

IMPLEMENTATION OF TRANSLANGUAGING: AN ETHNOGRAPHY

by

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**IMPLEMENTATION OF TRANSLANGUAGING: AN ETHNOGRAPHY**

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Dissertation approved:

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For the College of Education

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## ACKNOWLEDGEMENTS

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## ABSTRACT

### IMPLEMENTATION OF TRANSLANGUAGING: AN ETHNOGRAPHY

by

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Ed.D., 2021, College of Education

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The purpose of this ethnographic study was to observe and document how one district implemented a translanguaging pilot program. I document how translanguaging was constructed, developed, shared, and implemented with school leaders, teachers, staff, and parents. I provide a narrative overview of the people involved in and setting of the translanguaging pilot project and the five major themes that answered the two research questions that were based on data collected from observations over the 2017-2018 period and interviews with the parents, teachers, principal, and district administrators. Five themes emerged as follows: divergent understanding about translanguaging in the classroom; lack of leadership; lack of communication; parental exclusion; and curriculum, instruction, and student progress. Chapter 5 contains several conclusions, implications, and recommendations because the evidence from the classroom pilot of translanguaging pedagogy in the Spring of 2018 indicated it has great promise as an effective pedagogy for ensuring student bilingualism.

## CHAPTER 1: INTRODUCTION

Students who speak languages other than English in their homes and attend public schools in the Dallas-Fort Worth (DFW) metropolitan area have a perceived disadvantage when compared to students for whom English is their first language. Not only do these students have to learn new grade level content, but they are also having to learn English at the same time. In Texas emergent bilinguals have been and are currently being underserved by the educational system (Valdés, 2001; Valenzuela, 1999) Emergent bilingual students, for whom English is not their first language, must be permitted to access all their linguistic repertoires at school in order to learn and grow. However, for many emergent bilingual students, learning is only assessed and evaluated in the language of English. Even students who participate in bilingual programs may not receive opportunities to test or demonstrate learning in their native languages. Because of these current language restrictions, Texas has classrooms full of students ill-equipped to fully participate to their maximum potential. When all students' languages are actively employed and valued, students can demonstrate their true abilities - ultimately leading to their academic and personal success.

García et al. (2017) encouraged teachers to create opportunities to “effectively leverage students' bilingualism for learning, [because] they can level the playing field and advance social justice” (p. 16). Translanguaging pedagogy can be used for leveraging students' language assets because it represents “a way of thinking about and acting on the language practices of bilingual people” (García et al., 2017, p. vii). Translanguaging as a pedagogy invites students to value what they bring to the classroom and to proudly continue using their complete linguistic repertoires inside and outside of school.

For many years, I was an educator who struggled to help emergent bilingual students as they tried simultaneously to learn English and complex content in the classroom.

Translanguaging was not a pedagogy that was available to me. Therefore, throughout this research, translanguaging represents a socially just and multilingual approach to educating emergent bilingual students. However, there is little empirical research focusing on the implementation of translanguaging in campus and district settings (Duarte, 2020; Y. Freeman, personal communication, February 22, 2017).

### **Statement of the Problem**

Translanguaging is a relatively new concept within the field of bilingual education. García (2009b) supported this transformative pedagogy for leveraging bilingual students' multiple competencies. Otheguy et al. (2015) defined translanguaging as “the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages” (p. 283). Researchers have identified the need to investigate the everyday languaging practices of emergent bilingual students within their communities (Reynolds & Orellana, 2009; Sánchez, 2007; Zentella, 1997) including schools and classrooms (Hornberger & Link, 2012; Martín-Beltrán, 2014). Translanguaging differs from traditional bilingual programs because it is a learning tool that helps educators better understand the negotiations and mediations that bilinguals develop within the communication processes in their multilingual and multicultural classrooms as opposed to seeing them as separate languages (Hornberger & Link, 2012). It allows students to be able “to access academic content through the linguistic resources and communicative repertoires they bring to the classroom while simultaneously acquiring new ones” (Hornberger & Link, 2012, p. 268). Teachers implement translanguaging strategically and purposefully. In addition. The purposes for translanguaging as identified García et al. (2017) are the following:

1. Supporting students as they engage with and comprehend complex content and texts

2. Providing opportunities for students to develop linguistic practices for academic contexts
3. Making space for students' bilingualism and ways of knowing
4. Supporting students' bilingual identities and socioemotional development. (p. 7)

While research suggests that implementing translanguaging in schools would be beneficial for emergent bilingual students, DuFour (2004) noted that implementing change in schools is difficult. The formation of a professional learning community (PLC) is one mechanism to create space for participants to discuss such research and implementation with a “focus on learning” (DuFour, 2004; Hoecker, 2009) that may be helpful in facilitating change. Fullan (2007b) stated that schools are best able to manage change when there is a collaborative work culture. Collaboration is accomplished when PLCs connect “widely” with the external environment, and “deeply” by exploring the fundamental purpose of education (Fullan et al., 2015). Positive traits of PLCs include nurturing a collective inquiry, building a collaborative culture, being action-oriented, committing to continual improvement, sharing a mission, a vision, values, and goals, and focusing on results. Serving as a means to increase student learning and achievement, PLCs can help streamline school processes and improve classroom conditions for students (Hoecker, 2009). PLCs provide a foundation for individuals in an organization to work collaboratively by sharing the workload, finding solutions, and working more efficiently and effectively (Hoecker, 2009). PLCs are not governed by rigid rules and policies strictly dictating how to operate. Therefore, a school can be creative and establish PLC structures that understand and enhance the uniqueness found within distinct schools (Hoecker, 2009). This flexibility inherent in PLCs facilitates their sustainability and adaptation as a school organization evolves. PLC members “find new ways to see things [and] articulate and communicate their vision so others can learn to shift perspectives when needed” (Bolman & Deal, 2008, p. 162). PLCs can

serve as critical forums for important schoolwide discussions, making them ripe venues for examining the implementation of translanguaging.

Collier and Thomas (2004) highlighted the importance of philosophical and theoretical issues that undergird the implementation of school initiatives such as shifting from a traditional bilingual education model to a translanguaging program. If these discussions fail to occur, there is little likelihood of getting “buy-in” from those involved in the implementation. Buy-in is necessary for the planning, implementation, and program sustainability (Freeman et al., 2005; Soltero, 2004) There should also be a focus on the additive linguistic and cultural dynamics when communicating about and implementing translanguaging practices (Collier & Thomas, 2004).

### **Purpose**

In this ethnographic research, I studied the implementation of translanguaging practices in order to find out what factors influence district implementation and how various stakeholders were included and/or excluded from these translanguaging implementation processes. In this work, I documented how translanguaging was constructed, developed, shared, and implemented with school leaders, teachers, staff, and parents in order to better understand the process of a new language pedagogy being implemented. The study design was ethnography because translanguaging was a relatively new approach to bilingual education that could benefit from additional study at an empirical level. This ethnography was designed to provide insight into the implementation of a translanguaging program in order to improve future translanguaging implementation.

This work was necessary because translanguaging was a relatively new approach to bilingual education that could benefit from additional study at an empirical level. This work offered practical significance because implementation practices are crucial to the success of



educational changes in school settings. Learning more about how translanguaging was implemented could benefit educators, parents, and students in classrooms with students for whom English is not their first language.

### **Guiding Questions**

This study was focused on the implementation of a translanguaging pilot program in a North Texas school district. I wanted to know how one North Texas district implemented its pilot translanguaging program. Consequently, this study was based on the following research questions:

1. What factors influence the implementation processes of translanguaging?
2. How are various stakeholders (including administrators, teachers, parents, staff, students) included or excluded from the implementation process?

### **Assumptions and Limitations**

An assumption is something that is taken to be true even though the direct evidence of its truth is either absent or very limited (Pyrzczak & Bruce, 1992). I was not an employee of the district being studied nor did I have control of how this implementation of translanguaging was conducted. Further, I had no role regarding who was invited to participate or in the setting of goals for the translanguaging program's implementation. This means that I was limited in my understanding of many of the elements that drove the change and implementation of the translanguaging program. It also meant that I had to be cognizant of the assumptions or biases I had about what translanguaging is or should be, how implementation should occur, or who should be included in these processes.

One assumption was that I believed translanguaging was a good approach and model, and that the current models of dual language and other methods are ineffective at best and potentially harmful at worst. Translanguaging pedagogy maintains that bilingualism is not the complete

mastery of two or more separate languages but instead is a dynamic and authentic way that bilingual students, families, and communities communicate (Baker, 2001). According to García's (2009a) notion of translanguaging, languages are not separated in the mind of a bilingual person, the bilingual mind is considered a holistic system that uses different linguistic resources in order to communicate. Prior to implementing the translanguaging program, the district operated a dual language program that required a strict language separation as a means to shield the minoritized language, thus not allowing a student to use their whole repertoire of language to excel in school. Many students were rendered mute in this district's current dual language program.

Another assumption was that the implementation process in a school district matters. According to Fullan (2007a), implementing a new program with success requires the establishment of a *shared meaning* which is a balanced vision of what the change represents and coordinated management. Fullan (2007a) suggested that implementation involve using new materials, engaging in new behaviors and practices, and incorporating new beliefs. For new program implementation to be successful for generating the desired student outcomes requires not superficially implementing the program. It is also important that all the stakeholders understand about the *implementation dip* (Fullan, 2007a). Fullan (1982, 2005) described the implementation dip as literally a dip in performance and confidence that occurs while encountering an innovation that requires the development of new understanding and new skills.

A limitation, according to Pyczak and Bruce (1992), is either a weakness or handicap that potentially limits the validity of the results or a boundary to which the study is confined (often called a delimitation). This study was delimited to one campus in one district that was not representative of translanguaging implementation as a whole as it was part of a pilot program. I was limited by my role as a researcher who was also an outsider to the district and campus. I could not reasonably capture all the elements of or reasons behind the translanguaging

implementation decisions made by the stakeholders operating from within the district and the school.

### **Significance**

This work has research significance because translanguaging remains a relatively new approach to bilingual education and this area of scholarship would benefit from additional study. Specifically, research that examines leadership and organizational change around the transition from traditional bilingual approaches to approaches that utilize translanguaging is needed. This work also has practical significance because implementation practices are crucial to the success of educational changes in school settings. Teachers, school leaders, and district bilingual specialists and directors all benefit from practical research that will support their everyday practices in improving education for emergent bilingual students. Understanding of how translanguaging was implemented could benefit future educators, parents, and students in classrooms with students for whom English is not their first language.

### **Defined Terms**

Many of the following terms were used throughout this study and defined here for purposes of this research:

- *Bilingual education* incorporates two languages for instruction to facilitate academic and linguistic achievement in both the native and the second language, or in only the second language. Such programs can be either additive in nature, focusing on maintaining the first language, or subtractive where the focus is on English replacing the first language. Additive programs are often referred to as developmental, maintenance, heritage language, or dual-language two-way immersion. Subtractive programs are known as early-exit, late-exit, or transitional bilingual education.
- *Bilingualism* refers to the ability to use two languages.

- *Biliteracy* is the ability to read and write in two languages.
- *Developmental bilingual education* refers to a model of instruction allowing emergent bilinguals to learn English while maintaining their first language.
- *Dual-language education* is an additive bilingual education model where equal numbers of students from two language groups are integrated for consistent, enriching instruction using two languages. The goal for all students is literacy development in the first and second language, high academic achievement, and a heightened cross-cultural understanding. Dual-language education programs can also be called two-way immersion, two-way bilingual, developmental bilingual education (DBE) or Spanish immersion (Gómez et al., 2005).
- *Early-exit bilingual education* maintains an instructional focus on learning English; maintenance of the first language is not stressed within these programs.
- *Emergent Bilinguals (formally known as English-language learners [ELL])* are students not yet proficient in English. They may also still be referred to as limited English proficient (LEP), second-language learners, and language minority.
- *English immersion* is also referred to as “sink or swim” with the aim of developing proficiency in English, rather than maintaining the L1 or culture.
- *English as a second language* is a program designed to help English language learning students learn English; it may be content based or grammatically based.
- *Heritage-language bilingual program* is an additive language program maintaining the L1 (e.g., maintaining Spanish while English is being acquired).
- *Immersion* is a term for dual-language or two-way immersion where students from two language groups receive academic and linguistic instruction with the aim of accomplishing bilingual, biliterate, and bicultural goals.

- *Language-majority students* speak the official or higher status language, which is typically English in the United States.
- *Language-minority students* speak a language other than English (e.g., Spanish) that does not claim the high status of English.
- *Late-exit bilingual education* refers to a bilingual program that allows emergent bilinguals to continue developing their first language until a certain grade (e.g., fourth, fifth, etc.) even after they have acquired English.
- *Literacy* can be defined as the four components of language arts, (a) listening, (b) speaking, (c) reading, and (d) writing.
- *Maintenance bilingual education* is also known as developmental bilingual education wherein the first language and culture is supported while English is learned.
- *Minority language* usually refers to the language that is used by the segment of the population with less influence or power.
- *Native language (L1)* refers to the first language acquired. It is also known as mother tongue, home language, primary language, first language, or heritage language.
- *Newcomer program* refers to a program that serve migrant students who have resided in the United States for less than 4 years and who are in the process of learning English. These models generally serve older students and for a brief duration.
- *Partial immersion* refers to a dual-language program wherein students receive 50% of their instruction in the new language, which is typically English, and 50% of their instruction in the L1. It is also known as the balanced model or the 50-50 model.
- *Second language (L2)* refers to the new language acquired after the first has been learned. A *second-language learner* is an individual learning a second language.

- *Spanish as a second language (SSL)* refers to Spanish instruction for English speakers.
- *Second-language acquisition* refers to the study of how students learn a second language (L2) additionally to their first language (L1). Although it is referred as Second Language Acquisition, it is the process of learning any language after the first language whether it is the second, fourth or even sixth language.
- *Subtractive bilingual education* is instruction with the purpose of replacing the primary language with the second language, which is typically English.
- *Target language* refers to the language being learned. For ELLs, the target language would be English; for English speakers it would be Spanish or the minority language of the respective dual-language program.
- *Total immersion* refers to a dual-language program that delivers 80% to 90% of the instruction in the first language, which is typically Spanish, and 10% to 20% of the instruction in English. The amount of English instruction increases with each ensuing year; thus, by the fifth or sixth grade, each language receives the same amount of instructional time.
- *Transitional bilingual education* is similar to an early-exit program, with an emphasis on learning English, rather than maintaining the native language.
- *Translanguaging* is “the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages” (Otheguy et al., 2015, p. 283).
- *Two-way bilingual education* integrates English-speaking students and ELLs for academic and linguistic instruction. It is also known as dual language and two-way immersion.

## **CHAPTER 2: LITERATURE REVIEW**

In this review of the literature, I provide an overview of the history bilingual education and specific attention to the current state of bilingual education in Texas. Further, I provide literature around the theory and pedagogy of translanguaging programs. Finally, I present a review of literature regarding organizational change, implementation, and the use of professional learning community as a tool of implementation and change.

### **The History of Bilingual Education**

Bilingual education programs in the K-12 school districts are important, and especially in states, such as Texas, that have a large Spanish-speaking population. Although the United States was founded on immigrants of many nationalities with their accompanying languages and cultures coming together in a new world, the federal government did not officially support bilingual education until 1968 (Moses, 2000). Remarkably, Texas allows schools to use bilingual education to support emergent bilinguals. Throughout the last three decades, Americans' views on bilingual education have swung from an atmosphere of acceptance in the early 1970s to a nation of English-only proponents and then back again to support for bilingual education, but as a commodity for white, English-speaking, middle-class families (Flores & García, 2017; Morales & Maravilla, 2019; Stritikus, 2001).

Bilingual education is not, and never has been, a neutral proposition. The education of linguistically diverse students is affected by immigration, distribution of wealth and power, and the empowerment of students (Cummins, 2000; Heller, 1994). Policy and practice questions are situated in debates surrounding the legitimacy of the language and culture of diverse groups (Ovando, 2003). The movement to eliminate bilingual education has brought these issues to the center of public discourse (Otheguy et al., 2015, p. 306). Ovando (2003) presented the history of bilingual education into four distinct periods: Permissive, Restrictive, Opportunist, and

Dismissive. Language ideology in the United States has changed based on historical events (Crawford, 1999, 2000).

### **The Permissive Period**

The permissive era extended from the 1700s through the 1880s. According to Kloss (1998), during this time period, an extensive number of immigrants held onto their native language for religious services, newspaper, and schools. Havighurst (1978) calls Defensive Pluralism when they formed communities around their languages, culture and religion. During this period, many states passed laws about bilingual education. Hakuta (1986) stated that some states had laws that protected non-English education, especially with regards to the German language. There was a lot of legislation that was put in place that furthered assimilation rather than promote bilingualism (Ovando, 2003). During this time period the government was okay with students learning German so that they can better assimilate to the new country.

### **The Restrictive Period**

The restrictive era extended from 1880s through the 1960s. It is in the 1880s that many repressive policies began to appear. According to Ovando (2003), such policies were meant to “civilize” Native Americans and keep them on their reservations. It is described as a restrictive time for immigrants and the diverse languages spoken. In 1889, Illinois and Wisconsin adopted the American Protective Association that promoted English-only education. Ovando (2003) stated that throughout U.S. history, any proposals to allow any type of bilingual accommodations incited a practical objection: “If we do it for one group, we will have to do it for all” (p. 6). World War II incited new legislation around language instruct. During this anti-German period, schools moved away from teaching German and converted formerly bilingual German schools into monolingual English schools. It is during this time that speaking German was seen as un-American. Between 1918-1920, the Board of Education promoted bills that would match state



money for teaching English to the “natives.” Kloss (1998) noted that in 1923, 34 states had executed English-only education policies. When students failed in these types of programs, the blame was placed upon the students’ culture or native language. Crawford (1999) described the language politics of the time in the following way:

As Americanization took a coercive turn, proficiency in English was increasingly equated with political loyalty; for the first time, an ideological link was forged between speaking good English and being a ‘good American.’ ...The goal was explicitly stated; to replace immigrant languages and culture with those of the United States. (p. 26)

### **The Opportunist Period**

The Opportunist period was between the 1960s to the 1980s. According to Ovando (2003), this time period marked a “rebirth” of bilingual education. Many policies on civil and linguistic rights were executed as a result of this, such as the 1964 Civil Rights Act. Also enacted was the 1965 Immigration act that revoked the Naturalization Act of 1906. This caused for many Latinx Americans and Asians to immigrate to the U.S. This change in demographics caused the U.S. classrooms to suddenly become populated by many students who spoke a language other than English.

Bilingual education was also catapulted by Fidel Castro’s Cuban Revolution of 1959. Many educated Cubans that were exiled arrived in Florida and wanted their children to maintain their Spanish language. In 1963, the Cuban community established a known successful bilingual program at Coral Way Elementary in Dade county (Ovando, 2003). This bilingual program was said to have been successful because of the well supported community surrounding it, the well-educated professional parents of the students attending, the availability of Cuban teachers in the area, and the federal assistance funds available through the Cuban refugee Act (Gonzalez, 1975; Ovando, 2003). According to R. Ruiz (personal communication, 2012), Coral Way established a

benchmark for future models (e.g., two way) of bilingual education for Spanish speakers in the United States.

In 1968, the U.S. enacted the Bilingual Education Act (Title VII of the Elementary and Secondary Education Act) to monitor the education of emergent bilinguals (as cited in Ovando, 2003). Crawford (2000) stated that this was passed without a single dissent during that time period. This became the first federal legislation aimed at supporting the education of emergent bilinguals. Porter (1998) reported that a Texas senator filed the bill stating, “It is not the purpose of the bill to create pockets of different languages through the country ... but just to make these children fully literate in English” (para. 1). The act lacked clear verbiage on what exactly it was intended to do. Initially many school districts accepted the funds but did not use it for addressing the needs of emergent bilinguals (Ovando, 2003).

It is with the 1974 landmark supreme court case of *Lau v. Nichols* that the face of bilingual programs began to evolve and change, it required schools to provide “meaningful instruction” to emergent bilinguals. According to Hakuta (2011) the U.S. Supreme Court, ruled that “there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education” (p.163). The important takeaway points were that students with limited proficiency in English became a protected class, that for these students the same treatment did not constitute equal treatment, and that schools bore an affirmative obligation to address both the language and curricular needs of those particular students (Hakuta, 2011, p.163). Another important case that followed was *Castaneda v. Pickard* in 1981. According to Ovando (2003) this continued what *Lau v. Nichols* started. This decision required instruction for emergent bilinguals going forward to be supported by sound educational theory, that it was adequate resources and personnel, properly implemented, and was checked regularly for

effectiveness (Ovando, 2003). It is during this era that many districts were able to establish a broad range of bilingual and English as a second language programs. It was through federal legislation, court cases and many grassroots community movements that many language policies were created to meet the needs of emergent bilinguals.

### **The Dismissive Era**

The dismissive era for bilingual education is from 1980s to present day. It is an era that went against all that was gained for bilingual education during the previous 20 years. It is during the 1980s that the battle against bilingual education gained strength (Ovando, 2003). In 1981 President Ronald Reagan stated, “It is absolutely wrong and against American concepts to have bilingual education program that is now openly, admittedly dedicated to preserving their native language and never getting them adequate in English so they can go out into the job market and participate” (Crawford, 1999, p. 53). During this time a shift of funding for English-only programs were implemented and a weakening of bilingual education programs began.

Many political activists across the United States began to appear and push for anti-bilingual movements such as English only, U.S. English and English First (Ovando, 2003). They started questioning how long emergent bilingual students were staying in bilingual education before they were transferred to an all English environment. It is in this time that California voted on passage of Proposition 227 that English should be the primary medium of instruction for emergent bilinguals. The primacy of English for instruction was later reversed in 2016 when Proposition 58 passed.

All of this is the historical background on bilingual education has highlighted how public education practices for teaching emergent bilinguals in the United States and specifically in Texas evolved. The population of Texas is growing and driving the increase is the growth of Latinx population and subsequent growth of their children whose first language is not English.

The Texas Demographic Center's State Demographer indicates that the Latinx population was expected to become the majority population by the year 2024. While this growth did not mean Texas needed to expand the bilingual education program, but it did suggest that the number of students who would benefit from bilingual programs was growing (Pulte, 2018, p. 4).

### **Bilingual Education in Texas**

Bilingual education is important in the state of Texas because of its high numbers of Spanish speakers. According to Pulte (2018), in 2017-2018 school year 5,399,682 students were enrolled in Texas public schools and among those 1,015,372 were identified as English learners with 525,331 enrolled in bilingual programs and 490,641 English as a second language students. This increase in numbers bring many implications that must be discussed. Bilingual education is important in Texas because of the high number of Spanish speakers. Texas law, unlike laws in other states, such as California, authorized the use of bilingual programs in order to help English learning students. Having an effective bilingual program is important because they help students develop language and literacy in two languages. Moore et al. (2104) stated that the benefits of literacy are cognitive, economic, and social.

In long-term research over the period of 30 years, Collier and Thomas (2007) demonstrated significant achievement for bilingual learners participating in bilingual programs that especially value the students' first language as well as the target language. Many of the states are moving away from this researched practice and it is very concerning for our emergent bilingual students. As the Texas Latinx population increases, policy-makers and school districts must put effort into developing instructional practices to better support the needs of bilingual learners and their changing needs. Translanguaging is a pedagogical practice that faces these changes and allows students to ride *la corriente* (i.e., the current) operating between multiple languages.

## **Translanguaging and Bridging**

Translanguaging differs from traditional bilingual programs because it is a learning tool that helps educators better understand the negotiations and mediations that bilinguals develop within the communication processes in their multilingual and multicultural classrooms as opposed to seeing them as separate languages (Hornberger & Link, 2012). It allows students to be able “to access academic content through the linguistic resources and communicative repertoires they bring to the classroom while simultaneously acquiring new ones” (Hornberger & Link, 2012, p. 268). Translanguaging is different from the dual language models typically used in Texas and other schools throughout the United States. An aspect of bilingual education that has some association with translanguaging is bridging. Both those constructs are discussed to ensure clarity about the nature of translanguaging pedagogy.

### **Translanguaging Pedagogy**

Translanguaging, particularly as described in García and Lin (2017), represented a relatively new concept discussed in the field of bilingual education. Otheguy et al. (2015) represented translanguaging as “the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages” (p. 283). Translanguaging is different from the traditional bilingual programs because it is a learning tool that helps educators better understand the negotiations and mediations that bilinguals develop within the communication processes in their multilingual and multicultural classrooms as opposed to seeing them as separate languages (Hornberger & Link, 2012). It allows students to be able “to access academic content through the linguistic resources and communicative repertoires they bring to the classroom while simultaneously acquiring new ones (Hornberger & Link, 2012, p. 268). Translanguaging

pedagogy is planned by the teacher inside the classroom so that emergent bilingual students benefit from their whole linguistic repertoire (Cenoz, 2017).

García (2009b), as a vocal proponent of a transformative pedagogy for leveraging bilingual students' multicompetence, promoted the use of translanguaging. García et al. (2017) developed their translanguaging pedagogy as a direct response to the need to prepare preservice teachers in K-12 teacher education programs and current inservice teachers, administrators, and district leaders who often use very outdated policies and concepts of bilingualism. For example, in the bilingual programs across the state of Texas, an inherent monolingual ideology toward emergent bilingual students has been ongoing (García & Wei, 2015; Valdés, 2005). García et al. (2017) accentuated that “taking a translanguaging stance means viewing students’ dynamic bilingualism as an advantage, rather than as a problem to be solved” (p. 118). García et al.’s book is currently being used in many districts’ professional development programs targeting bilingual educators across the United States as they seek to move from a monolingual ideology to a more flexible biliteracy model because they used their book to teach “educators and researchers to see a clearly articulated translanguaging pedagogy in practice” and “provide the foundation for teachers and researchers to gather empirical evidence in translanguaging classrooms” (p. xiii).

García et al. (2017) promote translanguaging as a social justice issue that requires educators to undergo a major shift in their stance toward bilingual education. They explicate with a deeper explanation translanguaging pedagogy’s theoretical foundation and purpose. There is a translanguaging classroom framework that teachers can follow (Figure 1). In this framework, “the translanguaging classroom is built by weaving together the two dimensions[of] the students’ linguistic performances and the teacher’s pedagogy. It is the translanguaging corriente that creates the dynamic flow, the movimiento, between these two dimensions” (p. 25). García et al.

(2017) use a helpful metaphor of “translanguaging corriente” within the classroom framework that portrays the distinct flowing of cultural and linguistic practices with emergent bilinguals in the classroom. They represent translanguaging progressions as dynamic and show a method of what emergent bilingual students can do with language.

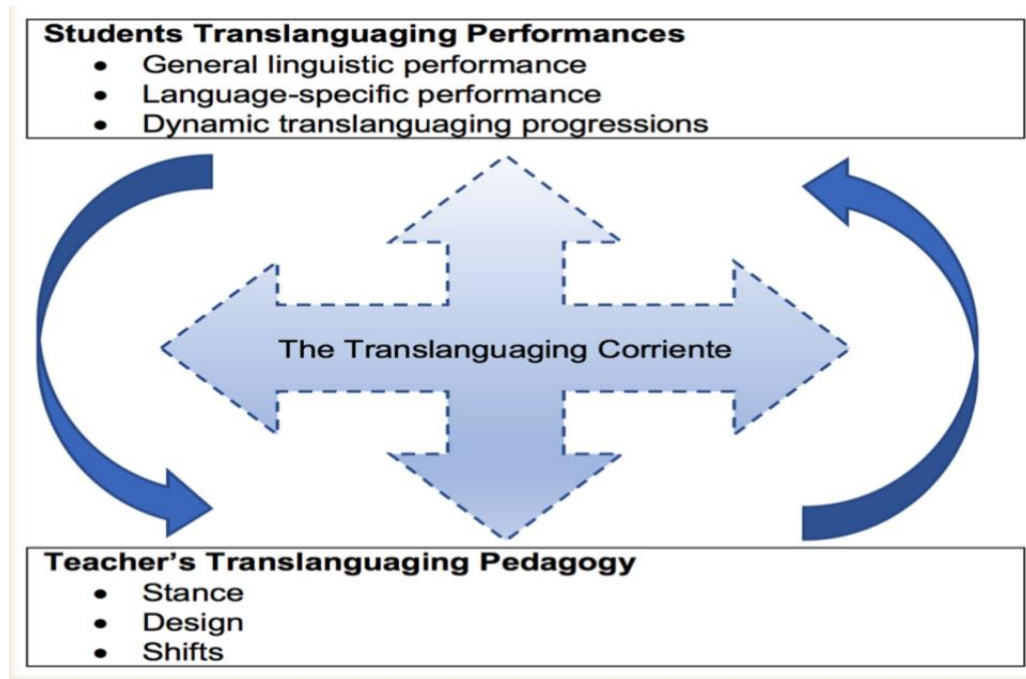


Figure 1. Translanguaging classroom framework (García et al., 2017).

Additionally, there are three strands of the translanguaging classroom (García et al., 2017), as shown in Figure 2. García et al., (2017) identified the three strands that make up the translanguaging classroom as the stance, the design, and the shift. The translanguaging stance is the “the philosophical, ideological, or belief system that teachers draw from to develop their pedagogical framework” (García et al., 2017, p. 27). The idea that the language practices, together with the family, community, school, as well as the teacher and student are all *juntos* “together”; they work together on this stance in the translanguaging classroom. The second strand involves the design of the translanguaging classroom that “intentionally connects bilingual

students' home and community language practices and identities deemed appropriate for school settings" (García et al., 2017, p. 61).

The final strand involves the shifts as "those unplanned moment-by-moment decisions that teachers make in response to the flow of the translanguaging corriente in their classrooms" (García et al., 2017, p. 77), because the teacher must be quickly able to shift or adjust to bring in other tools, such as online translation tools, other classroom students, stories that students can relate to, or even in moments of misunderstanding students talking to one another using their own language practices when needed to help fellow students make meaning. Together, also known as *juntos*, the stance, the design, and the shifts in the classroom make up the three strands of translanguaging pedagogy as defined by García et al. (2017).

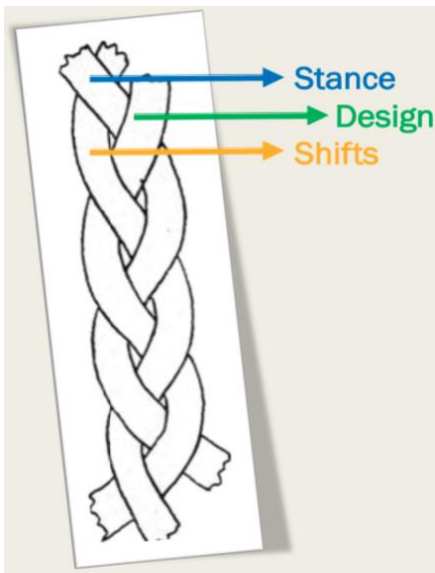


Figure 2. Three strands of the translanguaging classroom as stance, design, and shifts.

### **Bridging**

Bridging occurs when multilingual students are able to recognize, understand and articulate the differences and similarities between their languages they will be able to reach a higher level of language development in both. Bridging represents:



The instructional moment when teachers purposefully bring the two languages together, guiding students to transfer the academic context they have learned in one language to the other language, engage in contrastive analysis of the two languages, and strengthen their knowledge of both languages. (Beeman & Urow, 2013, p. v)

In programs that include bridging, a departure from the previous model requiring the strict separation of language in the classroom to a more strategic separation of languages occurs (Escamilla et al., 2014; Thomas & Collier, 2012). The teachers who apply bridging during classroom instruction continue to maintain the strict language of instruction during the literacy and content instruction. Bridging does not allow for any organic flow between the two languages during instruction (Beeman & Urow, 2013).

### **Translanguaging Versus Bridging**

There are major differences between the conceptualizations of translanguaging pedagogy and bridging for biliteracy. Translanguaging allows for a more flexible biliteracy model. However, Beeman and Urow's (2013) bridging shares many characteristics with the traditional separation of the languages model. Bridging allows students to compare and contrast under a framework of contrastive analysis between the two languages. Even though the instruction is in either L1 and L2 language, the students can bridge between the two languages even though this is a separation model instructionally. Even in bridging, instruction occurs in two autonomous languages, and a bilingual student is seen as two monolingual students within one individual (García & Sylvan, 2011).

Alternatively García (2009a), translanguaging conceptualizes multilingualism as dynamic or a more flexible biliteracy model. "Dynamic bilingualism sees the complex bilingual language practices as both the center of how language practices occur and the goal for communication in an increasingly multilingual world" (García & Sylvan, 2011, p. 388). García and Lin (2017)

explained that teachers have difficulty accepting translanguaging because of the strong tradition of language separation ideologies. Bridging is more palatable to teachers in the current state of bilingual programs in Texas than the more flexible model of biliteracy that translanguaging pedagogy offers (Beeman & Urow, 2013). These contrasting characteristics between bridging and translanguaging suggest there is a great need to investigate the everyday languaging practices of emergent bilingual students in school communities (Reynolds & Orellana, 2009; Sánchez, 2007; Zentella, 1997) and students' classrooms (Hornberger & Link, 2012; Martín-Beltrán, 2014).

### **Theories of Change Processes and Learning Communities**

The implementation of a new program in education, whether at the district level or school levels requires a knowledgeable team of leaders, a well-articulated plan, and a vision shared with all involved (Senge, 1990). When a district implements a new program, a change to the school system occurs. There is a need to understand theories such as learning organizations (Senge, 1990), change processes (Fullan, 2005), and learning communities (DuFour, 2004; Hoecker, 2009) in the ethnographic study of how a district implemented a pilot translanguaging program. This section addresses the theories of change processes, learning communities and leading change. Further, the importance of an organization being learning oriented, creating professional learning community, and being able to implement steps to successfully make a change is discussed.

### **Organizational Change**

For an organization to initiate change, it is important that they become learning organizations. According to Senge (1990), learning organizations are places in which “people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspirations are set free, and where people are

continually learning how to learn together” (Senge, 1990, p. 3). Senge promoted the importance of better understanding how organizations learn. When an organization, such as a school, engages in continuous inquiry it is better able to know what is needed to be able to meet the demands of a given change. Senge (1990) mentioned that educators need to combine thinking and acting at all levels and educational leaders need to increase versatility among staff in order to implement any real change in an organization. Change and learning go hand in hand and that without any learning, there can be no real change (Senge, 1990).

Senge (1990) described the group application of building a shared vision in which all are committed to long-term outcomes, and team learning in which “thinking together” happens. The discipline of team learning starts with dialogue in which the members of a team express the capacity to suspend their assumptions and to enter a genuine thinking together (Senge, 1990). In this study of the piloting of a translanguaging program, the group members’ real interest toward moving the district’s bilingual education program forward determined the change’s success or lack of success. The translanguaging implementation participants’ real interest to educate fully all the stakeholders including teachers, staff, and parents about the pedagogy of translanguaging and be able to discuss the misconceptions affected the program’s effectiveness. In this ethnography I observed to learn if the school district could “tap people’s commitment and capacity to learn at all levels” (Senge, 1990, p. 4) while implementing the pilot translanguaging program and if the involved people would truly be open to training all levels of staff.

Senge (1990) had a special interest in the focus of decentralizing the role of leadership to enhance the capacity of all people to work productively towards a common goal. He believed that leaders are turned into teachers and stewards as they gain a new set of skills and knowledge. Senge supported the idea of a leader becoming a steward and being able to look beyond the

current reality of the bilingual program currently in place. Another theory I applied during the study was Fullan’s (1982, 2007a) change theory.

### **Change Theory and Implementation**

The idea of change theory is a powerful lens to use with the implementation of a translanguaging program. Fullan has been developing a framework to better understand the dynamics of ‘meaningful’ educational change (Fullan, 1982, 2007b). According to Fullan (2007a) a successful change implementation requires the formation of some type of a ‘shared meaning’, a balanced vision of what the change embodies and coordinated management of its implementation. Fullan and Stiegelbauer (1991) identified three area of the major factors affecting implementation of a programs as characteristics of the intended change, local characteristics and the external factors (government and other agencies). As seen in Table 1, they also identified the different stakeholders in local, and federal and governmental levels and further identify “characterizations” of change to each stakeholder and the issues that each stakeholder should consider before committing a change effort or rejecting it (Fullan & Stiegelbauer, 1991). Fullan (1999) advocated for the importance of the recognition that the educational change process is complex and messy. To deal with such complexity is not to try to manage the change happening, but rather to guide it.

Table 1

#### *Characteristics and Factors of Change According to Fullan and Stiegelbauer (1991)*

Characteristics of Change	Local Factors	External Factors
<ul style="list-style-type: none"> <li>• Need of change</li> <li>• Clarity about goals and needs</li> <li>• Complexity: the extent of change required to those responsible for implementation</li> </ul>	<ul style="list-style-type: none"> <li>• The school district</li> <li>• Board of community</li> <li>• Principal</li> <li>• Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Government and other agencies</li> </ul>

- 
- Quality and practicality of the program
- 

### **Professional Learning Communities**

One way of creating space for participants to discuss research and implementation is by creating a professional learning community (PLC) with a “focus on learning” (Hoecker, 2009). Fullan (2007b) stated that schools that are best able to manage change are those with a collaborative work culture. Collaboration is accomplished when designing PLCs that focus “wider,” by connecting with the external environment, and “deeper,” through exploring the fundamental purpose of education. Positive traits of PLCs include nurturing a collective inquiry, building a collaborative culture, being action oriented, committing to continual improvement, sharing a mission, a vision, values, and goals, and focusing on results. Serving as the means to increase student learning and achievement, a PLC navigates through a school institution, streamlining its processes and making the work of school “work” for its students (Hoecker, personal communication, October 10, 2010). PLCs provide the flexibility needed within schools in the 21st century. Bolman and Deal (2008) reported that change has affected organizations more in the last decades of the 20th century than in the prior 100 years, and this change includes the change that has affected schools. These internal and external factors related to change seem daunting when dealt with in sequestered ways. PLCs provide a foundation for individuals in an organization to work collaboratively by sharing the workload, finding solutions, and working more efficiently and effectively (Hoecker, 2009). PLCs are not governed by rigid rules and policies strictly dictating how to operate, therefore a school can be creative and establish PLC structures that understand and enhance the uniqueness found within distinct schools (Hoecker,

2010). This elasticity of PLCs allows for sustainability and adaptation as a school organization evolves. Such as a change from the traditional dual language program to a more innovative translanguaging program

In a fast-paced society with ever-changing ideas, thoughts, and beliefs, PLCs are sustainable no matter how trends affect educational practice. Key components of them mentioned by Hoecker in a personal communication include “involve all stakeholders, communicate, shared leadership, professional development and renewal, and ownership” (October 10, 2010). By following these guidelines, leaders within PLCs can “find new ways to see things [and] articulate and communicate their vision so others can learn to shift perspectives when needed” (Bolman & Deal, 2008, p. 162). PLCs can serve as the forum for these conversations and a place to process implications of any decision no matter the education idea or trend being discussed, making this an ideal forum for the examining of the translanguaging program being implemented.

Collier and Thomas (2004) state that it is important to talk about the philosophical and theoretical issues in the implementation to the individuals involved at all levels, including parents, teachers, administrators, community members, and even the school board when there is a change from a remedial program to an enrichment program, such shifting from traditional bilingual education models to a translanguaging program. If this type of communication does not occur, there is little likelihood of getting “buy-in” from those involved in the implementation. Buy-in is necessary for the planning, implementation, and program sustainability (Freeman et al., 2005; Soltero, 2004). There should also be a focus on the additive linguistic and cultural dynamics when communicating about and implementing translanguaging practices (Collier & Thomas, 2004). For these reasons, it was important to understand the communication surrounding implementation practices and to gather the perspectives from many different participants, such as teachers, parents, and administrators, in this implementation process.

## Theoretical Framework

Those implementing a translanguaging program needed to build a shared vision with all the stakeholders, including both staff and the community, and cultivate a systemic pattern of thinking (Senge, 1990). A rationale for implementing translanguaging is that it allows multilingual students an advantage within their system because it promotes a more thorough understanding of content, it helps multilingual speakers in developing the weaker language and it fosters home to school relationships. The school district may find that the implementation of a translanguaging pedagogy may ease the tension of how the staff improves English language instruction for its students. As seen in Figure 3, a school district in the process of implementing a translanguaging pedagogy may benefit from Senge's theory of developing a learning organization as well as Fullan and Stiegelbauer's (1991) implementation theory.

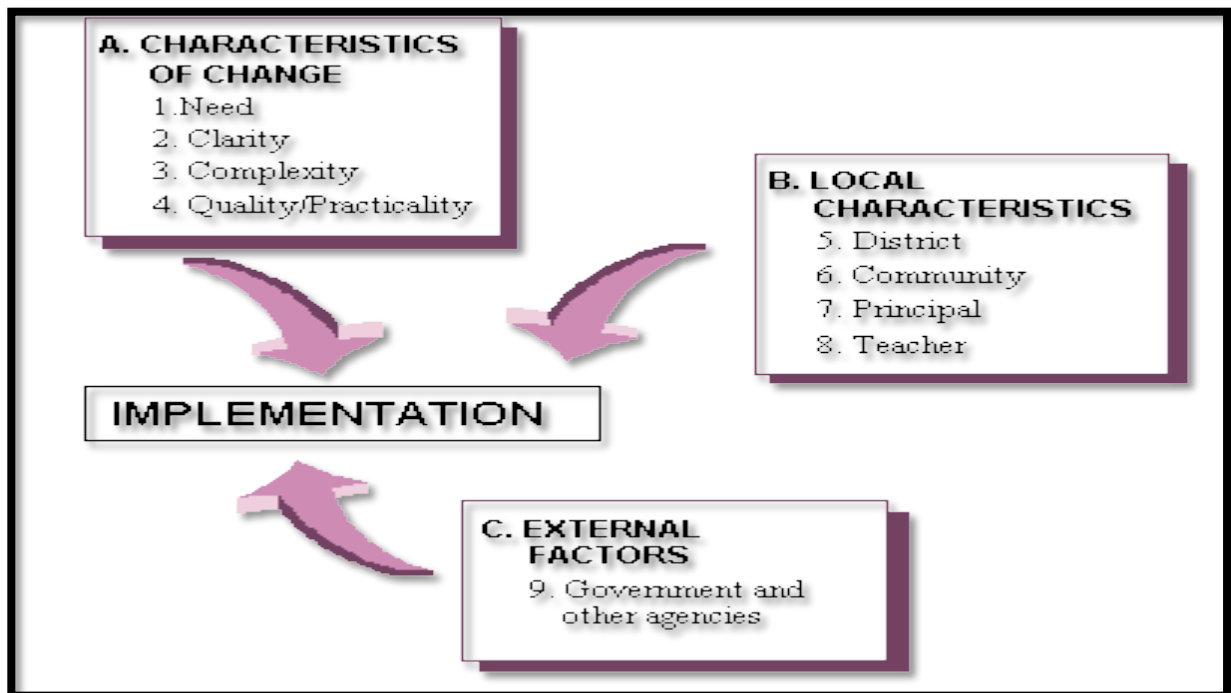


Figure 3. The implementation theory by Fullan and Stiegelbauer (1991).

### **CHAPTER 3: RESEARCH DESIGN**

The purpose of this ethnographic study was to observe and document how a district implemented a translanguaging pilot program in order to better understand the implementation process and to gain perspective on how to best implement translanguaging on other campuses or in other districts. In accordance with ethnographic qualitative methods, I plan to employ observations, interviewing, and examination of artifacts such as field notes, pictures, lesson plans. Glesne (1999) noted that “the researcher becomes the main research instrument as he or she observes, ask questions, and interacts with research participants” (p. 5). I documented how the information on translanguaging is constructed, developed, shared, and implemented with school leaders, teachers, staff, and parents. A better understanding of these processes could better inform educators or parents that have interest in implementing translanguaging on their campuses or districts.

This work is significant because translanguaging is a relatively new approach to bilingual education that would benefit from additional study. This work also has practical significance because implementation practices are crucial to the success of educational changes in school settings. Learning more about how to better implement translanguaging could benefit educators, parents, and ultimately students in this process. During the course of this ethnography, school leaders, teachers, staff, and parents involved in translanguaging pilot program were observed and interviewed within a north Texas school district. The sample consisted of the initial group of district- and school-level leaders, teachers, staff, and parents involved in this pilot program. Consent was obtained from all those involved in the translanguaging pilot program implementation (see Appendix B). The chapter has an outline of the research questions, described the research design of this study, explains the sample selections, describes the



procedure used in designing the instrument and collecting the data, and provides an explanation of the procedures used to analyze the data.

### **Qualitative and Ethnographic Methods**

I selected a qualitative design for this because I wanted the participants, namely, the administrators, teachers, and parents to share their views on and experiences with the implementation processes of the translanguaging program. Qualitative research involves the study of people's lives in real world experiences and conditions (Yin, 2015). Qualitative researchers are interested in understanding how people interpret their experiences and what meaning they attribute to those experiences (Merriam, 2014).

According to Van Maanen (1988), "ethnography is a written representation of a culture (or selected aspects of a culture). It carries quite serious intellectual and moral responsibilities, for the images of others inscribed in writing are most assuredly not neutral" (p. 25). Ethnographies can provide new understanding about human conduct and how judgments and choices are made the implementation of a program. An ethnographic approach was selected to develop and present the complexities of implementing a translanguaging program while also drawing attention to the cultural values and interactions between participants. The ethnographic design allowed for better understanding and presenting how a local school district used a professional learning community (PLC) to pilot a translanguaging program at two local schools. This approach provided a more in-depth investigation on the specific ideas and actions of participants in the implementation process. An ethnographic design allowed for using the rich data to tell an important story. This narrative style was recommended to better present the findings of a longitudinally structured, participant observer research project (Bruner, 1997; Glesne & Pugach, 2018).

Ethnography also provided a structure for researching how parents or other stakeholders are included or excluded from the conversations and processes of program implementation. Ethnography required that I, as the researcher, would interact with participants in their own social settings and record everyday events in the lives of the participants. This type of research allowed for emphasizing my status as a participant-observer (Emerson et al., 1995). I collected data through observations recorded as field notes, interviews transcribed for analysis, and other artifacts (such as handouts, website information, or other similar types of data). I observed participants as they participated in the PLC-book study sessions, parent meetings, and other similar events. I directly observed the implementation of the pilot translanguaging program at the school district to facilitate the composite telling of administrators', teachers', and parents' in-depth, rich stories about the implementation of a new translanguaging program including its benefits and downfalls. This study was conducted with approval from the Institutional Review Board and NTISD, and details of study protocols are available in the appendices.

### **Research Questions**

This study was focused on the implementation of a translanguaging pilot program in a North Texas school district. I wanted to know how one North Texas district implemented its pilot translanguaging program. Consequently, this study was based on the following research questions:

1. What factors influence the implementation processes associated with the translanguaging program?
2. How are various stakeholders (including administrators, teachers, parents, staff, students) included or excluded from the implementation process?

## **Data Sources and Data Collection**

According to Yin (2015), using multiple sources of evidence for a study is a key principle in qualitative data collection. This ethnographic case study was conducted with data collection through interviews, observations, field notes, and artifacts. Each source of data is explained.

### **Interviews**

Merriam (2014) stated that qualitative research focuses on process, meaning, and understanding, while the researcher becomes the instrument of data collection and analysis. The interview is a major source of the qualitative data needed in order to understand the phenomenon that is being studied (Merriam, 2014). I performed interviews to learn about the perceptions, beliefs, experiences, thoughts, feelings, and relationships (Weiss, 1995) of the individuals involved in or associated with the implementation of the translanguaging program. In this study, I conducted semi-structured interviews guided by a set of questions and issues to explore with 11 participants (who are described in Chapter 4), and the questions on the guide did not require that I asked them with exact wording or in a predetermined order. I did ask questions that allowed for ascertaining their understanding of translanguaging when applied in the classroom and their perceptions, beliefs, experiences, thoughts, feelings, and relationships (Weiss, 1995). Appendices D and E provide the guides used during the interviews.

All interviews were audio recorded. I conducted the interviews in the language of the participants' choosing. After each interview, I wrote a summary of the interview to describe attitudes, feelings, and other nonverbal cues given by the participant. I conducted the interviews beginning in Spring of 2018. Each interview lasted approximately 45 minutes. All interviews were audio-recorded and transcribed. I am also bilingual with fluency in both Spanish and English and could conduct interviews, interpret, and provide written copies of the questions in

both languages as necessary. After transcription, interviews were member-checked with each participant so they could clarify any responses and ensure the accuracy of the transcript.

### **Observations**

Observations were another important source of data used in this study. Yin (2015) stated that observations are invaluable because they allow researchers to see the phenomenon being studied through your own eyes. Observations are considered primary data. I observed activities such as PLC meetings, PTA meetings, translanguaging meetings, PAC meetings, classroom observations, and even mundane activities such as arrival and dismissal times at the school to capture the school culture and develop a richer understanding of the school context. All observations were unstructured in that no restriction was placed on what could be observed and noted. This lack of structure allowed me to observe and collect data when an activity was occurring and not rely on people's willingness to provide information. This format allowed me to directly observe people's interactions with each other rather than depend on what they said about what they believe they do (Yin, 2015).

### **Field Notes**

I utilized field notes as another main source of data for this study. "Field notes are accounts describing experiences and observations the student researcher has made while participating in an intense and involved manner" (Emerson et al., 1995, pp. 5-6). I ensured that these written accounts of experiences and observations were highly descriptive to capture the event, dialogue, and the overall sense of the activities observed such as the book study PLC meetings, parent meetings, and other campus events related to translanguaging. I began collecting field notes in January 2018 during the book study PLC sessions, and I continued to collect them throughout the study.

## **Artifact Collection**

Artifacts (or field texts) can be understood to be texts or other information created by the participants and researchers to represent aspects of the field experience. Some documents that eventually become field texts may have been created prior to the inquiry, or even during the inquiry but for a different purpose. Data of this sort becomes an artifact or field text when it becomes relevant to the inquiry (Clandinin & Connelly, 2000, p. 413).

I collected artifacts that related to how translanguaging was implemented and how this process was communicated to teachers, families, and the broader community. I collected and organized documents, such as meeting minutes, online communication, handouts (from meetings or letters home to parents), and campus or district information (shared as documents or on websites). When teachers began implementing translanguaging, I collected teacher lesson plans for translanguaging in the classroom.

Though I initially followed a linear plan for data collection, the fluid and evolving nature of the ethnographic design meant that a detailed plan could not completely be planned in advance. Every piece of data collected was potentially important for the study and important to the data collection process. This responsiveness and ability to adapt added to the richness of the data in this ethnography.

## **Context of the Study**

### **District**

I chose this district because of its well planned and implemented bilingual programs on most of its campuses. This district was located in north Texas. According to its website, it was among the largest districts in Texas with a student population of over 80,000 students. Thirty percent of the students were bilingual or emergent bilingual students according to the 2017-2018 annual report.

## **School**

The pilot school was located in one of the wealthier neighborhoods within the district. The 2018 Texas Education Agency report card indicated that the school only had 48% disadvantaged students eligible for free and reduced lunch compared to the district average of 78%. The school website contained pictures of the classrooms dating back to the 1940s. This school had a long history of learning and innovation in education. The same was true during the time this study was conducted at the selected elementary school. I chose this school because of the different language programs available to its students. Additionally, I chose this school because of its proximity to my home. This proximity allowed me to visit the campus frequently and at different times of the day, which was essential to the embedded nature of ethnographic data collection.

### **The Professional Learning Community's Participants**

I selected the participants based on their participation in PLCs. The district designated a group of administrators and teachers to meet in a PLC and pilot the implementation of the translanguaging program at one to five campuses. The pilot school had three active bilingual programs on the campus, suggesting that this translanguaging pilot program was a good fit. The study included teachers, administrators, and parents that were involved with the piloting of a translanguaging program in a local elementary school. I worked with two main pools of participants.

#### **Group A Participants**

Group A was a self-defined sample group comprised of about five or six administrators and teachers involved in the piloting of translanguaging at the local school elementary school. These individuals were part of a book study and PLC focused on understanding and implementing the new translanguaging program. These individuals' perspectives and actions

were important to understand because these people are actually putting translanguaging into practice in the district.

### **Group B Participants**

Group B consisted of three to four parent participants recruited from two existing parent groups. One was a parent group that supported Spanish immersion, and the other parent group supported the dual language program. While neither program focused exclusively on issues of translanguaging, both groups were important spaces for parents to discuss and take action related to issues of language development and acquisition. The parents from the parental groups were selected based on their involvement and connection to the campuses piloting the translanguaging program. I actively recruited parents of children who were students in the translanguaging programs because their perspectives and experiences were particularly critical, especially around issues of communication from school personnel, parental involvement in the implementation process, and parental perspective regarding translanguaging as a new approach to bilingual education.

### **Researcher Positionality**

I was a member of the PLC-book study group as both an observer taking notes and a participant with a distinctive interest in the implementation of the translanguaging program. Even now, I believe without ethnographic research, meaningful stories about complex interactions over a period of time cannot be told. The best stories are those where the storyteller (researcher) has experienced, or at least can empathize with, the phenomenon reflected in the story.

It was my background as a daughter of a bilingual educator, as a previous student in bilingual education, as a parent of bilingual children, as a bilingual educator, and even most important my roles as a team leader of a bilingual program who implemented similar programs

in Illinois that allowed me to genuinely empathize and create a safe space of openness and sharing among the participants. The participants and I shared similar backgrounds and histories. I used the commonalities to make connections with them so they would openly share their stories about the translanguaging pilot program during their interviews as well as during PLC-book study meetings. As an ethnographic researcher, I created a safe space of openness and the participants willingly shared their part of the story regarding the 2017-2018 Translanguaging Project Plan (see Appendix E). The words I gathered in both English and Spanish became a meaningful story that needed to be told (Miles et al., 2014).

### **Recruitment Procedures**

Group A participants were recruited from NTISD's team of teachers and administrators who were already established by the school district to participate in the PLC-book study about translanguaging pedagogy. I was familiar with the members of this group, because I met a couple of the PLC-book study educators at a bilingual education conference prior to joining the PLC-book study group. At the conference, we discussed in-depth what NTISD was planning for implementing a translanguaging program at one elementary school (Smith Elementary). I was readily available to verbally recruit participants. Given the ethnographic nature of my study, the prior relationships and rapport that developed were an asset in recruitment for parents to participate in interviews, in particular. Parents formed Group B.

To minimize influence or coercion, I emphasized that participation was voluntary. Participation in the study was not a requirement of being part of the translanguaging implementation group, and group activities proceeded normally whether or not any one individual consented to participate. Only I knew who consented to participate. Therefore, parents in Group B were free to choose to participate or not.



I recruited the parents as Group B participants at their local meetings and/or gatherings at the involved campuses. I verbally recruited participants at meetings and sent the recruitment email (Appendix A) to those initial parents. I paid particular attention to developing a diverse pool of participants. Because I spoke both Spanish and English, I was able to interview parents in their preferred language and could document field notes and data in both languages of Spanish and English.

### **Procedures for Obtaining Consent**

All study participants were adults over the age of 18. Participation in this study was voluntary, and participants could withdraw from the study at any time by informing me of this decision. No incentives or compensation were offered for participation in this study. I discussed the consent document (Appendix B) and the study procedures with participants prior to obtaining consent. I gave each participant a copy of the Research Information Sheet to keep for future reference (see Appendix C). I also informed them that any and all statements and responses would be held completely confidential. Neither their names nor the name of their school or district were disclosed as part of presenting the findings; further, no participant's actual identity was linked to any particular response because of the use of pseudonyms. Any results were shared by making participant attributions with pseudonyms to disguise the identities of all participants and the school district, school, and geographic location. There was a time limit on requesting data removal of no less than 72 hours of completion of each piece of data. Because I was Spanish-English bilingual, I did interpret or translate interview data and other written documents as needed.

### **Data Analysis**

The multiple sources of data in the form of observations and interviews were triangulated (Yin, 2015) and cross referenced using an analytical framework based on Braun and Clarke's

(2006, 2012, 2013) six phases of analysis in order to organize the information collected for this ethnographic qualitative study. Braun and Clarke's (2006, 2012, 2013) six phase method for thematic analysis allowed for concise analysis. According to Braun and Clarke (2013), thematic analysis is a method used for identifying and analyzing patterns (p. 120). Braun and Clarke's (2006) six phase method for thematic analysis included the six steps listed in Figure 4.

The multiple sources of data that were collected in the 2017-2018 Translanguaging Project Plan were in the form of observations and interviews to ensure triangulation (Yin, 2015). The data derived from multiple sources and formats were cross-referenced using the analytical framework set forth by Braun and Clarke (2006). Braun and Clarke (2006) recommended following six phases of order to organize the information collected in this ethnographic qualitative study. As shown in Figure 4, I used Braun and Clarke's (2006, 2012, 2013) six-phase method for thematic analysis to ensure a concise analysis.

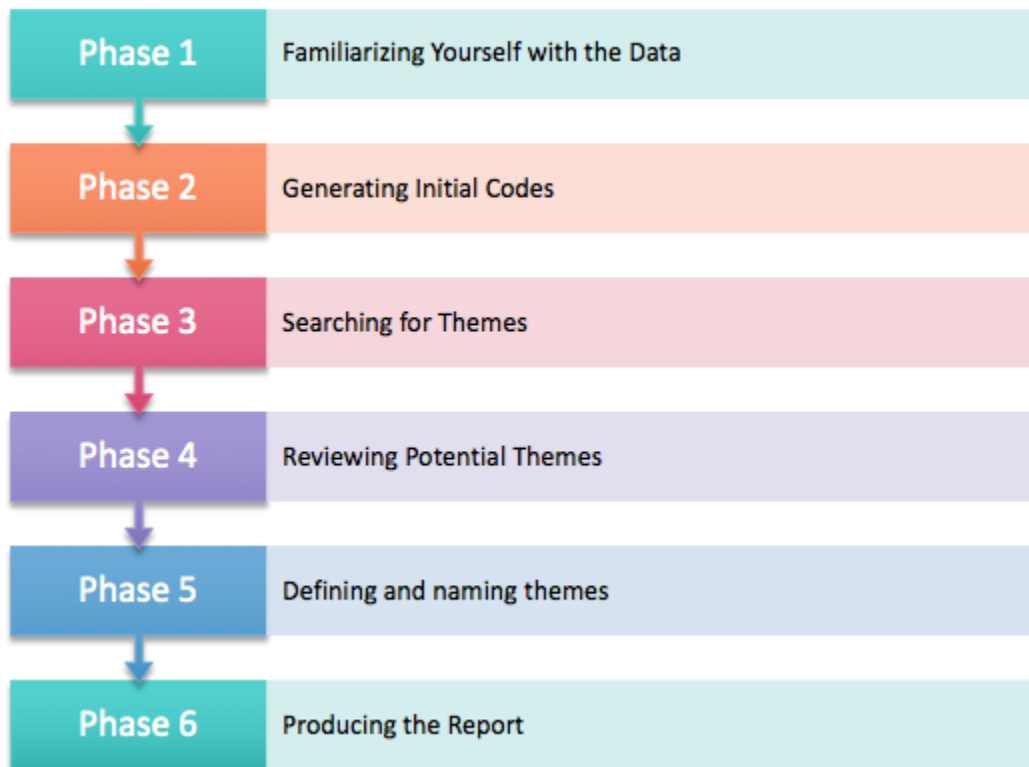


Figure 4. My understanding of Braun and Clarke's (2006) six phase data analysis method.

I read and re-read all the documents, interview transcripts, field notes, and classroom observations to acquaint myself with all the available data. In Phase 2, I began to generate initial codes of all the interview transcripts on aspects of the implementation of translanguaging program. In Phase 3, I began making connections between initial coding from transcribed interviews, field notes, and lessons collected. During Phase 4, I discovered potential categories by triangulating data (Yin, 2015). In Phase 5, I examined the categories that derived in the previous phase in-depth. In Phase 6, I produced the findings while continuing to be engaged in the analysis process for answering my research questions. An important aspect of this model is that data analysis was not required to be linear and could be treated as recursive (Clarke & Braun, 2013). Thus, the Braun and Clarke (2006) method added to the richness and structure of the findings of this ethnographic study.

### **Validity and Ethical Issues**

In order to maintain confidentiality of the participants in the study, I used pseudonyms for the district, school, and participants. All consent forms were provided in both Spanish and English. The school staff signed consent forms. I did receive permission for conducting the ethnography from the school and the school district. The administrators and teachers were always consulted about attending meetings and classroom observation and interview dates. All the interviews were kept in confidence. I treated all participants with respect and courtesy at all times. Participation was voluntary, and participants could withdraw at any point in the study. According to Merriam (2014), all of these aspects allowed for ethical consideration of a qualitative case study.

Yin (2015) stated that a study's validity required data to be properly collected and interpreted so that the conclusions could accurately reflect and represent the subject of the study. In this research, I employed three strategies from Maxwell (2008) in order to enhance the

validity of the study. First, this ethnographic study required my intensive long-term involvement over 2 academic school years. Secondly, the data were rich and included field observations and interviews. Lastly, the data were triangulated in order to collect converging evidence from different sources.

## CHAPTER 4: FINDINGS

In this ethnographic study, I observed and documented how one district implemented a translanguaging pilot program over the 2017-2018 implementation period. I documented how translanguaging was constructed, developed, shared, and implemented with school leaders, teachers, staff, and parents at North Texas Independent School District (NTISD). To present the findings for this study, I first provide a narrative overview of the people involved in this translanguaging work and the setting in which the ethnography occurred. The major themes emerged to reflect those factors that influenced the translanguaging pilot program's implementation process and the ways in which various stakeholders were included or excluded from the implementation process. By telling the story and further analysis of the data, a unique, novel understanding of the process of implementing a translanguaging pilot program and its influences on stakeholders is conveyed.

This chapter is essentially the story of the translanguaging implementation process in this school context presented in chronological order followed by the presentation of the themes that emerged following the data analysis. The stakeholders became the participants in the ethnography, and they are described next to provide context for the setting and chronology of the story that emerged during the observations and interviews that occurred throughout the 2017-2018 school year. After presenting the chronology of the story, the five themes that were discovered based on the data analysis founded on the theoretical framework of Senge's theory of developing a learning organization and Fullan and Stiegelbauer's (1991) implementation theory are presented. The five themes were divergent understanding about translanguaging in the classroom; lack of leadership; lack of communication; parental exclusion; and curriculum, instruction, and student progress.

## **Participants**

The study involved the teachers, administrators, and parents involved with the piloting of a translanguaging program at NTISD during 2017-2018. I worked with two main pools of participants. The Group A participants were the school district staff and educators at the elementary school hosting the translanguaging pilot program. The Group B participants were the parents who participated in interviews and had children in the translanguaging pilot program.

### **Group A Participants**

Group A was a self-defined group of seven educators. Two were NTISD district-level administrators, two were bilingual education coordinators employed in NTISD, one was the translanguaging pilot program's school administrator at Smith Elementary, and two were teachers originally recruited for implementing the 2017-2018 Translanguaging Project Plan at Smith Elementary. Their characteristics are summarized in Table 2. These individuals are part of a book study and professional learning community (PLC) that was focused helping educators gain an understanding of translanguaging pedagogy for implementing the new translanguaging pilot program. These individuals' perspectives and actions are important to understand because these educators were charged with putting translanguaging into practice in the district.

### **Group B Participants**

Group B consisted of four parent participants who were recruited because their children were enrolled in the elementary school's current dual language programming. Three parents originally had children in the school's existing Spanish immersion program, and four parents had students in the translanguaging pilot school's original dual language program that was based on the Gómez and Gómez (2017) model. Three parents ended up having children in the translanguaging pilot program. The parents' program statuses appear in Table 3.

Table 2

*Description of Group A: The School Staff*

Participant by Pseudonym	Position	Years of Experience	Bilingual in English & Spanish
Margaret Flores	Teacher	13	Yes
Sandra Santiago	Teacher	32	Yes
Crystal Bosque	Bilingual Coordinator	21	Yes
Lupe Perez	Bilingual Coordinator	17	Yes
Dr. Michael Grande	Principal	13	No
Mr. Juan Rodriguez	Bilingual Director	12	Yes
Carmen Roman	Executive Director, Bilingual/English as a Second Language Department	22	Yes

Table 3

*Description of Group B: The Parents*

Parent Name*	Student in Spanish Immersion	Student in Dual Language	Student in Dual Language Immersion*	Free Reduced Lunch	Bilingual in English & Spanish
Dr. John Navidad	Yes	Yes	No	No	Yes
Mrs. Michelle Harris	Yes	Yes	Yes	No	No
Mrs. Marilyn Suarez	Yes	Yes	Yes	No	No
Mrs. Maria Blanco	No	Yes	Yes	Yes	Yes

*Note.* \* indicates that Dr. Grande at Smith Elementary assigned the term dual language immersion program to the translanguaging pilot program so the parents only knew translanguaging by the term dual language immersion.

All four parents were involved in the school Parent Teacher Association (PTA) at the elementary school hosting the translanguaging pilot program. While no parent focused exclusively on the issues of translanguaging, all parents had opportunities to discuss and take

action related to issues of language development and acquisition. The parents were selected for participation in the translanguageing pilot program based on their active school and PTA involvement and their connections with the campus that was piloting the 2017-2018 Translanguageing Project Plan. I actively recruited parents of children who were students in the translanguageing pilot program because their perspectives and experiences were particularly critical, especially around issues of communication from school personnel, parental involvement in the implementation process, and parental perspective regarding translanguageing as a new approach to bilingual education. The parent who did not have a child in the translanguageing pilot program was Dr. John Navidad, who was recruited because he had had children in both the Spanish immersion and dual language programs at the translanguageing pilot program's elementary school and was a university professor of education and expert on language development.

### **Setting**

The setting of the ethnography of the translanguageing pilot program was an urban school district in North Texas known in this study as North Texas Independent School District (NTISD). NTISD was selected because of its well-known and long-established bilingual programming that had served the local community for over 50 years. NTISD housed dual language programs that used Spanish immersion and the traditional Gómez and Gómez (2017) model dual-language model of teaching emergent bilinguals. NTISD had more than 60 campuses with the one-way dual language program, and 14 campuses with the two-way dual language model. I purposefully chose the school district because of its accessibility and its plans to implement the translanguageing pilot program at an elementary school located very near to my residence. I had spoken to NTISD's bilingual department leaders who had invited me to join their PLC-book study on the piloting of translanguageing.



The elementary was Smith Elementary. Initially when the district proposed the 2017-2018 Translanguaging Project Plan (see artifact in Appendix E), they were supposed to be working with several campuses. But as the project started in the Fall of 2017 only one school was able to participate and become an active member. The school that participated was called Smith Elementary and housed students from prekindergarten to 5th grade with 48% of the students being on free and reduced lunch.

Smith Elementary School is a gentrifying neighborhood in the urban center of a large city in North Texas. The new residents are a mix of largely middle-class and predominantly white that are moving into the area. In sharp contrast, the long-time residents are mostly Latinx working-class families, many of whom have lived in their homes for multiple generations. It is a neighborhood that is quickly changing. Many homes are being rehabbed or demolished and new modern buildings are taking their place. Anyone can walk down the street and see charming wooden homes next to modern overbearing homes on almost every block that surrounds Smith Elementary School. Many Latinx families with generational ties to their homes and the community are being pushed out by white middle-class families storming the school with their beliefs and ideas. If the new families are moving into the area to be able to enroll their children at Smith Elementary as opposed to getting into the coveted lottery positions it is because they have heard of the successful multiple bilingual programs that are housed here. They know they have a better chance of getting into the program if they live in the community then take a chance at the few slots of the lottery.

According to the Texas Education Agency (TEA) website, Texas provides annual accountability ratings to its public schools. This rating system is based on the school performance on “performance of standardized tests; graduation rates; and college, career, and military readiness outcomes.” It examines student achievement, school progress, and whether

districts and campuses are closing the achievement gaps. This school's most recent TEA rating was a grade of A. Interestingly even though it houses several bilingual programs it only has 13.2% limited English proficiency students in contrast to the average of its district as a whole which according to the NTISD English as a second language department is 60%.

The goal of the two-way dual language and Spanish immersion programs at Smith Elementary School was for students to become fully bilingual and bi-literate in two languages and have a multicultural understanding. In these programs, both Spanish-speaking and English-speaking students developed the ability to understand, speak, read, and write in both languages while learning academic content appropriate for their grade level.

A second criterion for choosing the school was the proximity to my home. Smith Elementary operated less than 10 miles from my residence. This allowed me to have frequent visits to observe activities the elementary campus at different times of the day as well as during parent meetings that occurred in the evenings. This proximity contributed to the number of interviews that were possible during the period of 2017-2018 when I was observing the translanguageing pilot program.

### **The Chronological Story of the 2017-2018 Translanguageing Project Plan**

#### **Spring 2017**

In February of 2017, I received an email from the College of Education at the university I was attending promoting a bilingual education conference at the end of the month. I had just finished my doctoral coursework in the educational leadership program the semester prior and was feeling quite lost on a dissertation topic. Initially, I had planned to write my dissertation on the perspectives of dual language program teachers and parents. This was a topic I had researched my whole life. My mother was one of the first dual language teachers in Chicago and had over 40 years of experience in the classroom. We had spoken about this topic daily since the

start of my doctoral program. Sadly, my mother who was one of my professional mentors who passed away the month before the bilingual conference. It was at this point that I decided I needed to start thinking about a new topic because the one I had worked on my previous semester had become unfeasible.

The first day of the bilingual conference was cold and wintery, but I quickly rushed to sit in one of the back seats of a packed university auditorium. It was a space that is usually taken up by young, White students, but on this particular night, the area was filled mostly by older Latinx educators and administrators. The voices around me sounded familiar. I could hear mumbling noises and both Spanish and English being spoken by these educators as I settled into my seat. The presenters had salsa music playing in the background to set the mood in the auditorium for the topic of the conference: translanguaging. I knew the conference had to do with bilingual education but had not heard much else on the translanguaging topic. At this point, I was wondering if translanguaging was similar to dual language programs. Being that I was a transplant from Illinois, I was excited to learn about how bilingual education was delivered in Texas.

The presenters on the panel included Yvonne and David Freeman, and Mary Soto, who were well-renowned authors in the field of bilingual education. As a bilingual educator, I was very excited to get to meet such big authors. Yvonne and David Freeman, and Mary Soto stated they would be presenting on the topic of translanguaging in the classroom. They discussed how educators are beginning to use translanguaging in their classrooms rather than the existing language resources for learning a new language, such as the current Gómez and Gómez (2017) model for dual language used by most North Texas school districts.

The concept of translanguaging was all new to me, and it must have been new to many others in attendance because I heard a quiet mumblings as the Freemans presented. An older

Latinx gentleman sitting near me asked some younger companions “Cómo creen ellos que vamos a mezclar los idiomas?” (Translated to English the content means: “How do they expect me to mix the two languages?”) Based on this and similar comments, it seemed like many people around me were appalled that translanguaging, or the speaking of both languages at the same time, could be allowed to occur in classrooms.

The main presenters were Yvonne and David Freeman, who started the presentation by defining translanguaging and explaining, while it was a fairly new term in the field, it “basically meant that the general multilingual population can move from language to language fairly easily when talking.” Someone down the row stated “Oh es como code-switching? ... eso se puede hacer?” which means in English, “Oh, that is like code switching?... can that be done?” He was a younger teacher and an older woman next to him stated “Jamás!” or “Never!” As I looked around the sea of many Latinx faces, I saw a look of almost horror or disbelief that the Freemans were presenting about this idea. I am sure mine was also doing the same.

Dr. David Freeman saw the many surprised faces but did not lose a beat. He seemed prepared to respond to this uproar. He stated that we needed to get away from thinking that the construct of bilingual was two separate monolinguals and “let go of the false idea that if we taught more English into the bilingual classrooms the students would more quickly gain English.” It must have been a common misconception because just as quickly Dr. Yvonne Freeman presented a slide titled Code Switching vs. Translanguaging and explained the clear differences between the two ideas.

They described translanguaging as the idea that contrary to the traditional idea of bilinguals as two monolinguals, in translanguaging the idea is that a person has one linguistic repertoire. Dr. Yvonne Freeman explained in-depth how to use the construct of Vygotsky’s Zone of Proximal Development to utilize what a learner can do and apply scaffolding to how they can

build upon what they learn to progress. She explained translanguaging allows for taking this “pool of both or even multi-languages to use those resources instead of cutting off half of those resources as was being done in most dual-language programs in Texas and the US.” I was floored when Dr. Yvonne Freeman stated that “educators allowing students to use the linguistic resources they already have helps students move further in English.” I thought, *Say what?* She shook the educational foundation upon all I had learned in my English as a second language education classes. She must have shaken the foundations of the others in attendance because the room became still and silent. We were all sitting on the edge of our seats listening intently to what she would say next.

This is where Dr. Yvonne Freeman explained the difference between translating and translanguaging. She stated translanguaging was not translating material but engaging in the “strategic opportunity to draw on their language.” Dr. Freeman explained that translanguaging is when “you allow students to draw on their first language while learning English and that by doing this we allow students to improve their understanding and improve their language learning.” They gave several quick examples of how it was not simply translating in the classroom but rather allowing a strategic use of multiple languages simultaneously so the student could understand whatever topic was being discussed and learned about as well as some freedom for students to use their language to communicate and learn without boundaries.

The presenters had us turn to a neighbor and speak to each other in whatever language we felt comfortable with to discuss what we had just learned about translanguaging. I heard a mix of English, Spanish, and even other languages that I could not decipher. We all came away with a better understanding of how our first language helped us in understanding what was being learned. The time we took speaking in our first language did not take away from our English acquisition and further enhanced our understanding of the topic.

The Freemans ended their presentation by displaying their final thoughts supporting why educators should use translanguaging to teach emergent bilinguals. They stated the following:

1. It is a way of honoring students' cultures, identities, and bilingualism.
2. It promotes meta-linguistic knowledge as teachers compare and contrast languages.
3. It is a linguistic scaffold that helps emergent bilinguals make sense of content and develop language proficiency.

Many attendees stood up and cheered. I sure did. This translanguaging idea resonated with how I taught as a bilingual teacher when I closed the door. I gave each child what they needed in the language in which they needed to understand me to learn. I was not faithful to the true Sonia Soltero dual language model that I was taught in Illinois. I should have been following certain content in one language or the other depending on the schedule dictated by the program. Mi *mamá* would have killed me had she known I dared teach aloud about a topic in one language and allow the students to write about it in another language. The so-called old-school bilingual educators saw this translanguaging concept as blasphemous. An older Latinx lady who I recognized as an ELL Director of a nearby district shook her head and told the teachers sitting near her "we will not be doing this in our district!" She seemed upset about this presentation on translanguaging. Those attendees did not stand up at the end of the presentation.

I dared go up to Dr. Yvonne Freeman to introduce myself and ask her thoughts on what would be a good area for current studies. I explained I was an educational leadership doctoral student and needed direction. She smiled so kindly and told me, "Find a school or district that is beginning to implement translanguaging and study that process. We need researchers to document how a district moves from one program to implementation of translanguaging." *Caso Cerrado*, implementation of translanguaging became my new study. Gracias Dra. Yvonne Freeman!

The NTISD's original executive director over bilingual and English as a second language programs returned to the district after this event and met with the district's coordinators of these programs to design a pilot translanguaging program. They recruited teachers from two elementary campuses to be part of the pilot program. Two teachers responded, but only one teacher, Mrs. Flores, ended up participating in the translanguaging PLC-book study.

### **Summer 2017**

This same summer I happened to officially meet Dr. Navidad at a local private university. He was the education professor who had put the translanguaging conference together. He was also a parent of children at NTISD and had two sons at Smith Elementary School. I walked by his office and popped my head inside and asked "Can we talk about translanguaging?" He quickly told me to come in and have a seat. We had a conversation about language programs in the local schools and how they were implemented in Texas. He stated that his children were in NTISD and he had lots of information to share. He was the first to tell me that his sons' school Smith Elementary had a Spanish immersion program, but for his second child, the NTISD was planning on changing its model. Dr. Navidad said that he was sad and concerned about this change. "Me preocupa que no van a aprender bien el español y quiénes exactamente son los que están decidiendo sobre estos cambios en la escuela." He was worried about his second son not learning Spanish as well as the first one did, and he also worried about who exactly was making these important decisions at NTISD. Dr. Navidad shared that he would be able to share the minutes from these meetings and invite me to future meetings about this change. He mentioned many names of people in our conversation. I made notes of those names from the district office to later follow up with them. He sent an email to one of the coordinators at the district so that I could make the connection.

## **June 2017**

I thought this would be a great place to jump in and see how a large urban district in North Texas decided on their language programs and how they would implement a new pedagogy. I emailed the principal, Dr. Grande, in June of 2017 and asked for permission to observe at his school. He directed me as follows:

I have no problem with you doing a study here as long as you get district approval and teacher approval. Please provide me an outline of your study along with an example and explanation of your measurement tools, survey, interview questions, observation sheets, and so forth.

I called NTISD and spoke to Dr. Bumble of the Grants Compliance and Monitoring Department, and she had okayed the study because it did not work directly with students. I would only be interviewing staff and parents. I also sent Dr. Grande an abstract of my initial study and some examples of my staff and parent questions. I never heard from him, nor did he attend any of the PLC meetings about the Translanguaging Project Plan that I attended. He was supposed to be part of the PLC group that would be piloting this initiative in the fall of 2019. I did interview him twice at the end of the 2018 school year.

Dr. Grande the principal of Smith Elementary was an elementary ELA teacher for several years before going back to school and completing his master's and doctoral degrees. According to the Smith Elementary administration page, his 2016 dissertation topic addressed instructional best practices in elementary schools. Dr. Grande had been with Smith Elementary School as an administrator since 2009.

## **December 2017**

After getting my approval I submitted my IRB in the fall of 2017 and was approved to do the study in December 2017. I met with the local principal Dr. Grande to obtain written



documentation of his approval. He had just finished his doctorate in Education and asked me if I had had approval from NTISD main offices. He called the NTISD district offices and spoke to several people before he was passed to the Executive Director of Equity and Excellency Mrs. Jamaica was now making these decisions for verification. She asked for details of the proposed IRB study, he gave her all the pertinent information and she provided the final approval for me to do the translanguaging study at NTISD. She approved for me to observe the translanguaging team meetings and to conduct my interviews with staff and parents on Dr. Grande's campus. I was able to document this in a letter signed by the principal.

In December 2017, I was invited to join the NTISD PLC meetings under the 2017-2018 Translanguaging Project Plan. I was simply an observer in these meetings. I did not want to share my thoughts on the subject because I needed to maintain my positionality as an observer, not a participant. I tended to sit at the end of the rectangular table and take notes and record the meeting events quietly. I tried not to partake in the discussion taking place. I tried to appear naive about bilingual education and education in Texas so that they could speak freely and not feel like I was judging them. This observer role was a difficult position to maintain because I came to believe they could use my guidance in better understanding translanguaging as a pedagogy.

The PLC members shared with me their plan and the minutes of the previous meetings that were held during the Fall of 2017. They also shared their uncertainty of what this project was about. "No sé qué dirección van a tomar con los programas bilingües en esta escuela y que van a hacer?... Me quedaré sin trabajo?" stated a veteran teacher at this meeting. She was worried if this new program would eliminate the current two programs of Spanish immersion and/or dual language in the school and if she would lose her position. These were many of the

same questions that came up over and over from the different district coordinators, teachers, and parents in their interviews.

The NTISD 2017-2018 Translanguaging Project Plan was a short two-page document that had been written by Mrs. Roman, the bilingual/English as a second language executive director; Mr. Rodriguez, the bilingual director; and Mrs. Perez, one of the district coordinators. The plan contained a written purpose, project plan, resource list, participant list, and evaluation of the project statement. Mrs. Perez asked Mrs. Roman about possibly piloting translanguaging at NTISD. She stated that after the conference led by Dr. Navidad and the Freemans she had felt inspired to learn more about translanguaging. She started talking with colleagues in her department about the ideas and concepts shared and how they could begin using these new ideas.

Mrs. Perez went to the Director and asked, “Is there any way that our department can learn more about it and maybe even pilot this concept at our schools?” She was later informed by Mr. Rodriguez who had been informed by the Director that they should formulate a plan to present to go forward with this idea. Mrs. Perez developed a plan with another coordinator Mrs. Bosque to present to the Director. They picked two schools with exemplary bilingual programs and invited the bilingual teachers to become part of the PLC study. The purpose stated that NTISD would “test translanguaging practices in the [dual language enrichment] two-way classrooms and increase student’s motivation, participation, and understanding of class content in the second language.” Initially the two-page NTISD 2017-2018 Translanguaging Project Plan was supposed to happen at the two campuses of Smith Elementary and Washington Elementary, but it ended up only being implemented only at Smith Elementary.

When the team started meeting in October of 2017, they were supposed to meet for one month at Washington Elementary and one month at Smith Elementary but the program was unexpectedly canceled at Washington Elementary for the rest of the year. In the minute notes of

the previous PLC meetings the lead teacher, Mrs. Santiago, from Washington elementary who was going to pilot it in her PK classroom had been diagnosed with breast cancer and would not return for the rest of the school year. The minutes stated, “due to Mrs. Santiago’s current health issues she will not join us tomorrow.”

At this time Mrs. Perez also invited Dr. Navidad to attend the monthly PLC meetings. Dr. Navidad stated “I wish they would change the day and time so that I could attend and be a resource.” Unfortunately, he could not attend during those times that the group met on the Thursday afternoons. Dr. Navidad had a conflict with teaching a class during the designated day and time they set up to meet. He mentioned to me that he was hoping they would change the date later on for him to join the conversation. I mentioned this to the group, but they agreed they could not meet on any other day of the week.

Mrs. Flores became the remaining school’s participating teacher. Mrs. Flores was “sad she [Mrs. Santiago] was not going to be part of this PLC on translanguaging. She had so many years of experience as a bilingual teacher in the district. “Experienced bilingual teachers are what we need in this group to help in leading, getting other teachers to be on board” Mrs. Flores stated in the first meeting I attended in December 2017. Many teachers had initially been invited but only the two teachers Mrs. Santiago and Mrs. Flores had signed up for the PLC-book study.

### **January 2018**

Mrs. Perez had chosen the book they had had the team read during the summer. “I choose the book *Teaching for Biliteracy* by Beeman and Urow (2013) to have the teachers and staff read.” In January of 2018, one of the teachers Mrs. Flores, and both bilingual/dual language coordinators from the district Mrs. Bosque and Mrs. Perez met monthly for the rest of the school year in a PLC meeting to discuss the book and lessons and how to present the translanguaging to

the other teachers in the future. They shared with me the minutes of the previous meetings. I was able to quickly catch up with all that they had done and discuss the book chapters.

The first meeting when I joined the PLC was mostly led by Mrs. Flores, the only classroom teacher involved. She explained that she had been meeting regularly with the principal on what was going to change in this piloted program for the next school year. I arrived early to this first meeting and was able to see her with her students. She showed a strong structured teaching style due to her over 15 years of bilingual/dual language instruction experience in both Texas and Illinois. In one of the first meetings, she stated that she experienced several dual-language programs such as the Gómez and Gómez (2017) dual language program and a Spanish immersion program in both Texas and Illinois before this new program. I observed that other teachers greeted her warmly in the hallways and many asked her for advice about the bilingual program on their campus.

The PLC meetings were held once a month and lasted about one hour to one hour and a half. For the remainder of the school year, they were located at Smith Elementary. We met in Mrs. Flores's first-grade classroom. I would always get there a bit earlier to interact with the families and students before school ended. I would enter the school front doors as the school day was ending and would hear mostly Spanish being spoken by both staff and parents. The students were mostly speaking English to each other and their teachers and parents. Dr. Grande's booming voice could be heard in the hallways greeting parents or managing the flow of traffic. I only heard him speak in English. I know he is English as a second language certified in the state of Texas. Mrs. Flores had student work posted in the hallway and in the classroom that was in both English and Spanish.

"Como Estas Maestra? Y tus niños? ... Como te ha ido con los estudiantes?" We would quickly greet each other and ask about each other's families and her students. We would sit on

the small first-grade chairs located in the corner of the classroom. All meetings always started the same way. The coordinators and Mrs. Flores would start by discussing a chapter in the Bridging book. Then Mrs. Flores, who sat in the teacher's chair, would talk about a lesson she presented and show us the artifacts. Mrs. Bosque and Mrs. Perez would look over the artifacts and discuss how this would be presented to other teachers and administrators that would be part of this initial piloting group.

One example Mrs. Flores presented to the PLC was a science lesson on constellations. Students learned about the content vocabulary about constellations and their names in Spanish and then in a separate writing class practiced writing cognates of the words in English. A chart on the wall had words that had constellation content words in both English and Spanish. Mrs. Flores explained:

In previous [dual language enrichment or Spanish immersion] models this would have been strictly in one language or another...with the bridging piece I was able to present both languages and have a discussion about the similarities and differences heard in one language or another.

On another near by chart there were the months of the year in both English and Spanish and she had made a distinct mark on the cognates. Mrs. Flores discussed how she had learned from the readings how important it was to make an effort to show the cognates we use in everyday language. Figure 5 provides an artifact from a translanguaging lesson.

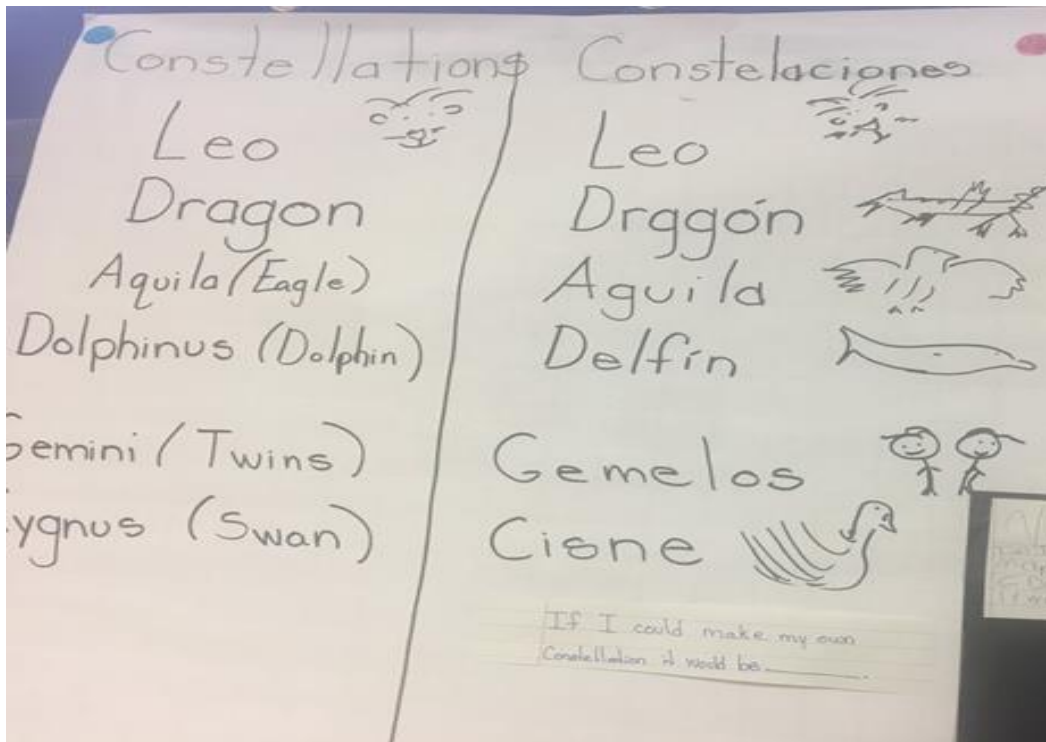


Figure 5. Artifact displaying a student's product after a translanguageing lesson.

Mrs. Flores said, “It was like seeing a light bulb go off in their minds when they started making those connections and looking for cognates throughout the school day.” Examples Mrs. Flores included were “Mira maestra gymnasium – gimnasio!” and “Look at the teacher gymnasium – gimnasio.” Mrs. Flores used many anchor charts for displaying cognates in Spanish and English. She used red for Spanish and blue for English following the previous program that was followed, which was the dual language model by Gómez and Gómez (2017). Mrs. Flores said she could see the difference in how the students had been able to grasp the concept and ideas using both languages as opposed to doing the two languages separately.

During these PLC meetings, the group looked at student demographics and teacher availability to participate in the translanguageing program. Members of the group all stated they were worried about this new translanguageing pilot program. Mrs. Flores commented often that all the current teachers in the Spanish immersion and dual language program currently housed at

Smith Elementary were worried about job security and were interviewing elsewhere. According to the student demographics in NTISD, Washington Elementary had a higher student population of native Spanish speakers (28.8%, 2019-2020) making that a more feasible location to initiate a translanguaging program. Smith Elementary had a smaller percentage of students who identified as native Spanish speakers (13.2%, 2019-2020) but also predicted this number to increase as the neighborhood demographics were shifting. Mrs. Flores stated that Washington Elementary “can keep their number of classes because they have so many emergent bilingual students, [and] the teachers are not worried at that campus.”

In January of 2018 in a PLC meeting, they discussed Chapters 9 and 10 of the Bridging book by Beeman and Urow (2013). The teacher and two coordinators discussed how they would teach writing in both languages. They asked if one language is done initially or another later, or if was done in both languages at the same time. Translanguaging is about being able to communicate, not about the language. Mrs. Flores shared a concern she had with the current program of the Gómez and Gómez (2017) dual language model at the school because students at Smith Elementary came from a variety of educational and linguistics experiences. Some students attended the NTISD prekindergarten program that was offered only in English, some came from local HeadStart programs that were offered in English, others from private Spanish immersion schools like Spanish Schoolhouse and Mi Casita, while others were entering kindergarten at Smith as their first formal educational experiences. These differences led to students having different language strengths and caused teachers to need to figure out how to better educate the students.

I could tell they did not fully understand what was translanguaging pedagogy when they continued to want to know what percentage of the day was going to be done in one language or the other and what would be tested in what language or the other. Mrs. Flores stated, “ I just got

to figure out how to do science and social studies, and in what language.” This thinking represented the structure of the dual language model by Gómez and Gómez (2017). Under that model, teachers allocate when and what language is appropriate to use. These allocations of time to a language cause real, logistical concerns and questions for the teachers and administrators when a school district is changing their language program from dual language or even an immersion program toward translanguaging pedagogy.

Mrs. Flores asked, “What happens if they start picking up that Spanish the Gómez and Gómez (2017) way, they got it and they got it good. Then they went into first and then the setback was that, well now their Spanish is really strong but the English is not, which is natural.” She was worried that “they don’t allow time for anyone language program before they are changing it to another” and “pulling students out of the current dual language program to do English reading interventions.” The teachers expressed concern about having no say in how the program was going to be implemented. Mrs. Flores stated in this meeting that doing these English interventions went against the tenants of the current dual language program especially when the students were supposed to be doing language arts and reading in Spanish, but the principal Dr. Grande was making enrollment in the translanguaging pilot mandatory.

The coordinators would question Mrs. Flores on how she was piloting translanguaging lessons in her classroom. When Mrs. Flores would question what the district’s plans were for next year they both always stated they did not know. They said the director gave them no direction on what exactly was going to happen in the following academic school year. Mrs. Bosque asked, “If you are coming up with a lot of questions about how it will be done these are the same questions we need to get answered for next school year... but by whom?” They delved into questions such as: “How do you decide what gets put into the lessons? Who is developing the new curriculum framework?” Mrs. Flores ended this particular PLC session perplexed,



overwhelmed, and said, “I am not an admin.” As a researcher, I found it difficult to sit and observe the poignant absence of the director and principal during the plc-book studies. They were not available to attend the plc-book study and by doing this were not able to respond during these conversations to help answer the many questions the staff had in regards to the 2017-2018 Translanguaging Project Plan. Many of these questions needed to be actively answered by an administrator or district representative who was responsible for making these decisions. It was difficult as a researcher to see the PLC members grappling with these questions or misconceptions while observing no one of authority or even with a basic knowledge on translanguaging pedagogy help with leading them in the right direction.

### **February 2018**

In the February of 2018 PLC meeting, Mrs. Flores discussed the different hats she wore at the school, such as her mom’s hat versus her teacher’s hat. She had a child in the prekindergarten program at Smith Elementary admitted to having no idea about what was happening with the current prekindergarten class that would eventually be the class to pilot the translanguaging program during the next school year. The prekindergarten class was without a teacher the previous month and had an English-speaking substitute. Since many of the parents were her previous students’ parents, they got her to advocate for their children. She said, “the Spanish-speaking parents come to me to ask what is going on with the program and more specifically what is going on in the prekindergarten class with the missing teacher.”

Mrs. Flores reached out to the principal Dr. Grande and told him he needed to speak with the bilingual parents. The parents were upset because their children were not learning. Mrs. Flores did not hear back from him. She mentioned one mom with a son in the prekindergarten whom she knew to be “already slower than my older children and he feels he is an ELL and slower to grasp new content...what is going to happen when they get to kindergarten?” She

worried the district would be “throwing two languages at him?” Mrs. Flores was concerned that the lack of a stable prekindergarten teacher would have later ramifications on the group of students she would receive to pilot the translanguaging program the following school year.

Mrs. Flores presented a model lesson she had done with her students using what she had learned from the book on biliteracy by Beeman and Urow (2013). The members of the PLC spent part of their monthly meetings discussing it and thinking of ways this would be presented to the other educators in future meetings. She also mentioned that she was watching videos by the authors. One specifically she mentioned was titled “Elements of the Bridge.” She told us about how the teacher did a lesson with a kindergarten class. She then made a mock lesson and presented it to her students as starting “with TPR [total physical response] in one language and another follow-up lesson in a read aloud in the other language. The made a list of cognates that they heard and learned using both languages.”

Mrs. Flores said this activity was confusing for her and the students because they had always applied rules with strict language allocation and struggled with it being okay to talk in either language. She stated, “You’re supposed to do it in one language and that can get confusing so you want to separate it but it was a powerful tool to have the students see the two languages side by side and have them openly answer in either... no one was silenced.” Mrs. Flores could show us how these bridges were helping the students gain more knowledge than she had been able to get in previous years doing the dual language lesson. She showed us the student work and how they were actively able to use both languages and not have to wait until the higher grades to incorporate the second language in the content area as was dictated by the Gómez and Gómez (2017) dual language program.

## **March 2018**

Mrs. Bosque stated, “Let’s wait a few minutes to see if the director or principal will join us for this meeting” then started the meeting 10 minutes later when they did not arrive. In fact, the other group members, NTISD bilingual director, or principal ever showed up to any of the meetings that had been planned. Mrs. Flores sadly stated that it was “so disappointing to have come up with such a detailed plan on piloting translanguaging, they all give so much of their time to not be heard.”

Mr. Flores started trying to meet at other times with Dr. Grande on this topic to get more direction and feedback. She stated they had met to talk about the breakdown of the new program and what it would look like. “I have been the principal of this school and these bilingual programs for many years and I know the shortcoming of it.” Dr. Grande went on to explain that he would develop what the new program would look like. He stated in an interview with me that he had been able to see what both the Spanish immersion and the dual language program were missing and he would develop a new program to help fill in the educational gaps. Dr. Grande shared with me that he “is not bilingual and was not trained as a bilingual educator. My specialty is in ESL [English as a second language] programs.”

Mrs. Flores reported that Dr. Grande mentioned that “NTISD hasn’t decided what they would do about the piloting so he wanted to put a program in place before they come in to try to tell us what to do.” During this time there was a shift in the bilingual department at the district level. The Assistant Superintendent of Special Programs, that had been the bilingual director, decided to retire. As a result, there was whole reorganization of the bilingual/English as a second language department for the district.

## **April 2018**

“I was so excited to have my second child also attend Smith Elementary. I made sure to turn in my application to their Spanish immersion a month ahead of time to make sure there would be no problems with the application,” shared Mrs. Harris, one of the mothers I interviewed. In April many NTISD parents who had applied to be entered into a lottery for the Spanish immersion program at Smith Elementary in December of 2017 received their children’s admission status. I was informed during many of the parental interviews that these parents would later find out their children were admitted to the new translanguaging pilot program at Smith Elementary and not the immersion program or the dual language program for which they had originally applied to the district to attend. Many of these parents had had their older children in the previous program and they had seen them be successful in learning both Spanish and English, and they wanted the same for their younger siblings. Yet, this Spanish immersion program that many had applied and been admitted to was to be phased out of Smith Elementary and replaced with this new pilot program that was initially called translanguaging but would later be renamed dual language immersion by Dr. Grande.

“How could they have us sign up for another program and then when we picked the Spanish immersion at Smith Elementary School they tell us ... by the way, this is a different program we are doing now?” said Mrs. Harris. Many parents were upset about this change in the program format. When they filled out the lottery forms in December they chose the top three programs they wanted their children to do. If the child is chosen for one of the three programs, then there is no option to transfer to one of the other programs. Once a student was put on the list for the Spanish immersion program, the student had no choice but to attend the program that accepted them. Every parent I interviewed was upset about this program change happening after

they had completed the lottery program for NTISD and Smith Elementary. They had not been told anything about the translanguaging pilot program.

### **May to December 2019**

I interviewed the teacher, coordinators, principal, and parents that were involved with the various bilingual programs at NTISD and wanted to participate in the study, from May 2018 to December 2019. During these interviews, I asked in-depth questions about the process of the piloting of translanguaging, and the participants discussed their thoughts and ideas the challenges and successes of the translanguaging pilot program at Smith Elementary.

The interviews with the parents were very enlightening and eye-opening as a researcher. Most had had multiple children at Smith Elementary School in the various bilingual programs offered throughout the years. Most are also part of the very involved local PTA group and are an integral part of the academic success of the school. The themes that emerged after analyzing their interview data alongside the artifacts are presented next. The themes arose primarily from the interviews with the participants.

### **May 2018**

Many current parents continued to be upset with the planned changes, including those who wanted their children to remain in the Spanish immersion program that they had applied for. Mrs. Martínez, who is a white, non-Hispanic, high economic status, shared the following:

My oldest son is 14. He started the program in the third year of the initial Spanish immersion program. And then I have a 12-year-old daughter who also did kindergarten through fifth grade. And then my fourth grader, who's there currently has been there since kindergarten, he just turned 10. And then my 6-year-old is in first grade, and she started last year, the year the program changed. Sadly, I thought I was going to be in the last year

of Spanish immersion because that's what I applied for in the NTISD program of choice catalog. It was printed in the catalog last fall of 2017.

The principal, Dr. Grande, met with the old and new parents to explain the new program that would be available the following school year and that the new program was called the dual language immersion program instead of the translanguaging pilot program that had been the terminology of the PLC-book study group and NTISD's central offices. During this meeting, Dr. Grande discussed the benefits and shortcomings of the current language programs with on a PowerPoint presentation to the parents. The items are summarized in Table 4.

Table 4

*Benefits of the New Dual Language Immersion Program Presented by Dr. Grande to the Parents*

Categories	Current Programs in 2016-2017		New Program for 2017-2018
	Spanish Immersion	Dual Language	Dual Language Immersion (Translanguaging)
Benefits	90/10 Model (Early Focus on Spanish) Learn a language through content Bilingual/ biliterate/ bicultural	English taught to students The bridge between English and Spanish (New) Peer language supports Funding for resources Stipends Professional development	Model 90/10 Supports Spanish acquisition Learn a language through content Bridging between languages School responsible for BOTH Spanish and English Peer language supports Federal funding for resources Stipends District supported professional development
Shortcomings	Parents responsible for English Funding for resources Funding for stipends	Longer for Spanish proficiency (Model)	None identified by Dr. Grande in presentation

This explanation for the translanguaging pilot program provided by Dr. Grande did not satisfy many parents, including Mrs. Harris and Mrs. Suarez, who continued to be upset with NTISD and Smith Elementary. Many parents had other children in the Spanish immersion program or dual language program and wanted the younger children in the family to have the same educational experiences that they felt had been beneficial. These parents had no idea what to expect of the new translanguaging pilot program that Dr. Grande promoted as the dual language immersion. The Smith Elementary PTA president was extremely upset and vocal about the changes at a parent meeting.

In the meeting with the incoming parents, NTISD discussed the two current language programs of Spanish immersion and dual language at Smith Elementary. Dr. Grande told the parents that neither of the current programs would be available to kindergarteners the next year

at Smith Elementary when the new translanguaging program would be implemented beginning with that grade. As the translanguaging program was phased in, the program would add one grade level per year, and both of the previous programs would be phased out grade by grade. Mrs. Flores stated the principal said half the seats would be for ELL students and the other seats would be allocated by lottery. Dr. Grande and Mrs. Flores would later tell me this change was made partly because of funding issues.

### **Thematic Findings**

The themes emerged during the analysis of the data collected and while reflecting on the observations that occurred throughout the timeline presented earlier in this chapter. The primary data used for thematic development were the interviews with the parents, teachers, principal, and district administrators. Five themes emerged, and they are divergent understanding about translanguaging in the classroom; lack of leadership; lack of communication; parental exclusion; and curriculum, instruction, and student progress.

#### **Theme 1: Divergent Understanding About Translanguaging in the Classroom**

Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages to maximize communicative potential (García, 2009a). As part of designing the interview questions, I established that translanguaging, when applied in the classroom, should involve the following four actions:

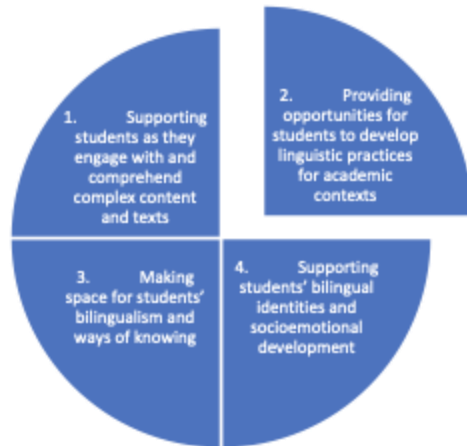
1. Supporting students as they engage with and comprehend complex content and texts
2. Providing opportunities for students to develop linguistic practices for academic contexts
3. Making space for students' bilingualism and ways of knowing



4. Supporting students' bilingual identities and socioemotional development (García et al., 2017).

I expected that the participants would be able to provide a common understanding of translanguaging pedagogy that included each of these four actions. However, the data in this section show that each participant had a different understanding of translanguaging and demonstrated a divergence in their understanding of how translanguaging applied in the classroom. I started each interview by asking the participant about their definition of translanguaging and their thoughts on this pedagogy.

Dr. Grande, the principal of Smith Elementary, had supervised two bilingual programs over the past 10 years on his campus and found significant English literacy gaps in the students of both the dual language model by Gómez and Gómez (2017) and Spanish Immersion curricula. Both models were applied in two separate programs at NTISD before the piloting of the translanguaging program. The principal believed that the translanguaging pedagogy being piloted at his school had the missing piece as shown in Figure 6, that was missing from both the dual language and Spanish immersion programs that he had been implementing on his campus. Dr. Grande knew that he needed to be able to provide for his students' opportunities to develop linguistic practice in both languages.



*Figure 6.* Quadrant 2 is the aspect of the translinguaging classroom that Dr. Grande’s data suggested he understood most clearly.

Concerning translinguaging, Dr. Grande stated, “Oh, I liked it a lot because of the main fact...translinguaging takes it to make this connection [that] needs to happen.” He added in the Spanish immersion program and believed the parents were “not doing their job at home to help with L1 [English] literacy.” He mentioned he consistently had to remove two to three students from the Spanish immersion and dual language programs each year because of a lack of follow-through on attaining English literacy at home. Dr. Grande did not like how dual language program’s students were not shown how to cross over from one language to another and said, “I didn't necessarily like that idea that we're just hoping that the kids could stumble across” bilingual literacy connections, such as recognizing similarities in idioms or word roots between languages.

Dr. Grande stated that he believed translinguaging was perfect for his current population of students because “we could teach our students both English and Spanish effectively, and move away from the dual-language model of Gómez and Gómez (2017) that I believe was missing important teaching pieces.” Dr. Grande, however, never attended any of the PLC meetings that

the district office administrators had for planning the piloting of translanguaging. He stated, “I started learning about translanguaging last year, and then this school year, we started implementing it, we did some training for our teachers, and we did a pilot with [the teacher] doing the translanguaging with our kindergarten teacher dual language two-way classroom.” When asked if he had tried implementing parts of translanguaging he stated that he did and pointed out that the “curriculum is still the same but that they are doing 50/50 teaching (English/Spanish) and the only difference is the translanguaging pieces in different content areas.” Dr. Grande was only implementing a small aspect of translanguaging and but referring to everything they were doing as translanguaging.

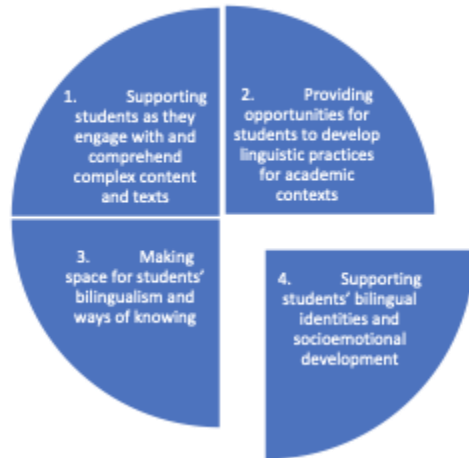
Mrs. Perez, the district coordinator, said she first heard about translanguaging at a panel discussion held by a local university. Interestingly, I also attended this same panel discussion that sparked my enthusiasm for translanguaging pedagogy. The university had invited authors Freeman and Freeman who discussed the topic of translanguaging in-depth for a select group of invited educators from local school districts and English as a second language student teachers in the university’s college of education. She stated that she started to feel confused and wanted to hear more about the topic.

It was not until later in the summer that the executive director of the multilingual programs at NTISD decided she would lead a PLC on the piloting of translanguaging.

Allowing our students to just express in the language that they, they choose to speak. It could be Spanish, it could be English, or it could be a little bit of both at the same time, you know? And the neat thing about it is that they're able to do that... It is a skill that is developed (in translanguaging) because not everybody can do that.

She explained that she knew many skilled teachers already allowing for translanguaging to occur in their classrooms on an informal basis. As shown in Figure 7, Mrs. Perez also just had

a small piece of the puzzle in that she believed translanguaging was simply being able to use both languages. From the data collected from Mrs. Perez described translanguaging to have to do more with allowing the student to use whatever language they are comfortable with that supports their bilingual identity.



*Figure 7.* Quadrant 4 is the aspect of the translanguaging classroom that Mrs. Perez's data suggested she understood most clearly.

The other coordinator Mrs. Bosque also shared what she believed was translanguaging. She shared that she was raised in Puerto Rico, and they used translanguaging:

When I was in my classes as a student, I realized, you know, that my teachers sometimes let us use the language that we wanted to use because he would be teaching in English, but then we will be using English or Spanish. So kind I always saw it, but I didn't know that it was translanguaging.

Mrs. Bosque was excited to learn about a new way to teach language in her district. The data collected from conversations with Mrs. Bosque shared that allowing the students to choose the language they communicated with allowed space for the students to feel comfortable and develop both their English and their Spanish at the same time and did not give more power to

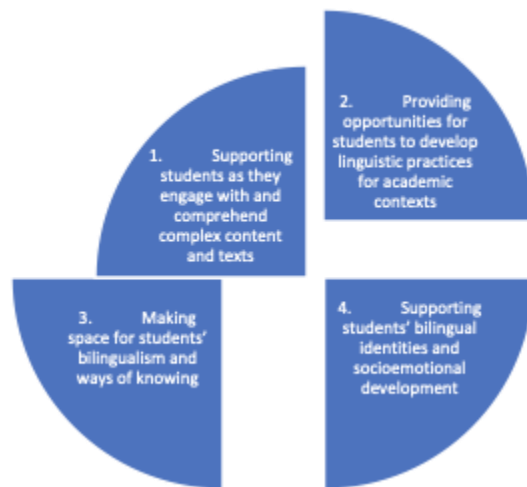
one language or the other. Figure 8 displays the quadrant of the translanguaging model that Mrs. Bosque understood most clearly.



*Figure 8.* Quadrant 3 is the aspect of the translanguaging classroom that Mrs. Bosque’s data suggested she understood most clearly.

Mrs. Flores, the only teacher who attended the PLC meetings for planning translanguaging, initially stated that translanguaging was “similar to dual language in that it allowed students to learn both languages.” I noticed from all Mrs. Flores’ comments in the different PLC meetings and later on in the one-on-one interviews that Mrs. Flores did her research on the topic of translanguaging and bridging and had been implementing it in her classroom before the formal program beginning based on the lessons that she shared with the other PLC team members during the PLC meetings. In later conversations, Mrs. Flores articulated that “bridging was when teachers were able to bring the two languages together and help students compare and contrast the two languages and able to make the transfer from what they might have learned in one language to the other.” She used this same definition to define translanguaging during one of the interviews. Mrs. Flores was the only participant that understood more of the pieces of translanguaging as described by García et al. (2017) in the

translanguaging classroom. She understood three aspects of the four quadrant model. One piece I do not see in the data collected was being able to use it in more complex content as shown in Figure 9. This might have been due to her experience with only working with emergent bilinguals in primary grades.



*Figure 9.* All but Quadrant 1 are the three out of four aspects of the translanguaging classroom that Mrs. Flores's data suggested she understood most clearly.

One of the examples Mrs. Flores was able to show the team was on a lesson on oral counting of numbers from 0 to 100. She was teaching her students to count in English as per the dual language enrichment program and the TEKS. She shared with us that in the current dual language program she was supposed to do this only in English and could not specifically teach Spanish numbers. An issue she always had was that the students later had a problem counting numbers in Spanish past number 30 because they were not formally taught to count in Spanish. She started trying to take what she had learned about bridging from the language bridging book from Beeman and Urow (2013) and modify this lesson in her classroom. Mrs. Flores interchangeably used the words translanguaging and bridging. She was able to show how she orally taught the students to count in English but also did other lessons so that they also learned

their numbers 0-100 in Spanish. One piece that she showed the team was that they made a chart and looked for the cognates of the English and Spanish number names.

Mrs. Suarez, a parent who had several children that were in all the different bilingual programs of Spanish immersion and dual language that were offered at the school during the past 10 years, stated she learned about this new program that they were going to implement at Smith Elementary after her last child had been “supposedly accepted into this new dual language immersion.” She had signed up her daughter for the Spanish immersion program and after being accepted was told it was going to be this “new program ‘translanguaging’ that was piloted at the school during this past year.” She then attended an informational meeting where Dr. Grande stated it would be called dual language immersion. She stated she was very confused about all the lingo that was thrown at her about the different program names. When interviewed Mrs. Suarez stated she did not know the term translanguaging.

## **Theme 2: Lack of Leadership**

One of the bilingual coordinators, Mrs. Bosque explained in detail at one of the first PLC meetings that I attended the chain of command at the bilingual/English as a second language department at NTISD. “The executive director and director is who decide how and what programs we do in our district...if they decide we are going to do dual language then we all do dual language or if its ESL [English as a second language] than we do ESL, there is no discussion with campus principals, teachers or even parents on what would better serve our students.” The chain of command as described by Mrs. Bosque in regard to the NTISD is represented in Figure 10. This comment showed me that it was a top down system and that stakeholders had little say on the decisions that were being made in educating emergent

bilinguals in this district. Decisions were made at the district level and all those underneath would follow their directions.

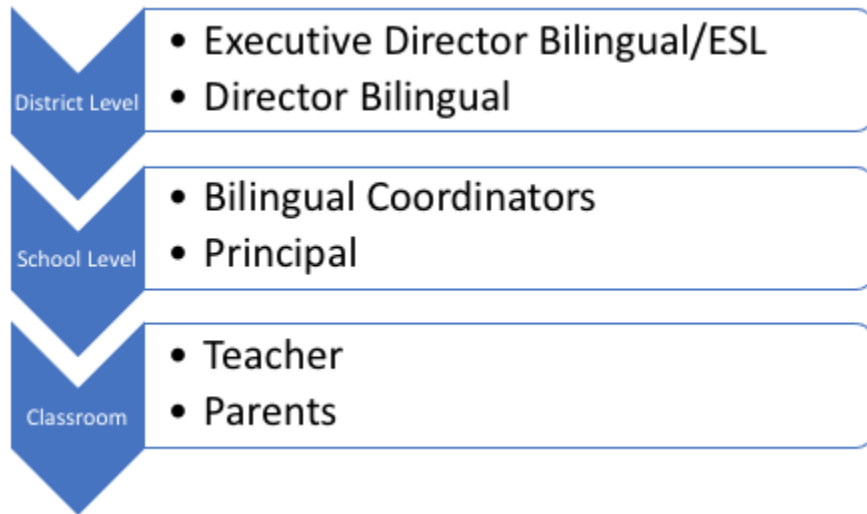


Figure 10. Top-down decision making in the bilingual/English as a second language department at NTISD.

In the early summer of 2017, the NTISD bilingual/English as a second language department drafted the 2017-2018 Translanguaging Project Plan as a two-page document. In this document that was shared with me, the purpose was “to test translanguaging practices in the [dual language enrichment] two-way classrooms and increase student’s motivation, participation, and understanding of class content in the second language.” It did not define translanguaging pedagogy nor did they give the reasoning behind why they were initiating this project. The bilingual teachers and staff members were simply asked in an email that had this two-page document attached if they would like to participate for a stipend. It gave a title of the book that would be used in the PLC-book study and the dates of the meetings. The book was titled *Teaching for Biliteracy: Strengthening Bridges between Languages* by Beeman and Urow



(2013). This document listed that the participants would be the bilingual director, bilingual coordinators, and bilingual teachers. The evaluation of this project would be student observations, bilingual coordinator classroom visits, and teacher input. They also stated they would create a student profile to monitor progress at the beginning, middle, and end of the year.

The original NTISD bilingual/English as a second language executive director was Mrs. Ramon, and she had initiated piloting of the translanguaging program during the first year of the PLC on 2017-2018 Translanguaging Project Plan left the district before the PLC meetings even began meeting. This executive director departed before I could include the person in the study, which left a void in the leadership of the NTISD bilingual/English as a second language program throughout the PLC meeting and the piloting period and before the implementation of the program. The next executive director, Ms. Tardy, was also interviewed after she started in the role after the “new” bilingual program began. I spoke at length with the NTISD’s new executive director on the topic of translanguaging, and Ms. Tardy “did not even know that a translanguaging pilot even took place at Smith Elementary or NTISD.”

Ms. Tardy provided an accurate definition of translanguaging and a description of how translanguaging should be applied in classrooms. She said she had been to many conferences with the Texas Association of Bilingual Education (T.A.B.E.) and National Association of Bilingual Education (N.A.B.E.) on translanguaging but was not convinced that it was a better model than the dual language that NTISD already had in their bilingual programs. She has presented all over the state of Texas at conferences on dual language pedagogy. As the new executive director of the bilingual/English as a second language programs of NTISD and a strong

proponent of dual language and the Gómez and Gómez (2017) model, I do not foresee any future pilots or implementation other translanguaging programs in the district.

The campus teacher and district bilingual coordinators connected to the translanguaging pilot at Smith Elementary all expressed confusion and frustration with the leadership. At various points in the research, each expressed that they were unsure on what the directives from the bilingual director actually were. They had not been provided with real direction on what exactly they were supposed to do other than the original two-page proposal that the district initially shared to recruit participants for the pilot program. Mr. Rodriguez, the bilingual/ English as a second language director of NTISD did not attend any of the PLC meetings on the topic. One of the coordinators, Mrs. Perez stated she would give Mr. Rodriguez an update after they meet each time but it was unclear what was conveyed or how Mr. Rodriguez responded to these updates. The organizational structure is hierarchical in nature, with those at the top of the hierarchy holding the decision-making power, yet no one from the top level was actually providing guidance or participating in the translanguaging implementation.

Further complicating the leadership around the translanguaging implementation was that all the coordinators and the bilingual director that were originally involved in the PLC and the pilot were transferred to other positions or they retired from NTISD the following school year 2018-2019. The bilingual director, Mr. Rodriguez was transferred to a campus principal position in the district and was no longer part of the bilingual/English as a second language department. The bilingual coordinators that participated were also moved to different positions. Mrs. Bosque was shifted to the Early Childhood department, and Mrs. Perez was reassigned as a campus assistant principal before she retired from NTISD at the end of the school year. The only

participants who stayed in their original position was the teacher Mrs. Flores and the principal Dr. Grande.

The coordinators, principal, and teacher seemed to have a complete disconnect from each other. No one at the district level that had the responsibility to make decisions was involved in the 2017-2018 Translanguaging Project Plan to make these decisions. Without district-level leadership, the principal, Dr. Grande, then took it upon himself to revise the bilingual program with no real input from the district office or even being certified in bilingual programs. In an interview with Dr. Grande he shared the following about implementation of the program that had been piloted in NTISD:

We went ahead and implemented the translanguaging because I saw that as the natural next best piece to not just hope these kids are making those connections, but there's actual, you know, lesson planning taking place. We know these kids need this, so now we're going to make sure that we are implementing instructional practices for those kids to make those connections.

Dr. Grande revised the bilingual program on his campus without input from any of the other PLC participants. Dr. Grande excluded the bilingual coordinators and the teachers from participating in the work of revising the translanguaging program even though they were active participants in the PLC-book study and making the implementation plans. The principal did not share the vision that he designed for translanguaging with other stakeholders that included the parents in the school and community. Effectively, this lack of leadership by vision sharing caused important school-level stakeholders to be excluded from the implementation of the 2017-2018 Translanguaging Project Plan.

### **Theme 3: Lack of Communication**

In the summer of 2017, an email was sent to specific staff members in this North Texas School district about a new initiative that the district wanted to put in place. It was an invitation to bilingual teachers at two designated schools named Smith Elementary and Washington Elementary that had dual-language programs. It invited the educators to join a PLC-book study titled by the district as the 2017-2018 Translanguaging Project Plan. This two-page document had an overview that stated “a book study will be conducted during the first semester and application of translanguaging strategies will be implemented during the second semester” (NTISD, 2017, p. 1). Ostensibly, this was the first and only time many individuals within the district had heard of translanguaging. Unfortunately, no one in the district ever explained translanguaging or led the book study or did anything to take the lead on communicating and implementing translanguaging.

Those who were interested in the flyer then attended the first PLC meeting around translanguaging. The attendees were the two bilingual coordinators, Mrs. Bosque and Mrs. Perez, and the elementary bilingual teacher, Mrs. Flores. Mrs. Flores asked the two coordinators from the NTISD bilingual/English as a second language department for more information; however, the coordinators seemed unable to share a clear vision about this initiative and how it could be implemented. The data in the observation field notes, PLC meeting notes, and interviews demonstrated evidence of stakeholders resisting this change because they never received any rationale or evidence for the efficacy of the translanguaging pedagogy. Mr. Rodriguez and the bilingual department did not publicly discuss any of the shortcomings of the current dual language program or the Gómez and Gómez (2017) model with any of the stakeholders in the NTISD, such as the timeframe that it takes an ELL student to become non-ELL designated student. When Dr. Grande was asked why he brought translanguaging to the

school, he stated that he knew that the Gómez and Gómez program had limitations without explicitly identifying them, and he wanted to improve the English language acquisition of the students in both of the initial programs.

Mrs. Bosque, one of the bilingual coordinators, stated “we need to start with a plan. We need to have a structure to be able to demonstrate how this will work because nobody likes changes.” When implementing a new plan or even revising a new program, leaders must be able to explain the case of why for implementation, provide sound research to support the change, the “what” and make sure all the team members understand the how of successfully implementing the program. A consequence of the lack of communication initially was resistance to the translanguaging program from the teachers who did not want to be part of the piloting program.

In an interview, the director of the bilingual/English as a second language program of NTISD stated that this piloting of translanguaging had to do with a revision of the dual language program. Mr. Rodriguez spoke at length with me about the history of the bilingual program at NTISD. He said he recognized the Gómez and Gómez (2017) model “had some things that we needed to shore up.” He stated that the Gómez and Gómez dual language program has been in the NTISD since 2007. They had been able to see consistently that historically the students in the dual language program according to the STAAR test “have outperformed the all student category, that [has] been in our dual language program since we've had it...primarily the Spanish speaking students.” Mr. Rodriguez said that he believes the Gómez and Gómez dual language program has delivered and worked well for NTISD but some changes were needed.

The changes that Mr. Rodriguez believed that needed revision was during the process in which the students moved from their native language acquisition to the second language, and in NTISD’s case, mainly the English language acquisition. He stated that NTISD has had “with the years that we have been implementing it, we've had different levels of changes in terms of our

administration and some of the key stakeholders that have decision-making responsibilities. And so, um, we've not have not had as strong a commitment to the implementation of our model, recently as we had when we first started." This was a concern that all participants had voiced in the PLC meetings or interviews. Lack of fidelity to the dual language program being used in NTISD. Unfortunately, this seems like a recurring theme in this department.

Mr. Rodriguez had attended a "teaching for biliteracy training" and had helped develop the PLC on "piloting translanguaging" plan for achieving the goal of the dual language program revision. But the other participants had shared that Mr. Rodriguez had not shared the information about why the district wanted to change the dual language program with them. He stated that the main goal for the dual language program revision was to ensure that elementary students could move from English language learner status to non-English learner status by the time they were promoted to middle school. He felt that the Gómez and Gómez (2017) dual language program kept the students from becoming biliterate from the very beginning. Mr. Rodriguez also shared that the reason they were piloting translanguaging was because they "still have an unusually high number of students that are leaving [for middle school] that were born here, started at prekindergarten and evolved all the way through fifth grade in our dual language programs that for some reason or another are not able to be reclassified as non ELL." He concluded that these students then started middle school as ELL because of the delayed literacy of the second language (English) piece in the Gómez and Gómez dual language enrichment model. None of the other participants mentioned any of this information in the PLC or during their interviews. Mr. Rodriguez stated this was the ultimate goal of the program revision during my interview with him, yet he did not share this vital information with the translanguaging PLC team members.

The principal Dr. Grande stated that the pilot was to merge and evolve the Spanish immersion and dual language programs into a stronger program for producing emergent

bilinguals with stronger English proficiency. He also did not attend any of the PLC meetings on the piloting of translanguaging. Mrs. Flores, the teacher, stated she informed him of their progress in the meetings. According to Mrs. Flores, Mr. Grande stated he did not “really know what direction NTISD was going with these changes.” Dr. Grande in a later interview stated “he was going to make the changes to the program at his school before the district came in and decided for him.” Just as Mr. Rodriguez had mentioned previously that “there has been no true fidelity to the [dual language program] because the bilingual/English as a second language program has had changes in administration and those that are responsible to be decision-makers,” Dr. Grande was able to change and develop a new bilingual program for his school without real input from any of the stakeholders including bilingual coordinators, teachers, or even parents.

As the teacher attempting to implement translanguaging, Mrs. Flores expressed that she often was not provided with necessary information or was presented with conflicting information. When she questioned the bilingual coordinators for the district, both admitted to not knowing the logistics and claimed they would email more information in the future. On her campus, Mrs. Flores felt as if one day her school principal would say to do things one way and the next make a different decision on setting up the curriculum and model to follow. She said, the principal “wrote to me to begin doing literacy blocks in both English and Spanish, which is almost impossible because we don't have the physical time to do it. Translanguaging from what I have learned does not tell you to do both.” During one of her interviews, Mrs. Flores also stated that she did not understand if they were supposed to begin the actual piloting in January 2018 when they began the PLC meetings or at the start of the next school year. Mrs. Flores did not communicate with parents, which leads to the next theme of parental exclusion.

#### **Theme 4: Parental Exclusion**

This theme emerged because parents were not informed about the program. Regardless of what program for which the parents had signed up their children, the principal Dr. Grande assigned the children to the translanguaging pilot program. Three parents of children in the translanguaging pilot program were interviewed for this study. Those parents were Mrs. Harris, Mrs. Blanco, and Mrs. Suarez. All three shared that they were not informed by the district about the new 2017-2018 Translanguaging Project Plan that was being studied via the PLC-book study group and piloted in Mrs. Flores's classroom. The parents applied for and were accepted into the dual language choice program offered by the district. However, it was not until parents were notified about their children's acceptance in late May 2018 that they were invited to an informational meeting regarding the program changes. Dr. Grande at Smith Elementary told parents about 2017-2018 Translanguaging Project Plan and that the new program would be called dual language immersion.

Mrs. Harris stated "Sadly, I thought I was going to be in the last year of Spanish immersion because that's what I applied for in the NTISD program of choice catalog. It was printed in the catalog last fall." She also went on to share that she got the acceptance letter stating her youngest daughter was accepted into the Spanish immersion. She stated she was happy with the Spanish immersion program that her three older children had attended at Smith Elementary school. She seemed very upset as we spoke about the program changes.

Mrs. Harris stated she was invited to a meeting at the school. She arrived late and had missed the "punch line" that they were going to merge the Spanish immersion with the dual language program and were going to do a new program Dr. Grande had named dual language



immersion. When she questioned Dr. Grande about the percentage of Spanish being spoken in the new program, he did not provide her any clarity of understanding. This mom had her notes from all the meetings, and she shared this information with the principal to express her confusion about the structure of the translanguaging program.

Mrs. Harris expressed frustration with the district's bilingual department because its leadership void enabled Dr. Grande to gain "a lot of control of the program at Smith Elementary" while not sharing information about how he had changed the program's focus. Mrs. Harris noted, "He seems to have a lot of inputs, which is good, but at the same time, language is not his background." The district leaders, Mrs. Harris said, "were telling them one thing for years and now they changed it all with no conversation or input from the local parents that were involved in the programs."

Mrs. Blanco, who only spoke Spanish, stated she had a child in the dual language program and was informed of the change when she was invited to the meeting and was informed that the program had been changed. She had applied for the dual language program and was informed that her second daughter would be in the new dual language immersion program, which was how Dr. Grande packaged and promoted the translanguaging pilot program. The meeting that Dr. Grande held at Smith Elementary was held in English and she informed me she understood most of it. Mrs. Blanco preferred for her younger daughter to have been in the same dual language program as her older daughter, so she was not satisfied with how the new program had been implemented. She was also upset that she did not receive any communication about her younger daughter being assigned to the new program, and she would have enrolled her younger

daughter in a different program in advance of learning about the new program had there been any communication shared with parents by Dr. Grande.

Mrs. Suarez, one of the parents interviewed, was very upset that she was not invited to be part of the conversations about the different programs and the “piloting of the Translanguaging program” at Smith Elementary. She stated her youngest was in a different program than her previous three children. This is a mother who is very invested in the school and its bilingual programs and was not informed or asked her input about the program changes. It was only after her youngest was accepted into this “new bilingual program” that she was invited to a meeting to discuss how the current two bilingual programs of Spanish immersion and dual language were going to become this new program that Dr. Grande labeled as dual language immersion.

### **Theme 5: Curriculum, Instruction, and Student Progress**

One problem the PLC encountered was that they lacked the authority from the bilingual/English as a second language department at NTISD and the needed skill to write a new bilingual program, especially without the necessary tools. One statement that came out many times in the PLC meetings was that they did not have any real leadership direction on how this new program was going to work; the PLC members mentioned that they did not think the parents were going to go along with these changes. Mrs. Flores stated that Dr. Grande “keeps pushing more English when this goes against the program.” Two of the administrators who were supposed to attend these meetings were absent from all four meetings. Missing at these translanguaging PLC meetings were the school principal and NTISD bilingual programs director. The PLC members would look at the current curriculum but would have no power to decide how it needed to be changed to go along with translanguaging pedagogy that the group was studying.

The book for the PLC-book study was chosen by NTISD bilingual coordinator Mrs. Perez after Mrs. Ramon, the executive director, left the district. Mrs. Perez chose the book for

the 2017-2018 Translanguaging Project Plan prior to beginning the PLC-book study.

Consequently, the book was chosen by only one individual and was not part of a shared vision for beginning the PLC-book study. The book was *Teaching for Biliteracy: Strengthening Bridges Between Languages* by Beeman and Urow (2013).

This was not a book on translanguaging pedagogy even though it had a small piece on how to apply translanguaging pedagogy. With Mrs. Roman's departure from NTISD, no one from the district was assigned to lead the PLC-book study. The team kept using the term of bridging from the Beeman and Urow (2013) book as if it was a completely developed translanguaging program that they could use to replace their current dual language programs. Instead of it being that they were trying to move away from the strict language allocation of the Gómez and Gómez (2017) to a dual language program that supported the use of translanguaging that allowed a "language allocation that more coherently reflects the dynamic nature of bilingualism" as presented by co-authors García, Sanchez, and Solorza (2017). They lacked an expertise in the implementation of a new bilingual education program, such as translanguaging pedagogy, that would have enabled them to implement these changes successfully. They could have consulted with Dr. Navidad, a local bilingual education professor, who had volunteered to

help them navigate the school, teacher, parents, and students through the changes, yet they did not take advantage of Dr. Navidad as a valuable resource.

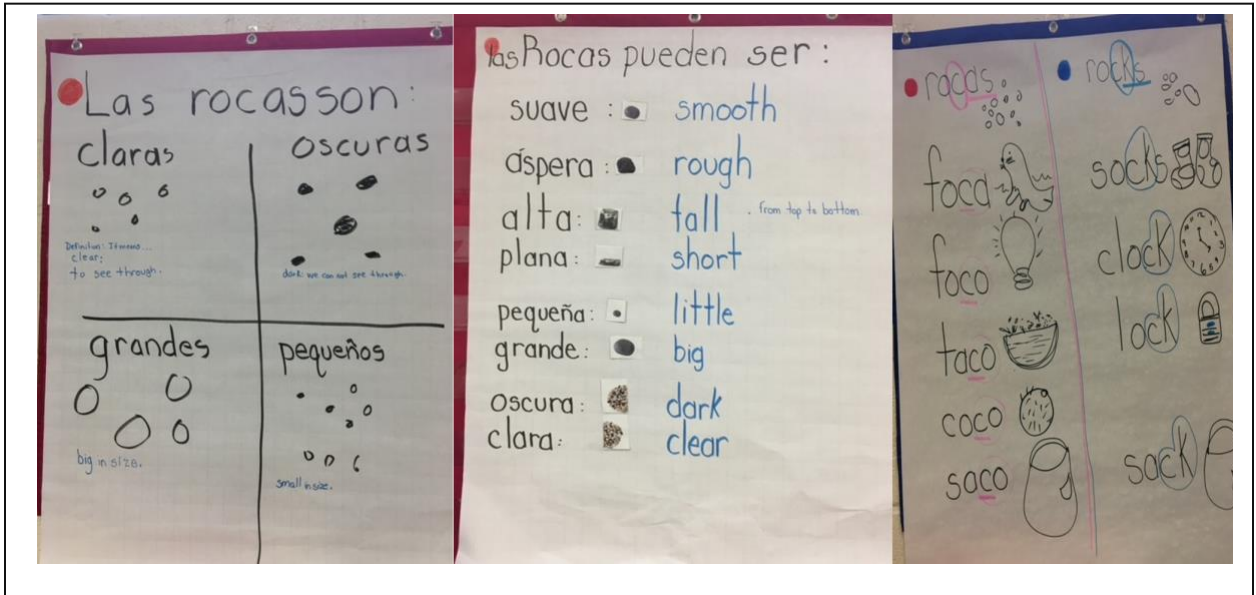


Figure 11. Artifacts displaying a teacher’s product after a translanguageing lesson.

Ultimately, the bulk of the work to actually implement translanguageing fell to Mrs. Flores and the bilingual coordinators. These three individuals worked diligently during the PLC meetings to construct lessons that incorporated translanguageing practices, and in spite of all of the challenges, students demonstrated progress in both English and Spanish. The lesson artifacts that came from Mrs. Flores and her work with the bilingual coordinators are one of the positive elements from this pilot and research project.

One of the lessons that Mrs. Flores shared with us during one of the PLC book study meetings was on an integrated science lesson on characteristics of rocks. She shared that she started the lesson by reading books in English and Spanish about characteristics of rocks. She shared she even found a book that had both languages. When the students heard a characteristic word in the books that were being read they had the teacher write it on chart paper. “*Maestra escribe la palabra áspera en el cartel y rough too.*” Mrs. Flores accepted the student speaking in

English and Spanish in a sentence. She shared that she did not have student say it all in one language or the other. As seen in Mrs. Flores's artifacts, she had a list with characteristics of rocks in both Spanish and English that they would be able to refer back to when they completed a writing assignment. They worked on this topic for several weeks. They ended with an exploration experiment in which they were able to look at different rocks and share their characteristics in either English or Spanish with a partner and later on with the teacher in a group. They also were able to choose the language they wrote their findings in

Mrs. Flores stated one the most rewarding experiences she had during the 2017-2018 Translanguaging Project Plan was when she saw her students that initially only learned their letter sounds in Spanish in previous years classes, also begin to learn the English sounds in one of her very first translanguaging lessons she incorporated. She had modeled a lesson using the bridging book by Urow on teaching letter sounds in both languages at separate times and returning to discuss similarities and differences between the sounds. She stated that compared to previous years this was a marked improvement. Incorporating the translanguaging allowed her to teach both letters and sounds. She showed in one particular lesson how she discussed with the students all the letters that had similar sounds in English and Spanish. She also shared with me the raw scores of the students on letter name and sound in both English and Spanish. We were able to compare the scores of her previous class the year before and this class. The students overall English letter sound and recognition looked to range about 10% to 50% higher than the previous year where she was teaching strictly using the dual language model. After this meeting she sent the following email to the bilingual coordinators and myself. "She stated in an email to the bilingual coordinators and myself the following: "Thank you for coming down, it is very encouraging for me to continue moving forward with the program. Talking about it helps me see the whole picture and your input is most valuable." She was an experienced bilingual teacher and

she was seeing some positive results as she started beginning to pilot the program at Smith Elementary.

Mrs. Flores continued to incorporate both languages in her lessons that she developed for the rest of the 2017-2018 school year. The bilingual coordinators and I joined her in her classroom after an important theme that she would design and pilot and they would discuss the different parts in depth. She shared how she did the lessons, when she used one language or another strategically, what they learned, and how she assessed learning. She was creative in weaving the lessons into different content areas. Mrs. Flores continued to implement the program and observed a lot of progress among her English learners. Because of Mrs. Flores's successes, the bilingual coordinators learned from her singular successes. After the 2017-2018 year ended, Mrs. Flores applied what she learned to her lesson plans for the 2018-2019 year without further involvement from the principal or the district's bilingual coordinators.

### **Summary**

In this chapter, the participants and setting were described. The chapter contained the chronological story of the translanguaging pilot program. The five themes were presented as divergent understanding about translanguaging in the classroom; lack of leadership; lack of communication; parental exclusion; and curriculum, instruction, and student progress. Chapter 5 contains the conclusion to this ethnographic study.

## **CHAPTER 5: DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS**

In this ethnographic study, I observed and documented how one district implemented a translanguaging pilot program over the 2017-2018 implementation period. I documented how translanguaging pedagogy was constructed, developed, shared, and implemented with school leaders, teachers, staff, and parents at North Texas Independent School District (NTISD). I conducted observations during the translanguaging PLC-book study and planning meetings. I interviewed stakeholders who included district and school leaders, teachers, and staff at the school, as well as the parents of the children who participated in the 2017-2018 Translanguaging Project Plan. Although this ethnography was designed to answer two guiding questions, Chapter 4's presentation went beyond exhibiting just the themes that answer the research questions. The chronology of the 2017-2018 Translanguaging Project Plan's implementation provided important insight into the culture of the project itself, cementing the study as ethnographic.

Chapter 5 contains the discussion of how the findings answer the two research questions that guided the study. Next, the findings are discussed in context with the literature. The conclusions that can be drawn from the findings precede the implications for practice and policy that emerged from thoughtful consideration of the findings. The chapter concludes with recommendations for future research.

### **The Findings**

#### **Research Question 1 Findings**

The five themes revealed in Chapter 4 answered this research question that asked: What factors influence the implementation processes of translanguaging? The five themes that represented the factors that influence the implementation process were divergent understanding of translanguaging; lack of leadership; lack of communication; parental exclusion; and

curriculum, instruction, and student progress. Each theme's contribution to answering this research question is described in turn.

### ***Divergent Understanding of Translanguaging in the Classroom***

Divergent understanding of translanguaging is a factor in the implementation of translanguaging. The implementation was flawed from the inception of the PLC book study due to the participants lacking a common understanding and clarity of meaning about translanguaging pedagogy. As seen in Chapter 4, all the stakeholders described a different understanding of the four tenets of translanguaging, which reduced the likelihood of a successful implementation of translanguaging, because they were not going to be able to align practice and the translanguaging pedagogy's framework with fidelity.

At the district level, the leaders' lack of comprehensive understanding of the parts of translanguaging pedagogy caused the executive director and director to be unable to create material to describe translanguaging pedagogy to the rest of the NTISD education staff. Consequently, the NTISD district leaders failed to lead the process of implementation and on-going professional development on translanguaging pedagogy needed for consistency and success.

At the school level, due to the lack of district leadership, the principal and bilingual coordinators were not confident in their knowledge about the pedagogy translanguaging to be able to answer questions posed by staff and parents. By the school level, the lack of knowledge about the pedagogy of translanguaging shared by the principal caused parents to be upset at the lack of information available to them. The school level for the administrators needed to have guidance from the district leaders and a shared vision to convey translanguaging clearly for parents who needed to understand the pedagogy in order to confidently enroll their students in the program. Parents needed to know how the implementation would operate in the classroom.



At the classroom level, the teacher initially did not have a clear understanding of the four tenets of translanguaging, which caused her to confuse the pedagogy with the dual language concept of bridging. As a seasoned and veteran teacher, however, she was able to eventually define and apply most of the four tenets of translanguaging because she did her own personal research about the facets of translanguaging pedagogy. Clearly, the lack of clarity about the 2017-2018 Translanguaging Pedagogy Plan at all levels in NTISD, including the district, school and classroom level participants, created a foundational barrier that factored into implementing this new program at NTISD.

Clarity and shared understanding about the comprehensive nature of the four tenets of the translanguaging pedagogy as shared by García et al. (2017) was not solidified by all the stakeholders involved in the 2017-2018 Translanguaging Project Plan. Consequently, each participant had a different understanding of translanguaging as applied in the classroom. No one involved in implementing the translanguaging pilot program understood all aspects of a true implementation of translanguaging pedagogy, let alone how it would have fit into the existing dual language bilingual education program at the school.

### ***Lack of Leadership***

Lack of a strong leadership team leading the 2017-2018 Translanguaging Project Plan was a factor in translanguaging pedagogy not being implemented successfully at Smith Elementary in NTISD. There was a lack of leadership participation at the district level and the school level in the 2017-2018 Translanguaging Project Plan. The executive director and bilingual director of the bilingual/English as a second language department were not involved in instituting the positive traits of a successful change that Fullan and Stiegelbauer (1991) recommended. Such needed factors would have been having a strong leadership team guide the

process as well as ensuring constant communication for a shared understanding and vision for the implementation of a change.

This theme showed that the NTISD's directors failed to provide a solid framework for implementing a new language pedagogy and failed to collaborate with the principal of Smith Elementary School. The NTISD executive director who initiated the pilot program's PLC-book study wrote the short document titled 2017-2018 Translanguaging Project Plan. However, this person departed from the district, leaving a leadership void that caused the PLC-book study members and the Smith Elementary principal to deviate from the original document's plan. Additionally, the 2017-2018 Translanguaging Project Plan document did not include a clear definition of translanguaging pedagogy nor any specifics for the implementation action plan. While the document conveyed the purpose of the translanguaging project as incorporating translanguaging practices in dual language, two-way classrooms that followed Gómez and Gómez (2017) in NTISD, it did not present a thorough planning process. Consequently, the PLC-book study stakeholders lacked a framework for instituting a successful planning process.

The NTISD directors also failed to formulate and develop an action plan for the process of implementing the 2017-2018 Translanguaging Project Plan. When the school's bilingual coordinators asked the district-level bilingual director about why the existing dual language enrichment program applying the Gómez and Gómez (2017) model was changing, they received no guidance about information to share with the pilot program's teacher. They were charged with piloting a new program but were not given reasons why a program such as DLE that was implemented in the district since 2007 had to be changed or why a new program was being piloted. This information could have been instrumental in developing a shared understanding of the need for piloting a new program designed for ensuring student biliteracy.

The principal attempted to fill this void without communicating with the district leaders and without a thorough understanding of translanguaging pedagogy. Smith Elementary's bilingual coordinators failed to reach out to the district's leaders for the purpose of gaining clarity and communicating needs. The new executive director who joined the PLC-book study in process did not even know that the 2017-2018 Translanguaging Project Plan existed upon assuming this leadership role. The lack of documentation of the 2017-2018 Translanguaging Project Plan encouraged the leadership failures to continue when the new executive director joined the district.

### ***Lack of Communication***

The lack of communication between the stakeholders presented the next factor affecting the 2017-2018 Translanguaging Project Plan. Not having clear communication at all levels of the implementation caused a breakdown in the implementation. As seen in Chapter 4, the participants in the translanguaging pilot program did not communicate effectively. The district level participants did not continue attending the PL-book study meetings nor did they give any guidance after the first meeting. The principal also did not attend the meetings and did not communicate with the district level executive director and director about how he was adjusting the program's emphasis. Further, the principal did not communicate effectively with the Smith Elementary teacher who volunteered to implement translanguaging pedagogy, so the teacher did not know about the changes to the 2017-2018 Translanguaging Project Plan that the principal had made. The teacher shared information with the principal about the progress made in the PLC-book study but received no feedback or guidance about her efforts to pilot the 2017-2018 Translanguaging Project Plan with her students.

The principal did not communicate with the PLC/book study participants about the current student data for this particular population, nor why they need to change the current

bilingual programs at his campus. He did not communicate with anyone but the teacher, but even then she stated she did not know about the actual changes he would eventually make to the bilingual programs housed at his campus. He did not communicate with the district level bilingual director nor parallel the school level to the bilingual coordinators about these changes to the new program. The principal also failed to communicate down to the classroom level to the teachers, parents and students.

The principal who took it upon himself to revise the curriculum and called it a dual language immersion program was not certified as a bilingual educator. Further, the principal did not communicate with the other teachers in the school, who were worried about how the new translanguaging program would operate and who exactly would be charged with teaching students under the translanguaging pedagogy. This confusion reduced their faith in the school's current dual language and Spanish immersion programs. Finally, the parents whose children were affected by the change in programming at Smith Elementary were not informed of this 2017-2018 Translanguaging Plan Project until after they had enrolled their students in the elementary school's original dual language and Spanish immersion programs. The parents expected to have their children in one of the other programs, but upon orientation, they learned that their children would be educated according to the translanguaging model that the principal promoted as the dual language immersion program.

### ***Parental Exclusion***

The parents being excluded from the implementation of the program in which their children would be enrolled was a factor affecting the lack of success of the 2017-2018 Translanguaging Project Plan. Not having the participation of parents in the implementation process caused them to lack buy-in into the new dual language immersion program. Parents are one of the most important stakeholders at NTISD but during this whole process of implementing

the 2017-2018 Translanguaging Project Plan, they were excluded. The parents were not invited to be part of the initial conversations when this plan was discussed and formulated well prior to the school year in which their children would be in the class in which translanguaging was implemented.

Further, parents were not invited to be part of the PLC-book study meetings that were held for several months. For months, parents believed their children would be enrolled on one of the existing bilingual programs at Smith Elementary, and the parents applied for the programs under the idea that their children would be accepted into the existing dual language program. Parents learned about the translanguaging pedagogy shift with the principal's dual language immersion design in May of 2018 during an orientation meeting about the upcoming school year. These parents were told that both the current bilingual programs would be phased out by the principal. The parents were disenfranchised and angry about the programming change, representing a factor influencing the pedagogy's implementation.

### ***Curriculum, Instruction, and Student Progress***

The teacher's participation represented a critical factor for the potential success of translanguaging pedagogy. The teacher piloted lessons according to translanguaging pedagogy in February to May of 2018 and was impressed by the students being able to fluidly navigate both languages at the appropriate times as she had strategically planned. The teacher said her students became able to fully grasp how to correctly communicate in the two languages, more so than she had observed in the past under the existing dual language models. She had observed students as generally shy during the content lessons presented in the students' second language when those lessons followed the Gómez and Gómez (2017) dual language program. However, under the translanguaging pedagogy, the teacher's students were less timid about trying to speak and use their second language than they had been in past school years.

## Research Question 2 Findings

The themes of lack of leadership, lack of communication, and parental exclusion answer Research Question 2 that asked: How are various stakeholders (including administrators, teachers, parents, staff, students) included or excluded from the implementation process? Their discussions in the section above show how the inclusion and exclusion occurred. The exclusion issues began initially with the district’s executive director and bilingual education director who wrote the 2017-2018 Translanguaging Project Plan. They spearheaded the initiative, but the executive director left the district, and the next executive director did not participate in the PLC-book study meetings associated with the project in 2017-2018.

Table 5 shows who were the important stakeholders in the translanguaging pilot program implementation process. The table shows how leaders were not included as well as the lack of inclusion suggesting a lack of leadership and communication among stakeholders. Various stakeholders were included and excluded throughout the 2017-2018 Translanguaging Project Plan. Regardless of the exclusion as purposeful or incidental, such as the principal not communicating with the district level directors or not leading the teacher responsible for the implementation of the new translanguaging pedagogy, the failures to communicate and lead affected the implementation.

Table 5

*Participant Participation by Role Aspects of the 2017-2018 Translanguaging Project Plan*

		<u>Dates with Each Associated Phase</u>			
		April, 2017 to August, 2017	September, 2017 to February, 2018	March, 2018 to May, 2018	June, 2018
		Development of Plan	PLC-Book Study Meetings	Classroom Pilot Period	Implementation Design
Role	Leadership Level	Participation	Participation	Participation	Participation

Executive Director	District	YES	NO	NO	NO
Bilingual Director	District	YES	NO	NO	NO
Bilingual Coordinators	School	YES	YES	YES	NO
Principal	School	NO	NO	NO	YES
Teacher	Classroom	NO	YES	YES	NO
Parents	Classroom	NO	NO	NO	NO
Students	Classroom	NO	NO	YES	NO

During the development of the plans from April 2017 to August 2017, the only participants participating in the development of the initial framework was the executive director, the bilingual director, and the bilingual coordinators. No other participants were part of this period in the planning process. The principal, teachers, and parents were not invited to be part of these initial conversations. It is in this development of the planning stage that a strong framework could have been detailed and after which could have been shared as a vision by these leaders with all the previously excluded stakeholders.

From September 2017 through February 2018, the principal did not attend the PLC-book study meetings. However, during this time, the principal designed what he labeled as the dual language immersion program without any feedback or communication from any of the other stakeholders. The principal excluded all stakeholders in the different levels, including the teacher, who was reporting to the principal about what she learned at the PLC-book study meetings. Parents were still not informed during this time about the 2017-2018 Translanguaging Project Plan.

Meanwhile, during the time that the teacher was piloting translanguaging lessons from February 2018 to May 2018, the only participants involved were the bilingual teacher, the two bilingual coordinators, and the students in the teacher's classroom as she practiced how to follow

the translanguaging pedagogy with fidelity. The teacher worked with the bilingual coordinators to develop lessons that included translanguaging practices. They had no support from the district level nor the principal during this time. Parents were continued to be excluded in this time period.

In June, 2018 the principal invited future and previous parents from the current bilingual programs to a meeting to discuss the new bilingual education program that would take the place of the two previous dual language and Spanish immersion programs on the Smith Elementary campus. It is the first time the parents are included in this process. Also at this time the district level leaders are excluded because of absence. During this time period the initial executive director who was involved in developing the 2017-2018 Translanguaging Project Plan was leaving to another district, and the bilingual director was placed in another position at NTISD.

### **Discussion of the Findings Based on the Theoretical Framework**

In this ethnography, I presented my findings after observing NTISD's efforts to pilot a translanguaging program and the results of that implementation over one school year. Fullan (1999) discussed that in order to implement an innovation successfully, the implementer must operate with a clear understanding of the tasks necessary and the strategies for completing those tasks. Fullan (2007a) advocated for educational change but conveyed that it is not an easy process. Fullan (2007b) acknowledged that human participants must be involved in the change process.

In education the implementation phase is where participants attempt to make use of the new innovation, carry out the set actions, sustain commitment and problem-solve any barriers which may arise. The three factors affecting implementation according to Fullan and Stiegelbauer (1991) are characteristics of change, local characteristics, and external factors. They identified characterizations of change for each stakeholder and items for consideration before



they commit or reject a change effort. They also found levels of stakeholders in local and federal government (Fullan & Stiegelbauer, 1991). Fullan and Stiegelbauer’s (1991) model of factors affecting implementation focuses on the stakeholders and their part in an educational change process. The themes that emerged in this ethnography are discussed according to their three major aspects of educational change as seen in Figure 12.

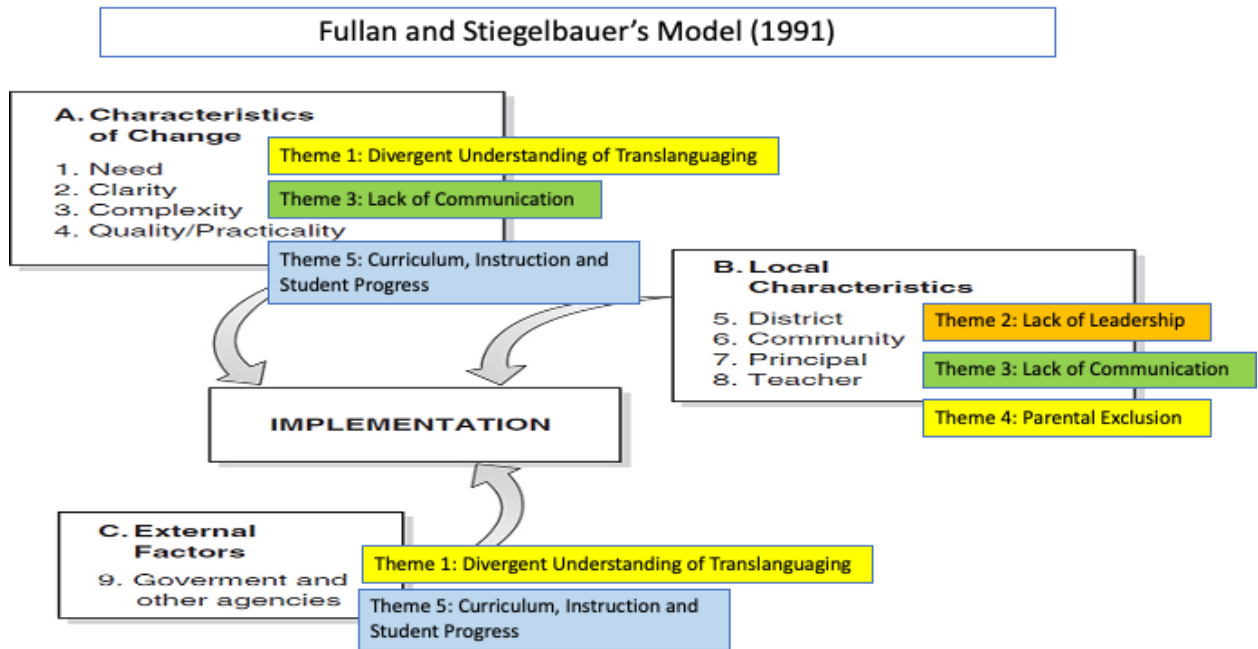


Figure 12. Matching the themes found in the study with Fullan and Stiegelbauer’s (1991) change model.

### Characteristics of Change

The characteristics of change that Fullan and Stiegelbauer (1991) included in the model are need, clarity, complexity, and quality and practicality. The themes that tie to this section are divergent understanding of translanguaging, lack of communication, and curriculum, instruction and student progress. Fullan (2007a) suggested that adapting to change requires all stakeholders, and in particular the teachers, to have time to construct shared meaning; otherwise, the change will fail. Fullan (2007a) defined shared meaning as the “interface between individual and

collective meaning and action in everyday situations,” and the place “where change stands and falls” (p. 9). Essentially, teachers develop a common understanding of the goals they want to accomplish and identify the actions needed for reaching their goals. In the characteristics of the intended change section of the Fullan and Stiegelbauer (1991) model, the importance of sharing why change is needed for implementing change is emphasized. The executive director and bilingual director at NTISD did not share the “need” of a new bilingual program with the stakeholders involved.

In such an established district with over 90,000 students, and with hundreds of schools, that houses over 70 bilingual campuses, the district’s bilingual/English as a second language department chose to only recruit teachers from a few campuses to pilot and implement the 2017-2018 Translanguaging Project Plan. The theme of lack of communication directly ties in with this failure to convey the need for the program from the district level. At the school level, the bilingual coordinators and the principal did not communicate any information about the need for the change based on student data to the teachers, parents and students.

As far as the needed clarity recommended by Fullan and Stiegelbauer (1991) the district leaders failed to set up a framework that could be used as a shared vision. As seen in other successful change implementations, when the stakeholders should all be able to describe what early stage implementation looks like, what mid-stage practices are, and how full implementation would operate (Fullan, 1982;1993; 2007b). The district leaders and the principal should have been able to arrive at the PLC-book study meetings with a clear plan of discussion and topics to discuss around the translanguaging plan. The PLC book study participants were from the district level and school level but only three members would attend any given meeting to work on the implementation plan. The meeting attendees did not take notes or make future plans on the progress that needed to happen.

Similar to the characteristics of change seen in Fullan and Stiegelbauer (1991) model, studies of effective schools consistently exemplify that high quality programs have a shared vision, set of goals that define their expectations for academic achievement and have high expectations that are shared by the administrators, teachers, parents and students (Corallo & McDonald, 2002; Genesee et al., 2006; Lindholm-Leary & Genesee, 2010; Marzano, 2003). In the *Guiding Principles for Dual Language Education* by Howard, et al. (2018), an important approach was identified as providing a Dual Language Framework when implementing second language acquisition program. The Dual Language Framework shared by Howard et al. involved analyzing the instructional practices undertaken by the district leaders and administrators when investigating the program's challenges and successes. Similarly, the Translanguaging Classroom Framework by García et al. (2017) allows for doing the same evaluative activities for the translanguaging pedagogy.

The failure to gain clarity affected the complexity of the implementation of translanguaging in NTISD. During the book study and PLC meetings the translanguaging pilot stakeholders could have developed their understanding of translanguaging and how to apply it in the classroom setting. Curriculum, instruction and student progress were always part of these conversations during the PLC-Book studies, but they had no leadership from the district or the principal to give direction or support. There was no stakeholder in the meetings who fulfilled the needed leadership role for navigating the group through these conversations. As part of the failure in the complexity of implementing translanguaging pedagogy, the NTISD bilingual coordinators and Smith Elementary bilingual teacher lacked ongoing access to external conferences, in-service training sessions, other districts implementing this program, translanguaging pedagogy consultants, and most importantly, central office district leaders who supported them. The failures of these aspects of the change model affected the quality of the

implementation in which the principal did not communicate with clarity the vision, need for change to the parents affected by the translanguaging program's implementation.

### **Local Characteristics**

Fullan and Stiegelbauer (1991) included local characteristics, such as the district, community, principal, and teacher, in their change model. I include the students in the local characteristics for this discussion because they are the target audience benefitting from the successful implementation of translanguaging pedagogy. The themes that tie to this section are lack of leadership, lack of communication, and parental exclusion.

The district leadership did not set up a collaborative PLC, and all the stakeholders were not included in the PLC for ensuring a successful implementation. Fullan (2007a) stated that schools that are best able to manage changes like the implementation of the 2017-2018 Translanguaging Project Plan are those with a collaborative work culture. Collaboration is accomplished when PLCs are focused on connecting with the target environment and exploring the fundamental purpose of the educational change. In the PLC-book study, NTISD's leaders did not nurture a collective inquiry or build a collaborative culture for the stakeholders to be involved. The leaders did not use the PLC to create an action plan for the translanguaging pilot implementation. There was also a need for the leaders at NTISD to serve as instructional leaders (Quebec Fuentes & Jimerson, 2020). Consequently, the lack of leadership and needed communication prevented the PLC-book study stakeholders from making and implementing decisions collaboratively in order to ensure they had a shared mission about the implementation of translanguaging in the bilingual classroom.

Moreover, research has shown that successful models require teacher buy-in (Fullan, 2002, 2007b; Silin & Schwartz, 2003; Turnbull et al., 2002). Teacher buy-in is believed to be

one of the key factors in leading a successful implementation (Silin & Schwartz, 2003; Turnbull et al., 2002). According to Turnbull et al. (2002) teacher buy-in is the following:

Teachers' perceptions of five related issues: (1) whether teachers believed that they had a good model for their school; (2) whether the model helped them to become better teachers; (3) whether they were personally motivated to make the model work; (4) if they believed that they were able to make the model work in their classroom; and (5) if they understood how the model was supposed to work to improve student learning. (p. 243)

It was fortunate that Mrs. Flores, the pilot program teacher, was willing to learn about translanguaging pedagogy on her own time.

Mrs. Flores applied what she taught herself and piloted the translanguaging lessons in her classroom. She also upheld the four tenets in the translanguaging pedagogy discussed earlier (García et al., 2017). Her buy-in that was based on her singular efforts to determine if translanguaging could be beneficial, single handedly showed that translanguaging pedagogy could be successful. However, for her to be confident about her efforts early in February of 2018, she needed support and leadership in addition to communication from her principal that she did not receive. Research shows that successful implementation of language programs is determined by a host of factors, including the support of administration that she did not receive during the 2017-2018 Translanguaging Plan (Johnson, 2009; Menken & García, 2010).

### **External Factors**

Fullan and Stiegelbauer (1991) identified the external factors as government and other agencies. In this study the external factors were the external participants in the 2017-2018 Translanguaging Project Plan that included the local university's professor of bilingual education and other bilingual education authors' that had initially been involved in the discussions of translanguaging with NTISD following the conference that I had attended. The themes of

divergent understanding of translanguaging and curriculum, instruction, and student progress affected the external factors of the translanguaging pilot program. The NTISD leaders did not use the local university professor as a resource even though this professor communicated having an ongoing interest with availability to the school district. The consultations with the local professor could have aided the new NTISD executive director's efforts to understand the 2017-2018 Translanguaging Pilot Plan, which could have enabled greater levels of leadership during the complex and messy process of facilitating a change in educational processes (Fullan, 1999).

The university resources would have been able to inform NTISD about how to implement translanguaging pedagogy in their bilingual program successfully because of having the knowledge and expertise about bilingual education and specifically translanguaging pedagogy. During the development of the plan phase, the local professor arranged for a video conference call with Susana Ibarra Johnson, one of the authors of *The Translanguaging Classroom* by García et al. (2017), and the NDISD district-level bilingual leaders to discuss translanguaging pedagogy and implementation. The professor had even informed the district leaders that bilingual authors, Yvonne and David Freeman, also expressed interest in helping them during the implementation of translanguaging. NTISD did not ensure the program change was successful when they did not use the wealth of knowledge the external factors had made available to them.

### **Discussion of the Findings Based on the Literature**

The ethnographic study's findings showed a relationship to the literature. The themes of lack of leadership, lack of communication, and parental exclusion did not create the focus on learning that Hoecker (2009) and DuFour (2004) recommended as necessary for educational change. Second, the invited participants did not include the parents as part of the stakeholders in developing the vision, values, and goals of the 2017-2018 Translanguaging Project Plan which contradicted recommendations by Hoecker.

Second, PLCs are designed to operate a specific way. If the NTISD leaders had followed the PLC guidelines, leaders within PLCs could have been able to “find new ways to see things [and] articulate and communicate their vision so others can learn to shift perspectives when needed” (Bolman & Deal, 2008, p. 162). PLCs can serve as the forum for these conversations and a place to process implications of any decision no matter the education idea or trend being discussed, making this an ideal forum for the examination of the translanguaging program being implemented. This would have been extremely beneficial to get buy-in from the school’s other bilingual teachers and parents who might not have been convinced by the benefits of the implementation of the translanguaging pedagogy at NTISD based on the principal’s presentation in May of 2018.

Third, one of the most important participants in this implementation was the teacher who learned about translanguaging pedagogy to ensure that the translanguaging classroom encouraged fluid multilingual practices that challenged and transformed the students’ learning (Wei & Lin, 2019). The translanguaging strategies that the teacher employed and piloted allowed students to show many positive outcomes very quickly. Mrs. Flores’s students showed progress when she implemented the translanguaging pedagogy-based lessons. The students benefited from her efforts to apply translanguaging pedagogy in the classroom. Mrs. Flores’s evidence suggested that translanguaging can be used as an effective pedagogical strategy to maximize the use of the students’ and the teacher’s linguistic, social, and cognitive resources in learning in support of assertions by Baker (2001) and García and Wei (2015).

Next, each participant understood a different part of translanguaging and its terminology as defined by García et al. (2017). The participants’ understanding of translanguaging pedagogy meant that they could grasp not needing to strictly allocate language use as the DLE by Gómez and Gómez (2017) required. However, the participants referred to bridging as the one concept

they really grasped about translanguaging pedagogy even though it is only a scaffolding for learning rather than a practice for the emergent bilingual student's language or a teacher's instruction. According to García et al. (2017), assessment needs to be immersive in more transformative ways rather than just a scaffold. Bridging is a small piece of the translanguaging umbrella, but not the main piece.

The findings in this ethnography contradicted the García et al. (2017) instructional and assessment framework in which teachers support multilingual students' efforts to engage with and comprehend complex information, opportunities for bilingual students to develop linguistic practices in the classroom, bilingualism for understanding, and socioemotional development and bilingual identities. However, the finding supported Palmer and Martínez (2013) who stated that even in a dual language program where bilingualism is the goal, a lot of work must be done to ensure bilingual students fulfill their linguistic repertoires. Mrs. Flores was the singular stakeholder who did the work necessary to benefit the bilingualism of her students.

Translanguaging as applied by Mrs. Flores supports Palmer and Martínez's (2013) assertions that viewing language as practice and hybridity represents a normal dimension of bilingualism to allow bilingual educators to cultivate a more robust understanding of how bilingual students practice language and will better equip them to leverage students' full linguistic repertoires as resources for teaching and learning. While Mrs. Flores appeared to make every effort to do these things, the other stakeholders in the school and district did not, which caused the parents to be cautious about whether translanguaging pedagogy would ensure these four aspects of ensuring bilingualism could be achieved. These findings and their associated literature lead to several conclusions.



## Conclusions

In this ethnographic study, I sought to identify the factors in the implementation of the 2017-2018 Translanguaging Project plan that would build a solid understanding of translanguaging among the stakeholders and ensure its successful implementation. The thematic findings supported the literature regarding the importance of stakeholders all having a shared meaning and understanding of the four tenets of translanguaging pedagogy in a bilingual classroom. An important takeaway from the findings was how important using more than one resource for understanding translanguaging could have been for enabling the PLC-book study members to gain a shared understanding, rather than the divergent one that I found in the themes of translanguaging pedagogy. Examples of resources that would have enriched a collective understanding of translanguaging would have been *The Translanguaging Classroom* by García et al. (2017) or any of the free guides that are available online from CUNY-NYSIEB. The district did not use all resources available, whether local, regional, or national, and including local experts at the nearby university, which was an aspect of change management recommended by Fullan and Stiegelbauer (1991).

A second conclusion from this study was that the district's lack of a strong bidirectional commitment to success with open communication from the top down, meaning from district level to classroom level, and from the bottom classroom level up to the top district level created factors that prevented the translanguaging pilot program from being received with success from all stakeholders, including teachers at Smith Elementary and the parents of the children who would participate in the translanguaging pilot program. Stakeholders, especially parents, needed to have been involved in all the phases of the implementation. I believe that the professional learning community (PLCs) that is not governed by rigid rules and policies strictly dictating how to operate could have been a creative tool for developing a shared understanding of the

uniqueness of translanguaging pedagogy (Hoecker, 2009). This elasticity of PLCs allows for sustainability and adaptation as a school organization evolves; however, the NTISD use of the PLC-book study group fell short of ensuring sustainability for this innovative translanguaging program.

Third, the evidence in this ethnography suggested that educators are constrained by the ideologies and practices of strict language separation, such as the ones in the dual language programs by Gómez and Gómez (2017) that formed the existing NTISD dual language program model. The attempt to shift to a translanguaging pedagogy was noble and represented a pedagogical shift of language and what it is to be bilingual rather than a supplement to the existing dual language model. The findings showed that teaching in bilingual contexts benefits from shifting the focus away from rigid methods and strategies and moving toward the application of extraordinary, fluid pedagogies that are informed by a robust understanding of language and bilingualism (Palmer & Martínez, 2013).

Further, any educational change requires a plan for program sustainability and transfer of knowledge within succession planning, such as when executive directors leave their positions and new executive directors must take over existing efforts in case leadership (and other actors; teachers, parents, etc.) changes as was seen in the NTISD study where most of the Bilingual/ESL department were moved from the district office or left the district. The lack of communication and leadership found in this ethnography confirmed how necessary good program planning and succession planning are. Essentially, the plan collapsed when the executive director who formed it left NTISD. Indeed, the 2017-2018 Translanguaging Program Plan document was not detailed enough, causing the PLC-book study group as well as the principal of Smith Elementary to deviate from the initial intent that was using translanguaging pedagogy to support the existing dual language program.

Next, exposing the pedagogy of translinguaging to the existing programs' teachers who had been trained in the belief that languages should be kept separate at all costs would have allowed Mrs. Flores to feel supported and supported the shared vision that should have been formed based on leadership from the district and principal. The rationale for implementing translinguaging, according to the bilingual director during an interview, involved it allowing emerging multilingual students to have an advantage as they gain a more thorough understanding of content taught in the classroom, helping the development of the weaker language in emerging multilingual speakers, and fostering home-to-school relationships between schools and parents. Unfortunately, the failure to apply a consistent language about the program and a shared vision among the stakeholders caused the program not to be well received by parents when they were finally introduced to it in May of 2018. These conclusions or takeaways from the findings lead to implications based on these lessons learned for school districts seeking to successfully implement a new translinguaging program.

### **Implications**

The conclusions suggest that Fullan (1993, 1999, 2007b) was correct about successful change implementation requiring the formation of some type of shared meaning built from good planning. Lack of communication reduced opportunities for sharing meaning. While plans do not need to be presented as elaborate documents, they do need to be able to focus on the right factors and have approval of stakeholders in positions of authority to see that they are carried out (Fullan, 1999). The 2017-2018 Translinguaging Project Plan was not clear enough for it to be followed after the leader who initiated it left the district. The NTISD bilingual/English as a second language department were absent from all of the PLC-book study meetings and had no knowledge about the details behind the plan's initial document. By attending the PLC meetings, district-level leaders can answer many questions, provide emergent bilingual student data to

support making a pedagogical change in the existing dual language bilingual education program, convey the steps needed to implement the translanguageing program, guide the execution of the plan, and present the plan to all other stakeholders, especially the school-level teachers, parents, and students. Therefore, for future pedagogy changes, district- and school-level leaders need to understand the plan, share a vision, and speak with the same terminology about what the plan will be in practice before any efforts to engage teachers, staff, or parents occurs. They need to understand all four of the basic tenets of translanguageing pedagogy and how to properly implement all aspects of translanguageing pedagogy.

Programs need to be implemented and explained based on data. Data-driven decision making enables everyone to see the same evidence and understand the foundation for a shared vision. A clear and shared vision and leadership play major parts in data-driven decision making (Bernhardt, 2004; Henke, 2005; Mandinach, 2012). Data driven decision making should be used to provide baseline data before the implementation of new policies, procedures, or supports, during implementation, and after implementation has been established (Jimerson, 2016). The district-level leaders need to show the data as to why a change, such as from the existing dual language program to the added translanguageing pedagogy, is needed. When there is research to support a change, the research behind a pedagogy like translanguageing needs to be discussed for supporting how to replicate other programs' successes.

When implementing a new pedagogy for ensuring students gain true bilingualism, using all resources, both internal and external, is necessary. First, the written resources need to be carefully chosen. The NTISD leaders had met with one of the authors of *The Translanguageing Classroom: Leveraging Student Bilingualism for Learning* by García et al. (2017), but chose a different book for the PLC. The PLC-book study used *Teaching for Biliteracy* by Beeman and

Urow (2013), but this text only addressed a small piece of what Translanguaging pedagogy is, which was the bridging piece of the model.

After reviewing García et al. (2017), I believe they offer a better book for ensuring a shared understanding of translanguaging pedagogy. García et al. showed administrators, teachers, and researchers how to use translanguaging to help emergent bilingual level the field in bilingual classrooms and described translanguaging from sociolinguistic and pedagogical perspectives. They illustrate translanguaging pedagogy in three different grade level classrooms and different regions of the US and provide short vignettes illustrating translanguaging pedagogical strategies. García et al. gave educators the necessary tools they need to plan, implement, and evaluate translanguaging in the classroom. In particular, for those school districts that already have an established dual language bilingual education program, I also suggest using the CUNY-NYSIEB *Translanguaging in Dual Language Bilingual Education: A Blueprint for Planning Units of Study* that contains specific direction and guidance for effectively implementing translanguaging pedagogy into an existing dual language, bilingual education program.

Another implication involves implementing translanguaging properly with the use all available resources, such as locally, regionally and nationally. NTISD had external community support that could have helped them begin this implementation successfully. The NTISD Bilingual/ESL department had access to a local university's professor of bilingual education but did not take advantage of his offer to help. They could have worked with nearby districts that already implemented translanguaging successfully and followed their plan. NTISD also had access to Yvonne and David Freeman, experts on translanguaging pedagogy, who had been the panelists in the first conference in February of 2017, in which the NTISD leaders heard about the topic. Not only had the Freemans offered to help with starting translanguaging in the district, but

also Susana Ibarra Johnson, one of the authors of *The Translanguaging Classroom*, met with the district the summer of 2017 when the plan was developed. However, none of these experts were further engaged, causing an implication: Use experts without hesitation when they make themselves available.

Before any pilot program commences, such as in one classroom as happened with Mrs. Flores, all stakeholders must have a shared conceptualization of translanguaging in the classroom that is based on the four tenets earlier discussed. This lack of a solid foundation with the 2017-2018 Translanguaging Project Plan started with the district level leaders in the bilingual/English as a second language department and permeated throughout the PLC-book study group as well as the entire Smith Elementary community. Delaying the implementation of a pilot is necessary when there is not a common ground upon which all stakeholders walk. Moreover, in a situation involving novice teachers being asked to implement a new pedagogy in their classroom, a clear definition and understanding of translanguaging pedagogy must be ensured through use of resources, provision of resources, appropriate professional development, and modeling of lessons. Teachers will not understand how to develop or modify existing lessons, create assessments to show their language development in both their native language and their second language acquisition or provide a safe place for the emergent bilingual to practice and develop their translanguaging skills without adequate preparation and training. It should not be up to the teacher to learn in isolation a new pedagogy independently and individually prior to piloting it with students.

In order for a new dual language program to be implemented the teachers need to have had a complete understanding of the goals and philosophy of the translanguaging pedagogy. Future implementations should include the following: (a) clear definition of translanguaging pedagogy and the research behind it as well as about the roles of the stakeholders; (b) the vision

guiding the creation of a new program to justify why they were wanting to pilot a new program; (c) the data about the student population being targeted based on student assessments, current program evaluation, and parental support; (d) access to resources and training; (e) ongoing leadership and open communication with feedback loops throughout the planning phase and pilot and implementation phases; and (f) a detailed timeline of tasks, goals, and assignments that is adhered to with accountability and measurement points. The district's leaders should share their instructional leadership expertise, be able to provide guidance about how to implement a program that could be used on a wide scale after the pilot program to help school leaders develop their teachers' buy-in for the program, and recruit parents for involvement and support. Even with roles defined, a designated expert who can be the point person is needed to facilitate any program change, particularly a pedagogical change that is as profound as the translanguaging pedagogy from the existing dual language model.

School district leaders need to make sure the bilingual staff chosen to implement the new program has the theoretical basis and understanding of translanguaging and how it should look like in the classroom. They need to be trained extensively on all aspects of translanguaging pedagogy before attempting to use it with students. For example, a complex aspect of translanguaging pedagogy demands that multilingual speakers engaged in translanguaging do not fluctuate between language systems (in NTISD's case between English and Spanish) randomly. Translanguaging is not about no code switching but more about responsible code switching (García et al., 2017). Students need to learn with intention and to use their knowledge about each language for achieving goals in the classroom. Teachers must have the skill sets necessary to help students gain a metacognitive understanding of the way their language practices affect their work.

Those implementing a translanguaging program must build a shared vision with all the stakeholders, including both staff and the community, and cultivate a systemic pattern of thinking (Senge, 1990). The evidence from Mrs. Flores’s classroom suggested that the school district may find that the implementation of translanguaging can expedite the effectiveness of English language instruction for its emerging bilingual students. Translanguaging pedagogy should not be abandoned just because the project plan was ineffective. Indeed, NTISD needs to improve its implementation and continue it. Thus, I suggest NTISD and any other school district in the process of implementing a translanguaging program may benefit from applying Senge’s theory of developing a learning organization as well as Fullan and Stigelbauer’s (1991) implementation theory as previously discussed.

### **Recommendations for Future Research**

“True research does not end. Instead, it points the way for yet another search” (Glesne, 1999, p. 199). Based on this study, there are opportunities for future research as follows:

1. This study focused on the implementation of translanguaging in a single district and a single elementary school campus, so future studies could be to research and compare how several schools in one district or even school districts in different states implement translanguaging.
2. An additional ethnographic study could be beneficial to understand with in-depth detail than this study could provide how various stakeholders are included or excluded in the process.
3. A case study to evaluate the framework of applying translanguaging pedagogy and the functionality of implementation would allow future researchers to assess further the identified implementation factors and benefit of effective leadership practices.



4. A study might be conducted to monitor if implementation of translanguaging pedagogy is successful when stakeholders from all levels, district, school and classroom level, are included as part of feedback loops during all stages of the implementation.
5. Ongoing participatory action research on other second language acquisition programs implementing translanguaging pedagogy is needed. The researcher needs to be a part of the implementation process to enable future programs to have success even in circumstances mirroring those that occurred in NTISD during the PLC-book study period.
6. Lastly, a study of current student-teacher education programs about how preservice teachers are introduced to translanguaging pedagogy would benefit opportunities for novice bilingual education teachers to be successful in their classes.

### **Chapter 5 Summary**

In order for an implementation of a new bilingual program such as the 2017-2018 Translanguaging Project Plan to have been successful, a knowledgeable team of leaders, as well as a clearly articulated plan with a shared vision among all the stakeholders involved in the process was needed (Senge, 1990). By district leaders implementing translanguaging pedagogies in their bilingual education programs, bilingual teachers gain opportunities to promote translanguaging pedagogy in the classrooms, as was seen in Mrs. Flores's classroom. Many academics are calling for an inclusion of translanguaging in bilingual programs (Canagarajah, 2011; García & Sylvan, 2011; García & Wei, 2014), and the evidence in the pilot classroom suggested this call is valid. All language acquisition programs should implement translanguaging pedagogy in order to allow emergent bilinguals to acquire competence and proficiency in being

able to communicate across academic contexts. Students should be able to be supported as they engage and comprehend complex content and texts in multiple languages and modalities as they need it. Bilingual educators and language acquisition programs should allow the space for the student's bilingualism and way of knowing and should not strictly adhere to the language exclusions of widely used dual language program.

The lack of clarity of meaning was seen in the participants' confusion of what the pedagogy of translanguaging meant and created a foundational barrier to implementing this new program at NTISD. With open communication and leadership that involves available resources of all types and extensive documentation, the new translanguaging program can be successful. NTISD had no documentation at the district level that this project existed, so this ethnography serves as a historical record that NTISD could use for ensuring success during program changes. It is difficult for a district to learn if there is no documentation or history of the program that was piloted.

Thus, school districts seeking to implement translanguaging are encouraged to begin by gaining a clear understanding of the goals and comprehensiveness of translanguaging pedagogy. The successful program enables all stakeholders to produce a shared vision about the benefits and aspects of translanguaging. They need to know how its implementation will achieve the goals of biliteracy for bicultural students. To do so requires ongoing, feedback loops through open communication from the top-level leaders down through school-level personnel to the parents.

Finally, the most powerful finding in this study was how the teacher successfully implemented all aspects of translanguaging pedagogy by planning the strategies and techniques needed in her dual language classroom. She showed evidence of the students increasing their metacognitive awareness and metalinguistic understanding of the concepts taught in the

classroom. “Mira maestra, el gimnasio es similar a *gymnasium*... la letra b suena similar a la letra b en Inglés...” In essence, translanguaging pedagogy accepts the whole child and what they know in their diverse languages and not just the language that is being spoken at the moment. This study showed that translanguaging has great promise for NTISD and beyond.

## CHAPTER 6: EPILOGUE

Currently, Smith Elementary has continued the Dual Language Immersion program that Dr. Grande put in place in the summer of 2018 and following the translanguaging pilot program. Mrs. Flores continues to be a lead teacher in the bilingual team. The school's website shows that they follow the Gómez and Gómez (2017) dual language program but also incorporate more English literacy than is allowed in the program. They have a Spanish guided reading group and an English guided reading group session each day starting from first grade. They call the English reading group an intervention, that is sometimes guided by the classroom teacher or sometimes by an interventionist. However, the word translanguaging is not used anywhere at Smith Elementary.

The bilingual department at NTISD was populated by all new leaders by the time this study was completed. No one originally part of the 2017-2018 Translanguaging Plan remains employed at the district-level bilingual department. The new executive director in the bilingual department of NTISD stated that she did not know that the district had piloted translanguaging pedagogy in the past when I contacted her in 2021.

As of 2021, all the schools in NTISD were following the Gómez and Gómez (2017) dual language program with fidelity. This executive director also had a history as often presenting on dual language with the Gómez and Gómez brothers. She believed in the dual language program that they modeled and were currently using at NTISD. I believe that NTISD Bilingual department needs to put a system in which these projects are recorded and documented for future leadership to learn from previous leaders' lessons, rather than operating in leadership vacuums with no way to learn from historical evidence. It is concerning that everyone in the 2017-2018 translanguaging pilot project was paid a stipend for participation but no records of the program exist in 2021. I believe the district level leaders should be accountable for how they use their

resources, especially since the lack of record keeping comes at the expense of one of our neediest populations, low-income emergent bilingual English learners.

In hindsight, I would have liked to have done this project as a participatory action research study. I would have been able to be an active participant in the process. Instead, I was challenged to watch as an observer, remain outside the conversations, and stay in my role as a researcher. As an elementary bilingual educator for 8 years, I wanted to share my thoughts and ideas when Mrs. Flores was planning translanguaging lessons. I saw her as an asset to Smith Elementary and NTISD. My next project involves recruiting a group of bilingual educators interested in learning about translanguaging pedagogy and leading them through a book study with *The Translanguaging Classroom: Leveraging Bilingualism for Learning* by García et al. (2017).

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## APPENDICES



## Appendix A: Recruitment Email



**Texas Christian University  
Fort Worth, Texas**

Dear [insert name],

My name is Lizdelia Piñón, and I am a doctoral student in the Educational Leadership program working with Dr. Erin Atwood at Texas Christian University (TCU).

We are writing to invite you to participate in a research study about the piloting of a translanguaging program. You are eligible to be in this study because you are parent of a future student in the translanguaging program.

If you decide to participate in this study there is no compensation. The estimated time of the study is 30-45 minutes per interview. Risks for being involved in this research are considered minimal, or no more than risks associated with daily life. The student researcher will not include any identifying information and keep these documents in a password protected file.

Remember this is completely voluntary. You can choose to be part of the study or not. If you would like to participate or have any questions about the study, please contact me or Dr. Atwood by responding to this email.

Thank you very much.

Sincerely,

Lizdelia Piñón

## Appendix B: Consent Document



Texas Christian University  
Fort Worth, Texas

### CONSENT TO PARTICIPATE IN RESEARCH

**Title of Research:** Piloting Translanguaging

**Funding Agency/Sponsor:** N/A

**Study Investigators:** Erin Atwood, Ph.D., and Lizdelia Piñón, TCU Graduate Student

**What is the purpose of the research?**

This study will explore the piloting of a translanguaging program in a local school district.

**How many people will participate in this study?**

We hope to have 12-15 participants in the study. Most of the participants will be selected because of their connection with the translanguaging pilot program at the schools. Other participants will be parents who are already involved with campus Spanish immersion programs, Dual Language programs, or the translanguaging program in the future.

**What is my involvement for participating in this study?**

You will complete one or two semi-formal interviews, which will be audio recorded. You will also be observed in the context of parent meetings and/or book study/PLC sessions at school.

**How long am I expected to be in this study for and how much of my time is required?**

The study begins in the Fall of 2017 and will continue for one year. Interviews will last approximately forty-five minutes and will be scheduled at a time and place convenient for you.

**What are the risks of participating in this study and how will they be minimized?**

Potential risks to participants are considered minimal, but could arise and every attempt will be made to minimize them. Interviews can be uncomfortable and people can regret the things they share after the fact. For this reason, you will have the opportunity to review their interview transcripts so you can verify everything you have said. Being observed can also alter behavior and make people uncomfortable. To deal with this, the researchers will not include any identifying information in their notes and will keep any related documents in a password protected file. In the interest of protecting your privacy, the researchers will only analyze documents that were prepared for public consumption, unless the researchers have obtained specific permission from all involved. Finally, the time and effort required to complete interviews, reflection question responses, and the neighborhood walk could be stressful. The

researchers will do everything possible to be respectful of your time. To mitigate inconvenience and risk, the on-site researcher will schedule interviews at a quiet and private location of your choosing. At each data collection event, the researchers will remind you that involvement in the study is voluntary and that it is not necessary to respond to every request to remain involved.

**What are the benefits for participating in this study?**

By participating in this study, you may benefit by further developing your understanding of translanguaging and effectiveness of professional learning communities to implement a new program.

**Will I be compensated for participating in this study?**

No. Neither compensation nor incentives are being offered for your involvement.

**What is an alternate procedure(s) that I can choose instead of participating in this study?**

While there is no alternate procedure, you can simply choose not to participate.

**How will my confidentiality be protected?**

There will be no names used in this study nor will any identifying information be recorded on any materials related to the study. All effort will be made to mask your identity using pseudonyms. Your name and the name of your school will not be disclosed. All digital records from the survey will be kept in a password protected location. All digital audio files will be deleted after being transcribed. All data collected will be maintained in a secure location, where only the investigators will have access.

**Is my participation voluntary?**

Yes. You may refuse to participate without any penalty. You may also withdraw your consent to participate at any time and for any reason—even if you agree at first but change your mind later.

**Can I stop taking part in this research?**

Yes. You may refuse to participate without any penalty. You may also withdraw your consent to participate at any time and for any reason—even if you agree at first but change your mind later.

**What are the procedures for withdrawal?**

Simply inform the researchers (by phone, email, or in person) that you prefer not to participate. If you decide to withdraw from the study after it has already started, then the information collected will be excluded from the study and any of your responses will be destroyed as long as you contact the researchers within 72 hours of completing that piece of data. (For example, if you participate in an interview at 3:00 on Monday, you have until 3:00 on Thursday to decide to withdraw that information). To withdraw, you may contact Lizdelia Piñón at 312-952-8072 [l.pinon@tcu.edu](mailto:l.pinon@tcu.edu) or Erin Atwood at 817-257-6116 or email [e.d.atwood@tcu.edu](mailto:e.d.atwood@tcu.edu).

**Will I be given a copy of the consent document to keep?**

Yes, you will be given a copy of the consent document.

**Who should I contact if I have questions regarding the study?**

Lizdelia Piñón, 312-952-8072, [l.pinon@tcu.edu](mailto:l.pinon@tcu.edu)  
Erin Atwood, 817-257-6116, [e.d.atwood@tcu.edu](mailto:e.d.atwood@tcu.edu)

**Who should I contact if I have concerns regarding my rights as a study participant?**

Dr. Cathy Cox, Chair, TCU Institutional Review Board, Phone 817 257-6418.

Dr. Bonnie Melhart, TCU Research Integrity Office, Telephone 817-257-7104.

Your signature below indicates that you have read or been read the information provided above, you have received answers to all of your questions and have been told who to call if you have any more questions, you have freely decided to participate in this research, and you understand that you are not giving up any of your legal rights.

**Participant Name (please print):** \_\_\_\_\_

**Participant Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Investigator Name (please print):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Investigator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix C: Participant Research Information Sheet



Texas Christian University  
Fort Worth, Texas

### RESEARCH INFORMATION SHEET

**Title of Research:** Piloting Translanguaging

**Funding Agency/Sponsor:** N/A

**Study Investigators:** Erin Atwood, Ph.D. and Lizdelia Piñón, TCU Graduate Student

**What is the purpose of the research?**

The researchers will recruit between twelve and fifteen participants in the study. Most of the participants will be selected because of the roles they already occupy in the organization and the school. In addition to the individuals (parents) who are already involved with the bilingual programs (Spanish immersion and Dual Language programs).

**How many people will participate in this study?**

The researchers will ask between 12-15 individuals to participate in a semi-formal interview.

**What is my involvement for participating in this study?**

The researchers will ask you to verbally respond to 5-10 questions about the piloting of the translanguaging program.

**How long am I expected to be in this study for and how much of my time is required?**

The verbal interview should take no longer than forty-five minutes of your time.

**What are the risks of participating in this study and how will they be minimized?**

Potential risks to participants are considered minimal, but could arise and every attempt will be made to minimize them. Being interviewed and observed can alter behavior and make people uncomfortable. To deal with this, the researchers will not include any identifying information in their notes and will keep any related documents in a password protected file. The researchers will do everything possible to be respectful of your time. The researchers will make it clear that involvement in the study is voluntary.

**What are the benefits for participating in this study?**

Participation in this study will give you the opportunity to learn more about your neighborhood schools and the ways they enhance the community.

**Will I be compensated for participating in this study?**

No. Neither compensation nor incentives are being offered for your involvement.

**What is an alternate procedure(s) that I can choose instead of participating in this study?**

While there is no alternate procedure, you can simply choose not to participate.

**How will my confidentiality be protected?**

There will be no names used in this study nor will any identifying information be recorded on any materials related to the study. All effort will be made to mask your identity using pseudonyms. Your name and the name of your school will not be disclosed. All digital records from the survey will be kept in a password protected location. All data that is collected will be maintained in a secure location, where only the investigators will have access.

**Is my participation voluntary?**

Yes. You may refuse to participate without any penalty. You may also withdraw your consent to participate at any time—even if you agree at first but change your mind later.

**Can I stop taking part in this research?**

Yes. You may refuse to participate without any penalty. You may also withdraw your consent to participate at any time—even if you agree at first but change your mind later.

**What are the procedures for withdrawal?**

Simply inform the researchers (by phone, email, or in person) that you prefer not to participate. If you decide to withdraw from the study after it has already started, then the information collected will be excluded from the study and any of your responses will be destroyed. destroyed as long as you contact the researchers within 72 hours of completing that piece of data. (For example, if you participate in an interview at 3:00 on Monday, you have until 3:00 on Thursday to decide to withdraw that information). To withdraw, you may contact or Lizdela Piñón at 312-952-8072 or email [l.pinson@tcu.edu](mailto:l.pinson@tcu.edu) or Erin Atwood at 817-257-6116 or email [e.d.atwood@tcu.edu](mailto:e.d.atwood@tcu.edu).

**Will I be given a copy of the information sheet to keep?**

Yes, you will be given a copy of the information sheet.

**Who should I contact if I have questions regarding the study?**

Lizdela Piñón, 312-952-8072, [l.pinson@tcu.edu](mailto:l.pinson@tcu.edu)  
Erin Atwood, 817-257-6116, [e.d.atwood@tcu.edu](mailto:e.d.atwood@tcu.edu)

**Who should I contact if I have concerns regarding my rights as a study participant?**

Dr. Cathy Cox, Chair, TCU Institutional Review Board, Phone 817 257-6418.  
Dr. Bonnie Melhart, TCU Research Integrity Office, Telephone 817-257-7104.

## **Appendix D: Sample Interview Questions Group A—Administrators and Teachers**

### **Questions Related to PLCs**

1. What is a professional learning community in your own words?
2. When have you seen a PLC used effectively?
3. What do you think the pros and cons are when a PLC style is used?
4. How do you think a PLC can help or hinder the implementation of a new program?
5. What other methods do you think can be used to implement a new program?
6. Who do you think should be part of the PLC on the piloting of translanguaging?

### **Questions Related to Translanguaging**

1. How long have you been an educator?
2. Are you bilingual or multilingual? What languages do you speak?
3. When did you first learn about translanguaging?
4. What did you think about translanguaging when you were first introduced?
5. How did you decide to join the group on translanguaging?
6. Have you tried implementing parts of translanguaging in your school or classroom?
7. How do you think other educators will feel about translanguaging?
8. How do you feel the district should implement translanguaging?
9. How would you describe translanguaging to another educator ?
10. How would you describe translanguaging to a parent?

## **Appendix E: Sample Interview Questions Group B—Parents**

1. How long have you been part of the parent group?
2. Do you have children in dual language program? Which one? How long?
3. Are you bilingual? What is your first language?
4. When did you first learn about translanguaging?
5. What did you think about translanguaging when you were first introduced?
6. How did you feel about the translanguaging program?
7. Have you been able to see the implementation of translanguaging in your school or classroom? What are your thoughts?
8. How do you think other parents feel about translanguaging?
9. How do you feel the district should implement translanguaging?
10. How would you describe translanguaging to another parent?



## Appendix F: 2017-2018 Translanguaging Project Plan Document

### 2017-2018 Translanguaging Project Plan

#### 1. Purpose

To test translanguaging practices in the DLE two-way classrooms and increase student's motivation, participation, and understanding of class content in the second language.

#### 2. Project Plan

##### 2a. Overview

A book study will be conducted during the first semester and application of translanguaging strategies will be implemented during the second semester.

##### 2b. Book Study Timeline

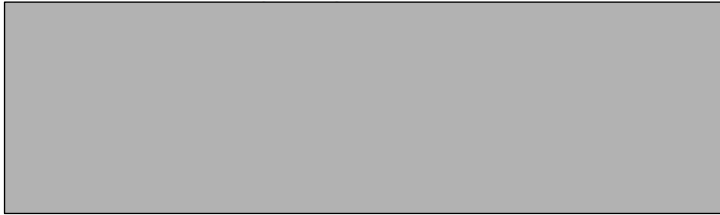
Date	Chapter	Location	Time	6 Hrs. Stipend Credit
June-August	Read Book	Home	Keep a log	6
September 13	Discuss 1 & 2	Burton Hill	4:00-5:30	1.5
September 27	Discuss 3 & 4	CC Moss	4:00-5:30	1.5
October 11	Discuss 5 & 6	Burton Hill	4:00-5:00	1
October 25	Discuss 7 & 8	CC Moss	4:00-5:00	1
November 15	Discuss 9 & 10	Burton Hill	4:00-5:00	1
				Total 12

##### 2c. Resources

*Teaching for Biliteracy: Strengthening Bridges between Languages* Book by Karen Beeman and Cheryl Urow

## 2017-2018 Translanguaging Project Plan

### 3. Participants



### 4. Evaluation of the Project

Student observations, DLE specialist classroom visits, and teacher input. In addition a student profile will be created to monitor progress from BOY, MOY, and EOY.

6/15/17

