2023-05-01

Experiencing Transition: Bilingual Teachers' Voices In A Dual Language Program

Beatriz Garcia Soria
University of Texas at El Paso

EXPERIENCING TRANSITION: BILINGUAL TEACHERS' VOICES

IN A DUAL LANGUAGE PROGRAM

BEATRIZ GARCIA SORIA

Doctoral Program in Teaching, Learning, and Culture

APPROVED:

_____
Maria Teresa de la Piedra, Ph.D., Chair

_____
Irasema Coronado, Ph.D.

_____
Timothy Cashman, Ph.D.

_____
Stephen L. Crites, Jr., Ph.D.
Dean of the Graduate School

DEDICATION

I dedicate this work to my children, Selene and Pete Soria, and to my parents, Socorro García and Pedro García Cárdenas; gracias por tanto amor.

My children, the apple of my eye, we have endured so much, but we have learned from it, and we never stop learning. My children share in my ideologies and values; they have learned to appreciate what I do. They value bilingualism and our culture as much as I do. Nos sentimos orgullosos de ser quienes somos y como somos. This journey has not been a picnic, but still, we kept on going. I love being their mother, and they are my inspiration and motivation to accomplish everything I do.

My parents, I am forever grateful for the formation that I received from you. I am a proud daughter of a bracero worker who started working at the age of fourteen, and who spent the rest of his life working as a construction worker to provide for his family. From him, I learned hard work and responsibility, always being on time and never being absent; that was his way until he could not work anymore. My mother, an unusual woman for her time, wearing jeans and driving when no women in the family did that at the time in the 1960s. I probably inherited my hybrid, Mexican-American pride from her. My mother *se quedó siendo ni de aquí ni de allá,* like some people say. But I believe she belongs to the borderland. She started school in México, and then she was brought to the United States and went to school here for a while during her elementary years. As a teenager, she went back to México and met my father and married him. None of them had the opportunity to finish school, much less to pursue higher education. *Sin embargo, me siento más que orgullosa de sus logros; del hogar que construyeron y la hermosa familia que formaron.*

The following quote is one of my favorites:

"Feet, what do I need you for when I have wings to fly?" – Frida Kahlo

I identify with Frida's words because I believe that achieving one's dreams in the face of adversity is necessary to go above and beyond reality. I have heard that, for some artists, doing their art is heaven; for me, teaching and learning is that. This Dissertation is dedicated to my children and my parents for fostering my dreams, always.

EXPERIENCING TRANSITION: BILINGUAL TEACHERS' VOICES

IN A DUAL LANGUAGE PROGRAM

by

BEATRIZ GARCIA SORIA, M. Ed

DISSERTATION

Presented to the Faculty of the Graduate School of

The University of Texas at El Paso

in Partial Fulfillment

of the Requirements

for the Degree of

DOCTOR OF PHILOSOPHY

Department of Teaching Education

THE UNIVERSITY OF TEXAS AT EL PASO

May 2023

ACKNOWLEDGMENTS

ABSTRACT

The purpose of this qualitative study is to gain insight into the experience of bilingual teachers undergoing a change of bilingual education program, from a TBE model to a DLBE model . This study documents the ways the bilingual teachers experienced changes in their language ideologies, their teaching practices, and the support, or lack thereof, from the administration and the community. This study contributes to the existing literature on bilingual teachers and bilingual education by centering the voices of the teachers during the process of change of bilingual education models. The study also adds to the literature because of the use of theoretical lenses of translanguaging and borderlands theories to study bilingual teachers' experience in this conjuncture. Multiple data were collected and analyzed from twenty-five bilingual teachers' individual interviews, three bilingual teachers' focus groups interviews, artifacts (timelines, professional development documents, lesson plans, and anchor charts), and observations of the teaching practices of one dual language bilingual education teacher. The COVID 19 Pandemic and remote learning took precedence over the DLBE program implementation. Findings suggested the lack of prioritization of the DLBE program and enough guidance and support for the DLBE program and for the bilingual teachers. The unclear direction in the process complicated the understanding of the participants to implement the DLBE program. The participants felt overwhelmed because of the multiple teaching demands. Nevertheless, the use of translanguaging practices and more Spanish in the implementation changed some of the participants ideologies. As a district the ideological clarity of the participants was not endorsed preventing them to inform their praxis and to contest hegemonic ideology in the DLBE program. Consequently, the lack of a robust DLBE implementation prevented the enhancement of the participants' praxis with this experience.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

The evolution of Bilingual Education in the United Stated has determined how bilingual teachers educate Emergent Bilinguals (EBs) throughout the decades. I choose to use the term Emergent Bilinguals (EBs) throughout this study instead of other deficit-oriented labels such as English Language Learners (ELLs), or Limited English Proficiency (LEP) because it is more attuned to the positive trend orientation in research towards bilingual students. The Bilingual Education Act (BEA), or also known as Title VII of Elementary Secondary Education Act (ESEA) was passed in January 2, 1968 (Stewner-Manzanares, 1988). The federal legislation ensured the access of bilingual programs to EBs in public schools (Flores & García, 2017). Originally, these bilingual programs were intended to provide educational equity under a community-based bilingual-bicultural approach. Somehow, this was transformed into hegemonic assimilation with bilingual education programs that mirrored English dominance (Flores & Rosa, 2015; Macedo et al., 2015; Flores, 2016; Flores & García, 2017).

A clear example of a bilingual program that do not fulfill a bilingual vision is Transitional Bilingual Education (TBE). Under this program EBs are rushed out from bilingual education to be placed in all English instruction classrooms (Gándara & Escamilla, 2017). Models under TBE are designed to support the content learning of EBs in their home language while acquiring English as a second language. However, EBs in the Early-Exit Transitional Bilingual Model (one category of TBE) are often submerged in English-only instruction since the goal is to exit them within a span period of 1-3 years (Palmer, 2011). Subsequently, because

of the English-only imposition of TBE, instruction and curricula are not essentially changed to meet the learning needs of EBs (Herrera-Rocha & de la Piedra, 2018; Johnson et al., 2018).

The academic opportunities of EBs are challenged by TBE since the definite goal of all these programs is English language acquisition and not bilingualism development (Gándara & Escamilla, 2017). TBE models comprise the majority of bilingual education programs in the contemporary United States and they are hegemonic and subtractive in nature (Palmer, 2011). Moreover, TBE contributes to the erasure of the home language and cultural background of EBs. TBE is a dangerous path to take in educating emergent bilingual because it hinders academic development and compromises success by limiting linguistic and social capital and by perpetuating the academic achievement gap (Cervantes-Soon et al., 2017).

Due to the prevailing hegemony of English in TBE, bilingual teachers often express a contradiction in their practice, between what bilingual education is under TBE, and what bilingual education should be to support the learning of emergent bilinguals (Palmer, 2011, p. 105). However, several studies illustrate current pedagogical trends that are geared to transform subtractive and hegemonic bilingual education and, in turn, to improve the practice of bilingual teachers (Venegas, 2016; Zúñiga, 2016; Gándara & Escamilla, 2017; García, 2017). For instance, utilizing the students' home language as a significant tool to promote and value the linguistic and cultural background of the EBs is a way for bilingual teachers to counter hegemonic pedagogies and provide a more effective education (Martínez et al., 2015; Alfaro & Bartolomé, 2017).

Research supports trends that endorse the transformation of bilingual education and the bilingual teaching profession (Gort & Sembiante, 2015; Martínez et al, 2015). These new trends in the field of bilingual education focus on bilingual programs that acknowledge the importance

of the culture, community connections, and the schooling process of EBs (Reyes et al., 2016; Prieto, 2017). For example, a current pedagogical trend that gears for additive bilingualism in conjunction with a socio-cultural approach to validate minoritized language is Dual Language Bilingual Education (DLBE) (Martínez, et al, 2015; Casiélles-Suárez, 2017; García, 2017). Various studies have demonstrated that language is essential in education, but also that bilingual education is more than just language learning (Durán & Palmer, 2014; García, 2017). Therefore, bilingualism is fundamentally linked to identity, power relations, and ideologies (Flores & García, 2017).

Vast research on DLBE indicate that EBs learn effectively and achieve academically in DLBE programs (Durán & Palmer, 2014; Gándara & Escamilla, 2017). Howard et al et.al.? (2018) state, "Researchers have consistently reported that the higher the quality of implementation of the dual language education model, the stronger the results … " (p. 10). Because of this, a clear vision and outcomes on bilingualism, biliteracy and sociocultural competence have been demonstrated and advocated by DLBE educators (Howard et al., 2018). In addition, research also demonstrates that teachers in high quality DLBE implementations provide effective instruction with respect to the learning needs of EBs (Gort & Sembiante, 2015). Therefore, bilingual education with a clear vision and focused goals of DLBE offers the best alternative of teaching for bilingual teachers in supporting the learning of EBs.

STATEMENT OF THE PROBLEM

Despite the increasing number of diverse emergent bilinguals in the U.S. school system, TBE prevails as the dominant approach to bilingual education in the entire country (Palmer, 2011). Given the emphasis on a subtractive, English dominant ideology in TBE programs and the fact the majority of EBs are in these programs, the marginalization conditions in the education of

3

EBs in our country remains (Flores & Rosa, 2015; Macedo et al., 2015). Because of this, deficit language perspectives frame current bilingual education policies, programs, and practices for Latinx students (Flores & García, 2017). Hegemonic whiteness shapes bilingual education programs in ways that either result in racialized ways which perpetuate the low status of EBs (Flores, 2016; Flores & García, 2017) or alternately, create gentrification in bilingual programs, particularly elitist Dual Language Bilingual Education models (Flores & García, 2017). In short, the widespread linguistic hegemony in education creates a conflict in the context of bilingual education, bilingualism development, and the role of language ideologies and politics in the teaching and learning of emergent bilinguals. As a result, bilingual education has been problematized to conform to hegemonic ideological assumptions in the broader context of education (Gort & Sembiante, 2015). Consequently, bilingual teachers struggle to provide a more balanced bilingual practice and space, when battling between a dichotomy of English assimilationism to the English majority or fostering pluralism through minority language and cultural maintenance (Palmer, 2011). Therefore, this study will seek to explore how bilingual teachers experience a change within the bilingual program, from a TBE model to a DLBE model, and changes in the practice of the bilingual teachers, ideological changes that might occur, and the support that will be provided by the school community during the period of this transition.

SIGNIFICANCE OF THE STUDY AND GAPS IN THE LITERATURE

The analysis of the literature presented in Chapter 2 signal to three significant gaps in the literature. First, researchers often provide ample evidence of bilingual teachers' practices and ideologies framed under bilingual education programs (Durán & Palmer, 2014; Gort & Sembiante, 2015; Martínez et al., 2015; Reyes et al, 2016; García, 2017; Prieto, 2017). However, few studies focus on the transition of programs and how this process affects the ideologies and

practices of the bilingual teachers experiencing the change from Transitional Bilingual Education (TBE) to Dual Language Bilingual Education (DLBE). Second, a minimal number of research studies center on bilingual teachers' preparation to serve the needs of EBs with an emphasis on accountability and policy compliance (Schwartz & Gorbatt, 2017; Skinner & Williams, 2018) and this could be due to a lack of research that aims to portray the conversation of change through the bilingual teachers' point of view (Geller et al., 2015). Borderland bilingual teachers are situated in the educational trenches; their knowledge and expertise are pivotal to enhance a critical bilingual education that can serve as a reference for future implementations of DLBE programs, to develop relevant professional opportunities, and as a redemption to the bilingual professions that have been underestimated for so long. Lastly, there is a non-existent documentation on research studies that focus on the in-between shift from TBE to DLBE programs and that are framed by the nepantla theory (Pacheco, 2014; Freire, 2016; Morales et al., 2016). This is an important area that this study aims to focus on, due to the relevance to bilingual teachers' ideologies and practices in geographic or imaginary borderlands. Despite, the vast research done previously on bilingual issues, there is a need to further research on bilingual education in the context of US-Mexico borderland. To date, most of the studies related to the bilingual teaching profession have been conducted in settings away from the border (Gort & Sembiante, 2015; Zúñiga, 2016; Flores & McAuliffe, 2020). Contrastingly, a few research studies have been conducted in the US-Mexico borderland. With regards to bilingual education, the borderland region is unique because of the bilingual predominance. In the same manner, it is crucial to promote a discourse about bilingualism that acknowledges the linguistic and cultural richness of the borderland.

PURPOSE STATEMENT

The purpose of this qualitative study is to gain insight into the experience of bilingual teachers undergoing a change of bilingual education program, from a TBE model to a DLBE model. This study will document the ways the bilingual teachers experience the change to a DLBE, the language ideological changes that might occur, the changes or absence of changes in teaching practices, and the support that bilingual teachers may receive from the administration and the community. This study contributes to the existing literature on bilingual teachers and bilingual education by centering the voices of the teachers in time of a bilingual model change and using the theoretical lenses of translanguaging and borderlands theories. Therefore, the goal of this qualitative study is to understand how these elementary bilingual teachers experience the district's bilingual education program transition from a Spanish/English Early-Exit Transitional Bilingual Education program to a One-Way Dual Language Bilingual Education program. This qualitative research will be guided by the following questions:

Main guiding research question:

1. How do bilingual teachers in an elementary school experience the change from a Transitional Bilingual Education program to a Dual Language Bilingual Education program?

Other questions guiding the research:

2. Do language ideologies change with the implementation of the One-Way Bilingual Education model … if so, how?

3. Do teachers' teaching practices change with the implementation of the One-Way Bilingual Education model … if so, how?

4. How does the administration support teachers to implement the Dual Language

    Bilingual Education program?

DEFINITION OF TERMS

This section introduces key terminology enhanced in Chapter 2.

Bilingual Education: is the process of educating students in two languages. Research corroborates the beginning of Bilingual Education in the US to the late 1960s with the creation of the Bilingual Education Act (BEA) in 1968; the purpose being to ensure EBs in public schools have access to bilingual programs intended to provide educational equity under a community-based bilingual-bicultural approach (Flores & García, 2017).

Dual Language Bilingual Education (DLBE: is a bilingual education form in which students develop biliteracy and learn the academic content under a socio-cultural framework. It is a pedagogical trend that aims for additive bilingualism and socio-cultural approaches that validate minoritized language in the broader context of education (Martinez, et al, 2015; Casielles-Suárez, 2017; García, 2017). However, the separation of languages in DLBE by recommending monolingual lesson delivery in only one language at a time has generated great debate in the past decades (Howard et al., 2018).

Emergent Bilinguals (EBs): A more appropriate term to define students who are developing bilingualism in schools in the United States. The term emergent bilinguals portrayals bilinguals as a resource and not as a deficit (García, 2009).[1] Emergent bilinguals has a more positive connotation to refer to students that speak languages other than English in the US; rejecting other deficit-oriented labels. (Alfaro & Bartolomé, 2017; García, 2017; Gándara & Escamilla, 2017).

---

[1] I use the term Emergent Bilinguals (EBs) throughout this study instead of other deficit-oriented labels such as English Language Learners (ELLs), or Limited English Proficiency (LEP). Similarly, I will make use of the term home language because it is more attuned to the positive trend orientation in research towards EBs.

Hegemonic Assimilation: is a process in which minoritized groups are forced to resemble the dominant culture of English (Flores, 2016). In education, hegemonic assimilation is seen as an English dominance mirror (Flores & Rosa, 2015; Macedo, 2015; Flores & García, 2017).

Home Language: has been referred in many instances by the government and by some researchers as the native language or the first language of EBs (L1) (Lin, 2013; Wei, 2013; Texas Education Agency, 2020). Garcia (2009) posited a dynamic conceptualization that goes beyond the idea that EBs possess two languages; because of this, the language or the variety of a language that EBs bring from home to school becomes part of a unitary linguistic system without separation of the languages. I will make use of the term home language because it is more attuned to the positive trend orientation in research towards EBs.

Language Ideologies: are cultural representation of the intersection of language and human beings in a social context; mediating social structures and forms of talk and linking language to identity, power, aesthetics, morality and epistemology (Schieffelin et al., 1998). Even more, language ideologies show how views of language and culture are situated in particular cultural contexts (Rosa and Burdick, 2017).

Transitional Bilingual Education (TBE): is the most common form of bilingual education utilized in the U.S. and is intended to support the content learning of EBs in their home language while they fully acquire English as a second language (Gándara & Escamilla, 2017). Normally TBE is perceived of as a bilingual program that provides instruction in students' native language for one to two years in early-exit programs and three to four years in late-exit programs (Herrera-Rocha, 2019).

One-Way and Two-Way Dual Language Bilingual Education Models: are in reference to the population of students participating in the DLBE program. In a One-Way Dual Language

Model, all participating students are EBs. In a Two-Way Dual Language Bilingual Education Model, monolingual students and EBs compose the participating group (Gándara & Escamilla, 2017; Herrera-Rocha, 2019).

Translanguaging: refers to a different and broader view on bilingualism and multiculturalism than monolingualism perspectives (García, 2017); contending that all language users select from a unitary linguistic repertoire to negotiate in the context of communication. It is also a dynamic language approach that affirms and promotes language diversity in educational practices (Gort & Sembiante, 2015).

nepantla: is a concept used often in Chicano and Latino anthropology, social commentary, criticism, literature, and art. It represents the concept of "in-between-ness." Nepantla is a Nahuatl word, which means "in the middle of it" or "middle" (Abraham, 2014; DeNicolo & González 2015).

CHAPTER 2

Review of the Literature and Theoretical Framework

Dual Language Bilingual Education in the United States is a topic of great relevance now more than ever. After decades of predominance in the educational system and proven ineffectiveness in addressing the needs of emergent bilinguals, Transitional Bilingual Education (TBE) is losing some ground, giving way to Dual Language Bilingual Education (DLBE). In the summer of 2019, House Bill 3 (HB3) passed in the Texas legislature, taking many local districts by surprise with prevalent hegemonic TBE programs. The new law stipulates a research- based requirement to justify the implementation of effective bilingual programs that serve the educational needs of EBs (Texas Education Agency, 2020). Also, the new regulation assures more financial remuneration for districts that implement DLBE programs because they represent academic effectiveness and long-term success in the education of EBs. Some researchers explain the booming of DLBE due to the robust research that documents the educational effectiveness for EBs and the enrollment increment of EBs in US schools (Flores & McAuliffe, 2020).

Because of the HB3 legislation, a local change within a state change happened in the district where I conducted this research. Therefore, this research is essential to understand the experience of the bilingual teachers in the change of programs from a TBE program to DLBE and contribute to the existing literature on bilingual teachers and bilingual education by centering the voices of the teachers during the process of change of bilingual education models. The study also adds to the literature because of the use of theoretical lenses of translanguaging and borderlands theories to study bilingual teachers' experience in this conjuncture. This research produce knowledge than can enhance the research literature in bilingual education, the bilingual teaching practice and bilingual education in general.

Background: History of Bilingual Education

The understanding of the history of bilingual education is crucial to comprehend the current teaching and practice of bilingual teachers. Research corroborates the beginning of bilingual education in the late 1960s in the United States with the creation of the Bilingual Education Act (BEA) in 1968, incipient legislation that had the purpose of ensuring Emergent Bilinguals (EBs) in public schools' access to bilingual programs (Flores & García, 2017). More importantly, BEA intended to provide educational equity for language minoritized students with the implementation of community-based bilingual-bicultural approaches. However, more recent research purports that the institutionalization of bilingual education has instead become a mechanism for hegemonic assimilation in the educational system of the United States (Flores & Rosa, 2015; Macedo et al, 2015; Flores, 2016; Flores & García, 2017).

As a result, bilingual education and bilingual programs that were once intended to be affirmative spaces for emergent bilinguals are, with a few exceptions, subtractive. The majority of bilingual education programs fall under a transitional model, one that promotes English only ideologies and not bilingualism development (Flores & García, 2017). According to Palmer (2011), there is often a conflicting tension between the TBE dogma and the bilingual teachers' ideologies. For instance, low value and treatment of the students' language impede an effective and safe learning instruction. Bilingual teachers get overwhelmed by the English dominance in the transitional process because they do not necessarily do what they believe in, representing a challenge to their professional integrity and for their linguistic and cultural identity and one of their students (Palmer, 2011; Gándara & Escamilla, 2017).

On the other hand, numerous studies highlight current pedagogical trends that illustrate practices and ideologies that bilingual teachers endorse to validate and transform bilingual

education and the bilingual teaching profession (Gort & Sembiante, 2015; García, 2016; Martínez et al., 2015). These new trends in the field of bilingual education focus on the culture of EBs and their community to make connections with the schooling process (Reyes et al, 2016; Prieto, 2017). Understanding that bilingual education is more than language learning is essential for bilingual educators, since bilingualism is intrinsically related to identity, power relations, and ideologies (Durán & Palmer, 2014; García, 2017).

Ideologies guide educational policy and practice. Language policies in bilingual education are often rooted in social and political ideologies rather than being informed by educational research (Hernández, 2013; Murillo, 2017). A clear example is the implementation of the No Child Left Behind Act (NCLB) in 2001 with its replacement, Every Student Succeeds Act (ESSA) in 2014; establishing English dominance in bilingual education, a procedure that affects the bilingual field and profession (Alfaro et al., 2017). For instance, the English language rhetoric that permeates bilingual education through TBE programs across the nation represents a challenge to the practice and professional identity of bilingual teachers. Due to the perception that other languages that English is a problem and the need for remediation in schools continues to justify repressive regulations and practices that affect bilingual education and as a consequence the bilingual profession Gándara & Escamilla, 2017). Thus, critical awareness is necessary to transform the thinking and teaching practice of bilingual educators concerning who they are and whom they teach (Alfaro & Bartolomé, 2017; García, 2017).

In sum, investigations about bilingual teachers' practices and ideologies are spread over various areas of research in bilingual education. This extensive analysis explores a spectrum of research in the field of bilingual education about the practices and ideologies that bilingual teachers use and enact to facilitate the learning of emergent bilingual students. The purpose of

this literature review is to have wide-ranging perspectives on the ideologies and practices that encompass a bilingual pedagogy that is used by bilingual teachers traversing the educational system to educate their students. Research in the bilingual education field in the last decades has provided an array of findings that are interrelated to the contexts in which the studies were conducted. In this manner, the purpose of this literature review is to illustrate ideologies and practices that bilingual teachers hold and perform in their teaching contexts.

Language Ideologies

A group of researchers seem to agree on the institutionalization of bilingual education as hegemonic assimilation in the educational system of the United States (Flores & Rosa, 2015; Macedo et al., 2015; Flores, 2016; Flores & García, 2017). Critiques on bilingual education policies that emerged since the civil rights movement sustain that bilingual education was necessary to empower language minoritized students. However, today the complex process of providing bilingual education for bilingual students has often resulted in deficit language perspectives that frame bilingual education. For example, monoglossic and subtractive ideologies in language education causes more inequalities for bilingual students because their needs are not met. Educational policies and decisions derived from ideological and sociopolitical hegemonic dimensions alter the purpose of bilingual education and bilingualism (Flores, 2016; Flores & García, 2017). Bilingual education and bilingual programs that once intended to be affirmative spaces for EBs have been distorted in a way that these bilingual programs do not support and foster bilingualism and biliteracy development at all (García, 2017).

THE HEGEMONY OF ENGLISH AND MONOGLOSSIC IDEOLOGY

Some research in the literature examines the pervading hegemony of English and monoglossic language ideologies that conform the bilingual education programs and models

14

(Flores & Rosa, 2015; Macedo et al., 2015). Macedo et al. (2015) contends that English hegemony, or the linguistic supremacy of English imposes subordination upon bilinguals, disregarding their culture and history. An extensive analysis of qualitative literature dated from 1968-2014 on bilingual education issues in this country demonstrated that hegemonic ideologies in relation to English language acquisition proliferate in language programs. These programs and models immersed students in English language education to replace their native language (Macedo, 2015). Contiguous to the hegemony of English is the monoglossic ideology that frames the education of minorities in our country, valuing monolingualism or English-only while disparaging bilingualism. Monoglossic ideology refers to "language as an autonomous skill that functions independently from the context in which it is used" (García & Torres-Guevara, 2009, p. 182). In this manner, emergent bilinguals are forced within schools to conform to English only *'native'* standards, and the home native language to foreign standards. Because of this, English has become the language of power, the medium of instruction, and the important subject in the U.S. schools (García & Torres-Guevara, 2009). Consequently, despite the multilingualism and the diversity in the U.S. population, English-only perspectives denominate the identity of our country, positioning English as idealized monolingualism, and as the standardized national language that norms all people to fit in regardless of their linguistic and cultural background (Flores, 2013). A monoglossic ideology where English and whiteness rule creates a racialized hierarchy of language in education and in our society in general (Flores & Rosa, 2015).

COUNTER-HEGEMONIC LANGUAGE IDEOLOGY

Due to the existent assimilation discourses in bilingual education and in the broader context of education, research has been done on counter hegemony efforts that claim bilingualism as an affirmative space (O'Connor, 2018). Bilingual educators face a dual

confrontation to teach EBs; on one hand, language empowerment for minoritized students, and on the other the hegemonic force that favors English over any other language. Research suggests that more focus should be placed on discursive phenomena that addresses the gap between what is recognized and what can be produced in challenging linguistic hegemony (Vélez-Ibáñez, 2018). Palmer (2011) demonstrates a tension that is exemplified by the interjection of Bourdieu's conceptualization of legitimate language, and Bakhtin's conception of dialogue. This tension is a dilemma between language as a social phenomenon and the power relationships in language socialization, represented in the struggle that bilingual teachers face when bilingualism orientations and the restrictiveness of hegemonic transition builds bilingual education programs, such as TBE models.

Transitional Bilingual Education

Transitional Bilingual Education (TBE) is intended to support the content learning of EBs in their home language while they fully acquire English as a second language (Gándara & Escamilla, 2017). However, the researchers sustain that English dominance entrenched in a subtractive bilingual education ideology operates in the structuration of TBE, the most common form of bilingual education in this country (Gándara & Escamilla, 2017). Often EBs in TBE are submerged in English-only instruction since the goal is to exit them from bilingual education within a 1-3 years span (Palmer, 2011; Gándara & Escamilla, 2017). There is strong convergence evidence on the conflict that linguistic hegemony creates in bilingual education, bilingualism development, and the role of language ideologies and politics in the teaching and learning of EBs under the context of TBE (Gort & Sembiante, 2015).

The academic opportunities of EBs are challenged by TBE since the definite goal of all these programs is English language acquisition and not bilingualism development (Gándara &

Escamilla, 2017). Although TBE models comprise the majority of bilingual education

approaches in the contemporary US, these models are hegemonic and subtractive in nature

(Palmer, 2011). Moreover, the erasure of the linguistic and cultural background of the home

language is a dangerous path to take in educating emergent bilinguals; it hinders the academic

development and compromises academic success by limiting the linguistic and social capital and

perpetuating the academic achievement gap (Cervantes-Soon et al., 2017). Consequently,

bilingual teachers under TBE struggle to provide a more balanced, additive bilingual space

(Palmer, 2011). This is a simultaneous battle that teachers face to foster the bilingualism of EBs

under the TBE context and to counter the monoglossic ideology, one that poses monolingualism

in the standardized national language (Flores & Rosa, 2015). Palmer states, "Often framed as a

simple dichotomy between assimilationism to the English majority and pluralism through

minority language and cultural maintenance (2011, p. 104). The researcher signal a debate that

bilingual teachers encounter in the context of TBE. The findings of several research studies

conducted throughout decades, corroborate the ineffectiveness of TBE programs in the

education of EBs. For instance, in a longitudinal study Thomas and Collier (2002) asserted that

EBs who received most of their education in English are most likely to fall behind academically

and drop out of school. Recent research studies purports that, despite their name, TBE programs

predominately use English (Palmer, 2011; Herrera-Rocha 2019).

Dual Language Bilingual Education

One trend in the literature is DLBE that opposes linguistic hegemony ideology and

practices (Duran & Palmer, 2014; Esquinca et al., 2014; Zúñiga, 2016; Alfaro & Bartolomé,

2017). DLBE is a bilingual education form in which students develop biliteracy and learn the

academic content under a socio-cultural framework. A pedagogical trend that aims for additive

bilingualism, and socio-cultural approaches that validate minoritized language in the broader context of education (Martinez, et al, 2015; Casielles-Suárez, 2017; García, 2017). Particularly, DLBE programs promote English language acquisition while, simultaneously, students develop and maintain their home language (Gándara & Escamilla, 2017). For instance, Vélez-Ibáñez (2018) accounted for educational programs that serve the needs of EBs with contemporary approaches to bilingual education that aim to prevent culture erasure and the underdevelopment of students. Specifically, the fusion of a DLBE with a funds of knowledge approach. Drawing on an ethnographic study that developed over thirty years and framed by a "funds of knowledge" approach, he contended the effectiveness of a DLBE program. Under this context, bilingual teachers' knowledge and perspectives were of strategic importance to connect with the families and gain trust and support. The bilingual teachers coordinated the understanding of English and the home language to teach bilingually, and they acknowledged and validated the language and culture of the students to make instruction culturally relevant. Situating and supporting a funds of knowledge approach within a bilingual program contributes to closing the cultural and social relations gaps between home and school (Vélez-Ibáñez, 2018). Also, Vélez-Ibáñez argued,

> "Vélez-Ibáñez and Greenberg (1992) referred to these home cultural resources as "funds of knowledge," which they define as "bodies of knowledge of strategic importance to households"—and I would expand our original conception to include languages, lineage and historical oral knowledge, patterns and recognitions of social relationships, use of and continuance of reciprocity and exchange, gender divisions and attitudes, and values towards selves and others." (2018, p. 37).

In addition, some qualitative research examines how bilingual teachers and EBs interact in DLBE classes. Empirical data from a qualitative study conducted in a Two-Way DLBE elementary program demonstrated how EBs construct knowledge in these settings and how the language separation impact content understanding (Esquinca et al., 2014). Despite the sociocultural perspective that frames DLBE programs, the hegemony of English is persistent due to standardization practices and accountability measures regulated from the state level (Herrera-Rocha, 2019).

Congruently, some literature corroborates research findings that purports?? English hegemony in DLBE programs as the language of power in schools. For example, Palmer and Henderson (2016) explored how students were placed in a DLBE track, and the teachers' discourses about student's ability. Findings from this study suggested the predominance of the hegemonic discourse among teachers referring to students as high or low depending on their English proficiency. The researchers advised about long-term consequences such as segregation because of preconceptions of DLBE programs being enrichment spaces or equitable just because of their name (Palmer & Henderson, 2016). Similarly, the findings in Valdez et.al. (2016) concluded the gentrification of students in DLBE programs by benefiting mostly privileged students. Ideally under any DLBE model the same emphasis would be for both languages, but English language is still dominating bilingual education programs (Bacon, 2018).

Bilingual Teachers' Ideologies and Practices in the Hegemonic Context

CRITICAL CONSCIOUSNESS, CLEARER IDEOLOGY, AND CULTURAL BROKERING

The studies reviewed present multiple ideologies held by bilingual teachers. First, some studies emphasize a critical consciousness, one that leads to the creation of equitable learning

teaching and learning spaces and a clearer ideology that inform of the pedagogy of bilingual teachers to contest dominant hegemonic ideologies in schools (Alfaro et al., 2017). Another ideology found in the literature is the enactment of cultural brokering to counter dominant deficit perspectives in the education of bilinguals (Geller et al., 2015). In addition, some literature stresses a perspective rooted in Sociocultural Theory that serves as a tool for bilingual teachers in challenging English dominance ideology and the prevention of culture erasure for EBs (Prieto, 2014; Huerta, 2017; Palmer, 2018; Vélez- Ibáñez, 2018). Moreover, some of the research portrays sociocultural frameworks that aim to prepare bilingual educators with an ideology and practice that acknowledge the social and linguistic assets of EBs (Evans, 2017; Martin-Beltrán et al., 2017). Teachers' perceptions that counter monolingual deficit thinking in the education of EBs are vital for their academic and social advancement (Olvera, 2015; Bacon, 2018;). Furthermore, some literature accounts for an ideology that supports the teaching preparation of bilingual teachers with a global and multilingual perspective (Brochin Ceballos, 2012; Bonilla, 2017; Schwartz & Gorbatt, 2017; Skinner & Williams, 2018).

Although most of the literature is focused on in-service teachers, some studies show research conducted on teacher preparation programs. The incrementing population of EBs in the U.S. schooling demands high-quality teacher preparation with more critical consciousness and a clearer ideology that informs their pedagogy. According to Alfaro et al (2017), a clearer ideology is one that allows teachers to discern who and what informs their teaching. It is vital that bilingual teachers understand who they are and their personal beliefs on teaching and learning because their teaching practice and actions affect their students (Alfaro & Bartolomé, 2017; Alfaro et al., 2017; Murillo, 2017). Alfaro and colleagues directed a study at a university in the South of California. They followed a pedagogical approach to transform a bilingual teacher

preparation program by engaging future teachers as intellectual partners through critical

pedagogy and a community wealth framework. Teachers who graduated from the program

created a roadmap towards becoming transformative educators by evaluating their unconscious

ideologies (i.e. English dominant) and freeing their minds from hegemonic teaching and learning

practices. The process involved the teachers' self-knowledge and a constant self-assessment

disposition to guarantee a firm belief on the academic and social worth of their students to

validate their linguistic and cultural knowledge. The authors concluded that teachers' ideological

clarity is necessary to inform and transform effective teaching pedagogies to support the learning

of EBs and for teachers to become advocates in their classrooms and their communities (Alfaro

et al., 2017).

Similarly, an idiosyncrasy driven by sociocultural theories is enacted in bilingual

practices that counter the hegemonic imposition in the education of EBs to prevent their cultural

erasure (Prieto, 2014; Huerta, 2017; Palmer, 2018; Vélez-Ibáñez, 2018). Defined by Vélez-

Ibáñez, hegemony is represented as, "One population that seeks to impose its political, social,

cultural, and psychological architecture upon others through myriad means—from violent

conquest in the recent past to highly rationalized institutional inventions, such as 'language

immersion' programs in the present." (p. 22). Vélez-Ibáñez (2018) documented the teachers'

ideologies that make them value the knowledge that EBs bring from home to school. He states

that applying this way of thinking allows teachers to gain the trust of the parents and students,

which is essential for the learning of EBs. The funds of knowledge perspective let the teachers

see the students further, rather than just relying on labels. In addition, the enactment of funds of

knowledge ideologies is a way to provide equity to the education of EBs (Vélez-Ibáñez, 2018).

The literature suggests that future research must continue to be conducted in DLBE settings to

investigate language policy, home language, and Translanguaging pedagogy to inform an effective education for EBs (De Nicolo, 2016; Bacon, 2018; Herrera-Rocha & de la Piedra, 2018).

Some research account for educators' ideologies and practices aimed to change deficit perceptions and beliefs, and power differentials (Geller et al., 2015). In a grant-funded initiative study to support family engagement, Geller et al. (2015) conducted focal groups, interviews, and field observations to document the engagement and impact of cultural brokering. In this study, cultural brokers are defined as "individuals or organizations that help Culturally and Linguistically Diverse (CLD) families navigate the language, customs, and norms of the school and school system while simultaneously affirming parents' own culture and rights" (p.23). In a predominant immigrant community, the cultural brokers involved in this project emphasized the value of the parents' culture and language by ratifying the students' cultural and linguistic identity. The bilingual teachers acted as collaborators in each of the five schools, facilitating conversations and meetings, and by mediating tensions among teachers and parents. Bilingual teachers played a crucial role by adopting a perspective that allowed them to build relationships of trust and respect with parents. Also, they advocated and supported the school changes, and helped parents who could not read or write in English. Teachers depicted high expectations and met with parent leaders, and used linguistic diversity for unification of the project. Geller et al. (2015) exposed the difficulty of establishing a culture of trust and respect in school communities with different backgrounds under a local hegemonic deficit culture. Therefore, cultural brokering perspectives are essential to bring change to the education of EBs (Geller et al., 2015). Findings revealed from this research relate to other studies in the literature by denoting the challenges that minoritized people face to adjust to the school system due to the prevalence of English

hegemonic practices. In the same manner, the findings feature agency and support as crucial elements to develop safe environments and opportunities of trust for EBs and parents in the school system. Geller's work and research informed my study and helped me to distinguish ideologies and practices of the bilingual teachers in establishing connections and a community of trust.

Moreover, the literature reports collaborative efforts made to prepare bilingual teachers with perspectives that match and value the linguistic and cultural assets of EBs (Brochin Ceballos, 2012; Bonilla, 2017; Schwartz & Gorbatt, 2017; Skinner & Williams, 2018). To illustrate this case, Skinner and Williams (2018) described a collaborative research partnership between one university bilingual-bicultural education program and a public district to prepare and supply the demand for bilingual teachers. The project designed with an asset-based ideology (human, social, and physical value) framework envisioned to provide support for teachers, provisional teachers, and paraprofessionals involved in the education of bilingual students in the district's program. Since the district moved from a TBE program to a DLBE program, a greater instructional time in and value of the home language was an essential component for literacy and biliteracy development. The educators that participated in the project understood and supported the linguistic and cultural assets that students brought from home. The authors concluded that teachers were able to see the students in a different way by acknowledging their language and culture, and their views were diversified in a positive way (Skinner & Williams, 2018).

By the same token ideologies and practices that stem from sociocultural constructivist theories are present in the literature, and are intended to meet the increasing demand to educate linguistically diverse students (Evans, 2017; Martin-Beltrán et al., 2017). In Martin-Beltrán et al. (2017) several constructs, such as "funds of knowledge," "third space" and "cultural sustaining

23

pedagogies" are intertwined to frame the study. The researchers referred to third space as a zone for collective development and expanded learning. For example, teachers and students in *The Language Ambassadors Project* drew upon funds of knowledge, third space, and cultural sustaining pedagogy to communicate, mediate, and co-construct learning. The authors concluded that this multilingual context offered greater educational opportunities by mobilizing and expanding the linguistic repertoire of bilinguals (Martin-Beltrán et al., 2017). Similarly, due to the increment of EBs' enrollment in this country that disproportions the bilingual educators' force, some research shows the expansion of teaching frameworks that concentrate on preparing teachers with perspectives on language and literacy education that matches the linguistic and cultural learning of EBs (Evans, 2017). For example, the sociocultural constructivist perspective that guided this study demonstrated teaching practices that considered a funds of knowledge perspective by affirming an understanding of the link between learning, home, and community experiences. Teachers in this study understood and valued the importance of ethical relationships, shared knowledge, and community discourse as a teaching perspective that acknowledges linguistically and culturally diverse students (Evans, 2017). The findings of these studies elucidate the effectiveness of teaching practices framed by sociocultural perspectives in the education of EBs. Thus, sociocultural perspectives such as funds of knowledge and third space are critical to match the linguistic and cultural learning of EBs in education. These findings informed my study of teaching practices under sociocultural perspectives, permitting me to compare participants' ideologies and practices in the context of the study.

DECOLONIZING IDEOLOGY AND COUNTERHEGEMONIC TEACHING

The previous section of the literature focuses on ideologies and practices that bilingual educators enact to contest English hegemony in schools. In this section the literature emphasizes

the decolonization, or transformation of colonial domination and its ideology that operate and are reproduced in schools (Murillo, 2017). Some researchers contend the transformation of bilingual education through decolonizing pedagogies that contest the linguistic and cultural marginalization of bilingual students by challenging the imposed deficit view (Arce, 2004; Murillo, 2017). For instance, in her study, Murillo (2017) identified colonizing language ideologies present at schools and in teacher preparation programs around the U.S. borderland. The documented colonizing ideologies included English monolingualism, language purism, and the belief that the main purpose of bilingual education is the transitioning of EBs into all English instruction. The bilingual teachers in the region had experienced anti-bilingual and anti-Spanish ideologies themselves in schooling, and now as professionals, they were reproducing a hegemonic (English dominance) cycle. Through Participatory Action Research methods as engaging practices and critical ethnography, the participants contested their own dominant notions of biliteracy and bilingualism rooted in their own schooling experience. The use of alternative pedagogies, such as language and literacy autobiographies, case studies of emergent bilingualism, and analysis of the local linguistic context, supported the teachers in reviewing their own histories to transform the dominant ideologies. This study demonstrates how teachers' involvement in participatory action research countered harmful ideologies to change deficit perceptions about bilingualism and EBs. Participants got rid of the internalized hegemonic ideologies to embrace and support true bilingualism. For instance, they supported and promoted the use of Spanish in their practice and felt good in doing so for their students and themselves. The author concluded that decolonizing pedagogies contribute to multilingualism awareness, linguistic knowledge, and culture relevance in teaching (Murillo, 2017).

Similar to Murillo's (2017) arguments, Ostorga and Farrugio (2014) documented 'subractivist' pedagogical practices in the borderland of the Rio Grande Valley of Texas. Ostorga and Farrugio (2014) asserted that the internalization and reproduction of dominant hegemonic ideology in the teaching practice of bilingual educators from this region devalued the Spanish language and culture of the students. Some bilingual teachers who internalized a hegemonic ideology taught the same way as how they experienced their own schooling. For instance, bilingual teachers were instructing in English not allowing their students to utilize their home language at school. To counter the hegemonic ideology and practices in the region, a teacher preparation program under a constructivist theoretical approach included student-centered instruction, thematic integration, balanced reading instruction, additive bilingualism, and biliteracy development. Data collected and analyzed from reflective journals, focus groups, and online discussions demonstrated that participants developed a pedagogy of cariño (affection) to create a sense of community and professional autonomy (Ostorga & Farrugio, 2014).

The literature accounts for bilingual teachers' practices that counter subtractive schooling and its adverse effects in the teaching and learning of EBs. Based on an English-only ideology, some bilingual education programs affect the learning of students with inappropriate pedagogies that perpetuate low-academic achievement and failure (Ostorga & Farrugio, 2014; Alfaro & Bartolomé, 2017). Ostorga and Farrugio (2014) documented 'subractivist' pedagogical practices in many local schools that removed EBs too early from bilingual education, hindering their intellectual growth, emotional development, and their linguistic and cultural identity. Therefore, the participant bilingual teachers adopted a critical stance towards bilingualism to support the optimal learning of their EBs. The teachers analyzed the curriculum, internalized it, and applied it as they acquired and used more home language (Spanish) in their teaching (Ostorga &

Farrugio, 2014). The findings of this study stress the importance of bilingualism development and the foundation of Spanish for the overall learning of EBs. The findings from this study allowed me to discern ideologies and practices of the participants that supported a critical stance toward bilingualism and the use of Spanish.

Translanguaging, Pluralistic, and Empathetic Approaches

The various researchers under this section documented translanguaging as an umbrella concept in action under or alongside other approaches, such as pluralism, multimodality and empathy to serve the educational needs of diverse populations in schools. translanguaging is a dynamic and multifaceted approach interconnected with language learning, multimodality, pluralism and the social-emotional methodologies involved in providing an effective education for bilingual students.

CO-LEARNING AND TRANSLANGUAGING

Wei (2013) documented pedagogical practices of co-learning in multilingual classrooms in British schools. Her research suggests a change from the traditional configuration of the classroom to a less formal context, where the roles of the teachers and students change due to sociocultural challenges in the community and society. Under a learner-centered curriculum conceptualization, Wei argues that,

> "Co-learning would make a teacher become a learning facilitator, learning scaffolder and critical reflection enhancer, and the student becomes an empowered explorer, critical refection enhancer, and meaning maker and responsible knowledge constructor." (p. 169)

This study shows how the process of teaching and learning becomes an interrelated act when students and teachers learn from each other. In an excerpt from the study, one of the students corrects his teacher of Cantonese when he made a mistake in a translation to English.

The teacher learned the correct English pronunciation, and the students learned beyond translation in this class by constructing and learning together about the Cantonese language and culture with the teacher's guidance (Wei, 2013). This co-learning perspective supported a balanced relation of power among teachers and students in a supportive environment. Students were encouraged to construct knowledge while taking ownership of their learning in partnership with their teacher. This conceptualization supports the understanding of language learning complexity and its dynamism.

TRANSLANGUAGING, MULTIMODALITY, AND EMOTIONS

Numerous studies report new ways for teaching bilinguals to become aware of their linguistic, cultural and emotional potential; including multimodal learning and the amalgamation of social and emotional aspects in learning (Lin, 2013; Ostorga & Farruggio, 2014; Piccardo & Aden, 2014; Venegas, 2016; Esteve et at., 2017). For example, Piccardo and Aden (2014) demonstrated a pluralistic and sociocultural approach in which learning is semiotic and non-linear. Under this conceptualization the cognition, socialization, and emotional dimensions of the students are incorporated as fundamental for teaching. Semiotics provide a broader opportunity for students to make meaning-making about their learning, which is more than just signs and language. For example, it could be sounds, gestures, and actions that convey understanding or meaning-making that teachers must be aware of and recognize. Therefore, empathy towards the students from their teachers is an important consideration, and emotions play a central role in the planning and instruction delivery.

Similar to this perspective is the one presented in Ostorga and Farrugio (2014), where preservice teachers developed a summer program for bilingual students adopting a critical perspective. The preservice teachers modified the curriculum to make the language and the

culture relevant to the students who participated in a library program. The teachers provided social and emotional support for the learning of students. Teachers used all the language support in Spanish that the students required for understanding, and for them to feel safe in this learning environment. The teachers deviated from a scripted bilingual instruction, and instead, they created their activities to teach bilingually. They felt accomplished at the work they did with students during the summer program. They had the autonomy to teach, and they felt accomplished because they were able to take care of the social and emotional needs of students, in conjunction with their language learning and academic needs (Ostorga & Farrugio, 2014).

Correspondingly, the literature includes pluralistic and empathetic approaches in which language learning is a complex and deep process that comprises cognitive and emotional dimensions (Piccardo & Aden, 2014). A pluralistic and empathetic approach is described as one in which students are placed in a holistic and flexible language learning environment provided with emotional and cognitive support. This approach resembles the translanguaging approach because of the dynamic nature of the learning process and a sense of ownership of the students' own bilingualism development (Piccardo & Aden, 2014). Congruent to the empathetic approach under the pluralism discourse of Piccardo and Aden is the need for educators' empathy to understand the students' adaptation in learning a language in multicultural classrooms described in Conteh et al. (2014). For students learning a new language entitles change to adapt to different social situations and behaviors; therefore, teachers must be empathetic that no one can be multicultural without support and understanding (Conteh et al., 2014; Piccardo & Aden, 2014).

DISTRIBUTIVE COGNITION AND TRANSLANGUAGING IN DUAL LANGUAGE BILINGUAL EDUCATION CLASSROOMS

Similarly, the studies conducted in DLBE classrooms account for teaching instructional practices in programs that promote bilingualism and biliteracy with a translanguaging pedagogy. In their study, Pontier and Gort (2016) analyzed the co-teaching practices of two teachers in a DLBE class, guided by the Translanguaging approach and a Distributed Cognition pedagogy. In this study, Distributive Cognition pedagogy is defined as "how teachers coordinate their instructional practices when working towards a common goal." (p. 90). Both teachers used their bilingual collective repertoire and relied on their bilingual expertise to make choices beyond language designation. For example, the teachers coordinated instructional practices and languages use to collaborate and achieve shared learning goals. They synchronized their bilingual performances and 'languaging' to teach reading effectively to students in both English and Spanish. For instance, the Spanish assigned teacher translated for students' understanding in English or Spanish, or made interjections to clarify or enhance the instruction of the other teacher; meanwhile, the English assigned teachers did the same thing. The authors concluded that Translanguaging and Distributed Cognition practices added vigor and relevance to a dynamic learning process (Pointer & Gort, 2016).

MULTICULTURAL AND TRANSLANGUAGING APPROACHES

One trend in the literature is the reconceptualization of teaching practices under multicultural and translanguaging approaches that value flexibility in regards to language learning in a variety of settings (Wei, 2013 ; Venegas, 2016; Esteve et al., 2017). It is worth to mention that the terms multicultural and translanguaging included in this section of the literature convey linguistic diversity and a dynamic approach to language learning.

Numerous studies support heteroglossia and translanguaging conceptualizations, as the current pedagogical trends that are geared towards additive bilingualism, and socio-cultural approaches that validate minoritized language and language use in bilingual education and in the broader context of education (Martínez & Pérez, 2013; Martínez et al., 2015; García, 2017). The pluralistic discourses of EBs in classrooms need to be accepted and validated for a meaningful construction of knowledge and for the effective second language acquisition of English. These new trends in education of EBs focus on the cultural wealth and funds of knowledge of EBs to relate their lives and education as something that belongs to them (Prieto, 2014; Reyes et al., 2016; Casielles-Suarez, 2017). Understanding the intricacies of language use in bilingual programs for bilingualism development is essential as bilingual education is more than language and language use, it's about identity, power relations, and ideology (Durán & Palmer, 2014; García, 2017). The language, identity and culture of EBs are interrelated because of this language use is dynamic and multi-faceted. The acknowledgment of this is important for bilingualism development since bilingual education is intended to provide equity for EBs.

Transformative Teaching: Critical stance and advocacy

CRITICAL PEDAGOGY, RESISTANCE, AND AGENCY

Arce (2004) documented participatory research of bilingual preservice teachers that unfolded their resistance as they practiced critical analysis and reflection in their practice. The teachers maintained a sense of personal, social, and political integrity while navigating their practice. Through dialogue, the participants gained a critical perspective that served as 'collective emancipation', a liberatory experience reflected and used in their teaching (Arce, 2004, p. 231). Similarly, Prieto and Villenas (2012) challenged hegemonic domination through co-constructed testimonies and explored their own knowledge, practice, and pedagogy (Prieto &

Villenas, 2012). The two university professors used extensive dialogue in a period of two years to explore their own navigation as Chicana/Latina feminist in predominantly White institutions. Although this study is about the narratives of two university Latina professors, their research accounts for their bilingual journey and their bilingual identity, which is important in teaching other minoritized students. The study revealed how the testimonios (personal stories) ground the teaching of Latina/feminist by envisioning transformative ways of teaching and learning to prepare future educators. These testimonios revealed the difficulty of subversive agency in a white dominant context. Prieto and Villenas (2012) state, "In our own experiences, fears of being labeled and dismissed as "hot-headed Latinas" by our peers and our students make engaging the very real emotions of injury from racism, classism, sexism, heteronormativity, and other oppressions difficult" (p. 423). Attempting to make the teaching and learning different is challenging for both students and teachers of color. However, the testimonios turned all people involved into witnesses, created simultaneous learning, and gave possibility to the emergence of new testimonios of teaching and learning (Prieto & Villenas, 2012).

CRITICAL AWARENESS AND TEACHERS' PROFESSIONAL IDENTITY

Coincidentally, some literature reports that teachers and/or prospect teachers can alter linguistic and ethnic deficit views by developing an awareness of their own bilingual professional identity and taking a critical stance to navigate hegemony in the system (Ostorga & Farrugio, 2014; Alfaro & Bartolomé, 2017; Huerta, 2017; Palmer, 2018). Developing critical awareness is necessary to fight the derision and mistreatment of EBs under the deficit perspective that makes their learning even more difficult. For example, student's academic failure happens when their languages are appraised as deficient in the educational system (Huerta, 2017). In addition, linguistic and cultural devalue contribute to the marginalization and

disempowerment of EBs. Drawing on interviews and artifacts from two Latina Bilingual

education teachers, Palmer (2018) reported the educational journey of both teachers, who

developed critical consciousness to embrace a leadership identity. In their path towards advocacy

and leadership, these two bilingual teachers engaged in reflected praxis, embraced their own and

the students' cultural and linguistic identities, and built professional networks. Praxis has been

defined as a "critical reflective action that makes … teachers … constantly reflect on actions to

improve our world" (Ramirez et al., 2016, p. 305). The collection and analysis of online

reflections and field notes demonstrated existent tensions (e.g. lack of opportunity, and gender

and ethnic bias) in the development of bilingual teachers' leadership. The researcher concluded

that in order to shift the deficit paradigms for equity and transformative education for EBs,

teachers need to co-construct identities as authentic leaders with advocacy and agency for change

(Palmer, 2018).

CRITICAL CONSCIOUSNESS AND A PRAXIS FOR TRANSFORMATION

Some of the literature notes the development of bilingual teachers' *conscientizacíon*

(critical consciousness) with a praxis of reflection, advocacy, and agency for change (Arce,

2004; Prieto & Villenas, 2012; Prieto, 2014; García, 2016; Huerta, 2017; Palmer, 2018).

Essentially the bilingual teachers' enactment of critical consciousness disrupts the ways in which

EBs are educated in schools (Ramirez et al., 2016). The authors posit,

> Freire (1970) described *conscientizacíon* as an act of knowing through which a person
>
> can look critically at the world and act upon it. Further, within *conscientizatíon*, humans
>
> can be active agents existing in and with the world and thus can transform it. Praxis is
>
> key in this process. It is critical reflective action that makes individuals, such as teachers

and students, constantly reflect on actions to improve our world" (Ramirez et al., 2016, p. 305).

Similarly, the use of Freire's ideology on critical consciousness instills a praxis of transformation, adding to the overall result. Palmer (2018) reports that bilingual teachers who co-construct identities as transformative leaders can influence the learning opportunities of emergent bilinguals significantly. For instance, the participants in this study were two university students in a master's program with three main core areas framing their preparation in the leadership program: bilingualism/ESL foundational knowledge, professional development practice/ mentoring, and professional networking. Palmer concluded that bilingual teachers that embrace transformative leadership develop a sense of advocacy and agency for their students and their communities. Critical consciousness and critical pedagogy can change teachers' thinking and at the same time, change those of the students, their communities, and society. These bilingual transformative teachers are creating a path of opportunities for future generations with a domino effect (Palmer, 2018).

Likewise, the literature accounts for the use of transformative pedagogies that are framed by consciousness and social justice conceptualizations, aimed to contest the academic marginalization of EBs (Arce, 2004; Prieto, 2014; Ramirez, et al., 2016; Huerta, 2017). For instance, Huerta (2017) documented the examination of transformative literacies in a fourth-grade bilingual classroom and the students' exploration of social justice and equity issues. The researcher taught four lessons each week during social studies instruction time, addressing the issue of slavery in Texas. The guided discussions throughout the lessons evidenced that students' constructed knowledge on issues such as empathy, social awareness, and perspective-taking or action. Besides, the transformative dialogue served as a tool to instill critical thinking on the

students. The findings in the study indicated that a transformative approach in conjunction with a translanguaging approach scaffolded the learning of bilingual students. The transformative pedagogy promoted awareness and equity perspective embedded with ESL (English as a Second Language) instruction with the use of relevant and authentic literature, and a translanguaging approach (Huerta, 2017). The studies included in this section share the commonality of critical pedagogy and critical consciousness interjecting with the discourse of transformation in education. The following section differs in the way that the literature stems from the nepantla approach and how the teachers situate themselves in nepantla.

Nepantlerismo: theoretical and methodological

Nepantla, Auto-historias, and Testimonios

This section of the literature review illustrates teaching practices and ideologies drawn from the nepantla approach. Nepantla is a concept used often in Chicano and Latino anthropology, social commentary, criticism, literature, and art. It represents the concept of "in-between-ness." Nepantla is a Nahuatl word, which means "in the middle of it" or "middle." The work on language, culture, and identity of Gloria Anzaldúa is a commonality and is a pivotal foundation for educators that embrace the nepantla pedagogy. For instance, some scholars that draw from the Anzaldúa construct of nepantla stress the importance of the teacher's understanding of the linguistic and cultural background of bilingual students for a true integration in the classroom (Abraham, 2014; DeNicolo & Gonzalez 2015). In Abraham (2014), a personal classroom narrative exposed the use of self-reflection, autobiography, and a critical stance to demonstrate how the 'auto-historia-teoria' situated the participant in nepantla. Embracing Anzaldúa's theorizations in her own research, she incorporated an autohistoria/teoria in the development of her nepantla pedagogy. As part of a university course, she implemented

an action research project in the classroom. She had a shocking revelation when she realized that her instruction was completely monolingual and that this was not the most appropriate way to serve the needs of students. This revelation changed her way of knowing and viewing the world completely. She discovered that one of her students' native language was not even Spanish but an indigenous language. The shocking finding made her enter nepantla (a concept that represents the "in-between-ness"). She acknowledged the students' culture, language, and identity and incorporated the auto-historia teoría in her classroom. This allowed her students to be active participants in their own learning by creating a common understanding of who they were and how they learned and by situating themselves in the world with her guidance (Abraham, 2014).

Congruently to Abraham's theorization on auto-historia teoría and nepantla, DeNicolo and González (2015) utilized *testimonio* (testimony) embodied as literacy practices to explore the narrative of marginalization in a third-grade language arts classroom; where students reflected and shared their experiences between two worlds. Findings from this study indicated how EBs are positioned in a contradictory and transformative space while making sense of their bilingualism and their bilingual identities under the politics of bilingualism. The testimonios evidenced the cultural and linguistic knowledge of the participants in oral and written forms and reflected their embodied literacies. For example, students made connections and engaged in the activities during the testimonios unit. They listened, read, discussed, and wrote about their own and other testimonios. The authors concluded that the process of testimoniando is a powerful pedagogical tool to identify and enter *nepantla.* Students recollected memories and reflected in their life truths while becoming bilingual (DeNicolo & González, 2015).

In a similar way, Prieto (2014) used a Testimonio methodology to explore the influence of culture on future bilingual teachers. Prieto examined six testimonios of aspiring teachers from a minority upbringing, or from other background than White. An epistemological framework that linked Anzaldúa's "mestiza consciousness" to Chicana/Latina feminist pedagogies was used to explore the realities and experiences of the precandidates at home and at the community with the purpose to inform pedagogy in a bilingual classroom. Through constant reflection, dialogue, and action, the aspiring teachers situated themselves in a *conciencia* (consciousness) with *compromiso* (commitment) that informed their perspectives in teaching EBs. It is vital that teacher preparation programs contribute to eradicating deficit ideologies in education by preparing future bilingual teachers. Teacher preparation programs that understand the linguistic and cultural background of future bilingual teachers as a way to validate their professional development and inform their practice prepares them to challenge mainstream thinking (Prieto, 2017).

Likewise, drawing on Anzaldúan *conocimiento* and nepantla theories, Morales et al. (2016) documented an ethnic studies pedagogy practice in the classroom that centered the experience of bilingual students who had been historically marginalized. The ethnic studies pedagogy was incorporated with Chicana Feminism as a critical educational space to challenge social constructions. For example, with the use of video clips from a television show, the students engaged in an activity to analyze issues of stereotyping. Critical discussions elicited conversations about the funny parts of the video clips, moving to important, serious, and disturbing matters that cover broad concepts such as racism, stereotyping, borderlands, and gender issues. The bilingual teachers connected the pedagogy and the methodology to encourage

openness in class. Students willingly explored familiar topics more critically, in a safe space that allowed them to share aspects of their own lives. The students' knowledge and experiences that they bring from home and their community were incorporated under this approach to understand social construction in our society (Morales et al., 2016).

NEPANTLA, LANGUAGE, AND IDENTITY

Similarly, under the construct of nepantla, language and identity are considered valuable resources in bilingual teaching (Alfaro & Bartolomé, 2017; Lizárraga & Gutiérrez, 2018). Leveraging the linguistic repertoire of bilingual students is important to challenge the prevalent deficit thinking in education (Lizárraga & Gutiérrez, 2018). Promoting the use of students' languages in school through teaching practices that mediate and/or facilitate the students' linguistic and sociocultural repertories is vital for the literacy and academic development of bilinguals. These practices that support the language variation of bilinguals are interconnected with the negotiation of their identities in nepantla, a perpetual zone of transition (Lizárraga & Gutiérrez, 2018). This research concurs with Alfaro and Bartolomé (2017) by arguing that it is necessary for educators to provide pathways for EBs, where they can leverage language and identity as resources in teaching.

Attuned to the nepantla pedagogy, in regards to the language variation, bilinguals and their identity negotiation is a continuous state; Alfaro and Bartolomé (2017) explored 'a clearer ideology' of bilingual teachers. A clearer ideology is one that allows bilingual teachers to acknowledge the differences in the linguistic and cultural background of students, to value and validate them. The researchers described a clearer ideology necessary for bilingual teachers to take a critical perspective as a nonconforming stance against English dominance ideology in the education of EBs. The collected data from school visits and recorded vignettes showed the

normalization of superior languages over the students' nonstandard language, such as proficient English. They contended that the academic achievement of bilinguals can only happen by taking into consideration the linguistic and cultural uniqueness of the students. Besides, a teaching approach that affirms the language appropriation of students in an additive and self-empowering way is a must (Alfaro & Bartolomé, 2017).

Compatibly, Gutiérrez-Pérez (2016) explored the use of *nagualismo* (shapeshifting) as a transformative pedagogy in higher education. He defines this transformative pedagogy as an ontology in the classroom, and praxis in liminality, the zone in between state; nepantla or third space in transformative pedagogy. For instance, in this critical communication pedagogy course, at a graduate level, the professor and researcher used "*A Letter from My Students*" strategy to correspond to his students while elucidating the power of inequity. Utilizing a Chicano standpoint*, sin vergüenza* (shameless) through a *mestizo* body, an Anzaldúan theorization, the professor responded to his students and encouraged them to respond to him with openness. The teacher addressed Whiteness, performance, and advocacy issues in higher education, making himself susceptible to criticism because of the dynamics of power involved. However, he confronted his fears in adopting a transformative pedagogy to honor and promote the students' agency to resist his agenda. The author concluded that students reshaped and affirmed identity perspective by reframing failure as a process while navigating the co-construction of power in a transformational space (Gutiérrez-Pérez, 2016). Studies like this denote the need to do more research under this perspective in bilingual education. The topic seemed to be a novelty in research, although it draws from the nepantla approach.

Additionally, the literature accounts for the transnational experience of teaching and learning in the context of the borderland. In a comprehensive ethnographic study, de la Piedra et al. (2018) analyzed the transfronterizx experience, providing an understanding of how these students navigate the contradictions and complexities of their worlds. Using DLBE practices and funds and knowledge conceptualizations, the authors documented the linguistic landscape of the border. Because of the context of the borderland, EBs often experience a clash between their familial word with the antagonistic world outside their home, including schools. This study demonstrated how a bilingual teacher created a nepantla space in her classroom, where the linguistic and cultural knowledge of EBs were validated. Thus, teachers must have a clear understanding of the challenges that EBs face in their educational process. In that way, teachers can mediate their learning through effective practices such as multimodal instruction and translanguaging practices (de la Piedra et al., 2018).

In an analogous way, researchers of another study portrayed the teaching practices of two educators that strived for the best learning and empowerment of their emergent bilinguals (Ramirez et al., 2016). Guiding their practice with a Border Pedagogy, two high school teachers in a border town in South California elicited critical awareness to empower their students. The study showed the pedagogical practices enacted by the two teachers through discussions and conversations regarding Latin@s issues and their communities. For instance, Mr. Soto and his students used critical thinking and border pedagogy, one that helps educators understand the students' histories, experiences, and relationships with their identity and culture in the borderland. A discussion about heroes and role models in the family and community served as a way for the teacher to elicit awareness about the invisibility of Latin@s in U.S. History,

questioning the place of Latin@s and their contribution to society. Another example illustrated in Ramirez et al. (2016) was a project in Mrs. Chavez's class, titled Yo y Rigoberta Menchú, where students got engaged in critical thinking about their identities, emphasizing their own testimonios. The teacher encouraged students to think about their own journey and locality, and the effects on their identity and culture. Students re-framed their thinking to expand their lived borderlands' experiences inside and outside the school context. The researchers suggested the intersectionality of critical pedagogy and critical consciousness, where one leads to the other when the reflection creates awareness (Ramírez et al., 2016).

Furthermore, Reza-Lopez et al. (2014) delineated a nepantlera pedagogy with an emphasis on social justice and human dignity to educate bilingual students. The authors claim that validating the students' language and culture is a way to create a "voice," humanizing the students and their learning (p. 117). Consequently, a nepantlera pedagogy is the path to follow in creating that voice to respect and provide equity for students. In addition, the embracement of a nepantlera pedagogy is the way for human dignity via concientization (critical consciousness). It is indispensable to prepare bilingual educators with a nepantlera pedagogy, one that will help them, in turn, to prepare students to think critically and reflect about themselves and the world. Subsequently, these teachers will instill critical thinking and concientization in their students. The authors concluded that nepantlera pedagogy situates teachers and students in a co-constructive praxis of social justice and transformative education (Reza-Lopez et al., 2014).

Moreover, in Venegas-Weber (2018), the complexity of bilingual teacher's professional identity was examined as an inquiry of agency and positioning within nepantla, and the border crossing possibilities in their bilingual classrooms. Venegas-Weber (2018) described three teachers as Chicanix/Latinx and documented their experiences in nepantla or "in-between"

spaces. The researcher mentions how important it is to understand how bilingual teachers figure out how to relate to one another in an agentive way and how they transmit this to their classrooms. This agency is reflected in classrooms' teaching practices with organized teaching that is in more concurrence to bilingualism and biliteracy practices. Analyzing the professional identity of bilingual teachers in nepantla changed their realities across languages and sociopolitical contexts. Traversing from two worlds is a commonality for bilingual teachers. Their agency is reflected in affection and commitment in an organized learning for themselves and for EBs. The teachers evolved a teaching practice of healing and learning for a true dynamic bilingual practice, aiming at bilingualism and multiculturalism. The findings revealed teachers' full professional identities, positional understanding, and agency development (Venegas-Weber, 2018).

EDUCATING NEPANTLEROS/AS

Theorizing in nepantla, Freire (2016) examined DLBE en la frontera (US-Mexico border). He sustained that there is a need for teachers and pre-service teachers to develop a sociopolitical consciousness that allows them to view their emergent bilinguals in DLBE as nepantleros/as. He makes an emphasis on interactions that happen in these DLBE classrooms, such as language crossings, and the "in-between" space (the intermediary zone), and the overlapping of the languages; he stressed the multiple benefits that DLBE provides to nepantleros/as. Therefore, he argued that it is critical for DLBE to operate under an equity/heritage framework to support the learning of all students. He concludes that it is essential for teachers to provide equity for minoritized students and to acknowledge their heritage; contemplating a sociopolitical consciousness as a necessity and a must in bilingual education (Freire, 2016). In a comparable way, Pacheco (2014) explored the border-crossing experience of

students situated in nepantla (between two worlds). Pacheco conducted this case study in the U.S. Midwest, referring to it as the new Latino diaspora. She affirmed that students live between languages and cultures, navigating multiple spaces that simultaneously shape and reshape their linguistic identity and culture. The implications of this study demonstrated that analyses of language must account for sociocultural and sociopolitical contexts, essential in understanding the development of EBs in schooling to provide a more critical bilingual education (Pacheco, 2014).

Theoretical Framework: Translanguaging Theory and Borderlands Theory

TRANSLANGUAGING THEORY

I decided to frame my study with a Translanguaging theory and a Borderlands theory because of the discourses of equity and transformation that both theories sustain. The theories mutually provide essential understandings for bilingual educators to support the educational learning and opportunity of emergent bilinguals (EBs) while affirming and validating their languages and culture. Given the emphasis on a subtractive, English dominant ideology in the prevalent TBE programs throughout the U.S., it is essential to consider how language and learning happen to understand the process in becoming bilingual (Zúñiga, 2016; Alfaro & Bartolomé, 2017; Flores & García, 2017;). Translanguaging is a robust theory to understand how bilingual teachers make sense of language use to teach and support the learning and development of students in bilingual contexts. The Translanguaging theory is a strong instrument for bilingual educators because it is a reconceptualization of bilingualism. It represents a unitary linguistic approach that is described to be an individual's unique linguistic repertoire that belongs to two named languages or more (García & Wei, 2014). Although it is an innovative approach still in development, translanguaging theory offers equitable opportunities in language learning for EBs

to generate their own knowledge and social context. Besides, Translanguaging is equitable because it allows individuals to have the choice in using and learning languages to meet their own needs   (Gándara & Escamilla, 2017). García (2017) states,

> "And translanguaging is precisely a way of ensuring that we view language from the different perspectives that offer us a way to escape the linear upward and restrictive understandings of what language ought to be, opening up espacios for different people to act equitably in their worlds through their own languaging." (p. 2)

She contends that language has more functions than the communication itself. Language is a dynamic way to interpret individuals' social worlds. This is how EBs shape experiences and remember them, but most importantly it's a way to live in language to make one's world.

From a Translanguaging standpoint, the notion of language learning deviates significantly from the normative and neutral notion that is predominant in schooling. The latter is a systematized and narrowed view on language that García calls a "regime," represented in the Language Arts curriculum and academic language required in schools (García, 2017), which is a total misrepresentation of what language learning should be and how the instruction should be. Furthermore, this situation places EBs at a disadvantage when their language is restricted and not a way to shape their own experiences, knowledge, and understanding of the world (Flores, 2016).

The literature accounts for Translanguaging practices and ideologies reflected in the teaching and practice of bilingual teachers to counter challenges in bilingual education and language learning. Because EBs rely on their home language and English as one system to communicate, interact, and construct their knowledge, Translanguaging is significant in their learning process (Gort & Sembiante, 2015). In this sense, Translanguaging is also a teaching

approach with a broader scope, and it is a way to teach language in a dynamic and natural form, where the home language of the students plays a prime role. An excellent example in the literature is how teachers adjust to language separation policies typical of DLBE programs. Some of the literature demonstrates how bilingual teachers provide support for EBs through *languaging* (negotiations) practices that allow them to interact through the flow of the languages despite common language separation frameworks (Durán & Palmer, 2014).

Likewise, teachers use Translanguaging as a way to teach language as a more natural method, similar to how a primary or home language is developed (García, 2017). Translanguaging is more than codeswitching, code-meshing, translation, and transfer of knowledge. It is all of these, a combined creation while the cognitive and social aspects of language learning happen; a process that might be invisible, but is always there as one language system (Conteh et al., 2014). The various researchers in this literature review have documented Translanguaging as an umbrella concept in action under or within other approaches, such as pluralism, multimodality and empathy to serve the educational needs of diverse populations in schools. Translanguaging is a dynamic and multifaceted approach interconnected with language learning, multimodality, pluralism, and social-emotional aspects involved in an effective education for emergent bilinguals.

According to García (2017), through the enactment of the Translanguaging ideology, the perception that language learning receives in schools is reclaimed. García contends that schooling perpetuates social reproduction when language is viewed as a standard set of linguistic norms. On the other hand, a Translanguaging perspective acknowledges the linguistic potential that EBs bring from home and supports a creative language development, one that does not conform to the ideology of any standard language (García, 2017). Besides, the Translanguaging

45

pedagogy promotes an ideology that goes beyond a particular language or languages by challenging language separation policies or separate bilingualism in education (Pontier & Gort, 2016). Although Translanguaging is perceived as a complex process, it is the dynamic discursive norm in several bilingual communities (Durán & Palmer, 2013).

In sum, Translanguaging is a communication repertoire that involves all languages, enabling bilinguals to use them according to their suitable needs or requests. Besides, it is vital to equalize the learning and the socialization of EBs in schools, since the level of bilingualism varies among students (García, 2017). Moreover, bilinguals tend to use their one linguistic repertoire according to their needs (Flores, 2016). Therefore, Translanguaging can be used as a lens to understand how bilinguals learn so that teachers can facilitate their education. Also, the Translanguaging framework can assist interpretations of practices and ideologies that bilingual teachers use to provide learning opportunities that acknowledge the linguistic, social, and cultural assets of EBs for effective education.

BORDERLANDS THEORY

Likewise, Anzaldúa's (1987) theory on Borderlands (physical or imaginary) provides a reliable framework to visualize the intersection between identity and language, and how both enhance the understanding of the connection between language and the learning process. Her conceptualization on borderlands intrinsically connects with the claim that she makes on the multiplicity of language and identity (Anzaldúa, 1987). In her work, she defies language hegemony by theorizing on the colonization of our people. She defends the particularity of the languages and identities from the borderland. She narrates the history of this land and parallels it with her own story (Reza-Lopez t al., 2014). She explains the acts of oppression and discrimination that Mexican-Americans suffered in this land under the mercy of the Whites. At

one point, it was the Spaniard domination, and then the Anglos took over when this land became

the United States (Prieto & Villenas, 2012). As a result of this is the hybridity of the borderland

and its people, and Anzaldúa reflects this in her work. She depicted in her work a narrative about

her life story by mixing the English and the Spanish language. For instance, her Chicano writing

style was a claim she made about her identity. Her narrative and writing style proved that she

was proud of the uniqueness of the borderland and its hybridity (Anzaldúa, 1987).

Adding to Anzaldúa's discourse on the borderland, geographic or imaginary, the

theorization of the third space is fundamental for the dynamics of association in the maintenance

of culture and language (Soja, 2008; Bhabha, 2012). Strongly interconnected to the Borderlands

theory and hybridity theorization are the constructs of nepantla and its liminality or the edge

zone; defined as the -in-betweenness- (space between two worlds) that connect border crossers

spiritually and culturally to their indigenous origins (Anzaldúa, 1987). Nepantla is a source of

knowledge that provides pride in one's identity and culture; this is the reason why this

conceptualization is a vital tool to better understand the language and culture of EBs (Abraham,

2014).

Because of the nature of their work, bilingual teachers are situated in geographical or

imaginary borderlands. Anzaldúa depicted in her work the construct of Borderlands, as zones of

clashes and tensions where languages and identities collide to give way to learning (Venegas-

Weber, 2018). In order to support the learning of EBs, bilingual teachers must have an awareness

of the magnitude of the interconnection between language and learning (García, 2017; Flores &

Rosa, 2015). The language of EBs is multi-faceted and race plays a significant role in their

schooling (Flores, 2016). Anzaldúa conveyed in her writings the inevitably mix of the languages

and identities as part of being bilingual, and because of it the challenges faced in the American

society (Anzaldúa, 1987). Nepantla is a concept used often in Chicano and Latino anthropology, social commentary, criticism, literature, and art. It represents the concept of "in-between-ness." Nepantla is a Nahuatl word, which means "in the middle of it" or "middle." The work on language, culture, and identity of Gloria Anzaldúa is a pivotal foundation for educators that embrace the nepantla pedagogy.

For instance, some scholars that draw from the Anzaldúa construct of nepantla stress the importance of the teacher's understanding of the linguistic and cultural hybridity of EBs for a true integration in the classroom (Abraham, 2014; DeNicolo & Gonzalez 2015).

In addition, Freire (2016) explained the importance of a sociopolitical consciousness that allows to view EBs as nepantleros/as by acknowledging their language crossings interactions and their "in-between" spaces. Similarly, Pacheco (2014) affirmed that a nepantla framework magnifies how EBs live between languages and cultures, navigating multiple spaces that simultaneously shape and reshape their linguistic identity and culture. The framework from borderlands to nepantla can support interpretations and understandings of ideological shifts on bilingual teachers, by looking on how the bilingual teachers position themselves in nepantla and decolonize their inner self through border crossings interactions that acknowledge their languages in the process of change of programs.

TRANSLANGUAGING AND BORDERLANDS THEORIES TO UNDERSTAND CHANGE

Convergent to Translanguaging and Borderlands theories is the conceptualization of change. The theories mutually provide essential understandings on the discourse of change, usually referred to as transformation. Because language is a primordial aspect in education as language learning pertains to bilingualism, the Translanguaging theory highly endorses change as an equalizer and as a dynamic evolution in the education of emergent bilinguals (Garcia,

2017). Contiguously, the conceptualization of change is pivotal in the Borderlands theory, rooted as nepantla, the zone of changes and transformation (Anzaldúa, 1987). Arce (2004) argues that bilingual teachers are positioned in a state of change while they circumnavigate the educational system. For example, some of the literature notes the development of change through the bilingual teachers' *conscientizacíon* (critical consciousness) in a praxis of reflection, advocacy, and agency (Arce, 2004; Prieto & Villenas, 2012; Prieto, 2014; Huerta, 2017; Palmer, 2018). The use of Pablo Freire's ideology on critical consciousness often embraced in the Translanguaging and Borderlands theories indicates a praxis of transformation in the education of EBs, adding to an overall result (Ramirez et al., 2016; Palmer, 2018). A critical awareness begins with the intrinsic change of mindset of the bilingual teacher and exerts an influence of change in the mindset of the students and their communities.

Essentially, Translanguaging and Borderlands theories help to understand and explain the bilingual teachers' critical consciousness process in the context of bilingual education models while disrupting and transforming the ways in which EBs are educated in schools (Ramirez et al., 2016). For instance, this awareness can change the teachers' thinking and at the same time, change those of the students, their communities, and society, creating a path of opportunities for future generations with a domino effect (Palmer, 2018). In Translanguaging and Borderlands theory, critical consciousness is a powerful tool in changing the educator's mindset, a change that can be translated into educational opportunity and equity for EBs.

Simultaneously, the Translanguaging and Borderlands theories aim to contest and change the academic marginalization of emergent bilinguals through transformation and decolonization (Arce, 2004; Prieto, 2014; Ramirez et al., 2016; Huerta, 2017). Gloria Anzaldúa questioned margins of borders in her theory of the Borderlands, and argued for a constant transformation in

49

the "in-betweenness." In addition, in the Borderlands theory, Anzaldúa claims that border crossers live a life of crossing borders a life with borders, seeking for adaptation. Looking at people through the lens of the borderlands is essential to understand the duality, hybridity, or the multiplicity of their knowledge of language, culture, and background. Both theories sustain discourses of transformation by attaining an understanding of multiplicity that starts with the self. Under the translanguaging and borderland theories all languages are important, what is more crucial is the context of the EBs and their languages. Translanguaging and Borderlands theories challenge marginalization with inclusive ideology that acknowledges diversity and the uniqueness of EBs. Under both, the languages and culture of EBs are valued, leaving standards out of this context.

For instance, Huerta (2017) documented transformative literacies that encourage the critical thinking and ideological changes of emergent bilinguals. Through the amalgamation of Translanguaging and Critical Pedagogy, bilingual teachers can create awareness and provide equity in the curriculum and instruction (Huerta, 2017).

In the same manner and drawing from the Anzaldúa nepantlerismo, the concept of "in-between-ness, or nepantla referred to as "in the middle of it" or "middle" (Anzaldúa, 1987) highly depicts change. Given this, bilingual teachers and EBs are positioned in a nepantla state, a zone of contrasts and struggles, in which change is sought continuously (Venegas-Weber, 2018); a place whether imaginary of geographically where border crossers seek for belonging and identification, making a claim for their own language and culture. Therefore, the lenses of the Translanguaging and Borderlands theory are fundamental to understand transformative ideologies and practices that evoke a critical bilingual education practice. Whether functioning as an equalizer, or as a leverage mechanism of transformation in the teaching and learning of EBs,

change is inevitable and necessary to transform bilingual education and bilingual practices (Garcia & Wei, 2014).

Consequently, the concept of change is a valuable element in the context of the Translanguaging and Borderlands theories to understand the overall complexity involved in the education of EBs. Both theories sustain discourses of equity and transformation that advocate for the inclusion of EBs and their educational opportunity. Under a TBE context, bilingual teachers must navigate the system to provide better learning opportunities for EBs. The subtractive and hegemonic ideology ingrained in TBE restricts the language and knowledge of students, as well as the teaching practices and voices of the bilingual teachers. On the contrary, under the context of DLBE bilingual teachers may have a clearer ideology on what bilingualism is and how to teach, valuing the students' knowledges, including bilingualism. The Translanguaging and Borderlands theories can assist interpretations of practices and ideologies of the bilingual teachers to understand their voices and the value of their knowledge and practices in the process of change of programs.

Conclusion and Gaps in the Literature

The studies analyzed in this literature review reveal multiple teaching approaches embraced by bilingual teachers in educating emergent bilinguals. There is an intertwined relationship between ideologies and the practices that bilingual teachers adopt in navigating the educational context to serve the needs of emergent bilinguals (Alfaro and Bartolomé, 2017). Given this, bilingual teachers should have an understanding of a clearer ideology on the curriculum and how is its delivery by making home language an essential part in the academic development of EBs. Because of the prevalence of TBE in this country is vital that bilingual teachers enact a counter-hegemonic ideology to resist and provide balance for themselves and

their students (Arce, 2004). Bilingual teachers must find ways to leverage the education of EBs by acknowledging their linguistic and cultural background (Gándara & Escamilla, 2017). Simultaneously, the literature reflects current bilingual trends that call for a transformation of bilingual education and the way EBs are taught (Garcia & Wei, 2014). For example, practices and ideologies that stem from Sociocultural frameworks such as Translanguaging and Borderlands approaches that provide bilingual teachers with pedagogical tools that are more effective in the teaching and learning of EBs. The concept of nepantlerismo illustrated in the literature provides an awareness of transformation (Freire, 2016) that starts with the bilingual teacher to become an agent of change for EBs and their communities. This literature review provides insight into bilingual teachers' practices and ideologies that they use or enact in navigating bilingual education contexts to serve the needs of EBs. In addition, the literature review highlights a bilingual education of transformation with innovative bilingual pedagogical approaches that advocate for equity and educational opportunity for EBs.

The analysis of this review of the literature points to three significant gaps in the literature: Few studies focus on the transition of bilingual programs, there is a lack of research that portrays the transition of programs through the bilingual teachers 'perspective, and there is a non-existent documentation on research studies focusing on the in-between shift of programs and that are framed by the nepantla theory.

First, researchers often provide ample evidence of bilingual teachers' practices and ideologies framed under bilingual education programs (Durán & Palmer, 2014; Gort & Sembiante, 2015; Martinez et al., 2015; Reyes et al, 2016; García, 2017; Prieto, 2017); however, few studies focus on the transition of programs, and how it affects the ideologies and practices of

the bilingual teachers experiencing the change from Transitional Bilingual Education (TBE) to Dual Language Education (DLBE).

Second, a minimal number of researches center on bilingual teachers' preparation to serve the needs of emergent bilinguals with an emphasis on accountability and policy compliance (Schwartz & Gorbatt, 2017; Skinner & Williams, 2018), and there is a lack of research that aims to portray the conversation of change through the bilingual teachers' point of view narrated with their own voices (Geller et al., 2015). Because bilingual teachers are in the educational trenches, their knowledge and expertise are pivotal to enhance a critical bilingual education that can serve as a reference for future proper implementations of DLBE programs, develop relevant professional development, and as a redemption to the bilingual professions that have been underestimated for long.

Lastly, there is a non-existent documentation on research studies that focus on the in-between shift from TBE to DLBE programs and that are framed by the nepantla theory (Pacheco, 2014; Freire, 2016; Morales et al., 2016;). This is an important area that this study aims to focus on due to its relevance to bilingual teachers' ideologies and practices in geographic or imaginary borderlands. Because the hegemony of English and the politics of language involved, the literature concentrates on a bilingual education that merits transformation, leaving the complex conversation incomplete. Despite the vast research done previously on bilingual issues, there is a need to further research on bilingual education implementation in the context of US-Mexico borderland. To date, most of the studies on bilingual education have been conducted in settings away from the border. With regards to bilingual education, the borderland region is unique because of the bilingual predominance. In the same manner, it is crucial to promote a discourse about bilingualism that acknowledges the linguistic and cultural richness of the borderland.

CHAPTER 3: METHODOLOGY AND SETTING

The analysis of bilingual teachers' experiences on a change in the bilingual program required extensive data to develop insightful information about the phenomena (Johnson et al., 2010). Through this study, I looked at the narratives of the bilingual teachers to uncover the social process from the teachers' point of view and voice in experiencing the shift. Therefore, the goal of this qualitative study is to understand how these elementary bilingual teachers experienced the district's bilingual education program transition from a Spanish/English Early-Exit Transitional Bilingual Education program to a One-Way Dual Language Bilingual Education program. This qualitative research was guided by the following questions:

Main guiding research question

1. How do bilingual teachers in an elementary school experience the change from a Transitional Bilingual Education program to a Dual Language Bilingual Education program?

Other questions guiding the research:

2. Do language ideologies change with the implementation of the One-Way Bilingual Education model … if so, how?

3. Do teachers' teaching practices change with the implementation of the One-Way Bilingual Education model … if so, how?

4. How does the administration support teachers to implement the Dual Language Bilingual Education program?

First, I include my experience and positionality. Next, I describe the context and the participants of this study. Then, I present the research methods for data collection and analysis that I utilized.

Doing Fieldwork in My District: Research Setting

There are several reasons why I decided to do this qualitative research at the district where I worked for so long. I used to call it "my district" because I taught in this place for more than two decades, I made many memories in the meantime, so this place and its people were of great significance in my practice and teaching career. Creswell (2016) asserted that doing research "in your backyard" offers accessibility to data and a convenience to collect data. All of these were applicable in my case, because time, effort and cost were reduced for me due to my familiarity with the research location. In addition, I decided to do research in the district that I worked for because of the opportunity that I had to document the experiences of the bilingual teachers on the trenches of a paradigmatic shift, going from a Transitional Bilingual Education (TBE) program to a Dual Language Bilingual Education program (DLBE). Besides, I saw this research location as a "fertile land" that represents change in growth in the bilingual field. Change is often inevitable and necessary, but not always easy to accomplish, thus the accounts of the bilingual teachers were essential to inform the process under this context.

THE U.S.-MEXICO BORDERLAND

The broader setting of this study was the US-Mexico Borderland. A context in which I have lived all my life. First, I was born in the Mexican side of this borderland and I lived there until I migrated to the American side in my early 20s. My family and I kept connected with this American border during the first two decades of my life. My father always worked in the American side until he retired, for more than twenty years he crossed the border everyday to come to work. Occasionally, we crossed the border on the weekends to do some shopping or to visit relatives. For two decades Spanish was my only language. Then, I got married and I was

pregnant with my first child when my family and I migrated to this American city. My degree as an elementary teacher was not revalidated, and I could not get a job as an elementary teacher because I did not know English. As an adult, I started my long journey to become bilingual and to earn my teaching credentials. I took three years of ESOL (English Speakers of Other Languages) classes at a local community college and in six years I acquired enough English to complete an Associate's Degree. This gave me the opportunity to start working as a teacher's assistant in a public district. I kept working during the day while studying at night. Two years later, I completed a Bachelor's Degree and became a certified bilingual teacher and in six more years I obtained a Master's Degree, all in education and related to the bilingual field. Twelve years later, I started the Ph.D. Program. Becoming bilingual has been contiguous to my education and work. I am proud of my Mexican roots and the Spanish language. I have developed great appreciation for bilingualism, and I appreciate and value both languages, Spanish and English. I take pride in using both languages and in teaching in the two. One of my favorite quotes from Gloria Anzaldúa is "I am my language" because I identify with the '*in-betweenness'* living in the borderland. I love the culture of this borderland, the languages, the people and the food, and most of all of the opportunity to cross imaginary and physical borders, and to live the best of each as one, it is just out of the ordinary.

The context of this borderland metroplex encompasses two sister cities, one Mexican and one American. The sister cities are divided geographically by the Rio Grande, English for *El rio Bravo* en español. Although they are divided, the air flows well between the two cities, and like the air, much more. For instance, the Spanish language and the Mexican-American culture are tangible elements in this American city. The vast majority of the population are bilingual speakers. According to the county's census data (2017-2021), 69.3 percent of persons age 5

years+ speak other languages than English (U.S. Census Bureau, 2021). Because of this, the Mexican culture is engrained in the daily activities of the people from the borderland. Schooling is influenced by the interaction of people in the borderland (Herrera-Rocha, 2019). Some border crossers come and go every day; others not so often, but they still visit or shop in either side. There are others like myself that one day decided to stay and live in the American side in search of a better future. Given the increase and predominance of Mexican-American children in the schools of this region, Spanish is the home language of the majority of students in my district when they start school. For example, the elementary campus that was the site of this research reports 64 % of students enrolled in bilingual classes. Therefore, bilingual education is of primordial importance in the education of these students. In the same manner, bilingual teachers are essential to provide an effective education to meet the particular needs de *nuestra gente*.

POSITIONALITY

EXPERIENCES AS A BILINGUAL TEACHER

I am an experienced bilingual elementary educator with more than two decades of a teaching practice. Throughout the years, I have witnessed many changes that have affected my teaching and practice and that of other bilingual teachers. I can say that some had been good changes, and others not so much. But from my experience, most of these changes have been imposed without teacher's input consideration, or based on valid research. As a result, bilingual teachers have been indoctrinated with standardization in an effort to meet the federal and state accountability policies (Menken, 2006). What happens when teachers are told what to teach and how to teach by administrators who do not have the preparation and expertise to educate emergent bilinguals effectively? It is almost impossible to teach critically under these circumstances, and ideological tensions occur when the bilingual professional identity is

challenged by the hegemonized educational system (Palmer, 2011). Bilingual educators have been placed in "liminality." Anzaldúa (1987) refers to liminality as the edge zone where ideologies clash and collide for coalescing. I looked at the experiences of the bilingual teachers and voiced their perspectives to better understand their positionality and locality and to learn how they navigate the in-betweenness of the bilingual programs.

EXPERIENCES AS A GRADUATE STUDENT

Jacobson and Mustafa (2019) stated, "It is known that the way that researchers perceive the social world is largely dependent on their position within it, which further impacts the way that the research is approached (p. 2)." Given this, the theoretical literature, as well as the empirical works studied in the doctoral classes, elicited critical thinking and in-depth discussions that reframed my thinking and enhanced my interest in educational research and advocacy. I firmly believe that we learn from other people not only from books, so the diversity in professors and colleagues in the program enriched my overall academic growth. Being a doctoral student has shaped and affirmed my professional ideology and practice as a bilingual teacher. As an educator, I have come to a place where I can decide on how to teach and what to teach for the benefit of my students. As a colleague, I have developed a relationship of support and dialogue for some teachers and administrators. I have also created experiences with pre-service teachers from the university. For instance, I had a university intern doing her internship during the past semester in my class, an experience that allowed me to come full circle. I consider myself very fortunate for being able to learn from the people involved in the Ph.D. program. All these lived experiences in the borderland's social context have shaped my positionality as a strong supporter and advocate of bilingual education and bilingualism. At the same time, the very same experiences have prepared me with a reflexive research perspective that will allow me to provide

58

an effective and impartial analysis. I hope to model reflexivity by assuring that the bilingual

teachers' experiences are documented acknowledging the teachers' point of view and through

their own voices to illustrate their reality (Day, 2012).

Setting and Participants

SCHOOL DISTRICT

This District covers a diversified geographical region of about 380 square miles in the

Upper Rio Grande borderland. The district is located in far East El Paso and is one of the

districts with highest housing development rate in the county. The district encompasses three

main separated communities that are distinctive from each other. One of them is characterized by

farming and ranching activity, in the midpoint of the district is a growing suburbian area, and in

the high desert to the north is an unincorporated community. The district has an enrollment of

approximately 12,000 students and 14 campuses including four high schools, four middle/junior

high schools and six elementary schools. Also, the district is identified to be situated in a low-

income area with 83 percent of economically disadvantaged students as it is reported in the data

of this district.

ELEMENTARY SCHOOL

I selected this campus because it has a special value to me, personally and professionally.

I worked in this campus as a bilingual teacher since its grand opening in 2000, and retired from

teaching on 2020 at this campus. Throughout the years of service in this school I made

innumerable connections that assisted me to conduct the research. Besides, this school is a

linguistic and cultural representation of the broader context of the borderland, an important

aspect of this study. The setting of this study is a public elementary school located in the US-

Mexico border with a student population of approximately 1,100 students, of which about 64%

are Limited English Proficiency (LEP) students enrolled in bilingual classes. The racial

composition is mainly Mexican-American and because of this, Spanish is the students'

predominant home language. Due to the low socio-economic status, this campus school that

provides free breakfast and lunch to all enrolled students.

BILINGUAL ELEMENTARY TEACHERS

Twenty- five classroom teachers in the new Dual Language Bilingual Education program

participated in the study. All the participants were certified bilingual educators teaching at the

research site and taking part in the DLBE program implementation. The focus of this study was

to document the experience of the bilingual teachers transitioning to the new program, aiming to

gain insight on the meaning that the participants made on the process of change through the

account of their own beliefs and practices. Therefore, I used purposeful sampling to collect and

analyze the data from the twenty-five bilingual teachers (Creswell, 2016). The purposeful

sampling technique allowed me to identify and select typical participants that could contribute

with relevant information to this study (Patton, 2002). Moreover, I recruited the participants

through email. The potential participants interested to participate in this research received

information concerning informed consent, the time and place of an individual interview, focus

groups interviews, and/or pertaining classroom observations and/or collection of artifacts.

Participants' involvement took four months. No minors participated in this research and none of

the participants were anticipated to be vulnerable to coercion or undue influence. In table 1, I

included each of the participants' background provided at the beginning of each individual semi-

structured interview.

Participant Bilingual Teachers in the DLBE Program

Pseudonym	Gender	Ethnicity	Age	Birthplace	# of yrs. living in EP	# yrs. teaching	Teaching grade level	Hobbies
Olivia Torres	F	Mexican-American	44	El Paso	25	18	1st grade	shop watch movies
Camila Marquez	F	Mexican-American	35	El Paso	30	1	1st grade	clean walk read
Michelle Sanchez	F	Mexican-American	27	Chihuahua, Mexico	22	2	1st grade	read travel
Driziria Castro	F	Mexican-American	49	El Paso, Tx	49	18	2nd grade	photography write poetry surf internet
Lucero Mariscal	F	Mexican-American	57	San Elizario Tx	57	24	PK	read mystery books
Saul Jimenez	M	Hispanic/Latino	50	El Paso	50	9	PK	draw paint quilting read
Sandy Alvarez	F	Mexican-American	40	El Paso	10	15	Kinder	arts and crafts
Carolina Jimenez	F	Mexican	44	El Paso	14	13	PK	clean walk shop read bible verses
Destiny Corrales	F	Mexican-American	38	Cd. Juarez Mexico	30	8	2nd grade	decorate watch movies
Angelica Ramos	F	Hispanic Mexican-American	52	Cd. Juarez Mexico	52	15	2nd grade	read camp saw bake
Esiquio Romero	M	Mexican-American	35	Los Angeles, California	19	1	Kinder	Play and watch sports Spend time w/family Disneyland/Disney
Liliana Dolores	F	Hispanic	39	Los Angeles	35	16	1st grade	run watch novelas spend time w/family
Monica Gonzalez	F	Hispanic	34	El Paso	29	1	Kinder	read Zumba dance
Victoria Bueno	F	Hispanic	54	El Paso	54	15	Kinder	read travel
Georgina Garcia	F	Latina/Hispanic	30	El Paso	28	1	Kinder	run walk the dogs riding the bike read
Nora Garza	F	Hispanic	49	El Paso	17	17	3rd grade	travel read
Mia Quinonez	F	Hispanic	26	El Paso	26	4	3rd grade	read play piano play videogames
Hazel Zubia	F	Hispanic	60	Fabens TX	57	37	SpEd K-2 Academic Skills Class	read random trips to unusual places

Catalina Ramos	F	Chicana	29	El Paso	29	3	3rd grade	baking
Maria Soto	F	Hispanic	52	Mexico City	45	17	SpEd K-5 Specialized Unit	Sports movies
Raquel Estrada	F	Hispanic	46	El Paso	46	20	3rd grade	dancing watch movies
Gabriela Fernandez	F	Mexican-American Hispanic	28	Cd. Juarez Mexico	17	4	4th grade	watching Netflix suspense/fiction and detective shows
Yadiree Gomez	F	Hispanic Mexican	41	Cd. Juarez	28	17	5th grade	watch TV
Elisa Goldberg	F	Hispanic French/Mexican /American	57	Mexico City	19	36	Fifth grade	listen music read gardening
Melissa Villa	F	Hispanic	45	Ciudad Juarez Mexico	35	4	4th grade	shopping and camping

Informed Consent

Informed consent documents were provided via email to potential participants who were interested in being part of the research prior to the interviews/and or classroom observations. Each of the participants were provided with a copy of the informed consent document. The researcher kept and secured the signed informed consent documents.

Texas Education Agency (TEA) Bilingual Education Policy

TEA BILINGUAL EDUCATION AND ESL PROGRAM PLANNING

It is important to provide the background context of the study that I conducted. The district where I did this research moved from TBE to DLBE for compliance and funding purposes. The guidelines for Bilingual Education programs in the state of Texas were replaced radically in 2019. Previously, TEA had outlined four bilingual models for districts to choose from and implement: Transitional Bilingual Late-Exit Model, Transitional Bilingual Early-Exit Model, Two-Way Bilingual Education Model, and One-Way Bilingual Education Model. The guidelines format appears very different than what it was in the bilingual education portal before June 2019.

The following is an excerpt from the TEA website; I did a search on Bilingual Education models

looking for bilingual models' guidelines for implementation at a district level, and this is what I

found, districts were encouraged to:

Select a bilingual program model that fits the needs of your students, families, and

community and aligns to research on effective programming.

Plan for

o all bilingual program models to last through all elementary grade levels

o an ESL certified teacher only to be utilized in partnership with a bilingual

certified teacher within Dual Language Immersion program models.

Target

o a select number of campuses to maximize resources and staff, as needed

o specific teachers for pursuing bilingual education certification who

demonstrate interest and skill in serving ELs

Build

o one grade level at a time, beginning with your earliest grade level

o an alternative language program in upper grade levels as the bilingual

program builds from earliest grade levels, providing support such as ESL

certified teachers.

Select English Language Arts and Reading (ELAR) instruction as a focus for

providing ESL certified teachers, fulfilling minimum compliance for an ESL Pullout

model2

Plan for ESL Pull-Out to be delivered in one of three ways:

o the ELAR teacher is ESL certified

o an ESL certified teacher co-teaches with the ELAR teacher

o an additional ESL/ELAR course provided by an ESL teacher

Target

o specific teachers for pursuing ESL certification who demonstrate interest
and skill in serving ELs

o strategic scheduling efforts to cluster and place ELs with teachers who
are already ESL certified

Build

o ESL Content-Based program model (with all content instruction for ELs
provided by ESL certified teachers) by prioritizing ELs at beginning and
intermediate levels of English proficiency and then by strategic grade levels
or content areas

o the strength of the ESL program by continuing sheltered instruction
training for all content area teachers (Texas Education Agency, 2020).

TEA HOUSE BILL 3 (HB3)

The following excerpt from the TEA website on House Bill 3 (HB3) provides a detailed
description:

The passage of House Bill 3 (HB 3) by the 86th Texas Legislature in 2019, resulted in
key changes to the weighted funding formula used to calculate the bilingual education
allotment (BEA), which provides funding to local education agencies (LEAs) for the
education of students participating in one of the State's six English learner/limited
English proficient (EL/LEP) program models.

Under HB 3, students participating in a dual language immersion (DLI) program (one-way or two-way) receive additional BEA funds. The State has allocated an additional weight of 0.05 (for a total 0.15 weight) to the basic allotment for EL/LEP students participating in a DLI one-way or two-way program. An allotment at a weight of 0.05 is now also available for non-LEP students participating in a dual language immersion two-way program. The BEA weighted funding for EL/LEP students participating in a transitional bilingual education program (early exit, late exit) and an English as a Second Language (ESL) program (content-based, pull-out) remains unchanged at a 0.1 weight. This increase in funding for DLI programs was recommended by the Texas Commission on Public School Finance after a review of data indicated that DLI programs are more effective than other special language programs.

Additionally, under HB 3, the minimum spending requirement for BEA funds on provision of bilingual education or ESL programs has increased from 52% to 55%, and there has been an expansion of spending eligibility. Finally, as a result of HB 3, TEA will expand the tools and resources it provides to support effective implementation of DLI and other bilingual and special language programs.

Regarding new reporting requirements under HB3, The State Board of Education (SBOE) will adopt rules on the creation of an audit report regarding how BEA funds are spent. Agency staff plan to propose to the SBOE that the new reporting requirements be included in the annual financial audit required of LEAs under Chapter 39 of the Texas Education Code. The new reporting requirement will ensure that LEAs comply with the 55% minimum expenditure requirement that BEA funds be used for program implementation (Texas Education Agency, 2020).

According to the new law, HB3, more support is provided for bilingual teachers and emergent bilinguals. The focus is on the students' learning, academic achievement and funding for equity of programs. Compensation increased dramatically to support the implementation of DLBE programs. Under this law, it is noticeable that the funding for TBE programs remained the same. The fact that more money is attached to DLBE programs under HB3 enticed this district to change its bilingual policy from a TBE program to a DLBE program. A policy change that would require a redesign of the vision and instruction of the TBE program to meet the guidelines of the new DLBE program.

School District Bilingual Education

DISTRICT BILINGUAL PROGRAMS

Many changes have occurred to the district's bilingual program since I started working there in the late 1990s. The first years that I was teaching, the program seemed to be a late bilingual exit. Emergent bilinguals (EBs) remained in the bilingual program until they exited the program by passing the standardized Reading test in English; there was no rush to get them out of bilingual education. Students had the option to take the state mandated test, Texas Assessment of Knowledge and Skills (TAKS) in Spanish if they did not have enough language proficiency in English, or take it in English if they did. Concurrently, a Two-Way DLBE model in some of the elementary schools had been implemented with a cohort in each school. I had the opportunity to teach a One-Way DLBE class. Somehow, DLBE lost its momentum in the district to give its way to TBE. Starting with a Late-Exit TBE model, increasing the amount of English by percentages as the emergent bilinguals move grade levels. For instance, 90 percent of instruction in Spanish in the lower grades and 10 percent of instruction in English. This situation consisted in incrementing percentages of English by grade levels until it was the opposite in the upper grades,

more English and less Spanish. The goal of TBE programs is for EBs to acquire English language to place them in all-English instruction. With the implementation of the State of Texas Assessment of Academic Readiness (STAAR) test, the TBE discourse took more support and this district adopted the Early-Exit Transitional Program with the aim to take emergent bilinguals out of bilingual education within a period of 1- 3 years (Palmer, 2011).

DISTRICT BILINGUAL TRANSITIONAL MODEL

In 2014, the Early-Exit TBE program was implemented in this district, and emergent bilinguals were instructed to develop literacy in Spanish from pre-kinder to first grade while acquiring English instruction for English language development, and then in second grade students were pushed to make the transition to English only by receiving most of the instruction in English during the second semester. The goal of the program was to get the EBs in all English instruction by the second semester in second grade. The data from this district was part of the statistics that account for TBE as the most prevalent bilingual model in the United States (Gándara & Escamilla, 2017). In 2014, the TBE discourse took more power, and year by year the program was altered to accommodate more English in the instruction of EBs. For example, requiring Science to be taught in English and then the following year Mathematics instruction to be delivered in English in the lower grades, despite guidelines delineated at that time by TEA for TBE programs that stated that EBs under this model should receive instruction in their home language until reaching full proficiency in English. During the school year of 2019-2020, the TBE program adopted a so called "bilingual framework" in order to accelerate the learning of English; this framework was nothing but monolingual. The bilingual teachers in this district were told to teach only in English, and provide some support in Spanish if needed, which is the opposite of what a TBE model was delineated by the TEA guidelines at that time (Texas

Education Agency, 2020). Consequently, for the school year of 2020-2021, this district made a radical change. The district adopted a One-Way DLBE program that would foster bilingualism and biliteracy development. I know the history of the bilingual programs in this district because I have lived and felt every change. Throughout this time, I navigated the system and tried to do everything that I could to perform my bilingual practice ethically and professionally despite contradictions in required teaching mandates and without much freedom to execute my practice. I experienced how prescriptive teaching under a surveilled context got accentuated with the emergence of the STAAR test. I personally believe that the reframing of the TBE model for the 2018-2019 school year was extremely challenging and conflictive to the bilingual profession. The following charts show the distorted TBE model that was converted into an English only model.

Prekindergarten	
Content	Language of Instruction (English with Sheltered Instruction Supports and Targeted Spanish Support)
Welcome	English
Opening (Pledge, helper chart, calendar, songs with movement)	English
Imagine Learning Software	English
Math Circle Time	English
Science Circle Time	English
Circle Time (Read Aloud, introduce center activity, and talk about children's experiences)	English
Centers/Small Groups (Children directed play and play centers)	English
Closing	English

2019-2020 Pre-Kinder District Bilingual Framework Under the Early-Exit Transitional Bilingual Model

Second Grade	
Breakfast in the Classroom	**Language of Instruction (English with Sheltered Instruction Supports and Targeted Spanish Support)**
Phonics/Word Study	English
Group Meeting	English
Minilesson	English
Guided Reading/ Independent Literacy Work/Stations	English
P.E.	English
IRA	English
Writer's Workshop	English
Lunch	English
Shared Reading	English
Math Whole Group	English
Math Small Group	English
Science	English
LD/Intervention	English
Social Studies	English

2019-2020 2nd grade District Bilingual Framework Under the Early-Exit Transitional Bilingual Model

The tables show the requirement of all English instruction in all grade levels from prek-fifth grade with only some variance of components of instruction. However, after a whole year of the implementation of the all-English bilingual program, the district adopted DLBE. It was the 2019-2020 school year when DLBE was implemented virtually due to the pandemic. The following tables show the DLBE schedules for Spanish and English instruction respectively, and in this study, the experiences of the bilingual teachers were explored in the context of this transition.

	RECOMMENDED TIME	Schedule
Lectura	8:00-8:20 📹	**8:00-820** <u>SYNC</u> (En línea con la maestra) **A SYN**.(práctica / respuesta del lector)(solo) **8:20-8:40AM**
Phonetica/ Palabras	8:45-9:10 💬	**8:45-9:10** <u>SYNC</u> (En línea con la maestra) **A SYN**.(practica)(solo) **9:10-9:40AM**
Escritura	9:45-10:20 📹	**9:45-1020** <u>SYNC (</u>En línea con la maestra) **A SYN**.(practica)(solo) **10:20-11:00AM** La escritura se debe hacer limpia y ordenada
Comida	11:00-11:30	La cafetería ofrecerá almuerzo PARA LLEVAR de 11:00am-1:00PM.
Matematicas	11:40-12:15 💬	**11:40-12:15** <u>SYNC</u> (En línea con la maestra) **A SYN**.(dreambox, envision o seesaw) INDEPENDIENTE **12:15-12:30PM**
Educación física Musica Biblioteca	12:30-1:15 💬	Google Classroom Codigo for musica ▬▬▬▬
Ciencias/ Estudios Sociales	1:20-2:00 💬	Ciencias (lunes, miercoles y viernes) **1:20-2** SYNC Social Studies (martes y jueves) **A SYN** (practica 2-3)

2020-2021 Instructional Virtual Daily Schedule Under the One-Way Dual Language Model (Spanish Component)

Reading	8:00-8:20	8:00-820 **SYNC** (online with teacher) **ASYN.**(practice/reader's response alone) 8:20-8:40AM
Phonics/Words	8:45-9:10	8:45-9:10 **SYNC** (online with teacher) **ASYN.**(practice alone) 9:10-9:40AM
Writing	9:45-10:20	9:45-1020 **SYNC** (online with teacher) **ASYN.**(practice alone) 10:20-11:00AM writing is to be done clean & neat
Lunch	11:00-11:30	Cafeteria will be offering PICK-UP lunch at 11:00am-1:00PM.
Math	11:40-12:15	11:40-12:15 **SYNC** (online with teacher) **ASYN.**(dreambox, envision or seesaw alone) 12:15-12:30PM
P.E./Music/Library	12:30-1:15	Google Classroom Code for P.E. **fpaxlfg** Google Classroom Code for music **iry-seji-hmj**
Science/Social Studies	1:20-2:00	Science (Monday, Wednesday & Friday) 1:20-2 **SYNC** Social Studies (Tuesday & Thursday) **ASYN** (practice 2-3)

2020-2021 Instructional Virtual Daily Schedule Under the One-Way Dual Language Model (English Component)

Data Collection

SEMI-STRUCTURED INTERVIEWS

Using purposeful sampling, data was collected from 25 individual semi-structured interviews via Zoom. The purpose of the individual interviews was to provide a clear and complete picture of the reality of the bilingual teachers' experience (Patton, 2002). Semi-structured interviews were used to gather and analyze data from teachers. The semi-structured individual teachers' interviews had a duration of approximately 45-60 minutes each, and they were recorded to facilitate transcription. All the participants' names in this study were changed to protect their identities and confidentiality. The participants selected their own pseudonym and

I assisted a few participants that needed help. The participants had the choice to select the time of the interview. They also had the option to schedule the interview around their personal needs. Because of the pandemic and virtual learning, many of the participants had difficulty finding time for the interview at work. As a consequence, most of the participants scheduled personal interviews outside school normal hours of operation.

FIELD OBSERVATIONS

From the 25 participants, I decided to select only one bilingual teacher participating in the implementation of the DLBE for the case study. Direct observations during the instruction delivery of this bilingual teacher were crucial to capture an in-depth reality of the dual language program implementations and the changes involved. According to Morgan et al. (2017), observations in the natural setting allow researchers to make direct observations, interact with participants, and participate in activities within the social context. Because of the pandemic restrictions and remote learning I conducted the full day observations on the video recordings from the participant's classroom, the equivalent to five days of her teaching. I obtained the five video recordings from the participant via email. I gathered observations that were recorded within the a nine-week period from the beginning of the implementation. It was important to document the progress of the participant's experience from the beginning of the cycle until the end. The decision to synchronize the observation days was made to integrate the research activities to the instructional nine-week planning to avoid disruption with the participant's work. In addition to video recordings from her classroom for the classroom observations, the participant provided me with data and artifacts to complete my data collection. The artifacts collection provided an opportunity to gain more insight about the transition to the DLBE program and how teachers were supported during the process. Hanington and Martin (2019)

explain that a systemic examination of artifacts and the participant's attributed values or beliefs contribute to an overall understanding of the context. This study's artifact collection included agendas from faculty and Professional Learning Community (PLC) meetings, professional development Power Point presentations, lesson plans, and instructional anchor charts. The artifacts provided evidence of implementation procedures, guidelines and perspective in the process of change to the DLBE program. Furthermore, the utilization of a case study method contributed to gather a more compelling and robust evidence, establishing credibility and consistency and provided the opportunity for data triangulation to fortify research findings and conclusions (Yin, 2009).

FOCUS GROUPS

Focus group interviews were conducted to provide communication between the participants and to collect additional and corresponding data to the study. Morgan (2017) sustains that focus group interviews provide interactions and insights that produce complementary data. Because of these, I collected data from the interactions in three focus group interviews. Grade levels were clustered into small groups of about 4 -7 participants. First focus group was composed of pre-kinder and kindergarten bilingual teachers; a second focus group with first, second grade, and Special Education bilingual teachers; and the third focus group was composed of third, fourth and fifth grade bilingual teachers. Potential participants received invitations via email for participation in the focus group interviews, and participation was voluntary. The focus group interviews were conducted three months after the beginning of the research to let participants experience the process of change and then contribute with their input to augment the data.

Artifacts were collected and documented to explore the experience of transition after field observations. Hanington and Martin (2019) explain that a systemic examination of artifacts and the attributed values or beliefs of the participant's contribute to the understanding of the overall context. The collection included minutes from faculty and Professional Learning Communities (PLC) meetings, professional development session handouts, Power Point presentations, lesson plans, and anchor charts. The artifacts were collected from the two potential participants for the case study and provided evidence of the teacher's experience and perspective in the process of change of programs. Digital copies of artifacts were saved to facilitate analysis and annotations.

Data Analysis

INDIVIDUAL INTERVIEWS, FOCUS GROUPS INTERVIEWS AND OBSERVATIONS DATA

This study followed a Qualitative Interpretative Research approach and analysis because they are based on the belief that knowledge is constructed by people while making an understanding of an experience and/or activity (Merriam & Tisdell, 2016). This study was designed to explore the experience of transition of the bilingual teachers, focusing on how the teachers implemented and balanced the new model to be effective in their teaching. Thus, the teachers' experiences allowed to describe how the transition of bilingual program happened through interviews, observations and artifacts. Semi-structured interviews were used to gather and analyze data from teachers. The twenty-five semi-structured individual teachers' interviews had a duration of approximately 45-60 minutes each, and they were recorded to facilitate transcription with the use of Otter.ai. Data was transcribed and analyzed using a qualitative interpretative approach to look for themes and information relevant to the research goals of this study. In addition, I developed an in-depth portrayal of each of the participants.

Raw data obtained from audio-recorded semi-structured interviews and focus groups conducted on Zoom was transcribed using Otter.ai. Data of the case study was analyzed from field notes taken from the video recorded classroom observations and collected artifacts. Following a Grounded theory approach, I read and re-read the data, did initial coding and then focus coding to identify categories. I utilized In Vivo and Conceptual coding to voice the participants' own experience (Saldaña, 2016). I identified the themes and the relevant information to the research goals and provided an explanation of the phenomenon (Strauss & Corbin, 1994). Data from the various sources was compared to validate findings in this triangulated process and for the trustworthiness of the study (Denzin, 2009).

DATA OF ARTIFACTS

The collected artifacts were analyzed to gain perspective and knowledge about the experience of transition of the bilingual teachers. The collection of artifacts included agendas from faculty and PLC meetings, professional development session handouts, Power Point presentations, lesson plans, and anchor charts that provided evidence of the experience of teachers on the process of the change of programs. The analysis of the artifacts focused on how, by whom, and for whom the documents or materials were created and used to gain insight on the teacher's experience of change and perspective. Digital copies of artifacts were saved to facilitate analysis and annotations.

TRIANGULATION AND TRUSTWORTHINESS

Collected data was triangulated to capture complementary aspects of the research. Denzin (2012) explains that triangulation is a strategy that serves to understand an issue in depth while being explored by supporting knowledge and gaining additional knowledge. Each of the research methods complement each other, and data from the semi-structured interviews allowed

me to analyze the experience of change at the individual level of each participant. Data from the focus groups enhanced the individual perspective by allowing the participants to think and reflect as a part of a group; the dynamic of the group sparked other conversations that added more information that was not given during the individual interviews. The case study allowed me to portray the actions and the enactment of ideologies in the natural setting. The application of the experience of change was revealed in the teaching practice and actions of the teachers and the direct observations were the tool to make an accurate account to complement evermore the collected data of the interviews. Then, the artifacts were analyzed as the representational evidence of actions and ideologies of the bilingual teachers in the process of this change of programs.

The collected data from the different methodological approaches included in the design of the study were meant to provide professional teaching experience and perspectives of the participants that was triangulated against other representations or actions. The methodological triangulation of the collected data was intended to provide a more comprehensive understanding on the bilingual teachers' experience in the process of change of bilingual program. As the researcher of this study, I was susceptible to researcher bias, however the possibility of bias was minimized by the methodological design of the study (Corbin & Strauss, 2014). Following a triangulation method contributed to a more transparent analysis and interpretation of the collected data, and for a comprehensive account of the findings. The establishment of trustworthiness was assured by creating a straightforward portrayal of the teachers 'experience through their own perspective (Lichtman, 2013).

CHAPTER 4: ANALYSIS AND RESULTS

EXPERIENCING THE CHANGE

During this five-months study, the participants shared their insights and perspectives about the way that they experienced the transition of bilingual programs. The participants narrated the conflicts and struggles that they faced in navigating a contradictory panorama. Due to the hegemony of Transitional Bilingual Education (TBE) and the potentials of the Dual Language Bilingual Education (DLBE) program, the participants were situated in a coexisting turmoil where they experienced conflict and ambiguity in the process. The purpose of this study is to explain in detail the experiential learning of the participants, or learning by experiencing in in the transition of change of programs (Kolb, 2014).

The data analysis revealed five themes that bilingual teachers experienced throughout the process of change of bilingual programs from a TBE Program to a DLBE program. These themes are: The pandemic interjection, the change, navigating the change, a need for a clearer ideology, and reclaiming a bilingual ideology.

The pandemic interjection

Because I collected data from July 2020 to November 2020, the pandemic influenced all aspects of the bilingual program's implementation. The pandemic interjection denotes the ways in which this global pandemic affected the change of programs and life in general. The participants were transitioning to the DLBE program when the pandemic forced schools into virtual platforms, which complicated the transition process. Isolation, virtual learning, standardized curriculum, and the loss of a dual language partner were some of the challenges that the participants described as their biggest concerns during the process of change and under the threat of the pandemic.

Mrs. Lucero Mariscal, a pre-kindergarten teacher, reflected how the pandemic affected her emotions and teaching.

> LM: I feel that I am like sequestered in my classroom. Because I can't even go out in the hall. They can't see us in the hall speaking with somebody else. Not even six feet apart, if somebody is in the bathroom, we have to wait outside in the hall for them to come out. What I see the students' lack of interest in the computer, but I also know it's because mommy is there … What I see in the computer is not a 100 percent because of the virtual teaching. Very sad. Ms. Soria no me haga llorar. It's very sad. Because there is nothing that could ever replace the interaction between the child and the teacher.

The participants taught from their own classrooms using digital platforms while the students were learning at home. Mrs. Mariscal described feelings of frustration and sadness because the teachers were forbidden to interact face to face with other co-workers, despite the fact that they were teaching on campus and following the recommended protocols. In addition, the virtual teaching added more stress and frustration to the process of implementation of the DLBE program.

Similarly, Ms. Monica González, a novice Kindergarten bilingual teacher, reported anxiety and fear during the implementation of the DLBE program compounded by the stresses of the pandemic restrictions.

> MG: "I know because of the situation that we have right now with the whole virtual teaching, it's stressful as it is. But then what they give you put some more stress to what you already have, like I come every day from home like having a hard time breathing

78

sometimes. I feel like I have to deliver this and it has to look a certain way in order for it to be effective. I find myself like going through a lot of stress lately".

Social and emotional discourses of caring and empathy in teaching and learning are included in Mrs. Mariscal's and Ms. González's accounts. Because feelings and emotions are essential aspects in the lives of any human, this pandemic brought to attention the need for social and emotional approaches in education. Ostorga and Farrugio (2014) reported that providing social and emotional supports are key to creating safe learning environments. Unforeseen changes in any part of life can be traumatic; therefore, social and emotional provisions in education are fundamental in any change for the students and for the teachers as well. Congruently, an empathetic approach in education facilitates understandings and adjustments in a process of change (Piccardo & Aden, 2014). The lack of attention to social and emotional aspects in education were evidenced by the interjection of this pandemic in this transitional period and the teachers felt a lack of empathy from the administration not only for their work, but for their lives by being placed on the front line of the pandemic. The teachers were not given the option to stay and teach from home during the pandemic.

Individual interviews were conducted at the start of the school year in order to coincide with the start of the DLBE implementation and to obtain a rich data set that could offer information about the teachers' experiences at the beginning of the semester. After the first trimester focal groups interviews were conducted to compare the data sets collected at the beginning of the implementation with the data after three months in the new program. In November 2020 and at the city's highest peak of the pandemic, some of the participants expressed their preference to teach from home instead of isolated in their classroom. Mrs. Camila Márquez and Mrs. Olivia Torres, both first grade teachers and parents of students in their school,

79

expressed their teaching concerns and fear while working under the pandemic induced circumstances.

> CM: "I wish we could teach from home, especially right now with the rise of cases. We did it in March when we only had a few cases. I think we're risking our health and we're risking our kids' health … It's safer to stay at home. Because if you stay at home, you can take care for yourself and your family. I am not bringing my girls with me anymore; they are doing their virtual learning at home".

> OT: "I am not bringing my son to school. Because … his teacher had like 11 returning students, that's a lot … and I am seeing the COVID cases going up. My husband and I decided not to bring him … later administration changed the number of students … Now all teachers have a small number of students that might return".

The participants faced a dilemma between taking care of their work, their students, and taking care of their own families while adjusting to the dynamics of the DLBE program during this ongoing pandemic. Due to the elevated incidence of COVID cases and the unavailability of a vaccine at this time, protecting the health of teachers was of high importance.

REMOTE LEARNING

Also, the demands at work increased with the progress of the weeks, and the participants found difficulty to comply with remote learning and the incorporation of the DLBE expectations under the pandemic situation. In Focus Group Interview 1, Mr. Saul Jimenez, a Pre-kinder teacher, expressed dismay for the demanded expectations that teachers were required to fulfill and the lack of accommodation to make the remote learning situation more suitable to teaching.

> SJ: The fact I think they want us to make like if we're on a normal day, in a normal school year without the context of the pandemic, all the expectations are still there. Like

if the kids were at school, like if we're going through it like normally, they're not accommodating teachers with remote learning, they still like for Kinder, oh for all grades they still require testing, all these things that you need to implement when you're in a regular classroom, but it's impossible. I think it's just not realistic …that's what I find also challenging that they expect everybody to perform at the same level, when our whole situation has changed.

In the same manner, Mrs. Nora Garza, a third-grade teacher voiced her exhaustion from being connected all day to the computer to prepare and conduct virtual teaching.

NG: "I feel like I'm always in front of the computer, all the time since the morning, I mean the entire day in front of the computer, in the panel. And then when I get home, I am still in the computer preparing for the next day. So, I don't know if this would be different under other restrictions, but I feel like I'm doing a lot more" …

ENGAGING STUDENTS VIRTUALLY

Similar to the experiences of Mr. Jimenez and Mrs. Garza, Ms. Castro and Mrs. Márquez had a conversation in which they expressed how difficult has been to teach virtually and to make their instruction engaging and fun in this process of program change and under pandemic restrictions.

CM:" Maybe it's coming from TEA, it's a lot of time that we have them on the computer, we do start losing them. It's harder for the teacher to keep them engaged".

DC: "You really have to like jump up and down into cart wheels and think out of the box to get them because I think it's so much time that they're in it. And I think they would benefit more if we were to give them short instructions, very precise. Instead of all those

81

eight hours and I don't know that's just my personal way of thinking. It's practically like a regular school day for them. All the way from 7:30 all the way up to three o'clock".

Ms. Castro indicated the required excessive amount of computer usage for students, and the difficulties that teachers faced to engage and keep students motivated during virtual learning all this time. Research on virtual learning during the pandemic pointed out to standards for effective online education and warned about the negative side effects on the health of the students related to excessive screen usage (Morgan 2020; Reich et al., 2020). Participants like Ms. Castro voiced concerns about ignoring standards and recommendation to continue with virtual learning as it was during a regular school year without the pandemic.

The participants expressed frustration with the administration's lack of empathy as they tried to teach virtually during the pandemic circumstances. This pandemic affected the way in which the teachers interacted with one another and with students. The circumstances of the pandemic and remote learning completely changed the dynamic between students and teachers; ignoring these changes was detrimental to both students and teachers.

LACK OF PRIORITIZATION

Some participants formed their own interpretation and reported that the DLBE program was not prioritized. Mrs. Maria Soto, a Special Education bilingual teacher explained that the virtual learning took preference over the DLBE implementation.

MS: "Because we have no physical students to actually implement the DLBE program, it's kind of like let's get by with what we can because we're virtual, we have no students, physical students, or the majority of physical students on campus, you know what I mean? So, to me, it seems like let's get by with what we can to get this model going".

82

Mrs. Soto asserted that virtual learning took over the implementation of the DLBE program. She implied that because the students were not at the school physically the DLBE program could not be implemented properly. Other participants attributed the lack of the prioritization of the DLBE implementation to the pre-existing multiple demands on their work and the concentration on state standard-base instruction. The triangulation of artifacts data with interviews data confirmed the pre-existing multiple demands and the concentration on virtual learning; the teachers received extensive weekly newsletters (about 10 pages each) from the principal with extensive information about the evolution of the school year, important events and a list of reminders of meetings and trainings for the week. In nine newsletters that I analyzed the implementation of the DLBE was not mentioned at all, being the focus online leaning and the virtual platform, confirming the overall feeling of the participants, the DLBE implementation did not become the priority in this process of change due to the pandemic and remote learning.

The pandemic interjection in the transition of the DLBE pushed teachers to be more conscious about social and emotional aspects in teaching and learning, not only of their own emotions but of their students. Research suggests that being conscious of the linguistic, cultural and emotional needs of Emergent Bilinguals (EBs) is essential for educators to amalgamate the social and emotional aspects for an effective instruction (Lin, 2013; Ostorga & Farruggio, 2014; Piccardo & Aden, 2014; Venegas, 2016; Esteve et at., 2017). The struggles bilingual teachers faced under the pandemic and in the transition to DLBE not only completely altered classrooms, but also their own administrators during the pandemic's restrictions and mandates, revealing the political inconsistencies that regulate the educational system and the need of more empathetic regulations that can support the teaching profession in changes, for instance this DLBE implementation during the pandemic and other unexpected extreme situations that might occur.

The change and the limited support

This theme refers to the bilingual teachers experiencing the change itself and the limited support for the DLBE program and for the bilingual teachers. The shift from an all English TBE program to a DLBE program created conflict, uncertainty and confusion among the participants and in their practice in the process of change. TBE programs that promote an English only ideology and not bilingualism development diverge significantly from the expectations of a DLBE program in terms of language learning frameworks (Flores & García, 2017). The TBE program was reframed to all English instruction for the school year 2019-2020, and the use of Spanish was forbidden in bilingual classes, this was the year before the implementation of DLBE. Yet, still under the context of the reframed TBE program at the beginning of the second semester, the announcement was made about the change to DLBE. In March 2020, on a Saturday before Spring break the bilingual teachers in the district had a DL training. When Spring break was over the city quarantined and teachers and students had to stay home. Because of this, the bilingual teachers continued teaching remotely with the use of the Zoom platform under the context of the TBE program until June. Then in July the 2020-2021 school year began and the implementation of the new DLBE program started under the context of the pandemic and virtual learning.

LANGUAGE ALLOCATION FOCUS

The dichotomy of language of instruction had prominence in the DLBE implementation. Ms. Driziria Castro, a second-grade bilingual teacher echoed a common sentiment among the participants, pertaining to language allocation and the restrictiveness of Spanish use in the transformation of this bilingual program.

DC: Ay! I'm struggling, it's too much what's going on right now and to me it's just

chaos. Maybe that is why they say there is chaos before peace. I do not see the calmness

or peace coming. I'm implementing the model as I was told by the administrators to

implement it. What I was told to implement based on the Spanish, per say Monday in the

morning, English in the afternoon. And then the following day we are going to go

English, Spanish, and then Spanish, English, there is a pattern. And so forth we are going

to do this for a ten-day span. Ideally, students are going to get 50 percent of the Spanish

and 50 percent of the English. And we were told as teachers to use the languages to

fidelity, and to refrain from using the other language that it is not assigned during that

time.

Ms. Driziria Castro described the overwhelming sense of switching the languages of

instruction in a dichotomous manner by switching the languages half a day in a restrictive way,

and under the watchful eye of the administration. Not only is this DLBE model being pushed as a

50/50 language allocation for English and Spanish, but in addition this dual language approach is

taking an oppressive turn which embodied a strict separation of languages. For so many years

and under the transitional context, bilingual teachers had been warned to keep fidelity to the

language of instruction. Some of them had been reprimanded orally, on evaluation form, or

punished by removal of grade level or bilingual assignment for using Spanish during English

instruction. As a consequence some bilingual teachers still feel threaten by the fidelity discourse

that carried over to the DLBE implementation. The participants were told to refrain from using

the other language of instruction; for example, using Spanish when teaching the assigned

language: English.

Although additive bilingualism is promoted and expected under the DLBE program, the participants confronted monoglossic ideology in the school district's mandates of language allocation. The work of Flores (2016) has raised concerns about deficit discourses that permeate bilingual education, such as monoglossic ideology and homogenous codes like telling bilingual teachers to refrain from translating or mixing the languages during instruction, practices that reinforce inequalities rather than eradicating them. Recently, in Twitter, the same author stated: Flores, N. @nelsonlflores. 2020, November 17. The problem with dominant conceptualizations of codeswitching is that they begin from the assumption that homogenous codes are the building blocks of communication and that white people use these homogenous codes as the basis of their communication while racialized others do not (Flores, 2020).

The language allocation component was the primary focus of the district's implementation, complicating the practice of the bilingual teachers. Language dichotomy and hegemonic ideologies and practices inherited in this change from the previous transitional program impeded opportunities for translanguaging and cross-linguistic practices that effectively enhance teaching and learning, since emergent bilinguals draw on skills and knowledge from one language during instruction in the other (García, 2017). Research on effective DLBE instruction suggests the inclusion of bilingualism, biliteracy, and sociocultural competences to balance and address the needs of EBs (Howard et al., 2018). Language allocation is still recommended to be separated for scheduling purposes in DLBE programs. Although new trends in DLBE suggest the coordination of languages for concurrent language use practices in the instruction under a translanguaging approach (Martínez, et al, 2015; Casielles-Suárez, 2017; Gándara & Escamilla, 2017; García, 2017; Howard et al., 2018).

Another factor that challenged the practice of the bilingual teachers in the process of change to the DLBE program was the hegemony of English manifested in ideologies and practices, as some participants mentioned. Macedo et al. (2015) refers to English hegemony as the linguistic supremacy of English that subordinates bilinguals. Ms. Mia Quiñonez, a third-grade teacher, noted how difficult it was for the teachers to break away from a mindset where English is privileged.

> MQ: We have been so conditioned to the TBE model, just English, English, English. So, it's been tough like getting away from that mindset, not just English but incorporate the Spanish as well. …It's been hard getting resources in Spanish. I've never really noticed how much everything is just conditioned for English, English, English, even just like simple programs. If I want to have my students play a math game. I want to find something similar in Spanish but I really can't find anything. So, finding resources has been one of the toughest parts, the teacher finding things in Spanish.

Ms. Quiñonez's description denoted the prevalence of English hegemony in the school community's ideologies, their "mindset", because of the transitional program prior to the DLBE program. As this teacher voiced, mindsets of ideologies are not changed from one day to the next, but there is a need for a process. The teacher signals the importance of becoming aware of the hegemony of English, when she says that she had never noticed that the emphasis was placed on the English language. In addition, the privilege of English over Spanish during this first year of implementation was evident in the educational resources available to teachers and students. There was an unequal availability and accessibility of resources in English and Spanish. The predominance of English resources marked the preferential status that English has received in the

curriculum and instruction in TBE programs. Ideally, languages are balanced and coordinated in DLBE programs; yet, the hegemonic ideology and practices from the previous transitional program remained and are present across the components of this change.

Similarly to Ms. Quiñonez's observations on the catering to English language instruction in the implementation of DLBE program, Mrs. Olivia Torres, a first-grade teacher, explained how deliberately, the computer reading program has been implemented in English only without considerations to the Spanish component of the new DLBE program.

> OT: I feel that we need more support for our students. And one of the things that bothers me, it is the computer reading program for Bilingual students in Spanish. Since we are doing DLBE. I think it is better, that we have something in Spanish as well, not only English, and I'm talking about Amplify. Before we used to have Istation, and I remember years back that I was able to use it in English and Spanish, and this year we have Amplify but it's only in English. We don't have a computer Spanish program for students.

Ms. Castro and Ms. González's statements reaffirm Ms. Quiñonez and Mrs. Torres's experiences.

> DC: "I think the bottom line we're still teaching more English. They (administrators) also told us to focus more on the Developmental Reading Assessment (DRA), then on Evaluación del Desarrollo de la Lectura (EDL), the Spanish one".

> MG: "That's the best way that I can describe it. It's like a theory like they see it in their mind. They (administrators) lay it out for you, and it looks very nice on paper, and you know, everything that they tell you, once it comes to you actually doing the work like … there's a lot to go into it, it's not just what they put in there in front of you".

Both participants, Ms. Castro and Ms. González refer to "they" as the administrators who demanded from teachers to make more emphasis on English instruction in this implementation, and at the same time "they" demanded the fulfillment of DLBE expectations in the program from the same teachers, a condition that places teachers in a clashing dilemma. Ms. González reiterated the statement made by Ms. Castro of English taking priority in this change and leaving the dual language principles behind, revealing that the DLBE implementation was more on paper than in reality. Ms. González described this contradiction, when she says that the DLBE program is different "in theory" and "on paper" than in practice.

Ms. Castro and Ms. González described English hegemonic directives inserted in the DLBE implementation that diminished the principles of the program. Ms. Castro explained how the overt mandate made by administration to focus more on English testing than in Spanish disregarded the DLBE principles and their practice. Likewise, Ms. González stated that the DLBE implementation felt more like theory than reality when the principles of the program were not fully, evidencing a lack enough support for the program and for the bilingual teachers.

MONOLINGUAL LANGUAGE SEPARATION

Mrs. Lucero Mariscal, a Pre-Kinder experienced bilingual teacher, expressed the struggles and confusion that she faced to accommodate her teaching to suit the expectations of the new DLBE model.

> LM: I'm struggling because of the very expensive programs that they purchased in
> English and in Spanish, and that does not mirror the program that the district bought
> which is Estrellita, it is very different and then the model that we are trying to implement
> for me is 50-50. I do not know whether to focus on the Estrellita or to focus on the Frog
> Street program, because they are very different … So I'm struggling with that, I can

switch English, Spanish, English Spanish, but what to teach? A letter in Spanish, do I teach it in English too, or do I do something else? You know what, my experiences with the early childhood does not work like that.

The lack of support and the contradictory approaches of the TBE program and the DLBE program created some confusion among the participants. Mrs. Mariscal was given the Language Arts Resources, Estrellita and Frog Street to teach under the new dual language model, but these resources did not "mirror" each other, and as a result the plan of instruction was unclear to her. Estrellita and Frog Street were the resources that Pre-Kinder   bilingual teachers used under the transitional context; however, the programs were never used simultaneously before. Mrs. Mariscal felt unsure on how to drive instruction, the DLBE plan provided by the district was unclear and the two "different" reading programs were not coordinated according to the DLBE principles, requiring teachers to juggle expectations to fit the DLBE model.

Mrs. Mariscal was familiar with both resources; Estrellita was the Spanish resource that PK-1st grade bilingual teachers used to teach literacy in Spanish for several years under the TBE program until the school year previous to the implementation to the DLBE program. A year prior to the first year of DLBE implementation, teachers implemented a TBE model where no Spanish resources were allowed in the classrooms and bilingual teachers were required to teach in English only. That year all bilingual teachers in PK, including Mrs. Mariscal, used the Frog Street English resource; Estrellita was prohibited. Because literacy development in English and in Spanish does not happen identically, a careful consideration in selecting instructional resources should be made. Mrs. Mariscal tried to merge the resources to comply with the bilingualism and biliteracy outcomes that were expected under DLBE, but the lack of coordination between the two resources

caused confusion. Furthermore, biliteracy and bilingualism development expected under

DLBE requires of instructional programs and resources that include language of

instruction, quality of instruction and overt cross - language connections (Escamilla,

2007).

García (2017) contended the systematic and narrowed view on a 'regime' represented in

the Language Arts curriculum which is a total misrepresentation of what language learning

should be and how the instruction should be created for EBs. She sustained that language has

more functions than communication itself. Therefore, language learning should be created as a

dynamic way by providing opportunities to use languages concurrently for academic, linguistic

or social purposes. Furthermore, Escamilla (2007) reported that the prevalent instructional

paradigms for teaching literacy to monolingual students are not effective for EBs, concluding

that explicit direct approaches combined with interactive approaches are the most effective. A

monolingual language separation approach without the coordination of the languages in the

curriculum and instruction denoted the prevalence of hegemonic ideology and practices from the

previous TBE model. Practices and ideologies that were kept despite the change to DLBE. I have

shown above that virtual teaching and standardization in assessment, curriculum, and instruction

diminished the prioritization of the dual language implementation.

As the transition to DLBE continued, the Language Arts resources and curriculum were

accommodated to align the teaching standards from the district and the state; giving a

dichotomous turn to the implementation with a language allocation focus, and by following the

state-adopted textbooks in each language. In this manner, the Pre-Kinder bilingual teachers were

given the Frog Street resources in English and in Spanish and bilingual teachers in the upper

grade levels, kinder to fifth were given the Houghton Mifflin Harcourt (HMH) textbooks in

English and Spanish. Ms. Victoria Bueno, kinder teacher; Mrs. Camila Márquez and Mrs. Olivia Torres, both 1st grade teachers and Hazel Zubía, bilingual Special Education teacher, voiced their concerns about the overwhelming instructional curriculum: the content, the high-grade level difficulty for the students, and the limitations of using these resources.

> CM: "We have to stick to the Houghton Mifflin Harcourt (HMH) stories, and follow the HMH the way it is … do the TEKS and accommodate the TEKS to the HMH. Before we used the TEKS, and now they want us to follow the HMH. They gave us the planning guide to follow, like the scope and sequence".
>
> OT: "From HMH and the integrated TEKS, we are told what stories to use and everything else".
>
> HZ: "It's too hard to keep up the pace. And plans for a week will take me two weeks, if not more, to go through. I don't think that we're really truly teaching all those skills.
>
> VB: "I think Frog Street is a little too advanced. I have a hard time with some of the things that we are supposed to teach".

Ms. Bueno, Mrs. Márquez, Mrs. Torres, and Mrs. Zubía described how difficult was to drive instruction with the use of the HMH resources and the limitations that they had. Teachers were given the Spanish and English editions and were directed to follow the scope and sequence of the resources to teach. Some of them felt that the reading materials included in the resources were long and were not accommodated to meet the needs of their instruction.

Because of the lack of enough support for the DLBE program and for the bilingual teachers, the curriculum and instruction became dichotomous and overwhelming to the participants under a language separation approach without the coordination of the languages. The teachers reported that they ended with two years of planned instruction to deliver in one. The

participants faced struggles and confusion to accommodate their teaching to meet the DLBE program expectations.

TOO MANY CHANGES

During Focus Group Interview 3 in Zoom with four participants. Mrs. Yadiree Gómez, a fifth-grade bilingual teacher described the strains of too many changes in the instruction and the struggles she faced to follow the DLBE program, particularly the writing instruction:

> YG: It has been very challenging. It's like when you go back to your first-year of teaching, because you don't know how to do it. You get training for half a day, and they tell you, you're ready. And it is like What do I do? How do I do it? What about all the questions? It has been hard to understand how to implement the program. We're getting information on how to deliver the writing lessons. It's already the sixth week of school. We got the training, today I do it in English tomorrow I do the same lesson in Spanish. I don't know how it's going to work. Because you need to follow HMH, the textbook adoption. Lesson one Monday, lesson two Tuesday. I was like, that doesn't make sense because in Spanish, they're not going to get lesson one. So how am I going to do it. Finally, they gave us clarification yesterday. Lesson one you teach it in English Monday, lesson one in Spanish on Tuesday.

Recent research supports that EBs process and activate their two languages in parallel (Howard et al., 2018). Therefore, there is no need to repeat lessons in English and in Spanish. However, strict language separation ideology and practices had been prevalent in the transitional bilingual programs and are still engrained in teachers and administrators. This way of thinking requires the deconstruction of monolingual language separation practices to pave a way for the DLBE ideology and practices.

93

In the same focus group Mrs. Gómez and Mrs. Garza elaborated on the many changes in the implementation of the DLBE program. They felt that despite the time progression on the implementation they were still facing confusion with the changes and how to follow the program.

YG: "It is changing and changing. Yes, and it's not easy to follow, because they don't stay in one place".

NG: I completely agree with Mrs. Gómez. Because it's the same thing in third grade. Like we started the same way, like one day in English, one in Spanish. And later on, no, we're not supposed to do this. Let's do it this way. Like there is not a specific plan, or something that. I don't know, if they have to follow other districts, I don't know if they should go and see other districts or talk to people who have implemented this program before, but it's the same thing. I feel that maybe next month, they're going to change to - something else.

The erratic direction in the implementation caused confusion among the participants because the decisions were not based on the proper adjustment to the DLBE implementation. Both participants described the feelings of uncertainty and ambiguity that they felt in trying to follow the program, because "they (admin) don't stay in one place". First, Mrs. Gómez recounted on how confusing it was to follow the instructions when she had to follow the textbook's scope and sequence to teach one lesson per day and had to alternate the languages every other day. According to her, it was problematic because students were not getting the same lesson in both languages. Later, the plan of instruction got changed and teachers were given two days to teach the same lesson, one day in English and one day in Spanish. The same plan was changed again, and the participants were told to teach two weeks of writing in Spanish and then

to alternate to English and teach for two weeks. Mrs. Garza expressed that she was just waiting for the administration to change their minds again. Furthermore, the teachers perceived that "there was no specific and clear plan" from the school district for supporting teachers and students during this important change of bilingual programs. An effective DLBE program implementation entails full planning of the model before the implementation so that minor adjustments can be made, rather than trying things out as they go and making major changes that can be confusing (Howard et al., 2018).

UNREALISTIC EXPECTATIONS

Some participants described the struggles they underwent in trying to accomplish all the demanded unrealistic expectations, and because of this how their instruction got deviated from a DLBE emphasis. The triangulation of data of artifacts with the interviews' data corroborated that the DLBE was not emphasized enough in providing consistent and clear direction to the participants in the implementation. The collection of artifacts included agendas from faculty and PLC meetings, professional development session handouts, Power Point presentations, lesson plans, and anchor charts that provided evidence of the experience of teachers on the process of the change of programs. For instance, I analyzed the first nine digital newsletters that the principal sent to the teachers weekly. The newsletters ranged from 8-10 pages with important information and a list of reminders for every week, all the newsletters focused attention to virtual learning and the I-Learn platform, the DLBE program was not discussed at all. The extensive newsletters had a long list of requested trainings and meetings for each week, and expected teaching demands, such as the inclusion of district initiatives that were implemented before the pandemic and virtual learning. As some of the participants described, the multiple teaching demands were unrealistic to accomplish under the context of virtual learning and the pandemic,

95

such as guided reading in small groups, testing, the Fundamental Five initiative of five teaching practices for highly effective instruction, Positive Behavior Supports (PBS), etc., because of the lack of face-to-face interactions and the virtual time constraints.

In Focus Group Interview 1, Liliana Dolores, a Kindergarten teacher, and Mrs. Camila Márquez, a first-grade teacher shared how the state required teaching standards increased due to testing and accountability, and deviated from DLBE attention as the school year went on.

> CM: "They're giving us too many things to do. And we're not focusing on teaching the kids. It's so much what we have to do other than teaching, Meeting standards for Texas Education Agency (TEA) more than actually teaching for the students' growth".

Mrs. Márquez described that the emphasis placed on meeting the standards (for testing performance), took time away from what the real focus should had been, which was teaching the students (learning progress). Instruction was driven by state standard-base objectives, so testing results and data were gathered for the schools to report to the TEA. Since teachers were the providers of the data, testing became an important component in instruction because of accountability purposes.

> LD: "During the first nine weeks we did Reading, Math and Science/Social Studies, three classes. Now we teach six classes Social Studies, Science, Writing, English Language Arts and Reading (ELAR)/Spanish Language Arts and Reading (SLAR) and Math and Intervention. So we meet with our students six times a day. And we used to have more time for them to do more work at home. And now I don't even find time for them to do their asynchronous work at home. We are doing 3,6,9 weeks assessments and we need to follow the pacing guide for the TEKS and our standards".

Mrs. Dolores and Mrs. Márquez described the complexity of their daily instructional demands. There were numerous standards that they had to teach and testing to be done that the amount of time for instruction was insufficient to focus and teach effectively. Due to the DLBE implementation with the language segregation across the components, the participants were required to cover all the Spanish and the English teaching standards in their instruction without the coordination of all standards in one DLBE instructional plan. Instead the standards were duplicated in the two languages, resulting in the equivalent of a planned instruction for two teachers, one to teach the English standards and the other to teach the Spanish standards. Also, because of the pandemic and virtual teaching, the participants were required to provide synchronous and asynchronous instruction; they had to plan, provide and check for both, that is why the amount of time in an instructional day resulted "insufficient."

In Focus Interview 2, Mrs. Márquez, Mrs. Torres, and Mrs. Zubía voiced the pressure they felt to comply with curriculum pacing guides that mandate benchmarks which include when concepts should be introduced, what should be included in the instruction and when students should be ready to take and pass mastery tests.

HZ: "It's too hard to keep up with the pacing guides. Teaching all what they (administration) want us to teach. I don't think that we're really truly teaching all those skills, I can't keep up with the lesson plans and those are my guide to make sure that I'm abiding what a true bilingual (DLBE) classroom would be doing. It's a lot".

CM: "We can't keep up with them (the pacing guides and lesson plans) either".

OT: "It is hard to tell if we are in a teaching week or in a testing week and I don't know what to expect".

The participants narrated how difficult was to keep up with the pacing guides to cover all the concepts on time and do the assessments after. The participants described a teaching that was reduced to instruction and testing during this implementation. They did not mention the DLBE principles in the planning and instruction. The provided instructional plan for this implementation reflected state teaching standards and testing, overlooking the DLBE program expectations. Some participant felt overwhelmed by the unrealistic teaching demands because it was too hard to keep up with the pacing guides; making them feel unsure about their teaching practices because they were not sure if they were "abiding" to a true DLBE program. Substantial research indicates that curriculum and instruction adjustments need to be made on language integration and content instruction with the vision of bilingualism and biliteracy for an effective DLBE program implementation (Howard et al., 2018).

Some of the participants shared their views and feelings about testing within the change to the DLBE program and during virtual learning because of the pandemic. The burden of traditional testing became more pronounced as the process of change progressed. During Focus Group Interview 2, participants from first and second grade, and Special Education bilingual teachers raised concerns about the amount of testing and its vagueness in the process and in the transition to the DLBE program:

> CM: "They want our kids to be tested very often. We are testing our students every three weeks in English and in Spanish, these are the district tests in all subject areas. And we do Developmental Reading Assessment (DRA) and Evaluación del Desarrollo de la Lectura (EDL) for guided reading. Now, we have another test, Dynamic Indicators of Basic Early Literacy (DIBELS). We are testing our students just in English with this test".

OT: "I feel a lot of anxiety because it's hard to know what to expect, if we are in a

teaching week or in a testing week. I told my appraiser. Are you going to do

walkthroughs if I'm testing? Because I will be focusing on the testing, I am not going to

frame the lesson or anything, and he just laughed. It is scary. We're supposed to use our

buffer days (used for reteaching before assessment week) to review, and admin pops in

and I have to frame the lesson that I will be testing on, it does not make sense".

Assessing all core subjects every three weeks in both languages was excessive, in

addition to the DIBELS testing in English every two weeks which left 3 weeks out of the nine

weeks grading period free of these assessments. In addition, teachers had to do Evaluación del

Desarrollo de la Lectura (EDL) and Diagnostic Reading Assessment (DRA) for Guided Reading

Instruction, and grade the work of the students to assess their learning. The participants found

themselves trying to deliver quality instruction virtually in addition to administering excessive

tests in both languages, which did not facilitate the students' learning in an uncertain

environment, all while under the critical supervision of their administrators.

The teachers expressed frustration with an excessive amount of testing. The use of

multiple instruments of assessment correlated to standard base objectives and the lack of

coordination to the vision and goals of the DLBE program difficulted the teaching of the

bilingual teachers and the implementation of the DLBE program. Menken (2006) argues on the

effect of the federal education policy of No Child Left Behind (NCLB) in the education

of EBs as standardized testing impacts language policy, curriculum and instruction. The

separation of the languages discourse reflected in the assessment and accountability

infrastructure of this implementation in conjunction with the use of standardized assessment

instruments complicated the development of the program and, as a consequence the teaching of

the participants. Some research suggests that holistic bilingual assessments are more valid and reliable to report the development of any DLBE program (Howard et al., 2018).

Co-teaching

Ms. Mariscal, a pre-kindergarten expressed her frustration of teaching students at a distance and without a Dual Language (DL) teaching partner because of the short attention span that young students have. Mariscal longed for the face-to-face interaction with her colleagues and for the opportunity to work with a DL partner.

> LM: "If we were doing it two, pero they said que siempre no because of the COVID. And the DL program probably would have been more exciting, or more pleasant".

In the same way, other participants stated that a two-teacher model would have been more beneficial, but the majority of the participants did not have a choice because of the pandemic restrictions, Ms. Bueno and Mrs. Alvarez concurred (Focus Group Interview 1).

> VB: "I wish they had done the two-teacher model. Ay! Because I think it's better if we focus on one language per teacher, that would have helped. I don't know I feel that way. Because it gets hard teaching two".

Although the original plan in the DLBE implementation was to have the two-teacher model, only four teachers out of thirty-three were paired with a co-teacher. About three months into the implementation and because of the return of Special Education students for face-to-face instruction, two pairs of classes followed the two-teacher model, one in pre-Kinder and the other one in Kinder. In both instances, a population of "regular bilinguals" was paired with a "special education bilingual" class resulting in a team-teaching arrangement. Pairing the population of a regular bilingual class with a special education bilingual class was a collaborating teaching arrangement that these teachers had done years before the implementation of the DLBE program.

Mrs. Alvarez, a Kindergarten teacher, shared a positive experience about the two-teacher model in a focus group interview.

SA: "Yo estoy con Mr. Romero, él está haciendo inglés y yo estoy haciendo español y realmente yo sí lo disfruto porque él nada más se enfoca en todo en un idioma y yo en otro. Yo estoy haciendo lo que yo creo es mejor y sí he visto mejoría. Siento que si son dos maestros enseñando, sí funciona. (I am with Mr. Romero, he is doing English and I am doing Spanish and I enjoy it, because he just focuses on everything in one language, and I focus on the other. I am doing what I think is the best, and I have seen improvement. I feel like when there are two teachers, it works out".

Mrs. Alvarez described that she taught in Spanish and her partner, Mr. Romero gave instruction in English. Therefore, the two-teacher model resulted effective and was an enjoyable teaching experience in her opinion, despite the virtual learning, the hybrid arrangement to accommodate special education students in the classroom, and the pandemic restrictions. Though, Mrs. Alvarez description of the convenience on focusing and teaching in one language denotes a monoglossic view. Freeman (1996) sustains that an ideal DL policy model is wherein two teachers co-teach, but each teaches in one assigned language. Nevertheless, a more recent research study, Flores and McAuliffe (2020) elucidate the benefits of each DL teaching arrangements, suggesting that a suitable DL arrangement depends on the type of bilingual program and broader aspects in the implementation, such as background and preparation of the bilingual teachers.

The participants described an insufficient endorsement towards the transformation of the bilingual program on this campus and district, and as a consequence an insufficient support for the participants. Research supports the importance of ensuring that the elements of DLBE

programs are coordinated to prevent content repetition and facilitate instruction, promoting

bilingualism, biliteracy, and sociocultural competence (Howard et al., 2018). Therefore, the

provision of informed guidance and support to the teachers is vital and necessary to fully

implement a DLBE program. New trends directed to improve bilingual education call for the

endorsement of transformative perspectives and practices in bilingual education and the teaching

profession (Gort & Sembiante, 2015; Martínez et al, 2015).

Navigating the change

Navigating the change indicates how bilingual teachers maneuvered the transition of the

bilingual programs by enabling practices to leverage the DLBE program expectations. García

(2017) contends that language has more functions than communication itself and language is a

dynamic way to interpret individuals' social worlds. Language is the medium through which EBs

understand their experiences, and more importantly, it is through language that students create

the perceptions that shape their lives. Because emergent bilinguals rely on their home language

and second language as one system to communicate, interact, and construct their knowledge,

translanguaging is significant in the learning process (Gort & Sembiante, 2015). Therefore, some

participants utilized translanguaging to negotiate the change to the DLBE program.

NEGOTIATING LANGUAGE

Mrs. Georgina García, a rookie Kindergarten teacher explained how she used 'Bridging'

as an instructional tool to help her students make side by side language connections between

English and Spanish. The following excerpt from her interview shows that she gave herself

license to use 'Bridging' whenever she felt necessary.

GG: When we finish a lesson in both English and Spanish we connect the languages, not

everything has to be a cognate in the bridging. Let's say the life cycle of a butterfly. We

could be reading books in English and also in Spanish and students would connect all that information in both languages. During the bridging we would tell them, -se acuerdan cuál es el primer paso del ciclo de la mariposa? Acá cuando lo leímos en este libro and then they would say the words and we would write it down, and then in English we would say what is this stage and what is this called? And then we would write it down and students would connect those two together.

Mrs. García described the use of translanguaging in her teaching. Despite the school district's normative of language separation, she went against the rules to provide opportunities for her students to understand and make sense of the concepts by using what she called 'Bridging,' a strategy that she learned when she was doing her student teaching and now, she was using it in her own practice. Mrs. García used 'Bridging" to negotiate language use and facilitate learning in the classroom.

Although, the translanguaging term was not used by many participants, the practice of translanguaging was clearly exemplified in practice when some bilingual teachers allowed and promoted the use of both English and Spanish, and language practices interchangeably to negotiate the change to the DLBE program. Teachers like Mrs. García facilitated the learning of the students by promoting cross-linguistic practices through language connections and meaning making opportunities. Because emergent bilinguals rely on their home language and second language as one system to communicate, interact, and construct their knowledge, translanguaging is significant in the learning process (Gort & Sembiante, 2015).

Mr. Esiquio Romero, a Kindergarten/Special Education teacher, was one of the four teachers with a dual partner in this change. He also had had the English instruction assignment in the collaboration. Mr. Romero reported that the use of Spanish, the home language of the

103

majority of the students in this program was pivotal to maintain focused and learn naturally with more freedom to use the languages.

>ER: "Oh, yes. They're way more engaged now. Even though it's virtually and it's harder to engage them. Like when we're teaching them, especially in Spanish Language Arts and Reading (SLAR) … right away, they get it, they get the subject matter. And for them, it's easier … and I believe once they grasp the Spanish, the English will come naturally. I have been noticing that they're more engaged when you ask them questions, right away, they answer … we tell them remember what you were learning yesterday in Spanish … this is the English version of it, and then they get it".

Although English was his assigned language, Mr. Romero recognized Spanish as the base of his teaching to make instruction comprehensible, and he collaborated with his partner to build his instruction from concepts that were introduced in Spanish first. He talked about the use of home language practices as a means to negotiate the transition to the dual program. He used Spanish to engage and motivate students to learn and to behave well. Through this process, students grasped the concepts better, making connections and meaning with the use of the two languages; Mr. Romero found this strategy useful to enhance student engagement in their learning.

Mrs. Alvarez, Mr. Romero's dual language partner reflected on negotiating language practices in the classrooms.

>SA: "Yo ya me olvidé de que las reglas todo eso, Sigo los TEKS … Yo estoy haciendo lo que yo creo es mejor. Como que ya saben … es difícil separar los idiomas porque a veces yo termino explicándoles inglés y Esiquio les explica en español. I forgot about the rules and all of that. I follow the TEKS. I am doing what I think is best. Like you already

know … it's difficult to separate the languages. Because sometimes I end up explaining in English and Esiquio explains to them in Spanish".

Mrs. Alvarez and Mr. Romero expanded the dichotomy of the languages in their classrooms, allowing and promoting language translanguaging practices to facilitate teaching and learning.

Ms. Alvarez's description exemplifies language practices through their teaching collaboration to negotiate the change. The teachers relied on their bilingual expertise to make choices beyond language designation. They synchronized their bilingual performances to teach, as it was required by the administration. However, they made interjections to clarify or enhance the instruction of each other during non-assigned language instruction.

When the language repertoire of emergent bilinguals plays a center role, the translanguaging conceptualization is an effective tool to teach in a dynamic and natural form (Gort & Sembiante, 2015). Thus, the teachers' understanding of the language repertoire of emergent bilinguals is essential to provide translanguaging practices for knowledge construction, language learning, and students' engagement in their own educational process (Prieto, 2014; Reyes et al., 2016; Casielles-Suárez, 2017).

The importance of translanguaging is seen again during Focus Group Interview 1. Mrs. Liliana Dolores, a Kindergarten teacher, shared how she applied translanguaging as a way to manage her students' dispositions and learning attitudes.

LD: When I'm teaching in English, I see my students turn me off, literally turn their back on me to play. I see them play and not focused. So I started doing what Dr. M told us, 'Talk to them in Spanish, it's okay'. I started doing that. And I see that now they feel more comfortable answering in English. Because I used to tell them no, we are in

English, answer in English, so they felt pressured. Putting myself in their shoes is understandable. It's English. They wouldn't participate. They would stay quiet and stare at me. Now that I'm using Spanish during the English time, not translating como dice Ms. Mariscal. I don't translate. I help them out with one word, a little phrase … They turn on their microphone, and they answer in English. Ahora que ya no les estoy diciendo, they're doing it … they feel more comfortable, it's just natural and they feel secure.

Mrs. Dolores reported that she used to stick to the language separation strategy, but her students became uninterested. She attended a DLBE professional development called ”C6 Biliteracy Instructional Framework.” Though the focus was biliteracy instruction, the presentation had a small portion on translanguaging. After attending the workshop, Mrs. Dolores learned the power of translanguaging and she changed her instruction. The endorsement of translanguaging practices were encouraged by the professional development facilitator's own practice and by the overall content of the presentation. She was amazed at the contrasting effects of mixing the languages in her instruction. To her surprise, it resulted in an effective method to negotiate the DLBE change by making instruction more comprehensible and effective with the use of some Spanish during the English instruction. Virtual instruction challenged the participants in many ways, one of them was students' engagement. Like Mrs. Dolores some participants reported the difficulty that they had in keeping students engaged. Students displayed a wide range of behaviors during the instruction online such as: playing around, not paying attention, not doing the work, falling sleep, turning cameras or microphones off or deviating from instruction. Ms. Dolores showed critical consciousness by modifying her praxis and using more Spanish to provide understanding as it was needed to engage her students in learning.

Also, translanguaging practices are indispensable to leverage the dynamic and diverse language practices of borderlanders. Mr. Esiquio Romero critically reflected on borderland students and how translanguaging practices make sense in teaching and learning.

ER: "I kind of feel like they are forcing students to learn languages in a certain way. Instead of it being more open with. Because we are in the borderland, it's a lot of code switching, you know, people go back and forth. That's something that the students know and do".

The restrictive code of language separation discourse enforced in schools is reflected in Mr. Romero's description. The language of borderlanders such as code-switching is excluded and not accommodated to teaching and learning. Yet, he sees the need to address language learning acknowledging the linguistic background of borderlanders by embracing translanguaging practices that are more suitable to teaching and learning in the context of the borderland. Mr. Romero's description exemplifies the narrow view of this program implementation with a focus on "language learning," denoting the lack of cultural, social and emotional aspects that should complement the education of EBs.

Some teachers negotiated change through translanguaging practices such as bridging to make learning connections, home language use practices as the base for learning, and as a "natural" way to engage and motivate students. Under a translanguaging approach, *languaging* refers to negotiating practices that allow emergent bilinguals to interact through the flow of the languages (Durán & Palmer, 2014). Because of the intricacies of bilingualism development and the broader context of the borderland, translanguaging practices are indispensable to leverage the students' language practices in teaching and learning. A few months into the DLBE implementation, participants were learning about translanguaging practices. The teachers were

becoming aware of translanguaging and its vital use in teaching and learning on their practice without much theoretical knowledge. Consequently, this program implementation needs to support translanguaging as well, because bilingual teachers must have awareness of the magnitude of the interconnection between language and learning in translanguaging practices to provide an effective instruction for EBs (Flores & Rosa, 2015; García, 2017).

A need for a clearer ideology in the district

According to Alfaro et al (2017), a clearer ideology is one that allows teachers to discern who and what informs their teaching to contest deficit views in the education of EBs. It is vital that bilingual teachers understand who they are and their personal beliefs on teaching and learning because their teaching practice and actions affect their students (Alfaro & Bartolomé, 2017; Alfaro et al., 2017; Murillo, 2017). Understanding a change of programs like this requires the transformation of ideologies and practices of the participants to acquire a clearer ideology for them and those who guide them to implement an effective DLBE program.

During a focus group interview, the participants stated that after three months into the implementation they had adjusted more to the routines of the DLBE model; however, their struggles increased due to the excessive demands. The participants had a conversation about the challenges at the moment and referenced the struggles and the overwhelming sentiment that they were facing in the implementation of the DLBE program. Mrs. Camila Márquez, first grade teacher, Ms. Driziria Castro, second grade teacher, and Mrs. María Soto, Special Education teacher, voiced the overwhelming demands from administration and the lack of time to comply with everything that they were required to complete because of the combination of factors: the pandemic, virtual teaching and the implementation of the DLBE program.

Participants like Mrs. Márquez felt accomplished about the learning progress made by teachers and students during the process of the DLBE implementation:

CM: "Yes. We're learning a lot. I think that on the teaching part I'm there. But the challenges are to have everything in order to fill in what admin is expecting. You know I know my kids are learning. I can see it every day, when they answer, now they are reading. But having to fit everything in to make the class flow during the class meetings is challenging".

Although most of the participants feel accomplished, some expressed their frustration and confusion about the multiple teaching demands from administration in the process of implementation. For instance, Ms. Castro and Mrs. Soto described the challenges that teachers faced due to the numerous demands and unclear guidance:

DC: "And the time that we are having to spend at home trying to catch up. And I don't see that it's really in the benefit of the students".

MS: "Yes, there's a lot of demand. There're too many challenges as to what we have to fill in as a teacher. What the administration is expecting from us. That sometimes that is more challenging than actually teaching the kids".

DC: "Telling us do this, do this. Like for example. They also told us that before a walkthrough, if central office were there, they had to see the word wall. They had to see the cognate wall, they had to see you know, the charts, the anchor charts in both languages".

These participants explained the frustration that they felt as they attempted to comply with all teaching demands while upholding the DLBE academic expectations in both segregated languages, without proper adaptation and coordination of the languages to avoid repetitive

instruction in the two languages to meet the new program expectations. For instance, they were told to make sure to include multiple instructional resources in English and in Spanish, cover all instructional components in their schedules, make use of the virtual platform in English and in Spanish, do testing almost every week, and daily interventions, such as tutoring. One full day of instruction was not enough to make sense of the demands for implementation, create the lessons, and then deliver the lessons in both languages; teachers had to continue working at home to "catch up" and they felt that this way of doing things was not conducive to their teaching. Teachers were expected to meet this litany of expectations in both languages without a clear DLBE plan which resulted in the teachers doing twice the work: planning, teaching, grading, etc., complicating the instruction of the participants, when they tried to make sense of their instruction and DLBE expectations.

During Focus Group Interview 1, Mr. Jimenez, a Pre-Kinder teacher, explained the change that he noticed in the school environment because of the DLBE implementation.

SJ: "Last year it was all English. And everybody was for it last year. And the administrators were like, this is what we're going to do and this is what we have to do. And now with a DLBE program, they came around with an 180-degree change".

Although Mr. Jimenez described a supportive DLBE environment, his description shows that administrators give mandates that are not different from the expectations under the TBE context. Some participants expressed their desire for a true ideological support for the DLBE implementation from administrators. Mrs. Catalina Ramos, a third-grade teacher with previous experience on dual language teaching, shared a critical view of the support that teachers were receiving in the process of change.

CR: Sometimes we still have gaps … they don't have the answers yet. Administration has been bugging, the upper ups, the upper high people. And I mean, admin has been supportive. My principal, she's all for dual language and you can see her spirit is just way up there, they look like they're buying it, but it needs to be reflected around the campus, like when you're going in it … if you're being greeted with music, why not play Selena? – "Como la flor" which everybody knows. Not just your English music … "¿Qué tál las rancheritas? Why are they frowned upon? Why don't you guys play that? … -siempre que entramos son canciones en inglés, and I'm just like we have to feel el ambiente se tiene que sentir bilingüe no monolingüe.

Mrs. Ramos advocated for a stronger support system where the DLBE perspectives can be seen and felt on the entire school environment. The persisting hegemonic top to bottom mandates and the linguistic oppression of Spanish in the district's bilingual program is an inadequate approach in the DLBE implementation. From this teacher's perspective, the instruction and delivery of special program classes such as Music, Computers/Library, and Physical Education in English and Spanish should have been reflective of the DLBE program. Thus, this dual language implementation needed a language allocation component framed by socio-cultural approaches in practices beyond the classroom walls in accordance with the dynamics of the program and DLBE expectations, bilingualism, and biliteracy. In addition, campus activities and home projects that acknowledge the culture of the community needed to be included and prioritized to support the DLBE program's vision and consequently teaching and learning.

Because a clearer ideology is one that allows teachers to discern deficit views and hegemonic ideology that undermine the teaching and learning of EBs. It is vital that bilingual

111

teachers have an understanding of the implication of predominant English language use and English hegemonic practices in schools that places English as the language of power. Not breaking the cycle continues the marginalization of EBs and disregards the bilingual practice in education. It was critical that bilingual teachers had a solid guidance about what bilingual education entails in theory and in practice to create a critical consciousness and capitalize the opportunities of change in this transition. However, the participants did not receive enough guidance and support to implement a well-informed bilingual practice to mold their praxis in the change to the DLBE program.

Reclaiming a bilingual ideology

Reclaiming a bilingual ideology signals the shaping and reshaping of the participants' bilingual ideologies in the change of bilingual programs; Anzaldúa depicted in her work the construct of borderlands, as zones of clashes and tensions where languages and identities collide to give way to learning (Venegas-Weber, 2018). Situated in imaginary and geographic borderlands, the bilingual teachers in this change to a DLBE program experienced contradictions while trying to make a better sense of their own ideologies, identity and profession.

SHAPING AND RESHAPING IDEOLOGIES

From the participants' profile data, I could tell that 14 participants were born in this American border city, 2 of the participants were born in the state of California, and 9 participants were born in Mexico and emigrated to this side of the U.S.-Mexico borderland. All the participants are Latinx bilingual teachers with Mexican roots in this city. Most had developed a Mexican- American identity and made this hybrid context a home. The participants reported that knowing English and Spanish influenced their decision to become a bilingual teacher. With the implementation of the DLBE program and in the process of program change

some participants underwent ideological changes, such as sense of freedom, empowerment, and a sense of reaffirmation of their bilingual identity.

Mrs. Angélica Ramos, a second-grade and experienced teacher narrated her bilingual formation throughout her educational and professional journey, and the sense of relief and pride that she felt with the implementation of the DLBE program, primarily because of the use of Spanish under this model.

> AR: When I went to elementary, I didn't know how to speak English, in those years the teachers were allowed to hit students with a ruler in the hand if you used Spanish in class. And I had this Anglo teacher, and she would be upset because we would speak Spanish. And I was traumatized by that … Because of the same experience … when I was a child. I felt it was my call to help children learn and not let English to be a barrier …
>
> I have my own way of believing in bilingualism. I believed that I would go and teach my students. This is my view; I will go and teach my students English … Then I started teaching. I felt sad for the kids. I felt for them because I couldn't value their culture there. But I did what I had to do. Like, I had a battle of feelings. I felt that I wasn't doing what I had to do as a person. I would speak to them in English to follow the orders. But deep down I would have regrets. Just like to say my upbringing, even my own kids using English and Spanish and mixing the languages at home all the time. I felt like I was not being able to reach my students.
>
> It's very different speaking now in Spanish to the students. Because last year, it was a NO, we didn't speak Spanish in the classroom. It's fun, it's different because now it gives me permission to speak Spanish to teach Spanish. Basically, I'm still processing this new way of teaching. Okay. I have never taught DLBE. Oh, my God, that's what you want for

them to learn. And just seeing them gives me satisfaction to know that they are proud of themselves.

Through this powerful example of the consequences of English language hegemony, Mrs. Ramos narrated her journey to explain how she became bilingual. When she entered school, all she knew was Spanish, and she was punished by her teachers for speaking the only language that she knew. Becoming bilingual and being bilingual was a struggle for Mrs. Ramos without the support and understanding of her teachers. Mrs. Ramos narrative resembles those presented by Vélez-Ibáñez (2018), who purports the punctuated ways such as corporal punishment to students in school for speaking Spanish, to ensure language loss and the imposition of English.

Her oppressive experiences as a Spanish-speaker clearly influenced Mrs. Ramos' decision to become a bilingual teacher to "make a difference in the lives of students." She desired to provide them support to become bilingual and to learn English. She wanted her students to be bilingual and to learn English this way without being punished. Yet, her words communicate the contradictions that as a teacher she went through in this particular bilingual program. Learning English and becoming bilingual looked very different in TBE and DLBE, according to Ms. Ramos. When bilingual teachers were required to teach almost entirely in English, she found the practice deceptive because she could not teach according to her beliefs under the TBE context. She described the guilty feelings that she felt by not letting her students use Spanish in her classroom, which invalidated the culture and home language of her students. In a way, prohibiting Spanish in her own classroom resembled the English only classroom when she was a child. She also felt a linguistic oppression because her own home language and culture were not validated in the classroom. She described the regret she felt about repressing her students' language while listening to her own children and grandchildren speak in English,

Spanish, or Spanglish freely. The change to the DLBE program brought her a sense of freedom to use Spanish in her teaching, making her happy and proud. Also, this change gave Mrs. Ramos the opportunity to acknowledge her social and cultural background as an asset reaffirming her bilingual identity and sense of self, which were taken away before in schooling and in her profession. Meanwhile, she described that she is still processing and enjoying this way of teaching under the DLBE context.

Similar to Mrs. Ramos's account of her bilingual formation, 19 out of 25 participants reported being punished for violating English-only mandates in English Immersion Bilingual programs, or also referred by some participants as "sink or swim", facing discrimination and/or punishment for speaking Spanish or not knowing English in school; 4 of the participants described their experience as difficult, but not bad; and only 2 participants reported having a good experience in becoming bilingual. Like Mrs. Ramos, many of the participants suffered the linguistic imposition of English in their schooling. Due to English imposition, the majority of the participants suffered Spanish repression in school.

Discourses of punishment and discrimination in the participants' reports revealed the violence that bilingual students have endured and continue to endure due to the prevalence of English hegemony, compounded ideologies, and language policies dictated in bilingual education programs in the U.S. (Flores & Rosa, 2015; Macedo et al., 2015; Flores, 2016; Flores & García, 2017). The bilingual teachers have endured linguistic oppression for so long that their ideologies have been distorted, conflicting with the expectations of an effective bilingual education program.

Parallel to Mrs. Ramos descriptions of linguistic oppression were the accounts of Ms. Castro, second-grade teacher, Mrs. Mariscal, PK teacher, and Ms. Bueno, Kindergarten teacher,

115

who narrated their beginnings in their bilingual formation under a challenging school system and how they managed to preserve their bilingualism and biculturalism by speaking English at school and Spanish at home.

DC: "In kindergarten I was secluded and I was discriminated for not knowing English or for not understanding. Yet my heart was always in education and learning. So, to me it didn't matter if my teacher spoke English or Spanish or Chinese, I just wanted to be there where the actions was, the teaching".

LM: I failed first grade. I didn't know English and I often got to school late. Like our low-income students here. My mom did not wake up early and we did not have breakfast. So we woke up with our hair sticking up and that's how we went to school. We walked or ran and we were usually late. One day when I got late … the teacher had to put an attendance paper outside the door, I walked in and she said something about paper. I did not understand, I understood the word paper. Later on, I realized what she said, one of the kids said "que agarres el papel" and the teacher told the students "Oh my God", - *tartamuda y no sabe ni inglés*. She stutters and she doesn't even know English … I remember the kids laughing and then I do not remember that much about that year other than that I was the one who didn't speak English and I failed first grade because I didn't speak English.

VB: It was in a way a struggle growing up and having to only speak English in school. And when we were at PE or anything like that, we would always speak Spanish. And then at home I would speak Spanish only, my grandparents and my mom spoke Spanish, so I grew up that way thinking that was normal English at school and Spanish at home … I saw the struggle. I think that was kind of weird that we would be told, English at school,

116

you can't speak Spanish … that's why I was interested in bilingual teaching as how to help them reach sooner or easier so that they didn't struggle as much.

The language separation practice started at the beginning of their bilingual formation, and that forced them to conform to the use of Spanish at home and English at school. Ms. Castro, Mrs. Mariscal and Ms. Bueno shared experiences of linguistic oppression and suffered punishments in school for manifesting their language and culture. Flores (2016), and Flores and García (2017) explained that educational policies and decisions derived from ideological and sociopolitical hegemonic dimensions; thus altering the purpose of bilingual education and bilingualism. Similar to the hegemony of English is the monoglossic ideology that frames the education of minorities in our country, thus valuing monolingualism or English-only while disparaging bilingualism (García & Torres-Guevara, 2009). Linguistic oppression and its hegemonic monolingual and monoglossic ideologies have pervaded throughout the own schooling of most of the participants and were extended to their professional careers as bilingual educators in this particular school district.

Seven participants had a degree of exposure to DLBE before the first year of DLBE implementation in the school. Of those, only 1 participant had experience both as a student and as a teacher in DLBE in private schools in Mexico City. Then, a total of 18 participants in this study reported no experience or knowledge about DLBE at all. Mrs. Georgina García, a novice Kindergarten teacher in her first year of teaching, detailed her ideological bilingual journey, from being a student product of a TBE program to becoming a DLBE teacher in this district.

> GG: It's ugly to say … you would feel like teachers would kind of favor the students that would speak more English and put aside the kids that were more fluent in Spanish. That made you want to speak more English instead of Spanish. I would speak Spanish at home

117

and everything with my family or with my friends. But other students didn't really know me. I would speak Spanish to them because I knew they spoke Spanish, they would tell me, Ay yo no sabía que hablas español and I was like, Sí, sí hablo, but they didn't know. It would make me feel bad because I was pushing it aside in school. They didn't really value the Spanish at all.

My family has always been big on, tienes que hablar español y tienes que hablar inglés y lo aprendes en la escuela, dara darara pero siempre they've always perceived like they've made us grow, to love, to be, you know, Mexican and American. So I always had that in me and whenever I was going to school, I wish my teachers have told me, it's okay to speak Spanish rather than I'm not going to speak Spanish because I'm going to get in trouble.

I got hired (under the TBE program) and they told me you have to speak to the students only in English, no Spanish at all. I personally would tell them a little bit of stuff in Spanish so that they could kind of grasp the content and use a lot of visuals. But when I was growing up, that wasn't the case, they would tell me speak English, always just English, English, English. And the holidays only for America nothing else, only for one culture, nothing for the home language and home culture.

Now, under the DLBE program I give my students a chance, que ellos me digan y si no me lo saben decir en inglés pues los dejo que me lo digan en español and then I repeat it in English. And then I ask them, do you want to try to say it and then they say it back in English. I know how it feels lo que te dice una maestra, No, you can't speak Spanish. So I let them say it however they can.

In her account Mrs. García mentioned that teachers had a poor estimation of the learning potential of Spanish-speaking students. She perceived that when she was in elementary school her teachers favored students who knew English over the ones who did not. Because of these perspectives, she stopped using Spanish at school, but she felt awful for putting her language aside. Because of her family support, she learned to balance and appreciate both languages and cultures. Having these experiences and understandings helped her to become conscious about the perceptions and feelings of her own EB students.

Participants like Mrs. García did not embrace the hegemonic and monoglossic ideology of the previous program; instead they reaffirmed their bilingual ideology through practice and experience. The encouragement and support of their family helped participants to develop a bicultural perspective that has been useful throughout their schooling and professional careers. The implementation of the new DLBE program reinforced a bilingual ideology that allowed teachers to appreciate their own and the students' languages and culture despite the circumstances by making personal, home, and cultural connections, using culturally relevant materials, acknowledging the Mexican culture in teaching and learning and most importantly using Spanish to teach. This contexts that allowed such pedagogical practices helped the participants to reaffirm their bilingual identities, much more so than the TBE previous context. The bilingual teachers lacked enough guidance and support to develop a clear and full understanding on the DLBE program and the expected teaching demands. Yet, the transition to the DLBE program itself represented an opportunity for the bilingual teachers to undergo a process towards a "clearer ideology" and to the reaffirmation of their bilingual identities. Some research sustain that DLBE is a pedagogical approach of strategic importance to understand and make instruction effective and relevant for EBs (Alfaro & Bartolomé, 2017; Alfaro et al., 2017;

García, 2017; Murillo, 2017). Nevertheless, Flores and McAuliffe (2020) remind educators about the racial and political implications that challenge the implementation of DLBE programs. They also sustain the importance of a robust implementation to support the bilingual teachers and minimize conflict for a successful outcome in the process. The researchers contend the importance of planning the process of implementation and purport considerations that can be made about the context of the program to suit the needs of the community.

DISCUSSION

Data analysis of findings revealed five themes on how the bilingual teachers experienced the process of change of bilingual programs from a Transitional Bilingual Education (TBE) program to a One-Way DLBE program. These themes are the pandemic interjection, the change, navigating the change, a need for a clearer ideology in the district, and reclaiming bilingual ideology. The first theme, the pandemic interjection, describes the ways in which the COVID-19, global pandemic affected the change to the DLBE program and life in general. The transition to the DLBE program was complicated because of the pandemic and virtual learning, and consequently, the DLBE program became a second priority affecting the bilingual teachers' practice. The second theme, the change refers to the participants experiencing the change of bilingual program model itself. The limited support for the DLBE program and for the bilingual teachers left the bilingual teachers with an uncertainty about their teaching and ideologies in the process of change. The third theme, navigating the change, represents how the bilingual teachers maneuvered the change to the DLBE program by enabling negotiating teaching practices such as translanguaging without much guidance and support from the administration. Due to the intricacies of bilingualism development and the broader context of the borderland, translanguaging practices are indispensable to leverage the students' language practices in

teaching and learning. Despite that translanguaging was not embraced by the district, some participants used translanguaging practices. Some research sustains that translanguaging practices are inevitable and indispensable in bilingual contexts (Flores & Rosa, 2015; García, 2017). The fourth theme, a need for a clearer ideology in the district denotes the presence of hegemonic perspectives in the district conflicted with the bilingual perspectives of the new DLBE program, causing confusion and frustration among some of the participants. Many district teaching requirements were general, lacking specific ideologies and practices for the needs of the bilingual teachers in the process of change to DLBE. As a result, many participants felt that they were doing double the work. Finally, the fifth theme, reclaiming a bilingual ideology, signals the shaping and reshaping of the participants' bilingual ideologies in this DLBE implementation. The participants experienced contradictions while they tried to make a better sense of their own bilingual ideologies, identity and profession; often they used their own intuition, knowledges and experiences while navigating the change in bilingual programs. The transition to the DLBE itself allowed the bilingual teachers to undergo a process towards a "clearer ideology." The Spanish component in the DLBE program was significant, and the participants felt a sense of freedom to teach in Spanish, making them feel empowered about their bilingual practice. Thus, some participants felt relief and pride about their practice and teaching in both languages, reaffirming their borderlanders identities.

This study's findings show that the participants experienced many struggles during the transition to the DLBE program. The participants voiced their experiences based on their own knowledge and perspectives, and common struggles in the process of implementation were signaled. The interjection of the pandemic during the change to the DLBE program complicated the process, impacted the participants' teaching practices , and affected them socially and

emotionally. The participants felt that the process of implementation during the pandemic was harder because they had to teach virtually and in isolation from their classrooms, and they did not have a choice to stay home and take care of themselves and their families. Ostorga and Farrugio (2014) reported that providing social and emotional supports are key to creating safe learning environments. Unforeseen changes in any part of life can be traumatic; therefore, social and emotional provisions in education are fundamental in any change for students and teachers as well. Congruently, an empathetic approach in education facilitates understandings and adjustments in a process of change (Piccardo & Aden, 2014). The lack of attention to social and emotional aspects in education were evidenced by the interjection of this pandemic in this transitional period and most of the participants felt a lack of empathy from the administration not only for the teachers' profession, but for their lives by being placed on the front line of the pandemic. Thus, the pandemic and virtual learning subtracted importance to the change of programs, and DLBE became a second priority. The limited support for the DLBE program and for the bilingual teachers often misled them. Teachers felt overwhelmed by multiple and unrealistic demands. In addition, the lack of guidance and support throughout the process of transition to the DLBE constrained the understanding and appropriation of the program. Yet, some participants maneuvered the transition of the bilingual programs by enabling practices to leverage the DLBE program through translanguaging practices without having formal knowledge on the effective pedagogical approach. The contradictory perspectives in the implementation of the DLBE program had problematic implications on the teachers' practices and ideologies. However, some participants found ways to reclaim their bilingual ideology in the process of change. These findings are in line with prior studies, which suggest that DLBE is among the current pedagogical trends that are geared to transform subtractive and hegemonic bilingual

education and in turn, to improve the practice of bilingual teachers (Venegas, 2016; Zúñiga, 2016; Gándara & Escamilla, 2017; García, 2017).

The focus of this study was to gain insight on how the bilingual teachers experienced the process of change from a TBE program to a DLBE program. During the process of change to the DLBE program the participants found contradictory perspectives. On one hand, the bilingual pedagogy under the DLBE principles offered a vision of equity in teaching and learning and an opportunity for the participants to develop a "clearer bilingual ideology" and practices. Yet, virtual learning, a standardized curriculum and the hegemony of English limited the process of this DLBE implementation, affecting the development of the ideological clarity of the participants. Having an understanding that bilingual education encompasses identity, power relations, and ideology is essential for bilingual teachers to develop and enact a clearer ideology that situate and support effective teaching (Durán & Palmer, 2014; García, 2017).

CHAPTER FIVE: CASE STUDY

GAINING INSIGHT INTO THE EXPERIENCE OF BILINGUAL

TEACHERS UNDERGOING A TRANSITION TO

A DLBE PROGRAM

This chapter discusses a case study with one participant, Mrs. Olivia Torres. The case study helped to get a deeper insight on how the participant, Mrs. Torres experienced the transition from TBE to DLBE and the changes she had to her teaching and bilingual profession because of the overall experience.

Because of the COVID-19 pandemic, teaching classrooms moved to a virtual platform and the original plans to conduct face – to - face classroom observations were modified; instead, observations were conducted through video recordings of virtual teaching sessions provided by the participant for this case study. In addition, I collected artifacts related to virtual teaching sessions from the participant. The analysis of observations helped to confirm previous findings from the interviews' analysis and to understand how the participant experienced the transition of programs in a more in-depth and concrete way.

Analyzing the classroom observations, I have found and confirmed the participants' experiences in the themes presented in chapter 4: the pandemic interjection, the change, navigating the change, and reclaiming a bilingual ideology. Moreover, the classroom observations' analysis enhanced the understanding on how the participants experienced the transition of programs during the application of the implementation of the DLBE program.

CASE STUDY: MRS. OLIVIA TORRES

Prior to observing Mrs. Torres for this study, I had known her for 10 years as we both taught at the elementary that served as the site of this research. However, I got to know her better when we had the opportunity to work together with the same grade level in 2015. Mrs. Torres has vast experience teaching bilingual education, and she has two years of experience teaching DLBE. From the years that I worked with her, I learned that she has a vast collection of materials and resources collected through years of teaching such as books and handouts. Mrs. Torres often shared teaching ideas and resources, and collaborated with others. In her classroom, she used her bilingual skills to deliver instruction in English and Spanish, and classroom management skills to accommodate the learning of emergent bilinguals. For instance, she developed a relationship with her students and addressed their individual needs. For these reasons, I decided to choose her to participate in the case study. During this research, she was my main connection at the research site when I had a question or doubt; I would reach out to her for help or answers.

Mrs. Torres teaches first grade DLBE at the setting of this study. During the first stage of research, in an individual interview, Mrs. Torres described her background and journey becoming a bilingual teacher. She identified herself as Mexican-American. She has lived in this borderland city for 25 years. She has been a certified bilingual teacher for eighteen years. In explaining her background, this is what Mrs. Torres, reported:

> I was born in a northern state of Mexico in 1974. I lived there the first 3 years of my life. Then we moved to a Mexican city that borders with the United States when I was three years old, and I was raised there. I went to grade school all the way to high school in this city. I come from a family of educators. I saw my parents teaching all the time, and I

grew up in that environment. After I finished high school, I decided to move to the American side of the border, and I enrolled in the English as a Second Language (ESL) program at a Community College. It took me about two years to finish the ESL program. When I was taking classes in this college, I was sent to a Reading Lab in an elementary school. I really liked helping the bilingual students. Since Spanish is my first language, I helped the bilingual students in this school with literacy Spanish foundation. I used my own language (Spanish) to help students learn. I realized that in bilingual programs the first language was used as a foundation to later transition students to all English classes and I liked the experience; I could use Spanish, relate to the students and make a difference in their lives. That is when I decided that I wanted to be a teacher and pursue a career in bilingual education.

Mrs. Torres expressed the relevance to "relate" to emergent bilinguals by understanding the process of becoming bilingual and the role of Spanish to create a safe learning environment. Because of the educational experiences that she lived on both sides of the borderland; the Spanish foundation is significant in her practice. She believed that a strong foundation in the first language is vital to acquire a second language, an ideology that she enacted in her teaching and that was notorious in the classroom observations. In addition, she provided a safe and nurturing classroom environment. She felt that safety and comfort were essential for optimal learning and that the students' languages and culture are essential tools in creating a safe learning environment. Because of all of these aspects, she created a classroom environment where students felt safe to participate in the language that they preferred or could use to communicate. She supported students to acquire English without intimidation, and for this reason, she scaffolded the students' learning with guidance. Although Mrs. Torres' instruction was

126

constrained by a strict language separation of the DLBE program when she had to provide half a day of instruction for each language, I observed that she give students some freedom to use the language of their preference at any time.

In addition to acknowledging the students' linguistic and cultural background in her classroom, I noticed during the classroom observations that Mrs. Torres displayed ample knowledge and skills to teach biliteracy. The teaching experience of eighteen years in grades kinder - second grade classes allowed Mrs. Torres to have knowledge on instructional methodologies and resources appropriate for students at these grade levels. For instance, I observed that she used a Balanced Literacy approach and Guided Reading methodology during her instructional practices to facilitate instruction. Also, she is well informed on the Montessori pedagogy and some of these practices can be seen in her classroom in activities that include multimodality, repetition, and modeling. The experience and knowledge gained through the years allowed Mrs. Torres to navigate the transition to the DLBE program, the virtual teaching, and the daily unexpected challenges. The evidence of her classroom environment and teaching, especially during the pandemic, will be described in the next section.

Experiencing the transition

CHALLENGES AND CONSTRAINTS

The pandemic forced schools into virtual platforms, which complicated education in general and had a severe impact on the transition to the DLBE program. As I have demonstrated in chapter 4, virtual learning was a significant challenge in the implementation of the DLBE program. During the virtual teaching observations from August 3, 2020 to September 22, 2020, Ms. Torres began to use a multiple virtual tools such as Google Meets, the HMH digital platforms, YouTube videos, and Power Point Presentations to deliver instruction isolated from

other teachers in her own classroom. Mrs. Torres delivered the instruction from an assigned

location in her physical classroom where the internet outlet and interactive panel were mounted.

The location of the equipment limited the teacher's ability to move freely in her own classroom.

She did not have a choice to select where she wanted to be at during virtual teaching. In addition,

her instruction followed the sequential order of the lesson plans in the format of Power Point

Presentations. The field notes below show how Mrs. Torres provided DLBE instruction on the

virtual platform under the pandemic and the struggles that she faced:

> Mrs. Torres's computer screen captured a desolate classroom setting.
>
> The classroom background showed teaching materials and books stacked up on the
>
> cabinet and some students' chairs piled up on the side. Occasionally, her son could be
>
> seen in the background.
>
> **(fieldnotes, August 3, 2020)**

The virtual platform did not allow to see a rich print classroom environment and Mrs.

Torres's computer was set in a place where the camera was focused on the counters, with the

materials that were not being used. For example, manipulatives for hands-on activities were kept

stored, limiting learning interactions because of the use of digital resources. Anchor charts were

pre-made rather than being created together by the students and the teacher, and the virtual

classroom limited environmental print as references for learning. In addition, teachers were

allowed to keep their own children with them in the classroom. Mrs. Torres brought her son to

school with her because he had to attend remote learning in this campus while she was teaching.

Mrs. Torres had to deal with the challenges in the process of transition to the DLBE program

embedded in a tense and limited space, while providing an effective and dynamic DLBE

instruction.

The physical classroom background in the virtual platform serves as a metaphor to understand the transformative process that Mrs. Torres underwent through in the transition of programs. The baggage of TBE surrounded Mrs. Torres thinking and practice while she circumnavigated virtual learning and the implementation of the DLBE. In one hand, she faced the challenges and constrains to comply with the prioritization of virtual learning with a hegemonic alignment mandate and implement the new DLBE program with minimal direction. On the other hand, she had opportunities for innovation, and finding spaces of possibility for transformation by managing her own classroom and teaching under a DLBE perspective. The theory of Borderlands articulated by Anzaldúa (1987) explained nepantla as "liminality" or the edge zone where languages and identities collide to give way to transformation. Mrs. Torres experienced "liminality" in the transition to the DLBE program, circumnavigating the old and the new systems, often in the 'in-betweenness' as a constant transition and by making efforts to transform her ideologies and teaching to exemplify a DLBE practice. I will present how this 'in-between' space looks like in the following paragraphs.

The observations confirmed the overwhelming feeling that the participants described in fulfilling the demanded teaching expectations, presented in chapter 4. The observations of Ms. Torres' teaching revealed the prescriptivism on teaching demanded by the district. Mrs. Torres was like the rest of the bilingual teachers was told which resources she had to use and how she was supposed to use them. She was instructed to use the virtual platforms and digital resources that the district demanded by following the daily schedule. This issue was more prevalent because of the strict and routinary schedule and the separation of the languages in the DLBE implementation.

The following observation notes document Mrs. Torres's ELAR instruction and the struggles that she faced to keep up with the amount of content and the pace to deliver the lesson. For example, Mrs. Torres started the Language Arts instruction either in English or in Spanish depending on the assigned language for the day with a "morning song" video to stimulate oral development of the students. The fieldnotes below captured the beginning of an ELAR lesson:

Mrs. Torres asks students, "What day is today?" Students respond "Tuesday, and Mrs. Torres cheerfully responds, "Today is Tuesday and it's going to be a beautiful day! Who is going to have a beautiful day?" Some students get excited and respond, "me", "me". She shares a video with the song "It's a Beautiful Day." She sings along with the video and makes dance moves while the video and the teacher's screen are projected. When the song is over, she asks, "Who is having a beautiful day?" … a couple of students that make the thumbs up signal. Then she projects the objectives for the shared reading and a guided question. Mrs. Torres asks, "How can making new friends and learning new things helps us?" One boy responds, "A jugar y aprender con amigos". Mrs, Torres responds "Good job! Yes, you can play and learn with your new friends." Another girl says, "You can sit and eat with your friends together in the cafeteria". Mrs. Torres says, "This is true" while changing slides to project the one with the objectives for the shared reading. After allowing a couple of students to share briefly, Mrs. Torres rushes to the next component of the lesson and projects a slide of the Tortoise and the Hare shared reading and the daily objective to recognize the characteristics of fantasy genre.

(fieldnotes, August 18, 2020)

Mrs. Torres used a song to motivate and stimulate the oral development of her students. However, she limited the students' discussion because of the constrains of virtual teaching time

and the routine to deliver the instruction. For example, the Language Arts and Reading curriculum was segmented by each of the components: read aloud, shared reading, phonemic awareness, word work and writing, and each of the components were preceded by an activity during a two-hour block of online instruction every day for synchronized learning; meanwhile, computer practice assignments and incomplete work were part of asynchronous learning thorough the school day. The Language Arts curriculum itself was extensive. Mrs. Torres reported to me that at the beginning of the DLBE implementation bilingual teachers planned only the SLAR (Spanish Language Arts and Reading) component while the ELAR (English Language Arts and Reading) instruction was planned by the monolingual teachers, and the English lesson plans were given to the bilingual teachers to make adjustments that resulted almost impossible to be made. As the DLBE implementation progressed, bilingual teachers planned both ELAR and SLAR. However, the ELAR curriculum took precedence over the SLAR by considering the English content first for planning and instruction during the transition to DLBE. It is important to point out the lack of content integration and languages in the transition to the DLBE, constraining Mrs. Torres's creativity occasionally. The passive use of technology to present the demanded information in conjunction with the remote learning platform made it complicated for Mrs. Torres in the transition to DLBE. Mrs. Torres had to deliver the prescribed curriculum while learning to manage the digital platforms in English and Spanish, alternating them accordingly to the daily schedule and the language of instruction component.

In the fieldnotes from an introduction to a Read Aloud during the English component, Mrs. Torres had a difficult moment when following the lesson:

She shares a digital book on her screen from the HMH digital platform, a non-fiction little book titled On the Map. The short book provides information about buildings and

places in a city. Mrs. Torres plays the digital book and pauses to make a brief explanation

and description on certain pages and making questions to elicit students' interpretations.

The sound is bad, it has an echo effect and Mrs. Torres seems to be unaware of the sound

problem and the students do not say something about it. She stops the reading and asks

students, "Can you see all the buildings and things that are in this map? There are houses,

a school, and a bridge". She plays the reading of the next page which contains an urban

city and asks, "What do you see in this big city? There is silence, students don't answer.

She asks, "Can you see the tall buildings? Then Mrs. Torres speaks in Spanish, -Los

edificios grandes … One student responds, "I see a big house and grass and water". "Yes,

and there is a bridge too", Mrs. Torres says … Mistaking a house for a building shows

that students are struggling with English vocabulary.

(fieldnotes, August 25, 2020)

This part of a lesson evidenced some challenges that Mrs. Torres faced during the

English component. She used a non-fiction book in the textbook platform and follow a lesson

plan that was designed for the monolingual students. Mrs. Torres explained that her monolingual

counterparts planned the ELAR lessons and shared the lessons with the bilingual teachers at the

beginning of the DLBE implementation. She often wrestled with the English lessons, because

she did not have time to modify and improvise the lessons before the instruction. The routinary

instruction and the English lessons that overlooked the DLBE outcomes complicated teaching

and learning. Mrs. Torres's students got tired by the middle of the lesson which made virtual

teaching challenging when it came to keeping students motivated and engaged throughout the

day, particularly during English instruction time.

Mrs. Torres faced a contradictory discourse about what DLBE entails, and what the program was in practice. Mrs. Torres encountered English hegemony in the transition to the DLBE program that complicated her teaching. The prevalence of hegemonic ideologies and practices inherited in this change from the previous TBE program caused some conflict to the bilingual teachers and their practice in the implementation of the DLBE program as I demonstrated in chapter 4. Mrs. Torres had to adapt English lessons and the use of resources intended for monolingual instruction to meet the DLBE objectives without sufficient time to balance remote learning and the implementation of the new program. Without much adequate guidance and support during the transition to the DLBE program Mrs. Torres found opportunities to manage instruction to meet DLBE objectives. The Borderlands Theory reveal spaces through which a transformative process is concurrently constructed (Anzaldúa, 1987). Mrs. Torres experienced contradiction at the beginning, however with the progress of the implementation Mrs. Torres resisted and contested hegemony to navigate the transition to DLBE.

FAMILIARITY

Mrs. Torres dealt with constant disruptions due to the remote learning, however these disruptions allowed her to make connections with her students and their parents in a familiar setting. Sometimes disruptions were related to academic learning; from parents and students asking for clarification about assignments and procedures, notifications about students joining or leaving class, or technical issues on both ends. Occasionally, there were some external disruptions unrelated to the instruction, such as parents working around the house, like hammering, someone dropping something in the kitchen and producing a loud bang or chatting and laughing. However, Mrs. Torres had an open-door approach to the parents and students, so that they felt comfortable in taking ownership in the process while adjusting to the virtual

platform and the change to the DLBE program. For instance, Mrs. Torres started every day by greeting the students and taking roll call:

> Mrs. Torres starts the day in the Google platform by saying, "Buenos dias". Mrs. Torres looks fresh and uses a happy tone, "¿Cómo están? Listos para aprender, que bueno, gracias por levantarse tempranito y alistarse para nuestra clase. Vamos a ver quién está aquí, voy a tomar la asistencia". She acknowledges each of the students who were present by their name and praises them for being present and ready to learn while taking attendance. There are some noises coming from the microphones that some students left on "¿Quién falta?". Then, she checks for the students who were absent. She thanks students again for fulfilling the school expectation of being present and on time to learn (the background noise persists). When she proceeds to start the lesson, she reminds students to mute their microphones.
>
> **(fieldnotes, August 18,2020)**

CONVIVIALITY CREATION

Because of the implementation of the DLBE program during the pandemic and virtual learning, Mrs. Torres and her students and parents became an integral part of conviviality. She left communication open, promoting home share opportunities, allowing background noise to come from the students' homes. I noticed the noises that came from different sources in the homes and that were heard when students unmuted the microphones: a television that was on, someone working or doing repairs in the house, other siblings doing their own virtual learning, parents saying bye, or babies crying. Spanish was mostly heard at the students' homes and even during English instruction, denoting the importance of the Spanish language use for the students and their families. Because of this Spanish was also used by the majority of the parents in this

134

class to help their children. I noticed the soft tone and the sweet words that Mrs. Torres used in her instruction, for example: calling occasionally students "mami" or "papi". I asked Mrs. Torres for clarification, and she said that teachers were instructed to be careful with the tone they were using with the students. It was implied that teachers had to be more cautious with their tone during virtual learning, avoiding a raised tone that would be interpreted as anger and instead speaking more softly.

Mrs. Torres experienced an unlike transition, coexisting with her students and parents in a more familiar way. She left her classroom door open and allowed her students and parents to be themselves to negotiate understandings and learning. Mrs. Torres used language, culture, and empathy to situate herself, her students and parents in this transformative process. She made use of her position as a bilingual teacher to situate herself, her students and parents in *nepantla*, by endorsing participation and validating the language and culture of all involved. In Anzaldúa (1987) the construct of *nepantla* is rationalized as a place in borderlands where languages and identities of borderlanders clash and collide to become one language and one identity. Mrs. Torres coexisted with her students and parents in *nepantla*, ratifying transformation in the transition to DLBE.

The following field notes describe some interactions during Mrs. Torres's teaching:

In this virtual Spanish session, Mrs. Torres's thumbnail video is located on the right of the screen, while she shares a screen with a Power Point that takes most of the space in the projected platform. The view impedes to see the entire audience. Mrs. Torres says, "Voy a compartir mi cuaderno para escribir". A student can be seen waiting for instructions, he places his left hand on his forehead while holding the pencil with the other hand ready to do the writing activity and his mother can be seen seated next to him

135

waiting for instruction. Mrs. Torres says, "Espérense primero vamos a repasar las palabras de uso frecuente antes de hacer la escritura. ¿Qué oración podemos escribir con de?" A soft whisper from a student's mother can be heard and the student responds, "dedo". Mrs. Torres redirects the student, "acuérdate que una oración es una idea completa. Miren yo voy a empezar y ustedes me van a ayudar a terminar la oración". Mrs. Torres has a text box in the projected slide next to the word de, and starts typing the words,Yo tengo ganas de … a student yells "de jugar". Mrs. Torres reads the sentence again, "Yo tengo ganas de jugar". Another student says "de un Cafecito" and giggles, his mom is seating next to him. I think that she is probably the one who wants coffee. Because occasionally, some whispering was heard when the moms were helping the children to respond. Mrs. Torres finishes modeling this part of the lesson and a says, "Ya se les acabó el tiempo". One boy says, "Ay Ms. No, todavía no acabo" his mom is seated next to him and tells him, "termina la lista." Mrs. Torres says, "No tienen que acabar ahorita después lo hacen nada más copien la lista. A girl asks, "Ms. ¿y ahora que vamos a hacer?" Mrs. Torres responds, "Mami vamos a hacer la escritura" …

(fieldnotes, August 18, 2020)

In this virtual session, I observed a familiar setting of mothers helping their children with the class work. I observed one mother seated next to her son, and I saw the silhouette of another mother helping her son with the work. Occasionally, some parents can be seen in the background moving around the house. Six parents were present during this virtual session and helped their children do their work. Some parents sat with their children and others helped while doing housework. parents assisted their children at home with different aspects of virtual learning such as technology issues, instructions, assignments' completion, and communication, providing

support to Mrs. Torres's teaching. Mrs. Torres permitted the parents to go through the complexity of language learning, something that cannot be seen in a regular classroom setting when only the teacher and the students are present.

Parents had the possibility to participate in a different way in this transition to DLBE as they never had before. Most of the parents helped their children during the virtual learning. Some parents were present during virtual learning and interjected during instruction to get clarification about the work and helped their children with the assignments. They also, supported Mrs. Torres with the attendance by connecting their children to virtual learning, supervising their children at home to make sure that they stayed connected and that students did the work and submitted the required assignments. Mrs. Torres communicated that all the parents were supportive about her teaching under the DLBE context and that she did not receive complaints about the DLBE program. The construct of *nepantla* manifested in The Theory of Borderlands (Anzaldúa (1987) as a space where possibilities are constructed, provides an understanding of the opportunities that parents had. The parents' participation was valuable, they went through the transition to the DLBE program guided by Mrs. Torres, developing agency and advocacy in the process. Mrs. Torres developed a good rapport of mutual respect and professionalism with her students and parents. Therefore, Mrs. Torres experienced the transition to DLBE with parental support and the implementation progressed despite challenges.

Experiencing the watchful eye of administration during the transition to DLBE and virtual teaching was stressful to Mrs. Torres. She reported that it was difficult to know if an administrator was present doing observations in the virtual classroom. Mrs. Torres explained, "Sometimes I did not see the administrator in my class and then I realized about their presence in the meeting attendance. This added more stress to my teaching." I asked Mrs. Torres for

clarification on experiencing the presence of administrators during the transition to the DLBE

and virtual teaching. She reported,

> I felt stressed because of the incertitude. The administrators treated the virtual teaching as
>
> if we were in a regular classroom and it was not the same. For instance, it was a struggle
>
> to remember everything that I had to do … I was teaching and thinking am I doing the
>
> component of the lesson at the right time? And if administration show up should I
>
> redirect my instruction, so that they can see what they want to see, and if I do so will my
>
> students be able to follow the instruction? … The bilingual administrators showed up
>
> scarcely and only checked that the language of instruction matched with the schedule. I
>
> did not get feedback in regards to the DLBE implementation, The only feedback that I
>
> received was through the walkthroughs documented in Eduphoria that I feel were a
>
> justification for the number of walkthroughs that administrators are required to do on
>
> each teacher. The administrators left me alone and I think they focused more on the new
>
> teachers.

It is significant to understand the support that Mrs. Torres received from the

administration during the transition to DLBE to address in part the third question that guided this

study: How do the administration and community support teachers to implement the Dual

Language Bilingual Education program? Mrs. Torres described the lack of enough support and

guidance from school and central office administrators during the transition to the DLBE

program. The administration prioritized virtual learning over DLBE implementation by pushing

previously implemented initiatives and demands that were not aligned to the goals and vision of

DLBE, rather than making necessary adjustments during the implementation to provide clear

guidance and support, and the opportunity for Mrs. Torres to implement the DLBE program

adequately without uncertainty and additional stress.

CIRCUMNAVIGATING TROUGH TRANSLANGUAGING

Mrs. Torres navigated the change to the DLBE program through the use of

translanguaging practices to leverage the learning of students. The experience and practice in

DLBE that she gained at the beginning of her teaching career allowed her to navigate this change

and confront the challenges. For instance, Mrs. Torres made use of translanguaging in a strategic

manner to provide understanding, meaning making and most importantly to give it flow to

teaching and learning. During a lesson, Mrs. Torres asks a question in English, she waits a few

seconds and because there is no answer, she re-asks the question in Spanish:

Mrs. Torres projected a slide with a Guided Question for the portion of an ELAR lesson

and she asks, "How can making new friends and learning new things help us?" … No one

answers … Then Mrs. Torres asks the same question in Spanish, "¿Cómo nos ayuda el

hacer nuevos amigos y aprender cosas nuevas?" Immediately a student responds in

Spanish. Mrs. Torres validated the student's response in Spanish and re-phrased it in

English. Then another student gives a mixed response in English and Spanish. Mrs.

Torres helps the student to make a complete oral sentence in English.

Likewise, in a word work lesson Mrs. Torres used translanguaging to connect phonemic

awareness in both languages:

Mrs. Torres reads the objective of the lesson, which is to blend sounds with vowel short o

and spell words with one syllable with the consonant h. She explains, "La h en inglés

suena como que estas cansado, and makes the sound "/h/, abran la boca y sientan el aire

cuando hacen el sonido de la h en inglés. Practiquen conmigo /h/, /h/, /h/. In Spanish the

h does not have sound" and she closes her mouth and makes the sign of quiet with her hand on her lips. She shows a short video with words that have the initial h sound with a picture, and a digital mouth that models the sound of h, a word and a sentence in each slide. On the side of the screen Mrs. Torres models and makes the sound of h. At the end she recaps by saying "To make the h sound we open our mouth y hacemos un airecito cuando decimos el sonido, haganlo /h/, ¿Sienten el aire en su mano?" One student says, "Ms. I can feel the air of the h sound". Mrs. Torres explains, "In Spanish the letter h es calladita, making the quiet signal with her hand to stay silent".

(fieldnotes, August 25, 2020)

Mrs. Torres embraced a translanguaging stance to acknowledge the languages and knowledge of students. She translated the question in Spanish and allowed students to respond however they could, thereby scaffolding their understanding and learning. Mrs. Torres embodied a translanguaging stance to navigate the strict separation of the languages in this DLBE implementation. The Translanguaging Theory sustains that Translanguaging is an robust approach that offers equitable opportunities in language learning for emergent bilinguals to generate their own knowledge and social context (García, 2017). In the transition to DLBE, Mrs. Torres demonstrated how malleable and adaptable the construction of translanguaging is for effective teaching.

In addition, Mrs. Torres used translanguaging strategically during the Spanish component of the DLBE program to give flow to teaching and learning. In the following Mathematics lesson in Spanish about data representation, Mrs. Torres guided students to create a pictograph:

Mrs. Torres says, "Hoy vamos a aprender otro tipo de gráfica, se llama pictografia", and she shares a screen with an Activboard (smartboard) page. She displays a premade graph

titled pictografia that contains two columns and three rows, and a word box. On the left

side of the page there is an anchor chart posted of a pictograph and a frequency table, all

in color and labeled in English. She explains, "Las gráficas de pictografia contienen

dibujos y nos hablan de datos". A girl asks, "Ms. Lo tenemos que dibujar?" and Ms.

Torres responds, "No ahorita que les diga. Vamos primero a platicar. Miren el ejemplo",

she drags the anchor chart to the middle of the screen and explains, "Las gráficas de

pictografia tienen un título y en lugar de tener marcas de conteo tienen dibujos, fíjense en

este ejemplo. Ahora vamos a hacer una gráfica de pictografia de nuestro helado favorito.

Piensen en su helado favorito, fresa, vainilla o chocolate", and she types the words in the

blank graph. "Todavía no dibujen, en su cuaderno escriban en grandote el sabor favorito

y me lo van a enseñar y yo tomo nota". A girl says, "Maestra do we draw that? Mrs.

Torres responds, "No, me va a escribir la palabra de su nieve favorita, chocolate, fresa o

vainilla" …

Mrs. Torres utilized the English anchor chart of the pictograph to explain the concept in

Spanish, providing an opportunity for students to understand the concept by making

crosslinguistic connections in the two languages. In addition, she allowed students to use their

language of preference during instruction. Although the language of instruction was Spanish

during this component of the DLBE program, Mrs. Torres allowed translanguaging of students'

interjections in English. She validated the students' responses and let the learning continue.

Translanguaging during Spanish instruction was different than translanguaging during

English instruction. In this lesson, I observed students occasionally speaking English during

Spanish instruction to make a clarification about the assignment, but not about the content. In the

same token, Mrs. Torres was not compelled to use English during Spanish instruction to teach or

check for understanding. Although she did translanguaging during the Spanish component of the DLBE program, utilizing resources in English and explained the content in Spanish. She provided opportunities for students to make crosslinguistic connections in English and Spanish. The Theory of Translanguaging addresses a communication repertoire that involves all languages, enabling bilinguals to use them according to their suitable needs or requests (García, 2017). Mrs. Torres endorsed translanguaging to navigate the transition to DLBE and to equalize the learning and socialization of her students, since the level of bilingualism varies among bilinguals.

IDEOLOGICAL CHANGE

As a bilingual teacher in the borderlands, Mrs. Torres faced the clashes and tensions of languages and ideologies that shape and reshape either an individual's or a group's identity. Mrs. Torres emigrated to this American borderland as a young adult and identifies as a Mexican-American with strong Mexican roots. Because of this background and her experiences Mrs. Torres has an ideology in which Spanish is central in her life and in her teaching. During the transition to the DLBE program the ideologies of Mrs. Torres changed to some degree.

At the beginning of the DLBE implementation, Mrs. Torres shared a perspective on the meaning of bilingualism during the individual interview:

To me bilingualism is being able to speak both languages equally, and not giving more importance neither one, Spanish or English. Students need to feel proud of speaking both. Sometimes I see some of my former students and they have stopped speaking Spanish. They were my students in first grade and now they are in high school or middle school and they do not speak Spanish. If we want our children to be truly bilingual, we need to

142

speak Spanish to them because when they get older all what they hear is English in

schools …

Mrs. Torres explained some of her own views about what signifies to be bilingual. Personally, she believes that balancing both languages is important to be bilingual to keep the Spanish. As a bilingual teacher she sees the need to instill pride on bilingual students to learn Spanish and to maintain the home language.

SPANISH LANGUAGE USE

The concern that Mrs. Torres had about the use of Spanish and maintaining it is valid. As I explained before in chapter 4, the hegemony of TBE causes the dominance of English in education. If students are lucky and they can speak it at home they will be able to retain the Spanish, but at schools little by little they take it away. The implementation of the DLBE program brought more opportunities to prevent the erasure of the home language of the students.

I observed that Mrs. Torres used the language of the students and culture during the implementation of the DLBE program to motivate and incentivize students to learn and be engaged. The following fieldnotes from a Spanish lesson document the construction of social and cultural connections during the morning circle discussion:

Mrs. Torres says, Buenos días (She smiles with a relaxed and happy look). "Abrácense. ¿Quién se saludó a si mismo esta mañana? Hay que saludarnos. Vamos a comenzar nuestro día con una canción para despertar, una canción de buenos días". She plays the video and does song movements; the students sing along following her movements. They all clap when the song is over. Mrs. Torres tells the students how beautiful is to learn every day and how beautiful is to feel good and motivated to learn. Students agree.

Mrs. Torres utilized a short video of a song to point out a meaningful message and for students to make real life connections. Mrs. Torres's enthusiasm and the stimulation of oral language development with a song and movement coordination were an effective way to introduce the lesson every morning. The students were attentive and responsive to the Spanish instruction and they enjoyed it.

Mrs. Torres and her students looked happy during the Spanish instruction. Both the teacher and the students seemed relaxed with the familiarity in the instruction. I observed that it was not the same feeling during the English instruction. The instruction in English looked procedural and dry. During the implementation of the DLBE program Mrs. Torres capitalized the opportunities to use the home language and culture of the students. Mrs. Torres had the permission to use the home language of the students that she did not have before under the context of TBE. Mrs. Torres and her students relished the freedom to speak Spanish.

In addition, Mrs. Torres mentioned other ideologies that she has such as a sense of belonging and relating to each other, teacher and students in a bilingual classroom. The following excerpt from the individual interview shows the perspective of Mrs. Torres on belonging and relating:

It's important that the students can relate to us (bilingual teachers) with language and culture. Especially in this borderland city where a lot of students come from Mexico and they get enrolled in the bilingual programs. Since I grew up in the Mexican side of this borderland, I celebrate birthdays with the traditions of a Mexican birthday party. I play the mañanitas song and do things to make students feel that they belong. Students are happy when they hear the mañanitas. Students pretend that we have a real birthday cake with candles and make a wish before blowing out the candles. They are happy and enjoy

144

these moments. My students feel related to me and I feel related to them and everything becomes more meaningful.

Mrs. Torres described how she utilized the Mexican traditions to celebrate birthdays in the classroom. She made students feel included by playing the mañanitas and honoring the students' culture. Through the inclusion of cultural celebrations and traditions in the instruction Mrs. Torres instilled a sense of belonging.

Mrs. Torres created opportunities to relate and connect to the students with the use of Spanish and the culture of the students during the change to the DLBE program. This dynamic interaction was reciprocal and Mrs. Torres made the effort to create a safe learning environment where students were able to develop sociocultural knowledge without having to hide them. Mrs. Torres enactment of these ideologies contributed to the reshaping of bilingual identities, her own and as well as the students in this change.

The change to the DLBE program and remote learning gave an opportunity to the parents to change their views on the use of Spanish in learning. For example, in the following part of the interview Mrs. Torres described the attitude of some parents at the beginning of the implementation:

Some parents argued that their children did not learn content in Spanish last year. I told them to trust me, this year they will learn how to read in Spanish. Some students are below grade level and they lack the foundation because everything was taught in English. I noticed that my students had a robotic way of learning, but now they are making connections with the use of Spanish. I see that they are getting it, the ones who were skeptical were the parents. Students are adapting and I see the benefits in using their language. Sometimes I get the feeling that my students are not comprehending and I

switch to Spanish even though it is English. I students to feel comfortable answering in Spanish if they do not know how to say it in English. I students and parents to feel comfortable speaking in Spanish during the virtual instruction …

Mrs. Torres explained that parents had the impression that their children learned the content in English because all the instruction was in English the year prior to DLBE. However, Mrs. Torres thinks that the students did not learn properly, what students were doing was memorizing. She believes that with the use and support of Spanish the students are going to learn the foundations and continue their biliteracy growth.

Mrs. Torres attempted to prioritize the use of Spanish in her instruction and used it strategically to teach effectively. Last year students were immersed in all English instruction and they did not acquire the basic understandings, however parents assumed that they did. But this year because of virtual learning the parents had the opportunity to look at the real picture by actually being present and helping their children. The parents experienced the comfort and security that happens when there is understanding because of the language of instruction.

A CRITICAL STANCE

Mrs. Torres reflected on the DLBE implementation and shared her toughs. The subsequent excerpt exemplifies this:

I feel better teaching this way (under DLBE). Last year I would get frustrated because some of my students stayed quiet. Even when I tried to make them comfortable and encouraged them to answer in Spanish. Students did not respond because we were not teaching in Spanish at all. Now, I feel that I am doing something that really works. I feel that I am a better teacher because I am implementing something that is a best practice.

146

Mrs. Torres explained her personal views on teaching under the DLBE program. She feels happy in contrast to last year under the all English TBE model. She feels content for herself and her students because last year students were not comfortable. Teaching under the context of DLBE and having the opportunity to use the home language and culture empowered Mrs. Torres because she feels that she is making a difference.

The opportunity of transformation in the change to DLBE touched Mrs. Torres ideologies. She became more aware on creating opportunities to enact a bilingual practice with a DLBE vision in which Spanish and the culture of the students was central. Mrs. Torres found freedom to teach more Spanish during this implementation and gave herself permission to use it as she needed without feeling guilty. She also became happier about her teaching and therefore made her students feel happy in the classroom.

It was important to address the second subsequent question that guided this research: Do language ideologies change with the implementation of the One-Way Bilingual Education Model … if so, how? First of all, Mrs. Torres's ideologies changed, at the beginning of the implementation she was talking about balancing the languages to give equal importance to each of them. However, as the implementation progressed, she saw the need to use more Spanish to make instruction comprehensible. She demonstrated that in order to learn English bilinguals do not have to give up their Spanish or home language. Similarly, since language is more than communicating, she created spaces to promote Spanish and to foster the culture of the students to make learning relevant. Since parents were present during this time, Spanish was used with familiarity during the implementation of the DLBE program. The theory of the Borderlands unveil the inseparable link that exists between language and identity, Anzaldúa (1987) says, "Ethnic identity is twin skin to linguistic identity – I am my language." (p. 81). Therefore, the

ideologies and identity of Mrs. Torres, her students and parents were shaped and reshaped all around in a familiar ambiance and with the use of the home language, Spanish in the transition to the DLBE program.

SUMMARY

Mrs. Torres was affected by the global pandemic in the transition to the DLBE program, challenging Mrs. Torres in theory and practice. Mrs. Torres navigated through conflict, dealing with the fear of the pandemic while performing her job and implementing the new program virtually under the watchful eye of administrators and parents. A significant challenge that Mrs. Torres faced during the transition to DLBE was remote learning because of time in the virtual space that limited and constrained her abilities to improvise and problem solve difficulties. In addition, the prescriptivism and English hegemony in the demanded curriculum made her bilingual practice more difficult. However, Mrs. Torres found opportunities for transformation and adjusted her practice to manage her own virtual classroom to teach under a DLBE perspective. She used her own knowledge and experience as a bilingual teacher to find opportunities to teach bilingually with the vision of the DLBE program and provide her own balance to her teaching. In addition, because of the pandemic and virtual learning the change to DLBE happened in a more natural and familiar way. Mrs. Torres utilized her position as a bilingual teacher to ease the change and maintained focus on the learning. She connected with students and parents by using the home language of the students, their culture, and by having empathy toward the students and parents. She created a respectful rapport with students and parents by being kind and emphatic considering the extreme circumstances due to the Pandemic. She left the communication door open to avoid misinterpretations and to create a safe learning environment for students and parents. Without much guidance or support from administration,

she was left alone and found a space of possibility to reaffirm her bilingual professional identity and practice and innovative teaching. The implementation of the DLBE program authorized Mrs. Torres to speak and teach in Spanish and Mrs. Torres gave herself permission to use more Spanish as she needed. Without much formal knowledge on translanguaging Mrs. Torres used translanguaging to make learning comprehensible and meaningful and demonstrated that students learn when they understand. Mrs. Torres guided students and parents in a familiar way since they were all interconnected virtually and because Spanish was the predominant language at home more Spanish was used during the transition to the DLBE program. Mrs. Torres enacted a bilingual ideology in this transition to the DLBE program that promoted the linguistic and cultural background of students in her classroom and also paid attention to the social and emotional needs of students. Mrs. Torres made an effort to implement the DLBE program with the vision of bilingualism, biliteracy and sociocultural competence without much guidance and support using the inner vision that borderlanders and bilinguals have. Mrs. Torres experienced the transition to the DLBE program by relying on her own knowledge and experience as a bilingual teacher and made an effort to do the best that she could.

CHAPTER 6: CONCLUSION

The flourishing of Dual Language Bilingual Education (DLBE) is a trend that has the potential to transform bilingual education and the bilingual teaching profession (Gort & Sembiante, 2015; Martínez et al, 2015). Bilingual education under the context of DLBE programs is an effective pedagogical alternative for bilingual teachers in supporting the learning of emergent bilinguals. However, even in this DLBE context, it is critical that bilingual teachers develop and enhance ideological clarity to inform their teaching (Alfaro et al., 2017). This can be achieved by supporting and guiding bilingual teachers to reflect critically on their language ideologies and foster effective bilingual teaching practices that correlate to the principles of bilingual education. In addition, it is vital that bilingual teachers create an understanding on English dominance and hegemonic ideology that prevail in bilingual education to contest ideologies that undermine the bilingual practice (Flores & Rosa, 2015; Macedo et al., 2015; Flores, 2016; Flores & García, 2017). It is important that bilingual teachers have an ideological clarity that drives their teaching and empowers the bilingual profession. The ideological clarity of bilingual teachers is of significant relevance in a borderland city where most of the population is bilingual. Because of this, bilingual teachers are a source of wealth to the education of borderlanders.

In this dissertation study five themes stood out from chapter 4 on the ways the bilingual teachers experienced the transition from a TBE program to a DLBE program: First, the pandemic interjection and DLBE as a second priority with subthemes of stress and anxiety, remote learning, engaging students virtually and lack of prioritization. Second, the change and the limited support for the DLBE and for the bilingual teachers with subthemes of language allocation focus, English hegemony, monolingual language separation, too many changes,

unrealistic expectations and co-teaching. Third, navigating the change through translanguaging with a subtheme of negotiating language. Fourth, a need for a clearer ideology in the district indicates the need to implement and support a well-informed bilingual practice in the change of programs. Fifth, reclaiming a bilingual ideology signals the shaping and reshaping of the participants' bilingual ideologies in the change. The case study from chapter 5 the themes are: Experiencing the transition with subthemes of challenges and constraints, familiarity, conviviality creation, circumnavigating through translanguaging, ideological change, Spanish language use and a critical stance.

This chapter is organized into six sections. The first section is an overview of the findings. In the second section, I discuss the case study. In the third section I provide a summary. I outline the recommendations in the fourth section. I delineate the limitations to the study in the fifth section. Finally, the conclusion is in the sixth section.

THE PANDEMIC INTERJECTION: DLBE AS A SECOND PRIORITY

The participants were transitioning to a DLBE program when the COVID 19 pandemic forced schools into virtual platforms, which complicated the program's transition process. Isolation and virtual learning challenged the participants during the change process and under the threat of the pandemic. My participants reported that they were isolated in their own classrooms to implement remote learning and the new DLBE program. For instance, during an individual interview documented on chapter four, Mrs. Lucero Mariscal, a pre-kindergarten teacher reflected on how the pandemic affected her emotions and teaching and shared that she felt like being "sequestered" in her own classroom because teachers could not go out in the hall and speak with somebody else (see chapter four). In addition, other participants also reported that they had to fulfill an overload of daily expectations. Mrs. Nora Garza, a third-grade teacher

described that she felt like being always in front of the computer and voiced the exhaustion of teachers from being connected all day to the computer to prepare and conduct virtual teaching. In the case study, I observed some of the struggles that Mrs. Torres had during virtual learning because of the pandemic. She kept busy multitasking and sometimes I could some tension in her face. She shared with me the overwhelming sentiment that she had by feeling that she was in a disaster zone, at school and at home work. Besides, the artifacts' data corroborated the multiple meetings and trainings that the participants were required to attend in conjunction with virtual learning, so the participants spent additional on the computer. Because of this, the participants felt frustrated with the excessive demands that affected their practice and personal life. A need to focus on the social and emotional aspects of teaching was evidenced by the interjection of this pandemic. In this transitional period some teachers felt a lack of empathy from the administration not only for their work, but for their lives by being placed on the front line of the pandemic. Darling-Hammond and Hyler (2020) argue about the complex scenario that teachers had before the pandemic with an excessive teaching overload, discouraging people to enter the teaching profession. Consequently, some teachers are opting to retire or leaving the profession. Therefore, teacher shortages and budget cuts were accentuated during the pandemic and continue to challenge even more the teaching profession. The authors describe the complex scenario of teaching and frame the students' emotional and social needs for effective learning, overlooking the teaching aspect and the teachers' perspective (Darling-Hammond & Hyler, 2020). Some of the participants in my study suffered anxiety and uncertainty during this time period because they were not allowed to quarantine at home to protect themselves and their families, as shown in chapter four.

The struggles the participants faced under the pandemic and in the transition to DLBE revealed the political inconsistencies that regulate the educational system and the need of more attentive empathetic regulations that can support the teaching profession. Flores and McAuliffe (2020) remind educators about the political implications that challenge education. They also sustain the importance of supporting and providing clear guidance to educators to minimize conflict. Therefore, the lack of prioritization of the DLBE program and virtual learning compelled the participants to perform imposed duties and demands to comply with teaching demands and the pandemic regulations to keep their jobs despite a widespread fear. The DLBE program was a second priority, ignoring the fundamentals of an effective implementation necessary to guide and support the bilingual teachers in the process under the circumstances of the pandemic. Because the DLBE program was a second priority the bilingual teachers' practice and thinking were disregarded as well.

THE CHANGE: LIMITED SUPPORT FOR THE DLBE PROGRAM AND TEACHERS

The shift to the bilingual program from TBE to DLBE lacked enough support for the DLBE program and for the bilingual teachers. The transition to DLBE required major programmatic changes to disrupt reminiscent ideologies and practices from the previous program and teaching practices with this program change. However, the participants encountered hegemonic ideologies in the implementation that constrained the teachers' instruction and the DLBE program, complicating the practice of the bilingual teachers. TBE programs support English only ideologies, diverging significantly from the expectations of a DLBE program (Flores & García, 2017).

The dichotomy of language of instruction had prominence in the implementation, and language separation in an alternating mode was the focus of the model with a 50/50 percent

allocation for each language, limiting the practice of the bilingual teachers and a clearer DLBE program implementation. For example, the fidelity to the language of instruction discourse that cater to English, constrained the instruction of the bilingual teachers. In chapter four, Ms. Driziria Castro described the difficulty that she had on switching the languages for instruction in a restrictive way by not mixing the languages or using the other language of instruction. Also, the participants faced limitations in DLBE program due to the scarcity of Spanish resources. Despite teaching in a 50/50 DLBE model, according to my participants, there was an unequal availability and accessibility of resources in English and Spanish.

In addition, Ms. Mia Quiñonez, a third-grade teacher noted how difficult it was for the teachers to break away from a mindset where English is privileged, a manifestation of hegemonic ideology so prevalent in schools (Flores & Rosa, 2015; Macedo et al., 2015). Some participants felt that the district did not have a solid plan since the beginning of the DLBE implementation, limiting the teachers ability to understand the DLBE program, making them feel overwhelmed and confused with multiple demands and changes made to the program. For instance, the DLBE program was rolled out with the alternation of languages of instruction every other day, one day Spanish, one day English for all grade levels from prekindergarten to fifth grade, and a few weeks into the implementation the time allotment for prekindergarten changed to half a day of instruction in Spanish and the other half English.

Mrs. Mariscal, an experienced bilingual teacher expressed the struggles and confusion that she felt to accommodate her teaching to meet the outcomes of the DLBE program (see chapter four, p. 88). Similarly, Mrs. Gómez described the strains of too many changes in the DLBE program, particularly in the writing instruction, despite of the implementation progress (see chapter four, p. 92). Also, feelings of uncertainty and ambiguity were described by some

participants because "they (admin) don't stay in one place" and decisions of changes were not well informed to adjust in the DLBE program implementation. The demands of unrealistic teaching expectations increased with the progress of the weeks, and the participants found difficulty to understand the DLBE model and to follow the DLBE program.

Likewise, DL teacher partners were assigned at the beginning of the implementation, yet most of the participants ended teaching by themselves in a self-contained class with no DL partner. This last-minute decision caused confusion among teachers. I also noticed in the interviews and focus groups that this programmatic decision reinforced a misconstrued ideology among most teachers that having a DL partner would have been more beneficial to mitigate their struggles in the implementation. I interpret this ideology as a common belief among the participants that reflected monoglossic ideologies. These ideologies that circulated during the implementation of this new DLBE program were not openly discussed by administrators nor teachers. Furthermore, these ideologies limited the instruction of the bilingual teachers by making them believe that they needed to have a DL partner to teach better. This ideology prevented the participants from understanding a dynamic view of bilingualism during the implementation of the DLBE program.

According to prior literature that draws on the translanguaging and borderlands theories, in any transformation process, there is a need for critical awareness that begins with the intrinsic change of mindset of the bilingual teacher, exerting an influence of change in the mindset of the students and their communities (Arce, 2004; Huerta, 2017; Palmer, 2018; Prieto, 2014; Prieto & Villenas, 2012). My analysis of the data revealed that the participants lacked enough guidance and support throughout the process of transition to the DLBE that limited the understanding and appropriation of the program and the language ideologies that support the implementation of

DLBE, such as dynamic bilingualism, language identity, and language culture. As a result, the participants ended implementing the DLBE program without a complete understanding of it, and the implementation resulted more on paper than on reality as some concluded in chapter four. The unclear guidance, lack of enough support and the erratic leadership in this implementation left the bilingual teachers with uncertainty about their teaching, ideologies, and the gained experience in the process of this change.

NAVIGATING THE CHANGE THROUGH TRANSLANGUAGING

García (2017) reminds us about the power of language, contending that language has more functions than communication itself and that language is a dynamic way to interpret individuals' social worlds. Thus, it is through language that EBs create the perceptions that shape their lives and understand experiences. Despite the school district's normative of language separation in the DLBE program, some of the participants went against the rules to provide opportunities for the students to understand and make sense of the concepts, especially during the English instruction. Some of the participants maneuvered the transition of the bilingual programs through translanguaging practices. For instance, 'Bridging' to make cross-linguistic connections, home language practices as the base for learning, and as a "natural" way to engage and motivate students were some of the negotiating language practices that Mrs. García and Mr. Romero reported using to leverage language (see chapter four, p. 101-102). Because EBs rely on their home language and second language as one system to communicate, interact, and construct their knowledge, translanguaging is significant in the learning process (Gort & Sembiante, 2015). It is important to explain that the translanguaging term was not used by most participants, denoting the lack of the theoretical knowledge of this approach in the implementation. Due to the restrictive code of language separation discourse enforced in schools as it was reported by Mrs.

Alvarez and Mr. Romero in chapter four page 103, the participants received minimal support to create an understanding about the magnitude of the interconnection between language and learning in translanguaging practices. Preventing the participants to develop an effective praxis with a translanguaging approach that was essential for instruction under the self-contained teaching arrangement and the borderland context.

A NEED FOR A CLEARER IDEOLOGY IN THE DISTRICT

The presence of hegemonic perspectives in the district conflicted with the bilingual perspectives of the new DLBE program, causing confusion and frustration among some of the participants. For instance, many district teaching requirements were general, lacking specific ideologies and practices for the needs of the bilingual teachers in the process of change to DLBE. As a result, many participants felt that they were not doing much work that was beneficial to the students. For instance, in chapter four (p. 108), the participants stated that they felt doing twice the work: planning, teaching, testing, grading, etc., complicating their instruction. Because of this, the participants got mixed signals; on one side, the bilingual teachers were implementing a DLBE program; on the other side, they were still following monolingual practices. For instance, Mr. Jimenez, a Pre-Kinder teacher, explained the change that he noticed in the school environment because the DLBE implementation as an 180-degree change from the previous TBE program. However, other participants felt that the change was not enough to meet the expectations of a DLBE program, such as a dynamic implementation to foster biliteracy and bilingualism with a socio-cultural approach. As a result, some participants were confused about ideologies and practices in the change process. Hegemonic ideologies from top to bottom mandates were reflected in the implementation of the DLBE program in multiple instances in my data, For example, the specialty classes such as Music, Computers, Library, and Physical

Education were conducted in English only without making accommodations for DLBE. Providing specialty program classes in English is a practice that remained the same as it was done under the context of TBE. Furthermore, the bilingual teachers had to follow the planning of monolingual teachers' for English instruction. Also, the bilingual teachers had to use the computer reading program in English because the Spanish program was not available. In addition, books and resources in Spanish were scarce, so bilingual teachers were forced to use English materials for instruction. Some teachers like Mrs. Ramos advocated for a stronger ideological support for the DLBE program, and her sentiment can be explained in the following statement: we have to feel el ambiente, se tiene que sentir bilingüe, no monolingüe" (See chapter four, p. 109). Participants like Mrs. Ramos felt that clearer ideology to support and guide the bilingual teachers in the change of program was needed from the top to the bottom in the district. From the case study, I learned that Mrs. Torres's ideologies changed, at the beginning of the implementation she was talking about balancing the languages to give equal importance to each of them. However, as the implementation progressed, she saw the need to use more Spanish to make instruction comprehensible. She demonstrated that in order to learn English bilinguals do not have to give up their Spanish or home language.

The overall guidance and support that participants received from the district was unclear, and their ideologies and practices were uncertain. It is vital that bilingual teachers understand who they are and their personal beliefs to contest language oppression and deficit views in bilingual education (Alfaro & Bartolomé, 2017; Alfaro et al., 2017; Murillo, 2017). Therefore, it is essential that bilingual teachers develop a clearer ideology in conjuncture with their praxis. According to Alfaro and Bartolomé (2017), "a clearer ideology is one that allows bilingual teachers to interrogate their own deficits views of EBs and the languages that they bring to the

classroom" (p. 12). The participants did not receive enough guidance and support to understand the program and the implementation of the DLBE. Even more, an unclear guidance in the process of change to the DLBE program prevented the opportunity to promote and foster a clearer ideology in the district to mold a transformative praxis for the bilingual teachers, favorable to the teaching and learning of their EBs in this transition.

RECLAIMING A BILINGUAL IDEOLOGY

Reclaiming a bilingual ideology signaled the shaping and reshaping of the participants' bilingual ideologies in the transition to the DLBE program. Anzaldúa depicted in her work the construct of borderlands, as zones of clashes and tensions where languages and identities collide to give way to learning (Venegas-Weber, 2018). Situated in imaginary and geographic borderlands, the participants in the change to the DLBE program experienced contradictions while they tried to make a better sense of their own bilingual ideologies, identity, and profession, often by using their own intuition, knowledge, and experience. For example, in chapter four (p.112), Mrs. Ramos explained her bilingual journey from oppressive experiences as a Spanish-speaker in schooling and later as a bilingual teacher to a sense of freedom, happiness and pride in the change to the DLBE program. A change that gave her the opportunity to acknowledge her social and cultural background as an asset, reaffirming her bilingual identity and sense of self, which were taken away before in schooling and in her profession. She described the change to DLBE as and an undergoing process and enjoyable teaching. The process of shaping and reshaping ideologies was complex for the participants due to the linguistic oppression that most of them had experienced in their own schooling and later in their own teaching practice, as reported in chapter four (p. 113). Discourses of punishment and discrimination in the participants' reports revealed the violence that the bilingual teachers had endured and continue

159

to endure due to the prevalence of English hegemony, deficit-based ideologies, and language policies dictated in bilingual education programs in the U.S. (Flores & Rosa, 2015; Macedo et al., 2015; Flores, 2016; Flores & García, 2017).

Nevertheless, the transition to the DLBE program itself allowed the bilingual teachers to undergo a process towards a "clearer ideology" since DLBE is recognized as a pedagogical approach of strategic importance in the education of EBs (Alfaro & Bartolomé, 2017; Alfaro et al., 2017; García, 2017; Murillo, 2017). Yet more, the Spanish component of the DLBE program was significant to the participants' shaping and reshaping of ideologies. Because of this, for the first time in a long time the participants, who had taught in a TBE program previously, felt a sense of freedom to teach in Spanish and use Spanish at school. Some participants experienced a sense of success and felt that students were learning and making progress because they were being taught in Spanish. In this new bilingual program, too some extent they also felt empowered about their teaching. Thus, some participants felt relief and pride, reaffirming their borderlanders' identities by using their translanguaging practices, that is tapping their Spanish and English as necessary in a dynamic and flexible way as borderlanders do in their everyday communication.

Appropriating ideological clarity

Mrs. Torres was affected by the global pandemic in the transition to the DLBE program, challenging her in theory and practice like the rest of the participants in the study. However, the observations of Mrs. Torres's virtual classroom revealed how she navigated through conflict and dealt with the fear of the pandemic while performing her job and implementing the new program. She emphasized in her interviews that she implemented the DLBE program under the

watchful eye of administrators and parents, communicating her experience of surveillance by administrators, particularly.

A considerable challenge that Mrs. Torres faced was time in the virtual space that limited and constrained her abilities to improvise, and problem solve difficulties. Nevertheless, Mrs. Torres found opportunities for transformation and adjusted her practice to manage her own virtual classroom to teach under a DLBE perspective, using her own intuition, knowledge and expertise. Because of the pandemic, virtual learning took place at home producing a familiar environment for the DLBE implementation. In addition, the new DLBE program allowed for interactions in Spanish. Mrs. Torres interacted naturally with the parents, connecting with the students and parents by using the home language of the students and their culture, and by having empathy towards them. Spanish was the predominant language at home, so more Spanish was used during the transition to the DLBE program than ever before in comparison to the many years of Spanish under TBE.

Mrs. Torres created a respectful rapport with students and parents by being kind and empathetic under the extreme circumstances due to the pandemic. She left the communication door open to avoid misinterpretations and to create a safe learning environment for students and parents. This classroom was safe because Mrs. Torres allowed students and parents to participate and interact as they wished and in the language of their preference. Without much guidance or support from administration, she was left alone and found spaces of possibility to reaffirm her bilingual professional identity and praxis. In contrast to her experience as a bilingual teacher under the TBE context in the same school, the implementation of the DLBE program authorized Mrs. Torres to speak and teach in Spanish without fear, and she went further and gave herself the liberty to use more Spanish as she needed during the time allocated to English. Mrs. Torres

161

shared with me the reason of using more Spanish, "Cuando los veía perdidos, tenía que salvarlos." Without much formal knowledge of translanguaging, Mrs. Torres used translanguaging practices to make learning comprehensible and meaningful. She promoted the linguistic and cultural background of students in her classroom by acknowledging customs and traditions. For instance, celebrating birthdays in a Mexican way. Also, she paid attention to the social and emotional needs of students. As a result, she made an effort to implement the DLBE program with the vision of bilingualism, biliteracy and sociocultural competence. In particular, she used existential vision that borderlanders and bilinguals have by living and navigating in two worlds. Anzaldúa's (1987) theory on Borderlands (physical or imaginary) advocates for the linguistic and cultural hybridity of borderlanders, acknowledging the language crossing interactions of borderlanders while they navigate multiple spaces that simultaneously shape and reshape their linguistic identity and culture. Mrs. Torres experienced the transition to the DLBE program by relying on her own knowledge and experience as a borderlander bilingual teacher while searching for ideological clarity to adjust and teach in the process of change.

Summary

Whether functioning as an equalizer, or as a leverage mechanism of transformation in the teaching and learning of EBs, change is inevitable and necessary to transform bilingual education and bilingual practices (Garcia & Wei, 2014). In the transition of programs from TBE to DLBE changes occurred by chance affecting the implementation and the practice of the participants in the study. One of them was the pandemic and because of this virtual learning, taking priority over the DLBE program. As a result, the DLBE program was a second priority and the bilingual teachers were disregarded as well. The struggles the participants faced under the pandemic and in the transition to DLBE revealed the political inconsistencies that regulate the educational

system. Flores and McAuliffe (2020) remind educators about the political implications that challenge education. The social and emotional aspects in the teaching profession were revealed as a need to focus and support the practice of the bilingual teachers in circumstances of change. In addition, because language is a primordial aspect in education and pertains to bilingualism, the Translanguaging theory highly endorses change as an equalizer and as a dynamic evolution in the education of EBs (Garcia, 2017).

The limited support to the DLBE program and to the bilingual teachers repressed a complete understanding and an appropriation of the DLBE program. The unclear guidance prevented the participants from developing a praxis that support a DLBE vision, such as dynamic bilingualism, language identity, and language culture. As a result, the participants ended implementing the DLBE program without a complete understanding of it, and the implementation resulted more on paper than on reality.

 Despite the school district's normative of language separation in the DLBE program, some participants went against the rules and navigated the change of programs through translanguaging practices. Translanguaging ideologies acknowledge the linguistic potential that EBs bring from home and support a creative language development by not conforming to the ideology of any standard language (García, 2017). However, the participants received minimal support to create an understanding about the magnitude of the interconnection between language and learning in translanguaging practices, preventing the participants to develop an effective praxis with a translanguaging approach.

In addition, the need for a clearer ideology in the district was manifested in the change of programs. Hegemonic ideologies were present in the implementation of the new DLBE program, causing conflict to the practice of the bilingual teachers. Consequently, the bilingual

teachers were constrained from creating a clearer ideology to contest hegemonic ideology and

deficit views. Research sustain the importance of the development of a clearer ideology of

bilingual teachers to contest language oppression and deficit views in the education of EBs

(Alfaro & Bartolomé, 2017; Alfaro et al., 2017; Murillo, 2017).

Also, findings support the reclaiming of a bilingual ideology signaled by the shaping and

reshaping of the participants' bilingual ideologies in the transition to the DLBE program.

Anzaldúa depicted in her work the construct of borderlands, as zones of clashes and tensions

where languages and identities collide to give way to learning (Venegas-Weber, 2018).

Participants were situated in imaginary and geographic borderlands in the process of change to

the DLBE program and experienced contradictions while they tried to make a better sense of

their own bilingual ideologies, identity, and profession. The transition to the DLBE program

itself allowed the bilingual teachers to undergo a process towards a "clearer ideology" since

DLBE is recognized as a pedagogical approach of strategic importance in the education of EBs

(Alfaro & Bartolomé, 2017; Alfaro et al., 2017; García, 2017; Murillo, 2017). Thus, some

participants felt relief and pride, reaffirming their borderlanders' identities in the transition of

programs.

The case study of Mrs. Torres reaffirmed challenges and struggles that participants faced

in the process of change. Yet, Mrs. Torres experienced the transition by appropriating

ideological clarity. She relied on her own knowledge and experience as a borderlander bilingual

teacher while searching for ideological clarity to adjust and teach in the process of change.

Anzaldúa's (1987) theory on Borderlands (physical or imaginary) claims for the linguistic and

cultural hybridity of borderlanders, acknowledging the language crossing interactions of

borderlanders while they navigate multiple spaces that simultaneously shape and reshape their

linguistic identity and culture. The theory of the Borderlands unveil the inseparable link that exists between language and identity (Anzaldúa,1987). Thus, the hybrid linguistic and cultural identity of borderlanders is an essential consideration in the bilingual teachers' development of a clearer ideology and transformative praxis.

This study contributes to prior research literature on the transition of programs and how this process affects the ideologies and practices of the bilingual teachers experiencing the change from Transitional Bilingual Education (TBE) to Dual Language Bilingual Education (DLBE). Also, this study contributes to the literature with adjacent themes of interjection of the pandemic and virtual learning in the change of programs. In addition, the research portrays a need for the development of a clearer ideology of the bilingual teachers for a transformative praxis. Besides, this research enhances the body of literature on how the bilingual teachers used the translanguaging approach to navigate the change of programs. In the same manner. Likewise, the appropriation of ideological clarity by the bilingual teachers to contest deficit views to provide an effective instruction to EBs. In the same manner, this research focuses on the in-between shift from TBE to DLBE programs and the relevance of bilingual teachers' ideologies and practices in geographic or imaginary borderlands. Lastly, this study furthers research on bilingual education in the context of the US-Mexico borderland, promoting a discourse about bilingualism that acknowledges the linguistic and cultural richness of the borderland.

Recommendations

Vast research sustains the popularity of DLBE as a pedagogical trend that has the potential to transform subtractive and hegemonic bilingual education and, in turn, to improve the practice of bilingual teachers (Venegas, 2016; Zúñiga, 2016; Gándara & Escamilla, 2017; García, 2017). Because of this, it is critical to provide a robust implementation of a DLBE

program in which bilingual teachers can be guided and supported to understand the program and the implementation. In addition, it is vital that bilingual teachers receive clear guidance and support to create a clearer ideology and a transformative praxis. Equally important, is the framing of DLBE programs with asset-based approaches, such as translanguaging, funds of knowledge and borderlands theory and that bilingual teachers get well prepared to apply these pedagogical approaches to develop a critical pedagogy and perform an effective teaching. Therefore, it is crucial that all stakeholders involved in an implementation of a DLBE program develop an ideological clarity to support and sustain the implementation and to enhance the praxis of the bilingual teachers.

Limitations

The global pandemic affected life in general, and as a consequence, it constrained this research to certain extent. It had to be conducted virtually instead of face-to-face. In addition, the participants in this study faced new extreme circumstances due to the pandemic and virtual learning. During the process, the issues that arose overwhelmed some participants affecting their availability and disposition to participate in the study. In addition, the field interactions of the study were limited due to the need to use a virtual platform to conduct all the study research, constraining time and a natural environment. Because of this, my observer role was determined by the circumstances, as an outsider and a complete observer, limiting to some extent the capacity to gain insider views and subjective data.

Conclusion

DLBE has the reputation to transform bilingual education and consequently the bilingual profession. Because of this, a change to a DLBE program represents a good alternative for bilingual teachers. However, clear guidance and support are vital to direct bilingual teachers in

the education continuum for the development of their ideological clarity and the enhancement of

their bilingual practice. It is of great importance to acknowledge the experiences and knowledges

of the bilingual teachers in a process of change to validate the bilingual profession and transform

education, There is a need for the empowering and humanization of the teaching profession by

considering the emotional and social needs of teachers. Overloading teachers with multiple and

unrealistic demands is not effective for teaching and learning and is not conducive to the

development of a critical pedagogy. Au (2011) argues about a social efficiency ideology in the

organization of schools that disempowers and deskills teachers. Because of this, a factory-like

and hegemonic system regards teachers at the bottom of the hierarchy ladder of power in the

educational system. Consequently, bilingual teachers are placed in a harder position than their

monolingual counterparts because of deficit views that still persist in education and even in

DLBE. Therefore, bilingual teachers need support to develop a clearer ideology and a critical

pedagogy, but they also need freedom to be creative in their practice and feel successful about

what they do. It is imperative that hegemonic ideology gets out of bilingual education by

promoting and supporting the development of the bilingual teachers' clearer ideology and a

congruent critical praxis. In the same manner, is crucial that the translanguaging approach

gets to the practice of all bilingual teachers to develop a clearer ideology on bilingualism and

effective bilingual teaching practices. Flores and McAuliffe (2020) sustain that the reproduction

of reductive narratives masks the broader political and economic context of structural forces that

have relegated the education of marginalized students. Consequently, the essence, or vision of

bilingual education have lost integrity, and bilingual teachers struggle to perform effectively

when they encounter ideological contradictions even in the bilingual field.

This study provided relevant insight into the experience of the bilingual teachers in the transition from an Early-Exit TBE program to a One-Way DLBE program. The analysis of individual interviews, focus interviews, case study observations, and artifacts revealed contingent knowledge about the experiences that bilingual teachers might have undergone in the transition of programs. My findings reveal powerful messages, such as ideological clarity and translanguaging practices in the teaching of the bilingual teachers, and the ways in which teachers appropriated the new program to make sense of their own bilingual ideology and practice. A change of programs like this one has the potential to be transformative. Therefore, a clear guidance and support for the program and the bilingual teachers are required to subsequently give way to the ideological clarity of the bilingual teachers to transform the bilingual practice and profession.

Future direction of this research

The findings from my study supported and enhanced previous research on the importance of the ideological clarity of bilingual teachers for a transformative praxis. Because of this, I suggest further inquiry on the evolution of the DLBE program, the state policy, and the ideological change of administrators involved in the implementation and sustainment of the DLBE program. Another suggestion is to make a comparative study on the effectiveness of Dual Language teaching arrangements, DL teaching partners arrangement versus self-contained teaching arrangement in the context of the borderland.

REFERENCES

Abraham, S. (2014). A nepantla pedagogy: Comparing Anzaldua's and Bakhtin's ideas for pedagogical and social change. *Critical education, 5*(5), 1-20.

Alfaro, C. (2019). Preparing critically conscious dual-language teachers: Recognizing and interrupting dominant ideologies. *Theory into Practice, 58*(2), 194-203.

Alfaro, C., & Bartolomé, L. (2017). Preparing ideologically clear bilingual teachers: Honoring working-class non-standard language use in the bilingual education classroom. *Issues in Teacher Education, 26*(2), 11-34.

Alfaro, C., Cadiero-Kaplan, K., & Ochoa, A. M. (2017). Knowledge, dispositions, and skills for critically conscious pedagogy. *Learning from emergent bilingual Latinx learner in K, 12*. Routledge.

Anzaldúa, G. (1987). Borderlands: la frontera (Vol. 3). San Francisco: Aunt Lute.

Arce, J. (2004). Latino bilingual teachers: The struggle to sustain an emancipatory pedagogy in public schools. *International Journal of Qualitative Studies in Education, 17*(2), 227-246.

Au, W. (2011). Teaching under the new Taylorism: High-stakes testing and the standardization of the 21st century curriculum. *Journal of Curriculum Studies*, *43*(1), 25-45.

Bacon, C. K. (2018). "It's Not Really My Job": A Mixed Methods Framework for Language Ideologies, Monolingualism, and Teaching Emergent Bilingual Learners. *Journal of Teacher Education, 71*(2), 172-187.

Bhabha, H. K. (2012). *The location of culture.* Routledge.

Bonilla, C. M. (2017). Relational professionalism in a bilingual teacher association: Promoting occupational identities and pedagogic agency. *Bilingual Research Journal, 40*(3), 304-317.

Brochin Ceballos, C. (2012). Literacies at the border: transnationalism and the biliteracy

      practices of teachers across the US–Mexico border. *International Journal of Bilingual*

      Education and Bilingualism, 15(6), 687-703.

Casielles-Suárez, E. (2017). Spanglish: The hybrid voice of Latinos in the United States.

      Atlantis, 147-168.

Cervantes-Soon, C. G., Dorner, L., Palmer, D., Heiman, D., Schwerdtfeger, R., & Choi, J.

      (2017). Combating inequalities in two-way language immersion programs: Toward

      critical consciousness in bilingual education spaces. *Review of Research in Education,*

      41(1), 403-427.

Conteh, J., Copland, F., & Creese, A. (2014). Multilingual teachers' resources in three different

      contexts: Empowering learning. *The multilingual turn in languages education:*

      Opportunities and challenges, 40, 158-178.

Corbin, J., & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for*

      developing grounded theory. Sage publications.

Creswell, J. W. (2016). *30 essential skills for the qualitative researcher.* Sage publications.

Day, S. (2012). A Reflexive Lens: Exploring dilemas of qualitative methodology through the

      concept of reflexivity. *Qualitative Sociology Review, 8*(1).

Darling-Hammond, L., & Hyler, M. E. (2020). Preparing educators for the time of COVID…

      and beyond. *European Journal of Teacher Education*, *43*(4), 457-465.

de la Piedra, M. T., Araujo, B., & Esquinca, A. (2018). *Educating across borders: The case of a*

      dual language program on the US-Mexico border. University of Arizona Press.

DeNicolo, C.P. (2016) "School within a school": Examining implementation barriers in a

Spanish/English transitional bilingual education program, *Bilingual Research Journal*, 39:2, 91-106.

DeNicolo, C. P., & Gónzalez, M. (2015). Testimoniando en Nepantla: Using testimonio as a pedagogical tool for exploring embodied literacies and bilingualism. *Journal of Language and Literacy Education*, *11*(1), 109-126.

Denzin, N. K. (2012). Triangulation 2.0. *Journal of mixed methods research, 6*(2), 80-88.

Denzin, N. K. (2009). The elephant in the living room: Or extending the conversation about the politics of evidence. *Qualitative research, 9*(2), 139-160.

Durán, L., & Palmer, D. (2014). Pluralist discourses of bilingualism and translanguaging talk in classrooms. *Journal of Early Childhood Literacy, 14*(3), 367-388.

Esquinca, A., Araujo, B., & de la Piedra, M. T. (2014). Meaning making and translanguaging in a two-way dual-language program on the US-Mexico border. *Bilingual Research Journal*, 37(2), 164-181.

Esteve, O., Fernandez, F., Martin-Peris, E., & Atienza, E. (2017). The Integrated Plurilingual Approach: A didactic model providing guidance to Spanish schools for reconceptualizing the teaching of additional languages. *Language and Sociocultural Theory, 4*(1), 1-24.

Evans, L. M. (2017). Lessons from two exemplary Latin@ teachers of emergent bilingual learners: How all preservice teachers can be prepared to teach culturally and linguistically diverse students. *Action in Teacher Education, 39*(3), 307-320.

Flores, N. (2016). A tale of two visions: Hegemonic whiteness and bilingual education. *Educational Policy*, *30*(1),13-38.

Flores, N. [@nelsonlflores] (2020, November 17). *The problem with dominant*

conceptualizations of codeswitching [Tweet]. Twitter.

https://twitter.com/nelsonlflores/status/1328798818159259648

Flores, N., & García, O. (2017). A critical review of bilingual education in the United States: From basements and pride to boutiques and profit. *Annual Review of Applied Linguistics, 37*, 14-29.

Flores, N., & McAuliffe, L. (2020). 'In other schools you can plan it that way': a raciolinguistic perspective on dual language education. *International Journal of Bilingual Education and Bilingualism*, *25*(4), 1349-1362.

Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review, 85*(2), 149-171.

Freire, J. A. (2016). Nepantleras/os and their teachers in dual language education: Developing sociopolitical consciousness to contest language education policies. *Association of Mexican American Educators Journal, 10*(1), 36-52.

Freeman, R. D. (1996). Dual-language planning at Oyster Bilingual School: "It's much More than language". *Tesol Quarterly*, *30*(3), 557-582.

García, O. (2009). Emergent Bilinguals and TESOL: What's in a Name? *Tesol Quarterly, 43*(2), 322-326.

García, O. (2017). Translanguaging in schools: Subiendo y bajando, bajando y subiendo as afterword. *Journal of Language, Identity & Education, 16*(4), 256-263.

Garcia, C. T. (2016). *El renacer de maestras bilingües: Actualizing cultural efficaciousness* (Doctoral dissertation). The University of Texas at San Antonio, San Antonio, Texas.

García, O., & Torres-Guevara, R. (2009). 11 Monoglossic Ideologies and Language Policies in

the Education of US Latinas/os. *Handbook of Latinos and education: Theory, research, and practice*, 182-193.

García, O., & Wei, L. (2014). Translanguaging. *The Encyclopedia of Applied Linguistics,* 1-7.

Gándara, P., & Escamilla, K. (2017). Bilingual education in the United States. *Bilingual and multilingual education*, 1-14.

Geller, J. D., Alcantara, V., Boucher, D., Catone, K., Lopez, R. M., & Tung, R. (2015). What does it take to form meaningful connections among cultural brokers, parents, and teachers? lessons from a federal grant. *Journal of Family Diversity in Education, 1*(4), 22- 44.

Gutierrez-Perez, R. (2016). " A Letter from my students": Transformative pedagogy, borderlands performance, and the critical junctures of whiteness. *Liminalities, 12*(4), 1.

Gort, M., & Sembiante, S. F. (2015). Navigating hybridized language learning spaces through Translanguaging pedagogy: Dual language preschool teachers' languaging practices in support of emergent bilingual children's performance of academic discourse. *International Multilingual Research Journal*, 9(1), 7-25.

Hanington, B., & Martin, B. (2019). *Universal methods of design expanded and revised: 125 ways to research complex problems, develop innovative ideas, and design effective solutions.* Rockport Publishers.

Herrera-Rocha, L. (2019). *Language ideologies and identities of emergent bilinguals in a Dual language and a transitional bilingual education context: A comparative study (Doctoral dissertation)*. University of Texas, El Paso, Texas.

Herrera-Rocha, L., & de la Piedra, M.T. (2018) Ideologies of language among ELLs on the US-

Mexico border: the case of a transitional bilingual programme, *Journal of Multilingual and Multicultural Development. 40*(8), 665-678.

Huerta, M. E. S. (2017). Transformative Pedagogy: Emergent Bilinguals and Perspective Taking. *Journal of Latinos and Education, 16*(3), 192-202.

Jacobson, D., & Mustafa, N. (2019). Social Identity Map: A Reflexivity Tool for Practicing Explicit Positionality in Critical Qualitative Research. *International Journal of Qualitative Methods, 18*, 1-12.

Johnson, B. D., Dunlap, E., & Benoit, E. (2010). Organizing "mountains of words" for data analysis, both qualitative and quantitative. *Substance use & misuse, 45*(5), 648-670.

Johnson, D. C., Stephens, C., Nelson, J. J., & Johnson, E. J. (2018). Violating Lau: Sheltered English instruction programs and equal educational opportunity. *Journal of Education Policy, 33*(4), 488-509.

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.

Lin, A. (2013). Toward paradigmatic change in TESOL methodologies: Building plurilingual pedagogies from the ground up. *Tesol Quarterly, 47*(3), 521-545.

Lichtman, M. (2013). *Qualitative research for the social sciences*. SAGE publications.

Lizárraga, J. R., & Gutiérrez, K. D. (2018). Centering nepantla literacies from the borderlands: Leveraging "in-betweenness" toward learning in the everyday. *Theory Into Practice*, *57*(1), 38-47.

Macedo, D., Dendrinos, B., & Gounari, P. (2015). *Hegemony of English.* Routledge.

Martin-Beltrán, M., Daniel, S., Peercy, M., & Silverman, R. (2017). Developing a zone of relevance: Emergent bilinguals' use of social, linguistic, and cognitive support in peer-led

literacy discussions. *International Research Journal, 11*(3), 152-166.

Martínez, R. A., Hikida, M., & Durán, L. (2015). Unpacking ideologies of linguistic purism: How dual language teachers make sense of everyday translanguaging. *International Multilingual Research Journal, 9*(1), 26-42.

Martínez, D. U., & Pérez, J. G. (2013). Attitudes of Mexican American students towards learning English as a Second Language in a structured immersion Program. Porta Linguarum: *revista internacional de didáctica de las lenguas extranjeras*, (20), 205-221.

Menken, K. (2006). Teaching to the test: How No Child Left Behind impacts language policy, curriculum, and instruction for English language learners. *Bilingual Research Journal, 30*(2), 521-546.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th edition). Josey-Bass.

Morales, S., Aviña, S. M., & Bernal, D. D. (2016). Education in nepantla: A Chicana feminist approach to engaging Latina/o elementary youth in ethnic studies. "*White" washing American education: The new culture wars in ethnic studies, 1*, 67-93.

Morgan, D. L. (2017). Research design and research methods. *Integrating qualitative and quantitative methods: A pragmatic approach.* SAGE.

Morgan, H. (2020) Best Practices for Implementing Remote Learning during a Pandemic. *A Journal of Educational Strategies*, 93,(3), 135-141.

Morgan, S. J., Pullon, S. R., Macdonald, L. M., McKinlay, E. M., & Gray, B. V. (2017). Case study observational research: A framework for conducting case study research where observation data are the focus. *Qualitative health research, 27*(7), 1060-1068.

Murillo, L. A. (2017). Aquí no hay pobrecitos: Decolonizing bilingual teacher education in

the US-Mexico borderlands. *Diaspora, Indigenous, and Minority Education, 11*(4), 163-176.

O'Connor, B. H. (2018). Linguistic hegemony and counterhegemonic discourse in the borderlands. *Association of Mexican American Educators Journal,* 12(2), 6-19.

Olvera, C. (2015). Teacher perceptions of English Learners acquisition of academic English: Impacts on long term English Learner classification. *eJournal of Education Policy.* 78-92.

Ostorga, A. N., & Farruggio, P. (2014). Discovering best practices for bilingual teacher preparation: A pedagogy for the border. In *research on preparing preservice teachers to work effectively with emergent bilinguals* (pp. 113-136). Emerald Group Publishing Limited.

Pacheco, M. (2014). Nepantleras in the new latino diaspora. *Intersectionality and Urban Education: Identities, Policies, Spaces & Power,* 97-123.

Palmer, D. K. (2018). Supporting bilingual teachers to be leaders for social change: "I must create advocates for biliteracy." *International Multilingual Research Journal,* 12(3), 203-216.

Palmer, D. (2011). The discourse of transition: Teachers' language ideologies within transitional bilingual education programs. *International Multilingual Research Journal, 5*(2), 103-122.

Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative social work, 1*(3), 261-283.

Piccardo, E., & Aden, J. (2014). 10 Plurilingualism and Empathy: Beyond Instrumental Language Learning. *The multilingual turn in languages education: Opportunities and*

Challenges. 40, 234-255.

Pontier, R., & Gort, M. (2016). Coordinated translanguaging pedagogy as distributed cognition: A case study of two dual language bilingual education preschool coteachers' languaging practices during shared book readings. *International Multilingual Research Journal, 10*(2), 89-106.

Prieto, L. (2014). Conciencia con compromiso: Aspirantes as bridges for Latin@ bilingual learners. *Association of Mexican American Educators Journal, 8*(1), 10-19.

Prieto, L. (2017). This Bridge Called My Classroom. In *Learning from Emergent Bilingual Latinx Learners in K-12* (pp. 61-76). Routledge.

Prieto, L., & Villenas, S. A. (2012). Pedagogies from Nepantla: Testimonio, Chicana/Latina feminism and teacher education classrooms. *Equity & Excellence in Education*, 45(3), 411-429.

Ramirez, P. C., Ross, L., & Jimenez-Silva, M. (2016). The intersectionality of border pedagogy and Latino/a youth: Enacting border pedagogy in multiple spaces. *The High School Journal*, *99*(4), 302-321.

Reich, J., Buttimer, C. J., Fang, A., Hillaire, G., Hirsch, K., Larke, L. R., & Slama, R. (2020). Remote learning guidance from state education agencies during the COVID-19 pandemic: A first look.

Reyes, I., Da Silva Iddings, A. C., & Feller, N. (2016). Building relationships with diverse students and families: A funds of knowledge perspective. *Journal of Early Childhood, 16*(1), 8-33

Reza-López, E., Huerta Charles, L., & Reyes, L. V. (2014). Nepantlera pedagogy: An axiological posture for preparing critically conscious teachers in the borderlands. *Journal*

of Latinos and Education, 13(2), 107-119.

Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd Edition). SAGE.

Schwartz, M., & Gorbatt, N. (2017). "There is No Need for Translation: She Understands":

Teachers' Mediation Strategies in a Bilingual Preschool Classroom. *The Modern

Language Journal*, 101(1), 143-162.

Skinner, E. A., & Williams, P. (2018). Friends with Benefits: Collaboration Between a State

University and a School District Designed to Improve Teaching and Learning for

Bilingual Students. *Journal of Multilingual Education Research, 8*(1), 61-74.

Soja, E. W. (2008). Third space: Toward a new consciousness of space and spatiality.

In *Communicating in the third space*, 63-75. Routledge.

Stewner-Manzanares, G. (1988). The Bilingual Education Act: Twenty Years Later. New Focus,

Occasional Papers in Bilingual Education, Number 6. *New focus*.

Strauss, A., & Corbin, J. (1994). Grounded theory methodology. *Handbook of qualitative

research, 17*, 273-85.

Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language

minority students' long-term academic achievement.* 1-338. OERI, U.S. Department of

Education.

Texas Education Agency: English Language Learner Support (2020, April, 25). Retrieved from

https://tea.texas.gov/academics/special-student-populations/english-language-learner-

support

Texas Education Agency: House Bill 3 (2020, March 17). Retrieved from

https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-

bill-3-hb-3-implementation-update

United States Census Bureau: Quick Facts El Paso County, Texas (2023, April 2). Retrieved from https://www.census.gov/quickfacts/fact/table/elpasocountytexas/POP815221#POP 815221

Valdez, V. E., Freire, J. A., & Delavan, M. G. (2016). The gentrification of dual language education. *The Urban Review, 48*(4), 601-627.

Vélez-Ibáñez, C. G. (2018). Language Hegemonies and their Discontents: History, Theory, Bilingualism, and Funds of Knowledge. *Association of Mexican American Educators Journal, 12*(2), 20-43.

Venegas, P. (2016). *Bilingual teachers' holistic bilingual and bicultural becoming: Situated professional identities across multiple communities of practice* (Doctoral dissertation) The University of Wisconsin–Madison, Madison, Wisconsin.

Venegas-Weber, P. (2018). Teaching and knowing in nepantla: "I wanted them to realize that, that IS being bilingual." *International Multilingual Research Journal*, 12(3), 160-172.

Wei, L. (2013). Who's teaching whom? Co-learning in multilingual classrooms. In *The multilingual turn* (pp. 177-200). Routledge.

Zúñiga, C. E. (2016). Between language as problem and resource: Examining teachers' language orientations in dual-language programs. *Bilingual Research Journal, 39* (3-4), 339-353.

APPENDICES

Appendix A. Individual Interview Protocol

Pseudonym	Gender	Ethnicity	Age	Birthplace	# of yrs. living in EP	# years teaching	Teaching grade level	Interview date	Time	Hobbies

1. Can you draw a simple timeline and use it to tell me about your background/origin? (Birthplace, family, # of years teaching, language background, ethnicity)
2. Tell me about your education from elementary to teacher college preparation and how you became bilingual?
3. What made you become a bilingual teacher?
4. Describe your views on what it takes to be and effective bilingual teacher
5. What does bilingualism mean to you personally, and to your life experiences? Does this differ from how you view bilingualism professionally?
6. How do you implement the dual language bilingual model into your teaching and instructional practices?
7. How is this different than your experience under the transitional model last year?
8. What are the assumptions of beliefs about bilingualism in TBE?
9. How would you explain the One-Way Dual Language Bilingual model to someone who is unfamiliar with this model?
10. How would you describe change in the students, the teachers, the school and the community because of the dual language program?
11. Tell me about your views teaching under this model?
12. Describe the support that you have received.
13. How would you describe your own experience in the process?
14. If you could add something to the transition into the dual bilingual program, what would it be? Explain to me why?

Appendix B. Focus Group Protocol

1. How is the change to the dual language program going?

2. How is your teaching under the dual language context?

3. How are your students responding to the instruction in English and Spanish?

4. How do you feel teaching under this model?

5. What are some of the challenges that you are facing now?

6. What do you think about the dual language model?

7. Is there something that you do not like about it?

8. What is the perception of others on the dual language program?

9. Have your views changed because of your participation in the dual language program?

10. Have you noticed if ideas about the use of the languages have changed from the times
    under the transitional model to the present? If so how? Ideas/beliefs.

      … Among administrators, teachers, parents, and other staff in school?

11. Are you getting enough support, resources and guidance? Yes or no explain

12. How would you describe your experience as part of a group (grade level or school)?

13. Can you compare your teaching experience under transitional bilingual education to your
    experience under dual language education and tell me about it?

14. If you could add something to this process of change, what would it be?

      Explain to me why?

VITA

Beatriz Garcia Soria is a borderland elementary bilingual educator with 27 years of experience and practice educating emergent bilinguals and a Doctoral Candidate in the Teaching, Learning and Culture Ph.D. program at the University of Texas in El Paso. Her educational background includes a Bachelor of Interdisciplinary Studies with a major in elementary education and a minor in bilingual education and a Master of Arts degree in Bilingual Education as an Instructional Specialist.

As a doctoral students she has accomplished two important publications:

Soria, B.G. (2021). *Bilingual Teachers Navigating a Transitional Model at an Elementary School on the U.S.-Mexico Border*. AERA Virtual Conference.

Soria, B. G. (2020). [Review of the book *Transforming Educational Pathways for Chicana/o Students: A Critical Race Feminista Praxis*: by Dolores Delgado Bernal and Enrique Aleman, Jr.]. New York, Teachers College Press, 2016, 126 pp. https://doi.org/10.1080/15348431.2020.1794876

Her research interests include Bilingualism, Socioculturalism, Nepantlerismo and the application of Critical and Border Pedagogies for the transformation of Bilingual Education. Her current research examines bilingual teachers experience a process of change from a Transitional Bilingual Education program to a Dual Language Bilingual Education program.

Contact Information: bgsoria@miners.utep.edu