abilities, and standardized test procedures do not necessarily mean that children will respond in a standardized fashion.”(2020, p. 18).

That is, Fiore brings about a point that standardized test procedures might need to be revised to differentiate assessment materials from one environment to another, meaning from mainstream classrooms to bilingual classrooms. The academic goals are different; therefore, the expectations of the outcomes should be considered the same way. Kauffman (1993), the author of many curriculum-based assessment studies, agrees that curriculum-based ideas should be taken in the bilingual student's context and environment, instead of relying on classroom texts or other classroom materials. Kauffman is pointing out the need to add cultural context to the curriculum to help bilingual students identify with the content presented. In a later contribution Kaufman (2017) shares the importance of using environmental and cultural aspects of education to benefit student's engagements and success in assessments.

Overall, several scholars are simply echoing the reality that there must be linguistic equity in classroom assessments for bilingual students. Various factors should be considered, and I will expand on a few of them. Linguistic and academic backgrounds should be considered during planning, instruction and assessment for bilingual students to get the support they need to achieve academic success. Learning through interactions from social and cognitive perspectives has been very beneficial for bilingual students to enhance their collaborative learning experiences. Children build their fountain of learning, the lexicon, to acquire language, both native language (L1) and second languages (L2), by engaging with their environment, interacting with those around them, working to solve challenges and problems, and making brain connections that allow the brain to build-up a fountain of connected sounds, images, feelings, results, gestures that are meaningful.

This social and cognitive approach to learning modality has been very beneficial for bilingual students to enhance their collaborative learning experiences. Children need those interactions from both cognitive and sociocultural perspectives as they, for example, become more active in their community of practice. However, it is also important to examine that community and make sure the nature of the same allows, supports, and encourages various linguistic abilities and proficiencies and because children internalize the kind of help, they receive from others and subsequently use what they have learned to develop their own problem-solving behavior. Such decisions aid the developing of metacognitive and interpersonal skills necessary for life, a great gain.

Cummins (2001) and Krashen (2007) have highlighted the importance to assess and measure progress that determines improvement in academic language proficiency as an indication that ELLs are building on their acquired L1 language proficiency and are transitioning well to learn the L2. Such assessments and strategies would include comprehensible input for ELLs can help them to enjoy real language use right away through. listening to stories, engaging in interesting conversations and reading books. This strategy is efficient as it allows for immediate feedback. This way, students and teachers know what students need to improve on and begin to seek/provide support in that area. Furthermore, Krashen (2015) reiterates the benefits of bilingual students developing reading skills and handling complex syntax, their ability to write in an acceptable writing style, their spelling ability, vocabulary knowledge.

The social environment of the classroom counts towards this measurable progress as it also creates an opportunity for bilingual students to engage in collaborative learning activities that require high order thinking in reading, writing, speaking and listening. Also, the same way that we would think about differentiation of instruction and scaffolding before and during instruction,

Montaño-Harmon (1991) echoes that learning styles, learning preferences, language discourse and patterns influence cultural behaviors and student's thinking. Being that bilingual classrooms are known to be of Spanish/English languages these ideas bring about another point Gibbons (2003) in his excerpt mentions a valuable point about the learning styles that might affect assessments for Spanish speaking students that are also English Language Learner. This group of students been identified as having a field dependent learning style, contrasted with the typical field independent learning style that is traditional in their dominant culture (middle-class, Anglo) classrooms. Field dependent Students need more academic support, and it is better to work in a group setting using the think-pair-share strategy with a gradual release of responsibility. The field independent student is the one that handles tasks that need analyses and comparison. This student can lead a small group and work independently. Both learning styles still need to be implemented in a learning environment that fosters collaboration, cooperation, encouragement and support and, culturally sensitive classroom.

Summary

This Chapter has examined different facets of bilingual education, including models of instruction and assessments, different hypothesis and theories, and research contributions. We can still conclude that there is a need to create linguistic equity in the classroom for bilingual students that speak other languages other than Spanish. As mentioned previously, "most of the dual language programs use Spanish and English, given that the majority of English learners in the U.S. have Spanish as their L1 language" (NCELA, 2017), but Thomas and Collier (2011) have found that there are dual language programs that pair English with another language, such as Vietnamese, Mandarin, Arabic, French, or others. In classrooms with multiple languages dual language programs are not feasible. These findings support the idea that as many bilingual

programs are successful, there is a significant percent of bilingual students that do not speak Spanish that are being left behind to fend for themselves. This conflicts with the types of literacy materials that are used for instruction and assessment in the classroom. There is also an interesting factor that has influenced the literacy world.

To support bilingual education, many bilingual authors and writers are writing books from different languages and genres to make literature accessible for as many languages and students. Thomas and Collier (2011) support that the effectiveness of dual bilingual programs also depend on the how children use bilingual books to also benefit English language learners and sequential bilingual children as well. It is worth pointing out that not every language represented in our school community has a literature text or books represented in that language. However, more than ever, there are several publishers that dedicate their work to produce culturally relevant bilingual literature. So that there will be a large supply of bilingual literature and the availability of bilingual resources and bilingual books will continue to increase. Krashen (2015) asserts that free voluntary reading can help all components of bilingual education: It can be a source of comprehensible input in English or a means for developing knowledge and literacy through the first language, and for continuing first language development. When it comes to the lack of linguistic resources. However, the main problem with bilingual education is the absence of books--in both the first and second languages -- in the lives of students in these programs.

The availability of books in L1, L2, and bilingual books enables students to develop Voluntary reading and develop strong literacy skills. To support this concern Portolo and Marti (2020) stated, "The teachers view multilingualism as a potentially positive asset. Although they think that multilingualism has benefited their own language learning, they do not conclude that multilingualism is automatically an asset to students" (p. 251). This statement seems to answer the

teachers' perspective on bilingualism in the classrooms. A perspective that contributes to a disadvantage to bilingual students let alone those who are non-Spanish speakers. It discredits their culture, values and linguistics repertoire. Furthermore, "The teachers think that collaboration across languages could enhance students' language learning; however, no such collaboration currently exists" (Portolo & Marti 2020, p.251). This statement supports that teachers are in favor of bilingual instruction; however, they need proper support to know what to do and when to support bilingual students. As August and Shanahan (2006) put it:

Studies that compare bilingual instruction with English-only instruction demonstrate that language-minority students instructed in their native language as well as in English perform better, on average, on measures of English reading proficiency than language-minority students instructed only in English. (P5)

This statement might infer that teachers recognize the lack of equity in a bilingual classroom as well. Perhaps, because some teachers do not recognize the value of bilingualism. It would be even challenging to recognize the need for language equity when it comes to bilingual students who do not speak Spanish. If teachers seem to struggle with this truth about bilingualism not being equitable for students that speak other languages, other than Spanish, how about administrators. Where do we go from here?

Chapter 3: Description of Product and Tools

Research in Chapter 2 unraveled the effectiveness of gleaned students' first language (L1) skills during instruction and assessment for the student to successfully transition and learn a second language (L2). According to Education Corner (2022), "In the United States, most students enrolled in dual language immersion programs will be a 50/50 mix of English and Spanish speakers" (para 2). This conclusion reflects the current state of bilingualism in America, as most English Language Learners speak Spanish as their first language.

The Spanish linguistic dominance in the classroom limits equitable instruction and assessment strategies for bilingual students who speak other languages other than Spanish. These constraints are partly due to the lack of academic language resources that reflect the classroom's linguistic diversity and the lack of collaborative efforts amongst administrators and educators. (e.g., Baker & Wright, 2021; Martin & Sexena, 2020).

In bilingualism, collaboration means reaching across fountains of knowledge from different cultures and language experiences students bring in the classroom to help them develop their English language proficiency. Using students' first language in instruction is effective. Therefore, bilingual education does not work for speakers of languages other than Spanish because their first language is not being utilized during instruction and assessment (August & Shanahan, 2006). Highlighting the need to recognize and advocate for language equity for bilingual students who do not speak Spanish. This awareness and advocacy should stem from educators in the classroom. However, there is sometimes a factor of biases against bilingualism and bilingual students stemming from educators and administrators. Mellom et al. (2018) state, "They come with nothing' the beliefs and attitudes of teachers cultural, ideological and personal are significant

determinants of the way they view their role as educators” (p. 55). Educators and administrators may have certain beliefs that ELLs and bilingual students come into our school system with a deficit in all aspects of life. Meanwhile, bilingual students bring an array of experiences to share and enrich our classrooms and school communities. This type of biases calls out the need for educators to be trained in understanding cross-culture. Pérez Cañado (2018) supports the sustainability of bilingual education and teacher training for content and language integrated learning (CLIL) arguing that "there are chief challenges stemming from aforementioned areas in 7 main fronts: linguistic competence; methodology; scientific knowledge; organizational, interpersonal, and collaborative competence; and ongoing professional development" (para 1).

All these areas are important to help educators and administrators understand and better advocate for bilingual students. Despite not being to address all the seven domains, we will be able to tackle one broader area that will also open the door to collaborative competence amongst educators, administrators, and bilingual students and that is Professional Development (PD) titled “Language is a bridge, not a barrier”. Therefore, I propose putting together a professional development (PD) session that will allow teachers and administrators to learn more about bilingualism and develop a broader view regarding how bilingual classroom settings serve bilingual students that do not speak Spanish. The goal of professional development is to help educators and administrators to learn about the linguistic needs of bilingual students that affect their academic success. It will help answer the question, how can educators and administrators advocate for academic support of bilingual students that are non-Spanish speaking? This workshop will bring awareness and education on the views of bilingualism in our middle school, and to remove biases and bring in a different perspective on how to better advocate for bilingual students, especially those who are non -Spanish speaking as well.

Agenda of Events

The first bilingual education Professional Development workshop for this year will take place on Monday, September 12th, in the cafeteria during our regular PD hours from 2:45-4:45 pm. Having this PD at the beginning of the school year is important as we are setting up expectations to guide our staff's collaboration and engagement with bilingual students regarding their academic journey for the next three years in our school. The PD will be for all teachers in the 6th grade that teach bilingual classes, ELA, Social Studies, Science, Math, Physical Education, Art, Library and Media, ENL/ELA, music, and academic support teachers. The reason for inviting only 6th-grade teachers is that on this day, only grade 6 teachers will have an Achieve 3000 PD workshop. I have been given permission to substitute it with mine in bilingualism. Also, I think it works to my advantage because 6th teachers are the first intake grade in Middle school that welcomes 87% of bilingual students from the 5th grade.

When bilingual students enter our classrooms, they also bring in their cultural and educational norms of their home country. According to Suarez (2017), "many of these students are simultaneously learning a new culture and education system. They need you to meet them where they are "(para. 3). I support the fact that when teachers and administrators can provide a linguistic and culturally sensitive learning environment to bilingual students, they are conveying respect for student's home culture and education norms, and value to bilingual education. Therefore, if we can establish a concise perspective and understanding with all participants about what bilingualism entails, how they can support and advocate, and create a culturally sensitive classroom where students can thrive from the beginning until the end of the school year, it will be a commendable step.

During the PD, as the presenter, I will use Google Slides to engage participants and deliver the content of the meeting, materials, and resources. Participants are expected to engage in the discussion and share their experiences working with bilingual students, work together in small groups to share their "biases," and brainstorm ideas, resources, and advocacy tools that will be helpful in the school year. The content of the PD is to gain knowledge and remove biases about bilingualism, bilingual students and those who are non-Spanish speaking, and become an advocate for them. English Language Learners and bilingual students come with a repertoire of knowledge transcending language and academics. Educators and Administrators are the ones that need to be prepared to instruct and assess bilingual students with a culturally sensitive teaching approach. The lack of teacher preparation in bilingual education seems to be at the forefront of our schools' misconceptions and biases about bilingual students. Lucas (2010) states that teacher educators today need knowledge and practical ideas about preparing all pre-service and in-service teachers. This task is not only for bilingual or ESL specialists to teach the growing number of students in K-12 classrooms in the United States who speak other native languages other than English. However, providing training resources for educators and administrators and follow-ups as a support measure would be highly beneficial.

During our training session, there will be three parts to address.

Part One: Identifying Our Biases: When I see a bilingual student, what do I see, feel or think.

This introductory section is designed to give participants an overview of bilingualism and the current statistical demographics of bilingual students in our school building. Mellom et al. (2018) argues that mainstream educators must undergo a necessary ideological shift to be adequately prepared to overcome their deficit beliefs and address the needs of bilingual students. This can be done by an exposure to how bilinguals themselves feel about being one. Therefore, I

will share a poem by Alma Flores, "I am Bilingual," that celebrates the gift of being bilingual. This poem is very insightful and works as a reminder that bilingual students are an asset and not a deficit in our school communities. During the poem's presentation, participants will fill out the K_W_L (What I know, What I hear, What I want to learn) chart to share their gains from the video.

Part Two: Place You "in my shoes". How does bilingualism work in the classroom for students that are non-Spanish speakers?

Learning new vocabulary daily is the paramount of literacy education. Participants will engage in an activity that mirrors how it looks like to learn new vocabulary through cognates. According to Colorin Colorado (2019), "Cognates are words in two languages that share a similar meaning, spelling, and pronunciation" (para 1). Cognates also play an important role in students developing vocabulary skills that can be transferred into writing, speaking, listening and reading. However, many cognates are in Spanish to English and vice versa. I will provide each teacher with a page of words in foreign languages and ask them to find a cognate in English. This task will not be easy because, for example, there are no cognates for English in Russian and vice versa. I will also assign teachers into small groups to discuss why some could not find cognates. How did they feel about the exercise? What if they were that student that speaks languages other than Spanish in the bilingual classroom, and this was their daily routine?

This exercise will also be known as "place yourself in my shoes" to appeal to the teacher's level of compassion and cultural sensitivity to students' linguistic needs. I will invite another bilingual teacher, Mary Lou, who speaks Spanish and Italian, to share her experience and perspective of how bilingualism works for students that are non-Spanish as a wrap-up to this activity.

Part Three: Reflection – My Brown Eyes Film. How can educators and administrators advocate for bilingual students that are non-Spanish speaking?

In this last segment, there will be an opportunity for participants to be challenged and be given an opportunity to reframe their goals as educators and administrators. Some scholars believe that educator attitudes can be significantly and positively affected by appropriate training in working with ELLs (Mellom et al., 2018). I will present a short film “My Brown Eyes” and hope that it will accomplish the positive effect mentioned above, on participants.

Background. It is Jhune's first day of school, and he's ready to go with his brand-new yellow sneakers. What Jhune doesn't have, however, are language skills, parental supervision, or any idea of what to expect in an American fifth-grade classroom. His Korean immigrant parents work until late, and he prepares breakfast, packs his lunch, and gets himself ready for school. In the classroom, the well-meaning teacher doesn't know how to deal with the "confused" boy who can't understand or speak English. Jhune's classmates are not welcoming or acquainted with someone of a different culture and language and different foods. Some of his classmates make fun of him on the playground, leading to a brawl that lands him in the principal's office and the principal seems to fail this new entrant and bilingual student. This film is visually and emotionally driven by verbal communication in English and Korean and non-verbal communication as well. It is an excellent resource for teachers' multicultural professional development, teaching students' tolerance, and cultural diversity training as it synthesizes bilingualism, and the goal of a multilingual and multicultural educator.

The shift happened to me when I watched this video. I realized that being an educator of English Language Learners is a daily commitment to respond with kindness, empathy, understanding, and compassion. I think it will help participants to reflect on their current

commitment and perhaps redefine their commitment as educators and administrators. There will be handouts created by me to introduce, explain, inform, teach and challenge educators to re-evaluate their perspectives on bilingual students as well as their own biases, views, and morals. There will be a follow-up activity in which teachers will then be able to write a reflection from the video and connect it to their personal experiences and educator roles.

Reflection questions will be from the student's Point of View (POV) and voice:

- 1- As an educator what are thoughts on my (Jhune's) anticipated first day of school?
(my new pair of yellow sneakers)
- 2- How well the teacher handles the situation in class?
- 3- How well did the Principal handle what happened to my (Jhune) first day of school?
- 4- Was there are scene that spoke to you the most?
- 5- What would you have done differently to help for me (Jhune)?

Ten minutes before the PD's closing, a teacher from every group will share their discussion and reflection. Water and snacks will be provided, and teachers will have a few minutes to catch up with other teachers from other groups.

Intended Outcomes

This PD activity will be an eye-opening experience for educators and administrators. They will be able to grasp an understanding with empathy for bilingual students and those that speak other languages other than Spanish and take a step forward to be an advocate for them. This will help us as a school community to altruistically look at bilingualism and adapt new ways to serve our students.

Chapter 4: Conclusion

The purpose of this research was to identify the linguistic and academic needs of bilingual students that speak other languages other than Spanish and to bring awareness to a new perspective on bilingualism to other educators and administrators. The purpose is to challenge them to become advocates for new literacy instructional and assessment practices to benefit this group of bilingual students. In this Chapter, I will summarize the takeaways from the project. Next, I will discuss the implications for teaching and learning. I will conclude with my concluding thoughts.

Summary

The number of bilingual students in schools across the country is increasing, and thus there is a need to reevaluate the bilingual program approach or produce new instructional and assessment initiatives in the bilingual setting to accommodate students that speak other languages other than Spanish. The goal of bilingualism is “assimilationist and pluralistic” (Baker & Wright, 2021). In the assimilationist view, as people live together under the same culture, many differences among these groups decrease significantly. On the other hand, in the pluralistic view, they remain separate culturally and socially developing an individualist set of values. Bilingual Students that are non-Spanish speakers, even though they are all in the same classroom with other classmates that speak Spanish, they undergo the pluralistic view. Being that instruction is in Spanish and English, linguistically, culturally, and socially they might still feel isolated with an individualist set of values that does not connect well to the rest of the class. Furthermore, two studies compared the outcomes of Bilingual education, which are additive bilingualism and subtractive bilingualism. Additive bilingualism allows for students to maintain their native language and acquire a second language creating a balanced linguistic learning atmosphere. “Subtractive bilingualism promotes the loss of students' first language and culture in the process of acquiring the second language”

(Wright et al., 2021). Bilingual students that are non-Spanish speakers suffer subtractive bilingualism as their native language is not being incorporated into their academic, social, and cultural life while in school, therefore diminishing the positive effects that L1 has in helping to acquire L2.

In a step further, this research helped to analyze closely the different bilingual programs that might be beneficial for bilingual students that are non-Spanish Speakers. Slavin and Chang (2015) review both The Two-Way (TW) or the Dual Language Immersion Bilingual Education is the one student receive classroom instruction in both first (Spanish) and second language (English) simultaneously compared to Transitional Bilingual Education (TBE), in which students learn a new language, and strategically are weaned off to begin learning solely in English and transfer those English language skills into other subjects in mainstream classes. The Immersion Bilingual Program seems to be a feasible option for bilingual students that are non-Spanish speakers. The structure of the curriculum and instruction, and classroom dynamics entails a combined group of English speakers and Spanish speakers learning to speak and write in a second language simultaneously in Spanish and English simultaneously (Kim et al., 2015). This model of instruction promotes language equity in the classroom and as it values students' first language. Furthermore, it supports additive bilingualism in which English as the majority language, never replaces the minority language, and there is an equal linguistic balance, therefore perpetuating the development of bilingualism and biculturalism in the classroom (Baker, 2021 et al). The main constraint when it comes to academic resources and material is the lack of literacy materials for students that speak other languages other than Spanish. Krashen (2015) agrees that the main problem with bilingual education is the absence of books in both the students' first and in second language. Therefore, I was happy to learn that when it comes to literacy materials for instruction

and assessment, authors and writers are creating academic linguistic possibilities to provide reading materials of different genres and written in various languages to also benefit bilingual students that are non-Spanish speakers. This is a step forward into literacy education and a promising steppingstone to the successful reading, writing, speaking, and listening journey of second language acquisition.

Thus, as I described in Chapter 3, professional development would help educators and administrators understand what bilingualism is, the benefits of being bilingual, and the different challenges these students face daily. Indeed, educators and administrators should play their roles as advocates by creating academic support that incorporates students' home language, even at a lower scale, such as reading books in their native language during silent reading time.

Implications of Learning and Teaching

This PD (Professional Development) directly benefits bilingual students, as they will become the recipients of the new strategies and collaborative efforts of teachers and administrators to ensure that they are being considered in the bilingual students' placement process as well as their academics and curriculum at hand. According to Suarez (2017), "Many of these students are simultaneously learning a new culture and education system. They need you to meet them where they are" (para. 3). Furthermore, another way to support bilingual students is through teachers and administrators providing a linguistic and culturally sensitive learning environment to bilingual students. This effort would convey respect for students' home culture, educational norms, and highlight relevance to bilingual education outcomes such as additive bilingualism to speak other languages other than Spanish as well.

After the PD, there will be more awareness of how educators plan their lessons, instruct, and assess bilingual students. Their interactions, discussions, and engagement in a small group

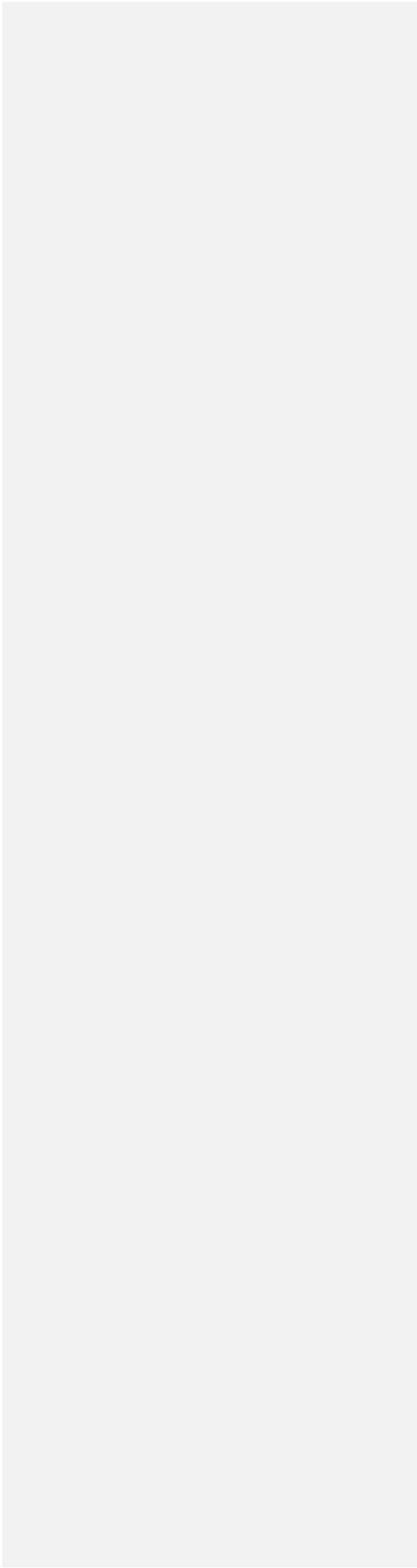
activity during the PD will enhance the need for identification of the needs of bilingual students that speak other languages other than Spanish. The reflective portion of the exercise during the PD will also challenge teachers' and administrators' personal views on bilingualism and bilingual students. Hopefully, there will be more of an advocate approach to the overall bilingual education program for the benefit of those students that do not speak Spanish.

Final Thoughts

Professional Development is an opportunity for teachers and administrators to learn about what bilingualism entails and become informed about the needs of bilingual students that speak other languages other than Spanish. At this time, to improve the effectiveness of the bilingual program would be through collaboration amongst educators. They would glean from what they learned through their engagement in the PD workshop and advocate for a reevaluation of the effectiveness of the bilingual program for this group of students. Furthermore, the practical steps would be to encourage students to take to school a dictionary of English and their native language, as well as other helpful literature printed in their native language to read during silent reading. This step will help students to engage in some ways and to feel that their language and culture are being valued. This addition to the learning environment is additive bilingualism. Potentially there will be a change in how bilingual students that speak other languages other than speak are placed in the bilingual or ENL programs.

In effect, bilingual education is especially important to help students that are English Language Learners acquire a new language using their native language literacy skills. Despite being a multicultural and multilingual educator, I was very enlightened by the research. I have also gained a new perspective on bilingualism and the needs of students that speak other languages other than Spanish, just like me. I can put myself in their shoes and continue to advocate for

reevaluation of classroom placements, instruction, and assessment materials that are culturally sensitive as well.



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Appendix A:

Voice Thread Presentation

<https://voicethread.com/myvoice/thread/20486857/130607206>

Appendix B:**Agenda****Bilingualism to Non Spanish Speaking Students****09/12/22****2:45pm-4:45pm****Presenters: Laida Oddoye/ Mary Lou**

- * Sign in, provide handouts and snack and drinks

2:45pm- Introduction

Objectives: bring awareness to Bilingual Education and the Needs of Bilingual Students that Non Spanish Speaking. Encourage Educators and Administrator to become Advocates.

Part 1- 2:50 pm-3:10pm

- * Introduction and overview on bilingualism.
- * Alma Ada Flores Poem-Bilingual
- * K_W_L Chart Activity (Discussion)

3:30- 3:55- Part 2-Theories, practices, modes of instruction and assessment.**The Role of an Educator**

- * “ They come with Nothing”- Biases
- * Cognates Activity (discussion)

4:00-4:30- Part 3-*My Brown eyes Film.*

- * Reflection

4:35-4:45-Closing Remarks

Appendix C:

Our Guest Today...

Is a poet, storyteller, and educator who has written over 200 books-including poetry, picture books, and novels that draw on her rich multicultural background. Please welcome ...

ALMA FLOR ADA

POEM: Video: <https://youtu.be/WZZTLRlDFso>



Bilingual

Because I speak Spanish
I can listen to *Abuelita's* tales
and say *familia, madre, amor*.
Because I speak English
I can learn from my teacher
and say "I love school!"

Because I am bilingual
I can read books and *libros*,
I have friends and *amigos*,
I enjoy songs and *canciones*,
games and *juegos*,
and I have twice as much fun.

And some day,
because I speak two languages
I will be able to do twice as many things,
help twice as many people
and do, everything I do, twice as well.

© Alma Flor Ada

Bilingüe

Porque hablo español,
puedo escuchar los cuentos de mi abuelita,
y decir *familia, madre, amor*.
Porque hablo inglés
puedo aprender de mi maestra
y decir *I love school!*

Porque soy bilingüe
puedo leer libros y *books*,
tengo amigos y *friends*,
disfruto canciones y *songs*,
juegos y *games*,
y me divierto el doble.

Y algún día
porque sé hablar dos idiomas
podré hacer el doble de cosas,
ayudar al doble de personas
y hacer todo lo que haga el doble de bien.

© Alma Flor Ada

Appendix D:

During the poem's presentation, participants will fill out the K_W_L (What I know, What I hear, What I want to learn) chart to share their gains from the video.

Name: _____

See 	Think 	Wonder 

Appendix E:***PART 1-ACTIVITY 1***

Write an Acrostic poem using any adjectives your heard from the Poem to describe the meaning of word “Bilingual” . Use any adjectives from the poem to describe the benefits of being “Bilingual”(Be Creative)

I AM, I CAN, I HAVE, I ENJOY

B-

I-

L-

I-

N-

G-

U-

A-

L-

Appendix F:**Cognates Activity**

- * **"Cognates are words in two languages that share a similar meaning, spelling, and pronunciation" (Colorin Colorado, 2019).**

*Write Different Cognates for the words below and add 3 more that might come to mind

Spanish	English	French Creole (Markis)	Hindu (Anil)
Fruta	Fruit		
Familia	Family		
Cafeteria	Cafeteria		

Appendix G:

“Reflection”

After watching the short film, please answer the following questions:

1-As a Teacher, what are your thoughts on my (Jhune’s) most anticipated, first day of school?

(My new pair of yellow sneakers)

2-How well did his teacher handle the situation in class?

3-How well did the Principal handle what happened to me (Jhune’s) on my first day of school?

4- Was there a particular scene that spoke to you the most?

5- What would you have done differently to help me (Jhune)?