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UNIVERSITY OF CALGARY

# Translanguaging and Student Funds of Knowledge as a Teacher Resource

by

M. Joy Pablo-Wrzosek

A THESIS

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## Abstract

Alberta classrooms are changing. Students present as more culturally and linguistically diverse, creating new social realities in schools today. Consequently, educators grapple with the question of how to teach students who speak languages with which they are not familiar with? Such questions illuminate the need for a reconceptualization of the role of language as a response to the progressively heterogeneous nature of the student body and the increased use of home languages in classrooms.

Using a translanguaging framework (Garcia & Wei, 2014), this research involved the study of a monolingual teacher's present-day teaching practices as he implemented the use of his students' home language and their funds of knowledge (Moll, Amanti, Neff & Gonzalez, 1992) as a teacher resource. Its' intent is to further current understandings of the pedagogical implications when a monolingual teacher changes his practice to utilize emergent bilingual students' multiple languages and rich experiences. A Participatory Action Research methodology was utilized to investigate teacher change of perception and practice that included epistemological translanguaging frameworks within existing monolingual structures and contexts. The reflexive-dialogic cycles highlighted the authenticity and responsiveness of PAR to demonstrate further understandings of how a practice is produced and transformed from a monolingual teacher's perspective.

Results from the study indicates the criticality of a teacher's willingness to explore the pedagogical possibilities of leveraging home language and "funds of knowledge" use in learning settings. It also suggests the validity of a student's linguistic repertoires and "funds of knowledge" as a legitimate teacher resource. I argue there is space for the use of a translanguaging pedagogy with that of the teacher's need to meet existing monolingual expectations and policies. Challenges such as the discrepancies in cultural and linguistic knowledge between teacher and student and teacher education are also discussed. If the communicative norm for students is to include personal linguistic knowledge as a path towards understanding the world, then it can be argued that it is no longer possible for teachers to isolate languages and use only one language as the medium of instruction.



*Key words*: translanguaging, emergent bilinguals, funds of knowledge, monolingualism

## Preface

This thesis is original, unpublished, independent work by the author, M. Joy Pablo-Wrzosek. The data collection as described in Chapter 3 were covered by Ethics Certificate ID number REB16-2128, issued by the University of Calgary Conjoint Faculties Research Ethics Board for the project "Translanguaging and Student Funds of Knowledge as a Teacher Resource" on Feb. 2, 2017.

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Additionally, I would like to thank my cohort in the Leading in Language and Literacy Program. We were a small group of seven, but we were mighty and we've persevered through sheer determination and hard work. I treasure those moments during the two brief summers where we discussed, argued, supported and laughed at ourselves as we began this journey together.

Finally, I owe a great debt of gratitude to the administration, teachers and students of Southwest School who participated in this study, and to my school district for supporting my request. As always, the students have been my inspiration.

## Dedication

I would like to dedicate this thesis to my husband, Darron Wrzosek. Words cannot express the gratitude I've felt when you made dinners for the family, cajoled me to come out and enjoy the sunshine and the friendships of others when all I wanted to do was write.

I would also like to dedicate this work to my children, Kirin and Ronin Wrzosek. I hope that my personal journey will someday provide you the inspiration to aspire to something that seems insurmountable, dream for something that others call unattainable, and enjoy every moment doing so.

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**Translanguaging and Student Funds of Knowledge as a Teacher Resource**

Student 1: Hindi ko alam gawin ito. *(I don't know what to do here.)*

Student 2: Anong math question ang ginagawa mo? *(Which math questions are you working on?)*

Student 1: This one – ito, number 5. *(This one – this, number 5.)*

Student 2: Okay, saan ka nahihirapan? *(Okay, where are you having difficulties?)*

Student 1: Dito. He paid $185 a week, plus 8% of the value of his sales for the week. Hindi ko naiintidihan kung ano itong value of his sales for the week. *(… I don't understand this part…)*

Student 2: Ok, that's easy, madali yan.... *(….that one's easy.)*

(Student conversations, Sept. 2015)

## Introduction

### Educational context

Every day in our mainstream classrooms, student conversations incorporate a multiplicity of languages. These conversations reflect the dramatic shifts occurring as people move across borders, resulting in classrooms that are increasingly linguistically and culturally complex. According to Statistics Canada (2011a), one out of five people in Canada declare themselves foreign born, with most recent arrivals to the country choosing to live in the urban centers of Ontario, British Columbia, Quebec and Alberta. In response to immigration trends that have resulted in an unprecedented number of English Language Learners (ELLs) entering schools, there has been a growing interest among policy makers, educators and researchers in all the educational fields as to the role of language policies play in how ELLs learn the target language; - English.

Recent scholarly work in the field of bilingual education has the term English Language Learners supplanted by the term emergent bilinguals (Garcia, 2009a; Garcia & Kleifgen, 2010). Whereas ELLs are often defined by their lack of English skills, emergent bilinguals are positioned as learners possessing a wealth of cultural and linguistic resources and talents that are generally untapped by educators. Such learners are unique in that they exhibit great complexity in the use of their home language (L1), have established literacy and language practices; many that are not recognized in school settings (Garcia & Wei, 2014: Menken, 2013; Sayer, 2013).

This study refers to such students as emergent bilinguals, defined as those who are learning English as taught in schools, while at the same time having the ability to communicate with others in their home languages. Therefore, such students are in a constant state of becoming bilingual (Garcia, 2009b; Garcia & Kleifgen, 2010). A key difference between referring to students who are developing English as emergent bilinguals rather than English Language Learners is that, instead of 'adding' English to their linguistic repertoires, I posit that new language practices are in a state of ongoing emergence. Specifically, the English language being learned is becoming merged with those linguistic repertoires that students already possess. Such students are referred to by Alberta Education as English Language Learners or ELL. Whatever the label, emergent bilingual students now comprise a significant number of the student population in some Alberta schools (Statistics Canada, 2011b). For example, in Edmonton Public Schools, the number of students identified and coded as ELL doubled to between the years from 2008 to 2014, numbering around 18,000 alone (Edmonton Public Schools, 2014). Given the increased numbers of migrants moving to Alberta, it is safe to assume that other cities and town across Alberta have experienced similar increases. As the student body in Alberta classrooms becomes ever more linguistically and culturally diverse, educators seek alternative

programs and instructional strategies to meet the needs of the students presenting in their classrooms (personal communication, 2016).

It is argued that literacy practices in bilingual, ESL and mainstream classrooms are still monolingual in orientation (Cummins, 2007; Garcia & Kleifgen, 2010). In English as a first, second, or additional language contexts, monolingual ideologies direct how emergent bilinguals are taught. Monolingual ideologies as practiced are rationalized based on long held assumptions that instruction should be offered only in the dominant language. Translations between L1 and L2 are inhibited and implemented only as an act of remediation. The guiding principle is that in order for those emergent bilinguals learning English to reach proficiency, instruction should be carried out exclusively in the target language without use of students' home languages.

Despite robust research to the contrary from the field of bilingual education, school-based policies have yet to embrace the multilingual characteristics of students, instead remaining steadfast in their monolingual practices (Garcia & Wei, 2014; Lewis, Jones & Baker, 2012a). Educators' attempts to separate languages have resulted in what Heller (1999) defined as parallel monolingualism. The persistence in using monolingual practices has been described as the "monolingual principle" (Howatt, 1984). Howatt suggested that teaching practices were underscored by the assumption that the use of the target language (English) to the exclusion of the emergent bilinguals' home language (L1) was acceptable resulting in the idea that learners should communicate in the target language with minimal interference from the L1. Adding further to the discussion is Garcia (2009a), where she described such practices as grounded in monoglossic ideologies and structures based on the principle that language is best taught monolingually with languages as separate bounded systems. The idea of language compartmentalization by subject, topic, teacher, or time (Lewis, Jones, & Baker, 2012b) in

bilingual education has, in turn, been appropriated into the teaching of English as a Second Language (Garcia, 2011). Scholarly work in this field of education suggest that suggest that these practices runs counter to the sociolinguistic reality of students (Creese & Blackledge, 2010; Garcia, 2009a; Garcia & Wei, 2014).

According to Statistics Canada (2011b), 17.5% of Canadians, or approximately six million persons, speak at least two languages at home. Alternatively, 14.2% of the population reports speaking a language other than French or English. Substantial numbers of students for whom English is not their first language are enrolled in elementary and secondary schools where the language of instruction is primarily English. As with all Canadian provinces, Alberta Education develops and prescribes its own ESL policies regarding the education of language minorities and determines funding for specific programs. While the priority in the earlier grades is "to facilitate the integration of the student into the regular school program at the earliest possible opportunity" (Alberta Education, 2007, p. 4), at the junior and high school level, the English as a Second Language Program of Studies aims to "provide ESL students with planned, systematic instruction and support that will enable them to speak the English language fluently" (Alberta Education, 2015, p. 1). A specific curriculum focuses heavily on increasing students' competencies in speaking and writing in English. In Alberta, emergent bilingual students are grouped homogeneously into 5 language levels (Alberta Education, 2007). Teachers use established pedagogies and instructional materials that are similarly levelled, and typically, English is the medium of instruction. At all grade levels, there is an emphasis on identifying universal, normative 'standards' and 'benchmarks', such as the Alberta K-12 ESL Proficiency Benchmarks whereby language proficiency is understood to be essentially monolingual or English-only in orientation (Alberta Education, n.d.).

Much research has examined the exclusive use of dominant languages in schools, from a mindset that all discourses and practices begin from a single language (Clyne, 2008). This approach is under increased scrutiny, study, and analysis among researchers in the fields of bilingual education (Cummins, 2005; Garcia, 2009a; Garcia & Wei, 2014), Teaching English as a Second Language (TESOL) (Canagarajah, 1999; Norton Pierce, 1995) and Second Language Acquisition (May, 2013). Despite the disciplinary divides in these fields of study, researchers are concerned with the investigation and exploration of how additional language learning in its different forms, are conceptualized and practiced in unique, diverse and conflicting ways.

Mainstream Alberta classrooms for the most part, insist on monolinguality; practices and policies are dominated by monolingual instructional principles that are largely unsupported by empirical evidence and inconsistent with current understandings regarding how people learn (Bransford, Brown & Cocking, 2000). Consequently, there is a call for a paradigm shift towards teaching through a multilingual lens and challenges to the prevailing beliefs around the primacy of monolingualism. Cummins' (2008b) theory of linguistic interdependence and theory of the common underlying proficiency paved the way towards changing the shape of bilingual education. He posited that the use of both languages (L1 and L2) enhances language and knowledge acquisition, suggesting that linguistic capacities in one language bolster the development of the other. His work reinforces other scholarly work that calls on educators to teach for transfer across languages (Baker, 2011; Garcia & Sylvan, 2011; Hornberger & Link, 2012). Garcia (2009a) further extends the boundaries of bilingual education with the suggestions that bilingualism be considered dynamic and offers conceptualizations of language as a series of social practices that are embedded within social relations of power.

Current debate now questions the extent to which the teaching of emergent bilinguals in English as a Second Language (ESL) classrooms should be conducted primarily through English (Creese & Blackledge, 2010; Cummins, Bismilla, Cohen, Giampapa, & Leoni, 2006; Garcia, 2009a; Hornberger & Link, 2012). This is linked to recent understandings on language as practice, grounded and local (Pennycook, 2010). Language as practice, or languaging (Makoni & Pennycook, 2005) challenges the notion of language as a system. Rather, it favours the notion of language as an action and part of diverse social activity that is predicated by the social and political contexts in which people engage.

Building on the concept of languaging as a social process (Pennycook 2010), translanguaging emerged as a response to complex discursive practices that speakers of different languages use to make sense of and communicate in multilingual classrooms. According to Garcia & Sylvan (2011), "it is the communicative norm of multilingual communities" (p. 389). If the communicative norm of students is to include their linguistic knowledge as a means of understanding their world, then it can be argued that it is no longer possible or advantageous for teachers to isolate languages to a single one. As a response to the call to expand the notion of curriculum and pedagogies to include the linguistic and cultural resources of emergent bilinguals (Garcia, 2009a; Garcia & Wei, 2014; Gonzalez, Moll & Amanti, 2005), translanguaging pedagogy has emerged as an alternative approach for teachers to create deeper meaning and understandings in linguistically and culturally diverse environments.

The term translanguaging is comprised of both linguistic practices as well as an ontological position about the nature of languages. It has gained traction as a pedagogical guide as it offers potential advantages for good educational practice (Celic & Seltzer, 2011; Garcia & Sylvan, 2011; Lasagabaster & Garcia, 2014). It promotes a deeper understanding of subject

matter, assists in the development of the weaker language, and facilitates linkages between home and school (Baker, 2011). However, Garcia (2011) notes that while translanguaging is understood as the shift between two languages in context; it differs from codeswitching and translation because it refers to the observable discursive processes and practices that emergent bilinguals perform in many ways. Furthermore, she suggests that despite curricular arrangements that separate languages, emergent bilinguals increasingly translanguage naturally and appropriate the use of language. Therefore, scholars argue the importance of movement from relatively monolingual language practices in classrooms to those that celebrate the communicative advantages of linguistic diversity (Canagarajah, 2011a; Creese & Blackledge, 2010; Garcia, 2009a; Garcia & Wei, 2014; Hornberger & Link, 2012) and the concurrent and integrated use of two or more languages as part of teacher practice (Baker, 2010; Vaish & Subhan, 2015).

## Research Problem and Proposed Study

Statistical analysis points to a change in recent immigration patterns whereby for the first time in history, the vast majority of immigrants come from non-Western countries to Canada (Harvey & Houle, 2006). Since 1991, 80% of immigrants are visible minorities, and 70% are of Asian heritage (Statistics Canada, 2011b). By implication, schools are increasingly populated by linguistically and culturally heterogeneous learners. Recent scholarly work on bilingual education suggests that teachers begin to examine ways to build on these emerging bilingual students' rich linguistic and cultural diversity (Garcia, 2009a; Garcia & Wei, 2014; Hornberger & Link, 2012; Sayer, 2013) and their funds of knowledge (Gonzalez, Moll & Amanti, 2005; Moll, Amanti, Neff & Gonzalez, 1992) as a teacher resource.

However, ESL classrooms in Alberta for the most part maintain monolingual practices; ones where policies and instructional strategies center on the use of English as the medium of instruction. Although not explicitly stated, pedagogies strictly separate the English language (L2) from the student's home language (L1). As emergent bilinguals enter schools with a home language and learn English, their first language is eventually subtracted from their linguistic repertoire (Garcia & Sylvan, 2011).

According to Alberta Education's (2007) ESL policies, emergent bilinguals are integrated into the regular elementary and junior high school classrooms at the earliest possible opportunity, many such students are integrated upon arrival into the regular mainstream classrooms and taught in the same way as their monolingual peers. Some differentiation such as extra time, scaffolded instruction, and visual organizers are used to support their learning (Alberta Education, 2015). However, Garcia (2011) describes such differentiated instruction as simplified literacy practices with little cognitive challenge. The use of simplified language, vocabulary couched in undemanding terms, and abbreviated sentences all become part of classroom discourse while grade level curriculum is still followed. Moreover, studies on teacher perceptions on home language use in classrooms suggest that student literacy exchanges that demonstrate language mixing, translation and cross-language transfer are viewed as "wrong", ineffective, and perhaps detrimental to second language acquisition (Creese & Blackledge, 2010; Cummins, 2007). Researchers Garcia and Wei (2014) and others note challenges in regular English-medium classroom practices where little consideration is given as to how students' L1 might be used as a resource for learning. Others such as Menken (2008) add that currently, in English-only mainstream classes, ESL classes, second language (L2) immersion, and bilingual/dual language classes in both Canada and the United States, monolingual principles

still receive widespread acceptance and remain prevalent in the instruction of emergent bilingual students.

Inside Alberta classrooms, many named languages such as Tagalog, Urdu, Punjabi and Spanish are noticeably silent and their classrooms devoid of linguistic difference. I argue for the reconceptualization of this one-language approach given the potential advantages when teachers intentionally utilize the available rich linguistic repertoires of students (Cummins, et al., 2006; Garcia, 2010; Garcia & Sylvan, 2011; Orellana & Garcia, 2014) and funds of knowledge of emergent bilinguals (Gonzalez et al., 2005; Moll et al., 1992; Sayer, 2013) as a pedagogical resource in their classroom practices. In an attempt to understand how a monolingual teacher may utilize his emergent bilingual's linguistic skills and "funds of knowledge", a Participatory Action Research methodology is utilized in this study. This is to provide the means to study a real school situation with the intent to give insight into better, more effective means of understanding how languages are used and contextualized in a learning setting.

## Statement of Purpose and Research Question

The principal purpose of my research is to study, through a multilingual lens, the potential pedagogical implications when English-speaking teachers implement a change of practice through the intentional use of emergent bilingual students' linguistic and cultural repertoires. Guided by a translanguaging framework and pedagogical approach, my research aims to develop understandings of teachers' learning and possibilities for change in practice within a junior high school Alberta classroom context.

Research questions to be investigated are:

- How do monolingual teachers make space for emergent bilingual students' multiple languages and funds of knowledge in an English as a Second Language classroom?
- To what extent do monolingual practices impact teacher impressions, attitudes and perceptions, regarding how language is used and conceptualized in educational contexts?
- What are the possible implications for teacher practice and future professional development that arise from understandings of emergent bilingual students' multiple language and funds of knowledge?

**Rationale and Significance**

The rationale of my proposed study is to develop formative understandings of the processes monolingual teachers may utilize in presenting a translanguaging pedagogy within an ESL-based junior high school context, so as to strategically leverage their students' "funds of knowledge" as a learning resource. The expectations within secondary schools are high for emergent bilinguals as they are faced with increasingly difficult academic content. It is critical that teachers, monolingual or otherwise, begin seeking their own understandings of their pedagogical practices and processes as educators of the emergent bilingual learners who present in almost every classroom.

On a global scale, the body of scholarship on translanguaging in social and educational settings is increasing (Creese & Blackledge, 2010; Garcia & Kleifgen, 2010; Hornberger & Link, 2012). However, research is still needed to initially explore the concept of translanguaging, the pedagogies associated with translanguaging and the resulting recommendations that might be put into practice within an Alberta context. Additionally, much of the literature on translanguaging and bilingual education has focused primarily on elementary students (Celic, 2009; Creese &

Blackledge, 2010; Cummins, et al, 2006; Garcia & Kleyn, 2016; Menken, 2013; Vaish & Subhan, 2015). Studies focusing on secondary schools or junior high schools are limited (Bearse & De Jong, 2008; Rance-Roney, 2009; Short & Fitzsimmons, 2007). Therefore, this study on translanguaging in a junior high school setting should help to advance the current limited understandings of teacher practice in these environments.

My offered study is significant in that translanguaging as a pedagogy suggests both academic (Garcia, 2009a; Marshall & Toohey, 2010) and social benefits for students (Creese & Blackledge, 2010; Garcia, 2009a; Sayer, 2013). Implementing such a framework can be daunting. This is especially true for teachers who are not familiar with the concept, nor aware of the possibilities of using a student's L1 to encourage understandings of their L2. Further, the proactive teaching of translanguaging raises a difficult set of theoretical and pedagogical questions that have not received adequate discussion in an Alberta context. Therefore, it is essential that Alberta teachers first experience alternative and new practices, then challenge current monolingual assumptions and practices and finally consider the pedagogy and ideology of language and the use of all languages in learning settings.

**Context of the study**

As immigrant populations continue to enter Canada (Statistics Canada, 2013), by implication, so do the numbers of emergent bilingual students Alberta classrooms. Teachers are therefore faced with many questions. What if I have more than one language spoken by students in the classroom? How do I meet all of my students' needs when I don't understand their language? Figure 1 illustrates the current paradigm facing teachers in many Alberta urban

schools. As the number of immigrant students continues to increase, schools in turn have languages other than English which are relevant to students, but unfamiliar to teachers.

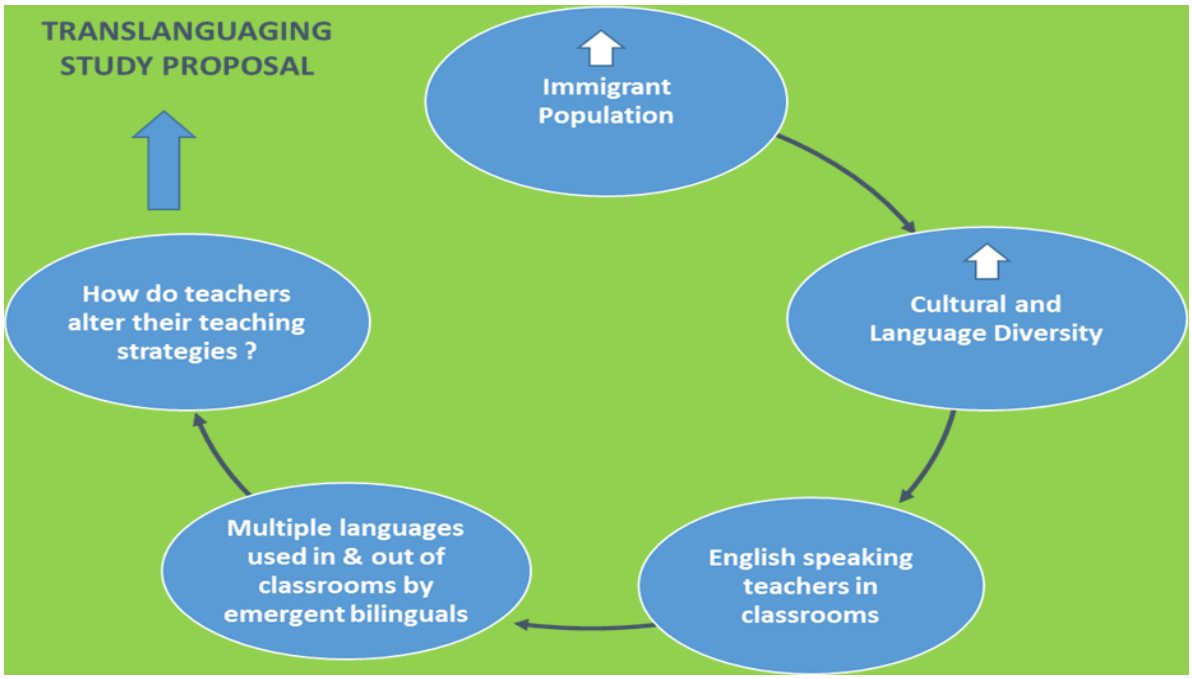



Figure 1. Demographic change and proposed need for change in teacher practice

Studies documenting the schooling experiences of emergent bilingual students have mainly focused on elementary students (Martin-Beltran, 2010; Menken, 2013). As a result, research on the literacy practices and language acquisition of secondary (junior and high school) emergent bilingual students are deemed to be 'overlooked' (Rance-Roney, 2009; Short & Fitzsimmons, 2007). By using a Participatory Action Research (PAR) methodology, I propose to investigate how monolingual teachers and a researcher, through a dialogic-reflexive process, can intentionally plan, act and observe, reflect, and then re-plan for the use of translanguaging pedagogies in an ESL-based junior high classroom. Moreover, I argue for an approach to the study of literary practices and discourses in classrooms that shifts away from learning spaces that

separate languages and de-contextualize spaces and instead cultivate models and pedagogies that support linguistic interdependence (Cummins 2008).

## Theoretical Framework

Translanguaging as a theoretical framework for classroom discourse forms the basis for my proposed study on the pedagogical changes that become possible when monolingual teachers make space for their students' multiple languages. This use of translanguaging as a theoretical lens for examining complex bilingual practices in classrooms extends beyond providing language support for emergent bilinguals. It also questions existing monolingual assumptions and practices about how language is used and conceptualized in multilingual learning contexts (Cummins, 2006; Garcia & Wei, 2014).

The theoretical framework of my study is grounded in the research on bilingual education, specifically the field of translanguaging, as utilized in the contexts of English as a Second Language classrooms. Translanguaging as a construct provides a way to conceptualize dynamic bilingual practices (Garcia, 2009a; Creese & Blackledge, 2010) beyond the scope of language as a set of codes and symbols. Rather, it is one that transcends the classroom and resets bilingualism to a place where all languages interact at the same time in the emergent bilingual's mind, along with their concurrent 'acts' in the classrooms or on the streets (Garcia, 2009a; Garcia & Kano, 2014; Garcia &Wei, 2014).

The process by which students advance in their bilingualism is dynamic, due to the variance in language proficiency levels of learners in relation to their known languages. Therefore, translanguaging is applicable at any stage of bilingualism. Scholars have also referred to these 'acts' as the multiple discursive practices or ways of using language by

bilingual and multilingual speakers as they make sense of their environments (Garcia, 2009a) and within particular sociocultural settings (Makoni & Pennycook, 2005). Drawing from Garcia, translanguaging has also been described by Gort and Sembiante (2015) as "performances that integrate diverse languaging and literacy practices in different social and semiotic contexts to maximize communicative potential and indicate social standing, class identity, prestige, and access to different forms of human capital" (p. 9).

A new line of research has emerged that is attentive to issues of language and power and seeks to offer a more fluid, dynamic definition of language rather than maintaining its definition and understandings as static, fixed and immobile (Makoni & Pennycook, 2005; Garcia, 2009a; Blommaert, 2010). This problematization of the notion of language (Cangarajah, 2007; Otheguy, Garcia & Reid, 2015) has led to examinations in applied linguistics, sociolinguistics, and linguistic anthropology that have challenged the traditional view of languages as bounded systems (Makoni & Pennycook, 2007; Pennycook, 2010). In this sense, scholars aligned with this view question the notion of language and speak to language hybridity, plurality and fluidity of process. Languaging is described as the way learners use speaking and writing to mediate cognitively complex activities (Makoni & Pennycook; Pennycook, 2010), a process of using language to gain knowledge, articulate thoughts and communicating (Wei, 2011a), and a re-conceptualization of language as object to process (Baker, 2011; Canagarajah, 2007; 2011a).

Translanguaging's approach to language as process (Baker, 2011; Canagarajah, 2011a; Pennycook, 2010), rather than a specific set of codes and symbols, has garnered support as a theoretical construct because it provided a way to conceptualize dynamic bilingual practices beyond the scope of the linguistic (Cummins, 2001; Garcia, 2009a; Sayer, 2013). Consequently, translanguaging encompassed all forms of language mixing such as codeswitching (Cook, 2001;

Wei, 2011b), translation (Garcia & Kleifgen, 2010), and codemeshing (Canagarajah, 2006). Furthermore, translanguaging is referred as the process by which emergent bilinguals make meaning. Therefore, it includes all pedagogies and resources utilized in the teaching and learning of language (Garcia, 2011).

What differentiates translanguaging is that it is transformative in its attempt to equalize all languaging practices, codes and symbols and offers counter-narratives to monolingual practices (Garcia, 2014). Moreover, scholars have recognized that the boundaries of using multiple languages do not stop at how linguistic features are used, but rather involve a range of sociocultural practices which are shaped by norms, expectations, and prevailing language ideologies. Garcia and Wei (2014) described translanguaging as an "epistemological change" (p. 20) that reflects a new languaging reality. Thus, rather than drawing on dualities like L1/L2 or home/school and monolingual and bilingual, translanguaging bring together all of students' linguistic resources in the service of meaning-making. Authors emphasized the trans nature of translanguaging, concentrating on its potential to transcend existing approaches and understandings of education, that result in "deep cognitive engagement, development and expansion of new language practices, including standard ones used for academic purposes" (Garcia & Wei, p.71). Along the same lines, Garcia and Kano (2014) proposed that translanguaging is

> "a process by which all students and teachers engage in complex discursive practices that include ALL the language practices of ALL students in a class in order to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new sociopolitical realities by interrogating linguistic inequality" (p. xx).

I conceptualize translanguaging within Garcia's (2009a) *dynamic* theoretical framework of bilingualism, which recognize the interrelatedness and complexities of language practices between monolingual teachers and their emergent bilingual students. My conceptual framework connects ideas from translanguaging research with a growing body of educational research that has offered the concept of 'funds of knowledge' that acknowledge the rich sources of knowledge students bring with them from their home and communities (Gonzalez, et al., 2005; Moll, et al., 1992; Sayer, 2013). Additionally, translanguaging pedagogies demand a critical attention to linguistic and social hierarchies that include the recognition of dominant discursive practices and opportunities that add to such practices.

## Emerging Issues in Translanguaging

As research on translanguaging further expands in the field of language as social process and practice, Canagarajah (2011b) cautioned against the "valorization or romanticization" of translanguaging (p. 3). He discussed issues in current research, including the assumption that translanguaging is an urban and postmodern practice. Canagarajah deliberated on exemplars of translanguaging practices evident in pre-colonial and rural contexts such as in South Asia, Africa and South America, notions that counter current conceptions that translanguaging is a product of globalization.

Blommaert (2005) presented another key challenge to translanguaging; one that involved the researcher's role in scholarly work and the resulting interpretation and analysis of the translanguaging acts studied. In agreement with other scholars, he highlighted challenges in the interpretive process and analysis. Little is known and understood about the participants' attitudes and perceptions on their codes being appropriated (Blommaert, 2008; Hill, 1999).

Additionally, many of the studies on translanguaging have been product oriented, ranging from student writings (Blommaert, 2008), dual language projects (Marshall & Toohey, 2010) and identity texts (Cummins, et al., 2005). Blommaert (2005) advised that future translanguaging studies consider the dialogical so that meaning-making and the attribution of identity categories be recognized and acknowledged by the participants in the study and not ascribed by the researcher (p.205).

Scholars such as Canagarajah (2011b) and Martin (2005) raise further issues as to the pedagogical side of translanguaging. While there are numerous studies of urban youth encounters (Creese & Blackledge, 2010; Cummins, et al., 2005; Garcia, 2009b; Sayer, 2013), questions remain as to how to best develop translanguaging proficiency among students in bilingual or monolingual classrooms (Creese & Blackledge, 2010) by primarily monolingual teachers. Creese and Blackledge emphasized the need for further research to explore if "those 'teachable' pedagogic resources are available in flexible, concurrent approaches to learning and teaching languages bilingually" (2010, p. 113). Moreover, studies in school contexts have shown translanguaging to be a naturally occurring phenomena (Garcia & Sylvan, 2011; Sayer, 2013). However, there are very few acts of translanguaging recorded that were intentionally elicited by teachers through conscious pedagogical strategies (Canagarajah, 2011b). While many studies allude to the applicability of translanguaging in monolingual settings (Celic & Seltzer, 2011; Cummins, et al., 2005), scholarly work involving monolingual teachers and those located in junior high contexts remain relatively rare (Bearse & De Jong, 2008; Menken, 2013; Rance-Roney, 2009; Short & Fitzsimmons, 2007).

On a final note, any discussion on translanguaging must also include conversations about the role monolingual frameworks and teacher beliefs play in affecting teachers' pedagogical

practices in a classroom. The experiences emergent bilingual students have in school are partly dependent on the beliefs of the teachers they encounter. McSwain (2001) noted that for ELLs to become academically successful, teachers must hold positive beliefs and high expectations for them, stating, "teachers' self-perceptions of cultural and linguistic competency as they related to helping children achieve academic and social potential play a powerful and intricate role in the type of educational services provided to culturally and linguistically diverse children" (p. 54). The beliefs and attitudes of teachers can affect what children learn in the classroom. While many mainstream teachers hold deficit beliefs about their emergent bilingual students (Garcia, 2009a; Garcia & Wei, 2014), teacher beliefs and attitudes, which are formed by the values they hold, play an important role in student performance (D'warte, 2014; Freeman & Freeman, 2008). Not only do teachers' beliefs affect their expectations of students, but their actions in the classroom also reflect their beliefs. The study of beliefs, is a crucial element in teacher education, because beliefs "drive classroom actions and influence the teacher change process" (Richardson, 1996, p. 102). In other words, as teachers make choices about how curriculum comes to life in a classroom, those very actions are influenced by their own perceptions and beliefs about education.

Teachers' beliefs hold powerful implications for emergent bilinguals. For example, in Banes, Martinez, Athanases and Wong's (2016) study, they identified a body of work on the ways in which language ideologies of teachers mediate their everyday practices. They argued for a deeper understanding of teacher deep-seated ideologies about languaging practices before and during their pre-service education as a necessary first step in teaching linguistically diverse learners. In addition, several studies have demonstrated how teachers' beliefs about their ability to meet their emergent bilingual's needs account for high student motivation and performance

(Karabeick & Noda, 2004) and affects achievement (Mantero & McVicker, 2006). Conversely, predictors found to influence teacher beliefs about ELLs included exposure to language diversity (Byrnes, Kiger, & Manning, 1997) and those who have length of experience teaching ELLs for a relative short time (Gandara. Rumberger, Maxwell-Jolly, & Callahan, 2005; Mantero & McVicker, 2006). However, the most consistent factor found to influence teacher beliefs was teacher education (Byrnes et al, Garcia-Nevarez, Stafford, & Arias, 2005).

In response to these emergent issues in translanguaging, the utilization of a PAR methodology lends itself to challenges in translanguaging studies. In particular, this study adds to concerns regarding the interpretive process and analysis of the participants' attitudes and perceptions on their codes being appropriated (Blommaert, 2008; Hill, 1999). Through the reflexive-dialogic processes of planning, action, reflection, further understandings about a monolingual teacher's thoughts and perceptions in response to the intentional use of translanguaging pedagogies and ideological framework can be generated. Additionally, many of the studies on translanguaging have been product oriented, ranging from student writings (Blommaert, 2008), dual language projects (Marshall & Toohey, 2010) and identity texts (Cummins, et al., 2005). This study primarily focuses not on students' artefacts; rather on the processes of change as based on translanguaging strategies that are purposefully introduced as part of teacher practice.

## Definition of Terms

**Monolingualism**. Monolingualism, as practiced in Alberta, is situated in several assumptions including the prevailing notion of other language-as-problem orientation with English seen as the solution (Baker, 2011), an emphasis on subtractive bilingualism, and a belief that other

languages are useful only if they serve in a pragmatic and instrumental fashion (Skilton-Sylvester, 2003). The underlying ideologies of language policies and practices suggest the continued widespread support of English only as a medium of instruction; therefore, in this study, I put forth that the Program of Studies, Alberta Benchmarks and the Provincial Achievement Test (PATs) as representations of monolingualism.

**Emergent bilinguals.** Emergent bilinguals in my study refers to students who are learning the English language in schools in addition to possessing a home language and thus becoming bilingual in the process. New arrivals with adequate schooling, students with interrupted or no schooling, and long-term English language learners are all considered emergent bilinguals (Freeman, Freeman, & Mercuri, 2002; Menken, Kleyn, & Chae, 2012). Previously labelled as English as a Second Language Learners, emergent bilinguals' positionality is central in my proposed study as it refers to their linguistic proficiencies rather than deficiencies (Garcia, 2014; Sayer, 2013; Worthy, Duran, Hikida, Pruitt, & Peterson, 2013).

**Students' Funds of Knowledge**: "Funds of knowledge" in my study is defined as the historically accumulated and culturally developed bodies of knowledge generated from the homes of bilingual families which encompass all literacy practices including language brokering, translation, and codeswitching (Gonzalez, et al., 2005; Marshall & Toohey, 2010; Moll, et al., 1992; Orellana & Garcia, 2014). This concept is reflected by the idea that children use all their languages and cultures in order to maximize understanding and performance in their homes, communities and schools. In this particular study, there is a clear delineation between "funds of knowledge", which is understood as those socio-historical experiences that emergent bilingual students bring into the classroom, versus their linguistic repertoires as skills and competencies.

**Translanguaging**: In this study, I define translanguaging as the processes by which emergent bilinguals and teachers engage in complex, observable and natural communicative practices or "acts" in order to "make sense" of, and communicate in multilingual classrooms. In this sense, different languages of instruction are not seen as competing. Rather than centering on language alone, translanguaging focuses on the complex languaging practices of meaning-making in communicative settings such as schools and in the community (Garcia & Kano, 2014; Garcia & Kleifgen, 2010). Alternatively, translanguaging pedagogies are those teaching strategies, as suggested by scholars, as practices that teachers may utilize that position their students as knowledgeable and capable (Celiz & Seltzer, 2013; Vaish & Subhan, 2013).

**Meaning-making.** Meaning-making, from a translanguaging framework, includes how students draw on and choose from multiple languages and experiences to build on academic comprehension (Bransford, Brown, & Cocking, 2000; Hornberger & Link, 2012; Sayer, 2013), develop expertise, maintain dual or triple language competencies (Cummins, 2005), extend and position identities (Worthy et al., 2013). It normalizes and values bilingualism (Creese & Blackledge, 2010; Garcia, 2009a).

## Organization

The introductory section discusses the complexities and challenges facing monolingual teachers in classrooms filled with an increasingly heterogeneous population. Such students, labelled as emergent bilinguals, bring with them a body of linguistic and cultural experiences and knowledge that is largely untapped in school settings (Garcia, 2009a; Garcia & Kleifgen, 2010). Since classrooms are often dominated by monolingual assumptions, there is a criticality in questioning current instructional practices which intentionally keep languages separate. The

ideological separation of languages is best explained by Cummins' (1996; 2000) suggestion that within the North American context, the domination of English is embedded within social, political and economic policies.

In Chapter 2, I provide a literature review that highlights the significant body of research that has contributed to deeper understandings about language as a social practice (Makoni & Pennycook, 2005; Pennycook, 2010). Specifically, I refer to translanguaging as an ideological and pedagogical perspective that attempts to highlight the significance of using students' funds of knowledge (Gonzalez, et al., 2005) and their linguistic repertoires as a teaching resource (Celic & Seltzer, 2011; Garcia, 2009a; Garcia & Wei, 2014). Further, I discuss emerging issues for research and pedagogy with regard to translanguaging. While translanguaging as a communicative and pedagogical practice has long been studied in Europe and the United States (Creese & Blackledge, 2010; Garcia, 2009a; Hornberger & Link, 2012), I maintain that translanguaging is a relatively new concept in Alberta. Therefore, I address the importance of studying translanguaging in contexts where there is a combination of monolingual teachers and emergent bilingual students, to explore implications for change of practice.

Participatory Action Research (PAR) is my methodology of choice. In Chapter 3, I present this methodology that bridges translanguaging theory with practice in contextualized spaces that is relatively unexplored in Alberta. Through participatory action research, I work *with* a teacher participant to develop understandings about pedagogical change as it occurs when a monolingual teacher make space for their emergent bilingual students. By way of the dialogic-reflexive process (Kemmis & McTaggart, 2005), an inductive analysis of the progressions of planning, acting and observing, reflecting, and further re-planning of change is utilized to study

the collaborative attitudes, perceptions and understandings of a teacher participant as they make space for translanguaging in junior high ESL-based classrooms.

Data analysis, results and findings is presented from Chapters 4 to Chapter 7. These chapters discuss a monolingual teacher's thoughts and perceptions on the intentional introduction of translanguaging pedagogies into teacher practice over time. In Chapter 4, I offer an analysis of how a monolingual teacher incorporates inclusive practices that positively position emergent bilinguals by way of leveraging their linguistic competences and rich experiences or "funds of knowledge". Chapter 5 use the analysis from the previous chapter to further discuss the specific findings that relate to how a monolingual teacher contextualizes his emergent bilingual students' home language and "funds of knowledge as a teaching resource. The focus for Chapter 6 is an analysis and a discussion of the findings on how a monolingual teacher navigates his classroom's translanguaging practices in congruence with existing monolingual expectations with respect to the Alberta Program of Studies, Alberta Benchmarks and the upcoming provincial achievement test. In Chapter 7, possible implications for teacher practice and future professional development are analyzed and discussed. I conclude in Chapter 8 with a summary of the five major findings, the limitations of this study and directions for future research and discussions.

# Literature Review

## Introduction

The recent influx of children considered to be emergent bilinguals into urban Alberta schools (Statistics Canada, 2011b) has given rise to a group of students who are simultaneously exposed to both their home language and English. Diverse communicative practices blanket the linguistic landscape in schools. Interactions include a mixture of languages, expressions, words and terminologies that reflect the global movements of people. In classrooms, students are more ambivalent about language mixing, and the relationship between the first language (L1) and the second (L2) is a problematic one. Although research has suggested the benefits of using students' funds of knowledge (Gonzalez, et al., 2005; Sayer, 2013) and linguistic repertoires (Creese & Blackledge, 2010; Garcia 2009a; 2009b) as a teacher resource, Baker (2011) argued that schools who use an emergent bilingual's "native, ethnic, home or heritage language as a medium of instruction" (p. 232) are still rare.

Past practice in bilingual education required that languages are best learned independently of each other. Although never empirically proven, it was accepted that language alteration is likely to cause linguistic confusion if two languages are actively used at the same time. This emphasis on maintaining language boundaries in the classroom has often led educators to overlook the potential pedagogical benefits of using students' linguistic repertoires as a resource to enhance language acquisition (Cummins, 2005).

## Students' funds of knowledge

The leveraging of students' home language for increased academic achievement in English and the promotion of students' emerging bilingualism is associated with Moll et al.'s

(1992) study on 'funds of knowledge'. As defined by Moll, the term funds of knowledge encompass children's socio-historical experiences that include "these historically-accumulated and culturally-developed bodies of knowledge and skills essential for household or individual functioning and well-being" (p. 133).

In their study of household and classroom practices, Moll and his colleagues discovered an incongruity between how children behaved as active and engaged learners in their homes and communities versus their stark passivity in classrooms. They discussed the significance of incorporating students' sociocultural and linguistic experiences as a valuable educational resource. This funds of knowledge approach revealed extensive historical bodies of knowledge and skills that households possess, but scholars argued, were rarely utilized as teaching resources (Kinney, 2015). Expanding on their research, other scholars began to study the implementation of translanguaging pedagogies in various classroom contexts, in conjunction with the inclusion of students' funds of knowledge (Martin-Beltran, 2014; Pacheco, David & Jimenez, 2015; Saubich & Esteban, 2011). Saubich and Esteban's study, modelled after Moll's (1992) study, accentuated the recognition of students' cultural legacies. Studies on funds of knowledge also served as a counter-narrative to deficit discourses that negate the rich cultural and linguistic assets of students (Kinney, 2015).

In a Canadian context, Marshall and Toohey's (2010) research drew on students' multiplicity of ancestral, globalized and Western discourses and supported past studies (Gonzalez, et al., 2005) of the richness of emergent bilinguals' linguistic and cultural knowledge and experiences. The conceptualization and contextualization of student funds of knowledge placed emphasis on precisely-situated specific bodies of knowledge and skills that emergent

bilingual students bring to the classrooms. Moreover, it recognized the significance of a family's educational relevance, regardless of social, economic and political conditions.

**Translanguaging**

The term translanguaging was first introduced by Williams (1996) as a strategy utilized by Welsh teachers in bilingual classrooms, involving the purposeful concurrent uses of two languages within the same lesson. Positioning students at the core of teaching, he described the process of translanguaging as one where students internalize new ideas, assign their own understanding to the message, and simultaneously utilize the message in their other languages. Williams suggested that translanguaging required a deeper understanding than simply translation, as students used a variety of cognitive processing skills.

First understood as a pedagogical strategy, translanguaging then expanded beyond instructional strategy into the notion of the process of meaning-making when emergent bilinguals shape their experiences and gain understanding and knowledge to make sense of their world through the use of two languages (Garcia 2009a, 2009b). Translanguaging as defined by Garcia (2009a) is "the multiple discursive practices that bilinguals use to make sense of their bilingual worlds" (p. 45). Based on her work in New York, Garcia argued that in today's multilingual world, it is impossible to live and communicate in such communities without translanguaging. Garcia's conceptualization of translanguaging generalized it from one of academia to a description of the complex everyday realities of bilingual homes and communities. Drawing from Garcia's body of work, Hornberger (2003) and Hornberger & Link (2012) provided a theoretical framework where translanguaging is conceptualized and contextualized in education. Hornberger's (2003) Continua of Biliteracy offered new spaces in education for innovative

programs, curricula, and practices that recognized, valued and built on the linguistic repertoires of emergent bilinguals (Hornberger & Link, 2012).

From a similar ethnographic perspective, Creese and Blackledge's (2010) study on British complementary schools proposed a flexible bilingual pedagogy for teachers to encourage cross-language transfer, permeability of learning across languages and pedagogic classroom approaches. Cumulatively, recent studies provided evidence that teacher practices of separating languages in the classroom are slowly shifting to a state where part of the instruction included the use of emergent bilingual's L1 (Garcia & Sylvan, 2011; Sayer, 2013).

Teaching through a multilingual lens in Alberta classrooms can be challenging for instructors who, for the most part, are monolingual and whose primary language is English. Consequently, as translanguaging continues to advance in meaning, its effectiveness as a classroom practice is yet to be researched, evaluated, and critiqued from an Alberta perspective. Hence, much like its historical roots, my research begins with an exploration of pedagogical change where monolingual teachers more commonly use their emergent bilingual students' linguistic abilities as a resource.

## Review of Translanguaging Pedagogies

A considerable amount of research and theorization has been conducted in pursuit of determining how to integrate a student's L1 into the teaching of English, including various comprehensive reviews of the literature (Celic & Seltzer, 2011; Creese & Blackledge, 2010; Sayer, 2013; Tien, 2009; Vaish & Subhan, 2015). The scholarship follows various paths, most notably pedagogical practice encompassing curriculum, teacher professional development, and student interactions.

In regard to pedagogical practice, most studies pointed practitioners towards a host of guiding principles. Garcia and Wei (2014) has recommended ideological goals for teachers, particularly with regard to new language practices, when working with emergent bilingual students. Their scholarly work stressed the importance of differentiation, use of background knowledge and students' linguistic repertoires as a resource (rather than perceiving it as a problem), creating learning conditions that deepen understandings and socio-political engagements, developing critical thinking and consciousness, advancing cross-linguistic metalinguistic flexibility, positively positioning emergent bilinguals' identity, questioning linguistic inequality and interrupting existing linguistic hierarchies and monolingual assumptions.

Garcia and Sylvan (2011) investigated New York's International High Schools (IHSs), whose students bring with them a rich diversity of languages, cultures, and nationalities. The authors pointed to a host of practices that provide the basis of an ecology of linguistic enrichment and academic achievement. With student heterogeneity in mind, lesson planning included teacher and student collaboration in lessons, learner-centered environments, integration of content with language instruction, experiential learning, student accountability for their own learning, and the fostering of plurality of languages at a grassroots level. Similar studies, such as Martin-Beltan's (2014) study on a Language Ambassadors Program, investigated how linguistically diverse adolescents mediated language learning opportunities in collaborative literacy activities. Research has made known that through translanguaging, students decipher word meanings and academic concepts; display and show comprehension and growing expertise; develop dual language competencies; and socialize emergent bilinguals as competent group members (Creese & Blackledge, 2010; Sayer, 2013; Worthy et al., 2013). As a translanguaging

pedagogy, bilingual teachers expanded language boundaries to embody authentic learning contexts that reflected the multiplicity of cultural and linguistic diversity (Creese & Blackledge, 2010; Garcia & Sylvan, 2011).

These studies highlighted not only the positive implications of translanguaging as a strategy, but also underscored the importance the role of the teacher in creating spaces for learning (Gort & Sembiante, 2015; Skilton-Sylvester, 2003) that expanded language and literacy learning. Garcia (2009a), Garcia and Wei (2014), and Creese & Blackledge (2010), have suggested that translanguaging is essentially sociolinguistic and can be properly understood as negotiated, contextual and situated with an ideological component, all of which are enacted in the classroom.

**Scaffolding of bilingual instruction**

Research into the practice of using a student's L1 to teach English, and in particular how teachers use translanguaging as a pedagogical approach, has been robust across Europe, Asia and in the United States. Vygotsky's *Zone of Proximal Development* (ZPD) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (1978, p. 86) led to the notion of learning interactions between experts and novices whereby supportive behaviours and environments allow learners to acquire the skills and knowledge to reach levels of competency. His work lent itself to research on scaffolding, as first defined by Wood et al. (1976) when referring to Vygotsky's ZPD. Today, research has further extended traditional notions regarding scaffolding, challenging ontologically the relationship between expert and novice. Cumming-Potvin, Renshaw, and van Kraayenoord

(2003) expanded upon the multidimensionality of scaffolding. Rather than view scaffolding as a linear process, they argued for a multi-tiered process of interactions between members working collaboratively, where boundaries between expert and novice are blurred. Translanguaging acts can occur from a majority language (ie. English) to the learning of a minority language (ie. French), or from the minority language (ie. Tagalog) to the majority language (ie. English), where the objective is that the language spoken at home serves as scaffolding to develop proficiency in English.

From a language scaffolding or 'scaffolded translanguaging' (Jones & Lewis, 2012) perspective, this pedagogic strategy is practiced in a variety of teacher led activities that ontologically position emergent bilinguals as both competent and knowledgeable. Studies on scaffolding structures for bilingual learning that provide contextual and linguistic support included: sufficient oral discussion of academic concepts; the use of all languages in classrooms (Garcia et al., 2013); peer to peer interactions in any language to mediate learning (Celic & Seltzer, 2011; Ewald, 2005; Orellana, et al., 2003; Sayer, 2013); increased student talk time that allows the use of L1 to deepen comprehension; (Vaish & Subhan, 2015), or the intentional use of a student's L1 and L2 simultaneously to compose, revise and edit student work (Cummins et al., 2005; Martin-Beltran, 2014; Marshall & Toohey, 2010). These research findings are relevant because they challenged notions of monolingualism; whereby the use of a student's L1 subtracts valuable class time from the target language. Research has suggested that it does not (Garcia, 2009a; Garcia & Wei, 2014; Jones & Lewis, 2012).

Translanguaging practices considered as scaffolding of instruction may also include teacher-planned activity guides to direct students through active learning and authentic experiences such as field trips, movie clips, pictures, hands-on activities, and small group

discussion (Garcia & Sylvan, 2011). Celic and Seltzer (2011) offered further scaffolding techniques that include visual linguistic resources such as word walls and sentence starters in multiple languages, and an emphasis on physical spaces that promoted collaborative work and a multiplicity of languages (including English) to accomplish complex cognitive tasks. In another study, Pawan (2008) described scaffolding an approach that links ELL instruction into content-area instruction in order to enable emergent bilinguals to provide evidence of their knowledge, "without reliance on the target language" (p. 1450).

**Translation and cross-language transfer**

Instances of cross language transfer, such as translation and paraphrasing have been studied as a bilingual instructional strategy (Cummins, 2005; Orellana, Reynolds, Dorner & Meza, 2003) that promote the use of L1 and L2 in learning contexts that serve pedagogical purposes. Garcia and Kleifgen (2010) referred to 'acts of translation' to describe the importance of ensuring that emergent bilingual students' understandings of English are fostered through translation practices in all learning activities including reading, writing, speaking and listening. In their 5-year study, Jones and Lewis (2012) described the use of translation as a pedagogical tool in a variety of ways: teacher-led translation for the whole class to explain subject content; translation for the emergent bilingual (either in English or Welsh); or translation of subject-related terminology as a scaffolding approach to aid understanding in Welsh lessons. Lasagabaster and Garcia's (2014) study in a predominantly Latino high school deemed the use of translation to be of significant educational value as a tool. It helped students understand the content, and generated rich dialogical contexts about metalinguistic and transcultural issues.

Scholarly work such as Creese and Blackledge's (2010) linguistic ethnography explored the social, cultural, and linguistic significance of complementary schools. Their four interlocking case studies involved the Gujarati, Turkish, Bengali and Chinese languages in order to document specific translanguaging strategies such as repetition and translation in the students' homes and classrooms. Specific instances were observed where teachers used two languages within the same utterance to convey information and make meaning. They used the linguistic signs at their disposal to connect with their students. Translation as a pedagogic strategy had been shown to establish the procedural knowledge about tasks and the use for clarification by teachers and students alike. The authors argued for flexible bilingualism in pedagogies that emphasized the overlapping of languages between the student and teacher, rather than the enforcement of language separation. Creese and Blackledge's (2010) study also demonstrated the importance of schools as 'safe spaces' through teacher endorsement of multilingual practices that deepen academic content understandings.

The documented instances of the implementation of strategic collaborative translation by teachers who do not share a familiarity with their students' home languages are relatively few, but Pacheco, David and Jimenez' (2015) recent study on the use of translation with texts exemplified the potential for teachers as learners. Students translated for their teachers and peers, in the process of negotiating understandings of difficult academic texts. Research has consistently proposed how emergent bilingual students are positioned as learners with something of value to offer their peers through 'acts of translation'; whereby both languages are strengthened and the negotiation of academic content is deepened as a result. Rather than being silenced in classrooms, these studies suggested the normalization of bilingual linguistic practices.

## Codeswitching

Primarily used as a scaffolding technique in bilingual classrooms, codeswitching as pedagogy is an effective strategy to make the target language more understandable and also develop students' metalinguistic understandings and metacognitive awareness (Wei, 2011b, p. 301). According to Cook (2001), the historic construct of translanguaging is most closely related to codeswitching which has been understood as the practice of teachers and students switching between two languages in the same 'sentence' in communicative exchanges. Cook (2001) added that code switching between L1 and L2 simultaneously by emergent bilinguals be framed as a highly skilled "bilingual mode" that is used congruently, rather than the "monolingual mode" in which language is used separately (p. 408). Pedagogically speaking, there is teacher-led 'responsible' code-switching, as described by Garcia (2009a); selective planning by teachers to use the emergent bilinguals' L1 to enhance cognitive skills and to elucidate or support the lesson.

Codeswitching has come to be understood as a creative and critical strategy used by the language user (Garcia & Wie, 2014; Wei, 2011b), and a way to legitimize the students' L1 (Skilton-Sylvester, 2003). Despite the potential use of codeswitching as a teacher resource, this practice that is considered acceptable in community contexts has often been deemed unacceptable within the classroom context (Canagarajah, 2006; Wei & Martin, 2009). Expanded understandings of translanguaging as a pedagogy and a theoretical framework have been extended to include codeswitching. In short, while code-switching is grounded in the idea of separate languages, translanguaging takes as its starting point that all speakers, including emergent bilinguals, have one complex linguistic repertoire from which they select features in ways that can conform to societal norms, communicate and make meaning of their worlds.

**Emergent bilingual positionality**

The scholarship on teachers as powerful translanguaging agents, along with the use of inclusive pedagogies has garnered recent attention. Modelling dynamic bilingual acts, teachers position students as competent bilinguals regardless of their actual language competencies. By drawing attention to points of contact between languages, past studies have shown how teachers support metalinguistic awareness (Palmer, Martinez, Mateus, & Henderson, 2014) across languages. Drawing from recent research, my study counters the notion of such students as inadequate speakers of the language of instruction and therefore academically unprepared to perform expected tasks (Cummins, 2001). The dominance of the one-language approach suggest that emergent bilingual students are positioned in ways that do not recognize different discursive practices at home and in communities (Cummins, 2001; Garcia, 2011; Moll, 2005). Therefore, my research speaks to student repertoires (or what they offer) as not recognized, devalued, and at times, silenced (Garcia, 2010; Hornberger & Link, 2012).

Recent studies such as Gort and Sembiante's (2015) ethnographic analysis and Marshall and Toohey's (2010) bilingual story telling project discussed how teachers navigated between the dominant one teacher language/one language policy and the bilingual spaces created by teachers that allowed students to use their entire linguistic and cultural repertoires. Their analyses positioned emergent bilingual students as knowledgeable, able to communicate information about culturally relevant objects in their daily lives, and legitimized a wide range of linguistic resources for meaning-making. As part of the normative bilingual pedagogy, teachers "did not demand that children perform in one language or the other, but instead accepted and responded to all styles and forms of communication" (Gort & Sembiante, p. 21).

Research on translanguaging has uniquely positioned emergent bilingual students as co-teachers, thereby drawing upon a wider linguistic repertoire than what a monolingual teacher could offer. Walqui and van Lier's (2010) ethnographic study of immigrant youth in New York illustrated the pedagogic possibilities when teachers supported the development of complex language practices that included the teaching of academic content through translation between emergent bilingual learners. Walqui and van Lier's translanguaging approach promoted students' use of their home languages in heterogeneous classrooms where students spoke many languages. In a similar study, Pacheco, David and Jimenez (2015) expanded understandings of strategies used by teachers who do not speak their students' home languages. They studied the learning of academic text with the use of translation, and illustrated the benefits of language learning when coupled with a teachers' desire to use their students' L1 as a resource.

When monolingual teachers shed their role of teacher as expert (Pacheco, David & Jimenez, 2015; Walqui & van Lier, 2010), and made space for their students' rich linguistic and cultural repertoires as part of classroom practices, research has suggested that all participants engaged in real-world meaning-making, identity exploration. Further, such practices resulted in a "systematic powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching" (Wei, 2014, p. 162). Therefore, when the locus of control for language use is based on the emergent bilingual's own active use, such pedagogy enabled students to learn from each other as well as from teachers and created contexts that celebrated what students know, rather than focussing on what they do not (Freire, 1970).

In sum, emergent bilinguals are positively positioned when considerations are given to their linguistic repertoires and "funds of knowledge" (Moll, 2005) in learning environments. Departing from notions of linguistic deficiencies, emergent bilinguals' linguistic competencies

offer monolingual teachers opportunities to explore the use of their students' diverse languages as a means to better support meaning making and learning in their classrooms.

**Teacher professional development**

Also in the pedagogical realm, a number of studies have explored teachers' collaborative work in the design of curriculum for inclusive linguistic practices in the classroom. D'warte's (2014) collaborative study of Australian teachers demonstrated the transformative role of teachers as agents who normalized bilingualism and its use as a valuable resource for learning. They documented everyday multimodal language and literacy practices, such as translation and language brokering, which expanded teachers' understandings of the creative and complex ways students use languages. Close examination of students' language maps resulted in deeper understandings of the dominance of English as a medium of instruction and the resulting practices that diminished students' cultural and linguistic capital in schools.

There is an abundance of scholarly work on translanguaging as a social practice in communities (Garcia, 2009a), a series of students acts in classroom settings (Creese & Blackledge, 2010; Vaish & Subhan, 2013; Sayer, 2013), and in various elementary situations (Celic, 2009; Marshall & Toohey, 2010; Vaish & Subhan, 2013). However, the literature on translanguaging can be problematic. Scholarly work that focuses primarily on monolingual contexts and teachers who are not familiar with their students' home languages is relatively scarce (Menken, 2013). Furthermore, there are only a few studies that focus on how teachers leverage their students' L1 in literacy instruction within junior high settings (Skilton-Sylvester, 2003). One such study by Pacheco, David and Jimenez (2015) examined teachers' use of collaborative translation that facilitated their middle school students' understandings about texts,

reading comprehension and language. Adopting the role of teacher as learner, collaborator and expert, their study emphasized that despite language constraints, teachers can find ways to use emergent bilinguals' linguistic knowledge and skills as a learning tool.

With the aim of supporting educator's understandings of translanguaging as pedagogy, Celic and Seltzer's (2011) *Translanguaging Guide for Educators* offered translanguaging strategies that help facilitate more effective learning of content and language by bilingual students. Designed as a collaborative professional learning resource for bilingual and monolingual teachers of emergent bilingual learners, their guide outlines how educators can create classrooms that intentionally integrate students' L1 with English as part of their lesson planning. Specific translanguaging strategies include:

Collaborative group work:

- Content areas: group work or pair-work:
    - Discuss, Reflect, Negotiate content in any language and share in English, brainstorming in any language and write in English, preview in home language and collaborate in any language, listen in English and discuss in any language.
- Collaborative presentation:
    - Research/plan in any languages, present in English, present in one language and analyze in another.
- Reading groups: Guided reading groups, book clubs or literature circles:
    - Preview in home language and read same text in English, read in English/multiple languages and discuss in any language.
- Writing partners:
    - Joint construction of a piece of writing with discussion and negotiation in any language, brainstorming in any language and write in English, revisions and editing in any language, translation of another's writing.
- Reading partners:
    - Reading and listening to text in English and discuss and negotiate meaning in any language, independent reading, reading a text in one language and read a similar or translated version in another, read in one language and respond via a graphic organizer in English.

Content and Literacy Development:

- Preview, View and Review (Freeman & Freeman, 2008):
  - Preview the topic/text in home language, view topic/text in English, review back in home language.
- Multilingual Research:
  - Read, watch, listen to texts in any language, take notes in English or any language, present research orally or in written format in any language
- Comparison of multilingual texts:
  - Emphasis on different perspectives and arguments/opinions, analysis of texts

Explicit display of student comprehension and growing expertise:

- Culminating products in English and/or L1, translation, multipurpose assignments for different audiences

This guide is a key resource since it includes a variety of these strategies that is easy to integrate into existing lessons. However, it also embraces and normalizes the linguistic and cultural representations in classrooms as resources (Cummins, et al., 2005) so as to create new social spaces for emerging bilinguals (Baker, 2011; Creese & Blackledge, 2010; Garcia, 2009a; Williams, 1996).

**Teacher Beliefs, Perceptions and Attitude**

Language ideological inquiry is a fairly recent phenomenon, gaining traction with education scholars interested in how ideologies mediate education and language policy (Menken, 2008). Few studies, however, examine language ideologies of teachers – their ideas and beliefs about language and how it mediates everyday classroom practices, particularly with students who are linguistically diverse and speak non-dominant languages (Palmer & Martinez, 2013).

According to research, teachers' language ideologies, or beliefs about language and language users impact all students. Such beliefs may include unexamined notions of which languages are "better" or "more academic". Therefore, teacher beliefs impact how they construct pedagogy in relation to the teaching of students with diverse linguistic competencies (Mantero & McVicker, 2006; Pettit, 2011; Richardson, 1996). Research has also suggested the possibilities for the shifting of language ideologies and transformation through deep reflection (Farr & Song, 2011) and pre-service teacher education (Pettit, 2011). Studies such as that of Palmer and Martinez' (2013) added further understandings on monolingual teachers' investigation into their own language uses and beliefs rather than focusing on their students' diverse language uses. This reflective stance highlighted a shift from treating language as a problem to language as a resource.

Innovations, such as the implementation of translanguaging pedagogies and ideological frameworks are steps taken in this study to explore language ideologies with teachers, especially given the complex ways it persists, even when teachers work to embrace linguistic diversity (McBee Orzulak, 2015). Therefore, much can be learned by surfacing ideologies and assessing their validity, given what is known about translanguaging and how languages are privileged in varied contexts. And so research has suggested that new ways of bringing ideologies to consciousness is a first step in understanding teacher beliefs and biases about language diversity, and how such ideologies may expand or constrain teaching practices.

## Conclusion

Garcia (2009a) and Creese & Blackledge (2010) portrayed translanguaging as essentially sociolinguistic and needing to be properly understood as negotiated acts that are contextually

situated, emergent, and fundamentally ideological with pedagogical consequences. Translanguaging acts in classrooms encompassed a range of communicative and cultural pedagogies such as codeswitching (Creese & Blackledge, 2010), crossing (Rampton, 2009), and translation or interpreting (Cummins et al., 2005; Orellana, 2009; Orellana & Reynolds, 2008). They also included scaffolding of instruction (Jones & Lewis, 2012), language brokering (Orellana & Garcia, 2014; Orellana, 2009), and the "broad linguistic repertoire that includes, at times, the ability to function in the standardized academic languages required in schools" (Garcia & Sylvan, 2011).

The question of how to best address a global linguistic phenomenon within the normalization of bilingual acts, in an Alberta context, highlights the need for solutions that may be transformative. The translanguaging approach discussed in this section speak to the creation of learning environments where emergent bilingual students are afforded opportunities to use "one's idiolect, that is, one's linguistic repertoire, without regard for socially and politically defined language labels or boundaries" (Otheguy, Garcia & Reid, 2015, p. 297). These acts of translanguaging have been previously studied in a range of school settings such as community language schools (Creese & Blackledge, 2010), hybridized language learning (Gort & Sembiante, 2015), academic content mediation in Singapore (Vaish & Subhan, 2015), and multilingual classroom ecologies (Creese & Martin, 2003; Menken, 2013). This research all offers possibilities for teachers and students to deepen understandings and meaning-making through the use of a student's full linguistic repertoire to achieve academic success. The commonalities in these studies is the flexible approach utilized by teachers toward a bilingualism that is centered not on the target language per se, but rather focused on the language practices of emergent bilinguals intentionally and then strategically utilized as a teacher resource.

This research adds to the emerging body of knowledge in the field of teacher pedagogy and professional development in three ways. First, it presents instances of teacher initiated emergent bilingual student languaging that confirm and reinforce translanguaging frameworks for understanding meaning-making and learning. Second, it contributes specific classroom-based practices that facilitate translanguaging pedagogies. Third, it concretely engages with the challenges posed by existing monolingual practices. This scholarly work seeks to reconcile the gaps as presented in the existing literature. The gaps involve the critique and dismissal of emergent bilingual students' rich linguistic and cultural repertoires, along with the practical need for junior high school monolingual teachers to better understand how to open up ideological spaces for students that challenge existing relationships between language, power and pedagogies.

# CHAPTER 3

# METHODOLOGY

Translanguaging as an approach to teaching and learning has been defined by Garcia (2014) as the normalization of bilingual acts, without the distinct separation of languages and its codes and symbols. However, current practice in Alberta classrooms reflects the *monolingual principle* (Howatt, 1984) that promotes the exclusive use of English as the language of learning (Cook, 2001) in ESL secondary classrooms. The challenges of teaching through a multilingual lens long dominated by monolingual instructional acts (Baker, 2011; Cummins, 2009) inhibit teachers from using alternative strategies that include students' linguistic and cultural backgrounds as a teacher resource. The purpose of this qualitative research is to study the processes whereby monolingual teachers work in multilingual contexts, using the lens of translanguaging, and with the goal of designing learning environments that treat students' "funds of knowledge" as a resource.

Qualitative research offers a continuum of approaches that are ideologically suited to Garcia's (2009a) notion of dynamic bilingualism and translanguaging. Duff (2007) pointed out that qualitative research represents approaches that seek holistic and naturalistic understandings and interpretations of processes and phenomena in particular contexts. A significant advantage to qualitative research, according to Cummins and Davison (2007), is the capability of such research to explore the macro and micro analysis, the "insider perspectives and interpretations" (p. 965) that don't rely on the traditional research paradigms which focus on variables that can only be quantifiably observed or measured.

## Action Research

Action research is about transformation, change in practice and in understandings of practices and the environments that either support or challenge these changes (Kemmis, 2009). The origins of action research can be traced back in the late 1930's to Kurt Lewin and his predominant concern about raising the self-advocacy of minority groups, such as factory workers, through the processes of group discussion, collaboration, and decision-making (Lewin, 1946). Considered as the 'father' of action research, Lewin's principles of co-operative action research grew in relevance as scholarly work in the fields of education, social policy, and psychology. Other researchers such as Carr and Kemmis (1986) extended the understandings of action research through formulating three classifications: technical; practical; and emancipatory. By the mid-1970s, action research had evolved into 4 branches; traditional, contextural, radical, and educational action research (O'Brien, 2001).

Extending understandings in the field of educational action research, Berg (2001) suggested that there are three modes of action research: (a) technical/scientific/collaborative, (b) practical/mutual collaborative/deliberative, and (c) emancipating/enhancing/critical science. The identification of each mode and its specific goals is critical because while the technical/scientific/collaborative mode's goal is to "test a particular intervention based on a pre-specified theoretical framework" (p. 186), the practical/mutual collaborative/deliberative mode focuses on the improvement of practice and delivery (p. 186). Finally, the emancipating/enhancing/critical mode assists educators in practitioners in "helping them to better understand fundamental problems by raising their collective consciousness" (p. 187).

Known by many other names such as participatory research, collective inquiry, emancipatory research, and action learning; all variations share a common theme. Action research is "learning by doing" (Mertler, 2014) where it involves the initiation of a planned intervention through the implementation of concrete strategies or activities in response to a perceived issue that practitioners wish to address (Burns, 2007; Kemmis, 2009). The appeal of action research in many fields of study is its applicability in real situations, rather than in contrived, experimental settings, since its focus is on solving real problems (O'Brien, 2001). Conducting action research consists of four steps: identifying an area of focus, collecting data, analysis and interpretation of data, and developing a plan of action. Typically, data is collected systematically, with a focus on understandings of the conditions necessary for change to occur.

Over the last decade, action research has begun to capture the interest among teachers, administrators, and policy makers as the idea that educators, as practitioners in the field, be considered as persons best suited to conduct research into their own practices (Mertler, 2014). This methodology positions those with a vested interest in the teaching and learning processes such as teachers, as researchers willing to identify a problem, develop a plan of action, reflect on those actions and resolve areas needing improvement (Mills, 2011; O'Brien, 2001). Stephen Corey (1953), one of the first to use action research in the field of education suggested that a scientific approach in education would result in transformative changes as educators are involved in a systematic inquiry into one's own practice; an approach with simultaneous focus on action and research. Corey summed up much of the thought behind this fledgling branch of inquiry. "We are convinced that the disposition to study…the consequences of our own teaching is more likely to change and improve our practices than is reading about what someone else has discovered of his teaching" (1953, p. 70).

Kemmis suggested that action research may be thought of as a meta-practice, as "a practice-changing practice" (p. 467). He highlighted the importance of educational practitioners as theorists and researchers, giving them control over their own intellectual practice as a result of the self-reflective and dialogical processes. The process involved reflective practice by the participants, typically teachers, with the intent to improve practice informed by the data collected in the specific action research context. Thus, action research is a methodological approach that is participative, practical and cyclical, reflective and reflexive (McLean, 1995), critical of one's own teaching practices (Mertler & Charles, 2011; Mills, 2011), and transformative (O'Brien, 2001) in the quest of educational improvements.

**Participatory Action Research**

Drawing from a branch of action research, Participatory Action Research (PAR) emerged from the critical consciousness and empowerment of participants in the research process (Kemmis & McTaggart, 1982). It arises from: the belief that reform of education must originate with those most involved (Auerbach, 1994); with a centrality on collaboration; through the creation of circumstances (Kemmis & McTaggart, 2005); and the critical examination of one's own action (Kemmis & McTaggart, 1988). The term participatory in PAR is fundamental to this particular methodology and sets it apart from other forms of action research. Participatory, in this sense, is inclusive of all stakeholders, including the ways in which roles are contextualized.

Drawing on Kemmis and McTaggart's Action Research Spiral (2005, p. 564), my research design focused on PAR's four "moments" or stages that support creating dialogue, acts of observation, reflective practice and generating understandings about translanguaging between

the researcher and the monolingual teachers. Therefore, improvement and involvement are two mainstays that underpinned the research study.

Kemmis and McTaggart's spiral of self-reflective cycles involve four key stages:

a. Plan - design and proposal to action, critically informed in terms of constraints and potential for more effective action
b. Action - deliberate, recognizes practice of ideas as action mediated by the social and political in the struggle for improvement
c. Observation - forward looking as it documents critically informed action, effects, and contexts
d. Reflection - evaluative and descriptive, making sense of processes, issues and develops perspectives and comprehension of the issues (1988, pp. 11-14)

Essentially the PAR process is concerned with the investigation of actual practices, therefore, the cycle is iterative and repeats at the replanning stage; a constant evolution in a self-reflective spiral or loop. Kemmis and McTaggart (2005) discussed seven key principles of PAR which provided a foundational basis for my study. They are as follows:

a. Participatory action research is a social process,

b. It is participatory; it engages people in examining their knowledge and interpretive categories,

c. It is collaborative and focuses on the social practices that link people with others,

d. It is emancipatory; it is a process that allows people to explore how their practices are shaped and constrained by wider structures,

e. It is critical,

f. Participatory action research is reflexive, recursive and dialectical,

g. It aims to transform both theory and practice (p. 568).

PAR was my chosen research methodology because it provided a model that offers all involved critically informed and improvement-oriented components that challenge teachers as

they reflect on the effects of their teaching practices. Given the already noted issues in the translanguaging literature, this PAR based study offers to address some of the identified gaps. My research intended to go beyond the strategies of translanguaging production, rather it studied the translanguaging processes of negotiation as an intended change in practice with a monolingual teacher participant. This PAR based approach surfaced existing monolingual ideologies through the use of self-reflexive inquiry, grounded in the notion that reflecting on multiple positions is foundational to transformative pedagogical change (Asher, 2007). The intentional inquiry into one's own engagements with diversity and language has the power to promote a meta-level awareness of how monolingual teachers problematize their monolingualism, instead of questioning their student's linguistic deficiencies (Palmer & Martinez, 2013).

This intentional focus on process emphasized the centrality of the classroom context, the knowledge and understandings created by a teacher participant and researcher, the questions to be addressed, and especially the dismantling of the researcher-researched hierarchy. Therefore, by understanding teacher practices as a negotiation and product of particular circumstances, the teacher participant and I became more aware as to how to transform practices through the teacher's current ways of working (Kemmis & McTaggart, 2005).

**Research problem and research question**

Translanguaging (Garcia, 2009a) as a pedagogical strategy is relatively new to teachers within the Canadian context (personal observation, 2016). As the population of students who speak a language other than English continues to grow in Alberta (Statistics Canada, 2013), schools become richer in linguistic and cultural resources that often go untapped (Creese &

Blackledge, 2010; Cummins et. al., 2006). While English is the medium of instruction, the majority of bilingual and multilingual speakers' everyday conversation in classrooms and hallways takes place in languages other than English, as well as English. Under such circumstances, the study of translanguaging practices (Garcia; 2009a; Garcia & Wei, 2014) as intentionally utilized by monolingual teachers in a junior high setting is timely and appropriate. It should be stated that I have been an administrator previously at Southwest School. My professional and personal experiences with the staff, community and students have given me an appreciation for students' offered linguistic resources, an insider perspective on the community. I acknowledge that these experiences are what have shaped my interest in the study of students' L1 as a teacher resource.

My research questions are:

- How do monolingual teachers make space for emergent bilingual students' multiple languages and funds of knowledge in an English as a Second Language classroom?

- To what extent do monolingual practices impact teacher impressions, attitudes and perceptions, regarding how language is used and conceptualized in educational contexts?

- What are the possible implications for teacher practice and future professional development that arise from understandings of emergent bilingual students' multiple language and funds of knowledge?

Many scholars recommend building upon students' existing funds of knowledge. Students historically have accumulated and culturally developed bodies of knowledge and skills that can then be intentionally used as a teacher resource (Bransford, Brown, & Cocking, 2000; Hornberger & Link, 2012; Moll, 2005; Wei, 2014). However, more research is needed to

explore how this is put into practice in secondary classrooms, especially where teachers are not familiar with the use of translanguaging as a pedagogy and their students' home languages. Therefore, this qualitative research investigated the process by which a teacher may work in multilingual contexts, through the lens of translanguaging, and in the design of learning environments which treat students' "funds of knowledge" as a resource. My study put forward a research plan to work with a sample of one monolingual teacher who was willing to make space in his teaching practice to explore translanguaging in a junior high ELL Competency and Proficiency class.

**Rationale for Research Methodology**

Drawing from extensive research on translanguaging (Celic & Seltzer, 2011; Garcia, 2009a; Garcia & Wei, 2014), I present my research problem from an Alberta context and use Participatory Action Research (PAR) as my methodology of choice. The belief in collaboration and respect for local knowledge (Brydon-Miller, et al., 2011; Kemmis & McTaggart, 2005) and the positioning of emergent bilinguals' linguistic competencies and knowledge (Garcia, 2009a) are shared principles common to PAR and translanguaging.

Translanguaging as pedagogy and policy is relatively unknown within the Alberta educational context. Many educators and policy makers are unfamiliar with both the concept and the practice. Consequently, the reframing of the notion of language presents unique challenges for the education of the growing numbers of emergent bilingual students in Alberta classrooms. Researchers have long argued for recognition of educators' knowledge about how they orchestrate the use of emergent bilinguals' multiple linguistic repertoires (Creese & Blackledge, 2010; Garcia 2009a; Gonzalez, et al., 2005; Hornberger and Link, 2012). Scholars have

problematized connections between theory and practice, metaphorically describing the divide as between the ivory tower and the trenches (Parsons & Brown, 2002). Johnson (2008) suggested that teachers' instructional practices and the reality of student learning are not reflected in research findings, therefore teachers considered them irrelevant and impractical. PAR presents as a qualitative methodological approach that perhaps can bridge the apparent gaps between theory and practice, research and reality.

In recent years, research is being conducted by practitioners or people whose primary education and training is not in research methodology (Mertler & Charles, 2011; Mills, 2011). The use of PAR in my study placed the thrust of inquiry primarily on the teacher participant and me as a person with a vested interest in the teaching and learning processes of teachers and their links to practice. Furthermore, this study was inclusive of the researcher and teacher participants' understandings of an innovative practice as the intervention took place. Of the seven key features of PAR, the collaborative and reflexivity foci to address limiting social conditions, the criticality to contest ways participants were positioned, and its aim to transform theory through practice (Kemmis & McTaggart, 2005), provided the major impetus for my methodological choice.

The reflexive-dialogic cycles that all participants engage in highlight the fluidity, authenticity and responsiveness of PAR as a methodology of choice in my translanguaging study. Therefore, as the monolingual teachers' translanguaging pedagogies are realized, so will understandings of how the practice is produced and then reproduced over time. PAR enabled the teacher participant and I to become alert to constant themes and salient findings and related it to how it may be possible to transform teacher practice. Focusing on translanguaging pedagogies

in a concrete way made it possible for reflection, discussion, and reconstruction of monolingual practices that permeated the teaching of emergent bilinguals in the ESL classrooms.

The study of the translanguaging practices and processes converged well with the key PAR principles of community knowledge and the collaborative growth of expertise, also highlighting questions of knowledge ownership and control (Brydon-Miller, et al., 2011; Mertler & Charles, 2011). Furthermore, the collective actions of PAR added to alternative forms of knowledge creation and meaning-making which led to the connections between theory and practice, improvement of educational practice, and continuous school improvement.

**Research Setting**

Southwest School (a pseudonym) is a metro Alberta school most recently populated by immigrants from Southeast Asia, South America and Nigeria. This migration pattern echoes a Statistics Canada (2013) report on immigration and ethno-cultural diversity which points to the continued growth of Canada's foreign born population. As reported in a school-based survey targeting grade 4, 7, 8 and 9 students, 65% of the approximately 950 students enrolled at Southwest School stated that they speak a language other than English (including students who are Canadian born). The survey also reported that 35% of the targeted student group were born outside of Canada. Information collected is rich and varied due to the high number of students who speak another language (mainly Tagalog, Spanish, Romanian, and Urdu) both inside and outside of the classroom. The school and parents have a collaborative and positive relationship and many parents have expressed through conversations with administrators and teachers that their children's educational needs are being met. The majority of the school's 65 full time teachers are English speakers and many do not speak another language (personal

communication, February 2016). English is the "legitimate" (Bourdieu, 1991) language or official language of instruction at Southwest. Hence, I consider most of the teachers and their practices to be monolingual.

The classrooms of Southwest School presented a wide range and diversity of students, with a linguistic and cultural make-up revealing a high number of emergent bilingual students. The majority are from the Philippines. At any given time, these students used L1 (or a mixture of L1 Tagalog, other dialects and English) with their peers inside and outside of the classroom setting and at home. As suggested by Cummins (2007), assumptions that English is best taught monolingually underscored current teacher practice at Southwest School. There was minimal understanding or conversation about the language policy within the school (personal observations, 2016). Consequently, instruction reflected the separation of languages as part of the normalcy of teaching and learning. Over the course of the last four years, there have been pockets of translanguaging use by teachers, including translation and the use of emergent bilinguals' "funds of knowledge" in lessons.

Scaffolding strategies to support the learning of difficult concepts in content classrooms have been explored, and specific positioning of emergent bilingual students' home languages has also been experienced offered in subtle ways. It should be further noted that many of the teachers at Southwest School have close connections with the school community and their students, due to their long tenure at the school. New staff hired by the past and current administrative team reflected an openness to diversity and implicit desire to celebrate the existing cultural and linguistic heterogeneity of their students. Consequently, while some translanguaging strategies were used to meet the needs of these emerging bilinguals, teachers were not yet aware of translanguaging as a pedagogy, nor as a frame of reference.

### ELL Proficiency and Complementary Course

In response to the number of emergent bilinguals registered as ESL coded students in Southwest School, the administrative team created two junior high sheltered ESL-based complementary classes, known as ELL Competency and English Proficiency, in 2012. All junior high students at Southwest School were integrated into the mainstream classrooms, however, complementary classes were also offered to students, such as Art or Band. The administrative team recognized that gaps existed in instructional practice for ESL students. Therefore, a decision was made to offer a new complementary course for ELL junior high students to better assist them in acquiring the basic language skills necessary to be academically successful (personal administrative communication, 16, July 2016) in an ELL-sheltered classroom. It should be noted that these classes were an extension of the Language Arts program because there are no current ESL courses offered in the junior high level by Alberta Education. These classes were offered to Level 1 through Level 4 students, with parental approval. These classes, planned and taught by the Diverse Learning Teachers and administrators, were organized by grade level. They were designed to address the literacy needs of the students, as well as the expressed concerns of teachers regarding challenges they perceived the students faced in mastering academic content in mainstream classrooms. The primary goal was to support emergent bilingual students' literacy acquisition in a sheltered environment, in order to enhance students' understandings of academic content and subject vocabulary, specifically in mathematics, science and social studies.

Much of the preparation for the course included input from the content subject area teachers in junior high, collaborative conversations and planning among the diverse learner teachers and administrators about the course goals and discussion regarding how to best meet

students' academic needs. However, for the most part the course generally followed the junior high Language Arts curriculum, as well as resources from other content subject areas. The primary guide used by teachers was the Alberta ESL Proficiency Benchmarks: Grades 7-9 (Alberta Education, 2011) which assists teacher in assessing and monitoring the language proficiency of students, planning for instruction, and communicating with colleagues, parents and students about students' language proficiency. The Alberta ESL Benchmarks provide descriptions of language proficiency organized around seven communicative competencies and four language skills (listening, speaking, reading, and writing). Level 1 to Level 5 are assigned the following broad terms: Level 1: Beginning; Level 2: Developing; Level 3: Expanding; Level 4: Bridging; and Level 5: Extending. Descriptors, along with exemplars, identify elements of language that students should be able to use at each benchmark proficiency level. The exemplars include words, utterances and/or sentences which are representative of the kinds of language students understand and use at each grade and proficiency level.

Student placement in either of the courses was based on professional conversations among teachers, the student's current ESL level, and up-to-date academic standing in content area subjects. Typically, the composition of the ESL Competency class was those new to the country, labelled Level 2 as tested by the district ESL Reception Center, and considered "developing" in their language awareness based on Alberta Education Benchmarks (Alberta Education, 2011). Those students placed in the ELL Proficiency class may have been in the country for several years and were considered to be at Level 3, described as "expanding" their language awareness and understandings. Reflective of migration patterns throughout Alberta (Statistics Canada, 2013), the majority of the students at Southwest School originated from the Philippines, speak Tagalog, and other local Filipino dialects that reflected the regional divisions

that exist in the Philippines. Filipino students often spoke a third dialectical language not first recognized by teachers, until conversations and understandings surrounding the regional differences among languages occurred.

### Site Rationale

The site for this research were the two grade nine ELL Competency and Proficiency Courses offered at Southwest School. This study involved working with one monolingual teacher who was willing to make space in his teaching practice to explore translanguaging in a junior high ELL Competency or Proficiency class. It is important to recognize the relatively unique context of this elementary-junior high school because it has offered a contextually developed junior high option class intended to meet the needs of large numbers of emergent bilingual students. Teachers across the district are primarily monolingual, but teachers at Southwest School have displayed an openness and curiosity about their students' linguistic resources and how to harness student knowledge as a teacher resource. At the time of the study, the ELL Competency class had six students registered, and the ELL Proficiency Class had 13 students. The majority of the students in both classes were of Filipino descent and spoke Tagalog and a variety of dialects, as well as two Spanish speaking students and one Singhalese speaking student. These two junior high ELL-based bilingual classrooms provided the stage of inquiry and a place to question and study the processes of learning when teachers make space for the use of all linguistic repertoires and students' "funds of knowledge".

## Research Sample and Data Sources

### Population and Sampling

The participant in my study was purposefully sampled (Cresswell, 2015; Merriam, 2009) from the teachers at Southwest School. Of the four teachers assigned to teach the ESL Proficiency and Competency courses, one teacher, Mr. Smith volunteered and was therefore selected to participate in my study based on his expressed interest in leveraging students' linguistic competencies in the classroom.

Mr. Smith, a 9th grade teacher at Southwest School, was in his fourth year teaching at this school at the time of this study. He is Caucasian, raised in a rural community in a Canadian province, and attended a large urban university where he majored in English and minored in History, along with receiving his teaching degree. Prior to working at Southwest School, Mr. Smith taught English, Social Studies and computer courses for three years at a high needs junior high school whose population was quite linguistically diverse. It was in this setting that he reported observing students speaking a multitude of languages other than English for social and academic purposes. He reported, "One of the things that I overcame, what I had to overcome, was being comfortable with students using their home language." His teaching role, during the time this research was conducted, included being a grade nine homeroom teacher, teaching grade nine ELA, and ELL Competency and Proficiency to grade seven and nine students. Mr. Smith was selected based on his desire to explore translanguaging pedagogies despite not being familiar with the term, its definition, or guiding principles.

Given that most teachers in Alberta are not familiar with translanguaging as a theory and strategy, several discourses with Mr. Smith became essential so that he developed a familiarity

with the translanguaging framework. We met on a number of occasions before the actual study to discuss the logistics of the study, duration, and what each person's roles and responsibilities were. While I originally anticipated that the shift from monolingual to translanguaging practices might be difficult for some teachers, Mr. Smith was extremely open to the notion of translanguaging throughout the duration of the study. He actively engaged in activities and even searched for applicability in his mainstream classroom. Over the course of the study, he continually expressed his desire to find new and innovative ways of bringing his students' home languages into the classroom. This desire was critical as Mr. Smith collaborated with me in creating, exploring, and implementing intentional alternative pedagogies that focused on the emergent bilingual learner.

**Unit of Analysis**

My study addressed the translanguaging gap in the research by closely examining the discursive practices of a monolingual teacher within a unique, multilingual education context that aimed to mobilize students' "funds of knowledge" and the intentional use of their linguistic repertoires. My unit of analysis is based on the study of the teacher participant as he engaged in translanguaging teaching 'acts' and the collaborative reflective discussions as part of a translanguaging team. The resulting discussions were based on the intentional use of the translanguaging strategy, his thoughts on subsequent student behaviours and on the potential for changes in teacher perceptions and practice in the use of students' L1 as a teacher tool.

**Role of Researcher**

I was aware of my role as an English and Tagalog speaker and as a past teacher/administrator in influencing the language norms of classrooms. Part of my awareness

was a sensitivity to the potential authoritative relationship that could have developed between myself and the teacher (Brydon-Miller et. al, 2011). However, I felt that most aspects of this authority were limited by my role as a graduate student. In addition, I was not responsible for directly assessing my participating teacher. This also allowed me to take on a collaborative role alongside him rather than an evaluative role in his classroom.

Additionally, as an immigrant from the Philippines many decades ago, I acknowledge that my life experiences are similar to some of the very students in the classrooms in which I was studying, and extremely different from that of my participating teacher. All of these factors potentially influenced how the data were produced, collected, and interpreted. Explanations of how I addressed these influences and other issues of trustworthiness appear at the conclusion of the data collection and data sources sections.

At the onset of the study, a decision was made to try and not actively teach alongside my teacher participant. Rather, my role was to facilitate and dialogue with Mr. Smith on translanguaging concepts and strategies, considering that my research was focused on studying the processes of how translanguaging as a framework and pedagogy was experienced by teachers. Therefore, for the most part, my primary role during this study was that of participant observer (Glesne, 2006) where I participated as a 'trusted person' in particular settings, while merely as observer in others. I purposely did not translate for the teacher participant because I felt that it would undermine the study considering that many monolingual teachers would not have access to a translator in their classes. The varying roles that I played were highly dependent on where I was situated within the PAR process. During the planning and reflective phases, I was an equal and active participant in the study, which enabled me to learn firsthand how Mr. Smith's actions corresponded to his words and perceptions. These moments developed a deep

level of trust that motivated my participant to freely express his thoughts and ideas. During our reflective interviews, I was able to talk with the teacher about his instruction. We co-constructed ways to refine his translanguaging pedagogies and discussed the intentionality of his translanguaging practice in the classroom.

Yet there were a few times, when I played the role of observer as participant (Glense, 2006). While the key purpose in being in the classroom was to collect different forms of data, there were instances when a group of students were discussing a phrase in Tagalog and would ask me a question in English about the proper translation of that phrase. As well, there were two instances when I specifically interjected during class instruction, so as to either highlight a translanguaging teachable moment or gave focus to the emergent bilingual student's "funds of knowledge". These brief instances add support to Creese and Blackledge's (2010) notion that individuals within a classroom actively form linguistic spaces and tools for communication. As this reality was unavoidable, I described these instances when my presence directly influenced student and teacher translanguaging in my analysis.

I am extremely aware that my own positionality, history and biases influenced how the interpretations between myself and the teacher occurred, how classroom interactions transpired, how these interactions were captured, and how these interactions were analyzed. I was highly cognizant that I was a past school administrator at Southwest School. I kept in mind the question of the possible research-participant power imbalance and acknowledged that as an administrator, a power imbalance still remained throughout the duration of the study. However, because I was not in a direct supervisory role, the recruitment of teacher participants and the potential to infringe upon a potential teacher's voluntariness and participation was more limited.

I attended to PAR's principles of collaboration and relationship building (Mertler & Charles, 2011) and part of the agreement was to recognize the teacher's right to withdraw at any time, and to renegotiate the grounds for participation as suggested by Locke, et al. (2013). Therefore, much of the initial discussion revolved around introducing the current literature on translanguaging (Celic & Seltzer, 2011; Garcia, 2009a; Garcia & Wei, 2014) and the benefits of translanguaging pedagogies. Throughout the study, I highlighted the diversity of languages students of Southwest School spoke on a daily basis, keeping the focus on teacher practice and centered on the students' "funds of knowledge". Much of our collaborative meeting time was framed in keeping the attention on classroom experiences that would intentionally use emergent bilinguals' linguistic repertoires as a resource.

## Research Design

This section presents the research design, including a visual representation of my PAR-based research cycle which provides an overview of the process of planning for change, acting on and observing the change process, reflecting on the change, and further re-planning as monolingual teachers make space for translanguaging in their teaching practice. Included as well are detailed illustrations of my action research, based on Kemmis and McTaggart's (2005) research action spiral. Finally, a description of the teacher recruiting process, the translanguaging pedagogical strategies that were used in lessons, and areas of saliency to be discussed as part of the reflexive-dialogic stage are all presented.

### Translanguaging Research Design

Drawing on Kemmis and McTaggart's (2005) action research spiral, my PAR study followed an inductive/ reflexive process, involving the three successive phases in reiterative

cycles. Each cycle involved these key phases: planning; acting and observing; reflecting; and re-planning. Over the course of four months, my data collection included three iterative cycles. Figure 2 presents in visual form the complex processes that guided me towards a better understanding of the chosen translanguaging practice (acts) as a product of a particular context.

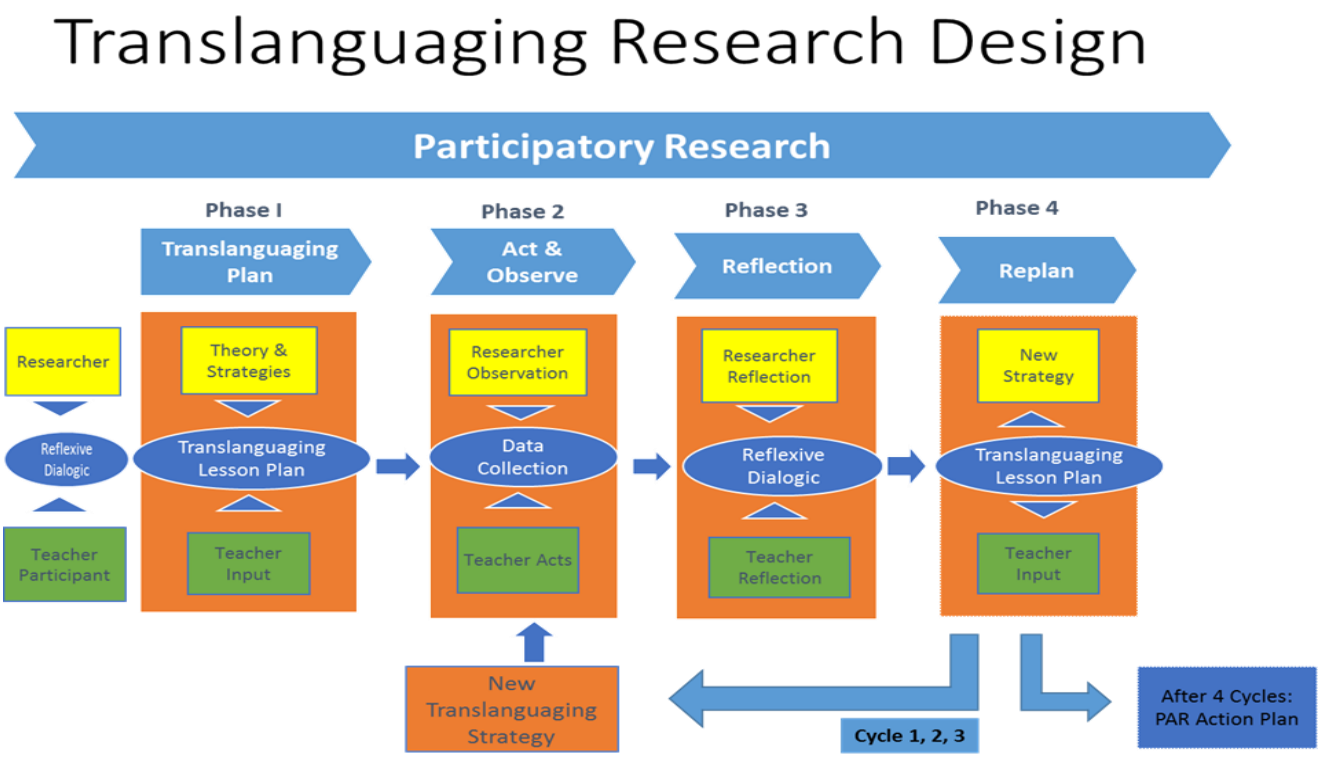



Figure 2. Translanguaging Research Design

Figure 3 below gives an overview of the translanguaging goals as suggested by Garcia and Wei (2014), which provided the ideological framework that guided the processes of reflection, discussion and reconstruction of teacher practices in this study. It should be noted that the first three goals were easily integrated into the teacher participant's instructional practice. The fourth goal which focused on learning conditions that could advance cross-linguistic meta linguistic flexibility met with little success. The last goal, questioning of

linguistic inequality and the interruption of existing linguistic hierarchies and monolingual assumptions was not achieved.

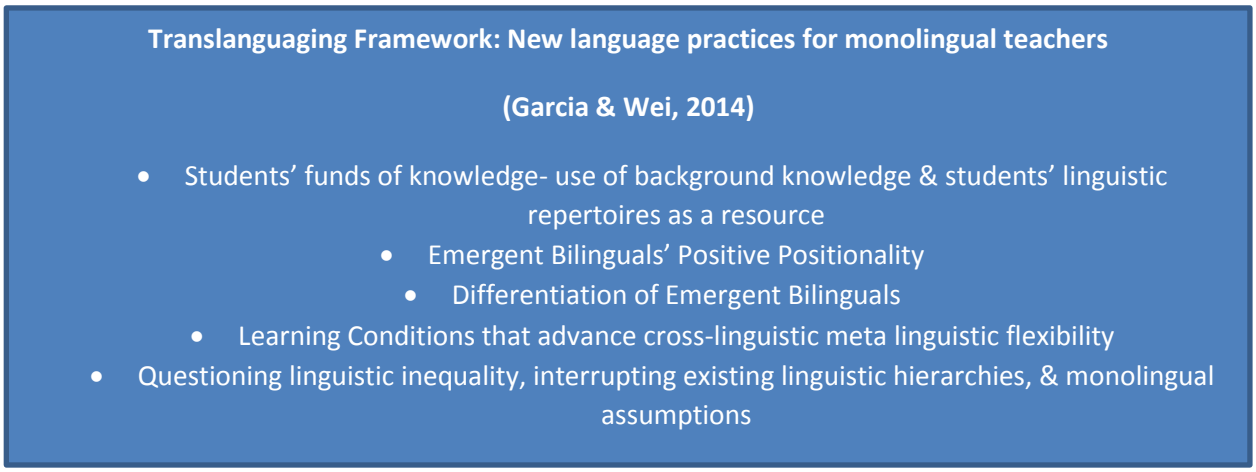



Figure 3. Translanguaging Framework

**Data Sources and Collection**

In the section that follows, I describe the different sources of data used in this study. Table 3.1 below gives an overview of the different data that I collected and analyzed over the four-month period from March, 2017 to June 2017. Primary sources of data included digital recordings and observations of collaborative planning, classroom instruction, reflective discussions, student work, and semi-structured interview with the teacher at the beginning and end of data collection. Table 3.2 shows how the different sources of data correspond with the study's research questions. The next section describes in detail these sources of data.

Table 3.1

*Total Data Collected and Analyzed*

| Data Collected | |
|---|---|
| Video recordings of planning | 3 recordings totalling app. 3 hours |

| | |
|---|---|
| Video recordings of teaching | 6 classes totalling app. 4 hours |
| Video recordings of reflective interviews | 3 recordings totalling app. 3 hours |
| Semi-structured entry (Teacher interview) | 1 recorded interview totalling 55 min. |
| Semi-structured exit (Teacher interview) | 1 recorded interview totalling 57 minutes |
| Field notes from video recordings & school visits | totalling app. 12 hours |

Table 3.2

*Relationship between Data Sources and Research Questions*

| Data Source | RQ1: making space for EB | RQ2: impact of monolingualism on teacher impressions | RQ3: implications |
|---|---|---|---|
| Video recordings (planning) | X | X | |
| Video recordings (teaching) | X | | |
| Video recordings (reflection) | | X | X |
| Entry/exit interviews | | X | X |
| Field notes | X | X | X |

**Collaborative Planning with Field Notes and Video Recordings**

Drawing from Celic and Seltzer's (2011) guide and with Garcia and Wei's (2014) translanguaging goals in mind, the teacher participant and I used this stage in the PAR process to plan and discuss upcoming lessons. Having a tool such as the Translanguaging Observation Protocol (please see Appendix C), was central because it provided the key connections between

specific translanguaging teacher practices and his understandings about the use of emergent bilingual students' L1 as a resource. During these times, I recorded the teacher and I discussing, planning and laying out the foundations of the class that he was going to teach and I was going to observe. A major goal of these acts was to strategically implement translanguaging pedagogies into existing lessons and to assist the teacher in discovering ways to leverage emergent bilingual speakers' entire semiotic repertoires into meaning-making, and in the process, transform his practice. Simply put, this is the critical stage where the teacher intentionally planned to decide to create a space whereby competing languages (home and school language) were *brought together*.

Some translanguaging strategies that were introduced were translation, time to use a students' L1, and permission to codeswitch in writing and speaking activities. There were also instances of collaborative pairings and group discussions to discuss, reflect, and negotiate given tasks in any language. Student formative work such as transition word tables and exemplars of their PAT exam essays have also been collected. Much of how the students participated in these meaning-making activities provided the impetus for future planning and teaching, as the study evolved.

### Translanguaging Instruction with Observations and Video Recordings

I combined Kemmis and McTaggart's (2005) two stages of action and observation into one. The second stage of PAR is composed of two key components: (a) the intentional translanguaging actions by the teacher, and (b) the observations by the researcher as a result of the digital recordings of the teacher and student interactions as these translanguaging acts took place. This combination of recording the teaching 'acts' and my own personal observation after the fact was intentional. First, the digital recordings allowed me to later view the rich

collaborative learning opportunities and explored changes in teacher practices as it involved the "investigation of actual practices, rather than abstract practices" (Kemmis & McTaggart, 2005, p. 564). Through this, I captured teacher behaviour in real time and these moments granted me a detailed understanding of how dynamic translanguaging pedagogies were co-constructed between teachers and students (Garcia, Flores, & Chu, 2011). Through this method of data collection, I gleaned an in-depth understanding of how a monolingual teacher implemented curriculum, applied an intentional change to his practice, and learned how his language norms and ideologies influenced student and teacher language use.

Secondly, my observations occurred after viewing each recording and in the midst of the transcription process. This structured observation involved me watching the video recordings of the teacher's particular act(s) of translanguaging in the classroom. This method was advantageous because through the use of recordings I was able to check for participant verbal and nonverbal reactions. Therefore, this method of data gathering was based on actual teacher-student behaviours, as opposed to asking teachers to retrospectively report on their perceptions (Mertler, 2012). Each video recording was observed individually and although I referred to several interactions in the classrooms in the reflective phases of each cycle, the teacher did not view (nor ask to view) the digital recordings.

I physically recorded Mr. Smith working with students one-on-one, in small groups, and whole class using the agreed upon translanguaging act/s during each cycle and in both ELL Competency and Proficiency classes. Therefore, I held the camera and moved around the room following him as he interacted with his students. Each class was 40 minutes long yielding a total of approximately six videos of teacher 'acts' in the classroom. These instances also provided me

opportunities to record student only translanguaging acts that the teacher had implemented, when he was busy teaching other students in the classroom.

### Reflective Interviews with Observations and Video Recordings

After each translanguaging lesson was recorded and observed, I conducted a reflective interview with the teacher which was also recorded. These interviews served three major purposes. First, they allowed me to better understand the processes of teacher practice, understandings, and changes in pedagogy as he integrated translanguaging strategies into learning tasks. It also permitted me to better understand teacher thinking about what affords and constrains his participation in translanguaging pedagogies and how a teacher made space for emergent bilinguals' linguistic repertoires. What for example, precipitates a change in teacher practice? Second, the reflective interviews allowed for a deeper investigation of the relationships between Mr. Smith's teaching, learning and change of practice in work that was underway. For example, how might teacher perceptions of their translanguaging practice lend itself to changes in their own perceptions of emergent bilingual students? Last, these interviews served the purpose of encouraging and challenging the teacher to think of new possibilities for future translanguaging through the examination of his practice.

### Semi-structured Interviews (Entry and Exit)

Semi-structured interviews were conducted with Mr. Smith at the beginning and end of the data collection (For a full ist of interview questions used, please see Appendix A). The purpose was to discover changes in teacher knowledge, practices, and perceptions that informed teacher participation in the classroom at the beginning and at the end of the study. At our initial meeting, it was important to me that I contextually situated the socio-historical background of

the ELL Complementary and Proficiency course, beginning with the initial reasons administration initiated such a course and how it has evolved over the past four years. We briefly discussed the pedagogical strategies used by teachers at the school to meet the literacy needs of students, in particular, scaffolding techniques and examples of cross-language transfer. At that time, I introduced Celic and Seltzer's (2011) *Translanguaging Guide for Educators* to Mr. Smith because it offered teachers a practical guide on how to integrate translanguaging to help facilitate more effective learning of content and language by emergent bilingual students.

Both entry and exit interviews were critical in this study because it provided information about the teacher's educational and linguistic history and gave insight into how these experiences informed his practice. Furthermore, Mr. Smith discussed the pressures he felt to follow a prescribed curriculum and achieve outcomes. These questions in the final interview repeated many of the translanguaging themes that was initially discussed at the entry interview. I also drew from the results of data collection and ongoing data analysis over the course of the study to further clarify his thoughts in these concluding interviews.

**Data Analysis**

This section describes the data analysis procedures and concludes with a discussion on the study's trustworthiness. Data analysis occurred throughout the three PAR cycles of data collection and correspond accordingly with the study's research questions (see Figure 4 for an overview of the different phases of data analysis). Data analysis occurred in three phases which I describe in detail; these phases paralleled my three research questions. The first phase, which examined how a monolingual teacher can make space for an emergent bilingual's linguistic repertoires and "funds of knowledge," occurred throughout and after the data collection. This

phase analyzed digital recordings, researcher observations notes and the transcripts of digital recordings. It used content analysis to determine concepts centered on the teacher's thoughts on his use of translanguaging pedagogies that specifically focused on the planning for, the use of, and the reflection on the emergent bilingual's linguistic resources in a classroom setting. The second phase of data analysis is based on my second research question which examined how monolingualism can affect a monolingual teachers' perceptions, beliefs and attitudes regarding how language is used and conceptualized in educational contexts. Finally, the third phase is based on data that specifically highlighted the possible implications for teacher practice and future professional development that arise from understandings of the teacher intentionally leveraging their emergent bilingual students' multiple language and funds of knowledge. Therefore, I drew from the analysis garnered from the first two questions to inform the final phase of analysis.

All analyses presented below follow a PAR study design (Kemmis & McTaggart, 2005) and a focus on collaboration and respect for local knowledge (Brydon- Miller, et al., 2011), inclusive of both the teacher participant and emergent bilingual students. For each research question, I first sought to achieve *density* in understanding each question, wherein I described what I learned within each cycle to generate a substantive level of understanding. I then sought to achieve *saliency* wherein I compared findings across all three cycles. A major goal of all interviews with the teacher was to understand how teacher features, like exposure to diverse linguistic populations or perceptions of literacy instruction and language use, inform their practice. I endeavoured to add to my understandings of each research question by comparing findings across all cycles that perhaps could then be extrapolated to other classroom contexts.

Figure 4 below describe in a timeline format how the different phases in the data collection and analysis occurred, including my data sources, the method of analysis and outcomes.

| **March** | **April** | **May** | **June** | **July and beyond** |
|---|---|---|---|---|
| **Phase 1** | Phase 1: *How do monolingual teachers make space for emergent bilingual students' multiple languages and funds of knowledge in an English as a Second Language classroom?*<br><br>Sources: class observations & digital recordings, observer notes, pre and post-reflective interviews, entry interview, digital recordings/transcripts of class instruction, planning and reflection<br><br>Methods: content analysis, constant comparative method<br>Outcomes: Intentional translanguaging pedagogies as applied across all 3 cycles | | | |
| **March** | **April** | **May** | **June** | **July and beyond** |
| **Phase 2** | Phase 2: *To what extent do monolingual practices impact teacher impressions, attitudes and perceptions, regarding how language is used and conceptualized in educational contexts?*<br><br>Sources: classroom observations & digital recordings, researcher notes, pre and post-reflective interviews, digital recordings and transcripts of class planning, instruction and reflection<br><br>Methods: content analysis, constant comparative method<br>Outcomes: Macro (Monolingual expectations) in conjunction with Micro (Translanguaging pedagogies) | | | |
| **March** | **April** | **May** | **June** | **July and beyond** |
| **Phase 3** | Phase 3: *What are the possible implications for teacher practice and future professional development that arise from understandings of emergent bilingual students' multiple language and funds of knowledge?*<br><br>Sources: entry/exit interviews (recordings and transcripts), digital recordings and transcripts of class planning, instruction and reflection<br><br>Methods: content analysis, constant comparative method<br>Outcomes: Understandings on teacher exposure, training, and future professional development | | | |

Figure 4: Data analysis scope and sequence

### RQ1: Making Space for Emergent Bilingual Students' Languages and Funds of Knowledge

Using Garcia and Wei's (2014) translanguaging goals, the collection of the data was guided by a set of pre-determined concepts. However, there was also some flexibility in our "interviews" as I could guide the direction of the discussion. At the same time, through the use of prompts I was able to delve deeper into his perceptions and thoughts that were suggestive of his beliefs and attitudes about translanguaging. The overarching question in this phase of analysis was to understand how a monolingual teacher can make space for his emergent bilingual students' linguistic competencies over the course of four months. The primary data sources for this phase include a) digital recordings of the translanguaging "acts" by the teacher (including planning, teaching and reflecting) in all three cycles, b) researcher observations based on the recordings, c) transcripts of all the recordings. The recordings were transcribed by me, each transcript was analyzed, and responses were coded according to themes that emerged from the meetings, along with a set of suggested codes based on a translanguaging framework. Using a colour-coding key, sections of the transcript were highlighted to show their links to the framework. In this way, the data was coded through the use of content analysis, along with a constant comparative method to help clarify and allow me a better sense and understanding of the themes as they emerged.

The first theme that emerged from the recordings and transcripts was inclusive practices, which included how the teacher included himself in the translanguaging processes and how he created an inclusive translanguaging community that centered on the emergent bilingual. The second theme is based on leveraging an emergent bilingual's funds of knowledge and includes linguistic competencies as based on the intentional implementation of translanguaging strategies.

A third theme also appeared that centered on cultural discrepancies between the monolingual teacher and emergent bilingual students. In the section below, I describe the complex processes of data collection and analysis.

### Initial Inductive Analysis

Over the course of four months, the process involved repeated reading of data, practice coding, discussion with peers as checks, thus yielding a final coding system. I was guided by Parson and Brown's (2002) suggestion to begin to look for themes and patterns that reflected specific events and observations that began to repeat, all the while keeping in mind the suggested translanguaging goals. Along with this set of *a priori* codes, I initially created an open coding system that involved identifying the broader context of translanguaging, and included researcher generated codes that emerged based on teacher statements. I followed an inductive process, combing through video recordings, transcripts, and observation notes to identify themes and patterns and to select segments relevant to my research focus and questions. My unit of analysis was the content of the teacher's topically based talk (e.g. "funds of knowledge", emergent bilingual positioning, translanguaging strategies, use of technologies, and thoughts about these topics). I present the *Translanguaging Framework with a priori and researcher generated codes* as illustrated in Table 3.3 that summarizes the codes based on *a priori codes*, including new categories of data that display translanguaging events during the planning, teaching, and reflection stages across all three cycles. The numbers in the table indicate the number of instances in which the teacher participant discussed and described either these ideas during our reflexive-dialogical meetings.

Table 3.3

*Translanguaging Framework with a priori and researcher generated codes*

| Translanguaging Framework | Cycle1 | Cycle 2 | Cycle 3 |
|---|---|---|---|
| *A priori* codes | | | |
| | Plan-Teach-Reflect | Plan-Teach-Reflect | Plan-Teach-Reflect |
| Funds of knowledge | 5-7-9 | 9-16-6 | 9-8-7 |
| EB Positionality | 2-7-10 | 4-5-8 | 2-1-3 |
| Differentiation of EB | 2-3-3 | 0-3-1 | 0-0-1 |
| Cross-linguistic awareness | 0-6-1 | 0-0-0 | 2-0-0 |
| *Researcher generated* codes | | | |
| Reference to Monolingualism | 4-1-1 | 2-6-3 | 2-6-3 |
| Translanguaging transference & Awareness | 3-1-3 | 1-0-0 | 0-1-0 |
| Inclusion of linguistic minorities | 2-1-1 | 0-1-0 | 2-1-0 |
| Use of technology | 2-1-3 | 2-3-2 | 3-1-2 |
| Mental shift towards Translanguaging mindset | 3-0-4 | 0-0-17 | 0-0-6 |
| Environment | 0-1-1 | 0-1-5 | 0-0-0 |
| Relationship to students | 1-0-2 | 3-4-8 | 0-0-4 |
| Prior teaching/pre-service Training | 2-0-1 | 2-0-7 | 0-0-0 |
| Transference to future lessons | 0-0-6 | 0-1-0 | 3-0-5 |
| Role of Language: Translanguaging | 0-0-7 | 0-0-3 | 0-1-0 |
| Role of teacher | 0-0-2 | 0-2-2 | 0-0-1 |
| Linguistic deficit | 1-0-0 | 0-0-0 | 0-0-0 |

| | | | |
|---|---|---|---|
| Desire for Change/Investment | 1-0-0 | 2-9-3 | 3-0-1 |
| Awareness of lack of understanding | 0-1-1 | 1-2-0 | |

For this research question, the notions of *density* and *saliency* permeated the data collection and analysis process and I began to look for areas that contradicted or conflicted within the patterns and trends. Through this process, the themes and patterns that began to emerge were added to the initial data coding system using the tranlanguaging framework. After coding for content of talk, I then identified and coded for emerging themes such as inclusive practices, use of emergent bilingual's linguistic competencies and "funds of knowledge" and those that pertained to changes in teacher awareness and perceptions in the context of monolingual expectations.

In the section below, I explain my thoughts and process as I worked to make sense and synthesize the data. As illustrated in Tables 3.4 – 3.6, I present a sample transcript (based on Cycle 1) describing how the teacher planned, taught and reflected on a specific translanguaging strategy, and intentionally used an emergent bilingual student's home language. I detail the different codes used and specifically used a colour scheme to highlight all the initial codes. Specific to Table 3.4, it should be noted that SSP2 is a Spanish-speaking student, while SDP and SRB are students whose home language is Tagalog.

Table 3.4

*Cycle 1 Planning Transcript with coded passages using a priori and researcher generated codes*

| Codes | Teacher Transcript: Cycle 1 Planning |
|---|---|
| Funds of knowledge-linguistic resources | TX: What I was thinking of because first of all, I did parts of speech way back in the beginning of the year, so I need them to review it. What I'm going to do is (pausing), I'm going to start talking about adjectives in their home language. |
| | J: Awesome, ok. |
| Funds of knowledge – linguistic resources | TX: And because all of my nines just finished the poetry unity, they all have this handout – we went outside and did a five senses activity. Just found objects that we could link to the five senses. We used describing words to describe these things, and even if they don't have this handout, I think I have a few extra. And what we'll do is we can start working on the work that they've done and we can start translating these words into their home language. And that's what I'd like to do because I'd like to link it into something that they've already taken and hopefully strengthen them with that. |
| Reference to linguistic deficit | |
| | J: Ok, so will they be working in groups doing this or is this an individual work? |
| Linguistic minority | TX: I think that I'll have them working in groups. Now with my small Competency class, I have one Spanish speaker, so I'll probably work with her one on one. |
| | J: Ok. |
| | TX: SSP2 does very well with me one on one. |
| Reference to Linguistic deficit | J: So we're going to differentiate according to the students' level? Just like what you had said the groups were? (Referring to prior teacher comments on creating groups by levels as shown in Fountas and Pinnel testing) |
| | TX: Yeah, so if that's the case, in this particular small class, yeah, I'll have these three work together. I'll have SDP ad SRB pair up and I'll work one on one with SSP2. She's familiar working with me on poetry and between English and Spanish. When it comes to the large group, the Proficiency group, the first group is all Tagalog speakers, the second group are SYD and SSSP1 who I'll pair up or work with them one on one. I'm not sure how familiar SYD is with his home language, whatever the home language is called in Sri Lankan. Yeah, so I'll have to do that one on one with him to see what that's like. And SSP1 is another Spanish speaker, so I'll try to – those are students who I'll focus on. |
| Linguistic minority | |
| | J: And I don't think there's anything wrong even if we put in some Filipinos as well. |

Table 3.5

*Cycle 1 Teaching Transcript with coded passages using a priori and researcher generated codes*

| Codes | Teacher Transcript: Cycle 1 Teaching |
|---|---|
| Technology<br>EB positionality<br>Funds of knowledge-linguistic resources<br>Cross-linguistic awareness<br>Funds of knowledge – linguistic resources<br>EB positionality<br>Role of language<br>Relationship and EB comfort level | TX: Ladies and gentlemen, we have about 5 minutes left. I want to talk to you about – I need your attention (pause). So as I was going around, I want to go over some things that I saw. This group right here (points SSP2 and SK), they built a table inside of google doc and you split up your poem in Spanish, into Tagalog and into English. You guys were talking in English together to try to figure out what the different words were and you discovered that in Spanish and Tagalog, there were similar words?<br><br>SSP2: Yes (nods and smiles).<br><br>TX: Wow, that's interesting.<br><br>SK: We saw different spelling of the same words, soo.<br><br>TX: Different spellings. (Looks at other groups). Over here on this side, I heard you guys use Tagalog and English together back and forth as you talked with each other. So how was that for you? Did you do that a lot?<br><br>SAD: Hmmm (nods in agreement).<br><br>TX: Ok for sure. Um, generally in Mr. X's class, do you do that in English?<br><br>SAD: Several times.<br><br>TX: Several times. And one of the things that we're kind of figure out is using your home language, to focus on using as a tool. I want you to feel comfortable in moving back and forth in Tagalog or Spanish (looks SSP2). Umm, in you ELA class, you have someone that partner up with whoever speaks Spanish. |

Table 3.6

*Cycle 1 Reflection Transcript with coded passages using a priori and researcher generated codes*

| Codes | Teacher Transcript: Cycle 1 Reflection |
|---|---|
| Differentiation of EB<br>Funds of knowledge-linguistic resources<br>Technology<br>EB positionality<br>Relationship and EB comfort level<br>Teacher awareness<br>Teacher Translanguaging Transferrance<br>Funds of knowledge – linguistic resources<br>Teacher awareness | TX: With the pairs, I think that really helped because they were able to communicate and what I like doing, and it's my kind of little trick is whenever I have them doing that kind of stuff, I get them to share google docs and they can talk back and forth on that. And what I saw (emphasis) was, and this would be in the next category, students' funds of knowledge, is that they would chat in google chat docs. And they chat in Tagalog and they would chat, in one case, I had SK and SPS1 in a group, and they were still chatting even though they had different language backgrounds. And it worked out really well. Ummm, and SK and SPS1, they actually made a table, where they had the original, they worked on one haiku. Which was kind of cool. And the other thing was in that group, two of, and this is going back to the use of umm, students' funds of knowledge and this is falling into the next category, is they started asking, I'm really glad that they're really comfortable, if they could use their home dialects. Because I was aware, but it didn't help me until this lesson, that the Philippines had a number of dialects. And so I had 2 Ilocano speakers which I learned that class, and they wrote their haikus in Ilocano (emphasis).<br><br>J: Ok, this was in the class that I wasn't there.<br><br>TX: That you weren't there.<br><br>J: Interesting.<br><br>TX: And then I had one student who did it in (checking his notes), he did the same thing as SAJ, I believe. He wrote his haiku in that. So it was kind of interesting because the two Ilocano speakers paired up and the other ones, so they… the thing is they were still communicating with each other in different dialects, but they were also communicating in Tagalog between all the other speakers as well.<br><br>J: So what's interesting is that, if you're looking at those kids, you didn't even realize that they had a third language.<br><br>TS: So like I was telling you, because they're trilingual, I guess it's nutty (look of amazement and confusion), and they know how to write in both. |

As clearly illustrated in Tables 3.3-3.6, it became apparent early on that a constant comparative method of analysis (Corbin & Strauss, 2015) be utilized at the onset so that a reorganization and a clear synthesis of data demonstrate the complex interrelationships. In other words, through the iterative phases of planning, teaching, reflecting and replanning, I began to construct a framework for representing key findings that reflected Garcia and Wei's (2014) translanguaging goals and married those with teacher perceptions, attitudes and beliefs as he intentionally integrated the use of translanguaging pedagogies into practice. All the while, I continued with my original coding framework in order to give me a chronological view of how translanguaging transpired over the course of the three cycles.

### Constant Comparative Method

Once Cycle 2 commenced, I began to look for linkages within my extremely comprehensive framework that took into account the teacher's voice. In this section, I explain my process for choosing which parts of teacher translanguaging practices specifically made space for how language is used and conceptualized that then leveraged the emergent bilingual students' linguistic repertoires. It became apparent early on that Mr. Smith preferred the use of translation and student code-switching as a teaching strategy, either orally or in written form, and he did not want to deviate from this pedagogic strategy. Despite several attempts made by me over the course of Cycle 2 and 3 to introduce other strategies, he indicated that this was his strategy of choice. However, through the use of class discussion and student peer to peer work, he did integrate translanguaging activities that allowed students to discuss, negotiate, and renegotiate meaning in other languages. From a 'scaffolded translanguaging' (Jones & Lewis, 2012) perspective, these teacher- led pedagogic strategies pointed to actions that ontologically positioned emergent bilinguals as competent and knowledgeable. In addition, as Mr. Smith

began implementing these strategies, his utilization of such pedagogies in other contexts emerged as a result of his actions. They are described in detail in the chapters that follow.

In Cycle 2, I initiated the process of developing over-arching themes that encompassed and incorporated not only translanguaging ideologies and pedagogies, but also principles of PAR that were a systematic and collaborative inquiry involving the monolingual teacher and his creation of "communicative spaces" (Gutierrez, 2008). This allowed for a reflexive and recursive analytical process for exploring teachers' translanguaging practices within a sheltered ELL instructional context.

Over the course of the data collection process, certain words and phrases used by the teacher and ideas and notions recognized by the researcher occurred in higher frequency and led to the creation of the initial over arching codes. As seen in the *Translanguaging Framework with a priori and researcher generated codes* (Table 3.3), there were instances where there was a high frequency of such occurrences. Therefore, I turned to smaller segments of talk for close analysis. These segments informed my insights into the larger patterns or themes of translanguaging practices across time and guided my further examination of the data collected. Using Mr. Smith's transcribed words, I studied each statement and further categorized where each statement seemed to belong, focusing on what he said versus what he practiced and how he then reflected on those acts.

By Cycle 3, overarching themes began to emerge that centered on the teacher's inclusive practices, positively positioned emergent bilinguals by way of leveraging their "funds of knowledge", and demonstrated how his awareness of translanguaging changed over time. In the

tables below, I present the first two overarching themes along with their sub-categories, definitions and example teacher statements.

Table 3.7

*Theme 1: Inclusive Practices*

| Sub Category | Including of self | Inclusive Groupings | Inclusive of Student Work |
|---|---|---|---|
| Definition | This relates to instances where the teacher attempts to immerse himself in using EB's home language | The varied teacher 'acts' of EB's inclusion, in the areas of linguistic groupings and linguistic minorities. | These 'acts' include those that are specific to the teacher's highlighting of student translingual work through the sharing of their work with other students. |
| Example | Mr. Smith asks students how to pronounce specific words or phrases. He then reads it from a chart, pronounces it wrong. Students laugh. He does this numerous times this class (Cycle 2: Teaching: ELL | Mr. Smith has students choose their own groupings and students with dialects other than Tagalog naturally chose each other, instead of choosing other Tagalog speaking students (Cycle 1: Teaching: ELL Competency class). | Mr. Smith shows both classes the shared document and highlights the translated work of students on transition words and phrases (Cycle 2: Teaching: ELL Competency & Proficiency classes). |

The definition of the first theme, *Inclusive practices,* is how the teacher creates, in practice and presence, conditions in his classroom that normalize the use of home language in the classroom environment for his students.

To identify those categories that describe *inclusive practices*, I chose instances where I thought that the teacher acted on, discussed or reflected instances where the use of home

language began to become the norm. Therefore, it made sense to begin searching for ways where the teacher included himself, as a monolingual teacher, as part of the learning processes in the classroom. In a sense, the teacher engaged in two roles, as a learner and as a collaborator. When the teacher participated as a learner, he was able to increase his own understandings about his students' languages and cultural background. As collaborator, he drew his students' attention to the importance of negotiating for meaning and understanding in the activities that he assigned. Next, I searched for those instances where the teacher began to include his students' linguistic repertoires in the planning and teaching process in regards to how he grouped the students. Finally, a major part of his inclusive practice in the classroom were his acts that celebrated student work. Therefore, I attended to examples where the teacher showcased students' work as part of his normal course of action.

The second theme, *Leveraging Emergent Bilingual's Funds of Knowledge* was drawn from Garcia and Wei's (2014) translanguaging goals. Considering that a key purpose of this study is to decipher how a monolingual teacher may leverage his student's "funds of knowledge" into his teacher practice, it made sense that this was a theme. Based on conversations over the course of the study, Mr. Smith's understandings of funds of knowledge involved two specific arenas: the arena of his students' linguistic abilities and competencies in their home language; and their "funds of knowledge", which consisted of their socio-historical and cultural experiences. Therefore, in this instance, the teacher was the expert. Through inclusive language practice, he scaffolded student participation by sharing strategies for comprehending challenging concepts with that of their home language.

Table 3.8

*Theme 2: Leveraging Emergent Bilingual's Funds of Knowledge*

| Sub Category | EB Linguistic Competencies as Resource | Student Experiences |
|---|---|---|
| Definition | These relate to the explicit use of the EB's home language as a teacher resource and teaching tool. It includes using peer to peer teaching, negotiation and clarification of ideas, and the use of linguistic ties with home language to create new understandings. | These include the inclusion of EB's socio-historical experiences to build connections and the consideration of students' background including cultural experiences. |
| Example | Mr. Smith has students working in groups where they were asked to translate transitional words from English to home language. Students then used current and prior student work to discuss, negotiate and correct each other's work in any language (Cycle 2: Teaching: ELL Proficiency class). | Mr. Smith discussed how the use of class time and discussions on student migration to Canada created conditions that allowed students to later use the same processes and in their provincial exams (Cycle 3: Reflection: ELL Competency & Proficiency classes). |

The definition of the second theme, *Leveraging Emergent Bilingual's Funds of Knowledge*, is how the teacher creates, in practice and presence, conditions in his classroom that intentionally utilizes his students' linguistic competencies and their socio-cultural histories as a teacher resource.

The second theme, *leveraging of emergent bilingual's funds of knowledge* followed the same process. This theme is divided into two key ideas. The first idea is based on his use of specific translanguaging pedagogies that specifically focused on his students' use of their

linguistic competencies. Linguistic competences are those 'acts' where the teacher purposefully integrates translanguaging pedagogies (ie. code-switching, translation, student negotiation in various languages, etc.) that specifically use his students' home language as part of class instruction. Included as well instances and events where the teacher leaned heavily on the students' knowledge and skills to bridge the gaps in student understandings that he could not have otherwise filled due to his inability to speak his students' home languages. The second idea is based on the integration of his student's experiences, which Mr. Smith defined as "funds of knowledge". These are those instances whereby Mr. Smith included his students' past experiences, for example, their immigration stories. These instances of his students' "funds of knowledge" served as a means to link his students' experiences to their writing.

In addition to the methods described above, I also began to look for other modes of communication, focusing on *how* versus what he said in the interviews. I studied instances when there were changes in the teacher's body language, from sitting and giving his perceptions to those moments when the teacher gestured to signify something important. I also included moments of pause when speaking, drop in voice or greater emphasis (voice elevates) when describing something, as part of the coding and analysis. Table 3.9 below summarizes these changes, including where it occurred within the cycles, the best fit within the translanguaging framework, and includes a teacher exemplar.

Table 3.9

*Frequency of Changes in Teacher Tone, Voice, & Gesture*

| Mode | First Interview | Cycle 1 | Cycle 2 | Cycle 3 | Final Interview |
|---|---|---|---|---|---|
| Pause | 0 | 1 | 3 | 2 | 3 |
| Translang. Framework | | Funds of Knowledge | EB Positionality<br>Linguistic Resources | EB Positionality<br>Awareness | EB Positionality<br>Monolingual Framework |
| Example(s) | | Self-referral as having funds of knowledge | Use of translation & renegotiation of word meaning | Connections between text & EB | EB bridges for learning<br>Monolingual framework |
| Emphasis | 2 | 4 | 4 | 3 | 1 |
| Transl. Framework | Linguistic resource | Monolingual Framework<br>Linguistic Resource<br>EB Positionality | EB Positionality<br>Mental Shift | Monolingual Framework<br>Funds of Knowledge<br>EB Positionality | Linguistic Resource<br>Funds of Knowledge |
| Example(s) | Students working together in HL | Creation of Haikus<br>Duality of role | High literacy in Spanish<br>Encouraging HL use<br>Feelings of comfort | Focus on sentence structure<br>Students 'owning' their | Ability for EB to speak HL or English |
| Drop in Voice | 0 | 0 | 0 | 2 | 3 |
| | | | | Funds of Knowledge | EB Positionality |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | Mental shift<br>Challenges to EB use of HL |
| Example(s) | | | | Personal memory<br>Connection | Worries about unknown vocabulary |
| Gestures | 0 | 1 | 0 | 0 | 1 |
| Trans. Framework | | Mental shift<br>Funds of Knowledge | | | Funds of Knowledge |
| Example(s) | | Nods to head – reframing of lessons | | | (arms in circular motion) Accessing students' unique experiences |

### RQ2: Impact of Monolingual Practices on Teacher Impressions, Attitudes and Perceptions in Regards to Language Use

The investigation of this second research question was concerned with how language use is impacted by a teacher's beliefs and attitudes, specifically in regards to their monolingual assumptions and the institutional expectations as to how language is expressed and constructed in a classroom setting. This stage occurred throughout the data collection process. The primary goal for this phase of analysis was to create a level for understanding of 1) teacher perceptions of affordances and constraints for making meaning, and 2) the challenges that the teacher faced in implementing these pedagogies and how he dealt with these challenges. To accomplish this, I first ensured that my conceptual framework was flexible and open to change throughout the analytic process. Therefore, using the same processes, I used the original *Translanguaging framework with a priori codes and research generated codes* (Table 3.3) to synthesize my data and then created several themes with their corresponding sub-categories. Throughout the data collection process, I was sensitive to teacher references to current monolingual frameworks, such as those that reflect teacher expectations with respect to the Program of Studies, Alberta Benchmark Assessments and the upcoming grade nine Provincial Achievement Tests (PATs) which was to be written at the end of the school year. I was very cognizant that the data collection process occurred within the months leading up the English Language Arts Grade 9 Provincial Achievement Test. It has led me to wonder if his references to underlying monolingual expectations would have been less pronounced had the data collection occurred at an earlier time in the school year.

### Initial Inductive Analysis

As noted in the *Translanguaging framework with a priori codes and research generated codes* (Table 3.3), the category Mental Shift towards a Translanguaging Mindset served as the initial springboard that helped me focus on changes in the teacher's mindset, all the while keeping in mind instances that included Monolingual Frameworks. As illustrated in the following Tables, I present sample transcripts describing how the teacher's perceptions shifted over time and also, instances where it remained the same. I have intentionally highlighted using a colour scheme to represent all the initial a priori and research generated codes. Therefore, the sample transcripts display codes such as monolingual frameworks, "funds of knowledge" as a linguistic resource, references to linguistic deficit, and linguistic minorities.

Table 3.10

*Cycle 1 Planning Transcript with coded passages using a priori and researcher generated codes*

| Codes | Teacher Transcript: Cycle 1 Planning |
|---|---|
| Monolingual frameworks | TX: Looking for the rest of March, which is basically next week, we are trying to get through a number of outcomes based on the Alberta educational ESL proficiency benchmarks and our focus for March, for the rest of it is working on descriptive words. |
| | J: Ok |
| Monolingual frameworks | TX: That is adjectives and adverbs, simple detailed sentences and reading and both writing those, and identifying these words in reading and from Fountas and Pinnell. |
| | J: And that would be the text, right? |
| Monolingual frameworks | TX: That would be the text. Now we've gone through probably two weeks of just getting used to the Fountas and Pinnell, and so usually, what I do is this is I'll see where they're at, whatever reading, like kind of word for word, I'll usually have them do read-alouds together and then I will move from group to group. I will focus on a lot of the discussion based questions that are present in the Fountas and Pinnell material. Depending if I have time, I'll sometimes read it with them and then sometimes formulate questions on the fly. Most of the time, it doesn't work because I'm running a number of groups. So I'll rely on the material to come up with the discussion questions. |
| | J: Ok. |
| Monolingual frameworks | TX: But what I'm trying to do on top is layer in the Benchmark outcomes – kind of goals that we have here (points to student benchmark assessment sheets) such as, are they reading simple detailed sentences. |

This passage is critical in answering my research question because it represents an instance in the planning phase of cycle one, where there were teacher expectations that focused primarily on the meeting of skills and outcomes that students must exhibit in certain ways to show English proficiencies. In this instance, the teacher discusses a resource called Fountas and Pinnell. It is a common resource used by teachers in the school district to assist them in which

levels and grade equivalency their students' readings levels are at and to use this resource to increase the literacy achievement of students who are not achieving grade-level expectations in reading. Over the course of this planning interview I then prodded, asking how could he integrate a translanguaging pedagogy into his lesson. Note that this is the same transcript sample used in the section above, but is now utilized from the monolingual framework.

Table 3.11

*Cycle 1 Planning Transcript with coded passages using a priori and researcher generated codes*

| Codes | Teacher Transcript: Cycle 1 Planning |
|---|---|
| Funds of knowledge- linguistic resources | TX: What I was thinking of because first of all, I did parts of speech way back in the beginning of the year, so I need them to review it. What I'm going to do is (pausing), I'm going to start talking about adjectives in their home language. |
| | J: Awesome, ok. |
| Funds of knowledge – linguistic resources | TX: And because all of my nines just finished the poetry unity, they all have this handout – we went outside and did a five senses activity. Just found objects that we could link to the five senses. We used describing words to describe these things, and even if they don't have this handout, I think I have a few extra. And what we'll do is we can start working on the work that they've done and we can start translating these words into their home language. And that's what I'd like to do because I'd like to link it into something that they've already taken and hopefully strengthen them with that. |
| Reference to linguistic deficit | J: Ok, so will they be working in groups doing this or is this an individual work? |
| Linguistic minority | TX: I think that I'll have them working in groups. Now with my small Competency class, I have one Spanish speaker, so I'll probably work with her one on one. |
| | J: Ok. |
| | TX: SSP2 does very well with me one on one. |
| Reference to Linguistic deficit | J: So we're going to differentiate according to the students' level? Just like what you had said the groups were? (Referring to prior teacher comments on creating groups by levels as shown in Fountas and Pinnel testing) |
| Linguistic minority | TX: Yeah, so if that's the case, in this particular small class, yeah, I'll have these three work together. I'll have SDP ad SRB pair up and I'll work one on one with SSP2. She's familiar working with me on poetry and between English and Spanish. When it comes to the large group, the Proficiency group, the first group is all Tagalog speakers, the second group are SYD and SSSP1 who I'll pair up or work with them one on one. I'm not sure how familiar SYD is with his home language, whatever the home language is called in Sri Lankan. Yeah, so I'll have to do that one on one with him to see what that's like. And SSP1 is another Spanish speaker, so I'll try to – those are students who I'll focus on. |
| | J: And I don't think there's anything wrong even if we put in some Filipinos as well. |

In Table 3.12, this transcript follows the teacher's description of some of his thoughts on what he described as a "lateral thinking problem".

Table 3.12

*Cycle 1 Reflection Transcript with coded passages using a priori and researcher generated codes*

| Codes | Teacher Transcript: Cycle 1 Reflection |
|---|---|
| Mental shift: Change of awareness | TX: What was the other thing I was thinking of? My only concern, well not much of a concern but is that it does take extra time to plan and some creativity. Takes time to plan, takes time for creativity, and it takes, umm (pause – thinking), it's almost like Latin, a lateral thinking problem – to change my frame of reference. |
| Monolingual framework | J: What do you mean? |
| Funds of Knowledge – linguistic resources | TX: So it is easy and natural for me to run an ELA class or even how I've been running the ELL options. To go and reframe language as something that they can draw on their home language and drawing on it all the time, means that I have to adjust my approach. And start looking at reframing the lessons. I've got a lot more engagement from it, but it does take a mental shift (points to head and nods). |
| Mental shift: Change of awareness | |

Tables 3.11 and 3.12 illustrate the use of a constant comparative method of analysis to demonstrate the complex interrelationships between the monolingual teacher's perceptions and the emerging changes of those same perceptions as a result of his intentional change of practice. These specific instances, such as the initial code, Mental Shift: change of awareness came to be points of saliency that led to further analysis.

### Constant Comparative Method

It became apparent from the onset of the study that Mr. Smith grounded his practice in existing monolingual frameworks, reflected through his planning and teaching practices based on

curricular outcomes and skills. He consistently stated his preoccupation with his students feeling successful when they wrote their upcoming exams and what he needed to do to help his students achieve success. Mr. Smith continued to refer to the Program of Studies and meeting the English Language Arts outcomes. However, Mr. Smith did indicate perceptual changes in his awareness and understandings about translanguaging and strategies as its benefits became more apparent. For example, Mr. Smith noted the benefits of intentionally and ontologically positioning his emergent bilinguals in his classes as competent and knowledgeable. By creating conditions such as the use of their home language and "funds of knowledge" as learning tools, Mr. Smith exhibited subtle changes in his frame of reference that reflected some movement in his own professional notions of the role of language in linguistically diverse settings.

I present this theme with its sub-categories, definitions, and example teacher statements below.

Table 3.13

*Theme 3: Teacher Awareness on Translanguaging Practice*

| Sub Category | Monolingual Links to Current Practice | Translanguaging Links to Current Practice |
|---|---|---|
| Definition | These include the teachers' references to monolingual expectations and assumption that include curriculum, assessments (grade 9 PATs), outcomes and skills. It also refers to how students are labelled in the study. It is presented as an overarching presence (macro) in this study. | These are instances that relate to the translanguaging perceptions of the teacher as a result of the use of translanguaging pedagogies introduced in his classes. |

| | | |
|---|---|---|
| Example | Mr. Smith consistent references to the upcoming PATs, especially prounounced towards the end of the study as taught his students about essay writing with a strong focus on grammar, syntax, sentence structure, etc. (Cycle 3: Teaching) | Mr. Smith discusses his final thoughts about EBs and their linguistic competencies and its value as a teacher resource. He also points to how translanguaging strategies enrich his classes, but also how it can help fulfill outcomes in the Language Arts program (Final Interview). |

The definition of the third theme *Teacher Awareness on Monolingual and Translanguaging Frameworks*, refers to how the teacher demonstrates, through the reflective and planning processes, his perceptions and thoughts on the use of a translanguaging framework within an *existing framework of monolingual expectations.*

For the third theme, *Teacher Awareness on Monolingual and Translanguaging Frameworks*, I identified two key areas that demonstrated teacher perceptions and thoughts based on monolingual frameworks and translanguaging ideology. From the onset of the study, Mr. Smith displayed a complexity that were at times difficult to analyze. His thoughts and perceptions ran across many epistemological shifts that ranged from the potential benefits and uses of translanguaging as a teacher resource; but still maintained his own responsibilities in meeting curricular expectations. In the section, *Monolingual Links to Current Practice*, I attended to instances where the teacher 'acts' were based on monolingual assumptions or institutional expectations. At the same time, using the constant comparative method, I highlighted changes in his views about the role of language, in regards to his students' linguistic resources and "funds of knowledge". Therefore, I searched for changes in his translanguaging

understandings as a result of the use of pedagogies that leveraged his students' skills and competencies. I discuss these changes in the second section, *Translanguaging Links to Current Practice*. I argue that rather than view institutional expectations and the use of translanguaging pedagogies as competing systems, as seen through the lens of a monolingual teacher, the teacher utilized his emergent bilingual students' linguistic competencies and "funds of knowledge" in ways that supported in meeting the monolingual skills and outcomes as prescribed by the Program of Studies.

### RQ3: Possible Implications for Teacher Practice and Future Professional Development

The third phase of analysis was to understand the possible implications for teacher practice, teacher education and future professional development that arise from understandings of emergent bilingual students' multiple languages and "funds of knowledge". This final phase of analysis was informed by findings drawn from research questions 1 and 2, as well as findings from analyzing the first and final teacher interviews. The notions of teacher exposure and teacher training as it impacted teacher practice and future professional development emerged. Teacher exposure was related to the participant's experiences to language diversity that included both his teaching experience at his past and current schools. Teacher education on the other hand refers to university courses that formed his understandings of second language acquisition. Finally, I discuss the unique context of the ELL Competency and Proficiency classes and how such an environment afforded him the opportunity to utilize translanguaging pedagogies in his practice. I end Chapter six with my analysis on the implications of this study with suggestions on future professional development for teachers who are not familiar with their students' home languages, but are willing to explore translanguaging pedagogies in their classrooms.

**Trustworthiness**

Great care and thought had been given to the use of participatory action research (PAR) as a methodology in this study. This selected mode of inquiry is appropriate to the stated research problem of emergent bilinguals' many named languages such as Tagalog, Urdu, Punjabi and Spanish and their rich "funds of knowledge" and experiences that are not utilized as a teacher resource (Cummins, et al., 2006; Garcia, 2010; Garcia & Sylvan, 2011; Orellana & Garcia, 2014). Therefore, PAR as a methodology, through its iterative cycles of planning, acting, observing, and reflective between the teacher participant and researcher has produced the desired outcomes of answering research questions that are relevant in today's linguistically diverse classrooms.

In this section I discuss how the PAR approach met the four requirements of trustworthiness that include credibility, transferability, dependability, and confirmability as the qualitative counterpart to the quantitative measures of validity. It should be noted of the three distinct approaches (technical, practical/collaborative, and emancipatory) to educational participatory action research (Bert, 2001; Carr & Kemmis, 1986), this study is focused on the practical/collaborative approach, but also addressed the emancipatory principle of PAR. Therefore, as suggested by Newton and Burgess (2008), the emphasis of this study are reflective of the practical/collaborative approach taken that "makes somewhat different knowledge claims and therefore relies on somewhat different configurations of validity" (p. 18). Representative of Kemmis and McTaggart's (2005) PAR principles, this mutual, collaborative and deliberate approach seeked to improve practice and instruction, while at the same time, assisted the teacher to better understand fundamental problems by highlighting consciousness in regards to language use in a classroom setting. In sum, the teacher-as-researcher/theorist represented a new

paradigm and took the view that only teachers can change teaching practices in local settings (Kemmis, McTaggart, & Nixon, 2014). Drawing from a participatory inquiry paradigm, this study posited the primacy of practical knowing and the co-creation of knowing (Lincoln, Lynham, & Guba, 2011) and the collective participation in how knowledge was determined and experienced (Kemmis, et al.). In a sense, this research drew from the same premise as Lincoln, et al.'s conclusion that this study was commensurable with qualitative research and included techniques that speak to its trustworthiness as a qualitative study.

### Credibility

Establishing credibility in this study was critical in establishing trustworthiness. The findings from this study was based on the multiple methods and data sources employed in order to gain a more complete understanding of the intentional use of translanguaging pedagogies and framework and its impact on a monolingual teacher's thoughts, perceptions, and attitudes. I collected data from varying sources: digital recordings of translanguaging teaching events; teacher interviews; and all teacher-researcher interactions. Considered to be methods of triangulation, the utilization of digital recordings at all points in the study with different data collection methods was employed in order to check the consistency of the study's findings. For example, when Mr. Smith first discussed his thoughts about the use of the emergent bilingual's home language, this notion remained a key discussion point during all interviews and interactions in all three cycles. As well, his thoughts and ideas about emergent bilingual linguistic positionality then fed and nurtured the teacher's self-reflection about his practices, his understandings about his practices, and the conditions under which he practiced translanguaging.

Confidence in this study's findings is high because clear linkages between what the teacher stated during our planning and reflective discussions as compared to his translanguaging 'acts' in the classroom offered an accurate depiction of the teacher's thoughts, perceptions and actual practice. The use of a digital recording device allowed the gathering of data about actual teacher behaviours, as opposed to asking teachers to simply report their feelings and perceptions. Furthermore, having the ability to review all of the interviews, discussions and 'acts' of teaching at a later date, especially during analysis enabled me to analyze points of saliency that the teacher did not report on themselves. For example, I was able to delve deeper into how monolingual expectations such as the provincial achievement exams impacted his translanguaging practices. As well, the digital recordings also allowed me check for the teacher's nonverbal reactions to something that was being discussed in our meetings. This variety of data offered the opportunity to not only triangulate findings, but also presented a reality that represented the voices of the researcher and teacher participant (Mertler & Charles, 2011; McLean, 1995). As themes and points of saliency emerged, the consistency of the use of cyclical processes of PAR, led to further understandings of translanguaging pedagogies as it was being studied in real time that generated findings that I considered robust, rich and comprehensive.

Another means of establishing credibility was through checking my understandings of the setting and my findings via member-checking with the teacher participant (Glesne, 2006). Through the use of ongoing informal conversations throughout the four months, more formal reflective and planning interviews, and email exchanges, interpretations and conclusions were shared with the participant. This allowed the teacher participant to clarify their thoughts, correct errors in researcher interpretation, and provided additional information. As well, I shared all

interview transcripts and discussed with him my thoughts and observations so as to ensure that his ideas accurately were represented accurately. This belief in collaboration and respect for local knowledge (Brydon-Miller, et al., 2011; Kemmis & McTaggart, 2005) lent itself to an authenticity of teacher perceptions and attitudes as he introduced an alternative pedagogy that centered on the emergent bilingual student.

Given that this study highlighted PAR's principles of collaboration and reflexive-dialogic processes, the intentional use of digital recordings at all points in the study that included teacher-researcher lesson planning, translanguaging teacher 'acts', reflections and interviews represent findings that I consider credible. Another feature of participatory action research was its dynamic nature that clearly represented the teacher's voice. Although a translanguaging strategy was predetermined, the processes of teacher change in perceptions, attitudes and thoughts and its explicit links between the micro-level of classroom translanguaging practice and the macro-level of a monolingual society at large, remained evident throughout the duration of data collection and analysis. Consequently, the representations of teacher thoughts, perceptions and attitudes embedded within the data collected accurately measured that what was meant to be measured and demonstrated the truth, as based on the teacher's current realities.

**Transferability**

This study's findings are transferable in other contexts where linguistically diverse populations are primarily taught by monolingual teachers. Drawing from the translanguaging research by Garcia's (2009a) study on emergent bilingual's use of home language in social settings and Moll, et al.'s, (1992) funds of knowledge, this research study gives a detailed description of how a monolingual teacher can make space for his students' linguistic resources.

It also sheds light on how teachers and students translanguage and the contexts that might make this possible.

My conceptual framework connected ideas with a growing body of educational research that has offered the concept of 'funds of knowledge' that acknowledge the rich sources of knowledge students bring with them from their home and communities (Gonzalez, et al., 2005; Moll, et al., 1992; Sayer, 2013). Recent studies such as Gort and Sembiante's (2015) ethnographic analysis and Marshall and Toohey's (2010) bilingual story telling project discussed how teachers navigated between the dominant one teacher language/one language policy and the bilingual spaces created by teachers that allow students to use their entire linguistic and cultural repertoires. In similar fashion, the analysis in this study positioned emergent bilingual students as knowledgeable, able to communicate information about culturally relevant objects in their daily lives, and legitimize a wide range of linguistic resources for meaning-making. In this sense, I argue that this study can be incorporated into the existing translanguaging "body of knowledge" and be considered reasonably mature as it adds to further understandings in the field of bilingual education.

While many studies allude to the applicability of translanguaging in monolingual settings (Celic & Seltzer, 2011; Cummins, et al., 2005) is robust, scholarly work involving monolingual teachers and those located in junior high contexts remain relatively rare (Bearse & De Jong, 2008; Menken, 2013; Rance-Roney, 2009; Short & Fitzsimmons, 2007). While 'scaffolded translanguaging' (Jones & Lewis, 2012) strategies in a variety of teacher led activities, such as the use of all languages in classrooms (Garcia et al., 2013), peer to peer interactions in any language to mediate learning (Celic & Seltzer, 2011; Sayer, 2013); or increased student talk time that allow the use of L1 to deepen comprehension (Vaish & Subhan, 2015) have been

extensively studied and intentionally utilized in this study, this study further added to their scholarly work. The findings in this study has generated deeper understandings as to how a *monolingual* teacher made space for his emergent bilingual students' linguistic resources and "funds of knowledge" in conjunction with existing monolingual expectations.

**Dependability**

The research findings in this study was consistent with recent scholarly work that has suggested of the effectiveness of translanguaging pedagogies that intentionally use an emergent bilingual's linguistic resources and "funds of knowledge" as a teacher resource (Celic & Seltzer, 2011; Garcia & Wei, 2014). The PAR process was reported in detail so that the reader is able to understand the framework, methodology and approach as concise and clear.

It should be noted that this study has not had an external audit; therefore, no other researcher outside of the data collection and analysis examined the processes of data collection, analysis, and results of the research study. Furthermore, this participatory action research involved one monolingual teacher working to improve his practice through the exploration and use of new ways of working with emergent bilingual students. Additionally, this study was not an attempt to merge a teacher's practice with translanguaging theory; rather it was to give the teacher intellectual control over their practice as informed by Garcia and Wei's (2014) translanguaging framework. Epistemologically speaking, knowledge in this context was co-created (Brydon-Miller, et al., 2011; Lincoln, et al., 2011) and the collective participation in how knowledge was determined and experienced (Kemmis, et al., 2014), consequently, the findings in this research may not be consistent with other similar studies. While processes in the study was reported in detail to enable other like-minded researchers to perhaps repeat the inquiry; the

uniqueness of the Southwest School, its emergent bilingual students and the thoughts and perceptions of the monolingual teacher, in this instance may be difficult to replicate.

### Confirmability

Throughout the study, a key focus was to ensure that the teacher participant's narrative of his thoughts and translanguaging experiences; whereby his voice rings true. Through the use of an audit trail, I first noted key ideas that Mr. Smith continually discussed as shown in Table 3.3 titled Translanguaging Framework with a priori and researcher generated codes. This researcher generated codes and a priori codes based on the translanguaging framework began the process of establishing the foundations of the study's analysis. I recorded and noted which topics were unique and interesting and wrote them diligently in my journal. In answering the first research question, how do monolingual teachers make space for emergent bilingual students' multiple languages and funds of knowledge in an English as a Second Language classroom, I began to search for notions of density and saliency that permeated the data collection and analysis process and also looked for areas that contradicted or conflicted within the patterns and trends. Through this process, the themes and patterns that began to emerge were added to the initial data coding system using the tranlanguaging framework as suggested by Garcia and Wei (2014). After coding for content of talk, I then identified and coded for emerging themes such as inclusive practices, use of emergent bilingual's linguistic competencies and "funds of knowledge" and those that pertained to changes in teacher awareness and perceptions in the context of monolingual expectations. The themes emerged that discuss how a monolingual teacher makes space for the emergent bilinguals' funds of knowledge are: 1) the inclusive practices of self, communities, and student work, 2) the leveraging of an emergent bilingual's funds of knowledge through the use of their linguistic competencies as a resource and their unique experiences, 3) the

extent to which monolingualism impacts teacher impressions, thoughts, and perceptions, and 4) the implications for teacher practice and future professional development.

In answering the second research question, to what extent do monolingual practices impact teacher impressions, attitudes and perceptions, regarding how language was used and conceptualized in educational contexts, I duly noted how the teacher participant combined translanguaging pedagogies with that of his monolingual assumptions and self-ascribed monolingual expectations in his teaching practice. Staying true to his voice and narrative was an extremely difficult process. While much of the scholarly work suggested that monolingualism is situated and entrenched in teacher practice (Lewis, Jones, & Baker, 2012b) and be contested and critically questioned (Garcia, 2009a; Garcia & Wei, 2014; Jones & Lewis, 2012), Mr. Smith's experiences and perceptions spoke to a different reality. Throughout the duration of the study, I continually asked about his thoughts on his own monolingual assumptions about language, the role of language in a classroom setting, and high stakes testing. Although Mr. Smith expressed feelings of pressure with the upcoming provincial achievement exam, he integrated translanguaging strategies that supported his students' meeting the outcomes in the grade nine Language Arts Program of Studies. His experiences spoke to the merging of the existing monolingualism/translanguaging dichotomy and through his own words, there was space for both. Therefore, this study echoes past studies that pointed to how monolingual teachers navigate the often difficult route of merging curricular outcomes with that of alternative pedagogies such as translanguaging (Gort & Sembiante, 2015; Walqui & van Lier, 2010). Finally, I discussed the implications for teacher practice and future professional development, paying close attention to the significance of teacher exposure to linguistic diversity and pre-service teacher education.

In this section, I discussed how my research has met all the requirements of trustworthiness. Keeping in mind of the practice/collaborative approach of this participatory action research, I gave close attention to the primacy of practical knowing and the co-creation of knowing (Lincoln, Lynham, & Guba, 2011) and the collective participation in how knowledge was determined and experienced (Kemmis, et al.). I also adhered to PAR principles of collaboration, reflection, and dialogue to ensure that the teacher participant's voice remained true throughout the data collection and analysis processes. As a researcher, I specifically aligned the practice/collaborative approach (Bert, 2001; Carr & Kemmis, 1986) to trustworthiness that provided reasons for believing that my findings are 'true' and is an accurate representation of a monolingual teacher's current reality of student populations with diverse linguistic competencies and the intentional use of such competencies as a teacher resource.

## Limitations and Delimitations

The purpose of this qualitative study was to explore the processes of how monolingual teachers work in multilingual contexts, in particular through the lens of translanguaging, and in the design of learning environments that treat students' "funds of knowledge" as a resource. In this section I discuss those influences or conditions that I could not control that placed restrictions on the methodology and conclusions in the study. Alternatively, I also discuss the delimitations set in this study.

### Limitations

Although the study's framework is grounded in translanguaging pedagogies and ideology, the analysis of this study was based on a single monolingual teacher's experiences, thoughts and perceptions on the intentional use of translanguaging strategies as part of his

teaching practice. This study cannot be considered representative of all monolingual teachers. There is doubtless variability in teachers' perceptions, experiences and openness to the use of a students' L1 as part of their teaching practice, which may have resulted in an analysis that was particular only to this school's context.

Furthermore, while the analysis was based on the notion of classrooms with rich linguistic diversity, Southwest School was unique because of the large percentage of its emergent bilingual students who considered their home language as Tagalog. Therefore, this study was more representative of a school with the presence of two languages, English as the language of instruction and Tagalog as the language of choice by students outside of the classroom. As a PAR based study focused on a translanguaging framework and translanguaging pedagogies, the students in both classes would be considered fairly homogeneous due to the fact that the majority came from the Philippines. Therefore, this study did not address the complete range of possibilities for translanguaging, specifically, it cannot address specific possibilities for monolingual teachers with a diverse range of languages in one classroom. Although there was a number of cultural dialects from the Philippines (ie. Ilocano, Waray, etc.), I was limited in my ability to generalize how translanguaging might look for other populations of students, or more mixed populations. True to its PAR design, however, the study endeavored to give a detailed description of how a monolingual teacher can make space for his students' linguistic resources (Garcia, 2009a; Garcia & Wei, 2014) and funds of knowledge (Gonzalez, Moll, & Amanti, 2005), in order to shed light on how teachers and students translanguage and the contexts that might make this possible.

It should also be noted that a Participatory Action Research methodology asks that some type of 'action' be implemented at the end of the study. To date, there have been no plans

between the researcher and the teacher to further engage in future teacher professional development that describe and discuss the results of the study. While there were informal discussions during the time of data collection about the possibilities in the future to present at teacher conferences and district professional development opportunities, no plans have been made nor agreed upon as of yet to formally do so.

Finally, another limitation in this study was that it sought to describe the intentional use of translanguaging strategies and his teacher's thoughts and perceptions; but this study was not to evaluate the effectiveness of translanguaging pedagogies. While addressing the call by researchers for greater illumination and adoption of bilingual instructional strategies, my study did not necessarily identify which pedagogies work best with students for promoting academic achievement. Instead, this study endeavoured to begin conversations in Alberta about alternative forms of knowing and ways that monolingual teachers can leverage an emergent bilingual's linguistic competencies and "funds of knowledge" that make pedagogical sense in linguistically diverse classrooms.

**Delimitations**

The sample group was comprised of only one teacher. Although there were four teachers who were potentially able to participate in my study, due to circumstances such as a pregnancy and prior commitments, only one teacher presented himself as a candidate. All of the teachers at Southwest School fit the description of what constitutes a monolingual teacher. However, great care and attention was given to which teacher/s can be sampled in this study, given the nature of the study, my lack of researcher experience and the four-month timeline to complete the data collection process. I examined the prescriptive results, particularly for themes that theorize

translanguaging pedagogies' affordances and constraints. Having only one teacher participant provided me a depth of understanding that a higher sample number would not. Through the reflective-dialogic phase in each of the cycles, I juxtaposed translanguaging pedagogies that monolingual teachers could utilize to tap their students' linguistic proficiencies alongside their own perspectives on their practice.

To better understand translanguaging, choices were made during the literature review to first include scholarly work that related to translanguaging teaching strategies that included the use of all languages in classrooms (Garcia et al., 2013); peer to peer interactions in any language to mediate learning (Celic & Seltzer, 2011;Sayer, 2013); increased student talk time that allowed the use of L1 to deepen comprehension; (Vaish & Subhan, 2015), and the intentional use of a student's L1 and L2 simultaneously to compose, revise and edit student work (Cummins et al., 2005; Martin-Beltran, 2014; Marshall & Toohey, 2010). This was intentional because it provided me a basis of what translanguaging strategies looked like in different settings. I did not review scholarly work that focused on translanguaging pedagogies in certain settings such as those that focused on specific subject areas such as science and mathematics. While it was of interest, given the site of my study, the ELL Competency and Proficiency classes at Southwest School, I focused my search for literature that were based on heritage language schools (Creese & Blackledge, 2010), innovative language programs (Garcia & Sylvan, 2011), and those with the inclusion of students' funds of knowledge (Martin-Beltran, 2014; Pacheco, David & Jimenez, 2015).

# CHAPTER 4

## MAKING SPACE FOR EMERGENT BILINGUALS' FUNDS OF KNOWLEDGE

This chapter addresses the research question: how does a monolingual teacher make space for their emergent bilingual students' funds of knowledge and linguistic repertoires? I present an analysis of a monolingual teacher's thoughts and perceptions on the intentional use of translanguaging pedagogies within teacher practice over time. I offer two over-arching themes that illustrate how a monolingual teacher incorporated inclusive practices that positively positioned emergent bilinguals and normalized the use of home languages as a tool for teaching and learning.

Consistent throughout Cycles 1 to 3, was the intentional use by the teacher of reminders to his students to speak "freely" and use their home language. Therefore, statements such as, "Feel free to talk to each other in your home language" or "You guys can talk to each other in Tagalog if you're more comfortable" became part of the languaging processes in the classroom, with or without my presence. These explicit reminders and instructions from the teacher was met at first with trepidation by both teacher and students, yet over time, it became the norm.

Two themes emerged that discuss how space was made for the emergent bilinguals' competencies and "funds of knowledge". They are: 1) the significance of inclusive practices of self, communities, and student work and 2) how a monolingual teacher can leverage his students' linguistic competencies and "funds of knowledge" and experiences as a teacher resource. In sum, this chapter illustrates the complex communicative practices that occur when classroom instruction opens up the space for learners to use their full cognitive and linguistic repertoires and legitimizes the use of their L1 for academic purposes. In the context of "English-only"

instruction, emergent bilingual's "funds of knowledge" may be unintentionally marginalized and their experiences considered irrelevant (Cummins, Mirza, & Stille, 2012). By way of including himself in the complex communicative practices of his students, the teacher behaviours as identified can be a powerful translanguaging pedagogy. Through his own language practices, he became a model of dynamic bilingualism (Garcia, 2009a), regardless of his own language competencies (or lack thereof) and instead positioned his students as competent emergent bilingual learners.

## Theme 1: Inclusive Practices

The first theme, inclusive practices, was based on teacher 'acts' that create, in practice and presence, conditions that normalized the use of home language in the classroom environment for students. In this analysis, I discuss inclusive practices that include three key ideas: how the teacher included himself as part of the complex communicative practices in the classroom, how he included specific language groupings, and how he showcased his emergent bilingual students' work as part of normal class practice.

### Inclusive of self

My analytic interest here was whether and how the teacher managed his lack of knowledge of Tagalog and Spanish, yet still used this lack of knowledge as a means to leverage his students' linguistic competencies and included himself in the learning processes of his students.

In Example 1, Mr. Smith focused on including himself as part of meaning making for his students within a translanguaging classroom. Rather than merely giving students the opportunity to work in collaborative groupings with each other, Mr. Smith included himself in the

discussions. Drawing from how he taught the first translanguaging lesson and a brief discussion between us regarding the importance of seizing opportunities that promote cross-linguistic awareness, Mr. Smith decided to change his approach and started this class with a discussion about adjectives which he felt would assist his Competency students to understand the purpose of the lesson.

Example 1. (TX: Teacher; S1: Tagalog speaking student; S2: Spanish speaking student)

1 TX: Ok, what we're going to do is use this to help our understanding of adjectives. Let's do something simple and easy – colours. Let's go through some of the colour schemes. And I want you to tell me what the colors are in your home language. So let's start with red. Red is a colour and it's also an adjective. A red shirt for example, it's used to describe your shirt. So what's red in Tagalog?

6 S1: *Pula* (Many students also answer at the same time)

(Red)

TX: Pula? (Looking at S2) And in Spanish?

9 S2: *Rojo* (quiet voice)

(Red)

TX: Pardon me?

S2: *Rojo* (still quiet voice)

13 TX: *Ro*?

S2: *Rojo* (firmly)

TX: *Rojo*? Is it ch? (Inquires about pronunciation)

16 STUDENTS: *Rojo*! (All students tell him how to pronounce the word in Spanish. Students are laughing as they do so.)

TX: Ok, what about blue?

STUDENTS: *Azul* (All Filipino students answers at the same time.)

(Blue)

20 TX: *Azul*. (Looks at S2) And in Spanish?

S2: *Azul*.

TX: Azul as well! Interesting! Ok, umm, how about green? (Looks as S3)

S3: *Berde*.

(Green)

TX: *Berde* – with a B? (Looks at S1 and S3, they nod). And Spanish?

S2: (nods) With a V. (Looks at S1). It's *verde*. It's the same. (S2 smiles.)

TX: With a v? Verde. Ummm, red, blue, yellow!

S3: *Dilaw*. (Other students repeat the word loudly).

(Yellow).

TX: (Looks at SP2)

S2: *Amarillo* (giggling).

(Yellow).

TX: Oh, ok. Say it over, slowly.

S2: *Amarillo*. (SP1, SP3, and SP4 leans over desk, trying to listen to the word)

S2: *Amarillo*. (Everyone repeats the word, SP2 nods and smiles)

In this instance, Mr. Smith clearly asked students how to pronounce Spanish colours such as *rojo* and *amarillo*. While the Spanish student began to teach him the words in Spanish, the other students in the class began to mimic and also repeated the words out to Mr. Smith, trying to teach him the correct pronunciation. What is particularly remarkable was the simplicity of Mr. Smith's actions. In Lines 13 and 15, Mr. Smith asked students how to pronounce the words because they were unfamiliar to him. By including himself in the language learning process, the teacher gained knowledge about the linguistic competencies that his students brought into the classroom by learning from them. In this instance, the teacher participated as a learner, where he was able to develop his own understandings about his students' home languages. Furthermore,

emergent bilingual students were leveraged in positions as co-teachers, having linguistic knowledge that was shared and enjoyed by everyone in the class.

I have observed several comparable instances over the course of the four months, ones where the teacher specifically began to include himself as part of class discussions and brainstorming sessions. Well into Cycle 2 and the classes prior to my recordings, Mr. Smith intentionally used translanguaging as part of his teaching practice. Activities such as reading out their work in their home language transitioned from being unique to status quo. In Example 2, Mr. Smith went through the series of transitional words created in a prior classroom and continuing with the activity. He saw a group of students speaking in Tagalog trying to make a decision about which category to work on.

Example 2: (TX: Teacher, S1, S2, S3, S4: Tagalog speaking students; S5: Sinhalese speaking student)

S1: Wait, what are we doing? (S1 points to chromebook). So we're supposed to umm, pick?

3 S2: *Gumagawa ng kami.*

(We're already making)

S3: We're making our sentences.

S1: We're all doing repetition sentences? They're all different sentences.

7 TX: Which category?

S1: We have no idea what we're doing. (Looks around the group)

(TX monitoring the students' activity and joins their conversation)

9 TX: That's ok. That's what we're going to figure out. Ok, so let's pick the category.

S1: We want to do repetition.

11 TX: *Pag uulit?* (TX reads out the category title)

(Repetition)

S1: *Pag uulit.*

TX: Ok, so you should be all on that.

S1: Aaaahh!

16 TX: Right there (Points to the chromebook and looks at students' work). So I see S4.

S1: S4's on there. (points to a different girl in another table).

TX: I'll get them to work on something else. I'll get on that. So that's ok.

S1: Ok.

TX: Ok, I want each of you to write a sentence (Talking to the group).

ALL: Ok.

TX: Use a different sentence. (Students interrupt him and begin telling each other what sentences they would like to do, according by number)

24 S1: *Oy, ako ay* number 2.

(Hey, I'm number 2)

S2: (Interruping S1) *Ako ay* number 4.

(I'm number 4)

S3: I don't know where I am?

S1: *Pag uulit tayo.*

(We're on repetition)

TX: That's the problem with working on a collaborative document (He says to students and looks at what students are working on).

33 S5: Who is number 4?

S3: I'm number 1.

S1: Aah, it's like reporting on the full piece!

While it is clear that Mr. Smith did not speak Tagalog, he inferred correctly in Line 7 that the students needed guidance on choosing the category in which to create their example sentences in. Therefore, taking the cue from S1, he naturally read out, "*Pag uulit*", the Tagalog title of their category of choice (repetition), rather than say the English version. There was no response from S1 nor the other students that indicated the uniqueness of their teacher's translanguaging act of inclusion of self in their home language. Instead, S1 repeated what he said in Tagalog, agreed to it and the students continued to work on their task. In this respect, Mr. Smith changed his role from one of learner to that of collaborator. As a collaborator, he drew on his students' attention to the functions of the class or the task at hand.

Additionally, as the students talked in a variety of languages, Mr. Smith continued to monitor their progress and based on the contexts of their conversations, in Line 22, he surmised that students need guidance. The students then proceeded to negotiate which sentences they prefer to work on. Again, in this instance, the teacher purposely included himself in the students' conversations, regardless of what languages are spoken, as he assisted in the organization of their assigned task. In fact, he didn't hesitate in asking students what they were saying in Tagalog, he made an assumption that his students need guidance and gave them direction.

In our Cycle 2: Reflection meeting, I asked Mr. Smith about his thoughts on the series of lessons on transitional words and phrases. In Example 3, I ask the reasons why he reads out certain words and phrases, despite experiencing difficulties in pronouncing his students' phrases in their home languages.

Example 3: (TX: Teacher; J: Researcher)

1 J: And the kids laugh at you.

TX: Yes, it's kind of intentional. I use it as a little hook to either grab their attention or to get them focused on a task. And that's really helpful because they (pause), I know that I am going to say it terribly wrong when I speak, and I think it would be awesome (smiling and laughing at self).

6 J: So what's the purpose of it then?

TX: It's to (pause) show them that, it's good humour and good humour is always good teaching. The other thing is that it levels the playing field a little bit. I think it helps them teach me. And it helps, if we're talking about student centered learning, then that's when the focus shifts a little bit over to them. Now in regards to the Spanish speakers, that's something that I really, it was a bit of surprise for me too because it kinda happened almost naturally. But the thing that I was trying to do was to be mindful of each of the students that are in there and have something useful for them and making sure that they are able to do what I'm asking them to do in that particular lesson.

16 J: is it difficult to be mindful?

TX: (laughing). Oh yeah.

What happened in this interview, as shown in the example above, is by no means rare. In fact, during our interviews, he claimed that learning from the students is one of the most enjoyable and rewarding aspects of working in the ELL Competency and Proficiency classrooms. While the teacher discussed the use of good humour with the understanding that his poor pronunciation may attract his students' attention, his following statement, "The other thing is that it levels the playing field a little bit. I think it helps them teach me. And it helps, if we're talking about student centered learning, then that's when the focus shifts a little bit over to them" is powerful. As he included himself into his students' complex communicative practices, through his own words, Mr. Smith showed signs that his teacher's frame of reference was beginning to change.

By way of including himself in the complex communicative practices of his students, the teacher behaviours as identified can be a powerful translanguaging pedagogy. Through his own

language practices, he became a model of dynamic bilingualism (Garcia, 2009a), regardless of his own language competencies (or lack thereof) and instead positioned his students as competent emergent bilingual learners.

**Inclusive language communities**

One of the key tenets of the translanguaging framework is the intentional groupings of students by language (Celic & Seltzer, 2011), explicit teacher reminders to use a students' home language (Garcia, 2009a), and allowances for student choice in their own learning environments. In a sense, the inclusion of the emergent bilinguals' home languages represented new language practices for everyone in the classroom. The appropriation of new language practices did not occur naturally; however, over time, an inclusive community of language learners; those who speak languages other than English, became the norm. Therefore, this was an area of analysis and interest because I was curious about Mr. Smith's thoughts and perceptions regarding how he would group his students, with the intention of including their home languages, and how his behaviour changed over the course of the three cycles. The examples below exemplified how Mr. Smith created inclusive communities for all his students, beginning with a transcript for an upcoming lesson, teaching of the lesson and the reflection process.

In the process of analysis, I attended to points of saliency, those instances of change from planning to practice. Derived from Cycle 1: Planning, Mr. Smith and I discussed how students were grouped in their ELL Competency and Proficiency classes prior to the study. He began by detailing his planning processes, starting with a brief description of the students' ESL levels, his long range plans, and references to the Alberta Benchmark Assessments.

Example 4: (TX: Teacher; J: Researcher)

TX: So the guide that I'm using for this plan is to start with is a long range plan that I developed with our DLT CT (Coordinating Teacher). We worked on two separate plans. One for ELL Competency levelled learners, grade 7-9. And another one where we just finished up I have to make a final version of this, with the Proficiency-based kids. So the kids, roughly speaking, level 1 we don't have any in the school, just the level 2s and 3s. The Proficiency, we are looking at high 3s ad levels 4s. Also on the sheet, I've got my kids broken down into reading groups and that serves me for doing grouping based on their reading level – as assessed by a series of comprehension quizzes that I've done through reading theory.org. So I do believe that the class that you're coming in for is my grade 9 Competency group.

J: Do we do both?

TX: We can do both.

J: We can do both because it's back to back right?

TX: Yup. So in that case it can be example of planning through the differences and so it will take us with the 9-1 Competency group. Looking at that then, for the rest of March, which is basically next week, we are trying to get through a number of outcomes based on the Alberta educational ESL proficiency benchmarks and our focus on March for the rest of it is working on descriptive words.

J. Ok.

TX: That is adjectives and adverbs, simple detailed sentences, and reading and both writing those, and identifying these words in reading and in Fountas and Pinnell.

J: And that would be the text, right?

TX: That would be the text.

As illustrated in Line 7, Mr. Smith's framework of reference in regards to groupings was based on the current Alberta Benchmarks Assessments and where his current students' levels were. Along with the Alberta Benchmark Assessments, Mr. Smith was typical of other teachers; through the use of assessments, students are placed in levels in order to assist teachers in understanding their students' reading comprehension levels in English.

Over the course of the planning session however, when queried about his intentions for grouping students in his first translanguaging class, Mr. Smith indicated a change in grouping method. His intent was to group students according to language groups. In Example 5, Mr. Smith was teaching the Proficiency class in Cycle 1. As students walked in, they sat randomly around the room. Mr. Smith didn't have a seating plan, therefore, students typically sat with their friends. The classroom had desks put together in pods, not rows. Mr. Smith first explained to students the change of approach and informed them that for the next few months, the class will draw on students' home language as part of the classroom environment. He then proceeded to show them a short video on adjectives and instructed them on who he wanted them to work with.

Example 5: (TX: Teacher, S1: Singhalese speaking student; S2: Spanish speaking student)

1 TX: So here's what I want you to do. We're gonna start by refreshing our minds with describing language by grabbing our five senses sheets. If we have that handy and ideally I want you to grab someone who is a partner, and um, ideally in your home language, now, ummm, S1, you don't have to worry about this too much, you still get a partner and same with you S2, ok? Now what I want you to do is, flip your page open to where there's the five objects. Those of you who don't have your handouts, I have extras here and you have to pick something in the classroom for today's exercise. Go to this table right here. And if you remember going outside, you picked an object, you focused on it with your five senses. Now if you pick something in here, the easiest sense to focus on is sight. Ok, that's probably the easiest for today, so if you want to try that out. If you want to try a different sense, I'm ok with that. You can describe how the furnace is humming away, it's up to you. Umm, I want you to grab a partner. Grab a partner guys.

(Students don't move; they stay with their friends in their pods. S1 and S2 are sitting with a group of Tagalog speaking students).

17 TX: Ok, most of you guys have paired up, so what we're going to try to find five adjectives, five adjectives to describe an object.

As illustrated in the example above, Mr. Smith instructed his students to place themselves into groups based on language as planned. However, his use of "um", a filler sound, indicated his thought processes as well as his hesitancy about grouping students by language. Then in Lines 4 and 5, he specifically addressed S1 and S2 because they did not speak Tagalog and instructed them to include themselves in a group of their choice. After he asked his students to find a partner, all of the students stayed at their tables without moving. Mr. Smith did not ask any student to move to work with another student, and continued with his lesson.

It should be noted in Example 5, Mr. Smith took special notice of students he considered to be in the linguistic minority, those students he described as "one-offs". All of the students, but two, spoke Tagalog. S1 was a Canadian born student who spoke Sinhalese at home, but spoke mostly English in class. S2 claimed Spanish as her home language. In the planning session for this class, Mr. Smith discussed a keen awareness for students like S1 and S2 who may feel disconnected from the group should the home language be introduced. In each planning session, his declared intent was to work with these students one on one. In reality this turned out not to be the case. These linguistic minority students chose to group themselves with their Tagalog speaking friends. Therefore, throughout the course of the study, Mr. Smith developed other ways of including such students, as illustrated in Example 6. In this class discussion, he and the students talked about the placement of transitional phrases in English and in Spanish and some commonalities between the languages.

Example 6: (TX: Teacher; S1: Spanish speaking student; S2: Tagalog speaking student)

1 TX: SP1 in the last class, how she did it, she put the category right here, and then she put it in Spanish. That transition phrase and then the sentences. Now it's not perfect English, but how would we say this easily?

S2: If you want to be sure, check the answers, I guess.

TX: To be sure,

S2: Oh, to be sure!

7 S3: Check Google for the answer.

TX: Ok, so there are different ways of doing it. Good. So here, I also want to show you something that might have happen. In Spanish, the transition phrase is in the middle of the sentences and it might have it too in Tagalog. I know I don't know Tagalog. You might have a transition phrase in the middle, and that's ok. But in English, usually, the transition phrases are right at the beginning. So here, a bit of a run on sentence but we can work on that later. (TX looks at S1). *Seguramente va a llover segun el noticiero.*

(Surely, it's going to rain).

16 (Students in class giggle and smile and look at each other in astonishment as their teacher reads the sentence out in Spanish)

TX: Is that good? (TX asks of S1)

S1: No (smiling).

TX: No? Ok, how do you say this?

(S1 reads out the same sentence and everyone cheers and laughs at the difference of how their teacher read the Spanish sentence and how S1 reads the sentence).

As illustrated in Example 6, the teacher specifically included all his students as part of the learning process, and intentionally included S1, the Spanish speaking student as part of the class discussion. In this exchange, there are two key points that are worth mentioning. First the teacher participated as an expert and learner (Pacheco, David and Jimenez, 2015). As an expert, he scaffolded his students' participation by highlighting linguistic differences and helped them develop their understandings of transition words in relation to the home language. However, in in Lines 7 to 14, he took into account his lack of knowledge in Tagalog and guessed perhaps that transition words and phrases may be similar to Spanish and be located in the middle of a sentence. This instance reinforced to his students that they hold knowledge and competencies

that he did not have. Secondly, the teacher specifically included himself and read out a portion of prior work completed by another Spanish speaking student in the Proficiency class in Spanish, "*Seguramente va a llover segun el noticiero*" - much to the amazement of the students in class. In a light hearted manner, the students cheered on the only Spanish speaking student in the class and poked fun of Mr. Smith's version of Spanish. In regards to inclusive communities, while the teacher originally planned to work one on one with the Spanish and Sinhalese students, in reality, a more fluid type of language grouping emerged based on the students' behaviour. Rather than segregate them from the rest of the Tagalog speaking students, Mr. Smith implicitly accepted his students' choice of groups and changed his teaching style to include them in other ways.

As the students became more comfortable with using their home language as a learning resource in the classroom, they began to look for other ways to translanguage in explicit ways. Example 7 below demonstrates the processes of student involvement as they prepare for the upcoming provincial achievement test.

Example 7: (TX: Teacher; S1: Tagalog speaking student)

1 S1: Mr. TX, I have a question.

TX: Ok, you have a question.

3 S1: So the thing, the practice thing in ELA, can I write in Tagalog instead of English?

TX: Yup.

S1: And then translate it?

6 TX: Absolutely, the thing is you will have to write your essay in English.

S1: Yeah, yeah, but -

8 TX: But you'd like to get your ideas (Inferring that ideas will be in Tagalog)

S1: Yeah.

TX: So that's what we're trying to practice to go back and forth so if you're able to come up with ideas quicker in Tagalog, then you would want to be able to do that when you're doing your prompts.

13 S1: Ok.

TX: Now here's the thing. You might get partnered up with someone in the group who is not a Tagalog speaker, so you need to be competent to translate back and forth. (S1 nodding) when you're sharing, ok? Umm, ladies and gentlemen, you have 2 or 3 minutes left. Leave the chromebooks where they're at. I want you to finish up your sentences that you're working on. In the future, I think we will go through and use our home language in trying out our prompts, our writing prompts when writing for the PAT. Ok? So S1 and I were just discussing if it's easier to write in Tagalog when you're coming up with your ideas or if it's easier for you in English. You want to do whatever works for you.

In the grade nine PATs, students are given time at the beginning of the test to read the prompts and brainstorm and discuss their key ideas with their peers. As a result of using their home language in the last month in their ELL Proficiency class, S1 now asked for permission to use translanguaging in other contexts. In this instance, she referred to the use of her home language during the timed brainstorming portion of the provincial achievement test where students are allowed to discuss their ideas before writing. In Line 3, she asked Mr. Smith whether or not she can write in Tagalog and he responded positively. Taking the cue from her, Mr. Smith then proceeded to inform other students in the class that they have the autonomy to choose the language of their choice during the planning process of writing. Her question planted the idea of using their home language as a valid tool for students as he planned for future lessons.

A translanguaging framework cultivated students' sense of positioning; whereby in this instance, students felt a secure sense of self that allowed them to cognitively engage with and to act on their learning. As illustrated in Example 7, S1 actively engaged in a negotiation with her teacher to interact socially and cognitively in the learning process in ways that produced and

extended her language and meaning making. Inclusive language communities in a translanguaging classroom, as created by Mr. Smith over the course of the study, enabled emergent bilinguals to use what they know, build on it, and extend it in ways that is not possible in English-only classrooms.

**Inclusive of student work**

The inclusion of the emergent bilingual's work, with a specific emphasis on their linguistic expertise was also a key focus (Garcia & Wei, 2014). As part of good teaching practice, showcasing student work is what good teachers do. The following example originated from Cycle 2, with a series of lessons focused on the use of transitional words in their essay writing. The lessons included the use of a common student-generated table containing their knowledge of transitional words and phrases in their home languages, along with their English counterparts. The intent of the lesson was to purposely include student's understandings of transitional words from their home language and built on their linguistic strengths to help them use language and literacy in more academic ways and to notice differences in language. Mr. Smith displayed previous student work on a table, through Google Docs, that included three sections, English, Tagalog and Spanish Transitional Words and Phrases.

I begin with a series of examples from classroom interactions that depict the teacher praising his students for their effort in building the common transitional document.

Example 8: (TX: Teacher, S1: Tagalog speaking students, S2: Spanish speaking students)

1 TX: Last class you did an amazing job, an amazing job of doing the translation. So altogether, we translated over a hundred words and phrases.

STUDENTS: Wow!

TX: Which is insane. You guys are amazing. This time, what I'm going to ask you to do is I want you to take a word from each category, so I'll show you the box here. So you can see that there are a number of categories of transition words, adding ideas, as expected, contrast, degrees of certainty, ok. And then on the table, for example for adding ideas, we have all the English words, Tagalog, and we have it in Español. And some of you guys with the Spanish translations, like SP2, that was fantastic!

SP2: Yeah!

TX: Ok, what I want you guys to do today is very straightforward. I want you each to try one or two sentences in your home language in a category. So here we have, in adding ideas, some of you guys have already started. We have the next category; can we have someone tell me what the next category is?

S1: *Ang inaasahan.*

(As expected).

TX: *Ang, ang*?

S1: *Ang inaasahan*.

TX: Ok, so what's the category?

S3: As expected.

TX: As expected. Ok, so we have a sentence starter right along here and so forth. So what I'd like each table to do is I want you to focus on a category – especially on one that hasn't been made yet. And do a sentence for each person.

As we can see, Mr. Smith discussed with the students their prior work and gave them positive feedback on the table that was generated by all students. By showcasing their linguistic strengths in explicit ways, Mr. Smith acknowledged his students' competence and expanded their learning opportunities through the use of a translanguaging strategy such as translation and intentional emergent bilingual language groupings.

It should be noted that the transitional word table was planned solely by Mr. Smith. Our planning meeting consisted of discussing what instruction might happen by the time I would arrive to digitally record his class, but due to time restraints by both participants, we decided to

go ahead with the activity as planned by the teacher. I would record the class as it occurred. During the Cycle 2: Reflection interview of this particular class, I questioned Mr. Smith about the use of the student-generated table and the impressions the class left on his own professional learning.

Example 9: (TX: Teacher, J: Researcher)

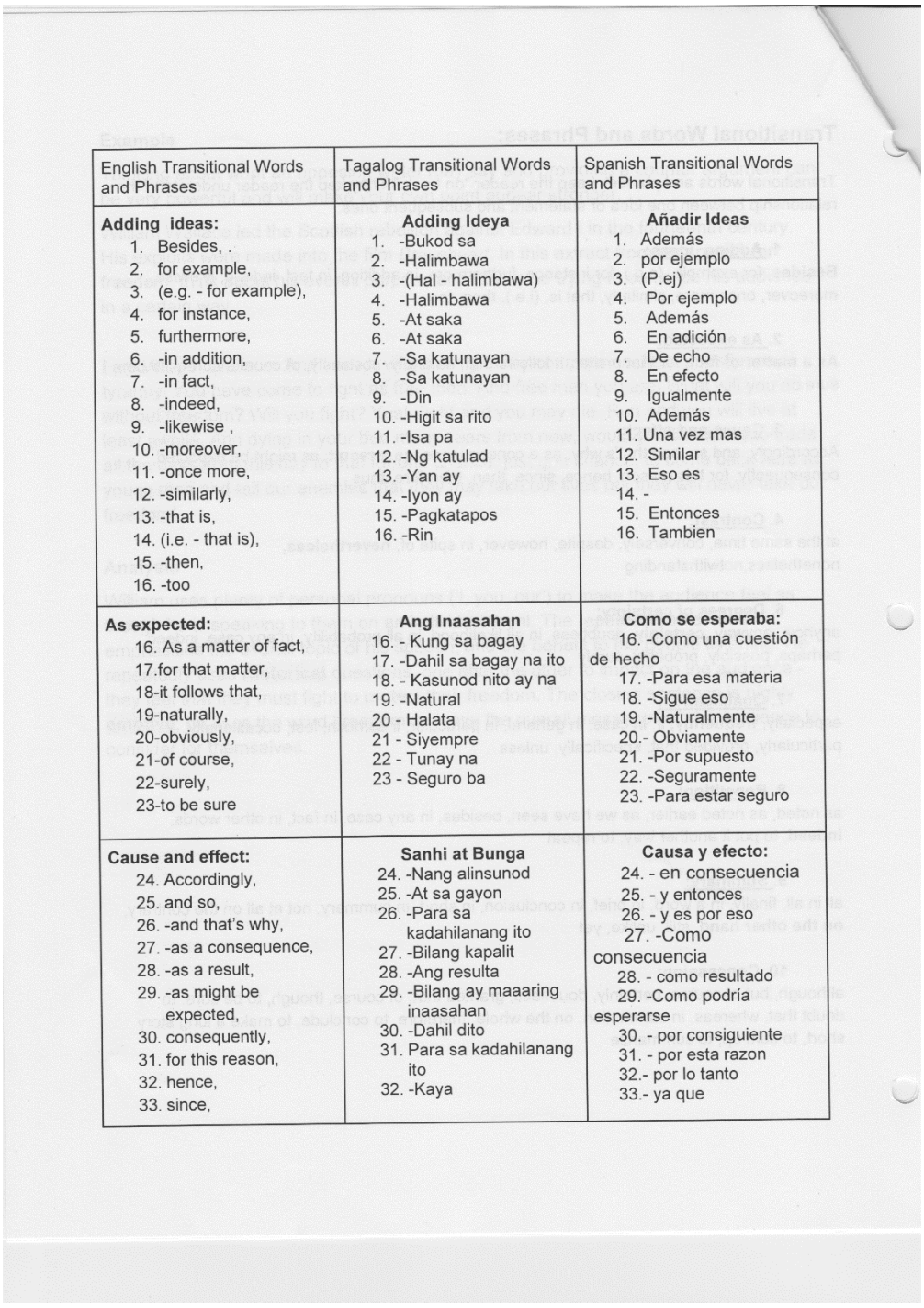
1 TX: (voice lowers). So I reviewed the transition words very briefly, we've done it a few times in ELA and again, the reason that I picked this lesson is because I was concerned that these students didn't know how to use these terms. I don't see them using these kinds of words frequently in their paragraphs. And when I was marking their essays, that was something that stood out. And it's one of those things that I know is looked for in their PATs. So I wanted to focus specifically on that. That was my intent behind the lesson. I went through the different categories of transition words and I went through it fairly quickly just to show them the different categories. I then created a table with columns in English, Tagalog and Spanish. And then what I did was pasted it in the English column – all the different words. By then I encouraged the students to help me out, what I said was, hey guys, I told them I need you to help me out. Can you translate these? And a whole bunch of things kind of happened actually. They numbered the words so they could make sure that the words were kinda in order. They helped each other in the categories. I had S1 and a few other students start using Google Translate in Spanish to help out S2 – to help out my single Spanish speaker, so she didn't have to do all the work by herself because there's about 12 spaces.

J: So what did that look like when they were chattering and talking?

19 TX: They used both the group chat inside the document and they would call across the classroom. I'm doing these ones; I'm doing these words. It was really cool to see that. This has been the coolest thing about the project so far, it has been the kids. The kids had been interjecting with each other, naturally generating some of their own reactions. It's one of those little ah-hah moments you know in teacher when we get there often, when they start to do it on their own and not having to be so direct with everything in it.

In Line 6, Mr. Smith referred to his original purpose for the lesson which was to prepare his students for the upcoming provincial exams. Yet in Lines 11 to 17, he discussed his initial surprise when students began to take the locus of control for their own learning by assisting each other in both Tagalog, Spanish and English as they worked on their transitional words and phrases. When given the opportunity to plan, organize and begin using their linguistic repertoires, Mr. Smith described the students as those willing to demonstrate their knowledge and eager to learn about each other's language in the process. In Lines 19 and 25, his words exemplied how adolescents used translanguaging to expand their own learning opportunities. This suggests that when students are given the opportunity to learn more about each other's ideas, they become active learners and eager to demonstrate their expertise in any language of their choice (Martin-Beltran, 2014).

Finally, I include a reproduction of a portion of the students' work on transitional phrases and words to illustrate the power of a teacher's 'act' of inclusion. Figure 5 is a page in the transitional words and phrases document that the teacher created, along with the columns for the corresponding Tagalog and Spanish phrases. It should be noted that this document was completed over the course of several classes and was shared between the ELL Competency and Proficiency classes as a common document that students can refer to as needed in their future lessons. This document was created by their teacher for the purpose of preparing students for the upcoming English Language Arts provincial exam as well as offered his students the opportunity to use their linguistic repertoires in cognitive ways.



| English Transitional Words and Phrases | Tagalog Transitional Words and Phrases | Spanish Transitional Words and Phrases |
|---|---|---|
| **Adding ideas:**<br>1. Besides, .<br>2. for example,<br>3. (e.g. - for example),<br>4. for instance,<br>5. furthermore,<br>6. -in addition,<br>7. -in fact,<br>8. -indeed,<br>9. -likewise ,<br>10. -moreover,<br>11. -once more,<br>12. -similarly,<br>13. -that is,<br>14. (i.e. - that is),<br>15. -then,<br>16. -too | **Adding Ideya**<br>1. -Bukod sa<br>2. -Halimbawa<br>3. -(Hal - halimbawa)<br>4. -Halimbawa<br>5. -At saka<br>6. -At saka<br>7. -Sa katunayan<br>8. -Sa katunayan<br>9. -Din<br>10. -Higit sa rito<br>11. -Isa pa<br>12. -Ng katulad<br>13. -Yan ay<br>14. -Iyon ay<br>15. -Pagkatapos<br>16. -Rin | **Añadir Ideas**<br>1. Además<br>2. por ejemplo<br>3. (P.ej)<br>4. Por ejemplo<br>5. Además<br>6. En adición<br>7. De echo<br>8. En efecto<br>9. Igualmente<br>10. Además<br>11. Una vez mas<br>12. Similar<br>13. Eso es<br>14. -<br>15. Entonces<br>16. Tambien |
| **As expected:**<br>16. As a matter of fact,<br>17.for that matter,<br>18-it follows that,<br>19-naturally,<br>20-obviously,<br>21-of course,<br>22-surely,<br>23-to be sure | **Ang Inaasahan**<br>16. - Kung sa bagay<br>17. -Dahil sa bagay na ito<br>18. - Kasunod nito ay na<br>19. -Natural<br>20 - Halata<br>21 - Siyempre<br>22 - Tunay na<br>23 - Seguro ba | **Como se esperaba:**<br>16. -Como una cuestión de hecho<br>17. -Para esa materia<br>18. -Sigue eso<br>19. -Naturalmente<br>20.- Obviamente<br>21. -Por supuesto<br>22. -Seguramente<br>23. -Para estar seguro |
| **Cause and effect:**<br>24. Accordingly,<br>25. and so,<br>26. -and that's why,<br>27. -as a consequence,<br>28. -as a result,<br>29. -as might be expected,<br>30. consequently,<br>31. for this reason,<br>32. hence,<br>33. since, | **Sanhi at Bunga**<br>24. -Nang alinsunod<br>25. -At sa gayon<br>26. -Para sa kadahilanang ito<br>27. -Bilang kapalit<br>28. -Ang resulta<br>29. -Bilang ay maaaring inaasahan<br>30. -Dahil dito<br>31. Para sa kadahilanang ito<br>32. -Kaya | **Causa y efecto:**<br>24. - en consecuencia<br>25. - y entonces<br>26. - y es por eso<br>27. -Como consecuencia<br>28. - como resultado<br>29. -Como podría esperarse<br>30. - por consiguiente<br>31. - por esta razon<br>32.- por lo tanto<br>33.- ya que |

Figure 5. *Transitional Words and Phrases in Home Languages*

Through the creation of a simple instructional strategy, a visual organizer, emergent bilingual students displayed knowledge and understandings that is often encoded in their L1. Despite the varying levels of English proficiencies, all students became actively engaged with their literacy learning as a result of the teacher having opened up his classroom space to include students' L1 as a resource for learning. This student-generated document is an important medium for students to understand and use academic language that was scaffolded; the teacher mediated interactive lessons that then positioned students as language experts who helped each other to bridge gaps in their understandings.

**Key Finding 1: Inclusive practices**

The first key finding in this study is how the monolingual teacher embodied inclusive practices that focused on inclusion of self, emergent bilingual students' unique language communities and the explicit showcasing of students' work that transformed home language use to one that is legitimate and valid in learning environments. These are the processes by which Mr. Smith, a monolingual teacher, was deliberate about the inclusion of his students' home language and "funds of knowledge" in all aspects of teaching including: lesson planning; delivery and instruction; and reflection on lessons taught. Inclusion in this sense encompassed practices where the teacher included himself, took into account specific language groups, and purposely integrated home language use into the classroom. Through the public acknowledgement of existing of different language communities such as Tagalog and Spanish, a teacher's inclusion of self, and the use of praise and showcasing of student work, linguistic competencies of students were made visible, authentic, and alive. These 'acts' of reframing language in ways that normalized language practices of students inside a classroom by a monolingual teacher gave opportunities for students to grapple with meaning across three

languages and participated in a complex co-construction of linguistic knowledge. These key findings are discussed in detail in Chapter five.

## Theme 2: Leveraging Emergent Bilingual's Funds of Knowledge

A basic tenet of leveraging an emergent bilingual student's "funds of knowledge" is the intentional inclusion of their socio-historical experiences (Gonzalez, Moll, & Amanti, 2005), and linguistic competencies (Garcia, 2009a; Garcia & Wei, 2014). Given that translanguaging as a pedagogy had never been used in the ELL Competency and Proficiency classes, it was imperative that the intentional use of a students' home language was performed in explicit and implicit ways.

In this second theme, I include instances where the teacher mediated interactions where emergent bilingual students engaged in translanguaging activities, but more importantly, recognized that they have tremendous resources to share with each other.

### Emergent Bilingual Linguistic Competencies as Resource

Leveraging an emergent bilingual's "funds of knowledge" included instances where the teacher made use of his student's home language as a teacher resource. The examples, based on Cycle 2, illustrated the positioning of a students' linguistic competencies as a teacher resource and introduced other unexpected effects as a result of the teacher's use of existing technologies that socialized them as competent group members (Creese & Blackledge, 2010; Martin-Beltran, 2014; Sayer, 2013; Worthy et al., 2013).

I begin with a series of examples from classroom interaction where the teacher intentionally included his students' linguistic competencies as part of his classroom practice. In

the interest of showing change over time, I also included classroom interactions where students only engaged with each other to discuss the task, and a specific instance where Mr. Smith became a part of the class processes, despite not having the ability to speak his student's home language. My analytic interest here was to demonstrate how a teacher can use a translanguaging strategy to incorporate students' linguistic competencies and ways in which a teacher can create deeper understandings for his students.

The following examples are derived from Cycle, 1 the purpose of which was to intentionally integrate a student's home language as part of class instruction as well as position them as bilingually competent. In Example 10, Mr. Smith gave the class a task to use adjectives to describe objects of choice in English and their home language. In this particular group, there were a mixture of Tagalog and Spanish speaking students in the same group. While the two Tagalog speaking students spoke animatedly about colours, S1, a Spanish speaking student was also working with them quietly.

Example 10. (TX: Teacher; S1, S2, S4 & S5: Tagalog speaking students; S3: Spanish speaking student)

1 S1: Green, there's green.

S2: *Berde*. Oh no, is it? (checks the chromebook)

(Green)

S3: (S3 is working quietly beside them, hears the word and stops what she is doing and speaks in a loud voice). That's Spanish.

(S1 and S2 look at S3 and smile in acknowledgement).

7 S1: Yeah, we got the Tagalog and Spanish. We just improvised! (S1 and S3 laughs.)

TX: *Azul, azul*. (Teacher repeats a word based on what other students are saying).

(Blue, blue)

(S4 and S5 hear the words, azul and stop what they were doing and look towards S1's table)

S4: *Azul* (repeats what the teacher is saying)

As S1 and S2 engaged in languaging about the word *berde*, they sparked the interest of S3, who was sitting close by and she added that it also was the same in Spanish. As it happens, the word *berde,* is a Tagalog word that is derived from the Spanish word, *verde* and S3 recognizes the word association. Example 10 is an instance of an interaction where students drew upon their own multilingual "funds of knowledge" to build cross linguistic ties between each other's languages and bring to the forefront their collective linguistic repertoires. While the class was in progress, Mr. Smith talked to another group and began to say the word blue in Spanish. Another group across the classroom, heard the word and a student repeated the word.

In the next short transcript, two Filipino students were working on the same assignment (different class) and pointing to the Chrome Book for the proper placement of words and speak in Tagalog and English as they discussed, negotiated and renegotiated for meaning. Through their back-and-forth disagreement, each student generated reasons for their word choice that displayed their linguistic understandings of grammatical rules in both languages.

Example 11. (S1 and S2: Tagalog speaking students).

(S1 explains to S2 about the proper placement of adjectives and what adjectives to use.)

1 S1: Because it said, (pointing to chromebook), *ano daw, kasi ba, sabe niya,* the blue chair.

(Because it said, what is it - because he said the blue chair).

4 S1: *Ang mga azul, tama. Pero, ang comfortable ang upuan.*

(The blue is correct. But, the chair, make it comfortable).

S2: *Azul nga eh*. What kind?

(It is already blue, I said. What kind?)

8 S1: (moves the chair). *Maingay*. It's noisy.

What is fascinating with Example 11 is that it gave a clear illustration of the naturally occurring communicative practices of emergent bilinguals to make meaning. Prior to this study, English was the primary language used in class and code-switching was a very common phenomenon outside the classroom. However, in this instance, code-switching was encouraged and as seen in Lines 1, 6, and 8, S1 and S2 congruently used Tagalog and English within the same sentence to convey meaning and to place emphasis on certain words that they would like to incorporate into their learning task. This apparent seamlessness between the use of Tagalog and English correlated to many researchers' notions that the use of code-switching does not mean simply moving from one language code to another (Garcia, 2009a; Wei & Martin, 2009). Instead, this example lends support to research that all emergent bilinguals use one linguistic repertoire from which they select features strategically to communicate effectively with others (Garcia & Sylvan, 2011).

In line 4, S1 explained which words are correct in the context of the assignment, but then suggested that another adjective be added. S2 agreed on the using the word blue, but didn't like S1's suggestion of using comfortable, therefore, S2 scraped the chair and made a noise and suggested the word "*maingay*" with an emphasis in English by saying, "It's noisy" instead. In fact, the boundaries between languages in daily communication were blurred and extended when given the space to discuss and through the process of discussion and negotiation.

There were many instances where the students began to use a translanguaging space that further expanded their understandings and mediated their own learning about languages. In Example 11, students along with the researcher, discussed difficulties in the processes of translation. As I was walking around recording the class, this conversation caught my attention.

Example 12: (J: Researcher; S1 & S2: Tagalog speaking students; S3: Spanish speaking student)

S1: (Speaking to friends in group). You know what, when you translate it to English, it is different.

S2: Yeah.

J: What do you mean?

S1: Like ok. You say this sentences in Tagalog and then you translate it to English. It's so different when you translate it again to Tagalog.

J: When it's straight translation?

S1: Yeah (nodding).

J: So what do you have to do?

S2: You can't trust.

S1: So you have to change different words so it makes sense in your language.

S2: You can't trust the translation in Google.

J: Excellent point. Do you think it's like that in all languages?

S2: Yeah.

S1: Probably (agreeing with S2 and smiles).

J: Why don't you ask S3?

S2: Hey, S3, what was the question again? Oh yeah, if like, you translate something, on Google translate, does it make sense most of the time?

S3: No.

J: So you agree too?

(S3 gives me the thumbs up motion, showing her agreement).

What is interesting about this particular conversation was the criticality of student understandings in the complex linguistic processes when translation occured from one language to another and back again. Their sentiment echoed research that identified translating as a complex and cognitively demanding task (Orellana, 2009; Hall, Smith, & Wicaksono, 2011). In Line 1, S1 deliberated with her fellow students how translation is "different". Although they could not articulate clearly what this "difference" is, while S1 said in Line 11 that a person should use different words to best demonstrate the meaning or feeling of a word or phrase "in your language", S2 simply said not to trust Google Translate wholeheartedly in Line 12. When queried, both S1 and S2 both questioned the arbitrary use of Google Translate and cautioned that there are difficulties in trusting it as the only source of translation. In Line 19, S3, whose home language was Spanish, agreed that there are language issues that are not so easily answered by an act of translation. In this instance, it is worth noting that translation was not simply about changing a word from red to *rojo*. When conceptually or linguistically challenging pieces of text are selected or assigned, translation became a process of interpretation and reinterpretation during which the students considered the context in which a word or phrase is used, whether it was used literally or figuratively.

Example 13 illustrates how the teacher views his use of translanguaging pedagogies as we enter into Cycle 3. By this time, Mr. Smith has consistently used translation and the integration of home language use as his translanguaging pedagogies of choice, along with an emphasis of positioning his students as linguistically competent. However, embedded within translation use were other strategies such as the inclusion of visual organizers and group and pair share discussions around various topics in his ELL Competency and Proficiency classes that I did not take part in. Therefore, I began to probe his understandings of translanguaging.

Example 13: (TX: Teacher; J: Researcher)

J: So you're personally drawing on the kids' linguistic skills that is more than what you could offer, which is fine. But then, what I wanted to ask you is, how could a monolingual teacher create conditions that deepen their understandings?

TX: (Pausing and thinking). So I think the first thing is building relationships.

J: Ok.

TX: I think with this style of teaching, that's a huge part of it. It goes all the way back to day one and how you interact with the students (voice drops). And having an openness and be willing to relate, that's really big. Once you have that foundation down, umm, designing assignments in such a way that you're deliberately including those funds of knowledge. Where you are deliberately creating a lesson and procedure, where you, ok, I'm going to write these up in English and I need you to come up with the column in your language and make sure that you double check with your other speakers to see that this is correct.

J: Is that easy or difficult for monolingual teachers to do?

TX: It depends on actually, to be honest, actually it depends on the technology that is available. If you're using Google Docs and sharing a document, it's easy. A little more clunky, but you can do it on paper. And you could have poster boards up on the white board and you can do that kind of thing. Umm, do I think it's easy for the teacher? Umm (pause), you have to be willing to give up a little bit of control to your students and trust them because you don't know what they're saying (laughs).

In Example 13, the teacher referenced many notions revolving translanguaging pedagogies and an emerging translanguaging frame of reference. In Lines 9 to 11, he noted teaching strategies that are simple to integrate into existing lesson plans such as making space in visual organizers for home languages (translation) should students need it. Another teacher resource that Mr. Smith relied heavily on was the use of existing technologies, such as Google Translate and Wikipedia (Spanish version) as a means to assist students with varying levels of proficiencies in their home languages. However, his statement about emergent bilinguals using each other had by far the most implication. He stated, "Make sure that you double check with your other speakers to see that this is correct". This declaration spoke volumes because it

suggested a nuanced difference, it placed emergent bilinguals as having something to offer a teacher. Again, this act specifically deferred to his students' linguistic proficiencies. Not only did this intentional inclusion of the use of students' linguistic repertoires in Line 12 suggested a change of practice to one that positioned emergent bilingual's "funds of knowledge" as a teacher resource, it also positioned the teacher as a learner; whereby he created his own understandings about his students' language competencies.

Of particular interest was Mr. Smith's reference in Line 4 to the building of relationships as an integral piece when considering the use of students' home language as part of classroom practice. Over the course of the study, Mr. Smith unfailingly stated that his strong relationship with his students permitted him to use translanguaging pedagogies.

A common strategy that many other teachers use in their classrooms to position students as bilingually competent is to ask students to translate for their classmates (Palmer, Martinez, Mateus, & Henderson, 2014) in pair or group collaborative work. As the study progressed into Cycle 3, Mr. Smith began to use translanguaging pedagogies in his ELA mainstream class. While I could not go and videotape those classes, he described how he integrated paired work activities that called on students' proficiencies in both English and Tagalog to support other students' their acquisition of the English language in both mainstream and ELL classes.

Example 14: (TX: Teacher; J: Researcher)

| | | |
|---|---|---|
| | J: | In what ways did you manage to position the emergent bilinguals in your class that used their linguistic skills and/or experiences that assisted you as a teacher? |
| 3 | TX: | Ok, so I'll start first with the mainstream classes first, and then the ELL. |
| | J: | For sure. |
| | TX: | Over the course of this, the study, as I became aware of translanguaging, I began to encourage students, we refer to them later on, the strong students with a strong |

literacy and linguistic background acting as these key nodes, so to speak, in a pocket of students that might um, share the same language group. They would use them in their formal and informal groups for studying, for covering the concept, for translation (pause - thinking) and for a lot of that short hand that happens in the classroom. What did he say, that kind of thing?

12 J: Yeah.

TX: That kind of stuff. So being deliberate about that has made my students a little more comfortable accessing their own resources. Um, their own resources. Simply being allowed to use their own home language (wry look on face) and English in my class is a big thing. And being allowed to translate back and forth. So that was a big thing. Then when we got to the ELL options, a lot of what that looked like was basically making sure that they were in groups where they had that comfortability of talking back and forth in either language.

J: You know, if you were talking to other teachers, who don't have the same similar experiences as you, and then you've gone through this study. And of course, but you know what, Mr. X, here's the thing, what do you mean position these students? What does it mean positioning these emergent bilingual kids?

TX: So, often when teachers make groups, they try to mix things up. They'll try to mix a strong set of students with a weak set of students, and everything in between. What this let me do is, say (pausing) it almost runs counter to the grain sometimes. But it's ok to group up students in language groups and give them the direct instruction to say, alright, it's ok to speak in your home language. Ideally, you would have a strong student, a leader in that group who is fluent in both, who is that emergent bilingual, who is capable of translating in that direction, and that's ok. Even just let that be a thing is, is something I think teachers don't realize.

Example 14 clearly demonstrates how translanguaging pedagogies are applicable in multiple linguistic contexts. In Line 3, Mr. Smith began his ideas about translanguaging based on his mainstream ELA class. This indicated that translanguaging pedagogies has value such as pairing linguistically strong students (both languages) as conduits of learning for other students and a resource for the teacher. The deliberate positioning of students as language brokers or translators (Orellana, 2009) for a monolingual teacher in this context explicitly modeled the importance of translating as a skill in a multilingual class, rather than a deficit. In addition, he

described such students as "key nodes," as mediums of learning. This demonstrated the potential ways that teachers can position students as bilingual resources for peers learning a second language in settings like the mainstream classroom.

Although the teacher intentionally utilized translanguaging activities, it became apparent early in the study that the students were the primary agents of their learning. While instruction by the teacher is in English, the use of other languages like Tagalog and Spanish resulted in the students becoming peer instructors with each other. A fundamental premise of the introduced translanguaging strategy was that the locus of control for the use of languages rested with the students (Martin-Beltran, 2014). Emergent bilinguals in his class, for example, very often listened to discourse in one language and spoke in another and then transfered their knowledge in writing in a different language. These are all indications of the complex language choices students made in determining how to make sense of the learning task, be it using Google Translate, speaking with others in many languages, or deciding to use English as their language of choice.

**Key Finding 2: Legitimacy of home language use**

The second finding in this study suggest the significance of affording legitimacy of home language use as made explicit through the use of translanguaging teaching strategies as a valid teaching resource. Foundational to the integration and use of the varied translanguaging strategies, the simplest change yet the most powerful, was giving legitimacy to the use of home language as a resource in learning contexts. As noted by Mr. Smith in Lines 14 to 16, he says, "*Simply being allowed to use their own home language and English in my class is a big thing… being allowed to translate back and forth*". Leveraging an emergent bilingual's "funds of

knowledge" included the powerful ways a monolingual teacher made use of his student's home language as a teacher resource. This key finding is further discussed in detail in chapter five.

**Student Experiences**

In this section, student experiences are defined as those "funds of knowledge" that include intentional instances when the teacher utilizes his emergent bilingual's socio-historical experiences to build connections between their past experiences with that of school practice. Mr. Smith described asking his students in a prior class to think about their own immigration experiences. The translanguaging pedagogy introduced in Cycle 3 was the intentional use of a students' "funds of knowledge". It should be noted that well into the last cycle, Mr. Smith's purpose in his ELL classes was to prepare his students for the upcoming provincial achievement tests. Therefore, the use of translation and home language became less frequent, but bringing his students' "funds of knowledge" as he understood it increased. Through the use of example prompts, Mr. Smith purposefully tailored their discussions around sharing aspects of their cultural backgrounds with peers from other parts of the Philippines and South America. The purpose was to draw on experiences from their home countries and make connections between those experiences and their writing. His teaching involved translating the prompts in his students' home language, reading in context to make meaning of the prompts and the specific use of other students' linguistic proficiencies to assist other students' understandings.

Example 15 is based on his thoughts on the integration of a students' "funds of knowledge" in Cycle 3 and how it transpired. His students had just finished the written portion of the English Language Arts test. Mr. Smith discuss how his students faired in their writing.

Example 15: (T: Teacher; J: Researcher; S1: Student)

T: And speaking of funds of knowledge, the interesting thing is that it was a fairly easy prompt this year. This year, it's about the importance of planning. One of the, on the sheet, the prompt itself was a scenario where a family was planning to immigrate to Canada. That was one of the things that I had been talking to the students, and look, a lot of those personal experiences, especially coming to Canada can be so powerful. I had a delivery exercise I like to call core experiences where I wanted students to write down three different experiences. One personal, one involving a story that they may have read or watched or experienced, and another one is thinking about an issue that they care deeply about. And I encourage my ELL students to think about those memories that you can, if you can remember that day, remember where you have lots of emotions and you have lots of sense memories. And we talked about that and we worked on that in our ELL classes. And I really think that it bore fruit in the PATs.

14 J: That's a huge job, congratulations.

TX: And a lot of them were able to use their experience moving from home. In particular, the one I remember is S1, where she did a really good job in describing how her father worked really hard to move the family to Canada and how even in the Philippines, they were quite poor. But they worked and planned well to get to Canada. And if you think about the construct of the PATs, it's extremely stressful.

It should be noted that during this portion of the interview, Mr. Smith was quite animated, on numerous occasions his voice dropped indicating something important, or moved his arms to describe the immigration story of his students. Mr. Smith continued to discuss his general feeling of happiness that his students were successful and I asked him how the other English Language Learners faired in his mainstream class. Example 16 is a continuation of our discussion.

Example 16: (TX: Teacher; J: Researcher)

1 J: So you know that we also have other Filipino students who are not in the ELL option. But they're also coded ELL. So did you notice them bringing up their own personal stories as much?

4 T: Not as much, but they did mention them. Umm, and I think is where I think this applies, outside of just the ELL, the translanguaging applies, outside of just the

> ELL segregated classroom because if I had the chance to deliberately work with those students on developing that, I think it would help them. I did have students who wrote about them moving to Canada and um, going through the immigration process and the struggle of finding solid work. You know I had a kid that was, his father was from Columbia. And he is so proud of his dad because his dad was a very successful engineer in Columbia and when moving to Canada, he had to go through all the recertification process again. Essentially, he had to take his degree twice, but he did it. And that's the kind of thing where if you're able to connect to their background, their funds of knowledge and some of those family stories where it's really powerful (*emphasis*). It makes you proud to be a teacher sometimes where you begin to understand what some of these kids have been through to get to where they are. (*voice drops*)

The examples above strongly suggested a change in Mr. Smith's perceptions regarding what students offer in terms of strong and powerful experiences that he can tap into as a teacher resource. He indicated clearly that he did not employ the same translanguaging strategy with the emergent bilingual students in his grade nine ELA class and he acknowledged how this strategy is something important to try to use in future classes. Seeing that his students in the ELL Competency and Proficiency classes were also in the ELA classes, Mr. Smith did say in his final interview that he gave these students the space to collaboratively work in common language groups. In Lines 14 to 17, he pointed to the power of giving space for emergent bilinguals to discuss sensitive topics such as immigration, which was an experience that many of his students share. His words indicated his value of diversity and a desire to meet his students' cultural, social, and academic needs.

Mr. Smith's promotion of inclusive practices that purposely utilized his students' linguistic competencies and experiences reflected a belief that emergent bilinguals brought cultural and linguistic value to the classroom and can be a valuable resource for learning. Such practices contributed to past scholarly work that hold a positive view that these experiences contain rich cultural and cognitive resources for classroomd instruction (Gonzalez, et al., 2005;

Lasagabaster & Garcia, 2014). An important aspect of Mr. Smith's participation in the study became the more sophisticated understanding he developed about his students and their unique experiences. His words, "…if you're able to connect to their background, their funds of knowledge and some of those family stories where it's really powerful (*emphasis*). It makes you proud to be a teacher sometimes where you begin to understand what some of these kids have been through to get to where they are" were indicative of perceptual changes about his students. I submit that there is much teachers do not know about their students or families that could be immediately helpful in the classroom as this analysis illustrated. Therefore, the intentional planning for the inclusion of a student's "funds of knowledge" became the basis for exchange of knowledge about family or school that contributed to the academic content and lessons.

**Key finding 3: Legitimacy of students' "funds of knowledge"**

In addition to the use of home language, leveraging an emergent bilingual's "funds of knowledge" also included instances where the teacher made use of his student's students' rich experiences as a tool for learning. This study represented a positive view of students' experiences as containing ample cultural and cognitive resources with great potential for classroom instruction. I point out that it is the teacher who is ultimately the bridge between the emergent bilingual student's world and their funds of knowledge and the classroom experience. Legitimacy to emergent bilinguals' "funds of knowledge" included teacher-led activities that emphasized the inquiry process that strategically used students' knowledge for the development of 'standard' language practices for academic contexts.

Drawing from scholarly work that emphasized the linguistic landscape and community language practices (Dagenais, Armand, Walsh, & Maraillet, 2009; Martin-Beltran, 2014; Smythe

& Toohey, 2009), much can be gleaned from the use of an emergent bilingual's lived experiences as a teaching resource. This study added further support to the continued scholarly suggestion of the significance of the intentional use of these students' experiences as a teaching resource. The intentional integration of their unique experiences such as their personal stories of immigration suggested not only the pedagogical implications that resulted in the enrichment of writing, but also legitimized their experiences that can be fully explored in a learning setting in positive and meaningful ways.

## Points of Saliency

### "Singletons"

Challenges remain in my study. "Singleton" students faced more difficulties and fewer opportunities to build on their bilingualism than the Tagalog speakers since they had access to a critical mass for academic support. Over the course of the three cycles, Mr. Smith unfailingly tried to plan for their inclusion in all activities. While he had an affinity for the two Spanish speakers and therefore included them during class instruction, he experienced difficulty in including the Sinhalese student and suggested that he speak English with his counterparts instead. In many of the translanguaging activities, as students chose their own groups to work in, this student joined the group that comprised of Tagalog speakers and a Spanish speaker. Due to the linguistic diversity within this group, English was the language of choice. There were observed cross linguistic awareness that occurred between the Tagalog and Spanish speakers, however, Sinhalese was not included as part of the student-based discussions. As a "Singleton", Mr. Smith discussed his worry about how this student would experience feelings of linguistic exclusion. Consequently, over the course of the study, Mr. Smith either gave the Sinhalese

speaking student permission to work with a group of his choice, and he completed all of his tasks in English.

### Discrepancies of cultural knowledge

In reference to the Literacy Engagement Framework (Cummins, Mirza, & Stille, 2012), literacy engagement is enhanced when: learning is scaffolded through specific instructional strategies; instruction is connected to students' lives which is mostly encoded in their L1; instruction affirms their academic, social and cultural identities; and students' knowledge and control over language is extended through the encouragement of use of compare and contrast between their L1 and L2. However as shown in Example 1, while Mr. Smith did change his approach to teaching through the use of a class discussion based on the linkages between the two languages through the use of colour as a medium of learning, an opportunity to delve deeper into the cultural linkages between Spanish and Tagalog was missed. The word green as *berde* in Tagalog and *verde* in Spanish was an excellent opportunity to discuss his emergent bilingual's knowledge about the socio-historical experiences of students' countries of origin and the links between them. As well, it would have been a chance to merge their existing knowledge with new learning by specifically drawing other parallels between Spanish and Tagalog. I further discuss these cultural gaps or discrepancies in the section below.

#### *Bubble Tea, Coconut Water and Churros*

As he prepared his students for their upcoming provincial achievement test, in Cycle 3 Mr. Smith integrated the use of a students' "funds of knowledge" as part of his teaching practice. He and his students discussed a prompt that asks the students how to make a school cafeteria more profitable and offer healthier food choices. In this brainstorming session, all the groups

began their discussions, some quietly, others more vocally, in either Tagalog or English and considered what to write in their organizers. In one particular group are S1 and S2 who were friends and have worked together throughout the study, despite the fact that one spoke primarily Spanish and the other Tagalog. Both used English as a medium to communicate. They usually included S3, a Sinhalese speaking student who only spoke in English in his classes, as part of the group. Mr. Smith asked students to give him some ideas about what to write in his essay organizer as a way to model how students can begin generating ideas with each other.

Example 17: (TX: Teacher; J: Researcher; S1: Spanish speaking student; S2: Tagalog speaking student; S3: Singhalese speaking student)

1 TX: Alright, you guys have some ideas?

S1: Umm, not much.

S2: Yeah, we do.

4 S1: Oh yeah, bubble tea.

S2: We said that we should have bubble tea. Uh – we can put healthy things in there like strawberries, grapes.

S1: Yogurt.

S2: Apples.

9 J: Does Mr. TX know what bubble tea is?

TX: Oh, I do (nods and smiles).

J: (Jokingly) Because maybe Mr. Z (another teacher in the school) wouldn't know what bubble tea is. (Students giggling). And Mr. B wouldn't know what bubble tea is.

TX: Now, you have to be careful because some bubble tea, especially the ones that use milk. It's a thousand calories a cup! So you have to be careful. So what you have to do is use the tea kind. But you can have the ones with fresh fruits.

16 S2: (Looks at S1). Yeah, exactly. I told you!

S1: (Laughs)

S2: Yeah, cucumber bubble tea. Ewww! (Grimaces and makes a face)

19 TX: Actually, have you guys ever had cucumber water? It's actually good. (S3 nods). You've have it?

S3: Yeah. How about coconut water?

22 TX: Coconut water? S3 is saying, not me, not cucumber water? (Students are shaking their heads). Alright, alright, alright. (Students are nodding and liking their ideas). You can have your own opinions. Alright, we can start on some ideas.

At first glance, Mr. Smith seemed accepting of his students' ideas. In Lines 10 and 22, he took his students' ideas about bubble tea and coconut water and gave his students space to discuss their ideas. It should also be noted that it was extremely rare for S3 to contribute to group discussions. Therefore, for S3 in Line 21 to suggest coconut water to the group was a reason to celebrate. In fact, the other students' positive affirmation was demonstrative of their willingness to discuss a cultural artefact that may be unfamiliar to Mr. Smith. Yet at a deeper level, I attended to how the teacher made use of these rich, unexpected conversations. These were what other researchers such as Garcia and Wei (2014) would describe as missed opportunities. Rather than continue the discussion about coconut water, its' merits and possibilities, Mr. Smith acknowledged by repeating S3's answer, but continued on with the class activity. There were two possible explanations that may explain Mr. Smith's actions. This may be due to the pressures of the approaching provincial exam or due to teacher inexperience when working within a translanguaging framework. On the other hand, it may also speak to a lack of commonality between teachers and emergent bilingual students' cultural backgrounds and life experiences as suggested by Li Wei (2014).

There were pockets of observed instances which provided rich examples of students bringing their individual understandings to mediate learning. In a different group, students were in discussion about other desserts that they could sell. I offered "halo halo", a Filipino cultural dessert for their consideration. In Example 18, they heatedly discuss its economic benefits and challenges.

Example 18: (J: Researcher; S1-S5: Tagalog speaking students)

1 S1: No you don't.

S2: You just add water.

3 J: How about halo halo? (Girls begin giggling and repeat the word several times)

S3: That too much. Too sweet.

5 S4: (shaking her head at me). And we have to buy cups (points to the letter that states that the canteen should make a profit).

S5: And then there's ice.

8 S4: Shaved ice (making a shaving motion with her hands).

Example 18 clearly indicated student understandings of the specific prompt, with S4 disagreeing with me because a requirement of the essay specified that the canteen make a profit. Therefore, embedded within this brief snapshot were meaningful instances where student understandings go beyond the literal comprehension of curricular outcomes. They displayed a depth of understanding as they related existing knowledge with prior knowledge and experiences. Mr. Smith chose to give his students the space to discuss their ideas with each other, in the languages of their choice. Instead of seizing these opportunities for richer discussions with students perhaps about the economic benefits of student choice that reflected

cultural diversity in schools, it was apparent that his pedagogical practice was superseded by his need to ensure that his students work in a manner and style that prepared them for the PAT written exam. As the class progressed, Mr. Smith asked his students about how can the cafeteria make a profit and wrote his students' ideas into a skeleton outline projected onto the front of the classroom.

Example 19: (TX: Teacher: J: Researcher: S1 & S2: Tagalog speaking students; S3: Spanish speaking student)

TX: Ok, explain that a little more. Remember, how do we make money? How do we make a hustle?

S1: Get people to buy food.

TX: So advertising. I think I'm gonna write down advertising. Advertising will definitely help. Ok.

J: Can I add an idea? I really like in S2's table, when you guys talked about bubble tea?

TX: Oh, that's right.

S2: But it's not healthy.

J: You're right. Bubble tea might not be as healthy, but for you guys, let's pretend Tony goes to this school. Would everybody buy bubble tea? Would many students buy bubble tea?

(Students all nodding and agreeing.

TX: Oh yeah. (Nodding).

J: But why? Why would you guys in this school buy bubble tea versus, if you say you were in the northwest?

S2: Because it's good.

J: But there's something else you guys are missing.

S2: Because it's cheap.

S1: It's not cheap.

J: Because it's something that the students are familiar with.

ALL: Oh yeah!

J: Because all of you students know what bubble tea is. Right? (Looking at Mr. X, explaining the interjection). It's a little bit of the students' funds of knowledge.

TX: Yeah, and they're not necessarily aware of the larger picture.

J: Yeah, but it's interesting that they brought it up.

TX: Absolutely. That's something that I'll remember.

J: So if you said, if they started making, say in this school, more ethnic food or food that the kids are familiar with, I'll bet you they'll have tons of ideas.

TX: (To all students): So that's an interesting point. What are some foods that you're familiar with, maybe from your home or your home country that might be really popular here?

S2: *Puto*! (Student laughter. S3 nodding and affirms that she is familiar with the dessert)

(Steamed cakes)

TX: What's that?

S2: It's like dessert. It's a good thing.

TX: How do you spell it?

S2: P-U-T-O

J: And they'll buy it. It's interesting that S3 knows about it.

TX: Hmmm, (looking at S3), what is that, like a donut, like a dessert? Cinnamon, sugar-like?

S3: Churro.

TX: Churros! Yeah! Although that is definitely not healthy for sure. Umm, ok, S2, you had an idea two minutes ago.

(Students still animatedly discussing churros and ignoring Mr. Smith).

TX: Ok, guys for the last 3 or 4 minutes, I want to focus on (students still discussing churros). Ok, S2, you can do this. The last 3 or 4 minutes, I want to focus on the call to action. So what is a word, a phrase of a sentence or something that would say you would want someone else to do something for us. What would we ask?

ALL: Please! Please!

TX: Yes, we would say please. Ok, that's great. Start with that, or can you. I want you guys to think; you are asking the principal to do something. Ok, we already have a start (Mr. Smith writes on his paper). Please. What is your call to action sentence? Please do what?

S2: Please take action. (students giggling).

This is one instance in the study where I specifically interjected while Mr. Smith was teaching. I acknowledge that I joined in some student discussions, and assisted with their translations if needed. I also became a detached participant observer when appropriate. Example 19 is one of those times where interjection became necessary. Drawing from Mr. Smith's cue on how to make a profit, I joined the discussion by reminding him of the prior group discussion about bubble tea and coconut water. In Line 6, I purposefully reintroduced the students' idea of bubble tea and proceeded to explain to everyone that something such as their knowledge of food common to immigrants (recent and otherwise) is of value and can be an additional resource in their own writing exercises. These were opportunities that a teacher should capitalize on; a validation and recognition of funds of knowledge (Gonzalez et al., 2005; Moll et al., 1992). In Lines 28 and 29, I further engaged with Mr. Smith about translanguaging which de Jong and Harper (2007) describe as "good teaching plus"; the notion being that the 'plus' included the cultural, linguistic and instructional dimensions that emergent bilinguals provide, sometimes in unexpected spaces and places. While good teaching may include many of the translanguaging scaffolding strategies, teachers should also recognize that a precursor to being responsive to students' diverse discursive needs sometimes includes a sensitivity to those instances that may not immediately link to curricular outcomes.

After our brief discussion (Lines 24 to 29), Mr. Smith redirected his class and switched gears. He then asked his students about other foods they were familiar with that could be possibly be sold in the school canteen. By drawing on topics that the students have intimate knowledge of, deeper learning opportunities were afforded to students in ways that enriched a classroom learning environment. Students like S2 and others happily named other Filipino desserts; while S3 nodded enthusiastically because she too was familiar with them. This demonstrated that translanguaging demands teachers seize those unexpected opportunities that mobilize young people's unique "funds of knowledge" and then use such occasions to create meaning.

This difference from previous translanguaging practice may be attributed to two reasons. I speculate that external pressures such as the upcoming provincial achievement exams and his desire to ensure that his students were prepared in essay writing organization became more pronounced. Finally, despite our discussions about how to promote and integrate cross-linguistic awareness and socio-political engagements in the ELL classes, I recognized Mr. Smith's role as the primary teacher, therefore, acquiesced to his desire to continue with the use of translation (ie. peer to peer interaction) rather than asking him to change his existing lesson plans. However, these instances also illustrated the discrepancies in the cultural knowledge that exist between the monolingual teacher and the emergent bilingual students (Garcia & Wei, 2014). While students in the ELL Competency and Proficiency classes may share the same knowledge such as their immigration stories, cross-linguistic awareness between Tagalog and Spanish, and food, their monolingual teacher may not be privy to the same knowledge.

### Key finding 4: Discrepancies in cultural and linguistic knowledge

Discrepancies in cultural and linguistic knowledge between the monolingual teacher and emergent bilingual students exist. This lack of awareness or understanding can be partly attributed to a teacher's lack of understanding of the cultural and linguistic aspects that shape students' own experiences and ways of knowing (Garcia & Wei, 2014; Wei, 2014). This lack of knowledge and understandings was made clear when teaching and learning opportunities were missed as the teacher focused on the academics of essay writing; rather than capitalize on the potentiality of rich conversations between teacher and students. As illustrated in the bubble tea exemplar, monolingual institutional expectations such as the upcoming provincial achievement exam coupled with a lack of cultural and linguistic awareness resulted in missed opportunities for learning. The notion of "good teaching plus" (de Jong and Harper, 2007) includes the cultural, linguistic and instructional dimensions that emergent bilinguals provide, sometimes in unexpected spaces and places. Therefore, while good teaching may include translanguaging strategies, teachers must recognize that a precursor to being responsive to students' diverse discursive needs sometimes includes a sensitivity to those instances that may not immediately link to curricular outcomes.

## Conclusion

A new wave of scholars has taken up the call to develop translanguaging strategies that break away from the traditional monolingual teaching methods (Creese & Blackledge, 2010; Garcia, 2009a; Garcia & Wei, 2014; Palmer, Martinez, Mateus, & Henderson, 2014). This exploration of the pedagogical and linguistic practices of a monolingual teacher contributed to a small body of knowledge through the study of Mr. Smith's translanguaging practices. This

analysis offered insights into the ways in which a monolingual teacher facilitated emergent bilingual students' "funds of knowledge" and linguistic competencies by co-constructing and enacting flexible translanguaging pedagogic practices with his students. In many respects, the teacher participated as a learner, collaborator and expert (Pacheco, David and Jimenez, 2015) (within the translanguaging spaces that he created. The teacher's dynamic linguistic performances evidenced translanguaging, variations of which appeared to be influenced by his desire to include himself as part of the communicative practices of his students and purposefully planned for activities that positively positioned his students' linguistic competencies and experiences. Despite the fact that the teacher did not share a familiarity with his students' home languages and did not understand what students were saying during planned activities, the teacher crossed these boundaries in strategic and flexible ways that has been described as the heteroglossic "Third Space" (Flores & Garcia, 2013; Gutierrez, 2008). As a result of the intentional use of translanguaging pedagogies in the classroom by a monolingual teacher, several findings emerged.

The first finding drew attention on the significance of a teacher's inclusive practices. Inclusive practices encompassed 'acts' that indicated teacher willingness and involvement in the complex home language practices of his students. Second, inclusive practice involved affording emergent bilingual students' unique language communities the 'space' to actively negotiate their learning in ways that produced and extended language learning and meaning making. Third, inclusionary practice involved making public the linguistic competencies of emergent bilingual students'. Through the use of different strategies that highlighted and showcased his students' work as a teaching resource, these 'acts' further normalized the use of his students' home language as a teaching resource in a classroom setting. By taking on a role as novice in relation

to his students who were speakers of Spanish and Tagalog, the teacher legitimized and validated his students' linguistic competencies and a resource for learning. In several exchanges, the teacher asked students how to pronounce a certain word in Tagalog or to translate a word or a phrase to assist students in their understandings. Although it might appear to a casual observer that Mr. Smith haphazardly read out Spanish phrases, close analysis of his languaging practices and self-reflections revealed a much more intentional approach to fostering a learning environment that was purposefully structured to leverage his students' linguistic competencies. These attempts to include himself in his students' translanguaging world served to acknowledge his students' needs and empowered his students in what they know. Such inclusive practices attested to the significance of translanguaging pedagogies as a valid resource to utilize in classrooms with diverse linguistic populations.

The second finding in this study served to legitimize the use of emergent bilinguals' linguistic competencies as a teacher resource. This study added further support to past studies (Creese & Blackledge, 2010; Vaish & Subhan, 2010; Garcia et al., 2013) that the intentional use of these student-based strategies as a teaching resource can be successfully integrated into a monolingual teacher's practice. While 'space' for translanguaging activities such collaborative dialogue, task-based learning, and home language use was realized; the significance of this finding supported the notion that a monolingual teacher can plan and act upon such strategies with support from existing translanguaging pedagogies (Celic & Seltzer, 2011).

Third, the study discussed the relevance of emergent bilinguals' unique experiences or "funds of knowledge" as a tool for teaching and learning. For a monolingual teacher, "funds of knowledge" meant more than the teaching of grammar and vocabulary, it also referenced sociocultural practices and experiences that are unique to emergent bilinguals. This finding

presented in this study highlighted the use of the students' personal stories as a means to enrich a student's oral and written interaction, but also legitimized their experiences that can be fully explored in a learning setting in positive and meaningful ways.

The fourth finding highlighted the discrepancies in cultural and linguistic knowledge between the monolingual teacher and emergent bilingual students. Despite well-intentioned efforts to integrate translanguaging strategies, this lack of knowledge and understandings was made clear when teaching and learning opportunities were missed as the teacher focused on the academics of essay writing.

A monolingual teachers' translanguaging 'acts' created spaces and conditions for emergent bilingual's repertoires in ways that are fairly easy to enact in classrooms with linguistically diverse students. By focusing on practice and presence, this analysis suggested that monolingual teacher can utilize translanguaging pedagogies and a translanguaging framework and can effectively incorporate practices that positively position emergent bilinguals. By making 'space' as embodied through the leveraging of linguistic competencies and "funds of knowledge", a learning culture can be created that legitimizes, validates and celebrates students' home languages and experiences.

# CHAPTER 5

## A DISCUSSION OF THE FINDINGS: INTENTIONALITY OF TRANSLANGUAGING 'ACTS'

Much is known about the effective uses of translanguaging pedagogies in classrooms. Research in bilingual education pointed to the benefits of planned use of translanguaging pedagogies that support learning (Celic & Seltzer, 2013; Creese & Blackledge, 2010; Lasagabaster & Garcia, 2014). These are, however, studies where the teachers have a familiarity with their students' home languages. This research is uniquely situated in that it occured within the context of developing understandings of a monolingual teacher's perceptions and attitudes about translanguaging use.

Garcia, Flores, and Woodley (2012) documented how monolingual teachers made use of translanguaging to successfully mediate language learning. Their study suggested three pedagogical metafunctions for translanguaging that involved contextualization of key words and phrases, development of metalinguistic awareness, and the creation of affective bonds with students. Based on observations of Mr. Smith's teaching which included the planning, acting and reflecting meetings, I posit that there are multiple ways in which a monolingual teacher may make space for his emergent bilingual students' "funds of knowledge" and linguistic resources. Emergent bilinguals very often speak one language, listen to discourse in another; use different languages to read, and then apply all their knowledge in writing using the language of schooling. In response to these students' normal communicative discourses, scholars have started exploring alternative pedagogies that encourage the sharing and mixing of languages at schools as a way of supporting multilingual learners (Creese & Blackledge, 2010; Smythe & Toohey, 2009).

## Key Finding 1: Inclusive practices

Critical in the exploration of translanguaging pedagogies were the inclusive practices of a monolingual teacher that was deliberate about including his monolingual self, his students' language communities and his emergent bilingual students' work that transformed emergent bilingual students' home language use to one that was legitimate and valid in learning environments. The first inclusive practice was when a monolingual teacher integrated his own self into the complex language practices of his students, *despite the fact that he did not share a familiarity with his students' home language.* The second inclusive practice involved scaffolding emergent bilingual students' unique language communities the 'space' to actively negotiate their learning in ways that produced and extended language learning and meaning making. The third inclusionary practice included the significance of making public the linguistic competencies of emergent bilingual students'. Through the use of different teaching strategies that highlighted and showcased his students' work as a teaching resource, these 'acts' further normalized the use of his students' home language as a teaching resource in a classroom setting.

### Inclusive of self

This study highlighted the significance of a monolingual teacher's inclusionary practices that encompassed his intentional 'acts' that specifically included himself into the day to day multi-lingual learning activities of his students. As noted by Mr. Smith, his desire to read out words or phrases in Tagalog or Spanish resulted in students' laughter. The intent was to build relationships, but from a translanguaging lens, his 'acts' of dynamic bilingualism also positively

positioned his emergent bilingual students' in places that valued and validated their linguistic competencies in places of learning.

For example, when Mr. Smith was in discussion with his students about the placement of transitional words and phrases, he explicitly noted his lack of familiarity with Tagalog and extrapolated that perhaps, it may share similarities with Spanish. He then clarified to his students contextually where such phrases may be found in English. He intentionally linked student knowledge about transitional phrases in their home language with the language they are learning. Finally, he ended this teaching utterance with, "*Seguramente va a llover segun el noticiero*" (Surely, it's going to rain), much to the joy and amazement of his students. Of the three pedagogical metafunctions of translanguaging as suggested by Garcia, Flores, and Woodley (2012), Mr. Smith's risk in saying words and phrases in Spanish and Tagalog created a trusting and open exchange of different language practices in public spaces that encouraged his students to also take risks as learners as they flexibly used all their linguistic repertoires as a tool for their own learning.

**Inclusive language communities**

The second inclusive practice involved affording emergent bilingual students' unique language communities the 'space' that actively negotiated their learning in ways that produced and extended language learning and meaning making. The implementation of a translanguaging framework in classrooms involved the intentional groupings of students by language (Celic & Seltzer, 2011), explicit teacher reminders to use a students' home language (Garcia, 2009a), and allowances for student choice in their own learning environments. A translanguaging framework cultivated students' sense of positioning; whereby in this instance, students felt a secure sense of

self that allowed them to cognitively engage with learning and to act on their learning. Inclusive language communities gave 'space' for emergent bilingual students to actively negotiate their learning in ways that produced and extended language learning and meaning making.

There were many strategies that the teacher used in this study to promote language inclusion, representing opportunities for differentiation among language groups and language levels. Although the majority of students in the ELL Competency and Proficiency classes spoke Tagalog, the teacher discovered the presence of dialects from the Philippines that he was not aware of. By consenting to students' choice of their own language groupings, rather than by their ELL levels as prescribed by their Alberta Benchmark levels, his emergent bilingual students were able to translanguage in more than one language. Not only were students grouped according to home language, they were also grouped by English language ability. Therefore, students who have more English proficiency were paired with those who have less. While Mr. Smith taught lessons by modeling learning activities in English, he also provided students with an opportunity to discuss what he has explicitly taught. Therefore, he opened up 'spaces' for his students to talk and extended their learning in their language of choice with their partner or group. Consequently, for those emergent bilingual students who understood the learning task they then collaborated and peer taught others who experienced difficulty in what was taught in English. As they worked in groupings or pairings and 'languaged' in and out of 'English' offering explanations in 'Tagalog or Ilocano', the teacher also used constant cues for students to freely choose their language of choice. These public and explicit prompts legitimized language use as a learning tool for students. For example, statements such as "I want you to feel comfortable in moving back and forth in Tagalog and Spanish" evolved and developed the unique *lingua franca* in the classroom environment that comprised of a myriad of languages.

### Inclusive of student work

By showcasing his emergent bilingual students' linguistic strengths in explicit ways, Mr. Smith publicly affirmed his students' linguistic competencies and validated its use as a teaching approach that support 'academic language'. Scaffolding approaches, such as translation was extensively used in varying capacities to introduce new language practices with the purpose of extending and creating new knowledge in Mr. Smith's classroom. In a series of lessons, translation was used as a teaching resource to leverage his emergent bilinguals' linguistic resources, as well as to support his students' acquisition of 'academic language' in their writing. The creation of a common student-generated table intentionally included student's understandings of transitional words in their home language as a means to bridge their new understandings of transitionary words and phrases in English. Over the series of several lessons, students in both classes collectively created and extended their understandings of transitionary words and phrases and utilized their linguistic strengths.

What was unique in this series of lessons was the teacher's intentionality in highlighting the students' collective work as a teacher resource by using it as a visual tool to link students' understandings in one language with another. Relinquishing his role as the expert teacher, the teacher created opportunities to engage in public displays of discursive and semiotic practices that maximized student learning that affirmed home language use as a resource for teaching and learning.

## Key Finding 2: Legitimacy of home language use

The second finding in this study suggested that great care and consideration should be afforded to the implementation and strategic use of emergent bilinguals' home languages as a

valid and useful teaching resource. The specific design of classroom structures by the monolingual teacher included the positioning of linguistic competencies that embraced collaborative dialogue, task-based learning, and home language use; all of which were successfully integrated into existing lessons. The leveraging of linguistic competencies in this study ranged from the use of all languages in classrooms (Garcia et al., 2013); peer to peer interactions in any language to mediate learning (Celic & Seltzer, 2011); increased student talk time that allowed the use of L1 to deepen comprehension; (Vaish & Subhan, 2015), and the intentional use of a student's L1 and L2 simultaneously to compose, revise and edit student work (Martin-Beltran, 2014; Marshall & Toohey, 2010). As emergent bilingual students already use such strategies outside of the classroom as part of their own learning practices (Garcia, 2009a), findings in this study added further support to past studies (Creese & Blackledge, 2010; Vaish & Subhan, 2010; Garcia et al., 2013) that intentional use of these student-based strategies as a teaching resource can be successfully integrated into a monolingual teacher's practice.

I posit that there are multiple ways in which a monolingual teacher may make space for his emergent bilingual students' linguistic resources. There were numerous resources available that offer translanguaging strategies for teachers such as Celic and Seltzer's (2011) *Translanguaging Guide for Educators*. Such resources described how translanguaging pedagogies can be implemented and utilized in classrooms by teachers and suggest how home language can be integrated into existing lessons. This study was focused on the intentional use of such strategies that also drew from a translanguaging ideological framework as suggested by Garcia and Wei (2014). However, the significance of this study was the suggestion that emergent bilinguals' linguistic repertoires is a potentially powerful resource that any teacher, monolingual or other, can utilize. Mr. Smith, in particular, demonstrated a coordinated

translanguaging pedagogy that fashioned a 'space' where he modelled and legitimized the use of home languages as a valid and essential tool for teaching and learning.

**Key Finding 3: Legitimacy of students' "funds of knowledge"**

The legitimate use of the students' personal stories and experiences, or "funds of knowledge" also authenticated student experiences that was fully explored in a learning setting in positive and meaningful ways. A translanguaging pedagogy represented a positive view of students' experiences that created ample cultural and cognitive resources from which the teacher drew from. I submit that it was the teacher who was ultimately the bridge between the emergent bilingual student's world and their funds of knowledge and the classroom experience. Legitimacy to emergent bilinguals' "funds of knowledge" included teacher-led activities that emphasized the inquiry process that strategically used students' knowledge and experiences for the development of 'standard' language practices for academic contexts.

In the context of the ELL Competency and Proficiency classes, "funds of knowledge" in this study were the inclusion of student experiences common to the many emergent bilingual students in Mr. Smith's classroom. Under the guidance of their teacher, the students discussed and wrote about their personal immigration stories. Through these interactions, the teacher was afforded the unique opportunity to learn more about his students' languages, linguistic expertise and diverse personal experiences. At times, Mr. Smith described these students' experiences as poignant and painful. As students interacted with the teacher, they had the opportunity to learn more about essay writing and the tools needed to be successful at meeting the outcomes in the Provincial Achievement Test. While his actions reflected a philosophy that Garcia (2009a) described as monoglossic in ideology and structure and where language was conceived as a

closed entity, governed by strict rules of correctness in terms of grammar, lexicon, syntax, spelling and accent, I would argue that these instances where inclusive practices of emergent bilinguals' experiences were blended alongside with monolingual institutional expectations in interactions that legitimized both the practices of a monolingual teacher with that of his multilingual students.

**Key finding 4: Discrepancies in cultural and linguistic knowledge**

Discrepancies in cultural and linguistic knowledge between the monolingual teacher and emergent bilingual students existed due to a lack of awareness that can be partly attributed to a teacher's lack of understanding of the cultural and linguistic aspects that shaped students' own experiences and ways of knowing. Despite well-intentioned efforts to integrate translanguaging strategies, this lack of knowledge and understandings was made clear when teaching and learning opportunities were missed as the teacher focused on the academics of essay writing. The notion of "good teaching plus" (de Jong and Harper, 2007) included the cultural, linguistic and instructional dimensions that emergent bilinguals provide, sometimes in unexpected spaces and places. Therefore, while good teaching may include translanguaging strategies, teachers must recognize that a precursor to being responsive to students' diverse discursive needs sometimes includes a sensitivity to those instances that may not immediately link to curricular outcomes.

**Conclusion**

Critical in this study is a monolingual teacher's willingness to engage with translanguaging as a pedagogy. Intentionality of translanguaging 'acts' demands from teachers the specific positioning of their emergent bilingual students' linguistic competencies (Garcia,

2009a) and funds of knowledge (Gonzalez, Moll, & Amanti, 2005; Moll, et al., 1992) in spaces where such pedagogies not only leverage their skills, but also provide support in meeting curricular outcomes.

At the onset of the study, Mr. Study exhibited times of discomfort as observed when giving instructions to his students to use their home language in class. However, over time the teacher fashioned a translanguaging space through the intentionality of his 'acts' that resulted in a classroom where students were not shy about using their entire language repertoires to make meaning, successfully communicating across 'languages'. Much of what transpired in the ELL Competency and Proficiency classes encompassed a mixture of pupil-directed translanguaging (Lewis, et al., 2012) and teacher-directed translanguaging (Garcia & Wei, 2014). Pupil-directed translanguaging involved those instances where students negotiated their own learning and meaning making in the languages of their choice. Teacher-directed translanguaging involved the planning of structured activities that involved the use of the emergent bilingual student's home language to support and expand student understandings.

There is abundant empirical evidence that in all linguistically diverse student populations, teachers and students move between 'languages' naturally to teach and learn (Celic & Seltzer, 2011; Creese & Blackledge; 2010; Palmer & Martinez, 2013; Vaish & Subhan, 2011). This study suggested that the movement between 'languages' in educational settings can also include teachers who do not share a familiarity with their students' home languages (Garcia, Flores, and Woodley, 2012). Furthermore, I submit the pedagogical importance of establishing practices between teachers and students that legitimized the use of students' home language and "funds of knowledge" as a resource for learning. The promotion of a flexible and dynamic languaging practice constituted the willingness of a monolingual teacher to offer rich affordances for

language learning. When the monolingual teacher integrated translanguaging pedagogy, it did not simply involve the teacher in developing strategies to allow for the equitable participation for all students. It also empowered emergent bilinguals as learners to move toward a more dynamic and participatory engagement in knowledge construction and was the embodiment that all knowledge was valued.

# CHAPTER 6

## A DISCUSSION OF THE FINDINGS: THE EXTENT TO WHICH MONOLINGUALISM IMPACTS TEACHER IMPRESSIONS, ATTTITUDES, AND PERCEPTIONS

This chapter addresses the research question: to what extent do monolingual practices impact teacher impressions, attitudes and perceptions regarding how language is used and conceptualized in educational contexts? The purpose of this chapter is to document and discuss a finding as to how a monolingual teacher navigated his classroom translanguaging practices in congruence with existing monolingual expectations with respect to the Alberta Program of Studies, Alberta Benchmarks and the demands of the upcoming Provincial Achievement Test.

With regard to language, two ideas are noteworthy. There was no clear language policy at Southwest School that only English be used by the teachers and emergent bilingual students. The assumption is, however, that everyone does so. Therefore, the language of instruction was English, with expectations of teachers that students exhibited curricular skills and outcomes through English, as outlined in the Program of Studies in all subject areas (Alberta Education, 2017a). Furthermore, the Alberta K-12 ESL Proficiency Benchmarks were another set of standards that outlined communicative competencies and language skills (listening, speaking, reading and writing) for all K-9 students and identified elements of language proficiencies that students were to demonstrate over the course of their learning (Alberta Education, 2011). Due to the high number of students who spoke Tagalog at Southwest School, the use of Tagalog or Tag-lish (mixture of English and Tagalog) by the emergent bilinguals as their language of choice was a common communicative practice, both inside and outside of classrooms. In reality, while all assignments and summative assessments were in English, *how* students appropriated the

knowledge and the work was usually left up to them. For example, while a teacher may assign an essay as the summative piece of student work, when students worked in collaborative groups to plan, discuss, or organize the work, they generally had the autonomy of language choice. While a sense of linguistic permission was explicitly given and encouraged by the teacher, an argument can also be made that there was no choice but to permit the use of home languages, given the high numbers of Tagalog speaking students at Southwest School. In other words, teachers, like Mr. Smith, had no choice but to acknowledge emergent bilingual students' home language because they openly used their home languages in and outside of the classroom.

This chapter illustrates the complex changes in a monolingual teacher's perceptions and attitudes as a result of translanguaging use. While the ELL Competency and Proficiency class provided a unique space for translanguaging to occur, there were political factors that also needed attention. It should be noted, that for the purposes of this analysis, I chose to use perception to encompass many mental constructs, such as the teacher's knowledge and attitude, which were generally based on the value of translanguaging use as a teacher's resource. The teacher's perceptions provided a lens to his understandings regarding translanguaging, attitudes towards his emergent bilingual students in his ELL Competency and Proficiency classes, as well as his thoughts concerning his role as a teacher. The use of a broad definition of perception is preferable, when discussing the possibility of teacher change and impact on practice.

The finding in this study as an answer to the second research question related to the complex 'languaging' practices of monolingual teachers with that of multilingual emergent bilingual students. This key finding suggested that a monolingual teacher is part of a language continuum. Rather than dichotomize language practices between monolingual assumptions and expectations and translanguaging pedagogies, this study proposed that a monolingual teacher can

successfully navigate the tensions between governmental expectations of student outcomes and practical realizations arising from co-constructing and enacting flexible bilingual pedagogic practices in support of emergent bilingual's use of their linguistic resources and "funds of knowledge". Teachers work in increasingly linguistically diverse classrooms and Mr. Smith, faced a similar reality. As recent research suggested, there is innovation in the fields of bilingual and multilingual education, as teachers explored alternative pedagogies that encouraged the coexistence of languages as part of teaching practice as a way of supporting emergent bilingual learners and recognizing language diversity in society (Cummins, 2007; Cummins & Early, 2011).

I begin this chapter with an analysis of the extent to which monolingualism impacts a teacher's perceptions and attitudes in relation to how language is used and contextualized in a classroom. In this section I also include points of saliency, those instances of contradiction that emerged as a result of the study. The second section of the chapter is based on translanguaging "links" to practice. Translanguaging links are what I refer to as those incidences when the teacher begins to link his translanguaging framework and its pedagogies to his current teaching practice. I highlight the complex ways that the teacher contributes to the construction of the classroom as a dynamic, multilingual environment; specifically marking it as a space for translanguaging and monolingualism to coexist. I end the chapter with a discussion of the key finding in this study.

Monolingual assumptions are still foundational for most teachers in Alberta, and the teacher participant is representative of the many teachers who are mandated to follow and teach a set of curricular outcomes and competencies to all students in the province (Alberta Education, 2017a). However, I submit that there is space for both; the integration of a translanguaging

framework and pedagogies (Garcia, 2009a; Garcia & Wei, 2014; Sayer, 2013) while still teaching within the existing monolingual assumptions, expectations and policies experienced by a monolingual teacher.

**Monolingual Links to Current Practice**

Due to the large numbers of Tagalog speaking students in the ELL Competency and Proficiency classes, I began to attend to the notion of a teacher's language continuum. Drawing from Hornberger's (2003) *Continua of Biliteracy*, I focused on the teacher, instead of the emergent bilingual, as an integral participant in the complex communicative practices of a linguistically diverse classroom. Hornberger's *Continua of Biliteracy* posited that all communications were interrelated dimensions of highly complex and fluid systems and contexts. Rather than view bilingualism and literacy as dichotomies, all communicative practices were the result of a continuum of features such as contexts, development, content and media (Hornberger & Link, 2012). This notion of a language continuum is explored further in this chapter. As a result of introduced translanguaging pedagogies into his practice, Mr. Smith also became part of these dynamic flexible bilingualism processes, which were predicated not only on his 'teaching acts', but also on his existing monolingual assumptions and expectations and his inability to speak his students' home languages. All the examples that follow were based on teacher reflections, throughout the three cycles. They are in narrative form, and follow a sequential order so as to adequately describe the perceptions which changed over time, and those that remain the same.

Before meeting with Mr. Smith for our first interview, I sent him a copy of Celic and Seltzer's (2011) *Translanguaging Guide for Educators,* to give him a brief overview of

translanguaging pedagogies, and present the basis of our translanguaging framework. It was important in this first interview that I gauge his thoughts about translanguaging because they offered an indication of his perceptions and processes with regards to the role and use of language, and where he situated himself in this language continuum. In the short transcript in Example 1, we discuss his initial thoughts.

Example 1: (TX: Teacher; J: Researcher)

1 J: So what are your ideas about translanguaging?

TX: So as the LA teacher, my first impressions. (pause) My first ideas run naturally from the ELA outcomes, also the ELA things that we do in the unit. For example, we're into poetry right now and going on the needed language resources of non-English native speakers is something that I haven't thought of before. But now that I'm thinking about it, now we're starting this (referring to translanguaging study). So that's something that I'm excited to try out. And also basic things like describing words, adjectives, and adverbs and so forth. And things that you could get across. So I am willing to try it.

In this instance, instead of answering the question, in Lines 2 and 3, he began the conversation by referring to the English Language Arts outcomes and the current unit of study. He also forthrightly stated in Line 5 that, prior to this study, he has never considered the linguistic differences of students. This suggested that his current frame of reference in regards to lesson planning and delivery of instruction was primarily geared towards the notion of linguistic homogeneity. It is apparent that Mr. Smith situated himself primarily as an English teacher; implicitly stating that his purpose of teaching in the ELL classes was to ensure that his student be successful in meeting the skills and outcomes as prescribed in the Program of Studies. As was previously mentioned given the upcoming PATs, it stands to reason that his reflective statements mirror curricular expectations. By the same token, in Lines 6 and 7, Mr. Smith displayed his eagerness to using his students' home language to get key concepts across to students by stating

that he was willing to try translanguaging as a strategy. He then discussed ways to integrate it into his poetry unit.

Another point of interest was his choice of words when describing the emergent bilingual students in his classroom. In Line 4, he described them as "non-English native speakers". It might be argued that this statement suggested deficit beliefs regarding the emergent bilinguals in his classroom. In this case, I inferred that the use of the term "non-English native speakers" signified Mr. Smith's perceptions about his students' lack of English-based linguistic proficiencies, rather than the linguistic skills they possessed in their home languages.

The labelling of students who speak a non-majority language (ie. English) as emergent bilinguals was critical because it is positive in tone, rather than suggesting a limitation or a problem relative to those who speak English (Garcia, 2014). Nonetheless, what is curious is that over the course of the three cycles, this was the only time he referred to them with this terminology. Normally he preferred the term English Language Learners or ELLs. Towards the end of the study, he began to use emergent bilinguals, albeit sparingly, to refer to his students.

The original lesson plan for Cycle 2 was to prepare for an upcoming class trial. Through these lessons, the notion of student sociopolitical engagement with text was to be explored. However, at the time, school based administrators suggested that Mr. Smith change his course of action in both the ELA mainstream and ELL Competency and Proficiency classes because of time constraints in preparing the students for the upcoming provincial achievement tests. By the time I went to record the class, it proceeded differently from what was originally planned. Prior to the recording of the Competency and Proficiency classes, Mr. Smith began to use the class time to provide support in preparation for the written portion of the exam. His lessons leading up

to Cycle 2 were comprised of teaching the emergent bilingual students the uses of transitional words and phrases. Despite the change in lesson, Mr. Smith held true to the use of translanguaging in his ELL Competency and Proficiency classes. Using an example from chapter 4, I present the same transcript with a specific focus on highlighting the monolingual assumptions that underscore his flexible teaching practice.

Example 2: (TX: Teacher, J: Researcher)

1 TX: (voice lowers). So I reviewed the transition words very briefly, we've done it a few times in ELA and again, the reason that I picked this lesson is because I was concerned that these students didn't know how to use these terms. I don't see them using these kinds of words frequently in their paragraphs. And when I was marking their essays, that was something that stood out. And it's one of those things that I know is looked for in their PATs. So I wanted to focus specifically on that. That was my intent behind the lesson. I went through the different categories of transition words and I went through it fairly quickly just to show them the different categories. I then created a table with columns in English, Tagalog and Spanish. And then what I did was pasted it in the English column – all the different words. By then I encouraged the students to help me out, what I said was, hey guys, I told them I need you to help me out. Can you translate these? And a whole bunch of things kind of happened actually. They numbered the words so they could make sure that the words were kinda in order. They helped each other in the categories. I had S1 and a few other students start using Google Translate in Spanish to help out S2 – to help out my single Spanish speaker, so she didn't have to do all the work by herself because there's about 12 spaces.

J: So what did that look like when they were chattering and talking?

19 TX: They used both the group chat inside the document and they would call across the classroom. I'm doing these ones; I'm doing these words. It was really cool to see that. This has been the coolest thing about the project so far, it has been the kids. The kids had been interjecting with each other, naturally generating some of their own reactions. It's one of those little ah-hah moments you know in teacher when we get there often, when they start to do it on their own and not having to be so direct with everything in it.

Viewed through a different lens, it is apparent in Lines 3 to 6 of the importance Mr. Smith placed on how his students will perform in their exam. Despite the fact that Mr. Smith had experienced success with his students within Cycle 2, this example illustrated the greater language policy that extended beyond Mr. Smith's control. His words, "That was my intent behind the lesson" spoke volumes to the pressure that Mr. Smith felt during this time of the study. Based on prior formative assessments, Mr. Smith noted that all his students, including those in the ELL Competency and Proficiency classes, needed time to learn and use transition words to assist the reader in progressing from one idea to the next. Despite the curricular expectations set forth by the provincial government, the teacher crossed these boundaries in strategic and flexible ways by ontologically challenging the relationship between expert and novice (Cumming-Potvin, Renshaw, and van Kraayenoord, 2003; D'warte, 2014). He also introduced pedagogical strategies that included: the use of all languages in classrooms (Garcia et al., 2013); peer to peer interactions in any language to mediate learning (Celic & Seltzer, 2011; Ewald, 2005; Orellana, et al., 2003; Sayer, 2013); increased student talk time that allowed the use of L1 to deepen comprehension; (Vaish & Subhan, 2015), and the intentional use of a student's L1 and L2 simultaneously to compose, revise and edit student work (Cummins et al., 2005; Martin-Beltran, 2014; Marshall & Toohey, 2010). These day to day pedagogies were relevant because Mr. Smith challenged notions of monolingualism, including the notion that the implementation of L1 subtracted valuable class time from the target language. This analysis suggested that it enriched the teacher's professional experiences by recognizing and utilizing skills long unrecognized by current teaching practices.

Despite the consistency of Mr. Smith's statements that referenced monolingual biases throughout the duration of the study, slight changes did come to light regarding his perceptions

and attitudes about translanguaging use in his classroom. The examples below depict specific changes in what he called his "frame of reference", which implied a change from hegemonic language practices that insisted on English-only language use as a medium of learning to ones that centered on the emergent bilingual's linguistic repertoires and "funds of knowledge". In Example 3, Mr. Smith reflected on the first translanguaging class (Cycle 1) and deliberated on student behaviour, learning, language use and his "mental shift".

Example 3: (TX: Teacher; J: Researcher)

1 TX: There is where I would overhear, a number of times, in these moments where they would try to find a word, they would look it up on Google Translate and they would translate exactly the way they wanted. So they would be asking each other, what does this word mean? What does that word mean? Oh, you can use this word.

5 J: Why do you think that's good for these kids?

6 TX: It's good for all kids actually, I would say. I see that happening in Language Arts and I'm overjoyed because it means that the kids are playing with language. And I'm thinking about the metalinguistic approach, there's a competency or a term that I've read from the binder. It serves as a tool. I see language as a tool, that you can go with and that you can use. And also that back and forth dialogue is really, really valuable whether it's in English or Filipino…. My only concern, well not much of a concern, but is that it does take extra time to plan and some creativity. Takes time to plan, takes time for creativity and it takes, um, (pause and thinking), it's almost like Latin, a lateral thinking problem to change my frame of reference.

J: What do you mean?

16 TX: So it's easy and natural for me to run an ELA class or even how I've been running the ELL options. To go and reframe language as something that they can draw on their home language and drawing on it all the time means that I have to adjust my approach. And start looking at reframing the lessons. I've got a lot more engagement from it, but it does take a mental shift.

Example 3 clearly demonstrated the complex changes that occur when a teacher begins to co-construct knowledge through an intentional change of practice and alongside his students. In Lines 1 to 4, he discussed his observations of student behaviour, describing how his students

generated their own understandings through the use of Google Translate and by communicating with each other in other languages other than English. The teacher observations of his students' abilities to infer, make connections, and discuss content paralleled what scholars such as Garcia and Kleyn (2016) put forward as the positive impacts when space is made specifically for emergent bilinguals' translanguaging practices. What is also unique about this particular instance is how Mr. Smith attributed his students' engagement as "playing with language". He linked his students' playing with language with that of using home language as a "tool" (Lines 9 and 10). These statements suggested that the teacher was aware that his students' English and Tagalog differ from the ideal monolingual proficiency level, but he was able to instruct them and ensure that they pass the grade nine English exam which he felt potentially opened doors to more academic courses in high school. I submit that within the first translanguaging lesson, a change occurred in perception and attitude as a result of the use of L1 in the classroom. Mr. Smith's perception of translanguaging and language use was anchored in practice, which in turn likely affected his teaching practices significantly.

In Line 11, Mr. Smith made known for the first time his initial doubts about translanguaging use. In a lowered tone of voice, he discussed the time commitment he thinks translanguaging will take, as well as changing of his frame of reference. In Lines 16 to 20, he positioned himself as a teacher of curriculum and expressed the need for a "mental shift" as he first considered centering his teaching practices on the emergent bilingual and their wider range of linguistic competencies. Changes in practice, according to Mr. Smith, entailed those practical day to day teacher activities that mediated learning in classrooms including lesson planning and delivery of instruction. He made clear that for translanguaging to occur in his classes, the sum of all that he did as a teacher necessitated a "mental shift". I argue that his words implied an

epistemological change in perception and attitude regarding what emergent bilinguals offer in learning contexts.

Teaching English Language Arts was central to Mr. Smith's core purpose as a teacher at Southwest School. Along with many teachers across Alberta, he stated that one of his key responsibilities was to prepare students for achievement exams and maintain a commitment to curriculum. At the same time, he engaged in translanguaging pedagogies that were linguistically and culturally responsive. His practices demonstrated the multifaceted links between micro-level contexts (introduced translanguaging pedagogies and use in his classroom) and macro-institutional (Program of Studies, Alberta ESL Benchmarks, etc.) and socio-political contexts (those that also include societal language as related to students' complex language uses). While his approach to language lesson planning and instruction during Cycle 1 and 2 was predicated on the day to day implementation of translanguaging pedagogies that centered on the emergent bilingual, it was evident that he did so while still keeping the ELA outcomes and skills in mind. Figure 6 below illustrates the complex relationship between the intentional change of practice as the teacher progresses through each cycle, including the overarching monolingual expectations and monoglossic ideologies that impact Mr. Smith's teaching over the course of the study.

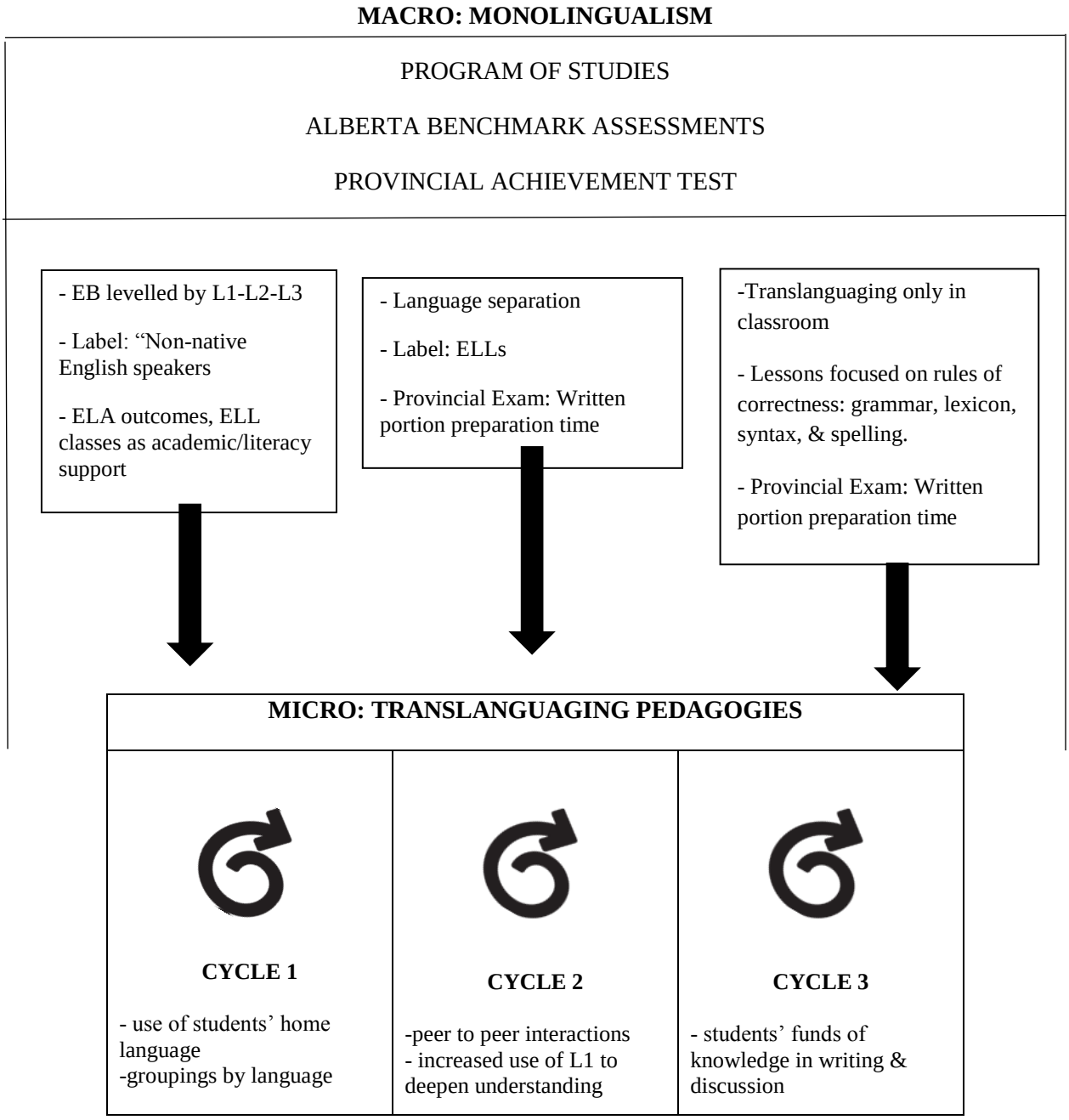


Figure 6: Monolingual Impact on Teacher Practice

As shown in Figure 6, there was a significant presence at the macro level of an overarching monolingual framework that impacted Mr. Smith's teaching practices. While tranlanguaging strategies were introduced at the micro-level, the overarching presence of the Program of Studies, Alberta Benchmark Assessments, and the PATs also had an impact on the

teacher's daily practices in the classroom. These monolingual thoughts and practices did impact his teaching as seen through his perceptions of how he labelled his students, how practices were differentiated, his key purpose of teaching, and his emphasis on the provincial exam. Included as well were the specific translanguaging pedagogies that Mr. Smith implemented over the course of the study.

### Monolingual and Translanguaging Inconsistencies and Contradictions

Part of this analysis included instances of contradiction and inconsistencies which were points of interest in that they speak to the complex processes which occur as a teacher purposely initiated a change in practice. In this section, I attended to occurrences such as a teacher's refusal to speak on behalf of other monolingual teachers, spaces where translanguaging began and ended, and a brief moment of researcher interjection as part of the learning context. Example 4 is representative of the variety of a monolingual teacher's emergent dynamic bilingual perceptions in transition, and changes as evidenced by the following excerpt which speaks to the complexities of his role. In Cycle 3, Mr. Smith and I deliberated on the use of a student's "funds of knowledge", specifically their personal experiences, as a teacher resource.

Example 4: (TX: Teacher; J: Researcher)

1 TX: I taught grade 7 Social Studies for a couple of years and I know exactly what you're talking about and this is a good example. So some of the historical stuff, you just have to teach. But some of the key terminology, especially in grade 7 we start with, I think traditions. That's a great touch stone for drawing on their background knowledge. And I think you could set up a set of notes, you could set up a shared document with the word and uhh, the close-based English explanations and you could have another column with say, what is the equivalent word or words in your home language.

8 J: Yeah or even the main concept that could trigger something.

TX: Or a memory or a phrase of something like that.

J: Do you think that's difficult for teachers to naturally do?

TX: "Umm possibly, I think it's one of those things that comes from your mental frame as a teacher. If I'm gonna walk in and think what is best for my students and this is a tool and it worked, and it's been working for me, yeah, I'll use it. Umm, if I'm thinking this is the way I've always done things and this is the way that I know works, then why would I do anything different? So it comes from that mental frame as a teacher. And I think that's where mind frames as a teacher is really important and I wish they would have talked about it a little bit more. I got my mind set stuff from my teacher training, more from the thinking of how we can build resiliency for our students, but I think it's absolutely critical in how we train teachers as well. Um, what kind of mental framework are you walking into a school approaching the students. What is your level of openness to the experience that you are going to get from them?

J: How do you think this school promotes language or celebrate languages? I know how we did it when I was here, but I'm curious, how is it?

TX: To be honest, it's not really on my radar.

J: Ok.

TX: As a grade 9 teacher, I think we're really thinking about those PATs and really thinking about those demands and the kids to get ready for grade 10. Umm, the larger school celebrations, I haven't seen a lot of it this year. I'm sure it's there. And I've heard, maybe one or two times, announcements done in, I think, a different language. Once for saying Our Father.

J: Oh good.

TX: But at the old school that I used to work at, we had students always do the announcements or part of the announcements and that was a lot more common actually – drawing on that. But I think we had something like around 14 different languages at School X (laughs).

J: So how do you think the kids felt when they heard either a prayer or something?

TX: I know for a fact that some of them really lightened up. And they kind of grab on to that.

J: Why do you think they did?

TX: Oh yeah, it's something that they can understand and it's not so much the understanding, it's the idea- hah! That's mine. I can do this. I belong to this a little bit.

J: How do you think it positions them?

43 TX: Well, so if we're going to go deep, I think it's that recognition of the person. And when you're able to express yourself more, you feel more comfortable and more confident in your writing and even when you're in a stressful situation like in a test situation. It is also about confirming their identity that allows them more power, more of a confidence, more of that ability to go ahead and do that.

In Example 4, there are dynamic bilingual perceptions *in transition and change.* First Mr. Smith explained his thoughts and perceptions on the implications for translanguaging use by other teachers. Secondly, I highlight the inconsistencies and contradictions embedded in the transcript that point to complexities in his perceptions and attitudes when viewed through the lens of transition and change. In Lines 1 to 4, Mr. Smith discussed his experiences as a Social Studies teacher and how a student's fund of knowledge can easily be accessed as a teaching resource due to the nature of the curriculum. However, as he continued in Lines 4 to 7, Mr. Smith discussed the pedagogical implications for future teaching practice of translanguaging by way of home language inclusion in student charts and tables. I attended to the potential implications for other monolingual teachers, such as those at Southwest School, who teach the very same students in their classes. When asked whether or not this practice, or other translanguaging strategies were something that could be done easily in other classrooms, Mr. Smith didn't answer the question. Instead he referred to his "mental frame as a teacher" that suggested change, as he positioned first what was best for his students and his use of their home language as a teaching resource.

What is difficult to ascertain is whether or not he believed that a change such as inclusion of a home language can be easily appropriated by other monolingual teachers. This notion of language appropriation by emergent bilingual students in any classroom has been a previous topic of conversation between us. I have asked him numerous times whether or not teachers can

take ‘scaffolded translanguaging’ (Jones & Lewis, 2012) strategies in a variety of teacher led activities, that ontologically positioned emergent bilinguals as competent and knowledgeable. Scaffolding structures, such as the use of all languages in classrooms (Garcia et al., 2013), peer to peer interactions in any language to mediate learning (Celic & Seltzer, 2011; Sayer, 2013); or increased student talk time that allow the use of L1 to deepen comprehension (Vaish & Subhan, 2015) may easily be integrated into any teacher’s practice. Consistently, Mr. Smith answered along the same lines, “If I’m gonna walk in and think what is best for my students and this is a tool and it worked, and it’s been working for me, yeah, I’ll use it. Umm, if I’m thinking this is the way I’ve always done things and this is the way that I know works, then why would I do anything different?” I submit that while Mr. Smith was willing to explore translanguaging strategies based on his own language teaching practice where he made space for diverse language practices, he was not prepared to give an answer on whether or not it can easily be appropriated by other teachers.

The second segment of this excerpt began with a question about language acceptance outside of his classes and how a sense of language openness fares at Southwest School as a community. His answer, “To be honest, it’s not really on my radar” was particularly telling because while his openness to translanguaging use included much of his classroom practices, his emergent translanguaging framework did not extend beyond this particular space. While he observed students assisting other students in their academic work and referenced a prayer said in Tagalog, his understandings of Southwest School’s semiotic ‘acts’ that indicated a more global acceptance or recognition of the varied languages that the students brought to the school was rather limited. At this point, it was unclear whether or not Mr. Smith’s perceptions and attitudes about translanguaging had penetrated deeply enough to signal significant change in his own

epistemological frame of reference which would extend into other learning spaces perhaps beyond his control.

The walls outside of Mr. Smith's ELL Competency and Proficiency classes were primarily monolingual. Despite embracing certain aspects of translanguaging ideology as part of his professional space, he has not continued the discursive practices into other areas of school space. Consequently, while the first three key ideological goals of Garcia and Wei (2014), students' funds of knowledge and linguistic competencies, positively positioning emergent bilinguals, and differentiation of such students were evidenced in this study, other translanguaging ideological goals such as the disruption of monolingual hierarchies and assumptions and the questioning of linguistic inequality were not demonstrated by this participant.

When presented with the question about a school-based acceptance of diverse language use, Mr. Smith confidently switched back to his prior school experiences which I considered a "link" to past practice, through the lens of translanguaging. In this segment, the teacher discussed ways in which his students' linguistic repertoires were celebrated by way of making announcements; highlighting the leveraging of students' home language as part of the school norm and practice. He animatedly described how his students "lighted up" when they recognized their home language as his school appropriated their students' home language. In Lines 43 to 47, he also added the importance of a school's "recognition" of a person that explicitly includes their home language. In this instance he highlighted the significance of an emergent bilingual's ability to express oneself in any language led to greater student confidence in their abilities as learners (Cummins, et al., 2006; Garcia & Sylvan, 2011; Orellana & Garcia, 2014). Therefore, while he associated translanguaging ideals with that of his prior school

experience, the only school-based translanguaging 'acts' he only observed at Southwest school were his students' use of their home languages in informal settings and one incident where a prayer was said in Tagalog over the PA system.

**Translanguaging Links to Current Practice**

In the following representative example, Mr. Smith reflected his final thoughts about translanguaging pedagogies and some of the translanguaging goals as realized in the ELL Competency and Proficiency classes. Throughout our discourse, Mr. Smith affirmed, expanded and validated several key translanguaging ideals, such as the specific leveraging of an emergent bilingual's linguistic competence (Creese & Blackledge, 2010; Garcia, 2009a; Garcia & Wei, 2014; Palmer & Martinez, 2013). As illustrated in Chapter 4, Mr. Smith aligned his pedagogical choices so that they specifically drew upon his students' diverse linguistic resources and "funds of knowledge". In this section, I attend to his reflective statements during our final interview to illustrate how he linked a translanguaging framework and its pedagogies to his current teaching practice, within his ELL Competency and Proficiency classes as well as his mainstream classes. In our final interview, Mr. Smith pondered his professional journey as a teacher participant in the study. He seamlessly integrated his thought processes to provide details about the uses of translanguaging in mainstream classes and in sheltered ELL classes like the Competency and Proficiency classes. Figure 7 below illustrates the resulting changes in his perceptions and attitudes about translanguaging use at the micro-level, in the context of his own learning environment.

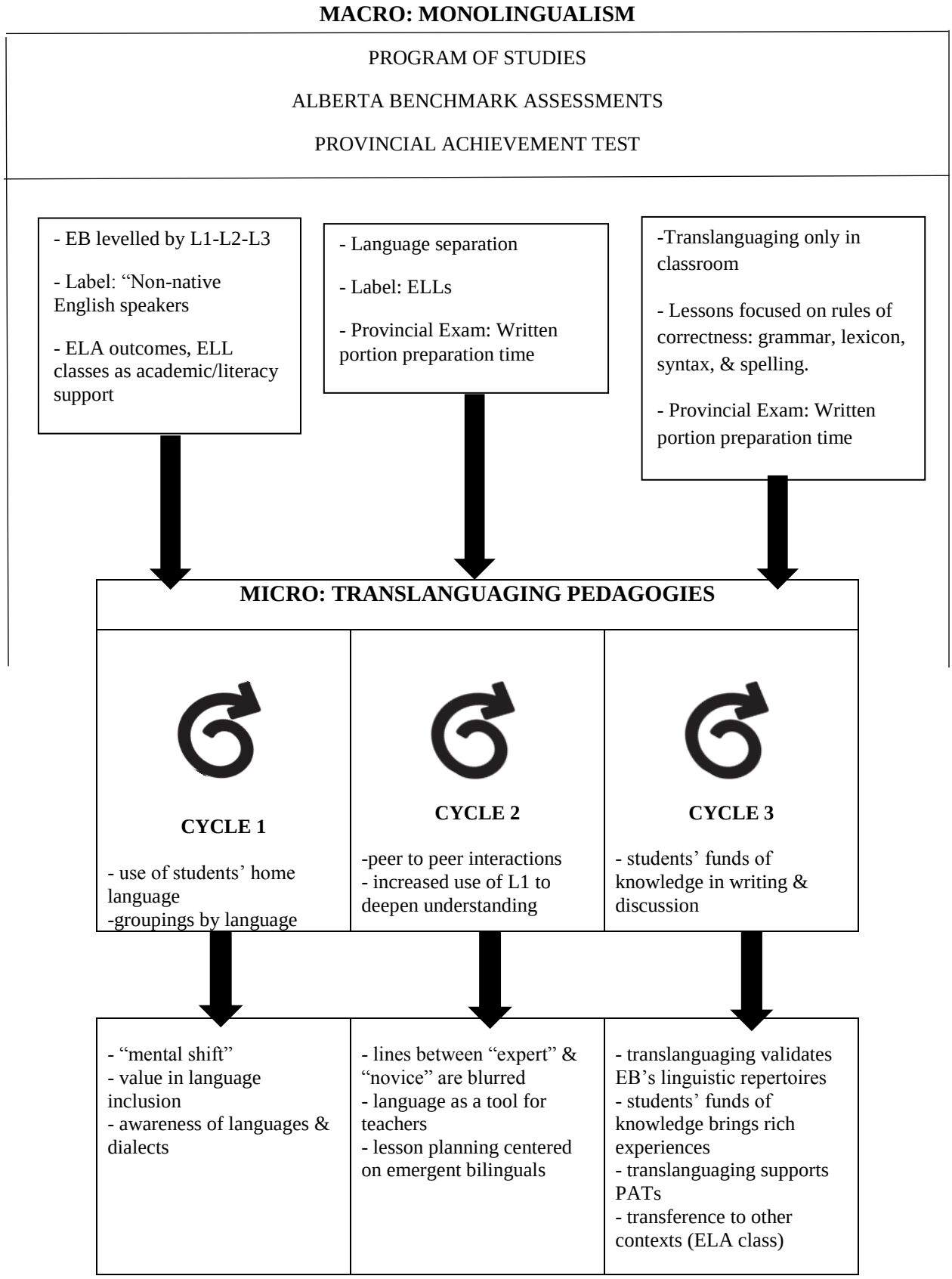


Figure 7: Monolingual and Translanguaging Impact on Teacher Practice

As depicted by Figure 7, the resulting narrative reflected Mr. Smith's epistemological changes in his own understandings about language use and its role as a teaching resource with linguistically diverse populations. More importantly, as he experienced translanguaging pedagogies and saw the value of such pedagogies as a teacher, he began to implement the same strategies in his grade nine ELA classes.

Example 5: (TX: Teacher; J: Researcher)

1 J: In what ways did you manage to position the emergent bilinguals in your class that used their linguistic skills and/or experiences that assisted you as a teacher?

3 TX: Ok, I'll start first with the mainstream classes first, and then the ELL.

J: For sure.

5 TX: Over the course of this, the study, as I became aware of translanguaging, I began to encourage students, we refer to them later on, the strong students with a strong literacy and linguistic background acting as key nodes, so to speak, in a pocket of student that might share the same language group. They would use them in their formal and informal groups for studying, for covering the concept, for translation (pauses, thinking) and for a lot of that short hand that happens in the classroom. What did he say? That kind of thing, that kind of stuff. So being deliberate about that (*translanguaging*) has made my students a little more comfortable accessing their own resources. Their own resources. Simply being allowed to use their own home language (wry look on face) and English in my class is a big thing and being allowed to translate back and forth. So that was a big thing. Then when we got to the ELL options, a lot of what that looked like was basically making sure that they were in groups where they had that comfortability of talking back and forth in either language.

17 J: When talking to other monolingual teachers, what does it mean positioning these emergent bilingual kids?

19 TX: So often when teachers make groups, they try to mix things up. They'll try to mix a strong set of students with a weak set of students and everything in between. What this (translanguaging) let me do is, it almost runs counter to the grain sometimes. But it's ok to group up students in language groups and give them the direct instruction to say, alright, it's ok to speak in your home language. Ideally, you would have a strong student, a leader in that group who is fluent in both, who is that emergent bilingual, who is capable of translating in that direction, and that's ok. Even just let that be a thing is, is something I think teachers don't realize.

The conversation in Example 5 illustrates the complex and dynamic nature of change in practice where a monolingual teacher reflects on his intentional use of translanguaging pedagogies in one context, but also transforms his practice in another. Line 3 is particularly curious since Mr. Smith chose his mainstream classes first, before the Competency and Proficiency classes, as a place to discuss his thoughts about how he positively positioned his emergent bilingual students' linguistic competencies. Mr. Smith's comments in Lines 5 to 10 may be considered an incidence of translanguaging transference from one setting (ELL Competency and Proficiency classes) into another context of learning (mainstream grade 9 classes). Contextually, Mr. Smith's awareness of translanguaging (Line 5) resulted in a change in his practice. He described how he encouraged students to group by language commonalities so that students with strong literacy skills in both languages would act as "key nodes" to assist other students. Furthermore, the use of his students as "bridges between two worlds" implied the blurring of the lines between expert and novice in the realm of language diversity (Cumming-Potvin, Renshaw, and van Kraayenoord, 2003; Walqui & van Lier, 2010). In a sense, Mr. Smith was willing to have such students use their linguistic knowledge and competencies to teach other students concepts which he could not. In Line 12, he extrapolated how students in his ELL classes then began to be more comfortable using their home languages in their English mainstream class, during class time. While it is unclear whether or not Mr. Smith explicitly gave permission to his students to use their home languages during their assigned group time, or permission was implicit by accepting what his students naturally did, it is apparent that as a result of his participation in this study Mr. Smith positioned his students as knowledgeable, competent and a resource to assist with peer to peer understandings and translation in all his classes.

Mr. Smith repeated the phrase "their own resources," which signaled a change in perception of emergent bilingual students. There was also a change in practice evidenced in Line 12, when he discussed being deliberate in the inclusion of students' home language as part of the daily communicative practices in classrooms. With an almost apologetic look on his face, Mr. Smith continued to discuss the act of language inclusion. What Mr. Smith highlighted through his facial expression and comments that he has not considered the use of a students' home language as a resource. While Mr. Smith acknowledged this and was willing to reconsider translanguaging pedagogies in the future, he did not consider that translanguaging as a means of disrupting existing monolingual hierarchies in relation to language use, specifically in learning contexts (Garcia, 2009a).

Regardless, by way of creating spaces that intentionally used a students' home language, along with English, Mr. Smith demonstrated not a dichotomy of ideologies, rather a blending of practices to meet the needs of students. Although monolingual for the most part in his interactions with students, Mr. Smith's actions contributed to a construction of the classroom as a dynamic multilingual environment, marking a space for translanguaging and monolingualism to coexist.

**Language Continuum**

Drawing from Hornberger's Continua of Biliteracy (2003), I offer a language continuum that allows for the language practices by teachers, alongside students, that accept the development and use of emergent bilingual's linguistic repertoires and "funds of knowledge". Monolingual teachers are impacted by their exposure to diverse linguistic practices from their emergent bilingual students. It is no surprise to many teachers when they see such students

talking, writing (or texting), reading and listening in a mixture of languages. Therefore, I argue that this very exposure affected teachers' perceptions and attitudes on language use and how it was contextualized in their classrooms. For Mr. Smith, the impact of home language use and "funds of knowledge" as a teaching resource, in essence, created a more bilingual teacher. Rather than a linear language continuum, or even a top-down approach, I present an illustration of the language continuum (Figure 8), a series of interlocking gears that impacted each other, depending on which practices a monolingual teacher employed, as well as how it responsed to the other "gears".

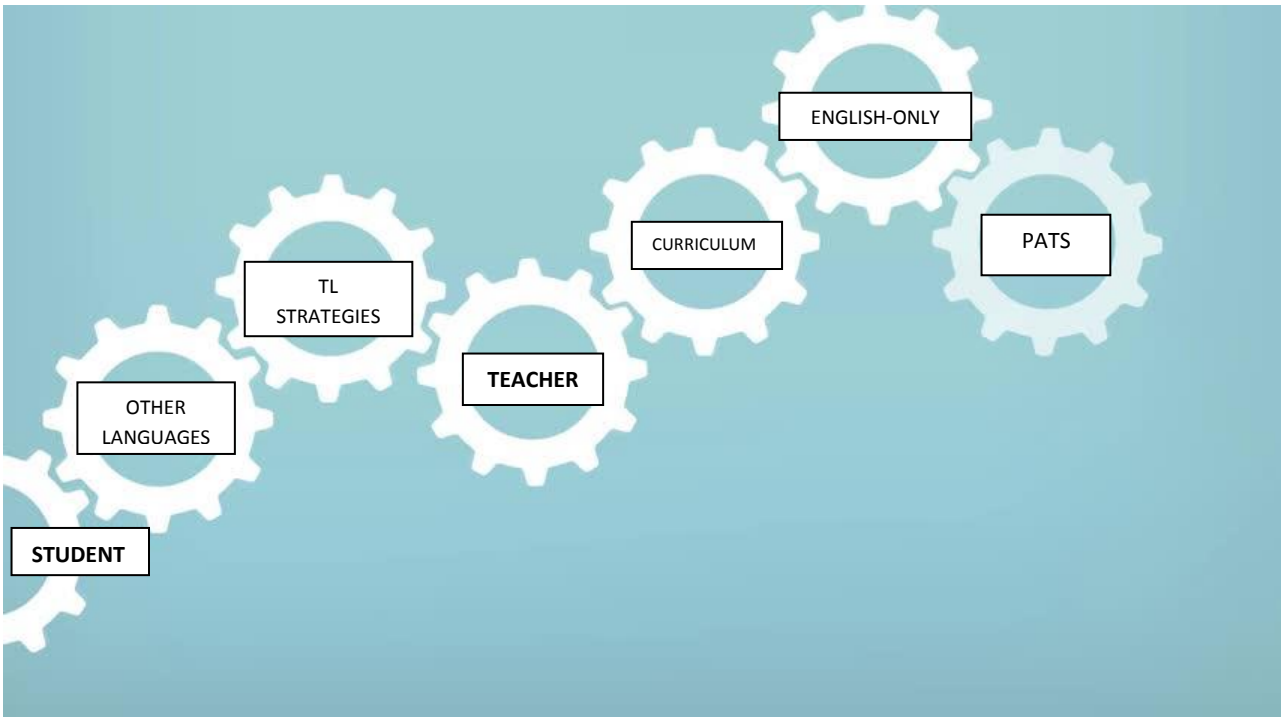



Figure 8. Language Continuum

This study in part documented how a teacher can work within the parameters of monolingual policies and expectations that marginalized non-English speaking students and still resisted the pressure to conform to a monolingual teaching norms to a certain degree. Despite Mr. Smith's struggle with competing discourses about language and its role in teaching and

learning, Mr. Smith found innovative ways to infuse his students' linguistic competencies and "funds of knowledge" as "tools to draw from" and as stepping stones in his own professional understandings about languaging. As Ramanathan and Morgan (2007) suggested, rather than focus on restrictive monolingual policies, Mr. Smith's journey as a teacher represented viewing educators as productive key agents who engaged with others to find creative and innovative solutions to the existing linguistic complexities that teachers face on a daily basis.

Example 6 is a continuation of our final interview. I pressed Mr. Smith on where he positioned himself in regards to the provincial exam, curriculum expectations and meeting the skills and outcomes required of his students. It was a difficult conversation, riddled with many pauses.

Example 6: (TX: Teacher; J: Researcher)

1 J: So between the skills and knowledge that you've developed as a teacher and you have been trying to implement it in your mainstream classes, can it be done? Can you integrate students' existing funds of knowledge with the existing curriculum?

4 TX: Absolutely (no hesitation). And here's where you would do it. Umm, one of the strategies that you have as an ELA teacher, it's something that really matters, especially with this PAT. The written PAT is being able to connect with students and their personal experience. So it's part of that teacher skill, connecting to text, connecting to self, and connecting to the world. The biggest think is connecting to self or connecting to the world (pauses). And being able to access these (moving motion of arms) students' experiences and have them speak about them, either in English or in home language, is incredibly valuable (*emphasis*). It is, to be frank, I think it is what saved my skin, so to speak with the PATs. As I read through them, there were a high number of students that I was able to encourage to draw from their experiences as someone who has immigrated to Canada, or someone who has a second life at home in their home country. Someone who has all these experiences of someone coming to Canada and trying to learn how to fit in. Those are all funds of knowledge that is different from the native speaker. And sometimes, being able to pull that from, no, not sometimes, all the time (*emphasis*), being able to pull on that as a pool of knowledge is really valuable for literacy and for a lot of my ELA outcomes.

19 J: So do you think there's a balance between the demands of you, I have to meet these benchmarks. It's where the focus is not so much on the home language, but the focus is on the benchmarks, the provincial exams. On the other hand, translanguaging

will say, the focus should be on the kid and their linguistic resources and the experiences that they bring to the table.

24 TX: What I do know from my own reading and my own research and I've seen this a little bit in classes is fi a student has a grasp of a concept in their home language and they're able to translate that across, then the concept is still there (hands moving back and forth) … In terms of (pauses), hmm, I'm always on the fence with this PAT and benchmarks thing. Here's what I think, I think it's an incredible way of collecting (pause) data actually. Of knowing where all your students are at. Umm,

30 J: Do you think there could be a balance?

31 TX: Yup. Honestly, I wish that some of these students probably shouldn't be writing the PATs. Now writing is different from reading. I can make a stronger argument for reading than writing. Because with writing you can teach technique, you can teach skills. Reading comprehension is a bit of a different cat.

35 J: Now did all your students, regardless of their levels, write the test?

TX: One level 2 student's mother and so did he, they requested that he write.

J: Ok, so that was student led and directed.

(TX nodding and agreeing)

39 TX: We had another level 2 student who didn't write. We did an adapted exam for her… This may come across as on the other side. I don't want to get rid of the PATs because I think it's a great way of assessing the kids that we have in the province. But I think we need to be realistic about what we want our students to achieve. Now the problem is that there's a lot of weight given to these PATs as a standard of achievement. Not as a form of simply assessing where the students are at with their language. Those two get mixed up all the time (*emphasis*). And it's very frustrating as a teacher, especially explaining to students who say to you, I've got this terrible mark and I've been working so hard. In my class, I have some really hard workers and they do and redo and redo their assignments to get that mark and then in one sitting, they feel like it's been undone to some degree. And it's very frustrating.

Undoubtedly, Mr. Smith's words were representative of the duality of roles that he finds himself in. On one hand, he expressed in Lines 4 to 18, the value of translanguaging and the use of a student's "funds of knowledge" as teacher resource. While he emphasized the need for teachers to draw upon this particular resource as a tool to create richer and more meaningful pieces of writing, in the same sentence, he also added, "To be frank, I think it is what saved my

skin, so to speak, with the PATs". What is interesting when analyzing the flow of the conversation, is that Mr. Smith merged his monolingual assumptions with that of translanguaging pedagogies. Over the course of the study, there have been other occasions where Mr. Smith was asked to position himself within this language continuum. In conversations that speak to his emergent bilingual students, Mr. Smith emphatically advocated for learning contexts that allowed students to draw upon translanguaging as a way to mobilize their "funds of knowledge". What is unique is that according to Mr. Smith, there was no conflict for the most part between the expectations set by Alberta Education and meeting the needs of his emergent bilingual students. I specifically asked Mr. Smith how translanguaging pedagogies could be used in conjunction with the existing curricular outcomes in the Program of Studies. He explained that the integration of his students' "funds of knowledge" and experiences is "incredibly valuable" and placed emphasis on the notion that differences are what should be considered as a resource to be drawn on due to the richness they bring into a learning context. He stated in Line 18, "Being able to pull that all the time, being able to pull on that as a pool of knowledge is really valuable for literacy and for a lot of my ELA outcomes". However, it is clear that the Alberta Program of Studies heavily impacted his practices.

This piece of transcript was the only time Mr. Smith indicated his conflicting thoughts with regards to assessment, in particular, the provincial exams. Mr. Smith expressed his contradictory thoughts about the value of the "PATs and Benchmarks" as assessment tools, but also spoke of his discomfort with high stakes testing for his emergent bilingual students. In this part of the conversation, he lamented his feelings of frustration over the emphasis that others place on one exam, rather than on the hard work and perseverance that his students demonstrated over the course of a school year. His feelings represented both the linguistic and literacy

demands of these exams and his fears that such tests may negatively affect his students as they progress into high school. Mr. Smith's state of mind added support to recent research that it is impossible to divorce language from content and context on a test administered to emergent bilingual in English. Researchers argued that test scores are not valid and should not be used for high-stakes decision, such as high school class placement that bar students from taking academic courses available to their English speaking peers (Garcia & Wei, 2014; Odo, 2012).

As part of the language continuum conversation, I asked Mr. Smith what he discovered about his own teaching practice as a result of participating in the study. I attended to those instances that displayed changes in his perceptions in relation to his practice. In this section, his voice dropped numerous times, an indication of something he considered to be of significance.

Example 7: (TX: Teacher; J: Researcher; S1: Tagalog speaking student)

1 J: What have you discovered about your own teaching practice, about the students that you teach, and what this experience can bring to other teachers?

3 TX: So I think a lot of this is, umm, the discovery (pause and thinking), I discovered that the students' level of engagement has risen. When I started to have them use their home language, and for the, I know I talk about permission a lot, but, (voice drops), if they kinda have that permission to do that, especially when they've had teachers come down on them, you know, speak English and so forth, um, you get a higher level of engagement. And that's where I think can get a little risky for someone that's monolingual. That's like (voice drops), you don't know what they're saying about you, you don't know if they're saying this is a stupid idea (laughing).

J: Well, they could be making fun of you, right?

12 TX: Exactly, exactly (laughing). Now another thing though is, at a certain point it doesn't matter. Yeah, they could be laughing at you (voice drops, more serious tone), but it's not about you as a teacher. It's about making sure that the students can succeed. So getting over that first hurdle was one of my first steps, after that I would say is drawing on a students' own literature in their home language, in terms of poetry for example with my Spanish student. Umm (thinking), a couple of my students, S1 brought a book and it's this really interesting book where it's a love story done in text message and emojis, where like the pages itself like messenger kind-of-bubbles and (smiling) it was back and forth. And it was also in Tagalog and I thought it was really cool and that was one of those things that well, yeah, of course there are books written in Tagalog! And so being

made aware of that, absolutely, there's a whole set of cultural literature out there… So as an English teacher (shaking head and arms), no, as a Language Arts teacher, so if you can do that, and if translanguaging helps in any way along the way, and that's what I mean by discovering this is like, yeah, you know what? Do it!

26 J: How about for other teachers?

TX: So if I were to speak to another teacher in the same situation as I am?

J: And there's lots of teachers who are.

29 TX: And there's lots of teachers who are (nodding). I would say don't be afraid to brig books that they're reading in their home language, to show music videos in their home language, and not to be afraid to let them speak. Because in the end, if you're thinking about the end product, if they're able to communicate those end outcomes to you, you've still won (voice drops). I would also say that building relationships is incredibly important for this kind of stuff to work. That means, what I like in the ELL options, I don't sit behind my desk, unless I'm doing marking. I like to sit with the students and I think that physical change shifts the power balance (thinking). And I think that having students bring their own expertise (voice drops) is really important.

There were occasions when Mr. Smith discussed monolingualism specifically. In Lines 8 to 10, he spoke to the notion of risk taking; highlighting a teacher's willingness to use students' home languages, despite not having the ability to understand them. He forthrightly spoke something that many monolingual teachers might be thinking, "You don't know what they're saying about you". As he laughed, it gave the impression that he was comfortable with this notion, yet on a more serious tone, he specifically noted that his key priority was his students' success. In addition, his choice of words, "getting over that first hurdle was of my first steps" was indicative of a change, in both perception and practice. Over the course of the study, Mr. Smith indicated that his prior experiences teaching in a school with a large number of linguistically diverse students required him to learn, adapt and accept languages other than English as the communicative norm of his students. This notion of teacher exposure is discussed further in Chapter 7. He continued on in Line 18 stating that the next step after exposure to

language diversity was the use of translanguaging pedagogies as part of his practice. This awareness has led him to consider the use of other texts, such as books in Tagalog and literature in Spanish, as a means to further embrace his students' linguistic competencies.

After speaking at length about how translanguaging pedagogies can be easily implemented in any classroom by a monolingual teacher, Mr. Smith underscored the provincial curricular expectations and outcomes in Lines 31 to 33; ones that must be met by all students in his classes. Throughout this interview, his manner of speaking, tone, and pitch all reflected an acquiescence and deference to the Program of Studies and Alberta Benchmarks. I would argue that rather than viewing monolingualism and translanguaging as ideological dichotomies, Mr. Smith included both into his role as teacher.

Representative of this continuum was Mr. Smith's continual references to the dualities of his role. He viewed his first role as a teacher of English Language Arts with curricular expectations and outcomes and second as an ELL Competency and Proficiency teacher who promoted his students' linguistic repertoires and "funds of knowledge". Furthermore, this analysis of his perceptions illustrated a dynamic and responsive languaging practices that reflected a holistic view of emergent bilinguals as students with a wide repertoire of language abilities. By enacting a flexible bilingual practice that was inclusive of everyone in the classroom, he implemented a pedagogy that set up a collaborative space for the legitimization of students' home languages; one that should be considered part of the teacher 'tool kit'. The specific positioning of himself in both worlds is in itself not unique. However, his ability to articulate his positioning was different from many of his colleagues.

## Discussion

Teachers' perceptions and attitudes hold powerful implications for emergent bilingual students. In order for a change in practice to occur, Garcia and Kleyn (2016) operated from the idea that translanguaging requires educators to undergo an epistemological shift. Namely, that teachers recognize that emergent bilinguals draw on one linguistic repertoire and it is the social context in which the individual finds him/herself that dictates which language practices are most useful. However, over the course of this study, Mr. Smith did not waiver from his responsibilities to the curriculum and outcomes as set by the Alberta Program of Studies. This chapter illustrated the large extent to which monolingual practices impact teacher impressions, attitudes and perceptions regarding how language was used and conceptualized in educational contexts. The analysis considered how institutional expectations shaped the ways in which linguistic repertoires were deployed in a ELL Competency and Proficiency class, but also considered how a translanguaging framework have impacted a teacher's practice. In doing so, the hope is to contribute new perspectives on the relationship between "micro" and "macro" contexts and share what I learned from this teacher as he reflected on his translanguaging practice and on the differences he saw in how language was contextualized across settings.

### Monolingual Links to Current Practice

In the first section of this analysis, Monolingual Links to Current Practice, I examined one monolingual teacher's translanguaging engagement in this study and contrasted the way he deployed elements of his understandings with that of the institutional constraints that were beyond his control. What is especially interesting and understandable, as the examples show, was the overwhelming presence that the Program of Studies and Alberta Benchmarks had on Mr.

Smith's reflective statements. Given that Mr. Smith had three years of teaching experience, was a first year teacher at Southwest School, and also in his first year teaching the Grade 9 curriculum, it stood to reason that he faced several pressure points over the course of the school year. His participation in translanguaging added complexities, not only in his professional role as a teacher at Southwest School, but also as one who underwent epistemological changes in his view of language and how it was contextualized in a learning context.

There were a number of noteworthy points to be made in connection with monolingualism, as experienced and described by Mr. Smith. Meeting the requirements of the English Language Arts outcomes and competencies were a priority for Mr. Smith. The overarching principle at a "macro" level was that his students be successful in the written and comprehension sections of the upcoming provincial achievement tests so as to provide evidence to school authorities that students were learning what they are expected to learn. Therefore, expectations of performance, especially in the written portion of the exam, weighed heavily on Mr. Smith as seen through his comments that revolved around the provincial test. In Cycle 3, Mr. Smith's priority became more focused on preparing his students on content, organization, sentence structure, vocabulary, and language conventions.

While translanguaging pedagogies were part of teacher planning, delivery and instruction, for the most part, assessments typically remained monolingual; assignments were in English. Based on Mr. Smith's observations into Cycle 3, he noted that while many of his students spoke freely in their home languages in student-led activities such as brainstorming and group discussions, when it came to writing their ideas on paper, many students used English as their language of choice. In fact, Mr. Smith reported that only one student wrote in his home language during the planning stage of the PAT.

Expectations placed on teachers with students writing provincial exams (grades 6, 9, and 12) are high. Content is increasingly rigorous at the secondary level. New text types are introduced, seeking to expand language awareness and uses among all students. Emergent bilinguals, with varying levels of language literacy in both their L1 and L2, must comprehend this new content while also learning a new language. Students who were labelled ESL Level 4 and Level 5 were expected to participate in the exams and to have them perform on par with their peers who are proficient in the language in which such tests are administered. However, on the other hand, it should be noted that students coded ESL Level 3 and 4 were given extra provisions such as extra time to complete the exams. These exams impacted Mr. Smith's practice significantly. Much of the discourse with his students into Cycle 3 revolved around content, organization and sentence structure. While he focused heavily on how essays were organized (introduction, body, conclusion) and the number of paragraphs they should include in their writing, he also inserted translanguaging strategies as part of his lessons. Keeping in mind the purpose of his lessons was test preparation, Mr. Smith also made space for the inclusion of personal experiences and "funds of knowledge" in student writing and encouraged the use of home languages in the brainstorming section of the test. When asked about whether or not students actually used their home languages during the real exam, Mr. Smith positively affirmed that many students used a variety of languages, including English to discuss the prompts in the test.

### Translanguaging Links to Current Practice

I began this analysis by suggesting that monolingual assumptions are still foundational for teachers in Alberta and the teacher participant is representative of the many who are mandated to follow and teach a set of curricular outcomes and competencies to all students in the

province (Alberta Education, 2017a). However, it should be noted that both teachers and emergent bilinguals brought into the classroom their own "funds of knowledge" and linguistic competencies which included language, culture, and life experiences. Somewhere in this ELL Competency and Proficiency classes, Mr. Smith created conditions where everyone's competencies and experiences contributed to learning conditions that challenged existing assumptions about the role of language and how it can be contextualized in learning settings. What is especially interesting, as the examples demonstrated, were the complexities of the teacher's changing perceptions and attitudes with regards to translanguaging use, as he merged these epistemological changes with his monolingual ideologies and the existing curricular expectations of the Alberta Program of Studies.

The most recent wave of research about emergent bilinguals at the secondary level shows there is great complexity in students' home language and literacy practices and these complex home language practices are for the most part neither recognized nor fully understood in schools (Garcia & Wei, 2014; Menken, 2013). However, as demonstrated through Mr. Smith's reflective statements and translanguaging 'acts', I argue that as a monolingual teacher, he exhibited efforts that combined a translanguaging mind set and pedagogies with monolingual ideologies, assumptions and expectations.

Based on the language continuum, Mr. Smith embodied translanguaging acts of language hybridity, plurality, and fluidity. While Garcia (2009a) described the language practices of bilinguals as those who use their linguistic resources flexibly to create meaning, I argue that Mr. Smith, as a monolingual, likewise extended himself to use his linguistic and professional resources so as to create a "Third Space" (Gutierrez, 2008) for his students. In a sense, "Third Space" was the ability of this teacher to plan for and fashion a learning environment that was

inclusive of students' use of home language as a learning tool. Over the course of the study, Mr. Smith's perceptions and attitudes changed over time. He began to view his emergent bilingual students as competent and knowledgeable rather than simply using a monoglossic lens of deficiency. He developed a more dynamic and complex understanding of how language can be utilized as a teacher resource, as well as a more nuanced understanding of their language practices, "funds of knowledge" and experiences.

Through the inclusion of translanguaging strategies, Mr. Smith embodied the intentional planning, delivery and instruction for emergent bilingual students' linguistic competencies and "funds of knowledge" as a teaching resource. These translanguaging acts can be interpreted as practices that not only constructed language diversity and affirmedd linguistic repertoires, but also repudiate the implicit devaluation of existing expectations for emergent bilingual students at Southwest School. As observed through the monolingual teacher's lens, students began using their home language freely as a learning tool in their ELL Competency and Proficiency classes. These practices transcended this classroom. Their complex communicative practices spilled over into other contexts of learning, such as the other English Language Arts classrooms, which included English speakers.

**Key Finding 5: Monolingual teacher as part of a Language Continuum**

Rather than view translanguaging pedagogies as a replacement for current monolingual delivery and instruction, consideration should be given to monolingual teachers that they too are part of the complex language practices in classrooms with populations of rich linguistic diversity. I submit that there is space for both; the integration of a translanguaging pedagogy that validated and legitimized linguistic competencies with that of the teacher's need to meet existing

monolingual expectations and policies. By way of creating spaces that intentionally used a students' home language, Mr. Smith demonstrated not a dichotomy of ideologies, rather a blend of new practices (to meet students' needs) and existing monolingual expectations. Monolingual assumptions are still foundational for most teachers in Alberta, and the teacher participant is representative of the many teachers who are mandated to follow and teach a set of curricular outcomes and competencies to all students in the province (Alberta Education, 2017a). While tranlanguaging strategies were introduced at the micro-level, the overarching presence of the Program of Studies, Alberta Benchmark Assessments, and the PATs also impacted the teacher's daily practices in the classroom. These monolingual thoughts and practices did impact his teaching as seen through his perceptions of how he labelled his students, how practices were differentiated, his key purpose of teaching, and his emphasis on the provincial exam.

This study's finding suggest that a monolingual teacher is part of a complex language continuum. As illustrated in Figure 8, I suggest the presence of "gears" that are in continual motion that impacts not one, but all those involved in the languaging practices including teachers' practices and perceptions (monolingual or otherwise), emergent bilingual students' linguistic resources and experiences, and over-arching institutional expectations. In this study, the monolingual teacher demonstrated translanguaging strategies that maximized learning for emergent bilinguals through the affordances and allowances for linguistic competencies and "funds of knowledge". Rather than view the monolingual-translanguaging dichotomies as singular, I offer the notion of gears that are continually in motion.

Daily, teachers make pedagogical choices based on other "gears" that are also in motion and either constrain or enhance their classroom practices. Additionally, the "gears" also imply other forces at play that also impact a teacher's practice. Drawing from the concept of

languaging as a social process (Pennycook 2010) and that knowledge is socially constructed (Garcia 2009a), Mr. Smith's current language reality was a symphony of linguistic diversity and flexible dynamic bilingual practices. He did not share a language familiarity with students under his care, other than the use of English as a medium of instruction. There were also monolingual expectations such as the provincial achievement exams and the Alberta Proficiency Benchmarks (Alberta Education, 2011) used to identify and assess emergent bilinguals' English linguistic proficiencies that he adhered to. Rather than dichotomize language practices between monolingual assumptions and expectations and translanguaging pedagogies, the finding in this study proposed that a monolingual teacher can successfully navigate the tensions between governmental expectations of student outcomes and practical realizations arising from co-constructing and enacting flexible bilingual pedagogic practices in support of emergent bilingual's use of their linguistic resources and "funds of knowledge". Although performing monolingually in his own language production and most of his interactions with students, Mr. Smith's translanguaging actions contributed to the construction of the classroom as a dynamic multilingual environment; one that made space for translanguaging and monolingualism to co-exist.

## Conclusion

Monolingual assumptions are still foundational to teachers like Mr. Smith who were mandated to follow and teach a set of curricular outcomes and competencies to all students in the province (Alberta Education, 2017a). A teacher's monolingual assumptions as well as institutional expectations do impact how language is used and contextualized in a learning environment. In a sense, this study followed a monolingual teacher's complex 'languaging'

practices that exemplified how both monolingual and translanguaging 'acts' were negotiated and constrained.

In this study, I submit that there is space for both views; the integration of a translanguaging framework and pedagogies (Garcia, 2009a; Garcia & Wei, 2014; Sayer, 2013) and the Alberta Program of Studies, while still meeting expected outcomes and competencies. Furthermore, from a more global perspective, this teacher's experience may also be applicable to all multilingual classrooms.

Understanding that teachers are also policy makers in their classrooms, practices like Mr. Smith's classroom translanguaging can be a force that impacted the hegemonic language practices which permeated this particular Canadian school. This study illustrated how a teacher can navigate between the dominant instructional language policy and the translanguaging spaces created by teachers which allow students to use their entire linguistic and cultural repertoire. He positioned his emergent bilingual students as knowledgeable, and able to communicate information about culturally relevant objects in their daily lives. The teacher legitimized a wide range of linguistic resources for meaning-making. As part of the normative bilingual pedagogy, he encouraged the use of all languages, including English, and participated wholeheartedly in student led discussions despite the fact that he did not share an understanding of their home languages.

This study extends understandings in the field of bilingual education such as Ramanathan and Morgan's (2007) study that proposed an alternate perspective that blends monolingual and translanguaging ideologies not as competing dichotomies. Rather, this study suggests as in the case of this monolingual teacher's translanguaging 'acts', that there must be an

acknowledgement and acceptance of his current reality that speaks to the overarching monolingual expectations in a classroom that also positively leverages students' linguistic resources and "funds of knowledge". In other words, monolingual teachers have the power to transform language policy in their classrooms in subtle, yet powerful ways. The intentional use of translanguaging strategies contests traditional views of English-only use as a medium of instruction. However, as experienced by the teacher, monolingual assumptions and expectations are still inextricably woven into the fabric of teaching and learning in Alberta. What is unique in this study is that dynamic bilingual practices (Garcia, 2009a) as planned and delivered by a monolingual teacher transpired within the set parameters of the existing curricular expectations. Simply put, while the use of an emergent bilingual student's linguistic resources and "funds of knowledge" can be harnessed as a resource for learning, the end point is for students to meet the skills and outcomes in the English language. By way of creating spaces that intentionally used a students' home language, Mr. Smith demonstrated not a dichotomy of ideologies, rather a blend of new practices (to meet students' needs) and existing monolingual expectations. From this perspective, translanguaging offers teachers, monolingual or otherwise, the pedagogical tools to position emergent bilinguals in ways that value their linguistic repertoires and "funds of knowledge", while also meeting existing monolingual curricular expectations.

# CHAPTER 7

## DISCUSSION OF FINDINGS: IMPLICATIONS FOR TEACHER PRACTICE AND FUTURE PROFESSIONAL DEVELOPMENT

This chapter addresses the research question: what are the possible implications for teacher practice and future professional development that arise from understandings of emergent bilingual students' multiple language and funds of knowledge? In this chapter, I present an analysis of the potential implications for teacher practice and future professional development as a result from the use of emergent bilingual students' multiple languages and "funds of knowledge". I also present the final finding in this study that suggest the necessity for new and experienced teachers to be introduced through teacher education, on all things bilingual, so as to better prepare them for the linguistic diversity they may face in schools whose student populations present linguistic diversity.

This chapter demonstrates how a teacher's exposure to and experiences with linguistic diversity in schools, teacher education and continued participation in professional development have the capacity to extend their own understandings of language and how language is contextualized. Furthermore, this chapter describes the impact that teacher education at the university level has on formative understandings regarding how a translanguaging framework and pedagogies may assist monolingual teachers in multilingual settings. Given the complex communicative practices of emergent bilinguals outside of learning settings, translanguaging pedagogies have implications for teacher practice in linguistically diverse classrooms and in the area of professional development.

**Initial Teacher Education**

As the number of emergent bilingual students enter classroom, it stands to reason that teachers are exposed to, and work with a more linguistically heterogeneous population. What is particularly interesting is how Mr. Smith's participation in a six-week seminar on English Language Learners during university provided him a foundation of understanding about language acquisition and its relation to a students' L1.

From the onset of our reflective meeting in Cycle 2, Mr. Smith discussed his amazement at the level of student engagement as they worked on their transitional tables. As we talk about his students' linguistic proficiencies, Mr. Smith associated his thoughts with his teacher education.

Example 1: (TX: Teacher; J: Researcher)

1 J: So the question is, what are your thoughts on that now, in terms of proficiencies in another language?

3 TX: Well, the thing is, in my round of teacher training in the University of X, I was with their new system. Now let me think about this. One of the things that I recall is we had about a six-week seminar on ELL, just on working with ELL students. And that was one of the things that was eye opening for me was the notion that was increasing the proficiency with their home language, if done correctly, will help with their proficiency in their English. Their ability to express themselves in their home language is easier for them to translate across if they have that proficiency and they're able to draw on that. If they, um, so in situations where students are (long pause) not encouraged to use their home language at home, or even in the classroom as a resource, then in a way, it becomes stunted I think. From what I understand, from the training that I received, and from the reading that I've done, that that's really valuable as a bilingual to be able to keep progressing in their home language.

16 J: So when you said, done correctly. What does that mean to you as a teacher?

17 TX: So (pausing), um, first of all, encouraging the use of home language in the class. So being allowed, I think, not just permission, but the social permission to speak in their home language. And that was something that I am more comfortable with- with the students. The other thing is, um (pausing), and this is a change for me, grouping up students in their home language. And kind of, instead of the old way, which is well, we

> all have to learn English, you're all in this option, you all need to do the things that I'm setting up for you to do. What has changed for me is encouraging those home languages. And even in some classes, I had students working in their own dialects, so I partnered them up so they had to do that because there are some differences.

Over the course of the four months, Mr. Smith referenced his teacher education a few times. These brief reflections provided a testament to teacher education that he felt served him well. He specifically pointed to his learned understandings about home language proficiency and its links with proficiencies in acquiring a second language. Despite the short timeline in which Mr. Smith formed his understandings on second language acquisition, it is important to note that this short six-week seminar highlighted the significance of initial teacher education for young emergent teachers. His participation added further support for increased professional development in order for teachers to adopt a new set of beliefs for the successful inclusion of emergent bilinguals (Pettit, 2011). Youngs and Youngs (2001) found that those teachers who had taken some type of ESL training or a course on multicultural education were significantly more positive about teaching emergent bilinguals than those teachers who had not had these experiences. Similarly, other research found evidence of a correlation between ESL coursework in dealing with language minority students and positive perceptions of ESL students (Mantero & McVicker, 2006) and held beliefs more in line with current research concerning these learners (Lee & Oxelson, 2006). Such foundations echo scholarly work that posited the use of both languages (L1 and L2) to enhance language and knowledge acquisition, suggesting that linguistic capacities in one language bolster the development of the other (Cummins, 2008b) and that educators teach for transfer across languages (Garcia & Sylvan, 2011; Hornberger & Link, 2012).

Considering the number of conversational pauses, the teacher takes, I speculated that these were the moments when Mr. Smith took the time to reflect on his use of translanguaging pedagogies in relation to his prior teacher education. In Lines 13 to 15, he began with the phrase, "From what I understand" which is a reference to his university education and current professional readings. This indicated epistemological changes in his own understandings and an awareness about the role of language and how it was contextualized. According to Brown (2004), beliefs can change as a result of practice and if they prove to be unsatisfactory (Pajares, 1992). Mr. Smith's statement illustrated an ideological congruence between his initial teacher education and present understandings which in turn supported and encouraged Mr. Smith to continue the use of translanguaging strategies in his classroom. His participation corresponded to Walker, Shafer, and Iiams' (2004) suggestion that "even a little appropriate training can go a long way in preventing and improving negative teacher attitudes" (p. 142) towards emergent bilingual students.

His experience supported earlier studies which suggested that the most consistent factor influencing teacher beliefs about ELLs is teacher education. Gandara et al.'s (2005) work with pre-service teachers' beliefs also found that "greater preparation for teaching English learners equalled greater teacher confidence in their skills for working with these students successfully" (p. 12).

**Teacher Exposure to Linguistic Diversity**

As the numbers of students from non-English speaking home backgrounds entering Alberta schools continues to rise (Statistics Canada, 2011a), it stands to reason that many teachers will encounter increasing numbers of emergent bilinguals in their classrooms. Many

teachers are not adequately prepared to work with a linguistically diverse population (Pettit, 2011). Prior to starting the actual study, Mr. Smith discussed his experiences at another school, which he described as "more linguistically diverse" than Southwest School. There were important implications to consider as seen through Mr. Smith's description of his first years of teaching that suggest the benefits of teacher education in areas of second language acquisition and course-based discussions around exposure to multilingual environments and linguistic diversity.

As a relatively young teacher with four years teaching experience, Mr. Smith consistently drew upon his first three years as a time of formative growth. Mr. Smith used our meetings to reflect upon his teaching pedagogies, including his time at the previous school. As we planned for Cycle 1, Mr. Smith took the time to share his experiences, as a means of creating links between his upcoming use of translanguaging pedagogies and his past classroom language.

Example 2: (TX: Teacher; J: Researcher)

1 TX: I think that when I walked into this school, there's a sense that, speaking to the kids, they are comfortable speaking in their home language.

3 J: What do you think about that? As a teacher coming in?

4 TX: My first three years of teaching was at a school with similar demographics to this. Possibly with even more ELL learners. At School X, we had up to 70% and we had a greater diversity of languages. At one point, we counted and there were 63 different languages (Look of amazement). And so it was something that I dealt with on a daily basis. So I would say, it's more of an adaptation for me – to figure out at that time to simply get concepts across. You did what it takes. From my perspective, it was like, ok, a student is struggling with this. He may come from Eritrea and speak Tigrin (questioning tone), I believe is the language... And they have an alphabet that just getting them translated into material here in Alberta. And so there's all kinds of struggles with trying to get the basic concepts across. So you do what it takes, do what it takes to help these students. One of the things that I overcame, what I had to overcome, was being comfortable with students using their home language, and the thing of it, sometimes, they would form clusters where there's also social stuff going on.

18 J: Yes (nodding)

19 TX: On the other hand, I've seen students use their home languages as a huge resource. Especially (emphasis), between students with different learning levels, where you would have a student much more fluent in English be able to go and explain material to students who are just starting out. And I would pair up students to take advantage of that. And I have seen it happen organically here at this school. So I think for me the focus is: are the students getting it? Are they understanding what I'm putting in front of them? If not, let's get them there, and this is a tool. I think this is why I'm interested in this research because is there something I can do to help improve my students' understanding.

The above transcript section included many points worth noting. In Example 2, Mr. Smith described his past school as being much more linguistically diverse. In Line 8, he pointed out that due to the myriad of languages, he was exposed to many languages on a "daily basis". He continued stating, "It's more of an adaptation for me – to figure out at that time to simply get concepts across". Mr. Smith's choice of words such as "adaptation" resonated with the notion of a person having no choice but to adjust his expectations and assumptions about language use because of the strong presence of languages other than English. The second half of his statement was of particular interest because it implied that he had to comprehend and determine alternative ways to teach his emergent bilingual students, since they clearly did not speak English. In Line 9, he added, "You did what it takes". These statements described a monolingual teacher grappling with complex communicative practices, and finding himself in unfamiliar situations.

During our many conversations and meetings, Mr. Smith discussed these years as foundational to his own epistemological understandings about emergent bilingual students. He remembered times of observing students supporting each other with their assignments, laughing using a mixture of languages in the same utterance, and teaching each other. However, in Line 14, he admitted his "struggles" as a teacher in meeting the literacy needs of students. Over the course of the study, Mr. Smith described these struggles as feelings of frustration over his lack of

time in teaching concepts and his inability to create meaningful understandings for his students. This excerpt spoke resoundingly to a young teacher doing what it took and drawing on all of his resources in order to manage teaching, but also to cope with foreign language use – something that I argue he was ill-prepared for.

Due to the presence of many languages used by his students in his previous school, Mr. Smith discussed how he managed his students' extensive home language use at school. In Line 15, Mr. Smith referred to having to "overcome being comfortable with students using their home language". This statement was indicative of the overwhelming linguistic diversity that Mr. Smith experienced at his past school and his ability to set aside his own assumptions and expectations of language and "adapt" to the new linguistic environment.

It was extremely difficult to separate what is past from present as the teacher described translanguaging, as illustrated from Lines 24 to 26. On one hand, he described how he has observed his students' use of home language. However, he quickly stated that he's "taken advantage of that," inferring that pairings by language grouping was already part of his professional repertoire before transferring to Southwest School. I interpreted this as an instance where the teacher was beginning to make sense of either past or current practice through the lens of translanguaging.

Lines 25 and 26 introduced Mr. Smith's reasons for participating in the study. As described in the preceding chapters, there were instances of epistemological change in his perception of translanguaging use and how languages and "funds of knowledge" can be used as a teacher resource. Throughout the study, Mr. Smith discussed his openness to linguistic diversity as a result of his prior school experience and willingness to explore alternative strategies that

intentionally use his students' home language. Mr. Smith's reflective statements about his translanguaging experiences reflected a positive attitude towards his students' language abilities, as well as their value as a teaching resource. Research regarding predictors that influenced teachers' beliefs and perceptions about emergent bilinguals, pointed to exposure to language diversity as a key factor in teachers' positive attitudes about diversity (Byrnes, Kiger & Manning, 1997). Similarly, other studies determined that teachers who had more ELLs in their classrooms felt more competent to teach those students (Gandara, et al., 2005). Similar to Pettit's (2011) discussion of the problem of the "poverty of language learning", Mr. Smith's experience described a teacher who completed his degrees, but lacked the depth of knowledge concerning second language acquisition pedagogies that support both teacher and learners. Feeling prepared to meet students' needs is crucial for successful teaching. Without proper education and formative understandings, it is difficult for teachers to feel other than inadequate. However, exposure to different languages as part of necessary teaching practice, resulted in a change of Mr. Smith's understandings about the role of language and how it was contextualized.

**Key Finding 6: Teacher education on translanguaging pedagogies**

Teacher education in the areas of bilingual education and translanguaging strategies are critical to prepare teachers who will teach in linguistically diverse classrooms. Rather than consider teacher bilingual education as an after-thought, formative understandings about second language acquisition, teaching strategies that leverage home languages and the role of language must be provided in teacher education and continued professional development. The development of an awareness of language diversity when teachers are first educated has been found to be the most significant in the development of the teachers' understandings of emergent bilingual students (Garcia & Wei, 2014).

Mr. Smith's narrative of his teacher education, despite its short duration of six weeks, and his exposure to linguistic diversity in his first school suggested the significance of teacher education so as to better prepare teachers to understand their emergent bilingual students in multilingual classroom settings. Although difficult to make clear connections between his initial teacher education and his exposure in a linguistically diverse school, it is apparent that Mr. Smith held positive attitudes and perceptions towards linguistic diversity. Rather than view emergent bilingual students' linguistic competencies as problematic, the notion of language according to Mr. Smith, was something that was learned and lived and can be harnessed as a powerful teaching resource.

**Participation in Professional Development**

In this section I discuss the impact of Mr. Smith's participation in this PAR-based study in the areas of teacher practice and professional development. Such participation can itself be considered effective professional development because it provided the teacher with the means to study a real situation, with the intent to gain insight into better, more effective means of understanding how languages are used and contextualized in a learning setting.

As evidenced through the teacher's 'acts' in this study, with strategic planning, sustained efforts and flexibility with the intentional employment of translanguaging strategies, monolingual teachers like Mr. Smith had the potential to meaningfully educate emergent bilinguals. Also uncovered were some instructional features which I believe could be transferable to other classroom contexts. The one assignment wherein the role of home languages was the most explicit, and had the most impact for Mr. Smith was the creation of the transition table by his students. While he created the initial table so as to allow his students to

enter transitional words and phrases in their home language, what he did not anticipate was the level of engagement and linguistic diversity that the student exhibited as they worked collaboratively. This week of intentional translanguaging use resulted in a "mental shift" and thereby increased Mr. Smith's key understandings about the value of language inclusion as a teacher resource.

**Possible implications for teacher practice and future professional development**

The expectations within secondary schools are high for emergent bilinguals, as they are challenged by increasingly difficult academic content. Therefore, it is critical that teachers, monolingual or other begin to build their own understandings of pedagogical practices that will meet the needs of emergent bilingual learners. This chapter's analysis discussed the implications for teacher practice and the need for the continued professional development of teachers, especially for those who do not speak their students' home languages. As emergent bilingual student populations continue to grow, a translanguaging perspective asks that schools, provincial governments and teachers interrogate the pedagogic validity of promoting the use of languages other than English in conjunction with monolingual approaches to teaching and learning (Garcia, Flores, & Chu, 2011; Ramanathan and Morgan, 2007).

There are several possible implications for teacher practice and future professional development that arise from understandings of emergent bilingual students' multiple language and "funds of knowledge".

First, in light of a monolingual teacher's experience in a metro school with the use of emergent bilinguals' linguistic competencies and "funds of knowledge" and the existing research, it stands to reason that there are possibilities in utilizing translanguaging pedagogies by

monolingual teachers. Mr. Smith represent many teachers like him. He had limited familiarity with languages other than English, utilized English as the medium of instruction, and was unaware of emergent bilingual students' wide range of linguistic competencies and rich "funds of knowledge". Emergent bilingual students very often listen to discourse in one language and speak in another. They use non-English languages to read, and then apply their knowledge in writing using a language different from that in which they read the material. Monolingual teachers need the knowledge to begin to explore alternative teaching strategies that will harness this strength, long utilized by emergent bilinguals as part of their communicative practices. As part of his own professional development, Mr. Smith explored the call by scholars such as Garcia, Flores and Chu (2011) to find ways to use students' varied home language practices as scaffolds for the development of English literacy in emergent bilinguals.

Second, the heightening of teacher awareness of flexible bilingual pedagogies, such as translanguaging, may influence teachers to re-examine their practices and consider how language is used and contextualized. Researchers have examined the need the necessity of good professional development and have cautioned that teachers will disregard information that does not seem to apply to them (Godley, et al., 2006). Therefore, "only relevant information anchored in practice is likely to affect teacher practice significantly" (p. 33). Inviting teachers to analyze the forces that inhibit them from using their students' "funds of knowledge" can itself become a source of reflection, and perhaps, a change of practice for teachers in schools with linguistically diverse populations. The hope is that such conversations include consideration for the use of students' home languages and "funds of knowledge" as a teacher resource. As experienced by Mr. Smith, there was space for home language use in ways that were meaningful for both

students and teachers. Despite not sharing a familiarity with his students' home languages, he was willing to explore translanguaging pedagogies in the best interests of students.

In Canada, education is regulated provincially and each province or territory establishes their own teacher certification criteria. In Alberta, Alberta Education regulates all aspects of the teaching profession and sets guidelines for teacher education programs which are delivered by faculties of education in universities across Alberta (Alberta Education, 2017b). As providers of teacher education programs, faculties are autonomous and determine the content for the programs they offer. Therefore, pedagogies and approaches for preparing teachers to work in linguistically diverse classrooms vary greatly. Mr. Smith's attendance in a six-week seminar on English Language Learners included theories of second language acquisition. However, Mr. Smith referenced the lack of strategies presented, and wished he could have learned more during his teacher education. This suggests the need for greater teacher education at the university level in ELL pedagogy in general, and the specific use of an emergent bilingual's linguistic competencies and "funds of knowledge" as a teacher resource. Furthermore, discrepancies in cultural and linguistic knowledge between the monolingual teacher and emergent bilingual students exist. This lack of awareness or understanding can be partly attributed to a teacher's lack of understanding of the cultural and linguistic aspects that shape students' own experiences and ways of knowing (Garcia & Wei, 2014; Wei, 2014). Therefore, courses focused on closing the cultural gap between the monolingual teacher and the ever increasing number of emergent bilingual students should also be addressed.

## Conclusion

The complex communicative practices represented in these two small classes taught by a monolingual teacher show how bilingualism in the 21st century can be reconceptualized. Language use need not be about the addition or subtraction of languages, rather, about the dynamic linguistic practices that are already occurring. This analysis of the teacher's practice illustrates how teacher exposure to linguistic diversity, participation in professional development opportunities such as this study, and teacher education enhance a teacher's willingness to explore students' linguistic competencies and experiences (Garcia, 2009a; Garcia & Kleifgen, 2010) as a valid form of interaction and 'languaging' in school.

This chapter sought to present the possible implications for teacher practice and future professional development that result from the use of emergent bilingual students' multiple languages and "funds of knowledge". Given that emergent bilinguals already engage in the use of their home languages to socialize, assist, and teach each other, it stands to reason that there is much to gain from harnessing the richness of linguistic power for meaning-making in their classrooms, and its socially inclusive benefits for learning. Second, this study suggests that the leveraging of an emergent bilingual's linguistic competence is possible, when intentionally planned. Finally, providing professional growth opportunities around translanguaging strategies for monolingual teachers is critical, and needs to be offered not only to those in teacher education programs, but also to those already teaching.

# CHAPTER 8

# CONCLUSION

## Research Summary

Teaching through a multilingual lens in Alberta classrooms can be challenging for teachers who, for the most part, are monolingual and whose primary language is English. The principal purpose of my research was to study, through a multilingual lens, the potential pedagogical implications when English-speaking teachers implement a change of practice through the intentional use of emergent bilingual students' linguistic and cultural repertoires. Drawing on a translanguaging framework and pedagogical approach, my research aimed to develop understandings of teachers' understanding and possibilities for change in practice within a junior high school, Alberta ESL classroom context. The study was guided by a Participatory Action Research methodology which focused on the critical consciousness and empowerment of participants in the research process (Kemmis & McTaggart, 1982). Grounded in the belief that change in education must originate with those most involved and affected, a collaborative approach to translanguaging use was created, involving a teacher participant interested in changing his practice so as to better meet the needs of his students. Through the processes of planning, action, observation, and reflection, this study serves to increase understandings of this topic. The three research questions are:

- How do monolingual teachers make space for emergent bilingual students' multiple languages and funds of knowledge in an English as a Second Language classroom?

- To what extent do monolingual practices impact teacher impressions, attitudes and perceptions, regarding how language is used and conceptualized in educational contexts?
- What are the possible implications for teacher practice and future professional development that arise from understandings of emergent bilingual students' multiple language and funds of knowledge?

Figure 7 illustrates this study's findings that includes the overarching monolingual expectations and assumptions in conjunction with the monolingual teacher's introduced translanguaging pedagogies in the ELL Complementary and Proficiency classes. As a result of this change in practice, a monolingual teacher's perceptions and attitudes about the role of language and how language is contextualized was realized. Described as a "mental shift", this teacher's epistemological awareness of the complex 'languaging' practices of his emergent bilingual students, whereby the lines between teacher "expert" and teacher "novice" were blurred. Furthermore, his understandings of translanguaging included an appreciation for the legitimate and valid use of a student's linguistic competencies and "funds of knowledge" as a teaching resource.

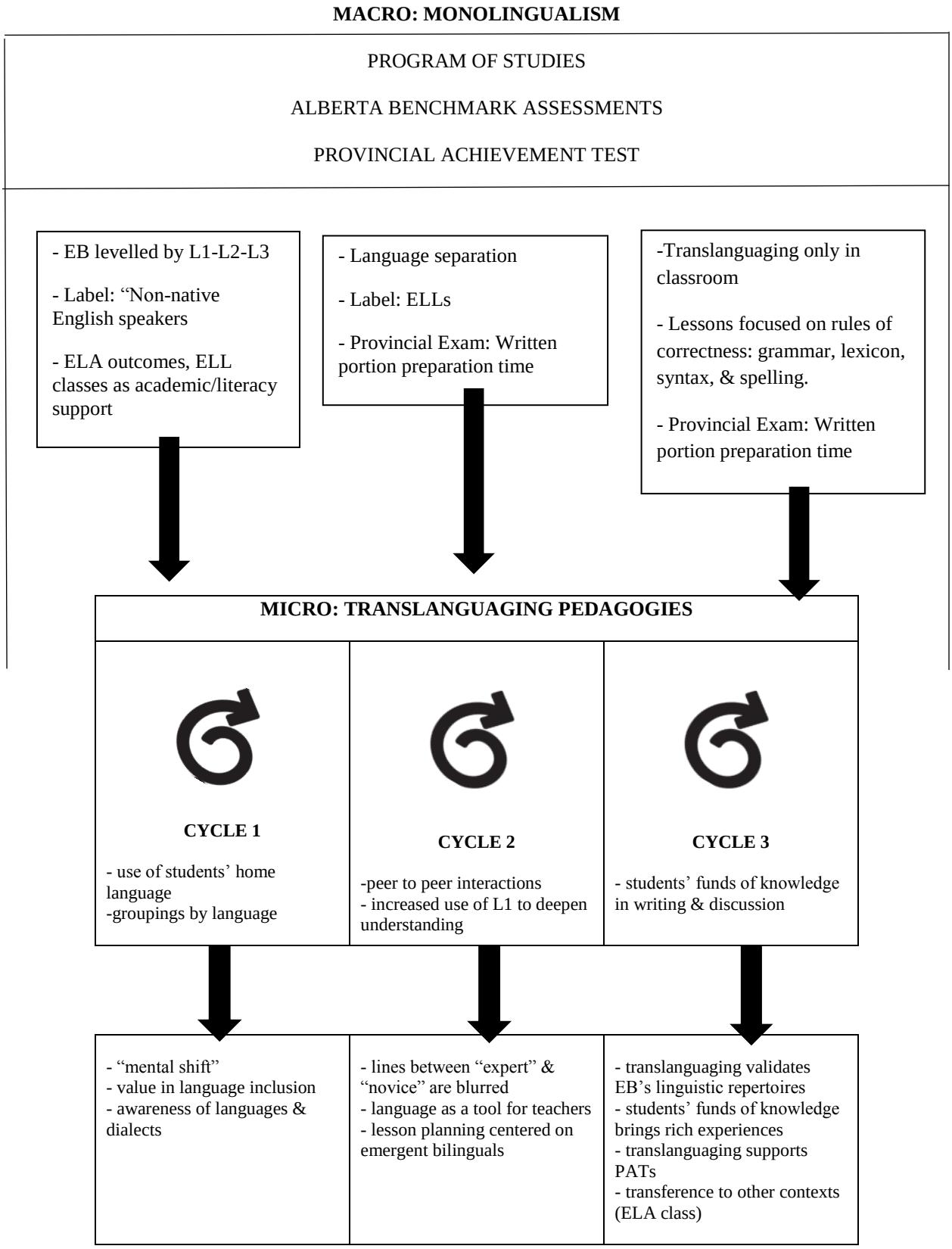


Figure 7: Monolingual and Translanguaging Impact on Teacher Practice

**Key Findings**

As a result of the teacher's participation in this study, I present six key findings.

Key Finding 1: Critical in the exploration of translanguaging pedagogies are the inclusive practices of a monolingual teacher that is deliberate about including his monolingual self, his students' language communities and his emergent bilingual students' work that transforms emergent bilingual students' home language use to one that is legitimate and valid in learning environments. The first inclusive practice is when a monolingual teacher integrates his own self into the complex language practices of his students, *despite the fact that he does not share a familiarity with his students' home language*. The second inclusive practice involves affording emergent bilingual students' unique language communities the 'space' to actively negotiate their learning in ways that produce and extend language learning and meaning making. The third inclusionary practice includes the significance of making public the linguistic competencies of emergent bilingual students'.

Key Finding 2: Great care and consideration should be afforded to the implementation and strategic use of emergent bilinguals' home languages as a valid and useful teaching resource. Foundational to the integration and use of the varied translanguaging strategies, the simplest change yet the most powerful, is giving legitimacy to the use of home language as a resource in learning contexts. The specific design of classroom structures by a monolingual teacher such as the positioning of linguistic competencies that include collaborative dialogue, task-based learning, and home language use can be successfully integrated into existing lessons.

Key Finding 3: The legitimate use of the students' personal stories and experiences, or "funds of knowledge" not only can be utilized as a teaching resource, but also authenticates their

experiences that can be fully explored in a learning setting in positive and meaningful ways. A translanguaging pedagogy represents a positive view of students' experiences that creates ample cultural and cognitive resources from which a teacher can draw from.

Key Finding 4: Discrepancies in cultural and linguistic knowledge between the monolingual teacher and emergent bilingual students exist due to a lack of awareness that can be partly attributed to a teacher's lack of understanding of the cultural and linguistic aspects that shape students' own experiences and ways of knowing.

Key Finding 5: Rather than view translanguaging pedagogies as a replacement for current monolingual delivery and instruction, consideration should be given to monolingual teachers that they too are part of the complex language practices in classrooms with populations of rich linguistic diversity. I submit that there is space for both; the integration of a translanguaging pedagogy that validate and legitimize linguistic competencies with that of the teacher's need to meet existing monolingual expectations and policies.

Key Finding 6: Teacher education in the areas of bilingual education and translanguaging strategies are critical to prepare teachers who will teach in linguistically diverse classrooms. Rather than consider teacher bilingual education as an after-thought, formative understandings about second language acquisition, teaching strategies that leverage home languages and the role of language must be provided in teacher education and continued professional development.

**Challenges and Implications for Future Research and Discussion**

An important factor that was not represented in this study are the specific opinions of emergent bilingual students. While research has suggested there are social and academic benefits to positioning emergent bilinguals' linguistic competencies (Creese & Blackledge, 2010;

Garcia, 2009a) and funds of knowledge (Gonzalez, Moll, & Amanti, 2005; Moll, et al., 1992), the focus of this study was the monolingual teacher. Therefore, I see the need for further research to explore the use of 'scaffolded translanguaging' (Jones & Lewis, 2012) by a monolingual teacher, from the emergent bilingual students' perspectives. It should also be noted that the students in the ELL Competency and Proficiency classes were presumed to be entering Southwest School with prior schooling in the home languages. Therefore, the supposition is that such students are literate in their home languages. Given today's global migration patterns, this study may not be applicable in classrooms with students who have limited or interrupted schooling, or no single core language.

The unique nature of the classroom context should also be discussed. Emergent bilingual students were 'placed' in this class with the intent to provide literacy support. These classes were comprised of emergent bilingual students, mostly from the Philippines, who spoke Tagalog (and other dialects) as their home language. In a sense, this class can be considered linguistically homogeneous. Within the context of a "Third Space" (Gutierrez, 2008), this school-created class enabled and supported the teacher to more easily use his students' home languages and "funds of knowledge". Perhaps had most of his translanguaging efforts been expended in a more linguistically heterogeneous setting, his perceptions and attitudes may have been different. I suggest the need for future research into studying the impact of the use of translanguaging pedagogies in a classroom where no one had a common language except 'bits' of English, or groups who are otherwise linguistically in conflict with each other in the same space.

The ESL Competency and Proficiency classes were considered a sheltered environment, comprised only of emergent bilingual students who are Levels 1 to low Level 3. In this context,

this class was considered "sheltered" because they studied in a class separate from "the mainstream" and did not compete academically with native English speaking students (Fritzen, 2011). There may be difficulties in translating a monolingual teacher's use of translanguaging pedagogies into the regular classrooms where there is a mixture of monolingual and emergent bilingual students. Much of the research on translanguaging has focused on elementary students (Celic, 2009; Creese & Blackledge, 2010; Cummins, et al, 2006; Garcia & Kleyn, 2016; Menken, 2013; Vaish & Subhan, 2015). Studies focusing on secondary or junior high schools are limited (Bearse & De Jong, 2008; Rance-Roney, 2009; Short & Fitzsimmons, 2007). Furthermore, studies of secondary students have been based around bilingual or ESL programs with the presence of bilingual teachers who speak or share a familiarity with their students' home languages. Therefore, this study on translanguaging in a secondary school setting, with a monolingual teacher, may have significant implications for schools like Southwest School which have a linguistically diverse population but primarily monolingual teachers. Much can be said about the ELL Competency and Proficiency class and its unique context which afforded Mr. Smith the opportunity to intentionally change his practice to meet the literacy needs of his students. In addition to the study of a monolingual teacher's intentional use of translanguaging strategies in a classroom, it is of importance to highlight the unique space where the translanguaging 'acts' took place. Schools can be 'safe spaces' for students to practice their multilingual identities, and places to contest the monolingual and monoglossic (Garcia, 2013) ideologies including the English-only language policies of many schools (Creese & Blackledge, 2010). With increased ELL student enrollment in Alberta metro schools, places like Southwest School struggle with how to meet their students' literacy needs in innovative and successful ways. The ESL Competency and Proficiency classes created the conditions that allowed the

positioning of students as knowledgeable and competent and demonstrates that a teacher who does not speak his students' home languages can be successful in using his students' L1 as a teaching resource in teacher-led pedagogic activities.

How schools support the use of students' communicative repertoires as a tool for thinking and meaning making must be acknowledged. It should be noted that this course was specifically created to provide literacy and academic support for the many emergent bilingual students of Southwest School. Given that there are no ESL courses at the junior high level, the previous administrators created a sheltered complementary course that is an extension of the Language Arts program. At the school district level, there is a recognition that each school adapts its instructional programming to meet the educational needs of the community it serves. Therefore, the school district allows each school site the flexibility to being able to provide appropriate programming to enhance school-based programming. Based on collected school data, it was determined by the previous administrators at Southwest School in 2012 that the school needed to strengthen the school's course offerings for the members of the ELL community. It was then decided that an ELL Competency and Proficiency would be offered to students who were coded ESL Level 1, 2, and 3; with their parental approval and support. However, it is important to mention the sustainability of the ESL Competency and Proficiency classes at Southwest School. Since the course is heavily dependent on the school's current administrators, it leaves one to wonder what may happen now that there is a new principal who has been transferred into the school and he may not share the same language ideologies as its' past administrators.

## Final Thoughts

Translanguaging is an ideological concept (Garcia & Wei, 2014) that goes beyond the classroom, as it presents a vision of language use where all languages simultaneously interact, in all social settings. This is a change from the traditional concept of language use as practiced in many classrooms. It presents a holistic approach to education where no language prevails over the other. Given the current realities of Alberta classrooms, whereby most teachers do not share a familiarity with many of their students' home languages, this study is somewhat unique.

The context of this translanguaging study is one that promoted the use of new pedagogical practices, by a monolingual teacher. In order to achieve a view of bilingualism as a resource rather than a problem, many factors were at play.

First, the monolingual teacher must discard the traditional view of language use where the language use is clearly defined as English-only. The teacher must embrace a more open and flexible view that fosters the positive effects of the languages in contact with each other, rather than penalizing the use of one language over another. In a sense, as participants engage in flexible translanguaging practices, the boundaries between languages become permeable. I submit that Alberta teachers must first experience alternative and new practices that challenge current monolingual assumptions and practices to finally consider the pedagogy and ideology of language and the use of all languages in learning settings.

Second, the process by which a monolingual teacher develops perceptions and attitudes about a dynamic and flexible bilingualism is complex. It must be recognized that a monolingual teacher's decision to use translanguaging pedagogies is made in combination with monolingual institutional expectations and outcomes. However, as seen in this study, the pedagogy in the

ELL Competency and Proficiency courses permitted the overlapping of monolingual and translanguaging ideologies rather than enforcing the use of English as the only medium of instruction. In addition, this study begins conversations in Alberta about alternative forms of knowing and ways that monolingual teachers can leverage an emergent bilingual's linguistic competencies and "funds of knowledge" that make pedagogical sense. Furthermore, responsibility also lies in the field of teacher education. Institutions must address the need for the development of a teachers' formative understandings of language and cultural diversity, second language acquisition, and how to bring into classrooms their students' complex and dynamic language practices as tools for learning.

Finally, Alberta Education's Principles of Inclusion (Alberta Education, n.d.) describes inclusion as a "way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners". Drawing from scholarly work that emphasize the linguistic landscape and community language practices (Dagenais, Armand, Walsh, & Maraillet, 2009; Martin-Beltran, 2014; Smythe & Toohey, 2009), consideration be given as to how language is contextualized in multilingual classrooms. Therefore, I submit that it is critical that Alberta Education's inclusive education framework be broadened to include emergent bilingual students. As part of its principle of understanding learners' strengths and needs, the Ministry and school authorities should consider the notion that languages and linguistic diversity be recognized as part of its principles of inclusion. Learners' strengths and needs viewed from the lens of translanguaging imagines emergent bilingual students' linguistic repertoires and "funds of knowledge" as something that is of value within the context of teaching and learning. As well, school leaders, teachers and policy makers have a shared responsibility in ensuring the academic success of all students and much can be gleaned from emergent bilingual's lived

experiences and linguistic repertoires. If the goal of inclusive education is one that embraces diversity, learner differences and the promotion of equal opportunities for all learners, then it is perhaps time that linguistic and cultural diversity be included as part of the political conversations of schooling. The responsibility to advocate for change lies not only on teachers, but also with principals, schools, and governments at the provincial and federal level. I suggest a subtle, yet extremely powerful notion. I submit rather than view emergent bilinguals as lacking the sophisticated or prequisite linguistic knowledge to succeed academically, I counter that these students offer multiple repertoires and experiences that is of value that should be explicitly recognized, validated and celebrated.

Through the focus on translanguaging as an ideology and pedagogy, I was able to examine the perceptions and attitudes of a monolingual teacher and his experiences as he intentionally leveraged his emergent bilingual students' linguistic competencies and "funds of knowledge" as a teacher resource. Students in Alberta classrooms increasingly present as culturally and linguistically diverse, creating new social realities for schools. If the communicative norm for students is to include personal linguistic knowledge as a path towards understanding the world, then it can be argued that it is no longer possible for teachers to isolate languages and use only one language as the medium of instruction.

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## Appendix A: Teacher Participant First Interview Questions

### Interview with Teacher Participants

- What are your initial impressions about Celic & Seltzer's (2011) guide on translanguaging? Which part was the most interesting?
- What confused you or caused questions to arise for you?
- Have you ever used translation in your lessons? If so, what does that look like?
- Describe briefly your thoughts on using a students' home language as part of your teaching practice?
- What might that look like?
- Is there a place for it in your classroom?
- What does monolingualism mean to you?
- How do you think using English to teach English relates to how teachers teach English Language Learners?

## Appendix B: Translanguaging Summary Table

**Site:** **Translanguaging Date:**

**Today's Date:** **Written by:**

1. What were the main concepts/themes that emerged from the translanguaging strategy used? What did you learn?

2. Summarize the information you acquired (or not) after each translanguaging lesson.

| **How did you make space for students' multiple languages and funds of knowledge in the classroom?** | |
|---|---|
| Classroom environment & Resources | |
| Cross language transfer (translation, codeswitching (oral), codemeshing (writing) | |
| Teacher scaffolding | |
| Collaborative work (pair or group, individual) | |
| Emergent Bilingual positionality | |
| Critical thinking & metalinguistic awareness | |
| What **happened** when you made space for emergent bilinguals' L1? | |

3. Anything that struck you as interesting, illuminating or important as part of or result of the translanguaging acts?

4. What new questions do you have regarding the planning and/or teaching the next translanguaging strategy?

## Appendix C: Translanguaging Observation Protocol

Garcia and Wei (2014) recommended ideological goals for teachers, particularly with regard to new language practices when working with emergent bilingual students. Guide to be used when observing the recordings on the translanguaging act.

**Site:** **Translanguaging Date:**

**Today's Date:** **Written by:**

| **Planning for the lesson: Teacher & Translanguaging Team** | |
|---|---|
| Unit plan:<br>Student skills & outcomes:<br>Student resource/text:<br>Translanguaging Strategy:<br><br>Student groupings *(pair work, group work, individual*):<br><br>Translanguaging Goals: (*circle all that will be utilized in the lesson)*<br>- Differentiation according to students' levels<br>- Use of students' funds of knowledge<br>- Sociopolitical engagements<br>- Critical thinking & consciousness<br>- Cross linguistic metalinguistic flexibility<br>- Positioning of emergent bilinguals' identity<br>- Interruption of linguistic hierarchies & monolingual assumptions | |
| **Translanguaging Reflection on Teacher-Initiated strategy:**<br>**Observations & Perceptions by:**<br>**Teacher or Researcher** *(circle one)* | |
| **Differentiation according to students' levels** | |
| **Use of students' funds of knowledge** | |
| **Sociopolitical engagements** | |

| | |
|---|---|
| **Critical thinking & consciousness** | |
| **Cross-linguistic metalinguistic flexibility** | |
| **Positively position emergent bilinguals' identity** | |
| **Interruption of linguistic hierarchies & monolingual assumptions** | |
| **Translanguaging Discussion on Teacher-Initiated strategy: Observations & Perceptions by: Teacher & Researcher** | |
| **Differentiation according to students' levels** | |
| **Use of students' funds of knowledge** | |
| **Sociopolitical engagements** | |
| | |

| | |
|---|---|
| **Critical thinking & consciousness** | |
| **Cross-linguistic metalinguistic flexibility** | |
| **Positively position emergent bilinguals' identity** | |
| **Interruption of linguistic hierarchies & monolingual assumptions** | |
| **Notes:** | |

## Appendix D: Recruitment Letter

October, 2016

Dear Teachers:

As a doctoral student in the Werklund School of Education of the University of Calgary, I am currently conducting a research project entitled "Translanguaging and Student Funds of Knowledge as a Teacher Resource." This study has been approved by the University of Calgary Conjoint Faculties Research Ethics Board, as well as our school district.

Increasing numbers of students entering XXX schools who speak a language other than English. Current research in the field of language and literacy recommends the use of an English Language Learner's home language to support English language acquisition. It has been suggested that the use of their home language in conjunction with English increases understandings of academic content, facilitates comprehension and allows English Language Learners to tackle challenging academic tasks in a language that they are still learning.

The purpose of this research is to study how English speaking teachers intentionally plan for and use of English Language Learners' home language as part of their teaching practice. This research focuses on English speaking teachers exploring the use of ELLs' home language and culture as part of teaching practice.

I am inviting you to join my participatory action research (PAR) study. Your participation will be of professional development in nature. It will consist of collaborative meetings regarding how this strategy could be implemented in a current unit of study of your choice, and include professional reflections after each strategy is introduced. Video recordings will be conducted while you present the strategy. The approximate duration of the study will be four months.

Your participation is completely voluntary, anonymous and confidential. You will be invited to select a pseudonym for reporting purposes. You are free to discontinue participation at any time during the study. The meetings between the researcher and teacher participant, the agreed upon teaching times, and the reflective meetings thereafter will all be video recorded. No one except the researcher and my research supervisory committee will be allowed to view the video recordings. Individual contents will not be shared with your principal, the school district, or the parents of your students. Group information will be summarized for any presentation or publication of results.

Your contributions to this research project and the resulting increase in knowledge are significant. As the number of students who speak a language other than English increases, the exploration of alternative practices to increase their success needs to be explored. Results from the study will provide new directions in how teachers view the use of home languages and how home languages may be used as a teacher resource.

If you are interested in potentially participating in the study, please feel free to contact me. I look forward to discussing your participation.

Sincerely,

Joy Pablo-Wrzosek

Doctoral Student

Werklund School of Education

## Appendix E: Potential Teacher Participant Form

### Purpose of the Study

Increasing numbers of students are entering XXX schools who speak a language other than English. Current research in the field of language and literacy recommends the use of an English Language Learner's home language to support such students' English language acquisition. It has been suggested that the use of their home language in conjunction with English increases understandings of academic content, facilitates comprehension and allows English Language Learners to tackle challenging academic tasks in a language that they are still learning. The purpose of this research is to study how English speaking teachers intentionally plan for and use of English Language Learners' home language as part of their teaching practice.

### What Will I Be Asked to Do?

I am inviting you to be part of a team of teacher researchers and join in my participatory action research (PAR) study where we will collaborate, plan, discuss, and reflect on how to implement a students' home language (other than English) in a current unit of study of your choice. Part of the study will include audio and video recordings of you incorporating the use of a students' home language/strategy to a group of ELLs. Collaborative team meetings will also be recorded. Collaborative team meetings will occur before and after the class recordings to discuss and reflect on the strategy used. There will also be the prospect of offering professional development opportunities for other teachers over the course of study. The approximate duration of the study will be four months.

Video recordings of you teaching and collaborating with fellow teachers and the researcher is necessary so as to provide for ease of data collection. It is also serves as an observational tool that will give the team detailed information about how the teaching strategy and/or the collaborative planning process is experienced in real time.

Once the data collection process is complete, there will be a follow up to the study that will ask you about your participation in professional development opportunities and/or presentations to interested parties about the results of the study. The participation in the second part of the study is completely separate from the research stage.

Participation in my study is completely voluntary, and you may refuse to participate altogether, may refuse to participate in parts of the study, may decline to answer any and all questions, and may withdraw from the study at any time without penalty.

At this time, I am: (please circle one)

- Interested in participating in the study
- Not interested in participating in the study
- Have questions and need more information regarding the study

Contact name: _____

Email contact: _____

Cell number: _____

## Appendix F: Teacher/Educator Informed Consent Form

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### Name of Researcher, Faculty, Department, Telephone & Email:

Joy Pablo-Wrzosek
Faculty of Education
Department of Graduate Studies: Language and Literacy
Telephone:
Email:

### Supervisor:

Rahat Naqvi

### Title of Project:

Translanguaging and Student Funds of Knowledge as a Teacher Resource

### Sponsor:

---

This consent form, a copy of which has been given to you, is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study.

### Purpose of the Study

Increasing numbers of students are entering XXX schools who speak a language other than English. Current research in the field of language and literacy recommends the use of an English Language Learner's home language to support such students' English language acquisition. It has been suggested that the use of their home language in conjunction with English increases understandings of academic content, facilitates comprehension and allows English Language Learners to tackle challenging academic tasks in a language that they are still learning. The purpose of this research is to study how English speaking teachers intentionally plan for and use of English Language Learners' home language as part of their teaching practice.

### What Will I Be Asked To Do?

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students' home language/strategy to a group of ELLs. Collaborative team meetings will also be recorded. Collaborative team meetings will occur before and after the class recordings to discuss and reflect on the strategy used. There will also be the prospect of offering professional development opportunities for other teachers over the course of study. The approximate duration of the study will be four months.

Video recordings of you teaching and collaborating with fellow teachers and the researcher is necessary so as to provide for ease of data collection. It is also serves as an observational tool that will give the team detailed information about how the teaching strategy and/or the collaborative planning process is experienced in real time.

Once the data collection process is complete, there will be a follow up to the study that will ask you about your participation in professional development opportunities and/or presentations to interested parties about the results of the study. The participation in the second part of the study is completely separate from the research stage.

Participation in my study is completely voluntary, and you may refuse to participate altogether, may refuse to participate in parts of the study, may decline to answer any and all questions, and may withdraw from the study at any time without penalty.

## What Type of Personal Information Will Be Collected?

No personal identifying information will be collected in this study, and all participants shall remain anonymous. Should you agree to participate, information such as gender, age, ethnicity, years of teaching experience, and educational level will be collected.
My supervisory committee and I will be the only people who will have access to the audio and video recordings. Should parts of the recordings be ever shown in public as part of the study or during professional development opportunities, you will be notified prior to the recording being shown and will be asked for your consent.

There are several options for you to consider if you decide to take part in this research. You can choose all, some, or none of them. Please review each of these options and choose Yes or No:

I grant permission to be audio taped: Yes: ___ No: ___

I grant permission to be videotaped: Yes: ___ No: ___

I wish to remain anonymous: Yes: ___ No: ___

I wish to remain anonymous, but you may refer to me by a pseudonym: Yes: ___ No: ___

The pseudonym I choose for myself is: _____

You may quote me and use my name: Yes: ___ No: ___

## Are there Risks or Benefits if I Participate?

There are no foreseeable risks, or harms, or inconveniences to participate in the study.

## What Happens to the Information I Provide?

Including myself, other people who will have access to the information collected will be my supervisory committee including: Rahat Naqvi (supervisor), Yan Gao, and Sharon Friesen.

It should be noted that there are limitations to the anonymity and confidentiality that I can offer in the study due in part to the location of the school and its' unique nature making it possible to identify.

Should you decide to withdraw during the duration of the study, all the data that you contribute to the study will be destroyed. Should there be any compelling reasons for not doing so, you will be informed.

Participation is completely voluntary, anonymous and confidential. You are free to discontinue participation at any time during the study. No one except the researcher and her supervisory committee will be allowed to see or hear any of the answers to the interview or the audio/video recordings. Only group information will be summarized for any presentation or publication of results. The recordings are kept in a locked cabinet only accessible by the researcher and her supervisor. The anonymous data will be stored for five years on a computer disk, at which time, it will be permanently erased.

---

***Signatures***

Your signature on this form indicates that 1) you understand to your satisfaction the information provided to you about your participation in this research project, and 2) you agree to participate in the research project.

In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time. You should feel free to ask for clarification or new information throughout your participation.

Participant's Name: (please print) _____

Participant's Signature: _____ Date: _____

Researcher's Name: (please print) _____

Researcher's Signature: _____ Date: _____

**Questions/Concerns**

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

*Ms. Joy Pablo-Wrzosek,*
*Faculty of Education*

*and Rahat Naqvi, Faculty of Education*

If you have any concerns about the way you've been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary.

A copy of this consent form has been given to you to keep for your records and reference. The investigator has kept a copy of the consent form.

## Appendix F: Translanguaging Informed Consent Form for Parents

Title: "Translanguaging and Student Funds of Knowledge as a Teacher Resource"

This letter is provide you with information regarding a research study taking place in your child's classroom with their ELL Proficiency and Competency teacher, _____. During specific times, the teacher will be digitally recorded as they teach their class, therefore, there may be times when your child will also be video recorded while they are participating in class activities.

The purpose of this participatory action research (PAR) study is to explore how English speaking teachers work in an ESL classroom by using their students' home languages as a teacher resource. The University of Calgary Conjoint Faculties Research Ethics Board, along with the XXX School District, have approved this research study.

The study will take place over the course of approximately four months. Your child's name will not be associated with the research findings in any way, and their privacy will be protected at all times. The recordings will not be made public without your consent. Please do not hesitate to ask questions your child's teacher or myself about the study.

There are no known risks and/or discomforts for your child(ren) associated with this study. The expected benefits associated with the teacher's participation will be increased understandings created regarding how teachers can use English as a Second Language students' home language as a teacher resource. You should be aware that not allowing your child to be digitally recorded will in no way affect your child's education, progress report, or any relationship with me, or the teachers.

This consent form is **regarding the possible video recording of your child as they participate in the class activities.** This letter is asking for your permission or consent to allow the video recording of your child in their option class.

If you have no concerns, please sign this consent form. You are signing it with full knowledge of the nature and purpose of the procedures. A copy of this form will be given to you to keep.

_____ _____

Name of child: Teacher name:

Please circle one of the following:

- I ALLOW my child to be digitally recorded in their class
- I do NOT wish my child to be digitally recorded (Your child will still participate in the classroom activity, but will NOT be recorded).

Signature _____ Date: _____

Primary Researcher: Joy Pablo-Wrzosek, Researcher, University of Calgary

Research Supervisor: Rahat Naqvi, Faculty of Education

## Appendix G: Parent and Student Information Letter

January 2017

Dear Parents and Students,

A research study, titled, Translanguaging and Student Funds of Knowledge as a Teacher Resource will be conducted in your ELL Competency and Proficiency option class starting January 2017 and ending in June 2017. This study has been approved by the University of Calgary Conjoint Faculties Research Ethics Board, as well as Calgary Catholic school district.

Much research has been done in the area of language learning and studies indicate that the use of a students' home language as part of the learning process have social and academic benefits. The purpose of this research is to explore how the teacher, _____ can use your home language (Tagalog, Spanish, Romanian, etc.) as a teaching resource, especially when teachers are not familiar with your home language. Some activities that may be included as learning tasks such as the use of translation in the reading, writing and the production of assignments, highlighting words that are related in many languages, and the use of cultural experiences that support your child's understanding of the subjects they are learning. There will be times when your child will be videotaped as they participate in the learning tasks as planned by their teacher.

Given that there are many students at XXX School speak a language other than English, this school offers the potential benefits of giving teachers the opportunity to expand their professional learning.

Attached is a Parent Consent form and a Student Assent form that **give your support for your child to participate in the learning tasks as planned by the teacher**.

The key researcher in this project will be Joy Pablo-Wrzosek. If you have any questions, please contact your child's teacher or Ms. Pablo-Wrzosek and they will be happy to answer any of your questions.

I thank you in advance for your support should you give your consent.

Sincerely,

Joy Pablo-Wrzosek

## Appendix H: Student Assent Form

Dear Student,

We are doing a study to learn about how your teachers can use of your home language (ie. Tagalog, Spanish, Romanian, etc) as part of their lessons. We are asking you to help because we want to explore how home languages can help students understand what they are learning in classes.

If you agree to be in our study, we are going to ask you to use your home languages in specific activities. For example, some activities may ask that you speak in Tagalog with a partner, use Romanian to write your answers first, work in groups with the freedom to speak in a mixture of your home language with English. While you are participating in the assignment, **I will be video recording you or your group, or the class with your teacher**.

You can ask questions about this study at any time. If you decide at any time not to video tape you, you can ask me to stop.

If you sign this paper, it means that you have read this and that you **give me permission to be video recorded.** If you don't want to be video recorded, don't sign this paper. Being in the study is up to you, and no one will be upset if you don't sign this paper or if you change your mind later.

Your signature: _____ Date _____

Your printed name: _____ Date _____

Signature of person obtaining consent: _____ Date _____

Printed name of person obtaining consent: Joy Pablo-Wrzosek Date _____

# Appendix I: Teacher & Student Demographics

| Table 1 Teacher Participant Demographics Matrix | | | | | | | |
|---|---|---|---|---|---|---|---|
| Participant (by pseudonum) | Age | Gender (M/F) | Ethnicity | Years of Education | Years of Teaching Experience | ESL Training | Past translanguaging strategies used in classroom |
| Teacher 1 | | | | | | | |
| Teacher 2 | | | | | | | |

| Table 2 Student Background Demographics Matrix | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | # of students | Age | ESL Level | Country of origin | Year arrived | Languages spoken at home | Languages spoken at school | Languages written other than English outside of school |
| T1 | | | | | | | | |
| T2 | | | | | | | | |

## Appendix J: Translanguaging Strategies

| | |
|---|---|
| Collaborative groupings | • discuss, reflect, negotiate content in any language & share in English<br>• think/pair/share-out<br>• peer teaching<br>• brainstorm in language of choice (including home language)<br>• research & plan in any language & present in English<br>• use of technology (ie. Google Translate) & negotiation of word meanings<br>• presentations in one language & analyze in another |
| Cross language transfer:<br><br>Translation, Codeswitching Scaffolding | • context clues through chunking of text- summarizing-negotiating<br>• reading texts/preview in home language (if available) & in English<br>• linguistic awareness between languages (including similarities & differences)<br>• graphic organizers such as K-W-L charts, semantic maps, Venn diagrams (in any language)<br>• bilingual (picture) dictionaries<br>• oral discussion & peer teaching of difficult concepts; "students as bridges" |
| Explicit display of comprehension and growing expertise:<br><br>Emergent bilingual positionality | • peer teaching – pairwork/groups<br>• class discussion & inclusion of student home languages & linguistic repertoires<br>• specific use of "funds of knowledge" and cultural background to strengthen & enrich student written work (ie. Immigration stories, perceptions of similarities and differences between Canada & their homeland – various topics)<br>• culminating products in English and L1, use of translation<br>• creation of multipurpose assignments for different audiences (present in one language & analyze in another)<br>• visual representations of student ideas (to use as prompts) |
| Critical Thinking & Metalinguistic awareness | • phonemic awareness tied to home language<br>• cognates among languages (similarities & differences)<br>• read alouds/shared readings/independent reading in L1 or combination of L1 & L2 |
| Culturally Relevant Classroom Environment | • promotion of student discussion & group work (pods)<br>• multilingual word walls<br>• Cognate words<br>• Inclusion of home language by teacher (oral & written work); permission to use language of choice as a tool for learning |

## Appendix K: Translanguaging (TL) Data Accounting Log

| **Teacher 1/2** | | | | | **Date:** |
|---|---|---|---|---|---|
| **CYCLE 1**<br>**Brief outline of lesson, student outcomes:** | | | | | |
| | TL Strategy: Collaborative Groupings | TL Strategy: Cross language transfer | TL Strategy: Emergent Bilingual Positionality | TL Strategy: Critical thinking & Metalinguistic Awareness | TL Strategy: Culturally Relevant Classroom |
| Phase 1: Planning | | | | | |
| Phase 2: Acting & Observing | | | | | |
| Phase 3: Reflecting | | | | | |
| Phase 4: Replanning | | | | | |
| **Teacher 1/2** | | | | | **Date:** |
| **CYCLE 2**<br>**Brief outline of lesson, student outcomes:** | | | | | |
| | TL Strategy: Collaborative Groupings | TL Strategy: Cross language transfer | TL Strategy: Emergent Bilingual Positionality | TL Strategy: Critical thinking & Metalinguistic Awareness | TL Strategy: Culturally Relevant Classroom |
| Phase 1: Planning | | | | | |
| Phase 2: Acting & Observing | | | | | |
| Phase 3: Reflecting | | | | | |
| Phase 4: Replanning | | | | | |
| **Teacher 1/2** | | | | | **Date:** |

| **CYCLE 3**<br>**Brief outline of lesson, student outcomes:** | | | | | |
|---|---|---|---|---|---|
| | TL Strategy: Collaborative Groupings | TL Strategy: Cross language transfer | TL Strategy: Emergent Bilingual Positionality | TL Strategy: Critical thinking & Metalinguistic Awareness | TL Strategy: Culturally Relevant Classroom |
| Phase 1: Planning | | | | | |
| Phase 2: Acting & Observing | | | | | |
| Phase 3: Reflecting | | | | | |
| Phase 4: Replanning | | | | | |
| **Teacher 1/2** | | | | | **Date:** |
| **CYCLE 4**<br>**Brief outline of lesson, student outcomes:** | | | | | |
| | TL Strategy: Collaborative Groupings | TL Strategy: Cross language transfer | TL Strategy: Emergent Bilingual Positionality | TL Strategy: Critical thinking & Metalinguistic Awareness | TL Strategy: Culturally Relevant Classroom |
| Phase 1: Planning | | | | | |
| Phase 2: Acting & Observing | | | | | |
| Phase 3: Reflecting | | | | | |
| **CYCLES COMPLETE: BEGIN PAR ACTION PLAN** | | | | | |

## Appendix L: Contextual Analysis and Overview of ELL Competency and Proficiency Option Class

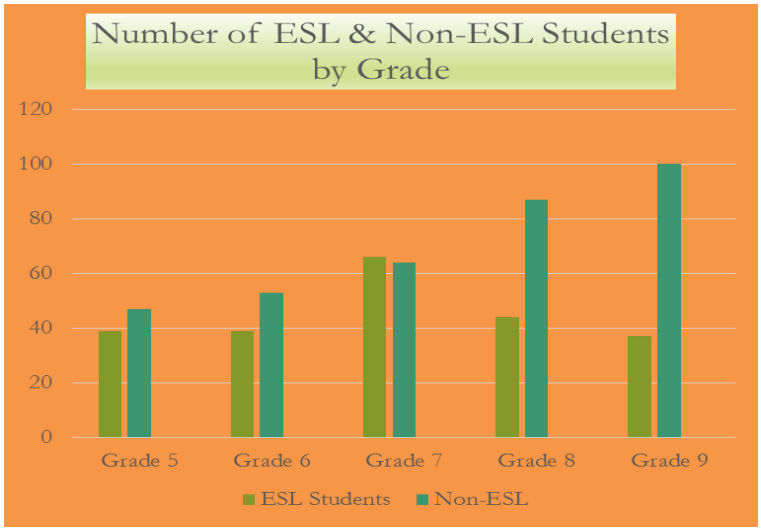
**Diversity**:

- One out of 5 people in Canada's population is foreign-born
- Asia (including the Middle East) was Canada's largest source of immigrants during the past five years, although those from Africa, Caribbean, Central and South America increased slightly.
- Most immigrants live in census metropolitan areas: Toronto, Vancouver, Montreal, Calgary.
- Three-quarters (74.5%) of the foreign-born population are able to conduct a conversation in more than one language.

| Top 5 Native Languages of New Immigrants Calgary 2009 | |
|---|---|
| **Language** | **Percent** |
| English | 12.9% |
| Tagalog | 12.8 % |
| Punjabi | 8.7% |
| Spanish | 7.4% |
| Mandarin | 6.6% |
| Other Languages | 51.7% |

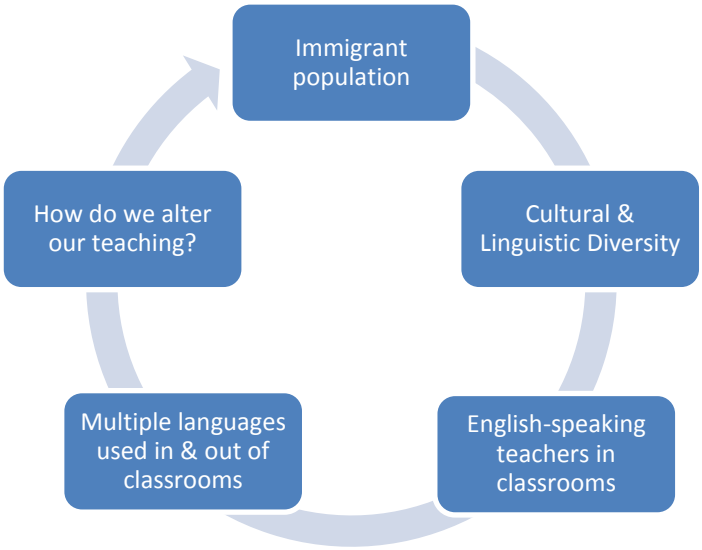
**Evolving Demographics of Southwest School:**

- Eastern European families: Polish, Russian
- Transition to Filipino families:
    - Family reunification, Temporary Foreign Worker Programs, impact on family dynamics (expectations, loss of family network, disconnected, being alone)
- Emerging trend: Ethiopian/African families



**Teachers of Southwest School:**

- History of teaching homogeneous groups to incredible diversity
- No ESL professional training
- Small % speak a second language (French, Spanish)




**Junior High: ELL Competency and Proficiency Option Class**

- Linguistic competencies of students from home countries
- Many languages used inside and outside of classrooms by students who speak a different language; mixture of languages
- Academic concerns expressed by teachers in core subject areas
- Desire of administration to introduce an alternative class that supports literacy learning of students and addresses academic concerns of teachers

**Translanguaging: Using students' linguistic and cultural competencies as a teacher resource**

- Research indicates that using a student's first language to learn another language has social and cognitive benefits (Cummins, 2005; Garcia, 2009; Garcia & Wei, 2014)
- What alternative pedagogies have been used?
    - Translation – written & oral
    - Cross linguistic similarities
    - Code-switching