EMERGENT BILINGUALS IN YPAR:

AGENCY, ENGAGEMENT, TRANSLANGUAGING AND RELATIONSHIPS

By

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A dissertation submitted to the

Graduate School of Education

Rutgers, The State University of New Jersey

in partial fulfillment of the requirements

for the degree of

Doctor of Education

Graduate Program in Educational Leadership

written under the direction of

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May 2020

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EXPERIENCES OF EMERGENT BILINGUALS IN A

TRANSLANGUAGING YPAR SETTING

Laura M. Arredondo

ABSTRACT

This phenomenological case study of emergent bilingual Latinx students in a suburban public high school district examined engagement and language use in a Youth Participatory Action Research curricular unit. This contrasts with more typical remediated learning experiences, which often result in disengagement, failure and dropout (Callahan, 2013; Menken, 2008; Scown, 2018).

YPAR is an effective approach for increasing engagement through the validation of student knowledge, the inclusion of authentic learning, and the promotion of student agency (Cammarota and Fine, 2008; Mirra, Garcia and Morrell, 2016; Ozer & Wright, 2012). Translanguaging promotes student voice by validating student linguistic knowledge and providing a space where students are permitted to use their complete linguistic repertoires (Canagarajah, 2015; Garcia, 2017). For emergent bilingual Latinx students, traditional classrooms limit linguistic agency of students by prescribing the use of English and discouraging the use of Spanish, thus denying student voice and agency. This study sought to explore student experiences in a YPAR context where students had access to their complete linguistic repertoires.

Research findings indicated that student choice of topic promoted engagement. While students took more active roles than in other settings, agency fluctuated from students to adults in YPAR program activities. YPAR created an environment of linguistic agency, and students engaged in translanguaging primarily to negotiate meaning. Students also experienced increased

interactions with teachers and peers, resulting in an enhanced sense of belonging to the school community. While the majority of students demonstrated high engagement and experienced academic success, during the yearlong program several students experienced failure and dropout, due to challenges including poverty, trauma and family separation.

Implications for school districts include the importance of providing programs of inquiry and agency for youth that validate prior experiences and knowledge. Additional implications point to the need for language policies that permit the use of home languages in school settings, as well as the detrimental effects of high-stakes accountability guidelines in providing high-quality educational experiences for students of color.

Keywords: at risk students, engagement, English language learners, high school students, Latinx students, participatory action research, sense of belonging, student agency, translanguaging

ACKNOWLEDGEMENTS

First and foremost, I am most grateful for the guidance and support of Dr. Beth C. Rubin, my committee chair. Dr. Rubin touches the lives of New Jersey public school students everyday, serving as a solid bridge between theory and practice. Early in my studies, as I was searching for direction in my quest to investigate equitable educational programs for immigrant students, a professor recommended that I speak to Dr. Ariana Mangual Figueroa. Thus began a rewarding endeavor, researching YPAR and translanguaging, which resulted in this study. Without the assistance of Dr. Rubin and Dr. Mangual Figueroa, it would not have been possible to even imagine this project. I also wish to thank Dr. Nicole Mirra, who, with short notice, readily lent her assistance in reviewing this work. It has been my great fortune to work with these accomplished scholars.

Dr. Negrin continues to be a professional support in the field. I am perpetually in awe of how she always seems to be in several places at the same time, serving students of the entire state by sharing her experience and expertise with colleagues. It is in this spirit that she agreed to serve on my committee, and she has provided essential feedback.

I am indebted to many of my district colleagues and especially the incredible teachers of the ELL program team, who work tirelessly to advocate for all students. Together, we are humbled by the students of our community, who contribute their knowledge and insights with a sense of optimism, goodwill and most of all, patience. Through these difficult days of March 2020, I pray for their safety.

DEDICATION

This work is dedicated to León, Julia and Silvie. To León, my *compa*, thank you for always being by my side. I appreciate every single day the great gifts that the universe has given us, our passionate, courageous, and most wonderful daughters, Julia and Silvie. You bring us so much joy. I love you all, endlessly.

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CHAPTER ONE - Introduction

Despite the U.S. executive branch's recent promotion of xenophobia and the criminalization of the undocumented status of many newcomers (Leonard, 2018), it is unlikely that the current administration will either stem the influx of refugees from unstable regions or significantly reduce the population of 43.7 million immigrants currently living in the U.S. (Zong, Batalova, & Hallock, 2018). The current high numbers of immigrants are also reflected in US schools. 23% of all students, nearly one in four, have at least one parent born outside the U.S. This growth in population since 2000 outpaces the growth of students of parents born in the U.S., which has remained flat (Fortuny & Choudry, 2011). Expectedly, emergent bilinguals represent a significant proportion of immigrant students, numbering 9.6 % of all US students in 2016 and 5% of New Jersey students in 2016-2017 (National Center for Education Statistics, 2019).

Twentieth century Civil Rights Era legislation including the Bilingual Education Act and the Lau Remedies failed to counter socio-political dialectics, which continue to impact instructional language policies today. The continued push for assimilation and the perception of non-English first languages as barriers to learning and necessitating remediation, contrasts a validation of first-language knowledge as an asset for learning (Moje et al., 2004; Garcia, 2017). Recent research continues to underline the need for quality educational programs and an asset-based perspective that views students as capable and first languages as resources (Callahan, 2013). Indeed, emergent bilinguals remain students at risk, meaning that they are more likely than their English-speaking peers to experience low academic performance and/or drop out of school (Menken, 2008). The aforementioned present day immigration policies and accompanying decrease of tolerance towards speakers of low-status languages have only increased barriers to learning for immigrant students, resulting in increased absenteeism, lower

academic achievement and increased anxiety (Scown, 2018).

In contrast to the historic trend of immigrants to U.S. urban areas, in the past twenty years suburban communities have seen an increase in populations of newcomers (Lowenhaupt, 2016). By the end of the first decade of the new millennium, people of color represented 35% of all suburban residents, signifying a substantial population shift from urban to suburban areas (Frey, 2001). Serving a more diverse population has been a challenge for school districts that have formerly served homogeneous white and middle-class communities. While school districts have endeavored to respond to the needs of their evolving populations, reforms tend to focus on curricula, materials and teacher training, rather than an in-depth approach to alter underlying beliefs founded on deficit perspectives of diversity (Holme, Diem & Welton, 2014; Welton, Diem & Holme, 2015).

Centerville High School (CHS), a suburban school district in New Jersey, illustrates this trend of changing demographics in U.S. suburbs (Wortham, Murillo, & Hamann, 2002), and the challenge to meet the needs of immigrant students. At CHS the number of emergent bilinguals has steadily risen in the past five years in this historically white and Anglo school district, from 16 students in 2011-2012 to near 90 students in 2019-2020, reflecting a trend present throughout suburban regions of the U.S. Over 75% of CHS emergent bilinguals are from the Central American countries of El Salvador, Guatemala and Honduras, a region that has experienced extreme violence and economic instability, creating strong push factors for immigration to the U.S. (Eguizabal et al., 2015). Teachers estimated that of the 32 students enrolled in the English as a Second Language (ESL) English Language Development (ELD) Level 1 class in 2017-2018, half have missed years in schooling and are below grade level in academic skills (DeCapua & Marshall, 2010). Emergent bilinguals at Centerville exhibit signs of

disengagement including chronic absenteeism and low academic achievement. Furthermore, emergent bilinguals experience extremely low rates of graduation, with an expected graduation rate of 44% for the cohort entering in 2016-2017.

Before 2017 instruction for emergent bilinguals at CHS was exclusively English, reflecting a deficit perspective of this diverse language population. Research has shown that English-only instructional programs tend to invalidate students' life experiences and knowledge, impacting expectations of student achievement and perpetuating limited access to quality educational experiences (Yosso, 2002; McDermott & Varenne, 1995). In 2017-2018, in an effort to enhance offerings and improve outcomes, the district expanded the English language learner (ELL) program to include bilingual instruction, and instituted a coordinated, thematic curriculum, which integrated connections with the rich life experiences and cultural and linguistic knowledge of this population.

In 2018-2019, I worked with two teachers to create and integrate a youth participatory action research (YPAR) component into instruction for emergent bilinguals in the second level of the bilingual language arts and English as a second language classes. The program was designed to promote student engagement through instructional activities in which students and teachers work together as co-researchers to investigate student-selected topics of inquiry based on broad curricular themes of learning and advocacy. As part of the writing component of the bilingual language arts program, this program was to access students' knowledge including their multilingual repertoires by permitting students to engage in the full range of language-based research activities including discussing and designing research questions, creating and carrying out surveys and interviews, analyzing data and identifying themes, and reporting results. In this manner, the YPAR component was aligned with recommendations to provide high quality

instructional programs for emergent bilinguals that validate linguistic and cultural knowledge (Callahan, 2013).

Purpose Statement

The purpose of this phenomenological case study was to investigate student engagement in a youth participatory action research unit for Latinx emergent bilingual students in a translanguaging context in a suburban high school. Youth participatory action research is defined as a program in which students assume the role of co-researchers, investigating topics of student choice and reporting and/or publishing findings to a larger audience. Emergent bilingual students are those students who are identified through federal guidelines as needing English language support to increase English language proficiency. The district, according to state guidelines, uses the term English language learners (ELLs) to identify emergent bilinguals and sections of classes with English language support. I use the term emerging bilinguals, in accordance with updated standards of equity (Garcia, 2009), while understanding that it is a problematic label, reflecting a belief in binary language practice. In instances in which I am identifying district programs, I use the ELL designation. In addition, due to the district labeling, students used the terms ELLs and non-ELLs throughout their study to identify those students in the ELL program and those not. Thus, I also use this labeling when reporting on student research, and it is reflected in data collected from participants. Translanguaging is a pedagogical practice in which learners are permitted to utilize multilingual repertoires to negotiate and express meaning. This case study focused on learner involvement in classroom activities, with engagement defined as the degree of student participation in classroom learning activities and student affective experience including feelings of belonging, interest in and commitment to learning goals. I used a grounded approach to defining engagement, using data collected through qualitative methods.

Research Questions

The following questions guided the research:

- How do Latinx emergent bilingual students engage in a participatory action research project? What are the practices of these students in the classroom? How do they participate with other students and teachers in the project?
- How do Latinx emergent bilingual students express their affective experiences in the project? How do they describe feelings of identity and belonging in the classroom and in the school?
- What do the experiences of the research project suggest about student engagement and learning in a translanguaging context?

Theoretical Framework

The research was based on conceptual frameworks of engagement and the asset-based approaches of Freire's work, critical race theory (CRT) and social learning theory. These models countered the prevailing positivism of the 20th century. Positivism, the foundation of modernism, the industrial revolution and the age of science, is a belief in material existence of knowledge. The advancement of the scientific method complemented the rise of industry and the mass production of consumer goods, and contributed to the concept of progress. Knowledge, like other forms of capital, was an ownable good, and class order determined its inequitable distribution (Mirra, Garcia, & Morrell, 2016).

Ellwood Cubberley imposed a system of efficiency on schools fashioned after the new industrial model, factories managed by centralized administrators who sought a compliant workforce trained to perform disjointed and repetitive tasks. Assimilationist views prevailed, as elites viewed suppression of native languages as a means of thwarting worker solidarity (Nieto,

2009). The new “scientific” educational testing, developed by Terman, Cubberley, Thorndike and Goddard, provided additional credibility to old beliefs of the inferiority of non-white persons and speakers of languages other than English. These instruments measured aptitudes of learners, determined future trajectories, and destined future populations of workers to the lowest track of learning (Bowles & Gintis, 2011; Nieto, 2009).

Today, positivism continues to dominate in educational practice. Quantitative accountability through standardized tests determines curricular design and instructional practices in a top-down manner. Federal and state funding for schools and punitive measures of compliance are applied based on these test results (Mirra, et al., 2016). Demographics, student conduct and attendance are quantified as well, and schools are designated with ratings, which commodify them, increasing or decreasing their desirability. Nonetheless, conceivably the most important influence of the supremacy of positivism is that it has generated prominent counter theories. These counter theories questioned the myth of progress and improvement of the human condition, and sought to deconstruct the repressive systems that perpetuate injustice. These included Gramsci’s hegemony, which examined the concept of power and social inequity, and critical race theory.

Hegemony in education

Hegemony, an influential concept developed by Marxist philosopher Gramsci in the early twentieth century, illustrated the social infrastructure that enforced a system of repression. Gramsci regarded political, civil and educational institutions as an integrated, material existence of the state. This conglomerate moved capital, provided training, and repressed insurgency to maintain the status quo of a society of classes with a dominant elite.

A hegemonic perspective of schooling sees assessment and tracking systems and punitive

behavioral systems as instruments of repression. Like other institutions of the integrated state, schooling channels funds inequitably towards programs for elites (Mayo, 2014). Texts books, mass media and the designation of a standard dialect are tools of disenfranchisement that repress the lower classes. Potential leaders of the non-elite classes are ensnared in this structure, where they are provided with a language, culture and status that separates them from their origin and neutralizes them. The authority of hegemony relies in the perception of the system as neutral and normal, insuring the implicit consent of those repressed by it (Mayo, 2014).

As a counter to hegemony, Gramsci proposed educational programs that provided opportunities for learners to actively engage with work, as opposed to learning knowledge and skills for work. In addition, he advocated for explicit instruction of language "in a manner that entails providing awareness of its ideological underpinnings and the role it plays in the process of social stratification" (Mayo, 2014, p. 394). Gramsci's understanding of the use of social institutions to maintain a class system was influential in the development of critical race theory (CRT), and a powerful idea grasped by later scholars.

CRT: Deneutralizing the system

Critical race theorists adopted the theory of hegemony in social institutions, particularly in schooling. Whereas Gramsci advocated for student agency and access to classical learning, critical race theorists explicitly expanded these ideas, proposing instruction that promoted awareness and critique of social injustices, with an action component to disrupt systemic injustice. (Mayo, 2014; Ladson Billings, 2006; Yosso, 2002). Defining elements of CRT included recognition of the significance of race and racism in social institutions, confronting the ideologies that maintained the status quo, and a focus on experiential knowledge (Yosso, 2002).

In "Social Class and the Hidden Curriculum of Work", Jean Anyon explored working

class, middle class and elite schools and found marked differences in experiences. For students of the working class schools, learning meant "following the steps of a procedure…usually mechanical, involving rote decision making and very little decision making or choice" (Anyon, 1980, p. 73). In middle class schools students strove to provide correct answers, with few opportunities to use creativity and higher level thinking, following a curriculum that evaded controversial subjects. Only in elite schools did students engage in "creative activity, carried out independently" using "individual thought and expressiveness, expansion and illustration of ideas, and choice of appropriate method and material" (Anyon, 1980, p. 79).

Tara Yosso extended the defining characteristic of this stratified system beyond class, to include race, ethnicity, and language, borrowing Bourdieu's concept of social, linguistic and cultural capital but eschewing his implicit conclusion. To Yosso, in stating that economic as well as cultural capital remained in control of elites, Bourdieu created a deficit perspective that negated and devalued cultural and linguistic capital of the suppressed, and provided a rationale for schools to provide remedial programs "to help 'disadvantaged' students whose race and class background has left them lacking necessary knowledge, social skills, abilities and cultural capital" (Yosso, 2005, p. 70). According to Yosso, CRT provided a format in which the social, familial and linguistic capital of people of color would be used as resources for instruction based on critical thinking, in place of the banking model as described by Freire (elaborated below), in which children of the lower classes are viewed as passive empty vessels to be filled with knowledge (Yosso, 2002).

The social constructivists

Other counter theorists to positivism questioned the nature of knowledge, rather than deconstructing the class order. Opposing the idea that knowledge and truth exist outside of

human experience, social constructivists emphasized the role of human interaction in the construction of truth and meaning. Instead of focusing on disrupting a rigid social order, constructivists embraced the richness of human social experience. Nevertheless, as will be explained, the approaches of deconstruction and social constructivism were complementary rather than incompatible.

Dewey and the social learning theorists: Contextualized learning

In the early 20th century mass schooling in the United States exemplified the advent of the modern capitalist age. While Cubberly envisioned schools producing future workers with factory-like efficiency, John Dewey and other humanists promoted a different vision. To Dewey, modern life disconnected people from productive experiences, as industrialism abolished crafts. Dewey opposed the efficiency model of school, which prepared students to take their roles in industry, and advocated for a democratic and experiential model of learning. In his Laboratory School, students raised animals, planted crops, sheared wool and made clothing (Reese, 2011).

Many have noted that the Laboratory School was hardly a model of democracy, primarily serving children of affluent families in Hyde Park. Nevertheless, Dewey is still recognized as the most influential educational reformer of the modern era, promoting authentic learning and an active role for the learner. Dewey pronounced learning a social process, in which “immature members …be initiated into the interests, purposes, information, skill, and practices of the mature members” and “similar ideas or meaning spring up because both persons are engaged as partners in an action where what each does depends upon and influences what the other does” (Dewey, 2008, para. 6). In the epoch of industrialization and Social Darwinism, this concept of social learning was groundbreaking, and Dewey, with his Russian contemporary Vygotsky, influenced a generation of social learning theorists.

Later social learning theorists promoted this view of knowledge as situated in social context and negotiated through human interactions. Lave and Wenger, through their theory of legitimate peripheral participation and communities of practice, described the creation of knowledge through joint work in a community. In legitimate peripheral participation, the authors described learning in various communities and settings, explaining how participants take roles of greater or lesser engagement with practice, and defined learning as increasing participation in the community. As newcomers participate and learn the practices of the community, engaged in productive activity that contributes to the community, they also bring new knowledge. Through interactions with newcomers, old timers also engage in the learning process, and the community itself changes (Lave & Wenger, 1991).

This lens questioned the nature of knowledge, especially hegemonic concepts which disregarded knowledge of non-elites. Learning conceived as participation contrasted with learning as an individual's internalization of objective knowledge. In communities of practice early contributions of learners are valued, providing intrinsic rewards and a sense of agency for learners. Thus, social learning theories validated knowledge of non-elites, and promoted a non-hierarchal co-learner relationship between teacher and students (Moll, 2010).

Freire: Transformative learning

Perhaps the greatest influence on transformative learning approaches, including YPAR and translanguaging, is the work of Paulo Freire. Freire's seminal work, Pedagogy of the Oppressed, published in 1970, predated the work of critical race theorists by about a decade. As in CRT, Freire's view of the world was hegemonic, with oppressed people unaware of the social, political and cultural institutions that repressed them. Like the critical race theorists, he advocated praxis, transformative action. Nonetheless, while critical race theorists wanted to

disrupt a system of injustice by transformative action, Freire provided a larger vision which incorporated aspects of social learning theory and emphasized learner agency (Freire, 2000).

Freire's personal history of poverty as a child in Brazil had a profound influence on his theories, as did his experiences teaching literacy in the Brazilian countryside. His more than twenty years as a teacher was evident in his emphasis on dialogue with people as being the foundation for learning. It was Freire who coined the term banking concept, to describe the traditional, hierarchal instructional model, in which the teacher, from a position of higher knowledge and superiority, dispenses knowledge to passive learners. Freire explained that it was important to build relationships with people, and connect learning to their relevant experiences.

For Freire, it was the oppressed, not those who sought to help them, who in the process of learning, would humanize the oppressors. Like social learning theorists, Freire viewed learners as knowledgeable and resourceful, and teachers as guides who facilitated the accessing of information. This would lead learners to understand injustices in their world, developing critical consciousness. Freire defined conscientizacao, as the "process in which men, not as recipients, but as knowing subjects achieve a deepening awareness both of the socio-cultural reality which shapes their lives and of their capacity to transform reality" (Freire, 2000, p. 27). With this awareness, the oppressed would engage in transformative action, or praxis.

CHAPTER TWO - Literature Review

This study proposes a hybrid approach in enhancing engagement and optimizing the academic achievement of non-dominant language speaking students. Research in student engagement has been useful in predicting high school dropout by correlating disengagement with affective and behavioral traits of students. Practitioners have been using this data for several decades to design interventions to improve outcomes for at risk youth, including language minority students (Lovelace, Reschly, & Appleton, 2017-2018). Research in engagement complements asset-based perspectives through the promotion of participation of marginalized students. By recognizing cultural and linguistic knowledge, asset-based perspectives oppose academic hegemony that relegates students of diverse backgrounds to remedial programs (Bernal, 2002).

The subsequent literature review explores three interrelated bodies of research that emphasize the validation of learner knowledge and the promotion of authentic, student-centered learning experiences. First, an exploration of research in student engagement reveals factors associated with student investment in the learning process. Evidence from engagement studies is corroborated by an investigation of asset-based perspectives including funds of knowledge and translanguaging, both of which explore experiences of students of color in hegemonic settings and provide recommendations to increase achievement. Finally, youth participatory action research is investigated as an approach that maximizes student involvement in learning by providing an alternative pedagogical structure. A YPAR approach empowers learners through the validation of cultural and linguistic knowledge, as opposed to a traditional content or teacher-centered approach which alienates learners through a diminishment of their status.

Engagement

Student engagement has long been recognized as a key factor in academic success. Marks noted disengagement in the past four decades which she attributed to the rise of large comprehensive high schools with “dispirited teachers...disengaged students …[and] a sprawling and fragmented curriculum.” (2000, p. 155). While minority and low SES groups exhibit the highest levels of disengagement, researchers have sought to identify factors other than background with a purpose of intervention (Marks, 2000).

Citing alienation as a primary obstacle for child development, Bronfenbrenner’s ecological model explained the importance of connections between worlds of family, peers and school for young people (Bronfenbrenner, 1986). This countered prior biological models that denied social influences, attributing academic outcomes to innate individual potential (Marks, 2000). Newmann defined engagement as “the student’s psychological investment in learning, comprehending, and mastering knowledge of skills” (1981, p. 34), and stressed the importance of promoting a sense of student belonging through participation in meaningful work (1981). Similarly, Fredericks, Blumenfeld and Paris identified three components of engagement, behavioral, emotional and cognitive, which together defined students’ attitudes toward school and participation (2004).

The correlation of absenteeism and disruptive behavior with dropping out of school and disengagement is well documented in the literature. Early studies, focusing on psychological theory, attributed this to a repeated cycle of ineffective instruction, poor academic outcomes, and a resulting decrease of self-esteem (Newmann, 1981). Some researchers hypothesized that cultural and linguistic mismatch increased the dropout rates for language minority, Hispanic students (Steinberg, Blinde, & Chan, 1984).

Still other researchers favored a participation model, looking to social factors for student

disengagement. Drawing on studies of effective schools, Finn identified elements important in promoting student participation-identification, and thereby enhancing academic performance. While one element, school size, was structurally determined, others were shaped by instructional style, method and content, such as communicating clear instructional goals and incorporating authentic work. Conspicuously, other elements were related to student agency, a primary benefit of participatory action research. These included voluntary choice, increased opportunities for participation, and more cooperative roles of students and teachers (Finn, 1989). Finn and Voekle also found the school environment to be highly related to engagement, in their study of 6,488 8th grade students. Here, students of color in racially integrated schools perceived the school environment as more welcoming, showing greater engagement than students in non-integrated school environments with restrictive disciplinary systems (Finn & Voelkle, 1993).

While most studies mentioned increased disengagement among students of color and low SES students, researchers developed a variety of survey instruments to identify non-demographic factors. These instruments provided validated data for programs of intervention (Fredericks et al., 2011). An example of these instruments was the Student Engagement Instrument (SEI), developed by Appleton, Christenson, Kim, and Reschly (Appleton, Christenson, & Furlong, 2006). This survey explored student perceptions of schoolwork, support for school from adults, peers and family, as well as expectations for success. In general, SEI and other instruments have shown the importance of non-demographic factors of engagement, including relevance of schoolwork, teacher and family support, development of future goals and aspirations (Betts, Appleton, Reschly, Christenson, & Huebner, 2010).

In the subsequent section, an exploration of CRT based frameworks corroborates studies of engagement which emphasize the importance of social and affective factors including feelings

of belonging and the authenticity of learning experiences. These perspectives validate student cultural and linguistic knowledge, promoting school environments with factors resembling those of the identification-participation model promoted by Finn.

Funds of Knowledge

In the early 1980's, Luis Moll and associate researchers at University of Arizona employed a Vygotskian socio-cultural perspective of learning to develop the Funds of Knowledge (FoK) theoretical framework and methodology. Working with student families of Mexican immigrants in the southwest, the researchers sought to validate the knowledge of these households, and promote contextualized instruction that would ensure access to learning. This approach viewed students and families as competent, and households as rich in diverse knowledge with great potential for curricular connections. This perspective "not only challenged the predominant, deficit-oriented discourse about 'minority' families, but also gave teachers the opportunity to establish familiarity and relations of trust with the families" (Moll, 2010, p. 455).

FoK methodology involved the participation of both teachers and anthropologists and consisted of three components including home visits, classroom observations and study groups. In home visits, teachers visited students' homes and conducted open-ended interviews regarding the social and labor history of the families. Researchers also explored routine family practices, cataloging what proved to be a vast and diverse source of knowledge including understandings of natural ecosystems, farming and animal husbandry, crafts and manufacturing, construction and repair, finance and computational skills, and medical knowledge (Vélez-Ibáñez & Greenberg, 2005). Approaching this task as learners, in contrast to home visits with a purpose of instruction, teachers gained a new perspective and appreciation for the expertise of the parents of their students. In addition, the visits reinforced the concept of reciprocity and trust between families

and schools, building bonds that allowed parents to gain access and increasing family participation in school functions (Moll & Diaz, 1987).

Teachers endeavored to contextualize classroom learning by integrating themes and making connections to this newly discovered resource, the knowledge of households. Researchers participated in classroom observations, gathering data regarding classroom interactions. In study groups, teachers and researchers engaged in discussion and reflection, identifying opportunities to connect knowledge to classroom practice and voicing ethical concerns. The study groups promoted a Vygotskian social learning model, mediating the information provided through household visits and classroom experiences to negotiate meaning and inform practice (Moll, Amanti, Neff, & Gonzalez, 1992). Recognizing the value of students' linguistics repertoires and foreshadowing later research in translanguaging, the researchers also highlighted the "enormous implications for the acquisition of literacy abilities, cognitive understandings and complex organizational thought" (Vélez-Ibáñez & Greenberg, 2005, p. 17).

The Arizona researchers maintained an anthropological focus on reciprocity and the importance of home visits for strengthening relationships between homes and schools, contrasting the "thick and multi-stranded" relationships of households with the weak connections between educators and families. The home visit and inventorying of household knowledge had the additional role of providing encounters for social exchanges, a space for learning for both teachers and families. The strengthened connections resulted in increased access to schools for parents and families (Amanti, 2005; Gonzalez et al., 1995; Moll, Amanti, Neff & Gonzalez, 1992; Moll & Greenberg, 1990).

Later FoK researchers encountered difficulties incorporating the time-consuming ethnographic research of households, and accordingly, de-emphasized the role of home visits in

establishing and strengthening reciprocity while employing alternative methods of investigating an expanded concept of knowledge. Olmedo promoted the engagement of secondary students in participatory roles as ethnographers collecting the oral history of a Puerto Rican household. Olmedo discussed the potential of oral histories to provide an understanding of perspectives in historical knowledge, as well as historical agency (Olmedo, 1997). Both Street and Dworin used autobiographical and family story writing as tools to identify household knowledge (Street, 2005; Dworin, 2006). Integral to these studies was allowing students freedom in pursuing writing topics of choice, and a new focus on expression, meaning and content over language form.

The reframing of facets of immigrant family life as valuable resources gave impetus to in-depth discussions of transnationalism and linguistic/cultural knowledge. The observations of preschoolers' speech acts and behaviors during free play activities (Riojas-Cortez, 2001) and a "think-aloud" method of reading content area texts (Ramirez, 2012) revealed complex knowledge stores. Monzo and Rueda catalogued the range of knowledge of a Latina paraeducator, highlighting a neglected resource in a school community with a high percentage of Latino students (Monzó & Rueda, 2003). In a qualitative study utilizing purposeful sampling, Dabach and Fones explored a successful teacher's validation of transnationalism and student backgrounds, and the absence of the use of labels reflective of deficit perspectives (Daback & Fones, 2016).

Various researchers focused specifically on linguistic FoK. In a four-year study, Mercado reviewed Spanish and English literacy practices among Puerto Rican households in the northeast (Mercado, 2005). As noted prior, Vélez-Ibáñez and Greenberg observed the high Spanish literacy rates of households of Mexican heritage, and schools' failure to tap this resource in designing instruction (Vélez-Ibáñez & Greenberg, 2005). In a study of Chinese complementary

schools in Britain, Wei identified the multilingualism of students and documents through classroom observations the dynamic interactions in learning of students and teachers (Wei, 2014).

Translanguaging

While theories of learning evolved from a cognitive approach focused on the individual learner to an expanded vision which recognized learning as a contextualized, social activity, theories of language learning progressed. These began to explore concepts in language acquisition as well as critical perspectives, re-evaluating connections between language and power. In addition, FoK studies promoted recognition of the linguistic repertoire of minority language students, thereby permitting a translingual approach, contrary to traditional instruction which restricted students from using non-dominant languages in instructional settings. More fluid and dynamic than bilingual programs which compartmentalize languages and permit non-dominant language use in isolated content settings, translanguaging promoted the use of both languages to negotiate and express meaning in a single context, focusing on communication of the message.

As schools and educational agencies strove to recreate labels for students and programs that named strengths rather than weaknesses, theorists in translanguaging called attention to deficit labels in the realm of language learners (Otheguy, Garcia, & Reid, 2015). According to Canagarajah, most literacy programs were founded on monolingual language concepts, which in using labels such as “native speaker” and “code-switching” promoted “assumptions ...such as language ownership, purity, homogeneity, and territorialization…” (Canagarajah, 2015, p. 418). Bilingual programs project a simplified concept in which language use is binary and separated, negating a concept of language that recognizes the variety of dialects and registers that compose

the complex linguistic repertoire that all individuals possess. The concept of bilingualism belies the multilingual experiences of inhabitants of post-colonial regions. It measures all learners against the unattainable target of native speaker proficiency and ignores the natural process of translanguaging.

Theorists projected the transformational possibilities of translanguaging in improving achievement in writing by permitting students open access to repertoires and thus providing support for complex written expression. According to Garcia, a translanguaging approach emphasizes providing student voice, not the acquisition of language forms. In addition, the approach utilizes student strengths and prior knowledge to make meaning. Similar to the FoK approach in which teachers engage as co-learners, in a translanguaging classroom teachers relinquish their roles as authority figures and participate in the writing process, and through questioning and learning, engage students in reflection and revision (Garcia, 2017).

In an early individual case study of the translanguaging of an undergraduate college student, Canagarajah provided an Arabic and English speaker opportunities to employ both languages in creating literary narratives. Through coding of student writings and simulated recall interviews, Canagarajah described the dynamic and interactional strategies that the student used. These included negotiating meaning and self-expression through purposeful and gradual selection of Arabic codes, using a process of soliciting feedback from peer editors. Canagarajah described writing choices as “motivated by her desire for identity... [and] with a strong investment in writing...not for a grade but for voice” (Canagarajah, 2015, p. 406). Thus, the study suggests a translanguaging process promotes both high engagement and deep learning.

In 2012, Garcia and others explored translanguaging in New York City public schools which had demonstrated high graduation rates for Latinos. In this study of seven schools, five

with predominantly emergent bilingual populations, the researchers sought to investigate both classroom practices and larger school settings through observations and interviews with principals, teachers and support staff. Researchers documented the use of translanguaging strategies in the classrooms, contextualized in settings which supported students through a process of what the researcher-proposed term “transcaring”. Garcia defined this as an overall school process in which transculturation, transcollaboration and dynamic assessments provided “third spaces where Latino students emerge ... as bilingual and transcultural U.S. Latinos” (Garcia, Woodley, Flores, & Chu, 2012, p. 808). Accordingly, the study underlined the importance of translanguaging classroom strategies in a school environment defined by supportive understandings of the multicultural dynamics of the community.

Menken and others provided additional evidence of the negative impact of subtractive programs that emphasize acquisition of English over the development of transferable language skills. Noting that a majority of published studies have focused on younger learners, researchers here focused on high school long term English language learners (LTELLs), a termed used by the New York City Department of Education to identify students who have attended language support programs in U.S. schools for 7 or more years. The researchers used purposeful sampling of three representative NYC high schools including a mid-sized vocational high school where students received ESL instruction, a small specialized high school with a bilingual program emphasizing development in both languages in all classes, and a large high school with a traditional ESL/bilingual program. Using qualitative methods of semi-structured interviews of 29 students, four teachers and five administrators, and document analysis of performance data, the researchers described the characteristics of LTELLs as well as their social and educational experiences. The findings showed that a majority of LTELLs experienced instruction with an

emphasis on English language acquisition with a limited focus on multilingual transferable literacy skills, which was "a primary barrier to their academic success" (Menken, Kleyn, & Chae, 2012, p. 134).

In a study of student translanguaging practices in a third space, Martin-Beltrán reiterated the importance of school support through consistent language policies. The third space, representing a space where students are unencumbered by typical restrictions and free to draw from expanded repertoires of knowledge, was a foundational concept of translanguaging practices. Further developed by Gutierrez, this learning zone was characterized by "...a historicizing literacy that privileges and is contingent upon students' sociohistorical lives, both proximally and distally" (Gutiérrez, 2008, p. 149). Through observations, interviews and an analysis of student writings in a Language Arts program, Martin-Beltrán identified instances of language related episodes. These LREs, "turns of speech in which learners are engaged in talk about the language they are producing" (Martin-Beltrán, 2014, p. 210) exhibited uses of translanguaging to reveal the sociocultural process of the construction of meaning. The study revealed that all students utilized LREs, and in a majority of these incidences students of all language backgrounds used translanguaging to negotiate meaning. Language minority students produced 51 LREs as compared to 35 for monolingual English speakers and 47 for bilinguals. The study suggested that these practices enhanced opportunities for learning by accessing student resources of knowledge, aligning findings with Funds of Knowledge research and sociocultural theories of learning.

Parmigiani utilized a case study methodology to investigate personal narrative writing in a translanguaging setting in order to investigate successful instruction for low achieving Dominican students of low SES. The author theorized that students' inability to access the

dominant discourse could be mitigated by the creation of collaborative spaces, in which students were permitted to build on prior linguistic knowledge. The learning community, composed of 10 ESL and Spanish Heritage students, engaged in informal writing assignments in which students used processes including translanguaging and peer-editing. Parmigiani, while acknowledging the limitations of the small sample size, reported that students who participated in the program experienced unusual academic success, all passing the exit exam which identified students for language support services, and all students re-enrolling, compared to the reported retention rate of 65% for ESL students (Parmegiani, 2014).

As in the works of Menken et al. and Garcia, a later study of translanguaging practices in an after-school program highlighted the need for clear and consistent language policies. Here, data collected from observations and interviews was analyzed to reveal benefits for students in translanguaging practices, as well as conflicts experienced by teachers in the programs. With no rules for language use and distribution, the researcher noted that teacher candidates assumed an objective of increasing students' engagement with English, which resulted in the promotion of English materials and communication with students. The study concluded that purposeful guidelines for language use must be integrated in instruction when using translanguaging practices, or such programs may further establish the dominance of English as the mode of instruction, as teachers misinterpret the purposes in flexibility in language use (Martínez-Roldán, 2015).

Youth Participatory Action Research

YPAR was directly influenced by Freirian concepts, hegemony and critical race theory, as well as social learning theory and asset based views such as those of the funds of knowledge researchers. Mirra, Garcia and Morrell, founders of the UCLA Council of Youth Research, a

successful YPAR initiative, explicitly described the formation of their approach as the result of discussions of Lave and Wenger's social theory of learning, Freire's humanizing education and ideas of counter-hegemony based on the study of Gramsci (Mirra et al., 2016). Cammarota and Fine characterized YPAR as "formal resistance that leads to transformation" (Cammarota & Fine, 2008, p. 7), with roots in situated learning, critical race theory, and Freire's praxis.

YPAR provided a prescription for a practical approach in a classroom context. Concepts of hegemony and social learning theory are complementary and balanced through steps in the learning process. Learners choose a topic of relevance as opposed to studying a topic dictated by the curriculum and prevalent hegemony. This creates a context of authenticity, and the community of practice creates new knowledge and meaning, through the joint work of investigating a topic heretofore disregarded, or approached from a traditional deficit perspective. As this topic of inquiry and viewpoint is unique, teachers cannot own this process, and contribute as guides in non-hierarchal roles as participants in the community (Cammarota & Fine, 2008).

While CRT questioned "whose knowledge counts and whose knowledge is discounted?" (Yosso, 2005, p. 69) and called for undefined transformative action (Yosso, 2002; Delgado-Bernal, 2002), YPAR specified this action as the Freirian end goal of praxis, the "liberation … the action and reflection of men and women upon their world in order to transform it" (Freire, 2000, p. 79). Fals Borda continued Freire's work in liberation through pedagogy, recognizing participatory research as an essential element of praxis, a means to acquire "serious and reliable knowledge upon which to construct power...for the poor, oppressed and exploited groups and social classes" (Fals-Borda & Rahman, 1991, p. 3). Pointing out that academic research had been historically dominated by the global elite who "have the privilege of choosing among career options...as a consequence of their capacity to benefit from high-end knowledge about

knowledge" (Appadurai, 2006, p. 168), Appadurai, a contemporary of Freire and Fals Borda, argued for research rights of marginalized peoples.

As discussed, engagement theory has established that educational settings, which promote cooperative roles for teachers and students, increase students' sense of belonging with the school community. Furthermore, these settings, in providing opportunities for student choice and meaningful work, increase engagement, which is aligned with successful academic experiences. As a practical approach, YPAR provided a recipe for this action and an opportunity for engagement, public presentations of the findings of the students' inquiry. For Mirra, Garcia and Morrell, these student-driven presentations were "crucial components of YPAR practice…[providing] opportunities to share the knowledge created by students…celebrations of students' developing identities as scholars…[and] geared primarily toward impacting audience members to think or do something…" (Mirra et al., 2016, p. 115).

In addition to the presentational element, YPAR required open-ended learning goals to permit student choice. Student choice is paramount in creating learning opportunities that are meaningful for students, however, the freedom to permit student choice in learning goals is difficult, as schools face increasing accountability to state mandated tests based on standardized learning goals. In addition, co-researcher relationships between students and teachers conflict with traditional roles of teachers as authority figures. These barriers to implementation have restricted integration of such programs for a broad population of students (Ozer & Douglas, 2013). Nevertheless, a growing body of research reflects educators' interest in this method, with its potential for promoting engagement for marginalized students, including language minority students.

Roles of Learners and Teachers

School culture and community resources greatly affect roles of teachers and learners. It has long been recognized that students of privileged backgrounds experience higher quality learning experiences than marginalized student populations through tracking systems (Oakes, 2000). In a study comparing YPAR projects from two urban high schools, researchers found that participants in one school reported greater changes in roles of teachers and students. As revealed through interviews of students and faculty and observations, students and teachers of a school with a primarily low socio-economic and Latino population reported more significant shifts in traditional roles than students of a selective school of a mid socio-economic and diverse population including Asians, whites and Latinos (Ozer & Wright, 2012). This suggests that a curriculum that incorporates YPAR may have significant impact on populations of marginalized students.

Student Agency and Meaningful Work

Several studies revealed increased student agency as they experienced changing roles as working together with teachers as co-researchers in YPAR projects. These projects included trainings for students to heighten critical awareness, and student directed research followed by an action project. In a qualitative study of a YPAR project which took place in an intensive summer session and school year weekly meetings, students from five urban high schools in Los Angeles culminated their research on teaching and learning with presentations to faculty. Researchers concluded that student voice was amplified and empowered through this process, its influence evidenced by faculty echoing phrasing from student presentations in new contexts (Scorza, Bertrand, Bautista, Morrell, & Matthews, 2017). Bertrand, Durand and Gonzalez noted a similar increase in student agency in a research project focused on the topic of bullying, selected by the 15 volunteer participants, the majority of whom identified as Latinx. Here, the researchers

outlined how the phases of the project, from engagement with critical texts, to investigations of identity within the given power structure, motivated student agency and resulted in “a shift, however temporary, in power dynamics” (Bertrand, Durand, & Gonzalez, 2017, p. 149).

Rubin, Ayala and Zaal also used a more inclusive selection approach in a study of 14 social studies classrooms of two schools participating in a large scale curriculum reform project enacted to improve civic engagement of students (Rubin, Ayala, & Zaal, 2017). The project commenced with a summer curriculum writing process, in which 35 educators designed social studies curriculum based on five principles incorporating student identification of research topics, student led data collection and analysis, and a collaborative work to address challenges. The researchers analyzed data collected from focus group interviews, class observations, interviews and tapes PLC meetings. Findings pointed to difficulties in incorporating YPAR projects within the context of classrooms. The authors note, “Taken-for-granted aspects of schooling---discreet daily assignments, the need to assess...regimented time demarcation...came into conflict, at times, with the goal of an interest-driven and context-based YPAR experience” (Rubin et al., 2017, p. 182). Students reported that some students were not fully engaged in the research, inventing interview responses. Teachers expressed conflicts with management of student motivation, in needing to guide students to first perform preliminary research before embarking on culminating action projects. Dissimilar to most studies, YPAR was a required part of the classroom, and as the researchers noted, both teachers and students faced expected challenges during this initial implementation.

Utilizing student-selected topics to create engaging learning opportunities, Rubin, Ayala and Zaal reported connections between student engagement and authentic, meaningful work (Rubin et al., 2017). As demonstrated by Ozer and Wright, the inherent authenticity of

students' choosing the research topic may have increased significance for vulnerable student populations, including non-dominant language speaking students (Ozer & Wright, 2012). While rethinking curricula in order to include open learning goals may present challenges, YPAR learning experiences are aligned with the Common Core Standards and the Next Generation Science Standards, providing activities in which students reflect and make connections to experiences, critically review and evaluate sources of information, and synthesize information in an action project (Kornbluh, Ozer, Allen, & Kirshner, 2015).

As noted, the majority of studies in YPAR use voluntary student participants. Measuring engagement with a voluntary population is problematic, as selection effects would present problems with validity. Few studies exist which examine data from a required, integrated, YPAR unit of instruction. Furthermore, while participatory research explores themes of social justice for and by marginalized populations, few studies specifically focus on distinct populations of students.

This study presents the opportunity to specifically investigate a hybrid of two promising instructional approaches for non-dominant language speaking students. In the YPAR/translanguaging setting, students investigate topics relevant to their lives in the dominant community, and student language use becomes both purposeful and critical. As this language use is a recognition and validation of indigenous knowledge, not a deficit-based transitional strategy, the literature suggests that non-dominant language speaking students experience increased agency as the holders of knowledge. This study provides unique opportunities to investigate how students use linguistic resources to construct and use the tools of inquiry, to make meaning of data, to create knowledge through findings and to engage in praxis.

CHAPTER THREE - Research Design

Methodology

This phenomenological case study focused on collecting and analyzing student experiences as they engaged as co-researchers in a YPAR project. While the project entailed collaborative student research guided by teachers and me, the primary researcher, with increased opportunities for students to direct learning, the phenomenological case study was a non-participatory endeavor.

Research Site

The study was conducted in ELL program classes at Centerville High School, the aforementioned regional grade 9-12 district. According to the NJ School Performance Reports, in 2017-2018 the district population of 2,859 students was 80% white, 9% Hispanic, 6% Asian and 3% Black, with special populations of 16% disabled, 9% economically disadvantaged and 2% Limited English Proficient. CHS is categorized by the NJ Department of Education as district factor group I, the second highest of eight rankings of socioeconomic characteristics (New Jersey School Performance Report, 2018).

As mentioned, in 2017-2018 the district offered a bilingual language arts class for its growing numbers of Spanish speaking immigrant students. The bilingual language arts class is a required course for all Spanish-speaking students of WIDA (World Class Instructional Design and Assessment) English Language Development levels 1 and 2 (WIDA, n.d.). The course provides an emphasis on literacy skills as outlined by the New Jersey Student Learning Standards for English Language Arts (https://www.state.nj.us/education/aps/cccs/lal/). In this context, students engage in high-level skills of analyzing and synthesizing texts based on thematic units. Students also explored these themes in concurrent English as a Second Language

classes, providing opportunities for transfer of skills and thematic based vocabulary.

YPAR Project Development

In the 2017-2018 school year, two teacher participants and I began discussing the integration of a student led inquiry program for the level two students for the upcoming school year. In June 2018, I met with the teacher participants for two 80-minute sessions to discuss the concept of youth participatory action research and language use in the classroom. Both teachers had participated in numerous prior trainings and discussion groups focusing on translanguaging and asset-based approaches as methods of promoting student engagement.

In the following summer months, I developed the program curriculum based on thematic units of communities and advocacy, using as a model the Youth Engaged in Leadership and Learning (YELL) program manual developed by researchers at the John W. Gardner Center for Youth and Their Communities at Stanford University (Anyon et al., 2007). Following the YELL curriculum, I organized classroom activities into two parts. In the initial phase of activities the students were to engage in activities to develop group norms, practice communication skills and discuss leadership principles. In the second phase, students would engage in action research, identifying a topic, collecting and analyzing data, and presenting findings. The emphasis on research, data collection, and presentation of results, focused on building higher-level inquiry skills and provided increased opportunities for student agency. In a translanguaging context, students were to be permitted to use both Spanish and English to negotiate and express meaning.

The two teacher-participants participated in a meeting during the first week of school in September 2018 to become familiar with the curriculum. During the initial 16 weeks of the program, teachers participated in weekly briefings with me, and thereafter bi-monthly meetings during the ensuing weeks of data collection, data analysis and presentation of findings. After the

initial meeting, the teachers and I created a log with class dates and activities for both classes. As the program progressed, the teachers were to complete the log with class activities completed, taking notes and recording reflections. As the majority of program activities were to take place in the bilingual classroom, the ESL teacher was to check the weekly YPAR activity and provide an English language accompanying activity. Due to time constraints during this first year of implementation, it was primarily I who completed the log, using information from data collection and teacher check-ins. In addition, teachers did not collaborate or share information outside of the check-in meetings with me, due to time constraints and limited collaborative time.

The entire project took place during all months of the 2018-2019 school year from September 2018 through June 2019, in the Bilingual Language Arts and English as a Second Language classes in one to two 80-minute block periods per week. Two different groups of students met and participated in the project during separate blocks, with whole group meetings specially arranged about once a month. Group 1 consisted of 10 students and group 2 consisted of 6, for a total of 16 students, 4 girls and 12 boys. Student ages ranged from 15 to 18 years in September 2018. For whole group sessions, three non-Spanish speaking students, speakers of Vietnamese, Portuguese and Bulgarian, joined the group and participated in some of the student research activities, as they were members of the block 2 ESL section, however, these students were not case study participants. The classes and student meetings took place in the bilingual room, a large comfortable classroom with reading centers and displays containing Spanish and English materials.

Role of Researcher

As primary researcher, it is important to reflect upon my background as a white, middle-class woman from New Jersey. My position as an outsider is mitigated by my fluency in Spanish

and familiarity with Latinx culture from work experiences in public education and in social service organizations, and from family connections through marriage, which have provided me with opportunities to travel and live in regions of Latin America for extended periods. In addition, as a second generation American of Jewish and Armenian descent raised in a predominantly white, Protestant suburb, I feel connected to experiences of marginalization of non-dominant group populations. Nevertheless, during this project, it was essential for me to consider Creswell's statement that "all writing is 'positioned' within a stance" and it is the obligation of researchers to "be open about it in their writings" (Creswell, 2014, p. 179). Thus, throughout the data collection process, I was aware of my own cultural bias as a middle-class white woman in interpreting meaning based on students' speech and behavior (Patton, 1990).

My position in the school district must also be considered. As the supervisor of the ELL program, I am in the unique position of having the authority to design the instructional program. While this has resulted in increased opportunities for student directed learning, there also exists potential for conflict. As hierarchical leveling is necessary to enable students and adults to act as co-researchers, mandating adherence to the program is inconsistent with the collaborative approach desired. Therefore, securing buy-in from both teachers and students for my research was essential. Furthermore, in my role as supervisor, my presence may have inhibited natural interactions of students and adults. Nevertheless, my frequent visits to classrooms and interactions with students in the classroom also promoted a friendly familiarity. Based on this relationship, I used a participant/emic approach to the YPAR project, maintaining a frequent presence, maximally participating in the joint enterprise by initially postponing recording of jottings and fieldnotes (Emerson, Fretz, & Shaw, 1995), "gaining entry ...[by] establishing trust and rapport" (Patton, 1990, p. 310).

Participants

The two teacher participants were selected based on interview data from a prior study which indicated their proclivity towards promoting opportunities for increased student agency. The ESL teacher, Mrs. McKenna, was a mature white woman with grown children. Mrs. McKenna had a novice high proficiency in Spanish, thus was able to communicate with students about urgent matters, and understood some social language. The bilingual language arts teacher, Mr. Cortés was a single Hispanic male, born in the U.S. and a fluent Spanish speaker.

The level 2 ESL and bilingual classes were chosen for the study. Level 1 classes have influxes of newly arriving students throughout the year, circumstances which do not permit a majority of class members to experience a complete program. Aligned with the definition of a phenomenological study, all student-participants in the level 2 classes experienced the YPAR project. Variation within the case study participants provided opportunities to identify patterns and common themes (Creswell, 2014; Patton, 1990). There were 16 participants in both sections, four girls and twelve boys, ages 15 to 18. Ten students were from Guatemala, three from Honduras, two from Mexico and one from El Salvador. The majority of the observations took place in block 1, and accordingly I followed these students more closely throughout the study.

In block 1, two girls, Betina and Aura, worked with eight male classmates, Daniel, Kevin, Sebas, Santi, Enrique, Camilo, Luis and Juan. Betina and Aura were ‘best friends’, sitting together, often arm in arm, chatting, frequently addressing each other as ‘*Mamá*’, a term of endearment. Betina was sweet, friendly but quiet and more serious than Aura. She had a young daughter who was under age three. While Betina attended school, her mother cared for her daughter along with her own infant daughter. During the year Betina missed many days of school

when her daughter was not well, or her mother not available to provide childcare. Sometimes she explained that her daughter "*no me dejaba ir*" (she didn't let me leave) and one time she explained to me, crying, that she was exhausted as she was up half the night nursing her daughter and her little sister, as her mother had gone out and left her with both infants. Aura, with her long curly locks, was outgoing and talkative. In her company, Betina lost her serious countenance, and giggled like a typical teenage girl. Aura teased Betina as she did the other classmates, eliciting smiles from quiet Santi and Kevin.

Betina also had a very close relationship with Sebas. According to Mr. Cortés, they were *novios*. During class time, the pair sat close, Sebas sometimes resting his head on Betina's shoulder, as she caressed his hair. At one point later in the year, as we were discussing the many days of school missed by Betina and Sebas, Mr. Cortés told me that the pair had left their households to live together as a couple. Eventually the need to work longer hours and find childcare for Betina's daughter was overwhelming, and they had to return to their former living situations.

Sebas was accepted as a leader in the class. He was older, eighteen at the beginning of the study, and recognized by his peers for his oratory skills. Mr. Cortés often organized activities using an online platform which allowed students to anonymously share written responses to prompts by typing them into their chrome books, after which they were projected onto the screen pulled down in front of the whiteboard. When a response was particularly eloquent, the students would chuckle and call out "Sebas!","*el poeta*" (the poet), identifying his compelling and now familiar narrative style.

Daniel was also outspoken in the bilingual class setting, frequently offering his opinion, but unlike Sebas, who cultivated a warm rapport with all students, Daniel experienced frequent

conflicts with others. Daniel was a loner and had not formed close friendships. He had experienced a particularly traumatic transition from his life in Guatemala, from where he was forced to flee with his mother in search of a better life. After living in two households where she suffered physical abuse from relatives, often in the presence of Daniel, Daniel's mother eventually found a space to rent with a family from Honduras. Having a safe space to sleep, mattresses in a short hallway between bedrooms and bathroom, Daniel and his mom were finally able to establish themselves, and in 2017 came to the high school to register Daniel for school. Daniel was frequently contrary, sometimes angry, and often absent from school. Later, Daniel was one of two students who agreed to an individual interview.

Kevin, Santi and Camilo spoke infrequently and were similarly reserved in voice and gesture, taking in their surroundings with an inherent stillness. When they did speak, they were almost inaudible, briefly meeting the glances of adults and then gazing down at the floor. All shared the typical tan complexion of Central Americans, Kevin with short, spiky hair and almond-shaped eyes, Camilo and Santi with hair long enough to curl, and round dark eyes. After some time I could see vast differences in their personalities despite the outward similarities. Santi was quiet but always engaged, infrequently contributing but seeming to soak in all the information, eyes wide. Kevin was also quiet, however, as will be revealed in the data, would sometimes become despondent and withdraw, resting his head on the desk or maintaining a frozen expression. Overall, Santi and Kevin appeared to be fully invested in the YPAR setting, as did Enrique, who would eventually amaze all of us with his leadership skills. Enrique also later agreed to be interviewed.

Camilo was different. Disinterested but not disruptive, after class he occasionally complained to Mr. Cortés about participating in the YPAR activities. Luis also expressed a

certain indifference, but in a more immediate manner. He participated in those activities which permitted him to chat with classmates and move about the room, but during other moments requested to leave the room to go to the lavatory, and remained outside the classroom for extended periods. Juan participated fully, friendly and open, frequently providing his opinion. Unfortunately by early November, Camilo, Luis and Juan had dropped out of school. Camilo and Luis left abruptly, with no notice, sending back the school-issued Chrome books with other classmates. Juan gave us a few days notice. I spoke to him one day in the hallway, asking him why he was leaving, urging him to stay. He looked at me sadly, "*Miss, tengo que trabajar*...(I have to work)." He explained that he needed to send more money home to his family in Guatemala, and therefore needed to work additional hours and could no longer attend school.

The majority of the data collection for the study took place during block 1, and intermittently during specially organized double block sessions in which students from block 1 and 2 were present. During these times, nine additional students joined the group. The two female classmates in block 2, Blanca and Belinda, worked with four boys, Ben, Walter, Leandro and Jorge (and several non-participants, who will not be mentioned in subsequent reporting.) Blanca and Belinda were quiet, but contributing and cooperative. One boy in block 2, Ben, shared the reticence of the group of block 1 boys, though in a much more pronounced manner. Everyday he wore a sweatshirt, hood up, head hiding in the thick gray folds of cotton. Though he was not disruptive, he only occasionally participated in activities, and almost never smiled, exuding a dark mood that isolated him from other students.

Walter, a tall solid boy, was often sleepy in class. In ESL class, Mrs. McKenna needed to rouse him frequently, "Walter, come on! Wake up! Did you work late again last night?" When Walter did pick his head up and speak, the other students listened to him, and with his cynical

perspective, he quite often changed the direction of the discussion or activity, sometimes to the dismay of Mr. Cortés and me. For example, in the midst of the YPAR inquiry project he often would exclaim, “Why are we doing this? What is it going to change?”, a certain pessimism threatening to contaminate the entire group.

Leandro and Jorge were alert, participating fully at all moments. Leandro was talkative, friends with all students, had formed relationships with adults in many school settings, and had an American girlfriend of Latinx descent. This was unusual, as the Latinx students were generally not willing to associate with the English learners. Jorge, tall and strong with textured curly reddish dark hair and a freckled tan face, was a soccer fanatic, bright and confident, and always ready to engage in debates with students and adults alike, and frequently with me. To illustrate, most of the boys of both classes usually participated in the pick-up soccer games that took place during the 45 minute lunch period, however, Jorge was by far the most dedicated in this endeavor. During the year, Jorge admonished me several times for not acknowledging the importance of the sport in the students’ lives. “*Señora Arredondo, es que usted no entiende que tan importante es para nosotros!”* [Mrs. Arredondo, you don’t understand how important it is for us!]

Participant consent

As the primary researcher, I explained to the students the purposes of the project, clarifying that participating in interviews was voluntary. All students received information to take home providing an opportunity to opt out of the observation sessions, as well as participate in the future interview sessions. While all students seemed enthusiastic about the project, initially none agreed to participate in the interviews, which is further described in the following section. After several months of participating in the project with the students, I obtained consent from

two students, Daniel and Enrique. This was half of the original number that I intended to interview, and both were males. Nonetheless, these two students represented very different levels of success in the school setting. Teachers also completed consent forms. Participating students received $30 gift certificates for a local discount department store, and participating teachers $10 gift certificates for a local coffee shop. The participating class participated in a celebration after the presentation of research.

All student and teacher participants were identified with initial coding and demographic information recorded in a notebook secured in a locked cabinet. No actual names or initials of students or teachers were used in interview transcripts or observation notes. Pseudonyms were used in data analysis and final reporting. While parents were given the opportunity to decline consent to my referring to students in observation notes, none of them did so.

Data Collection

I collected data during a 10-month period through class observations, interviews with students and teachers and focus groups with teachers. I conducted thirteen classroom observations throughout the 10-month period. I conducted multiple observations (six) during the first two months of the study to allow entry and mitigate any loss of validity of data due to students and teacher reactions to being observed (Patton, 1990). After these initial observations, I conducted 7 additional observations, including an observation of the presentation of research. I also conducted additional observations of several case study participants throughout the entire school day. For all observations, I took field notes to provide rich, thick descriptions of events, attempting to record verbatim dialogue, to provide “clues to the speaker’s social status, identity, personal style and interests” (Emerson et al., 1995, p. 76).

I conducted the two student interviews during the final weeks of the project, in May. The

students and I communicated in Spanish, according to student preference, and I recorded and transcribed these interviews. For both interviews, I used an open-ended interview protocol developed based on the Student Engagement Instrument developed by Appleton, et. al. This is a student self-reporting survey instrument developed specifically to measure engagement with a focus of dropout prevention for secondary students (Appleton et al., 2006). The instrument consists of questions based on the affective dimension of engagement, with categories of teacher student relationships (TSR), peer support at school (PSS), family support for learning (FSL). In addition, three categories of questions of the cognitive dimension are provided, control and relevance of school work (CRSW), future aspirations and goals (FG), and intrinsic motivation (IM) (Appleton et al., 2006). In order to follow a grounded, inductive approach, which permitted students to provide information without the introduction of preconceived concepts (Patton, 1990), open-ended questions were created based on the domains of the SEI (Appendix A).

In addition to observations of classrooms and interviews with students, I recorded and transcribed five focus group meetings with teachers, during which the two teachers and I shared and discussed what transpired during the classes and student work. These focus groups took place throughout the student research phase of the YPAR project, from January through June. In the subsequent school year, I consulted with teachers to clarify data.

I also reviewed documents and artifacts produced by students and teachers. These included student data collection protocols, collected data and representations of students' work analyzing data, such as word clouds. It was originally intended that students were to keep research journals, however, due to time constraints, time to reflect and write during the class was limited, and this was eliminated from routine procedures.

Data Analysis

For this study, I carried out data collection and analysis in a concurrent manner, “moving in analytic circles rather than using a fixed linear approach” (Creswell, 2014, p. 150). This approach, aligned with the early inductive stages and later deductive affirmation stages of qualitative inquiry, revealed emergent themes in the first phases of the study, which were used to inform subsequent data collection (Patton, 1990). I analyzed the data through open and categorical coding. I then reviewed coding with teacher participants for accuracy, and with outside peers.

Validity

Finally, I used systematic as well as critical paradigm validity measures throughout data analysis as well as to identify themes and study conclusions, as outlined by Creswell and Miller (Creswell & Miller, 2000). Systemic procedures included triangulation through analysis of multiple data sources including field notes from classroom and meeting observations, interview transcripts, focus group transcripts, and artifacts of student work, “corroborating evidence from different sources” (Creswell, 2014, p. 208). I used member checking with participants after interviews and focus groups. I created multiple memos to document continual research reflexivity, recognizing the increased potential for misunderstandings due to cross-cultural interviewing and translation (Patton, 1990). As stated, while the research topic remained distinct from student selected research topic and questions, I sought to utilize the YPAR setting to maximize collaboration through participant input, and I frequently shared thoughts and solicited input about student experiences with the participants.

Class Preparation and Project Context

In early September, Mr. Cortés held class meetings for both sections of students during which he and I gave an overview of the program. I spoke to the students in a transparent manner

regarding the purposes of the YPAR component, as well as the phenomenological case study. We discussed real issues and challenges including student dropping out and disengagement in class. I communicated that both Mr. Cortés and I believed strongly that the students were highly knowledgeable, and that their multilingual backgrounds and life experiences provided them with important and unique insights that would enable them to investigate an issue in the school community and suggest solutions.

Overall, students in both groups were receptive to the ideas presented. These level 2 students in both classes were in their second year of attendance in district, and had close relationships with both the bilingual language arts and ESL teacher. The majority of students were friendly and outgoing with the teachers of the ELL program, especially with those teachers who were able to communicate in Spanish. Still, some students were more elusive and seemed reluctant to form close bonds with adults in the school community.

The class schedule for these students was organized so that the students in block 1 of bilingual language arts with Mr. Cortés, where the YPAR activities were to take place, moved as a group to the block 2 class of ESL, with Mrs. McKenna. Likewise, Mr. Cortés's block 2 bilingual language arts class all had the same block 1 ESL class with Mrs. McKenna. This facilitated organizing occasional full group sessions. As the classes were relatively small, with 10 and 9 students (including 3 speakers of other languages and non-participants in block 2), they easily combined to form a large class of 19, with both teachers in attendance for two consecutive 80 minute periods.

The cultural and political climate provided a relevant context to the students' focus and activities throughout the program. During and after the 2016 presidential campaign, the school environment reflected the national climate of political and ideological division. In the prior

school year of 2017-2018, the students reported increasing experiences of racial bias. Students spoke of incidents such as English speaking students taunting the EBs with calls of "*Migra, migra, corre*!" and "Build the wall!" during passing, lunch and other unstructured times. In addition, there were frequent rumors that agents of ICE (Immigration and Customs Enforcement) were seen throughout the town and in the three apartment complexes where the majority of the students of the ELL program lived. Throughout the school day students received messages and warnings through cell phone texts, and on at least two different occasions teachers came to me with concerns about sending students home due to reported sightings of ICE. Several students had parents or close family members who were deported. Not surprisingly, in September 2018, most students initially declined to be interviewed for the study, particularly with the condition of being recorded. Nevertheless, they did not express misgivings about participating in the class and being observed in that context. For these activities, they readily accepted my explanation that I would not identify them by name or other personal identifiers. As mentioned, two students eventually did agree to be interviewed during the data collection process of the study.

Accordingly, the following description of students in both blocks intentionally omits specific details for individual students including actual names, student ages and national origins. During the time period of the study, all of the students were in various stages of attempting to obtain residency in the U.S. While students did not volunteer a great deal of information regarding their statuses in this process, it was generally understood that none of the study participants had obtained a "green card", a permanent resident card, and students frequently and relatively freely mentioned this in conversation. In the first months of the study, as mentioned, I visited the classes frequently, jotting general notes afterwards, to build relationships with the students and allow them to become accustomed to my presence. I quickly felt familiar with them,

and they began to smile and greet me in the hallways between classes.

In the following chapters I will describe and discuss the salient themes identified through the data analysis process. In Chapter 4, I provide a chronological view of the yearlong YPAR project, describing how agency and ownership of activities changed on a class-to-class basis. As will be seen, agency shifted, transferred from adults to students and back, depending on activities and contexts. Perhaps the most conspicuous findings involved student engagement and language use. In Chapter 5 I examine how these varied according to context, and explain how YPAR provided an optimal setting to elicit high student engagement, and how language use corresponded to this contextual engagement. Finally, in Chapter 6, I explore effects of the program on peer and student-adult relationships, and discuss the impact of these on students' sense of belonging to the school community. I conclude with Chapter 7 by identifying and explaining implications and limitations of the study, and discussing future work.

CHAPTER FOUR - Findings: The YPAR Process and Fluctuating Agency

In traditional classroom settings agency is static. It remains with teachers, the holders of all knowledge, enabling them to choose topics, design learning tasks and determine the manner that students are to engage with the tasks. When Mr. Cortés and I started this project we were idealistic and excited to disrupt this hierarchy. I envisioned that we would move through the introductory group norms building and leadership activities, permitting students to lead sessions, and then choose the topic of inquiry. In not owning the topic, we could forever after work as equals, together with the students, sharing decision making and participating in the joint work. Contrary to my expectations, there never was a neat handover of agency to the students, nor did we all equally share it for an extended time. It was more dynamic and fluid. The following description shows that not only did roles fluctuate between the traditional hierarchical model of student/teacher and a model of co-learners, there were also instances in which students entirely owned the knowledge as well as the methodology, and instructed us, in a complete reversal of roles.

The Beginning Sessions and Adult Agency

Aligned with my original plans, Mr. Cortés and I began by planning and facilitating the beginning sessions, during which students would have opportunities to gain trust in us, bond with the group and express their voices. Before each session Mr. Cortés and I met in person to discuss the lesson and review the materials that I had created. As the YELL curriculum was designed for a younger age group of proficient English speakers, we adapted the materials and translated them into Spanish, making them suitable for this older, more experienced group of English learners. I planned to initially minimize my note taking in the YPAR sessions, eventually withdrawing from the discussions and activities and becoming more of an observer than a participant. These

intentions coincided with a delay in receiving IRB approval, which provided me with another reason to delay note taking during class. As will be explained later, I ultimately never strayed from the participant role as initially planned.

In the first three sessions Mr. Cortés took the lead, guiding the class in the various activities designed to promote active listening. For each session, Mr. Cortés and the students arranged the chairs into a circle in the middle of the room, pushing the groups of desks to the sides and back of the room. The students, Mr. Cortés and I sat in the chairs, all faces clearly in view. The students appeared quite happy with this novel arrangement. Santi and Kevin, frequently met my glance with wide smiles. Despite my intentions to allow Mr. Cortés to lead these early sessions, it was difficult for me to refrain from interrupting, in part due to the warm reception that I was receiving from students, who were rewarding my every attention with attentive cheerful faces, but also due to Mr. Cortés's teaching. He tended to not adhere to the modifications that we had planned, and rather followed exactly the steps outlined in the YELL guide. I struggled with my urges to take over the sessions, at times remaining quiet, and at other times reminding Mr. Cortés that we had agreed to change or skip a particular step.

An example of these differences in expectations occurred during the sessions' warm-ups. Beginning with an activity in which each student was to participate by sharing an experience or a thought, Mr. Cortés had the students pass a wooden drumstick around the circle, and the student who held the drumstick would contribute a reflection. In the second session, students were to share a time when they felt that they were not being heard. As several students received the drumstick, they hesitated and smiled shyly. Mr. Cortés urged each student to share, repeating the prompt in Spanish, and eventually each student complied. One time, when the drumstick reached Kevin, for instance, he shook his head with a small smile, and tried to pass it on to the next

student. Mr. Cortés, albeit kindly and patiently, insisted that Kevin contribute. After a long moment, Kevin provided a few brief words and passed the drumstick on. The pause and silence made me quite uncomfortable. I sympathized with Kevin's uneasiness, and after this third session I suggested to Mr. Cortés that students be allowed to not contribute.

Another example of our diverse visions of how an activity would be carried out occurred during the third class session. Mr. Cortés only briefly touched upon an activity in which students were to discuss and create group norms by listing expected behaviors of participants, and talking about fair and natural consequences for non-compliance. The results of this omission was that the group did not discuss and identify norms for student behavior, which for me was an essential part of preparation for the joint work that was to later take place. I was perplexed about how to address this with Mr. Cortés. Aligned with the idea of non-hierarchical roles for all, my intentions were to refrain from taking an authoritarian role. I did not want to direct Mr. Cortés as to how he was to facilitate the class.

I reflected on my prior experience in participatory action research (PAR) training in which I participated with a group of educators in a weeklong workshop in which we learned about PAR approaches. While the co-learner ethic was discussed throughout, there were clear workshop leaders who organized and directed the learning experiences. I wondered, to what degree was it acceptable for me to direct the work of Mr. Cortés? To what degree was it acceptable for him to direct the work of the students? I spoke to Mr. Cortés about this shortly after this meeting. This was the first of many conversations between Mr. Cortés and me about agency. It was a complex issue, involving Mr. Cortés allowing the students to have agency, and involving me, as the instructional supervisor and primary researcher, allowing Mr. Cortés to have agency in facilitating the class.

Students Take the Lead

During the fourth session, on October 4, 2018, my concerns regarding the students' limited agency were alleviated. Mr. Cortés and I had discussed two goals for the session. First, during this class I would retract a bit, allow Mr. Cortés to facilitate the session, and remain in the back of the classroom and take notes. Secondly, Mr. Cortés would endeavor to provide a context of co-learning, in which students would be provided with leadership opportunities. As the students took their places in the circle of chairs, I navigated to the back of the room with my yellow pad, sat at a student desk and began taking notes.

As Mr. Cortés began talking, Kevin, Santi and Enrique gazed in my direction with questioning looks on their faces. Daniel interrupted Mr. Cortés and spoke out, asking me in Spanish if I was not going to join them. I explained that I wanted to allow the students to take ownership of the group. Enrique and Santi, normally so quiet, insisted in vigorous voices that I come and sit with them in the circle, which I did, of course. After all, was this not agency? The students were clearly communicating their expectations that I remain as a participant in the group.

As the students began to listen to Mr. Cortés explain group norms and consequences and the importance of determining them in a democratic format, the students began to raise their hands to pose questions. I interrupted to say that if we were truly partners in this endeavor, there was no need for them to raise their hands, just take turns speaking. Mr. Cortés concurred. Immediately the students joined in the conversation, sharing the floor with ease, taking turns speaking, most contributing and all attentively listening.

And then, in a moment, the students took over. The ten students participated in the assigned task, and readily listed important norms for group behavior. These included listening to

each other, sharing the work, being dependable and doing what one had agreed to do. Following the YELL curriculum, I asked them what the consequences would be for not following these actions. Enrique remarked that consequences would not be necessary, that agreeing upon the norms was sufficient. Insisting, I asked the students what they would do if a student did not comply with the agreed behavior, and suggested that it would be best to list fair consequences ahead of time. To my confusion, Aura responded with a non sequitur, saying that the group should have a president and vice president. Sebas chimed in that there should be a committee. Soon all the students were taking turns, sharing ideas in Spanish. As students jumped into the moments of silence with ideas, others politely listened and responded.

Within a few minutes the students had come to an agreement. Each class would have a committee of three people, forming a larger committee of six for the two classes. The students reached this concurrence within a few minutes, turning and speaking to each other in rapid Spanish. They then patiently explained the procedure to me, in Spanish, slowly. If a student were to not adhere to the norms, a committee member would talk privately to that person. They also told Mr. Cortés and me that we were to organize a larger two-class meeting for the upcoming week. Aura turned to me and tolerantly expounded on the reasons that students sometimes did not fulfill expectations, perhaps they were sad because they miss home…or maybe they had to work the night before. Santi nodded at her words, his black eyes solemn. Thus, early in the project, even before identifying a relevant issue and research topic, the YPAR project had the transformative effect of "amplifying student voice and recognizing youth's input as a critical component in education discourse (Scorza, Bertrand, Bautista, Morrell, & Matthews, 2017, p. 155).

A Reversal of Roles

On October 11 both classes attended a special two-block session in Mr. Cortés's room. After the homeroom period during which Mr. Cortés took attendance and video announcements were broadcast on the pulled-down screen, Mrs. McKenna entered the room with the members of her class, Blanca, Belinda, Ben, Walter, Leandro, Franklin and the three non-participating students. Still waiting for official approvals, I continued my pattern of taking down general reflections after the meeting, and not straying from my district supervisor role by reporting any verbatim statements from students or in-situ observations.

In a pre-lesson planning meeting, we agreed that Mrs. McKenna would start the session. She had not had any opportunities to participate in the project, and was eager to work with the group. We decided that she would use a conversation-generating prompt, such as sharing a weekend activity, after which Mr. Cortés would facilitate a decision-making discussion regarding the YPAR group and project. Mrs. McKenna surprised me with an activity that was more formally academic than I had anticipated. She distributed a quiz on words related to the theme of communication to the students seated at desks about the room. Though the students were allowed to work with partners at the groups of desks, it was not the collaborative type of activity to which the group had become accustomed. Even though Mrs. McKenna had participated in several meetings in which we had discussed working with students as co-learners in the YPAR format, she had not experienced the group setting and thus had provided a rather traditional, teacher-led opening activity. Mrs. McKenna walked about the room, collected papers from students who had completed the activity, and when all students were finished, we moved the desks and formed a larger circle of chairs.

Mr. Cortés then facilitated the next activity, which was the prescribed opening activity from the selected lesson from YELL, prompting students to talk about a decision that they had

made. As in prior sessions, this was not an activity that was discussed in the planning meeting. Again, the drumstick was passed around the room, the students even more reticent in this larger group. There were a great many moments of silence. In my later notes, I remarked that Mr. Cortés continued to direct this portion of the class, and that perhaps I could suggest to him that he allow a student to facilitate these openings. I sat next to a non-participant from Mrs. McKenna's first block class, translating into English much of the Spanish conversation.

After the opening activity, without a cue from the adults, the two three-student committees from each class stood up to direct the next portion of the meeting. From block 1 the committee consisted of Sebas, Betina and Enrique, and from block 2 Walter, Leandro and Jorge. As mentioned, Walter, the tall heavy-set boy, worked late nights at a local upscale restaurant that employed several other students, including Jorge. I later wrote, "Funny that Walter is part of the committee. Most of the time he displays the flat affect typical of most teenagers…a lack of enthusiasm and an almost defiant lack of response when addressed. But as part of the committee he was engaged, talking and responding to students and adults."

The six student committee members proceeded to facilitate the discussion about how the group would function. Most students participated in the conversation, some raising their hands and being recognized, but most just waiting their turn and talking when others had finished. Mr. Cortés, Mrs. McKenna and I did not contribute unless the students asked us a direct question. For example, at one point the students turned to me and to Mr. Cortés and asked if the two groups would pursue two different research topics, or if they would have one. I told the students that they could do whichever they wanted. I said that they might decide to choose two aspects of the same general topic, or have one issue and work together. I also suggested that both groups working together would focus attention on that issue. All students nodded and many made

affirmation noises to that statement. In a quick moment, it was clear that there was a consensus, though there was no vote or explicit decision. Walter patiently explained to us that the decision whether to have one or two group names was based on that, and since they had determined that there would be one topic, there would also be one group name. Thus, despite the teacher-centered opening activities, and with a clear purpose, the students collectively conducted the class, in charge, but occasionally turning to us as resources.

Mr. Cortés stood up and wrote on the board a collection of names that he had collected during the week from both classes: *Los mejores, los unidos, unidos somos uno, los investigadores, los pumas.*The students began to chat amongst themselves about the names, some smiling and laughing softly, others with serious expressions. Mr. Cortés, Mrs. McKenna and I expectantly waited for Walter, who stood by the whiteboard, marker in hand, to instruct the students to vote for a name, perhaps telling students to put heads down and raise hands. Instead, Walter went around the circle, calling each of the other 15 student's names, including the other committee members, asking them which group name they liked best, allowing each student to respond individually, and making tally points next to each name. Some students, like Aura, responded quickly, while others, like Santi, paused, reflected for a moment, and provided his decision and his reasoning. At the conclusion of the vote, *Los mejores* (the best) and *Unidos somos uno* (United we are one) had earned the most votes, about five each, while some of the other choices did not receive a single vote. Aura called out that there should be a tiebreaker vote, which prompted a clamoring of discussion. After a few more moments of discussion, the group unanimously agreed that rather than a tiebreaker, the correct procedure would be to combine the two names to *Unidos Somos Mejores* (United We are Best). The students were happy and animated about this powerful name and a hum of excited chatter erupted.

At this point, I could see that Mr. Cortés and Mrs. McKenna were as astounded as I was. The students worked together in a much more cooperative manner than what we would have facilitated, probably the typical classroom quiet, anonymous, 'heads-down' vote, in which individuals would not have an opportunity to voice their decision or reasoning. Also, a clear 'winner', and therefore necessarily a clear 'loser' would have been established. It was a humbling experience, making me reflect on our typical approaches to group decision making, in which someone inevitably loses or is denied a voice, as what happens with an anonymous vote and tiebreaker, or even with our thwarted desire to establish punitive consequences. In this moment, it was evident that we were the learners, the students providing an important lesson in collaborative work.

From Leaders to Co-Learners

I led the next activity, in which the participants, students and adults included, created a life map and had the opportunity to share with the group. We all moved the chairs and put the desks back into the groups of four. Mr. Cortés, Mrs. McKenna and I passed out large white paper and markers. Mr. Cortés and Mrs. McKenna took seats among the groups and began working on their own maps. I began to walk around the room with a box of donuts that I had brought. As I came to Luis, he stood up and held his hand out, indicating that he would continue passing out the donuts. I relinquished the donuts and sat back down. For many minutes there was quiet, with only the sound of the markers scratching against the paper, students and adults with heads down, working diligently. Some students were sketching images in pencil; others worked from the beginning with the markers. With twenty minutes left in the two-block period, some students had completed drawings in color, while others had just finished pencil sketches. Mr. Cortés told the students that he would give them time in the next class session on the following meeting days to

finish, and asked if anyone was ready to share.

Sebas was the first to share. He stood up from his group, balanced his paper on the ledge of the whiteboard so that it was visible to the group and waited in a self-assured manner for the chattering students to settle down and look towards him. Sebas, with his small compact build, a tan complexion, and jet black eyes and shiny hair, had a large presence. He spoke clearly with composure, projecting an innate wisdom and at the same time, good humor. His map was decorated with drawings of colorful small houses, green fields, and a pathway that started in Guatemala, traced north to Mexico, back to Guatemala, and then through Mexico again and into the U.S. Sebas began sharing his story in Spanish, choosing his words thoughtfully. The students became quiet and as he spoke, I could envision the small town containing the households of many aunts, uncles and cousins, some with whom he worked in fields with his father for wages that diminished every week. His story is translated here into English:

> One day I made a decision. I sent word to all of my *tíos* to come to my house in the evening, that I had an announcement to make. They all came and sat waiting for me. I stood up and told them that I decided that I needed to go to the U.S….that there was nothing here for me anymore…I wanted to have a future and go to school.

Sebas then told us how, with his family's good wishes, he left several days after, and journeyed north by bus, and by walking, to the Mexican border. He first attempt at border crossing, in a remote area, was thwarted by the Mexican border patrol, who sent him back home. After gathering more money, he tried again a few weeks later, only to be turned back again. On his third try, he crossed the border without being detected, traveled across Mexico, successfully crossed the U.S. border, arriving in Texas. From Texas he traveled again by foot and by bus, eventually reaching New Jersey. Here Sebas lived with an uncle and got a job in a local

restaurant, where he worked weekends and most school days after classes. He loved school, excelled in math, and decided that he wanted to become an engineer.

After his presentation, Sebas took his seat next to Betina. He leaned over and they embraced briefly, as the other students began chatting in an animated fashion. Enrique then stood, indicating that he was ready to share. Taller, fairer and generally quieter than Sebas, Enrique stood and held up his white paper, which contained images of motorcycles and soccer balls. Rather than focusing on his journey, Enrique shared his favorite passions in his home country of El Salvador, motorcycles and playing soccer. The boys in the class gazed attentively and appreciatively at Enrique. “Certainly being the only Salvadoran does not present much of a barrier”, I thought. Enrique had a somewhat better home situation than the other students. Rather than renting a room in an apartment, or a mattress on the floor of a hallway in an apartment, Enrique was fortunate to live in a rented house with his grown sister, her husband and children. I wondered if this somewhat more stable situation and the resources of space had permitted Enrique to have the more typical focuses of teenage Latinx boys.

Betina, who had been sitting between Aura and Sebas, decided that she was next, and took her place in front of the whiteboard. Like Sebas, she placed her drawing on the ledge of the whiteboard, so that all could see a hand-drawn map depicting her journey from Honduras, through Guatemala and Mexico, to the U.S. border and onto New Jersey. Betina told how she made this journey alone and three months pregnant, joining her mother in New Jersey who had a newborn girl of her own. Then Jorge, also from Honduras, shared his difficulties in being unable to continue his schooling in his hometown which did not have a high school, and how ultimately the opportunities in the U.S. to work and study became strong pull factors. He told of how after working for a year in the U.S. alone, his father came to join him so that Jorge could work fewer

hours and attend school.

In the last minutes of class Mrs. McKenna shared her map, which depicted her journey in becoming a teacher. Quieting down as they had for their classmates, the students listened attentively as Mrs. McKenna shared her story. She told of her childhood in a large working-class family, her first job at Federal Express, her marriage and her children. She recounted how later, many years after high school, she decided to attend and finish college, and got a job as a paraprofessional in the school while she earned her teaching certification and became a teacher.

As we all sat together listening to Mrs. McKenna's story, it seemed as though the emblems of privilege visible about the campus, the new cars in the parking lot, the factory-torn designer shirts, the iPhones and MacBooks, began to fade. For the adults, the typical generational disconnect, the need to explain to students that they needed to be responsible, and that someday not all would be handed to them, had vanished. And for some students, their struggles had been heard.

In the last weeks of October and first weeks of November, the students met three additional times as separate groups. A majority of students shared life maps and stories of their journeys, and Mr. Cortés recounted how many spoke of the mountains and the countrysides of their home regions with yearning. Mr. Cortés shared with me the stories of these young people, the family separations that they endured, their conversations about their mothers, siblings, and home cooking.

I had the opportunity to observe the block 1 session again on November 1. Eight students of the original 10 were present that day. After Juan dropped out, the total number of students was now down to 9, and Daniel did not show up that day. The students' high enthusiasm was contagious, as they discussed leadership traits and styles, in the usual language of instruction,

Spanish. The activities of the prior weeks seemed to instill a sense of unity and purpose. Pairs of students were highly engaged in their work of identifying leaders, their qualities, their actions and recording them on graphic organizers, which Mr. Cortés had distributed to each student. In my notes for that session, I recorded the spirited comments and chatter of Betina and Aura, the cuddles shared between Betina and Sebas. All student language was in Spanish, translated here into English.

Sebas was paired with Kevin, and had strategically placed himself next to the pair of girls. Santi, always reluctant to share in the whole group setting, spoke quietly to Enrique, an earnest expression on his face. Camilo and Luis, were engaged throughout, first calling out for their copies of the graphic organizers, then volunteering to be the first students to present. As Camilo held up the paper, Luis read the responses ,"Who are the leaders? Family, government and school. Soccer players, movie protagonists. What is surprising? We all listed the same things, and most listed family first."

Mr. Cortés called on the remaining pairs of students. Enrique and Santi stood. As Santi held the paper, Enrique contributed, "What do leaders believe in? Progress and victory." Sebas, standing next to Kevin, added that leaders were "direct, able to fight for the group, pay employees, listen to opinions…teach…." Aura and Betina added that leaders were "strong, intelligent, sensitive…" This last comment prompted Sebas to comment, "most leaders are not sensitive…." The conversation at this point was lively, the students all discussing this last idea. It was not necessary for Mr. Cortés to pause for silence, call on students, or clarify. I added my opinion, "Maybe you added sensitive because that is what we want in leaders….even though they are often lacking in that." After a few minutes Mr. Cortés told the students that they had done a good job. Luis and Camilo started applauding, and all of the students joined in. Mr.

Cortés then began his debrief, asking the students to think for a moment, and write a sentence defining leadership. As the students sat and quietly began to write, Luis walked over the door of the room, picked up the bathroom pass, and left. As Mr. Cortés posed additional questions to which the students responded in writing, I wondered when Luis would reappear, which he did shortly before the end of the period, in time to collect his backpack as the other students handed Mr. Cortés the completed graphic organizers and moved about the room chatting, getting ready to move to their following ESL class with Mrs. McKenna

Loss of Momentum and Agency Shifts Back

The teachers and I were pleased with the high engagement of the students, and the spirit of cooperative work among all members of the group. Kevin, Santi, Camilo, and Luis, who were at first reluctant, and whom later I observed to be disengaged in other classes, conversed freely, shared ideas, and contributed to group tasks with laughter. Even Ben, whom I later observed to be completely disengaged and often angry in other learning sessions, with his hood pulled down far over his eyes, joined in. By early November, the YELL manual no longer prescribed the sequence of activities.

With students freely providing input and discussion, Mr. Cortés and Mrs. McKenna facilitated various activities in which students had opportunities to collect data on the school environment to identify problems in the school community. One of these activities was a photo walk, in which students walked about the five building campus, snapped photos of places that held significance for them, and later shared memories and/or feelings associated with those locations. Through the photo walk activity and ensuing discussions, the students uncovered several common topics of concern. These included needing indoor space for playing soccer when it was raining, snowing, or just too cold to play outside, the quality of the food served in the

cafeteria in the building where the students had the majority of their classes, the lack of space for students to eat and be with friends during the common lunch period and the segregation of the students learning English, nearly all of whom were Central American. These issues generated much discussion, adults and students freely sharing their perspectives.

Then abruptly, later in November, the group dynamic changed. First, there were several weeks in which we were not able to meet at all, due to the school not being in-session for the annual state teacher convention, Thanksgiving, and an off-campus literacy workshop, which Mr. Cortés and I attended. Mr. Cortés and Mrs. McKenna carried on the discussion of research topics during this month, but my schedule did not permit me to attend many of these meetings and participate in the discussion.

Second, despite the discussions and weekly communications during which we organized the weekly activities and created materials, Mr. Cortés continued to surprise me during class meetings by following the prescribed activities from the manual in which the teacher facilitated the sessions. This last point I found to be particularly conflicting. There were moments when I found myself interrupting discussions or activities to keep things to the agreed upon schedule, which I had determined with Mr. Cortés without student input. Furthermore, while I was focused on the importance of students' having agency in the class with teachers/adults participating as co-learners, Mr. Cortés seemed to be more focused on leading students to explore unjust situations in the school community and take actions to resolve them, certainly a valid goal. I was constantly questioning my impulses to take an authoritative role, impose my view on Mr. Cortés of how the group should function and how the activities should be organized, impulses that had become quite natural to me in my district role of supervisor. I wondered afterwards if my non-presence during these busy weeks and the disrupted schedule had resulted in a loss of momentum

in students' taking agency and ownership, and the overall level of student enthusiasm. This initial slowdown foreshadowed obstacles that the group faced in the months after the December winter break.

In addition to delays due to the district calendar and perhaps a need for better communication among the adult facilitators, it was during this time that we also experienced the loss of several students. As explained earlier, Juan, Camilo and Luis dropped out shortly before the end of the month. Luis had expressed to me and to Mr. Cortés that he did not see the value of school, particularly the value of speaking Spanish in class settings, when what he needed was to quickly learn English so that he could communicate for his construction jobs. While Luis kept in touch with Mr. Cortés, communicating throughout the year through text messaging, Camilo disappeared.

Reestablishing a Co-Learner Model

While there may have been barriers to students taking control of the project, students were quite excited about an upcoming visit with a social scientist with whom we had planned a day of talks and workshops. Dr. Patricia Tovar, Professor of Anthropology at the City University of New York, was coming in early December to share her experiences as an immigrant to the U.S., and providing workshop sessions on qualitative research methods. After speaking with the 70 district emergent bilinguals, Dr. Tovar would work with the YPAR group, discussing their topic choices as well as working with them to develop interview and observation protocols.

On the designated day, Wednesday December 5, all the emergent bilingual students assembled in a campus auditorium. Dr. Tovar addressed the students in both Spanish and English, telling students about her life in her home region of Colombia and her well-educated family, which included teachers and doctors. As I listened, I grew concerned that the students,

the majority of whom had parents who did not have opportunities to attend school beyond early elementary years, would not have a sense of connection to Dr. Tovar. After all, on many prior occasions, I had seen these students detached and disengaged in prior assemblies organized by the school, all delivered in English.

As I looked at the rapt faces, my concerns vanished. As Dr. Tovar recounted a difficult day in which she had become caught up in a student political demonstration and had to flee from military police, the students were captivated, raising hands, asking questions about that day, and what had happened after. She told of finding herself on the outskirts of the city with another student, and the long walk back to the city center. “What happened to that student?”, Aura asked in Spanish. “I married him," replied Dr. Tovar, and the students emitted an approving sigh.

I found myself reflecting on the power of language-group identity, and the ease that I had experienced in making connections with students apparently based on the fact that I spoke Spanish. Of course, other factors may have been at play, for both Dr. Tovar and me. While Dr. Tovar described a middle class background in a capital city, vastly different from the lives of the students, the majority having experienced comparatively humble origins in small towns and rural areas, she had the tan complexion, dark hair and eyes typically associated with the Latinx population. Furthermore, the students in the program knew me well, knew that through marriage I had family members in South America, and had traveled there, and had worked with the Latinx community in the U.S. for many years.

After sharing a communal lunch in the bilingual room, during which students chatted informally with the adults, Dr. Tovar and the YPAR group met in the back of the IMC, one of the district’s common meeting areas, where tables had been pushed together so that the two classes were able to sit around in one large group. Dr. Tovar and the students talked about

possible research topics, which had been narrowed down to include the limited choice of food in the cafeteria, the lack of comfortable space during the common lunch and the segregation of the ELLs in formal and informal school settings. Dr. Tovar remarked on the relevance of each of these topics as a focus of inquiry, and their potential for inspiring positive change in the school community. Finally, the students had opportunities to ask questions regarding techniques and strategies used by researchers in interviews and observations, and Dr. Tovar shared her experiences in these endeavors. Overall, the visit promoted the spirit of community and mutual respect, researcher to researchers.

In the weeks after Dr. Tovar's visit, with the guidance of Mr. Cortés and Mrs. McKenna, students identified the research topic and principle research questions and identified data collection methods. The topic of investigation, the segregation of ELLs in the school community, would focus on three questions: Under what circumstances do ELLs and non-program students socialize and learn together? What are the barriers to integration between these groups of students? What can we do to promote interaction between groups of students?

Building Momentum Again

There was a hum of high energy after the visit. As noted by other researchers, the relevant topics appeared to enhance engagement among the students (Rubin et al., 2017), as well as ownership of the project. This momentum continued to build throughout January after winter break. The students constructed a timeline and plan for data collection, which included surveys, interviews and observations of students, those in the ELL program and those who were not. They also created a survey in Spanish and English, and though I was not present during that meeting, I later participated in a class in which the students carried out the final revisions and prepared the survey for distribution.

During this class Mr. Cortés and I shared our suggestions for modifications of the survey. Mr. Cortés read each question on both the Spanish and English surveys and projected each question on the screen. I told the students that they were the Spanish experts, and to speak up when changes needed to be made to the questions, which mainly pertained to relationships among students. The survey questions included if the survey takers had friends who spoke other languages, if they interacted with students learning English (or not learning English, for those in the ELL programs), and when and how interactions with these students had taken place.

As usual, being a full participant, I was not able to take observation notes during this session, but I clearly remember the ownership of the students, particularly Aura, who was forthcoming in suggesting changes, calling out several times reworded versions of particular phrases. Other students, including Santi and Kevin, were quiet but focused, nodding consent. Most notably, at the conclusion of the survey revision, Aura stood up, told Mr. Cortés to print the survey, announced that she would make the copies and left the room to go to the copier that was housed in the office across the hall from the classroom. She returned with several stacks of paper, the surveys in English and Spanish, and waved me away as I rose to help her. "*Yo lo hago*" (I'll do it), she said, and took charge of Betina and Sebas, instructing them to collate the pages and hand them to her as she stapled and placed the surveys in two piles.

The enthusiasm continued into the last week of January. After much discussion, the students decided that they would administer the surveys to a class of twenty level 3 ELLs, and to two classes of about thirty non-ELLs during their mandatory English classes. We had suggested that the students first practice the survey administration with another class, to review the responses and make sure that the student responses indicated an understanding of the questions. To this end, I arranged for both blocks of the YPAR group to visit senior level French classes on

the last day of January. I chose these classes, knowing that they contained friendly and mature students, as well as the fact that the classes convened in a nearby classroom. We helped the students prepare by creating a short introduction, in English, for them to read to the class, deciding who would speak, and practicing. In block 1, the students unanimously nominated Sebas to be the speaker, and though he felt nervous, he agreed. He was a natural choice, always so prolific, always engaged, and a compelling orator.

Out of their Comfort Zone

On the day of the practice survey, Mr. Cortés and I convened with the students in the bilingual classroom. Suddenly the students did not appear to be so in control of the project. They were visibly nervous. Several remarked that they were not going to speak, including Sebas, who seemed to have lost all of his self-assurance in a moment. I encouraged Sebas, reminding him that all he needed to do was introduce his classmates and explain the project, and that he could merely read the statement that we had prepared ahead of time. We walked over to the classroom, a ten second walk. The seven students moved silently, bunched together. We entered the class and were greeted by a small group of students, about fifteen, seated and smiling expectantly. The YPAR group stood nervously in front of the room, looking at each other. Sebas stood silently, and finally stated in a quiet flat voice, "We are *Unidos Somos Mejores*…" signaling to each student and identifying each group member by name. The seated students in the classroom audience smiled, turning from one student to another.

After the introductions there was a long silence, and Mr. Cortés and I felt seven pairs of pleading eyes on us. After thirty long seconds, Mr. Cortés took over and explained the survey, after which Aura started walking about the room, distributing papers. As the students began completing the surveys, the YPAR group relaxed. The French teacher was attempting to speak

Spanish to some of them, greeting them and then stating that she spoke limited Spanish. Kevin and Santi beamed and chuckled, their eyes shining. As the students finished, some began to chat to the YPAR group members, and Sebas quickly engaged in a quiet conversation with two students. As Aura and Belinda collected the surveys, the French teacher thanked the YPAR group, and then looked towards her own students, prompting them to say thank you and good-bye, which they did without hesitation, and with warm voices.

On the short walk back to the classroom the students were quiet and had lost the confidence that the ownership of the project had given them in room 128. Sebas and Kevin kept their gazes on the floor. Sebas lamented aloud, "*No podía decir nada*... (I was not able to say anything.)" Mr. Cortés and I did not care at that moment about students owning their work, we just wanted to raise their spirits. We congratulated them, reminding them how difficult it was to speak in another language in front of an audience and remarking on how friendly the class was. "*Sí, eran muy amables, ¿verdad?*" (Yeah, they were very nice, right?), remarked Sebas. The others nodded. For the rest of the class period, the students shared the responses, becoming reengaged in the discussion, returning to reflections of the experience. Mr. Cortés and I kept repeating that we were proud of them, and eventually the looks of uncertainty faded.

Delays Create Obstacles

The project continued to move along. The topic was relevant, important, and the students felt like researchers, participating in many months of preparation in an environment of equals. It felt so good. Then suddenly, it all seemed to fall apart. I mentioned to the curriculum director, my direct supervisor, that the students were excited about the survey. The curriculum director, looking concerned, indicated that we needed to make sure we had the superintendent's approval for any survey administered to students. I was surprised, and informed her that this was a student

survey created by students as part of a student research project. “It doesn’t matter," she said. Confused, I spent the next several days looking into this. My professor assured me that student research on students did not require IRB or other approvals, as it was an inherent part of student inquiry work. I reviewed my approval issued by the university, where I had clearly spelled out that the students would be doing an inquiry project and collecting data from other students. I spoke to another supervisor, who had experienced a similar constraint earlier in the year, and who showed me the district policy that was used to support the need for superintendent approval. I reviewed the district policy that stated that approval was needed for outside agencies doing student surveys, and later remarked to the curriculum director that I did not believe that applied to the current surveys, as students were conducting them. Ultimately I decided that the quickest recourse would be to just submit the survey to the superintendent for approval, which I did the second week of February, the week when we had first envisioned administering the surveys.

The survey administration was further delayed by losing a YPAR meeting session due to a snow day, typical in mid-February in New Jersey. The winter, always difficult for these students from warmer climates who were forced to trudge back and forth to school and work through dirty snow early in the morning and late at night, seemed longer and colder. As the days went by and we waited, Mr. Cortés conducted regular literacy lessons on the former YPAR Thursdays. Reminiscent of the effects of the irregular schedule in November, there was a feeling that we were abandoning the project, and I emailed the superintendent as often as I felt appropriate. I blamed myself. If I had known that the approval was necessary, I would have requested it many weeks before. Student attendance was extremely low during these weeks, and it was during this time that Betina and Sebas missed many days of school. Mr. Cortés and I feared that they would not return.

Finally, after several email exchanges, the superintendent approved the surveys, with the condition that the survey results would be first reviewed by a student assistance counselor and me to determine if any of the responses would be upsetting to students, for example, a statement which expressed racist sentiments towards immigrants, in which case we would provide appropriate interventions. In addition to this condition, the superintendent also communicated that securing permission for future interviews with students would be difficult, would require board approval, and was not advised. Mr. Cortés and I discussed how we might share this with the students, and this again led into what were becoming regular conversations about agency. If students and adults were truly partners in this research endeavor, wouldn't the students be entitled to all of the information contained in the surveys? Eventually we decided that we would talk to the students about the limitations, however, rather than telling them that the intention was to shield them from potentially upsetting responses, we would explain that the intent was to make sure that no identifying personal data was shared. The students, always nervous about maintaining their own anonymity, accepted this explanation without question.

Collecting Data and Taking Back Ownership

In early March each group of students visited separate English classes, introduced themselves, explained the project and distributed surveys for students to complete. I attended one of these sessions with block one. Again, the students were reluctant to speak, however, this time Sebas read the paragraph softly, and his classmates shyly looked up at the seated students. The survey was administered to an underclassmen English class of 17 students. This group of students was much different from the mature and friendly students in the French class. They listened and followed directions, taking the survey without meeting the glances of the visiting students, polite, but not particularly warm. Still, the YPAR group exited the room with

completed surveys in hand, with reenergized stances. Mr. Cortés reported to me that block 2 enjoyed a warmer reception in their class to be surveyed. Like the French teacher had done earlier, the English teacher attempted to communicate with the students in Spanish, then addressed them in English. According to Mr. Cortés, the students were thrilled that the teacher had used some basic conversational Spanish phrases with them. Regardless of the varied experiences, Mr. Cortés, the students and I felt a sense of accomplishment. By mid-March, we finally had data to work with, and after the required review with the counselor, the students had a stack of surveys with responses in English from the students in the English classes.

Mr. Cortés copied the completed surveys so that each group had the opportunity to code all the surveys. The students owned this process, much like the meeting in which they decided group norms and name, and the one in which the final surveys were created. Students worked in groups, interpreting the English language surveys by speaking in Spanish and English, occasionally turning and unabashedly questioning Mr. Cortés and me regarding the meaning of some English phrases. Mr. Cortés showed the students how to highlight phrases, and provide a code for the phrases in the margins. This work took two weeks, two class periods. All students, even the most reluctant, even Ben, read with rapt faces, discussed and argued about responses. While the discussions continued to be mostly in Spanish, English words filtered in, as the students negotiated the meanings of English language responses, and attributed codes that represented themes. Finally, the students participated in creating word clouds, finding that like them, the non-ELLs identified a problematic chasm between immigrant and non-immigrant students, which they attributed to the language barrier and racism.

In the weeks of the data analysis, Mr. Cortés and I were reinvigorated by the students' enthusiasm for the data collection and coding process. While the students happily worked,

unbeknownst to them we had several private discussions, trying to find an alternate method for the students to collect data from other students, as interviews had been discouraged. Finally, we decided that students could not be prevented from talking to other students, and that we would organize group sharing sessions in which students from the program could interact with other students, and then later record their recollections of the conversations. It did not escape our notice, nor the notice of the students, that restricting interviews was ironic. In block 2, Jorge remarked that it was funny that they were trying to investigate why there were barriers between the two groups of students, and that the approval process had only created another barrier. Nonetheless, the students voiced approval for the new plan, happily murmuring when we suggested that we plan a meeting for both YPAR blocks with the out-going and receptive block 1 French class where the students had practiced delivering the initial surveys.

Interactions and Reconnecting to the Project

The last week of March, Mrs. McKenna and Mr. Cortés convened the two classes in the bilingual room. I joined the class with a box of donuts, and soon after the morning announcements the fourteen students of the French class came in. The French teacher and one student carried paper cups, a bottle of juice, napkins and cookies, which they placed on a desk in the back of the room. The French students took places at the various groups of desks. I quickly scanned the room, reassigning a girl from the French class who had been seated with Jorge and three other boys of the YPAR program to another group with Aura and Betina. Jorge moaned and glared at me, and I gave him an apologetic smile. Mr. Cortés had boxed board games in hand, and was about to hand a box to one group. I stopped him, stating, “Let them start talking first”, worrying that the students would forget the research questions and the data collection purposes of this group meeting. As it turned out, my concerns proved invalid. After a few initial

conversation prompts from me, Mr. Cortés and Mrs. McKenna, such as asking students what they liked to do, the students quickly jumped into natural conversations, and Mr. Cortés pulled the games back out.

All the students seemed delighted with this uncommon opportunity to share with students of other programs. In one group a pink-haired French student listed places that she had traveled. When she mentioned Guatemala, Kevin smiled broadly and proudly. In another group, a boy mentioned that he had seen Santi walking to school every day, and that he walked to school as well. After taking several minutes to identify a common pastime, Jorge became deeply engaged in conversation with another student about Minecraft. While I was never really sure if during this focus group discussion students specifically addressed questions of integration, it was clear that there was a mutual desire to connect. The data collection in itself had become a means of interaction, creating a bridge over the gap between the two groups of students. At the end of the first block, the visiting students left the room, and the two YPAR groups spent the next 80 minutes discussing and recording recollections of the meetings, which were analyzed and coded during the following week's meetings.

The next month's data collection progressed a bit more smoothly. In the ensuing weeks the YPAR group students, with the help of the upper level ESL teacher, distributed and collected surveys from levels 3 and 4 ELLs. Feeling like experienced researchers, they discussed and coded surveys, identifying trends by creating word clouds. Mr. Cortés and I participated in the discussions as co-researchers, looking for patterns in the data. Sebas, Aura, Jorge and Leandro pointed out that the themes were the same, that for both groups of students the language barrier and racism were the most frequently mentioned reasons for barriers between students. I shared that I found it interesting that for ELLs, racism was more often mentioned, whereas for non-

immigrant students the language barrier was a more prevalent theme.

Ongoing Need for Guidance

Much like the past months, the last weeks of the project provided some challenging experiences. Throughout the year, I reflected on my presence and active engagement in the YPAR sessions, which often resulted in my oversight and management of activities. As mentioned, it was a constant concern that I was limiting student agency as well as interfering in Mr. Cortés's management of the program, contrary to the program's intent of disrupting the hierarchy of a traditional school setting. Now, with limited time to collect data for my own research, it was worrisome that my on-site guidance was still needed. Student observations of other students, which were to take place during lunch periods, for example, did not happen until after several bouts of my prompting. Students were reluctant to spend time during free lunch periods to record notes. Whatever enthusiasm and ownership of the project that was cultivated, it was not enough to induce students to give up forty-five minutes of soccer playing, chatting and other downtime activities. Eventually Mr. Cortés managed to convince some students to participate in some lunchtime observational data collection, however, the data collected was not as closely aligned with the research questions and did not significantly alter findings.

Furthermore, the initial slide presentations that were created by the YPAR groups under Mr. Cortés's guidance omitted essential information of the research process including the identification of the topic, research questions, data collection methods and analysis, findings and recommendations. By this time, I had notified and secured permission from the district upper administration for various group activities including the scholar's visit, research topic and data collection. It was fair to say that the group's activities had garnered at best a level of excitement and certainly at least a high level of notice among staff members. After finally securing a date

during the last week of school for the student presentation to district personnel, I wanted to ensure that the students' efforts were adequately presented. I provided detailed feedback to Mr. Cortés and Mrs. McKenna regarding the student presentations, and implored them to spend additional class time in revision. I received much improved versions, and Mr. Cortés and Mrs. McKenna later recounted how it was quiet Enrique who took charge during these last sessions, organizing students into groups, directing them to provide missing information and in general, overseeing and managing this process.

Reluctance

On June 19 the students gathered in a meeting room of the IMC for the final presentation. As in the day of survey collections, the students were anxious. Those who had weeks before freely volunteered to speak were now reluctant. In a prior meeting, the students had determined that Sebas and Walter, the most outspoken of the students, were to take the lead. On the morning of the presentation, I arrived early, rearranged the chairs in rows, and pushed tables to the side, laying out cake, cookies and soft drinks for the post presentation celebration. The YPAR group students arrived nervously. Sebas was visibly shaken, eyes darting about, his confidant stride diminished. Chatty Aura was uncharacteristically quiet. Jorge's face wore the challenging expression that I had encountered several times before. Mr. Cortés told me that Walter had not shown up that morning, and that the students were upset, particularly Sebas and Jorge, as he had promised he would be there on time. The French class students, who had been invited to attend, came in and took seats, smiling encouragingly, bearing flowers for their presenting classmates.

The YPAR students stood and presented. Belinda, not a vocal participant but steady and always present, read Walter's portion. She read the prepared English statements quietly as Enrique clicked through the projected slides, and I wondered if the French class students

understood the language. Nonetheless, the findings and conclusions were spelled out, projected on the screen: Both groups of students, ELLs and those not in the program, perceived barriers to interacting with each other, and the presented suggestion, that the district support student efforts to integrate with a student run alliance club, seemed clear.

Summary

My recounting of the yearlong events, and my discussion of agency demonstrate the deep, institutionalized belief systems of schools, and the complexities of making changes. Throughout the year, disrupting traditional roles and constructing a collaboration of co-learners proved difficult. Central to this matter, and apparent throughout this discussion, was the underlying belief that agency was an entity owned by adults, to be magnanimously conferred to students. No one was more entrenched in this belief system than I was. Rather than a hot potato, to be passed urgently from adult to students, who would hold it tentatively and then pass it back to the adults, agency was a soccer ball, at times gladly picked up, passed around, and then placed back on the floor. As adults, we did not have to invite or urge students to take the ball. On the contrary, they grabbed it when they were sure of themselves, and wanted to play. *It was not for us to decide.* We had only to take the ball out of the closet, to invite the students to play.

For this reason, from the very beginning, when given the opportunity, students did not wait for permission. They insisted during session two that I remain part of the group. They reformed the rules of the game, changing the group norms and deciding how to name the group in a way that we had not envisioned. And when they needed our help and input, during class when asking for explanations for coding, or when having to present in English, they passed the ball to us. Obviously, student agency did not mean that the adults owned the agency, forcing students to take it, as if it were another classwork or homework assignment.

Aligned findings

Throughout the year, there were many moments in which I found it difficult to separate the YPAR group's research findings from my own. The students, in insisting that I be a full participant in the group, offered me a sense of ownership in these findings that perhaps promoted my own deeper reflection. The students found that their feelings of disconnection to classmates in the school community were due to gaps caused by language barriers and racism. In my own study of ELLs experiences in this multilingual YPAR setting, I found that Spanish language use provided a bridge, allowing students to engage deeply in the challenging work of inquiry, as well as allowing them to build meaningful relationships with teachers and classmates, both of which enhanced feelings of identity and belonging. In the subsequent chapters, I will explore these themes through the evidence presented in class observations, student and teacher interviews and artifact analysis.

CHAPTER FIVE - YPAR, Engagement and Language

In the previous chapter I described how agency fluctuated between adults and students throughout the YPAR project, as opposed to a process of students steadily taking more and more ownership. Student engagement, on the other hand, did not vary; it was consistently higher in the YPAR setting than it was in other settings. From the early sessions and throughout the year, students exhibited heightened attentiveness and active participation in classroom communications about content, more so than in any other instructional setting. The project provided a space where all students contributed, even those students who were reluctant or refused to do so in other classes. Indeed, in some instances and for some students, the YPAR project was transformational. As noted by Cammarota & Fine, for "at risk" students, YPAR projects provide "educational experiences that are rigorous, relevant, and meaningful…" (Cammarota & Fine, 2008, p. 10).

While the data suggests that the YPAR experience provided enhanced opportunities for agency and promoted authentic learning, linguistic factors may have also affected students' variable engagement, both in relation to instructional language use as well as the language ideologies of the school community. For these emergent bilingual students, YPAR was the only setting where Spanish was the principal language of instruction. At the students' beginning level of proficiency (WIDA level 2), during which they were in the process of acquiring the content and academic language necessary for academic success in English language instructional settings (WIDA, n.d.), it was not surprising that students showed signs of disengagement in English language settings.

What I did not anticipate was that in the YPAR setting, where students had linguistic agency and were free to express themselves in either language, there were fewer incidences of translanguaging than in other settings where language use was limited or restricted.

Accordingly, my initial analysis of data generated further questions. If in the YPAR setting, with fewer restrictions on language use, translanguaging did not frequently occur, where did it? Where translanguaging did occur, did it necessarily correlate to higher engagement for students? Finally, were there differences in the translanguaging that occurred in diverse settings, and how may those differences be characterized?

In this chapter, I will first establish the increased engagement of students in YPAR sessions as compared to other instructional settings. Then I will describe and analyze examples of student language use in these various settings. Finally, I will discuss the questions posed above, to explore the relationship between engagement and translanguaging in various instructional contexts.

YPAR and Increased Engagement

Data revealed increased student participation and attentiveness in the YPAR setting as compared to other instructional settings. I observed that some students participated more perceptibly than others in the activities, which included team-building exercises, oral discussions about the research topic and procedures, the creation of research protocols, and data interpretation. Nonetheless, even the quieter students continuously exhibited on-task behaviors, showing attentiveness through the direction of their gazes towards those students and adults who were speaking, communicating with

responses in facial expressions if not in words, and contributing in small group discussions.

In April and May, when the students were busy planning and carrying out data collection for their project, I collected observational data in various classrooms, specifically to see if there were differences in students' responses and behaviors according to instructional setting. Using convenience sampling, I focused on four students with similar schedules so that I could observe several students during each class visit. Up to this point, I had only observed these students in the YPAR setting. I considered three of these students, Aura, Daniel and Enrique, to be highly engaged, though as described in chapter four, not all exhibited engagement in the same manner. The fourth student, Ben, was less engaged than the others in the YPAR setting, though I had never observed extremely disengaged behaviors. All four of these students displayed disparities in engagement according to the setting, which will be explored here. I will also discuss my observations of Kevin. While not being one of the initially selected students of focus for these observations, Kevin's experiences were profoundly disparate, and therefore noteworthy.

Aura: "She Doesn't Talk in Other Classes?"

In the block 1 class, Aura was an extremely active and vocal member of the group. As I recounted prior, Aura was the first to insist that it was not necessary to have consequences for students not adhering to group norms, and actively communicated with others to create an alternate mechanism, a committee, which was something that we as adults had not even considered. When working to revise the survey that was to be distributed to Spanish speaking students, it was Aura who was most vocal, correcting our

usage in Spanish. And it was Aura, who upon completing the survey, took charge of its production without any prompting from adults.

Observation notes from an April YPAR class provide additional evidence for Aura's participation.

> 7:52 AM Mr. Cortés is now leading a discussion about the observations that the students will make next week. He is asking the students what they will look for. Aura, Sebas, Daniel and Enrique call out responses frequently...there is a hum of conversation in Spanish. Kevin and Santi watch, gazes towards speakers, silently…Aura [is] taking the most active role, calling out pertinent responses in a clear voice…Aura highly engaged throughout.

This excerpt portrays a moment in which Mr. Cortés facilitates a discussion, and Aura is the most frequent contributor. This was the Aura that I had come to know, participating in discussions, showing great confidence and leadership.

Later that same day, I had an opportunity to observe Aura in her history class with Mr. Smith (pseudonym). The excerpt below provides another view of this student:

> April 4, 11:25 AM: Students are looking at a projected map of Guatemala, except for Aura, Jorge and Ben. Aura and Jorge are looking down at their desks; Ben rests his head, face down, on the desk, with his hoodie up. Jorge has a pencil in his hand, and a notebook in front of him, however he does not write or look at the screen. Mr. Smith: …here's something to write down in red…(displays power point of text, key phrases in red). Students quietly write. Kevin and Ben write as well. They are seated in groups with their backs to the screen and occasionally turn around to read the text. Enrique is also seated with his back to the screen. He

> moves his chair and sits sideways on his chair, so that he is facing forward, using the edge of a nearby desk to rest his notebook. Most students are quiet as Mr. Smith explains. Sebas, Leandro and Jorge call out responses to Mr. Smith's occasional question. All other students are quiet. [At the end of the class observation notes] Aura has not contributed at all.

It was difficult to believe that Aura, so active, vocal and confident in settings with the YPAR students, sat motionless and completely silent for 80 minutes in her history class.

In the focus group discussion, Mr. Cortés, Mrs. McKenna and I talk about this change in behavior:

> Mr. Cortés: …Aura too, you said that she's usually quiet in other classes.
>
> Laura: I was surprised, big difference with Aura, way more on task [in YPAR].
>
> Mr. Cortés: When Laura told me that, I was like, "Wait, she doesn't talk in other classes? I can't shut her up here. She's talks too much here!"
>
> Laura: How is she in your class? Comfortable?
>
> Mrs. McKenna: Yeah.

Mr. Cortés. like me, was astonished. Mrs. McKenna was also surprised, albeit less so. While Mrs. McKenna participated intermittently in the YPAR class, the group of students moved together from the bilingual language arts class to the classroom next door to meet with Mrs. McKenna for ESL. On other occasions, Mrs. McKenna remarked that the engaged behaviors, as well as some of the group practices, had expanded into her class.

Mrs. McKenna greatly appreciated the increased confidence and willingness to take risks that she noticed in the students. She subsequently adopted some of the practices, such as starting the class sessions with students seated in a circle and check-in

conversations.

> Mrs. McKenna: …well, the changes that I see, they feel more confident about expressing their opinions. I just think they feel empowered… it's the whole process that they went through with their research, and inquiry, and getting to choose, and make their own decisions, and take leadership roles. It did make a difference in their confidence and I did see that in my classroom.

Thus, for Mrs. McKenna, student agency, the ability for students to choose the research topic, and the authentic process of identifying and deciding on an issue of focus, resulted in increased oral participation in her class. Mrs. McKenna was also assigned as a co-teacher in a science classroom with level 3 students, and therefore was not as surprised about the lesser participation of students in other classes, as she had witnessed disparate behaviors in various settings. Nonetheless, she viewed Aura as a frequent contributor and leader, equal in confidence to Sebas, and expected that these qualities would be evident in all settings. At the end of the year, Aura's grades reflected these differences in engagement. While she passed all classes, she earned B's in bilingual language arts and ESL, and low C's and D's in other academic classes.

Daniel and Quality of Engagement

Daniel participated in all settings, however, the quality of his engagement varied depending on the setting. In chapter four I described Daniel as outspoken, but a loner who had experienced a traumatic migration. Daniel was always quick to share his strong opinions, and it was easy for others to interpret this as belligerence. Teachers who had more experience working with emergent bilinguals characterized Daniel as an underachiever, while other teachers characterized him as problematic. In contrast, in the

YPAR sessions Daniel regularly engaged in a productive, positive manner, frequently providing greatly detailed input.

Among the mostly unremarkable field notes displaying Daniel's regular participation, the following notes from an observation in an early fall session demonstrate how the YPAR setting allowed us as a group to successfully moderate a potentially volatile moment. In this session, students were practicing public speaking, working in pairs, presenting to the group, and then receiving feedback from other students.

> Students participate, happy, smiles. Mr. Cortés facilitates, however, the students freely move around when and where they want. Betina and Daniel chat with Luis and Kevin. Sebas and Enrique are working together quietly…Betina begins to present. She first greets the class and introduces herself.
>
> Betina (speaking clearly about corruption in her country): *...falta de un buen gobierno...problemas de familias...las personas roban dinero de la comunidad...la policía está involucrada con los malos…*[lack of a good government…family problems…people steal money from the community…the police are involved with the bad guys…]
>
> Daniel: *El presidente de mi país robó mucho dinero que era para el pueblo. Lo usó para comprarse cosas robando dinero de la gente. También hay pandillas...no hay trabajos, los niños comienzan a robar*…[The president of my country stole money that was for the people. He used it to buy himself things, stealing money from the people. There are also gangs…there are no jobs, children begin to steal…]…
>
> As Daniel continues speaking the other students are quiet. Most are looking down

at paper [evaluation rubric] and occasionally look up at the speakers…

Sebas (breaks in before Aura and Camilo have an opportunity to present to give an unexpected critique to Betina and Daniel): *Yo vi que tenían nervios...deben acordarse que estamos tratando de ayudarles…están mirando mucho las notas…* [I see that you were nervous…you should remember that we are trying to help you…you were looking at your notes a lot….] (Sebas continues talking saying that Daniel and Betina should have allowed an opportunity for questions…)

Daniel (reacting defensively to Sebas's comments): *Eso hacíamos en el fin…No miramos las notas mucho…* (aggressive stance, glares at Sebas, who does not respond. Betina stands back....a silence.) [We **did** that at the end of the presentation…We were **not** looking at our notes…!]

Mr. Cortés: *Lo tomaron bien?* [Did they take the feedback well?]

(I join the group in the circle and suggest that saying positive comments first would be helpful...I explain that that is how my evaluation is done as well as the evaluation of teachers.)

In this session, Daniel worked cooperatively with others, discussing the topic, issues in the community. During the ten minutes that Mr. Cortés allotted for preparation he created a presentation with Betina, taking notes from which to present. After the class had little feedback for the pair, Mr. Cortés announced that the next pair was to present, when Sebas jumped in with a critique. At this moment, Daniel's words showed his temperament, his quick turn to combativeness, and while only partially captured in field notes, I am left with a visual impression of him and Betina, standing in front of the class, Betina standing

back, leaning back towards the white board, while Daniel leans forward, off his heels, face projected towards Sebas, glaring. In the context of the YPAR environment, Mr. Cortés and I were able to connect the incident to feedback practices, and notably, Betina and Sebas, normally bold, held back. After this brief incident, the students involved took their seats, and the class proceeded. The group practices that had been established in the cooperative environment effectively usurped what may have been an altercation in another class setting.

For Daniel as well as for other students, out of the YPAR setting, there were moments in which attempts at participation and collaboration were perceived as disruptions. For instance, during a history lesson, Mr. Smith was presenting a lesson about the history of Guatemala, the most represented home region of students in the program. I observed Leandro, calling out responses to the teacher, who was attempting to present the information to the class in a modified lecture format. As the teacher attempted to explain the role of the U.S. in Central America, Leandro kept calling out (in English), “the problem in our country is the president doesn’t want to help people...they don’t have money...they don’t have education…” Rather than responding to or acknowledging Leandro’s remarks, Mr. Smith paused after each interruption, and then proceeded to continue with instruction. When I later asked if the class behaviors were typical, Mr. Smith commented that this *misbehavior* was typical of Leandro.

Daniel experienced conflicts in many settings; he described several in the history class. During Aura’s presentation about Guatemala he almost got into a physical altercation with another student who had shared particularly upsetting insults about Daniel’s mother. Daniel, defending his mother’s honor, rose to strike the other student.

Fortunately, before anything could happen, Mr. Smith noticed and stepped in, and sent both students to explain the situation to a vice principal. Daniel explained to me later during his interview how the conflict had started. He had raised his hand to offer a correction to her map (translated into English here), "I am from Guatemala also…I said but that is another place, that [town] doesn't go there...and one student got up and told me to shut up, but I was only correcting her, **that's** not bad...he just wants to boss everyone around…" Here, Daniel's comment, demonstrating his prior knowledge, hung in the air, unvalidated. As he persisted, seeking recognition for his contribution, another student became agitated by his behavior. Fortunately the conflict was mitigated by the teacher, as certainly neither Daniel nor the other student demonstrated self-control. Established methods for the students to disagree were not evident in this setting.

"We Were in Charge"

This comment, along with the excerpts from field notes, suggest that Daniel became frustrated in circumstances that denied him opportunities for agency and invalidated his experiences and knowledge. As he explained during his interview (translated into English here),

> Daniel: … in the other classes, the teachers tell you, 'ok, do this project, put this here, and that's it. So you go along, bored, doing the project. With Mr. Cortés, though, everything seems interesting, everyone has something interesting to say, so you start to develop your own opinions and you get involved in the project… we were like the teachers in that moment…because you didn't have the topic planned….we had to explain it…we were the teachers… we were in charge of the class…

Laura: In other classes do you have an opportunity to choose topics?

Daniel: No. Never.

Daniel had experienced great trauma from his migration experiences. He often shut down in traditional settings, refused to turn in assignments, and ultimately lost credit for several courses. In most academic settings, Daniel earned grades much lower than his classmates, with end of year averages under 30% in history, and under 50% in science and math, far below the district passing average of 65%. Nevertheless, in YPAR, where Carlos had a voice in the topic of study, and group norms and the collaborative setting seemed to channel his efforts into positive contributions, he earned passing grades, high C's in both bilingual language arts and ESL.

Enrique, "A Bit of an Activist"

Enrique was a high achiever in every class, as evidenced by his 3.4 GPA. He participated in whole class discussions through gestures and body language, such as nodding and eye contact, which was recorded throughout observation field notes. Though he was often quiet, he appeared attentive. He was likely to occasionally volunteer a response, and he usually had pencil in hand, taking notes, whereas Santi and Kevin never responded without being called on, providing only occasionally smiles, not a recognizeable 'yes' or 'no', not even with a nod or shake of heads.

Still, Enrique's reserved behavior belied his intellect and leadership skills, which became evident primarily in the YPAR sessions. Throughout the year, Mr. Cortés, Mrs. McKenna and I grew to share a high esteem for Enrique and his contributions and leadership, particularly in pulling together the findings in the creation of the final presentation. Indeed, in the YPAR setting, what was moderate engagement in other

classes, became an attentive and influential force. As Mr. Cortés stated,

> Enrique, who probably always had that in him, because I've never seen him as just a quiet, passive learner…[but] now, with the YPAR, it was almost like his avenue to really let it out, and become forceful, almost like a bit of an activist. You'll hear comments from him like, ‘All right, let's get this going. This is actually, really important what we're doing here.’

Throughout the project, the discussions of community issues for Enrique developed into a keen interest in the history of Latin American and neo-colonialism, ideas which he discussed at length during the bilingual language arts class and non-instructional times with Mr. Cortés.

Perhaps the most noteworthy evidence of Enrique’s heightened engagement were his own reflections (translated into English here):

> …if the teacher had given us the topic some would not agree with it, or be interested in it…so we are doing the project in Mr. Cortés’s class in a different manner…it’s different from Mr. Cortés’s regular class and the other classes…we choose the idea and there is more interest…sometimes some people do not agree with the ideas that come out…and we have arguments...there is more freedom to have these discussions…

Thus, for Enrique, the greater participation of students in the YPAR setting was evident, and like Daniel, he attributed this to students choosing the topic, directly relating the engagement to student agency and voice.

Yet Enrique expressed some ambivalence about the disruption of the traditional classroom hierarchy. At times he found the YPAR setting to be somewhat unruly. As he

stated (translated into English here),

> when the teacher makes the decisions the classes are more orderly…students pay more attention because they are afraid that the teachers will react…some teachers are a little too free…a little freer than you want them to be…

Therefore, for Enrique, the greater engagement of students in YPAR came with a cost, the loss of the traditional classroom setting, with the teacher as an authority figure who provided the necessary restraints and helped students focus. Enrique and his classmates held a worldview in which students were passive receivers of knowledge, and while he appreciated the opportunities for agency in YPAR, it was difficult for him to fully accept the practices as a sound pedagogical method. Enrique's view of a well functioning classroom is illustrated in this excerpt from Enrique's interview:

> Enrique: *Sí yo creo que hay más...como...los profesores aquí mantienen un poquito más el orden con los estudiantes mientras que allá los alumnos son más desordenados, los muchachos hacen más…. están como más... tienen menos responsabilidad, se podría decir. Se portan mal, hay más pleitos en las aulas.* [I think that there is more…like the teachers here maintain order a little more with students while there students are more unruly, the kids do more…are like more….have less responsibility one could say. They behave poorly, there are more conflicts in the classrooms.]…

Enrique expressed a worldview in which appropriate behavior was passive behavior on the part of the students, appreciating teachers who 'maintain order'. When asked why some students did not experience success in school, Enrique responded:

> *Yo creo que es porque en realidad no quieren estudiar. Es el factor principal.*

> *Porque todos que les pasa eso….faltan mucho a la escuela. Es algo que no quieren.* [I think it's because they really don't want to study. That is the principal factor. Because everyone that that happens to…misses school a lot. It's something they don't want.]

Here, Enrique cited the lack of motivation and discipline on the part of the student, and did not mention anything about teaching methods, instructional and other resources or setting. As noted in the prior chapter, Enrique enjoyed resources that other students did not have, including space at home to study, a relatively stable financial situation which enabled him to focus on his studies and not have to work during after school hours, and perhaps most importantly, family support for education. Enrique's adult sister, the head of his household, had been a matriculated university student in an accounting program before migrating to the U.S., and Enrique had adult siblings in his home region who had completed the university and were working professional jobs, one as a teacher. Though Enrique was an English learner from a low-income background with non-consecutive school experiences in his home region, he was not an 'at-risk' student, or at the very least, not as much as his classmates, who lived and slept in rented rooms (or corridors) with other family members and worked many hours after school.

Enrique thrived in school. At the end of the year, Enrique had earned his highest grades in the YPAR classes, bilingual language arts and ESL, however, he was successful in every class, and did not earn a grade under a B. Perhaps due to his overall success, Enrique was not cognizant of the fact that he participated more actively in the YPAR setting and achieved greater academic success in those classes than in others.

Ben and Kevin

Ben and Kevin were among the quieter members of the YPAR groups, who often congregated together in and out of classes. Ben was part of the block 2 YPAR cohort, so I had fewer opportunities to observe him in the regular YPAR settings. My observations of Ben took place in one regular YPAR session, several double-block YPAR meetings with both groups, and many weeks later, in other classes. As described in chapter 4, I recognized his general reluctance to participate, his manner of hiding in his oversized sweatshirt, hood-up, however, I never saw disruptive or extreme disengagement in the YPAR sessions. For example, I never saw Ben or any other student in this setting resting their heads on desks, or not looking towards speakers in discussions. Furthermore, in observation notes of several classes I reflected that in small group discussions, such as the data interpretation meetings when students read, discussed and coded survey responses, the quieter students, including Ben, Kevin and Santi, contributed actively in the discussions, talking with animated expressions.

Kevin was part of the block 1 cohort, which I frequently visited throughout the year. Kevin, like Ben, was quiet in whole group discussions, however, he had a more confident posture, and seemed to listen carefully, turning often to face the speaker of the moment. He was exceedingly well-mannered, and as is customary for those of Latinx culture, he was careful not to ‘give his back’ to others. During one class meeting, I wondered at one moment why he was kneeling in the circle rather than sitting on a chair, then quickly realized that he was doing so as to not block me from the group, as I was sitting in a chair behind him. Kevin was quick to share a wide smile whenever I caught his glance, and one Saturday, driving about town, I was rewarded with this smile as I passed him on his bicycle.

By mid-year Ben was failing several classes, and all of his teachers, including Mr. Cortés and Mrs. McKenna, expressed concern about his refusal to complete assignments in class. Still, I was not prepared for the complete shut-down behavior that I noticed in the spring observations. Whereas the outspoken Aura was quiet, Ben and Kevin had more adverse reactions in traditional class settings. For example, while Ben and Kevin may not have been forthcoming in whole group discussions in the YPAR setting, they fully participated in small group, collaborative work. During the observation of the coding session, both students were highly engaged, easily among the more vocal members of the class, identifying phrases, discussing them with group members, occasionally calling out to Mr. Cortés to explain an English expression.

It was after this session that I observed Ben and Kevin in a science class. In this setting, students were seated at paired desks arranged in rows. As the science teacher circulated around the room, students worked independently at their desks, completing a worksheet. I was surprised to see the normally recalcitrant Ben writing with high energy, his arm moving ubruptly across the desk. As I got closer, I realized that he was not engaged in assigned work, he was angrily making sharp, dark lines with a pen. Behind him, Kevin, who always seemed so shy and sweet, had put his head down on the desk, in what must have been an uncomfortable face-down posture, and had his hands over his head. Mrs. McKenna remarked to me quietly that the science teacher had asked Ben why he was not prepared with his notes for class, and that Kevin was angry because Mrs. McKenna had taken his cell phone away, as he had it out in class which was against the rules. In retrospect, considering Kevin’s courteous manner as described above, it is possible that his posture reflected shame, not anger. Also, in the numerous hours

throughout the year that I had spent in the YPAR class, I do not recall seeing a student use a cellphone.

While Ben and Kevin engaged in a more reserved manner in the YPAR setting, they still participated in every activity as members of the group. For these students, there was a marked difference in their behavior in traditional settings, which corresponded to failing grades. At the end of the year, Ben failed every class except for those connected to YPAR, namely, Bilingual Language Arts and ESL. While Kevin managed to pass every class, he came close to failing in math and science, earning his highest grades in ESL, bilingual language arts, and history.

Favorable for All, Crucial for Some

Though Enrique and Aura exhibited different degrees of disengagement in the non-YPAR settings, Enrique being moderately engaged and Aura being moderately disengaged, both experienced overall academic success in all settings, and greater success in those classes connected with the YPAR experience (bilingual language arts and ESL). For Enrique and Aura, the YPAR experience was favorable. As discussed, of the group, Enrique had the most stability in his home life and enjoyed resources of space and time to study. While there is less direct data about Aura's home life, as she elected to not participate in an interview, Mr. Cortés reported that like Enrique, Aura lived with close family members (her father and brother) and did not work outside of school, indicating greater stability and resources than for Daniel, Kevin and Ben.

Contrarily, for Daniel, Kevin and Ben, participation in YPAR proved to be crucial for their academic success. Of these students, only Daniel participated in an interview, seemingly an opportunity for him to air his many grievances about his overall

experiences in the U.S. Nonetheless, for all of these students I had additional data including information from the district intake procedures as well as anecdotal information from teachers. I have already recounted Daniel's difficult migration experience and his lack of space in his living circumstances. As did his mother, Daniel worked many hours after school in a local restaurant, which left him sleepy and irritable during the school day. While Ben and Kevin lived with their families, both had experienced long separations from parents, having been left in home regions with grandparents for several years as parents and older siblings migrated to the US first. Despite their generally private natures, both had expressed to teachers their feelings of distress at having been left behind, which, at times, they perceived as rejection. In addition, both worked many hours after school and were expected to contribute financially to their households, leaving few hours for study time. As reported, for these students, the YPAR classes were the only settings where they successfully earned academic credit. So, YPAR benefitted all of these students, but particularly those with fewer resources and greater social-emotional challenges, those most 'at-risk'.

Challenges and Successes

Despite the fact that Aura, Enrique, Daniel, Ben and Kevin experienced greater success in the YPAR environment, YPAR did not prove to be the magic wand that would prevent some students from discontinuing their schooling and dropping out. Three students who faced extreme economic challenges, Camilo, Luis and Juan, dropped out of the program in November in order to work more hours to support families here or in home regions. Still, we could not be sure that for Sebas and Betina, interest in the project, and strong personal relationships fostered by the project (discussed in Chapter 6),

prevented them from ultimately dropping out permanently. Their return to school, reengagement and ultimate academic success, was unusual after so many weeks of absence. In addition, at the time of this reporting, during the subsequent school year, Luis had also returned to school.

For other students, such as Santi, the opportunities for increased agency and engagement seemed to promote an increased and life-changing self-advocacy. Santi had entered school the year before the project started. He was extremely quiet, and it took many months for him to speak at all in any classroom setting, in English or Spanish. I recall that one of the teachers mentioned that she was concerned about Santi's academic abilities, indicating that perhaps he should be evaluated by the child study team. Remarking on his experiences with Santi in the program, Mr. Cortés commented

> …I think of students like Santi, who, I had always thought to be extremely quiet and just, to be honest, unaware of what's happening. And then, this YPAR thing started, and there were a lot of opportunities for students to really share their position and opinions. And after setting up a climate of mutual respect and support, he would start to share more, and speak out more and actually, a lot of his really great ideas would come out. And I think that stuck pretty much throughout the course as well, outside of YPAR…last year, he never really shared, he was always extremely quiet. And I didn't think he knew what was happening sometimes. He always got good grades, so I knew he was listening to the lesson, but I didn't know that he had such, as horrible as it sounds, such deep ideas.

Indeed, at the end of the school year Santi was not only contributing more in all of his

classes, he also began to take a more active role in his academic trajectory, seeking out information regarding how many credits he needed to graduate, enrolling and successfully completing a needed summer course. Most notably, in the following fall, Santi realized that he was missing biology, a graduation requirement, and came to me and insisted that I find a way to fit it in his full schedule. He politely and persistently came to my office, until I was successful in finding a solution to the scheduling puzzle.

Language Use and Engagement

Data revealed a variety of student and teacher language practices depending on setting and lesson. As an administrator in the relatively new bilingual program, in the years before the study I worked diligently creating and delivering professional development sessions to teachers and community members focused on the pedagogical value of using students' dominant language in instruction, the practical importance of students' maintaining Spanish language skills, as well as the overall goals of an instructional program in which students were able to gain skills in all disciplines, including English. As a result, during the year of the study, the use of Spanish in instruction was more accepted by the school community.

Nevertheless, the data in this study revealed that for most students and staff, academic success meant speaking English, regardless of content and meaning. I was well aware of these beliefs, and felt frustrated that there continued to be a need to explain to staff members that low English proficiency did not mean low academic ability. It is important here to reveal that despite my intentions, there was ample evidence in focus group and artifact data to support that in many instances, I also primarily emphasized growth in English proficiency as a measure of overall academic success. Thus, in fairness

to the dedicated teachers who worked conscientiously to provide successful learning experiences for students, I will explore this evidence before discussing language use in the varied instructional settings that I observed.

Mixed Messages

Endeavoring to provide "honesty and transparency about …[my]… biases, goals, and foibles as well as about how these played a role in the methods, joys, and mistakes of the research," (Tracy, 2010, p. 841) I must convey that after reflecting, I realize that I had expected to see more translanguaging in the YPAR setting than what was reflected in the evidence. I had hoped that in this instructional setting, where students were permitted to communicate in either Spanish or English, there would not only be increased engagement, but also increased English use, with students *evolving* from using Spanish throughout the lesson to using more and more English. Indeed, my first analysis of the data was superficial, and my assumptions became my initial and premature conclusions.

My perspective, that using more and more English in any setting meant improvement and thus my desire to see this in YPAR settings, reflects my underlying focus on English language acquisition, which was shared by other staff. This is evident throughout the data, particularly in focus groups and teacher interviews. As in this passage of my conversation with Mr. Cortés, our desire for increased use of English among students at moments surpassed our concern for their development of other academic skills, such as higher order thinking and literacy skills. In addition, it led us to believe that English use was happening where it was not.

> Mr. Cortés: There's a lot of translanguaging, too. [In YPAR, not confirmed in the evidence.]

Laura: Not as much as I would have hoped for. That's why I was using more English than I've ever used with them. But again, they're level two.

Mr. Cortés: But I think it [YPAR] really does push them towards the English, *which is a good thing* [my emphasis].

Again and again, in communications throughout the year, teachers and I spoke of our concerns regarding students' limited English language use. In addition to our wanting to facilitate students' goals in acquiring English, this may have also been a response to strict state accountability measures for growth in English language proficiency, which, as for many states, were seemingly in conflict with the state bilingual code (Kim, Hutchison & Winslor, 2015), which mandated native language instruction for district populations over 20, or a state approved waiver for settings where a bilingual program was not practical.

Artifact reviews of my routine district observations notes display the emphasis on English acquisition, as demonstrated in these excerpts. *"Students…made good efforts to produce English, although they frequently communicated in Spanish."* Note the use of 'although', indicating that the use of Spanish is not desired. Likewise, the following notes were all marked as signs of needed improvement for content area ELL classes: *"As mentioned, students used Spanish throughout the lesson, chatting with each other and asking for translations…Here, a pair of students with higher level English skills communicated almost exclusively in Spanish…(Student name) speaking all Spanish – perhaps seat with speaker of other language?"* As a specialist with over 25 years of experience working with emergent bilingual students, I recorded these comments with the knowledge that there is no pedagogical reason why Spanish language use among Spanish speaking students is not desirable in content-focused settings. Furthermore, even after

having established a district language policy with an express purpose of providing access to linguistic resources for students in all academic settings, my intentions and actions were not consistent, communicated ambivalence and promoted confusion about district expectations of classroom language use.

It should also be noted that most data collected for the study was connected to student experiences in YPAR, not in other instructional settings. So the following sections reflect a small number of specific lessons in content classes, a relatively small subset of data. Also, rather than reflecting practices of individual teachers, these may be viewed as reflecting overall district culture and policy, with language use varying according to the lesson objective and resources available. In other words, it is probable that any language restriction depended on the lesson.

No! Speak English!

Observation and interview data revealed several instances in which students' use of Spanish was explicitly or implicitly limited in content area classrooms. Observation notes from Mr. Johnson's (pseudonym) math class reveal most students sitting quietly, not contributing, with Enrique and Daniel occasionally calling out responses in English. Mr. Cortés had mentioned that he had to speak to Mr. Johnson about the need to permit students to discuss math problems in Spanish, and he told me that Mr. Johnson effectively had an English-only classroom policy. My notes from classroom observations of Mr. Johnson indicate classroom communications that were all teacher to student and in English, with few opportunities for student-to-student communication. Furthermore, when asked, students were not able to express the learning goal of the lesson, in English or Spanish. During the lesson, students were wide-eyed, silent and generally lost.

Enrique, cooperative and successful in all classroom settings, provided further evidence of the language restrictions in this classroom, and in his interview lamented the fact that students were not able to use Spanish to negotiate meaning.

Laura: *Entonces en matemáticas ustedes no pueden hablar español?* [So, in math you are not able to speak Spanish?]

Enrique: *No*

Laura: *Entre ustedes tampoco?* [Not even among yourselves?]

Enrique: *No, porque muchas veces ha pasado que estamos hablando y el maestro nos dice,* 'No! Speak English!' *Y creo que entre nosotros….es bueno….para mi….en matemáticas es para entenderla.* [No, because in many instances we are talking [in Spanish] and the teacher says, 'No! Speak English!' And I think that among us…it's good (speaking Spanish)... for me…in math it's so we can understand.]

Laura: *Si, para negociar ...como funciona eso….hay que conversar…*[Yes, to negotiate…how something works…you have to talk…]

Enrique: *Si, porque hay palabras nuevas para un alumno…. y el otro tal vez sabe….entonces tenemos que hablar.* [Yes, because there are new words for one student…and the other maybe knows them…so we have to talk.]

Laura: *Para trabajar en el problema para llegar a la solución?* [To work on the problem and arrive at a solution?]

Enrique: *Claro.* [Of course.]

Enrique's comments reveal the importance of translanguaging for these emerging L2 speakers in order to negotiate meaning. According to researchers, in addition to

negotiating meaning, speakers also translanguage to assert identity as a group member (Sayer, 2013), to display status (Coyoca & Lee, 2009), to resist dominant racial discourses and to exercise agency (McKay & Wong, 1996). While earlier researchers believed that translanguaging was not an effective strategy for learners with low proficiency in the dominant language (Lewis, Jones & Baker, 2012), Enrique's comments regarding the need to use both languages in the classroom support Garcia's view, that translanguaging is an effective strategy even for emerging L2 speakers (2009). The data here suggests that translanguaging to make meaning, more so than the other purposes, may be used more frequently among emerging speakers. In Mr. Johnson's class of restricted language use, the inability to translanguage and make meaning effectively inhibited comprehension, precluding engagement in academic content. Hence, for emerging speakers of the dominant language, restricted translanguaging inhibited engagement.

Say it in Spanish!

There were other settings in which the use of both languages was tolerated or promoted in classroom instruction, in a variety of manners. In history, I observed two classes with Mr. Smith (psuedonym), who provided instruction in both of these instances in a traditional format at the beginning of the lesson, after which students participated in group activities.

In the first lesson, the Mr. Smith directed the students to copy down English text in red, as he provided oral information about the topic, the forced assimilation of Native Americans in the history of the U.S. The majority of students were quiet, busily copying the material. Santi, Aura, and Sebas worked diligently, and Leandro occasionally called

out a response in English to the teacher's questions.

In a subsequent lesson, the Mr. Smith projected slides containing visuals and text in both English and Spanish, as he spoke about political violence in the home region of many of the students. Again, Mr. Smith spoke in English, directing students to copy text into their notebooks. Students copied language in both English and Spanish. In this lesson, again, all students except Leandro were quiet. Leandro frequently called out responses in English, first commenting on a graphic display, then on the political figure that was depicted on the screen. Mr. Smith briefly responded to Leandro, confirming his statements with a nod or short comment. As Mr. Smith projected a slide which contained information regarding political violence, Daniel began to recount, in Spanish, a family experience related to the violence of this time period. Mr. Smith looked toward Daniel and made a shushing noise, and Daniel became quiet. Mr. Smith proceeded to question the students on the material:

> Mr. Smith: You tell me, is this good or bad? Why? What about this one was is happening there? Is that good or bad? What's happening? What are they doing? Student: *Estudiando!* Mr. Smith: Studying what? Student: *Arte!* Mr. Smith: Right, studying art. Right!

In both lessons, the first activity, Mr. Smith's oral presentation with students copying information from slides, was followed by small group activities. In the first lesson, students worked together classifying various artifacts including images and texts in English. In the second lesson, students talked in small groups and recorded answers to comprehension questions. In these group activities students worked quietly, occasionally speaking to each, mostly in Spanish interspersed with English content related words, and

in whispered tones.

In his interview, Enrique confirmed that the students were permitted to use both English and Spanish in history class, explaining how it was helpful that Spanish was permitted (translated into English here).

> One problem is that there are students who know the answer, but for example in the classes in English, they know the answer but they don't know English, so they stay silent…for example, in history class it's permitted, as long as you understand, throughout the unit. He doesn't care about that [which language is used]…So if we have a test, and we don't know the answer in English, we can write it down and he can translate it to see if we understand.

Both the observation notes and Enrique's statements describe an environment in which written use of both languages is permitted. The teacher had gone to great lengths to provide text in both languages, and was willing to translate student written work from Spanish to English, allowing them to demonstrate in writing comprehension of the concepts. While there was some restriction to Spanish use in the classroom, in one instance with Mr. Smith limiting a student's discussion of the topic, students were permitted to converse in Spanish and English in moments of group work. This was most likely due to the Mr. Smith's self-described limited proficiency in Spanish. As the observation notes reveal, when working in groups students were much quieter than in other settings, speaking in quiet tones or silent, using mostly Spanish and content connected vocabulary words. Throughout these lessons, this permitted, but teacher-controlled, translanguaging assisted students with making meaning and comprehending the lessons, but did not coincide with high energy and engagement. Students were

cooperative and demonstrated comprehension by completing tasks, but were subdued, exhibiting low engagement. A few students, including Aura, completed the tasks but appeared to be unfocused, looking at the floor or walls of the room.

In a math class, the use of both languages was promoted by Mrs. Taylor, a native speaker of Spanish. Contrary to the history lesson, here translanguaging occurred orally and spontaneously, probably due to the Mrs. Taylor's high proficiency in both languages. Mrs. Taylor had immigrated to the U.S. from Mexico as a child, and shared the dark complexion and compact stature of her students. Here, Mrs. Taylor and her students used both languages to pose questions, discuss concepts and provide responses. Student engagement was moderately high. Some students, including Aura, refrained from the conversation and worked quietly at their desks, but the majority of the class, even normally reluctant Kevin, participated in discussions, some in English, others in Spanish, most using both languages. In the excerpt below, Kevin works on math problems on a worksheet, seated next to a classmate, reaches a solution and in an uncharacteristically animated fashion, exclaims positively, then rapidly turns to ask Mrs. Taylor a follow up question, who stands several desks away helping another student.

Kevin: *Wow! ¡Eso si funciona!* That works! [Student states in Spanish, and then English.] (Turns head towards Mrs. Taylor and raises hand urgently.) *Mrs., y como para tener esto allí…?* [Mrs., how do I get that there again?]

Mrs. Taylor explains concept in English to Kevin and the classmate seated next to him: ...Are you following me?

Kevin: *Sí*

Classmate: Oh…that's *fácil!*

Mrs. Taylor: That makes sense?

Classmate: *¡Sí!*

Mrs. Taylor: These are good questions! Good job! It's good to ask! If you have questions, ask!

Another student: *Y yo también iba a preguntar!* [Hey, I was also going to ask!] (Other students laugh.)

The students work together in pairs as Mrs. Taylor circulates about the room. Students speak mostly in Spanish, occasionally praising each other (Nice!) in English, modeling the English phrase that the teacher also frequently uses.

I knew from prior conversations with Mrs. Taylor that she had established the communicative parameters of the class early in the year, explaining to students that though she would be communicating mostly in English, they were to use Spanish when necessary, because she understood Spanish and English. During the observation described above, students were clearly accustomed to this, and while the communicative parameters had been defined by the teacher earlier in the year, the spontaneous nature of the oral conversation provided opportunities for students to use their language of choice in any given moment. The moderately high engagement of most of the students coincided with this linguistic agency.

In addition to conditions and motives for translanguaging, researchers have also discussed student agency in language use. Lewis, Baker and Jones characterized translanguaging as either student-led, or teacher-directed, the latter occurring when the teacher structures an activity using both languages as a scaffolding strategy to provide meaning cues for content (2012). In this circumstance, students may use both languages,

but the teacher maintains control of the manner and balance of the languages. This contrasts with student-led translanguaging, in which students select the language (Lewis, Baker & Jones, 2012). In the math class, students experienced more agency in language use than in the history class, due to the fluidity and spontaneity of the oral language use. In addition, the teacher's high proficiency in both languages permitted her to respond to students in both languages, further loosening linguistic restrictions. This example of higher engagement corresponding with greater student agency in language use, and the need to make meaning of the math concepts, which unlike in history were not provided in Spanish text, provided a context for increased translanguaging.

Translanguaging, Making Meaning and Student Agency

By far, the classroom with the most amount of translanguaging was the ESL class with Mrs. McKenna. The following is an excerpt from observations notes taken in the spring, on the same day that the history class discussed the experience of Native Americans:

> Mrs. McKenna is talking to entire class telling them that there is a preposition quiz tomorrow. Goes to board, points to number 2 on the agenda: Does anyone have permission slips?
>
> A student responds in Spanish.
>
> Mrs. McKenna: English please….do you need one (distributes slips to students who have not returned them including Ben and Daniel.) What is the date of the field trip?
>
> Students are all sitting, gazes towards Mrs. McKenna, providing responses in English.

Mrs. McKenna: What time are we leaving?

Sebas: I told you (to classmate). I don't work on Wednesday (to teacher).

Kevin: I work.

Mrs. McKenna: Can you talk to your boss?

(There is another exchange and student says yes he will talk to his boss.) Mrs. McKenna talks about the upcoming student soccer tournament….asks how many days until...etc.

Sebas: Why green? [ELL team wears green t-shirts.] Why not red?

There is a short discussion regarding color of team, some students using English, others Spanish as they talk to each other. Kevin speaks Spanish to Sebas, who responds with both languages. Mrs. McKenna asks students to pass out notebooks.

Daniel (to student who hands him the notebook): Thank you, my boss. (in English. Daniel shows Mrs. McKenna a picture in his notebook and painstakingly asks a question in English) He is…?

Mrs. McKenna: He is young.

After a moment Daniel turns and talks to the para (In Spanish) and tells him about a weekend trip he had taken. The para responds in English, Daniel continues talking in English and Spanish.

Aura is talking with Sebas: I put in my backpack.

Sebas: Really?

Aura: *Sí, yo dejé en mi cuarto*…(continues chatting in Spanish and Sebas responds in Spanish...they are chuckling.

> Mrs. McKenna goes over to Daniel, who is seated looking in his notebook, and explains task in English. Daniel listens, looking at his paper in a concentrated fashion. Other students chat quietly (language not discernable but appears to be in Spanish)...Kevin, seated with Enrique, is giggling.

In this excerpt, a student starts to communicate in Spanish, and Mrs. McKenna directs him to use English. This begins a pattern of translanguaging, students speaking English to Mrs. McKenna and English and Spanish to each other as they spoke about an upcoming event, and started a task in their notebooks. Interestingly, while at the start of the conversation students communicate in English, as directed by Mrs. McKenna, there is a phrase that is a direct translation of the students' Spanish repertoire, in which 'my boss' replaces *mi jefe*, a much-used affectionate term of address for a classmate. This suggests that students are focused on meaning making at the lexicon level, using their Spanish linguistic knowledge to practice English.

Though Mrs. McKenna asked the students to speak English, she was tolerant of the translanguaging. I asked her about this later, recounting what had happened, that a student began in Spanish, she asked him to speak English and then after that she accepted a mix of Spanish and English. Mrs. McKenna reported that this was a normal occurrence. She would ask the students to speak English when they were using all Spanish, but then accepted "that they use both languages…they are trying, practicing recall, negotiating meaning…even if they use Spanish words they are practicing the sentence structures." The majority of the students participated and showed moderate to high engagement in the ESL class, all except for Ben, who had moments of moderate engagement interspersed with moments in which he disengaged, putting his head down on the desk.

As in Mrs. Taylor's class, most students participated in discussions, a few were quiet, but with no students were disengaged. They used both languages spontaneously, and while Mrs. McKenna provided more explicit limitations than Mrs. Taylor did, it seemed that as she accepted some Spanish, students maintained a sense of linguistic agency. As the students discussed the color of the t-shirts in English, many of them turned to classmates, explained and expanded upon the conversation in Spanish. This demonstrated students' need to make meaning, particularly in this classroom with a non-Spanish speaking teacher, which here again suggests that this is an important condition for translanguaging for emergent speakers.

Enrique commented on the better participation from the students in the ESL class as compared to content area classes such as history and science. When asked why one student participated well in ESL but not in other classes, Enrique responded:

Enrique: *Quizás porque sabe que el inglés es importante en los Estados Unidos. Puede ser eso.* [Maybe because he knows that English is important in the United States.]

Laura: *Entonces está más involucrado porque ve la necesidad de hablar inglés.* [So he is more involved because he sees the necessity of speaking English.]

Enrique: *Si, tiene que aprenderlo.* [Yes he has to learn it.]

Laura: *En la clase de inglés, ¿los estudiantes pueden hablar español durante la clase…?* [In English class the students can speak Spanish during class?]

Enrique: *No, ahí no….me parece que estamos muy de acuerdo con la maestra que no nos deja hablar español... porque es la clase de inglés, ¿no?* [No, there

no…I think that we all agree that the teacher doesn't let us speak Spanish…because it's English class, right?]

Here, Enrique attributes increased engagement to students' desire to learn English, which they perceive as an important, practical need. This authenticity, along with linguistic agency, promoted engagement, and the enhanced engagement propelled the need to make meaning.

Note that Enrique does not mention that students use Spanish in English class. Like Mrs. McKenna, his focus is on expression and content and he perceives translanguaging as English use. Even though it appears at first that Mrs. McKenna restricted language use, in effect students were free to use Spanish when they needed to, as long as they were attempting to use English. In addition to agency in language use, the ESL class also benefitted from its close connections with the bilingual language arts class and the YPAR project. As explained prior, the same group of students moved daily from the bilingual language arts classroom next door to ESL. Mrs. McKenna participated in several YPAR double-group sessions, and indicated that due to the YPAR experience, students acted with more agency in her classroom than her classes in prior years. Here, Mrs. McKenna and I speak about this increased agency, and how it transferred to her class:

Mrs. McKenna: I am a routine person because it's just who I am, but I've stepped back from that a little bit to allow time to, at the beginning of class, for students to talk. Especially Mondays …we just talk. We spend 30 minutes. That's only on Mondays do we take that chunk of time just for talking.

Laura: You told me that you got that idea from [YPAR sessions]

> Mrs. McKenna: I did…So that first time that I came into the combined classes, and everyone was in a circle, and they were all talking and sharing. They were really engaged and I wanted that. I did. So I thought about it and that's when I started that like in December…actually, we don't get in a circle anymore. We share out because now, I guess, it gets to be kind of comfortable. Everyone's getting up…they're getting their coffee and we're talking as everyone's getting their coffee or their hot chocolate.

Mrs. McKenna speaks about the change in her classroom, and how she has moved from her 'routines' to a format that allows students to talk, determine topic, and move about the classroom, as they need to. She recognized the increased engagement in YPAR, and emphasized '*I wanted that. I did.'*, her desire to provide a similar setting for students.

YPAR: This is a Spanish Class

As established above, the data suggests that these emerging speakers used both languages when the language policy of the classroom, explicit or implicit, permitted them to do so and when there was a need for meaning making. In addition, greater student agency in language use through student-led translanguaging coincided with greater class participation and engagement. Until here, I have explained how student's agency in language use corresponded to overall engagement. In contexts where students were restricted from using both languages, I observed low engagement, or even disengagement. Where teachers permitted the use of both languages, student engagement increased, and was enhanced even more so where students experienced greater agency in language use. In YPAR, as described in chapter 4, more than in any other setting, students had various opportunities to lead. Working collaboratively, they chose the topic

and manner of study. We communicated to students at the beginning of the year that we strove to create a space where students were free to assert their cultural and linguistic identities. Right from the beginning, the students responded positively, and it was obvious to us that they had a wealth of knowledge and experiences that enabled them to do so.

Thus far, I have described how the data suggests that these aspects coincided in English language content area classes. As indicated, Mr. Cortés and I had anticipated that in YPAR, the explicit non-restrictive classroom language policy, high engagement and increased student agency would provide a context for increased translanguaging. Nonetheless, I did not find our expectations to be true upon additional data analysis. Apart from using short social phrases with each other, the students used Spanish to share the more complex ideas that they communicated in the project. Upon reflection, this was predictable. As stated in WIDA performance definitions, these level 2 students, designated as “emerging,” are characterized as capable of producing “phrases or short sentences” and “emerging expression of ideas” (WIDA, n.d.). Naturally, students needed more complex language to explore their selected research topic, which created a need to discuss ideas including integration, language and cultural barriers and racism. They simply did not have access to this language in English. Furthermore, these emerging speakers who primarily used translanguaging to make meaning in other contexts, did not have this need in the YPAR context. The classes, resources and materials were mostly in Spanish. Thus, during most of the YPAR sessions, I collected data that reflected few incidences of translanguaging.

In contrast, during moments in which there was a practical and authentic need to

make meaning of English, student translanguaging was discernable. For example, during the creation of the student survey, data collection and analysis, students needed to produce and interpret English language text to communicate with English dominant students. In two sessions, I recorded utterances in English, recorded below, that were more than readings of English data. They demonstrated translanguaging discussions of meaning, in this setting of authentic purpose. In other words, the students were motivated to figure out what the non-ELLs had expressed, and used both languages to do so. Furthermore, every student, including the most reluctant, demonstrated participation and engagement in this task, perhaps more so than in other activities. While I was not able to capture many specific utterances, the notes reveal translanguaging that is used as a strategy to make meaning. The excerpt below is taken from field notes recorded during an observation of a YPAR session. During this session, students worked in pairs, discussing and recording impressions of data collected from interviews with English speaking students in a study hall.

> Daniel explained his observations to me in great detail, having written similarities and differences on a page. He listed several of each of these. He had discussed these observations with Enrique, and they had composed together. Enrique sat quietly, listening and responding to Daniel and taking notes, nodding and chiming in as Daniel explained to me. Daniel and Enrique spoke in Spanish, reflecting on their notes, which were written in English and Spanish. Aura engaged throughout, talking to her group, Sebas and Betina, with an animated expression... All students sharing observations on Google doc. All language [oral] has been in Spanish, there is an occasional English phrase like “He is my friend”....”Hey

> man". Every once in awhile Mr. Cortés and I converse in English, students respond in Spanish, showing that they understood…Daniel standing and actively contributing…*"Las mujeres son mas responsables."* Aura responded, "In your face".

Here, students mainly use Spanish orally, but are interpreting notes that are written in English and Spanish, from English language interviews. All students were keenly interested in discussing the responses. Daniel reflects on several of the English language responses, attributed the different responses to gender, when he states, in Spanish, that women are more responsible, and Aura uses a popular English phrase "In your face", as a friendly, teasing, feminist affirmation. In this instance, the authenticity and agency in this student-led task of meaning making, correspond to high engagement and increased translanguaging.

The excerpt below is from observation field notes of the following week's YPAR session with the block 2 class, during which students interpreted survey responses. Here, even recalcitrant Ben participates in the analysis with high interest.

> All students sitting around desks reading surveys, Leandro reads aloud in English…Ben has hood up and is reading with pen in hand…Leandro is speaking English: You know why? He talks about my hair. Student: What is lacrosse?
>
> Leandro: …antisocial…that means…(inaudible)
>
> Walter is talking with Jorge about surveys. Ben looking down and reading, not talking. Leandro and Mr. Cortés now involved in conversation.
>
> Later, students are starting to discuss among each other...laughing and talking.
>
> Very engaged in the sentences. Students begin to discuss the passage, in which it

> is describing that the heritage speakers approached to ELLs to play soccer because they didn't have a ball…."Can we play ball with you?" the ELLs said no because in other circumstances they don't want to be with them…

Again, there is the same combination of circumstances. The student led authentic task, interpreting survey results from surveys they created and based on the topic of their choice, created an invested interest in analyzing the contents of the surveys. As the survey responses were in English, there was a need to make meaning, thus students engaged in translanguaging, using both English and Spanish to discuss the written English responses.

The need to make meaning as a condition for translanguaging, even in the YPAR context of increased engagement, is evident in the following excerpt, where the need is non-existent, and there are no instances of English use.

> Mr. Cortés is projecting a word cloud ...students are inputting codes in Spanish, as they do so, word cloud evolving. Students are busy looking at surveys, inputting codes into word cloud maker…Students are looking at word cloud, and talking, all conversation in Spanish. All students contributing to the discussion…talking about surveys...what they mean... that those in ELL who have been here for awhile think they are superior...*"se creen superiores."* Walter talks with Leandro and Jorge....talking about divisions within the group...seniors and underclassmen…those who speak English and those who don't. Jorge talks about the divisions within…That they do it to themselves.
>
> Jorge: *El problema no es sino los americanos...también nosotros…"*[The problem is not just the Americans…it's also us…]

Ben starts to talk: (Student name) *no es de nosotros, pero nos habla, se encuentra con nosotros en el campo*...[He is not one of us, but he talks to us, he meets us on the soccer field…]

Walter: *Tienen otra personalidad..son mas relajados* [They have another personality, they are more relaxed…]...(Walter continues to say in Spanish that the Latinos can hit each other (*se pegan*) and it's not a big deal….and how the Americans run to the doctor…. The others laugh...)

All the boys have heads up and are contributing to conversation regarding the divisions among students.

This is a discussion of findings. The surveys have been interpreted and marked with codes in Spanish, which the students put in the word cloud. There is no longer a need to negotiate meaning. The students discuss complex ideas with each other, in Spanish, no longer translanguaging, not even using the short, popular English phrases heard in a context of English language use.

Summary

Overall the data suggested a correlation between student agency, engagement and language use. At the outset, in the YPAR setting, with increased student agency in the context of authentic learning, students were more engaged than in other instructional settings. Additionally, while this limited case study data is by no means conclusive, it provides tentative findings to the questions posed in the beginning of the chapter, listed below.

- If in the YPAR setting, with fewer restrictions on language use, translanguaging did not frequently occur, where did it? *Translanguaging primarily occurred*

where there was a need for students to make meaning in an English language context, and where students were permitted to use both languages.

- Where translanguaging did occur, did it necessarily correlate to higher engagement for students? *Translanguaging did not necessarily connect to higher engagement. Nevertheless, where students were prohibited from translanguaging, in circumstances where there was a need to negotiate meaning in English language contexts, students displayed high levels of disengagement.*
- Were there differences in the translanguaging that occurred in different settings, and how may those differences be characterized? *There did appear to be differences in the translanguaging that occurred in different settings. In some settings, translanguaging was teacher-directed, with teachers explicitly or implicitly telling students to use both languages whereas in other settings, students had more control and agency in language use. In general, a higher degree of student control over language use signified a higher degree of student overall engagement in the learning.*
- Was it the YPAR that drove student directed translanguaging? Or the translanguaging that permitted YPAR? *As stated, increased student agency appeared to be connected to higher engagement. High engagement in English language contexts with a need to negotiate meaning created optimal conditions for student-led translanguaging. In the Spanish language YPAR sessions of high student engagement where there was not a need to make meaning, there were few instances of translanguaging. Therefore, conditions of the YPAR setting gave impetus to translanguaging.*

Under conditions of needing to make meaning of English language, YPAR provided the circumstances for the most student agency in translanguaging, and the highest engagement. While these conditions did not always exist, the translanguaging that did take place was student-directed and correlated to activities in which even the most recalcitrant students participated actively in learning. In other instructional settings, instances of students using both Spanish and English in the learning process varied greatly. Though the data revealed that in several settings students communicated in both languages more so than in the YPAR sessions, translanguaging in these settings was always teacher-directed, and carefully contained.

This student-directed translanguaging provided greater opportunities for students to negotiate meaning and engage in higher level skills than in teacher-directed translanguaging. Furthermore, it was the YPAR context that provided agency and authenticity for students in all aspects of learning including full use of linguistic repertoires. Translanguaging in itself did not necessarily lead to higher engagement, and it was not associated with student ownership of learning. Simply stated, it was the YPAR context that promoted meaningful, student-directed translanguaging and not the translanguaging in itself which permitted students to engage in learning in the YPAR setting.

CHAPTER SIX - Relationships: Connecting through Joint Work

In the prior chapter, I discussed how the YPAR setting, in which students experienced increased agency and opportunities to participate in authentic work, provided an optimal environment for engagement and learning. I also examined data which revealed that students' need to negotiate meaning as well as their linguistic agency promoted translanguaging. In most content classes the need to negotiate meaning in English coincided with a range of language restrictions, with translanguaging occurring where there were fewer restrictions. In the YPAR class, where there were no restrictions in language use, students engaged in translanguaging predominantly when interpreting the English language data that they had collected. In these moments of authentic work, students were highly motivated to decipher and interpret what their English speaking classmates had communicated, which created an authentic need to negotiate meaning.

Further analysis of interview data revealed an additional theme. Teachers and students reported that participating in YPAR led to increased feelings of connectedness. These resulting feelings of belonging were enduring for students and teachers, as well as for me, the primary researcher. Focusing on data related to connections, relationships and feelings of belonging, I identified three subthemes: the YPAR experience promoted positive adult-student interactions, supported student peer interactions, and enhanced connections to students' other worlds or social systems.

"They Know Us More Now": Quality of Interactions with Adults

One of the more salient themes from teacher interviews was that through participating in YPAR, they felt that they came to know and appreciate students more, and develop closer bonds with them. Mrs. McKenna, the ESL teacher, was accustomed to having personal relationships with students in her ESL classes. The ESL teachers in the

school functioned in many ways as advocates for students, assuming the role of *in locus parentis* more so than other teachers. ESL teachers kept tabs on students' progress in all classes, negotiating understandings between students and content area teachers or administrators. They also provided emotional support for students, many of whom lived without their parents, and solicited donations of clothing and food for students and families. For example, it was the ESL teachers who helped students complete the free and reduced lunch forms. While the forms were provided in English and Spanish, this was not sufficient support for guardians who were emerging literates in Spanish, or whose primary language was Mam.

One specific YPAR activity, which contributed to additional student-teacher connections, was the life map activity. Mrs. McKenna described how students and adults created a map depicting life experiences and then shared with the group. As she explained

> … I think that students, when they think of teachers, they only see what they see on a daily basis. They don't feel like there's any history there. So it's nice for them to see that, yeah, we grew up. We had our own little struggles, whatever they may have been, and this is our path that we took. It's good for us to share these things as a group with the students, but I liked also seeing their maps and how they perceive their journey to where they are now. It was really good. It was- and I think it was Enrique or another student who said, 'They know us more, now.'

This excerpt reveals the reciprocity resulting from the disrupted teacher-student hierarchy. In the co-learner relationship, Mrs. McKenna found it rewarding to share her own experiences, as well as learn more about the students' lives. That the students also

felt this was evident, one expressing his feelings that teachers had learned about their lives outside of school. In a New Zealand study of resilience, at-risk students reported feeling alienated because their life experiences were different from those of others, and that "no-one at school appreciated what one participant explained as their 'back life'…[a]… complex mix of intense challenges and vulnerabilities they faced at home and in their neighbourhoods." (Sanders, Munford & Theron, 2016, p. 162). In the YPAR class, students and teachers had opportunities to share 'back life' experiences, identify commonalities and enhance feelings of belonging to the school community.

Mr. Cortés also attributed the co-learner relationship in the YPAR classroom as a relationship-building experience with students. Describing the warm-up activities which took place in every session, he commented that students were "…more at liberty to share with me because … I share my own experience with whatever the prompting question is, and so I think it's opened them up." As with Mrs. McKenna, the reciprocity enhanced the co-learner relationship, and for Mr. Cortés a deeper appreciation for students, revealed in his remarks about Santi in the prior chapter, "…he always got good grades, so I knew he was listening to the lesson, but I didn't know that he had such deep ideas."

We all learned more about Santi, and he admittedly surprised us with his intelligence and sensitivity. Through YPAR, we learned of his journey from his home region through Mexico to the U.S., and how this had heightened his compassion for others and his feelings of solidarity. Specifically, he shared how he survived due to the generosity of impoverished Mexican people of the countryside, who shared their meager food supplies with him. Mr. Cortés, Mrs. McKenna and I, who had known Santi before the project for a full school year, had never heard these stories. We not only had greatly

underestimated his abilities, we also had failed to make deep personal connections with him until the YPAR class.

As described prior, disengagement of students ranged from mild, as with silent Aura in math and history class, to extreme, as with angry Ben and face-down Kevin in science. These behaviors resulted in fewer interactions between teachers and students, and what appeared to be more tenuous relationships. In interviews, Daniel and Enrique did not explicitly express that they felt more connected with Mr. Cortés and Mrs. McKenna than with content area teachers, however, both expressed a yearning to connect better with those other teachers. Daniel, lamenting about the little effort that content area teachers made to connect with students, described how teachers could reach out to students, despite limited abilities to communicate in Spanish:

> *"…pudiera colocar un traductor en la computadora…para que se sintiera comoda y supiera que hacer y todo…tratar de animar a la persona, en vez que sentirla mal porque si usted viene y ya va a reaccionar de repente así, entonces lo que va a hacer es que …ya no va a portar bien por uno…porque no sabe que es lo que tiene, que es lo que pasa con ella…"* […the teacher could put a translator on the computer…so that the student feels comfortable and knows what to do…and try to encourage the person, instead of making him feel bad because if you come and you're going to immediately react, then what will happen is that the student is not going to behave well…because you don't know what it is that he has, what it is that is going on with him…]

In this excerpt, Daniel refers to the myriad of challenges that students face in their 'back lives' that prevent them from focusing in class. These included long work hours after

school, separation from family and poverty, challenges that students were freely sharing with teachers in the YPAR class. Even the more stoic Enrique referred to these problems of which teachers were unaware, *"hay estudiantes que tienen problemas en la casa…no quieren trabajar en clase….están enojados….en la familia...puede ser también preocupaciones...dinero…."* [There are students that have problems at home, they don't want to do classwork, they are angry, there are worries in the family...money…]. For Daniel and Enrique, being able to share the daily trauma that they endured created lasting bonds with adults in the YPAR classroom.

Both Mr. Cortés and Mrs. McKenna told me that the bonds that they had formed with this group of students endured into the following school year, as they did for me, the supervisor of the program. More than any other cohort, these students sought my counsel regarding academic struggles. These included making sure they had the courses necessary to graduate, and difficulties with remaining in school when they needed to work long hours to pay for their expenses and send money to family in home regions.

A telling incident ensued in the following school year with Ben. As I explained, outside of the YPAR class, Ben was nearly always disengaged, mostly appearing to sleep in class but occasionally exhibiting angry or hostile behavior. It is also relevant here to mention that when I asked, Ben declined to participate in the student interviews, telling me that *"A mi no me gusta hablar con nadie…así soy yo."* [I don't like to talk to anyone…that's how I am.] One day, an administrator appeared at my office door, with Ben next to him. It seemed that a teacher had reported seeing Ben take what appeared to be a pill from another student. Following school policy, the administrator was required to search Ben's backpack and pockets, and had taken him to my office so that I could

translate. I gently explained to Ben what had happened, and Ben readily opened his book bag, took out some notebooks, papers and pencils and removed a couple of quarters and a small crumpled piece of paper from his pockets. As I told Ben what had transpired, I suggested to him that perhaps he had been inattentive in class. I reassured him, stating that I knew that there could be other reasons for that. Ben, perhaps for the first time, looked me in the eyes, held my glance, and said, *"Si, puede haber* ***mil*** *razones…."* [Yes, there can be **a thousand** reasons…]. While a seemingly small detail, this felt like a milestone to me, and in days after Ben started to smile and nod at me in the hallways. Certainly the YPAR experience had created a connection between Ben and me, as it did for the other students and adults involved in the project. As will be discussed below, these may be critical connections for academic success (Newman et al. 2000).

Unidos in YPAR: Positive Interactions with Peers

Relationships among students themselves, already close, were further enhanced through the community building and sharing activities that were an integral part of the YPAR process. A sense of camaraderie developed among these students, evident in the bilingual language arts and ESL level 2 classes, a solidarity that was not discernable in classes in which the students were mixed among others. As Sebas commented to Mr. Cortés and me at the end of class one day, working on the project together had made the students *"más unidos."* Informal and formal reports of conflicts among students of this group had diminished, even when students were engaged in more traditional lessons in the bilingual and ESL classrooms. Nonetheless, teachers continued to report incidents of conflict with the same students in other settings.

An example of this was the incident in history when Daniel's intentions to

participate in a discussion resulted in an altercation, which I compared to an averted conflict in the YPAR setting. In addition to the group norms that had been established as I mentioned before, Daniel had been connecting and building a relationship with Sebas in YPAR as he worked with him on the project, whereas he did not have the opportunity to do so with Jorge, who was in the other YPAR group and with whom Daniel had fewer positive interactions. While Daniel was not easy to get along with, the other members of his YPAR group more than tolerated him, listening to his ideas and validating his contributions.

The positive effect of YPAR in promoting cooperative behavior was noted by Mr. Cortés, who had come to view YPAR as a method of behavioral support. In the beginning of the following school year, working with a new group of students, Mr. Cortés shared his reflections about one student who had difficulty staying engaged and at times disrupted the learning environment. He thought to himself, "… it's fine, be patient, be calm. He's going to be a participant in YPAR, which will help." Like Daniel, this student was vocal and independent, and refused to participate in tasks in which he was not truly interested. Mr. Cortés assumed that as with Daniel, the opportunity to participate in the YPAR topic, having his voice heard and having agency in terms of how to problem solve and approach tasks, would provide this student with a feeling of validation, and thereby promote more cooperative behavior. As Daniel described, in YPAR, *"uno comienza a desarollar y decir sus propias opiniones y envolverse uno… y está muy diferente ya el ánimo tiene mas despierto."* [You begin to develop and say your own opinions and get involved…and it's very different…you feel more alert.]

Increased Number of Peer Interactions

In YPAR, there were also an increased number of interactions amongst peers, due to the nature of the activities, where students worked together to collect and interpret information, and adults taking roles of co-learners. I reviewed observation data from the two full day spring observations, and categorized the lesson activities from a perspective of peer interaction. There were four basic categories of activities: teacher-to-student, in which teachers led a discussion and acted as the holders or arbiters of knowledge; student-to-student, in which students worked together negotiating meaning with each other; whole class activities in which all students shared ideas, without the teacher leading the discussion; and individual activities, in which students worked by themselves to solve problems or complete tasks. Tellingly, student-to-student and whole class student sharing activities represented the majority of the activities in the YPAR class, three of five activities; whereas in other classes only one activity out of eight was a student sharing activity.

Key to this was that in YPAR everyone, including the adults in the room, was equal, learning and discovering at the same time. No one held the knowledge and knew the answers ahead of time. This was most evident in whole class activities, which were carefully orchestrated by the teacher. In one, for instance, students shared responses on a word cloud, to reveal the most frequent themes that emerged from their analysis of survey data. The teacher, students and I were equally captured by the emerging ideas projected on the screen. In a similar activity, pairs of students shared ideas on a Google document regarding themes from a focus group meeting, which was projected on the screen.

In other classes the most frequent type of activity was teacher-to-student, with the

teachers providing information and eliciting responses from students to test for understanding. As discussed in the prior chapter, certainly the bilingual class, with instruction in Spanish, provided more access to meaningful participation for students. Nonetheless, in days when the students were not participating in YPAR, I observed fewer student-to-student activities. In one lesson, for example, student-to-student sharing only happened during five minutes of a forty-five minute lesson.

Outside of the YPAR setting, students responded with more or less enthusiasm in different contexts and on different occasions. In one ESL class with Mrs. McKenna, for example, the students were animated, on task, and contributed often. In another, students were more reluctant and required frequent prodding from Mrs. McKenna. Overall, I noted that the increased number of peer interactions in YPAR seemed to correspond to the inquiry nature of the activities and the increased agency of students in creating knowledge.

Mr. Cortés recounted several instances in which students verbalized enhanced feelings of connectedness with other students. In one instance, after a YPAR session in which students shared experiences and feelings, Aura reported to Mr. Cortés with astonishment that she never really knew quiet Kevin until now, even though she had been in school with him for almost two years. Mr. Cortés reported several students coming to him and marveling about this new feeling of solidarity, describing their evolving relationships with other students in the YPAR setting.

Resilience and Connections

Strengthened connections with adults and peers contribute more than friendly learning environments for students, they have also been tied to prevention of failure and

dropout. Studies in social work and educational psychology characterize resilience, defined as the ability to adapt to adversity, as a developing process fortified or diminished not by unchangeable student traits but by resources in students' environments (Toland & Carrigan, 2011). These studies emphasized the significant role and charge of schools in providing opportunities for students to develop resilience through building relationships with adults and peers and thereby enhancing feelings of belonging and identity formation (Luthar, Cicchetti & Becker, 2000; Sandars & Munford, 2016; Toland & Carrigan, 2011). Likewise, Wallace, Ye and Chhuon found that a strong sense of belonging at school served as a preventative for failure and dropout (2012). The researchers highlighted the importance of connections with both teachers and peers. Strengthened bonds among participants in the YPAR project were a probable outcome from the increased student-to-student and student-to-teacher interactions described by Aura, Mr. Cortés and Mrs. McKenna. While school failure and dropout are complex processes, this may indicate that YPAR learning units like this one provide the type of school experiences which may mitigate barriers for students.

Data Collection: Making Connections between Worlds

In the prior section I discussed research which reported student perceptions that adults in the school setting did not understand their 'back lives', their home environments or communities (Sanders, Mumford & Theron, 2012). Noting this sense of not being understood, Wallace, Ye and Chhuon reported that students purposely concealed personal information "to avoid incongruences between an adolescent's public self, as perceived by school-based adults, and an adolescent's personal goals and ideals" (2012, p. 128). Contemplating the different worlds that students inhabit provides another perspective

from which to consider students experiences in YPAR. Bronfenbrenner's ecological model considers this perspective, emphasizing interactions of individuals with their environments and the connections between these environments as integral factors in the development of identity and belonging (Bronfenbrenner, 1979).

The life map activity was one opportunity for students and teachers to share aspects of their different environments, and it acted as a bridge between worlds of home, home region, family and school. As a powerful reflective tool and data collection activity, this provided a sense of connection to participants' other worlds. As relayed in chapter four, I still retain vivid images from several life map presentations, particularly that of Sebas, who shared how he told his family of his decision to migrate to the U.S. For Sebas, family meant a large group, and I could picture a gathering of parents, elders, aunts, uncles, younger and older siblings and cousins. As he presented he stood as if he were talking to this larger group, looking about the room, earnestly detailing the diminishing opportunities to make a living in his home region. I had a glimpse not only of this extended concept of family, common in Sebas's home region, but also of his own role. In this world, he was not an adolescent. He was a wage earner, a decision-maker, a valued and equal member of the adult community.

The life map provided an exchange of information and important data about the participants. Similarly, the students' data collection in itself seemed to create and promote similar connections and interplays between the student researchers and other student participants and adults. This was exemplified in the students' coding discussions of observations and surveys, and also visible in the two focus group meetings with the students and their English-speaking counterparts. The excerpts below of a conversation

with Mr. Cortés, which was recorded immediately after the session expressly to capture data, conveyed some of these connections.

> Carlos: And even Kevin ...He was smiling. He was laughing...he was having a good time. And every time one of the students...asked the question, where have they traveled to...and the girl with the pink hair, she had said that she had been to Guatemala. Kevin was like, he woke right up. He was like, what? You've gone to Guatemala? And then they were like asking her 'What?...Yeah, I saw these Mayan ruins like this pyramid' and all the guys were like Tikal! they were like so excited and that was a really cool interaction. And as I moved from table to table, different things that they were talking about were interesting. Mainly surrounding food and then realizing how similar their tastes in food are...even if it wasn't the same exact food, one can mention that he likes burritos and then they're like, 'Have you ever tried this from Guatemala or Honduras? And they'd be like, no, what's in it? And then they're like, oh, it's kind of similar to what's in a burrito.' And like that kind of connection food wise, travel wise.

In this exchange, the students' conversations were dominated by the search for commonalities. Both groups of students, the YPAR participants as well as their English-proficient classmates, actively sought to connect with each other. This is also notable in the following excerpt in which I report a conversation between two students:

> ...while they were talking in the beginning, he [a non-ELL student] said to them, 'Yeah I see you guys [the group of ELL students], you guys walk to school because I walk to school too!'. Ben was beaming.

Here, it is a non-ELL student who states the commonality, walking to school (unusual in

this district). The ELL students indicated that they had not noticed this student on their way to school, but were quite happy about this connection, as evidenced by Ben's countenance.

Perhaps it was the nature of data collection, which required students to interact with others in the school community, that created opportunities for students to make connections. During these interactions, the students encountered several adults and students who attempted to use Spanish with them, or who were, as Daniel said, "speaking the language that is ours." This was extremely meaningful to students, signifying welcome more so than mere tolerance. Mr. Cortés also noted students' positive responses when other teachers made efforts to greet them in Spanish. When the first period class spoke informally with the classroom teacher before administering the surveys, he remarked,

> …and she spoke Spanish a little bit…and the kids were so excited, they were like, 'what?' I love how they right away when they hear somebody speaking Spanish, it's like 'Where are you from? Where are you from?' 'United States''…but like how do you know?'

Feelings of Belonging and Alienation

Through interviews with high school students in New Zealand, Sanders, Munford and Theron found that the most common theme expressed by students was the feeling that they did not 'fit in' or belong. As the researchers surmised, "To stay at school students needed to create and sustain a convincing image of themselves as sufficiently similar to other students" (Sanders, Munford & Theron, 2016, p. 162). The excerpts above showed how students yearned to find commonalities and make connections with

other students. The significance of the joint-work opportunities in YPAR became sadly evident in the many contexts when these constructed activities did not exist, where students expressed that they felt disconnected from others in the school community.

Daniel also talked about experiences with other students in which the use or non-use of Spanish was deliberately used to either promote or reject relationships. For instance, Daniel spoke fondly about a Latinx classmate who spoke halting Spanish with him, enabling Daniel to build connections with him, even though Daniel had a similar proficiency level in English (Translated into English here).

> … he told me one day that he was Hispanic but he didn't know a lot of Spanish because he had forgotten it because he came here so little and it was only English…He helps me in gym…he is a very good person.

Then Daniel went on to tell about a different kind of experience with another student (Translated into English here).

> He hangs around with Americans more than with us. He will start to talk to you in English. One day he started to talk to me in English and I said, 'why are you speaking to me in English? You are the same color as me [pointing to his arm]…' He started to answer in English. I said, 'You know Spanish, even your name is the same as mine [a Spanish surname]. Look at your color and mine…we are the same…and he knows Spanish. One day I saw him outside of school…he started to insult me but in Spanish, and I said 'Why do you speak to me in Spanish here but not in school?'

Here, the student first communicated in English with Daniel in school, to deliberately emphasize that Daniel was different. In doing so, he rejected their commonalities, and

rejected Daniel. That this is purposeful becomes clear when outside of school he used proficient Spanish to snub Daniel. This is not lost on Daniel, who understood the intent, pointing out that they were of the same heritage. Obviously, students of color are likely to experience these types of incidents in schools regardless of the establishment of YPAR programs. Nonetheless, programs like YPAR, in providing carefully constructed activities to promote collaboration, may go far to mitigate and perhaps even lessen the frequency of these types of events.

Summary

For these students, the inquiry component inherent in YPAR enhanced relationship building between adult and student participants of the YPAR group, as well as promoted increased interactions with others in the school community. As discussed by Wallace, Ye and Chhuon,

> dropping out is a process rather than a discrete event...best conceptualized as a tangible symptom of problematic social processes that are unable to mitigate interactions among individual, family, peer, and school risk factors" (2012, p. 122).

Certainly, few students faced as many challenges as did the students of this study, living without families, working long hours, enduring poverty, racism, the hardships of life in the U.S. without documents, and recovering from the trauma of the border crossing. As I reported, Sebas and Betina left school in February, and surprised us all by coming back. What were the factors in their return? Was it an innate drive to persist? Was it the relationships created from YPAR, the connections with adults and students, which brought them back to school? Or was it the high engagement, the validation of their

knowledge as co-learners? Surely, these are all factors to consider. Regardless, YPAR provided a unique opportunity for these emergent bilinguals, a high quality inquiry program, to which they would not have had access otherwise.

CHAPTER SEVEN - Conclusions: Overview, Implications and Limitations

This study provides a close-up view into the school experiences of a group of immigrant students in a suburban high school in a YPAR program. Centerville High School, with its relatively small number of emergent bilinguals, and in its semi-isolated setting, is nonetheless representative of hundreds of high schools in the state, and thousands in nation, in which public school educators endeavor to provide high quality learning opportunities for immigrant students. Human migration trends, catapulted by the economic and political turmoil of neocolonialism, and further exacerbated by climate change, make providing equitable learning programs for emergent multilingual students a global concern. In this concluding chapter, I present an overview of chapter findings, discuss study implications and limitations, and suggest issues for future study.

Agency

Chapter Four was a chronological account of the activities in the YPAR class, viewed from a perspective of fluctuating agency. My expectations were that we, the adults, would give the students agency, much like a task or an assignment, and that they would gradually take on more of it, and with more frequency. As relayed, this did not happen. Students took ownership of certain activities from the first days of the project, and relegated the direction of other activities to us.

Upon reflection, it becomes apparent that my initial concepts of agency reflected an institutional hegemonic perspective. I held a deep belief that agency, like knowledge, was owned by adults, and would be given to students. This is not the way it worked. Indeed, the idea that we would tell the students to direct the activities, like giving them another assignment, is paradoxical and nonsensical. While at times students requested assistance, or asked us to take on roles, they were not relinquishing ownership. It was, in

fact, quite the opposite of that. As when they successfully entreated us to present the surveys to an English speaking class, they were self-assessing and reflecting, and asking us for help. It was joint work, and we all had roles to play.

Creating opportunities for student agency required several steps:

- Ensuring that agency was available and accessible. This meant providing tools and guidance, as in suggesting strategies and providing exemplars, and then stepping back, allowing there to be momentary voids to be filled with student leadership.
- Serving as facilitators, guides and supporters. This meant recognizing that students had to be sure of themselves to lead. They needed to have skills, and they needed confidence. We acted as teachers and cheerleaders.
- Being ready to step in when support was requested. This meant being able to read the signs, seeing when we were needed, offering requested assistance, and then stepping back again.

This was a process of fluctuating agency, not a process of students becoming completely independent of us. As stated, we all were contributing community members.

Engagement and Language Use

All students showed moderate to high engagement in the YPAR sessions, and for some, the change in engagement in this setting was dramatic. As discussed, research has indicated a variety of factors of engagement, including family support for learning, feelings of belonging, teacher and peer support, authenticity and relevance of school work, student voice and agency, and future aspirations and goals (Marks, 2000; Newmann, 1981; Fredericks, Blumenfield & Paris, Finn, Newmann, 2004; Finn, 1989).

YPAR likely enhanced school related factors for all students, but students who faced challenges such as abandonment, long term family separation and extreme poverty struggled more in most classes. Therefore, for students who face these extreme challenges, educational programs like YPAR, which provide students with agency, voice and access to authentic learning, hold promise.

This study suggests that linguistic agency, not a topic of focus in studies of student voice and agency, played an important role for these emergent bilingual students. In contexts where students were able to use the language of their choosing, they were able to comprehend instruction and remain engaged. According to interview and observation data, students' desires to understand and use English were constant, however, there were moments in which their explicit or implicit requests to use Spanish in the learning process were denied. Much like the discussion of agency above, this was a situation in which adults interfered with students' proclivities to use their dominant language to negotiate meaning. In YPAR, when there were authentic reasons to use English, students were highly motivated, and demonstrated a capacity to use their complete linguistic repertoires, soliciting our support as needed. This indicates the importance of constructing content area learning activities which both permit translanguaging, and elicit a genuine desire on the part of the students to communicate about topics with multilingual audiences.

Relationships

This study revealed that disrupting the traditional classroom hierarchy, and creating environments of adult and student co-learners, enhanced relationships between students and teachers. Furthermore, the collaborative learning activities increased the

number of peer activities, fortifying bonds between students. Interview data provided evidence that teachers found the enhanced relationships to be deeply gratifying, as did students, and that students yearned for more opportunities to connect with peers.

Though not directly or systematically explored, the most salient effect of these fortified relationships may have been students' enhanced feelings of belonging, a factor of engagement, and certainly a factor of wellness and resilience. Furthermore, whereas certainly economic needs precluded some students' continued school attendance, as in the case of highly engaged Juan who never wanted to leave, perhaps it was the enhanced feelings of belonging that pulled some students back in, like Sebas and Betina, and Luis, who to our delight, returned the following school year. The program gave students a space to share their experiences, and connect their worlds, a transformative third space where customary practices were momentarily suspended.

Implications

This study has implications for educational programs that serve all students, for policy that govern these programs, for research and theory, as well as for our larger communities.

Instructional programs and schools

The findings of this study have provided feedback for the current year's YPAR project for ELLs at CHS, and will continue to inform our future programs. Perhaps the most important consideration is how the dynamic nature of learning in this program conflicts with the traditional roles of teachers and students. As discussed, despite several training sessions, teachers still struggled to relinquish agency to students, and I did not initially fully recognize my own deeply held beliefs. Accustomed to traditional practice,

we were not able to recognize, identify and question practices that were attached to these beliefs. At the end of the project, Mrs. McKenna reflected that having the lived experience was far superior than the training sessions as teacher preparation for the project. The teacher training sessions, which included topics in social justice and educational equity, as well as research perspectives and methodology, did not sufficiently prepare teachers for this experience. A growing number of YPAR projects in schools throughout the region provides an opportunity to enhance such training with visits to other programs which may include class observations as well as attendance at student presentations. In addition, perhaps just as important as providing informational training, is providing time for all school community members to reflect on beliefs, school culture and practices.

Similarly, students also grappled with the YPAR classroom arrangement. As described in Chapter 5, while Enrique appreciated the heightened student enthusiasm for the student-chosen research topic, he still saw the classroom as disorderly, expressing a preference for a teacher-controlled classroom. It should be noted here, that although the students engaged in activities to develop group norms and leadership skills, they did not engage in explicit discussions or learning activities about topics in social justice and educational equity. For these young adult students with a lifetime of experiences, the inclusion of such a unit in the first sessions is warranted.

The teachers and I were happy to observe high engagement in the YPAR class, and in many instances, to see students develop a confidence and willingness to engage that spread to other contexts. We attributed this to many factors, some which were present in classrooms of other teachers. These included student agency and voice, which

provided students with opportunities to lead activities and choose topics, and authentic work, which elicited increased engagement through relevance to the students' experiences in the school community. While excellent teachers facilitated experiences with some of these elements in other settings, they faced curricular restraints which restricted student choice and ownership of learning. Connecting the YPAR experience with more prescribed learning topics in other classrooms, and involving teachers of those classrooms in some aspects of the inquiry, may enhance student engagement and improve student outcomes in those contexts. Of course, as noted, though seemingly a positive experience for all students, YPAR was not the panacea for all students, especially those who had experienced extreme trauma or faced severe economic challenges.

The study linked linguistic agency to engagement, as students were more engaged when permitted to use Spanish. Perhaps expectedly, these students, with limited facilities in English during this second year of U.S. residency, preferred to use Spanish to express ideas and negotiate meaning. Therefore, in the YPAR context translanguaging was only visible in activities in which there was an authentic need and high interest in interpreting English, such as coding the English language data gleaned from surveys and focus groups. Furthermore, in other contexts, when students' use of Spanish was restricted, this effectively limited understanding, and overall engagement in learning activities. This suggests that educators need to question the pedagogical value of repressing students' first languages in content area classrooms. It also indicates the importance of constructing authentic and high-interest learning experiences to enhance second language acquisition.

Notably, there was ample evidence that spoke of students' yearnings to connect with both peers and adults in the school community. In addition, English speaking

teachers or peers using Spanish, or “the language that is ours”, as Daniel stated, signified a greatly appreciated reaching out and welcoming for these students. As there was evidence that English speaking students also sought these connections, it behooves educators to provide spaces and support for integrated activities, and to perhaps learn a few phrases of Spanish, or other languages spoken in the community.

Finally, while I am forever appreciative of the support of the school district in this endeavor, I must acknowledge the practical challenges of integrating YPAR into classroom instruction. It is important for teachers and administrators to clearly communicate procedures and timelines to upper administrators early, to avoid delays and seek necessary approvals in a timely manner. We found interruptions to be disruptive to the flow of the research, and an impediment to student engagement. Planning for unexpected delays is also recommended. Additional opportunities for research, or intermittent presentations of research findings, may minimize any interruptions.

Policy

Despite research in language acquisition, the acknowledged breach between research and practice results in misunderstandings and lack of explicit direction on how language is to be used in the classroom. Meanwhile, educational policy, at least in New Jersey, determines other aspects of instruction for ELLs, including program classifications, class size, and certification requirements for teachers. A state requirement that districts submit a classroom instructional language policy as part of the required three year plans for ELL programs would necessitate dialogue on this topic, and promote increased and updated understandings of the important role of home languages in learning.

Trends in national policies, including the standards movement and accountability guidelines, have resulted in educators being bound by a broadening curriculum. This, despite the expressed emphasis on higher level thinking, promotes a treatment of little depth which focuses on basic rather than authentic problem-solving skills. Compounding this is the stress placed on student achievement data, which promotes quick fixes such as test preparation for isolated groups of students, rather than reflection on underlying beliefs and any resulting transformational programs. As we discussed with students throughout the project, sustained change takes time. YPAR programs are not a quick fix. I discourage educational agencies to follow this path to seek more immediate remedies for low test scores.

Research and theory

It was clear throughout this project how important language was for students' feelings of belonging and identity. Not only did students identify more closely with speakers of Spanish, they perceived others using "the language that is ours" as a sign of solidarity. While in no way diminishing this point, it is evident that language use is directly connected to more than belonging and identity. In a practical way, language use affects comprehension of material and access to the curriculum, student agency and voice, authenticity of tasks, in short, every part of the learning process. Thus, researchers should more frequently consider linguistic agency in studies on engagement, as well as pursue studies that connect these engagement studies with the topics of translanguaging.

Communities and the larger world

This research is based on a Vygotskian view of learning, in which knowledge is created and negotiated through interactions with the community and the environment. This

conflicts with the underlying belief systems which seek to identify innate and internal characteristics of students to describe the process of learning. Notions such as accountability, subgroups, remediation, are based on a deficit perspective and a belief in a culture of poverty, which negates knowledge and abilities of whole communities. How we view our students is reflective of how we view the world.

In the contained classroom environment, it is less complicated to value the knowledge of students and families of different backgrounds than it is in the broader community. As students in YPAR programs learn to recognize their own knowledge and abilities and those of their families and communities, we must be prepared to also recognize this knowledge, and support their participation and leadership in the larger sphere.

Limitations

As a small scale, qualitative study with few participants, these results are not generalizable to other populations or settings. In addition, these results represent the first year of a new program. In future years of implementation at CHS, participants are likely to receive benefits from the experiences of this first year, but there may be additional challenges. It is important to take care that the open nature of the project, the students' ability to choose the topic of inquiry, is not compromised by what may be considered to be a helpful accumulation of materials and repertoire of activities.

My original intentions were to collect data from more than two students. Unfortunately, the political and social context created circumstances in which these students, all of whom are in the documentation process, understandably chose not to participate in recorded interviews. Therefore, my reporting of student perceptions was

mainly based on the interviews of Daniel and Enrique. Also, my original intent was to examine language use by students in the classroom. Without being able to record classroom observations due to privacy concerns, it was not possible to exactly capture much of the spoken language. Reviewing research on translanguaging, I found it reassuring that data of other scholars may have also been limited to interviews and field notes (Daniel & Pacheco, 2016; Lewis & Baker, 2012; McKay & Wong, 1996).

Overall, this study provides a close-up view of a small group of students, and their teachers. As described in the methodology section, I am not, in any remote sense, part of this group, and that will inevitably detract from the accuracy of my view. Nevertheless, I am grateful for the generosity of the students in welcoming me into their worlds, albeit for a brief moment, to share their experiences. It is my hope that this work will contribute in some way to a better understanding of how to provide better quality programs for these talented young people.

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APPENDIX A - Student Interview Protocol

Students may use either English or Spanish to respond to questions.

First ask: Do you prefer that I ask you questions in English or Spanish? *¿Prefieres que te hable en inglés o en español?*

1. Tell me about your teachers and the adults at school. What are they like? How do they interact with students? *Cuéntame acerca de tus profesores y los adultos en la escuela. ¿Cómo son? ¿Cómo interactúan con los estudiantes?*

2. Tell me about the other students at school. How do you feel about them? How do you think they feel about you? Tell me about things you do with other students in school. How do you feel when you are working with other students? *Cuéntame acerca de los otros estudiantes en la escuela. ¿Cómo te sientes acerca de ellos? ¿Cómo tú crees que ellos se se sienten acerca de ti? Cuéntame acerca de las cosas que haces con otros estudiantes en la escuela.*

3. Tell me about your family. What do your parents/guardians/family think about school? About your work in school? What things do you share with your family about school? How do they respond to your successes? Your challenges? *Cuéntame acerca de tu familia. ¿Qué creen tus padres/guardianos/familia piensa acerca de la escuela? Tus estudios en la escuela? ¿Qué cosas compartes con tu familia de la escuela? ¿Cómo responden ellos a tus éxitos? ¿tus desafíos?*

4. Tell me about how you do your schoolwork. Where do you do your school work? How do you do it in different places? *Cuéntame acerca de la manera en que haces la tarea. ¿Dónde haces tu tarea? ¿Cómo haces tu tarea en lugares diferentes?*

Tell me how you feel about schoolwork and learning. Some people think that school work is important and meaningful ...others do not. What do you think? Why? *Cuéntame acerca de tus sentimientos sobre el trabajo escolar y el aprendizaje. Algunas personas creen que el trabajo escolar es importante y significativo. ¿Qué crees tu? ¿Por qué?*

5. Will learning affect your life? In what ways? *¿Crees que lo que aprendes afectara tu vida? ¿De que maneras?*

6. Some people report that teachers, parents or other people, including themselves, use strategies to motivate them to learn. What motivates you to learn? *Algunas personas dicen que los profesores, los padres u otras personas, incluyendo ellos mismos, usan estrategias para motivarse o animarse para aprender. ¿Qué te anima o te motiva para aprender?*

APPENDIX B - Teacher Interview Protocol

1. Tell me about your classroom experiences in the participatory action unit.

2. What do you observe about students' experiences? engagement? any other responses to the learning experience?

3. What successes have you observed in the classroom? What challenges?

4. Do you have any questions regarding future steps?

APPENDIX C - ELL Survey from Student Research

USM - Unidos Somos Mejores - Equipo de Investigación Estudiantil

¡Hola! Estamos investigando las conexiones sociales de los estudiantes aquí en Hunterdon Central High School. Tus respuestas honestas a la siguiente encuesta anónima nos ayudarán a proporcionar información sobre las perspectivas y opiniones de los estudiantes en nuestra escuela. Por favor, no escribas tu nombre. Puedes optar por no tomar la encuesta dejándola en blanco.

Responde a las siguientes preguntas encerrando Verdadero o Falso.

1. Tengo un amigo estadounidense en HC que no es hispano/latinoamericano o no está aprendiendo inglés. Verdadero Falso

2. Tengo / tuve un familiar nacido en los Estados Unidos.
Verdadero Falso

3. En HC, he tenido una clase con estudiantes que no están en el programa de ESL.
Verdadero Falso

4. He participado en clubes o deportes con estudiantes que no están en el programa de ESL. Verdadero Falso

Responde a las siguientes preguntas indicando en qué medida está de acuerdo o en desacuerdo según la escala.

5. Me gustaría tener un amigo que no está en el programa de aprendizaje de inglés.

4	3	2	1
Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo

6. Es importante tener una buena comunicación entre estudiantes de diferentes lenguas.

4	3	2	1
Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo

7. Existe una división entre los estudiantes que son hablantes nativos de inglés y los que están aprendiendo inglés.

4	3	2	1
Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo

Responde a estas preguntas:
8. Describe un recuerdo de un encuentro que has tenido con un estudiante o unos estudiantes fuera de una clase en la escuela.

_____

_____

_____

_____

_____

9. Describe como has hecho nuevas amistades en la escuela.

10. ¿Hay alguna división entre los estudiantes que son hablantes nativos de inglés y los que están aprendiendo inglés? Si respondiste que sí, ¿Por qué crees que esa división existe? Si respondiste que no, ¿Por qué crees que los estudiantes son capaces de interactuar?

9. En tu opinión, ¿qué sentimientos / impresiones tiene la mayoría de los estudiantes en el programa de aprendizaje de inglés sobre los estudiantes que son hablantes nativos de inglés en HC?

10. En su opinión, ¿qué sentimientos / impresiones tienen los estudiantes que son hablantes nativos de inglés sobre los estudiantes en el programa de aprendizaje de inglés en HC?

Para mejor analizar tu respuestas, responde a las siguientes preguntas:

Tu grado: 9 10 11 12 Prefiero no responder

Tu género: Masculino Femenino No me identifico como masculino o femenino. Prefiero no responder

APPENDIX D - Non ELL Student Survey from Student Research

USM – Unidos Somos Mejores - Student Research Team

Hello! We are a group of students in the ELL program investigating social connections of students here at Hunterdon Central High School. Your honest responses to the following anonymous survey will help us by providing information regarding perspectives and opinions of students at our school. Please do not write your name. You may choose to not take the survey by leaving it blank. In addition, you make choose to not answer one or more individual questions, by leaving those blank as well.

Respond to the following questions by circling True or False.

1. I have a friend in HC who is currently in the English learning program.
   True False

2. I have/had a family member who is a native speaker of another language.
   True False

3. At HC, I have had a class with students in the English learning program.
   True False

4. I have participated in clubs or sports with students who speak other languages.
   True False

Respond to the following questions by indicating how strongly you agree or disagree based on the scale.

5. I would like to have a friend who is in the English learning program.

4	3	2	1
Strongly agree	Agree	Disagree	Strongly disagree

6. It is important to help new students including those learning English.

4	3	2	1
Strongly agree	Agree	Disagree	Strongly disagree

7. There is a division between English speaking students and those learning English.

4	3	2	1
Strongly agree	Agree	Disagree	Strongly disagree

Please respond to these questions:

8. Share a memory of an interaction that you have had with another student or students outside of the class setting at HC.

_____

_____

_____

_____

_____

9. How have you made new friends at school?

10. Is there a division between English speaking students and those learning English? If yes, why do you think this exists? If no, why do you think students are able to interact?

11. What do most English speaking students think about students in the English learning program at HC (In your opinion)?

12. What do most students in the English learning program think about English speaking students (in your opinion)?

So that we can better analyze your answers, please respond to the following:
Your grade: 9 10 11 12 Prefer not to answer
Your gender: Male Female I do not identify as Male or Female Prefer not to answer

APPENDIX E - Student Focus Group Reflections

cuando los americanos llegaron a la clase y se empezaron a sentar, cuando la chica se sento junto con [redacted] y yo ella fue la que empezo a hablar con nosotros y nos comenzo a hacernos preguntas.

Para mi fue una sopresa porque supuestamente nosotros eramos los que teniamos que hacer las preguntas y ella fue la que empezo hablar. primero como que si ya sabia de que se trataba, me conto de su vida personal y de donde era y sus padres también

[redacted] les pregunto de que opininaba acerca de las clases con los hispanos y el muchacho contestó que estabamos separados en todo. Yo les pregunté que si querian jugar para que se abriera más la conversación, dijeron que sí, antes de jugar el muchacho nos trajo jugo. [redacted] les pregunto tipo de musica dijeron que no sabían. Y al final de cuentas jugamos uno, fue demasiado divertido.

lo que más sorprendió que la muchacha no me dijo mucho sobre nosotros pero se veía que disfrutaba jugar.

En nuestra mesa habia un man nada
mas todo estaba bien el se comunico
muy bien con nosotros y aun cuando
nos nos entendia el volvia a
preguntar y asi nos entendia mejor.

Muchos nos divertiamos jugando ellos
eran muy amigables y risueños. habia
un grupo que se notaba muy feliz
jugando y compartiendo
buenos momentos.

A muchos nos les importe.

hablamos sobre todas las cosas
que el hacia sobre videojuegos.

Me gusto mucho el rato que pasamos
con ellos, por lo que yo note
todos estubieron muy comodos muy
alegres.
En el grupo de nosotros solo habia
una persona, tenia una personalidad
fenomenal. El unico problema que
yo pude notar en mi grupo fue
que nuestro ingles no es muy bueno.
y cuando yo y [redacted] le preguntabamos
algo el respondia de una forma
cerrada por que el no queria hablar
mucho por que no se sentia seguro
de que nosotros le bibamos a entender.

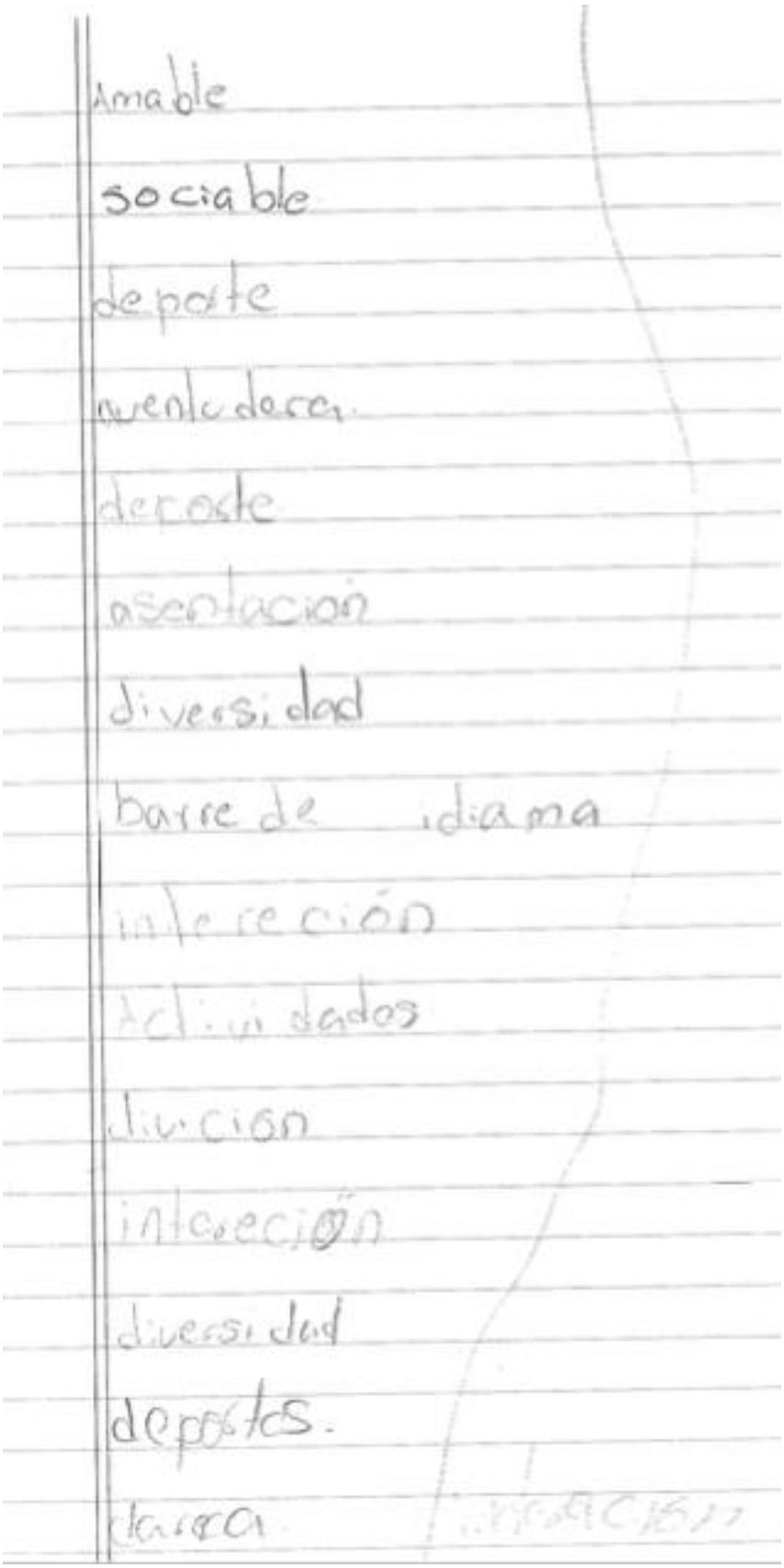
El chico que se sento con nosotras desde el momento que llego, cuando le hicimos una pregunta el fue muy abierto cuando respondio y no solo respondio la pregunta si no tambien nos platico mucho de su familia. Él nunca dejo de haldar él todo el tiempo estuvo hablando.

La chica que se sento con nosotras nos platico sobre su familia y tambien dijo que nunca habia viajado porque no tenia pasaporte.

ambos dijieron que se sentaban en el piso, pero que ellos ahora tienen una mesa.

Lo que mas me sorprendio fue que el muchacho tenia una amiga de padres Mexicanos y que él pasaba mucho tiempo con su amiga.

En mi grupo estabamos tres y estubimos jugando ya la misma ves estabamos hablando y le pregunte que si el caminaba hacia la escuela y me respondio que si caminaba y seguimos jugando y se porto bien amigable por lo que vi es que a ellos les gusta convivir con nosotros los latinos.


Amable
sociable
deporte
aventudera.
deporte
asentación
diversidad
barre de idiama
intereción
Actividades
divicion
intereción
diversidad
deportes.
dareca

2 lo que me hizo hablar es que
ellas siempre estaban pendientes
a lo que estaba os hablando
2 los americanos hablaron primero
porque estabamos algo timidos
nos dijeron como se llamaban
3 cuando le preguntamos si tenia
novio y sobre deportes eso
rompio la barre que nos decia
porque no confiamos en si
misma y no les importo que no
ablaramos muy bien el ingles
ellas nos ayudaban y nos contaron
de su vida personales algo que
me lo esperaba

4 fueron amigable contigo la
verdad si fueron muy amigables
con uno y les gustan como
uno es sin importar como
somos y que no somos de
su pais ellos se llevan muy
bien

1. Ella emperzo a hablarnos ofresiendonos a jugar UNO que es un juego de cartas muy interesante, ese juego nos mantuvo bien activos. tambien el carisma que ella nos brindo desde el primer instante fue espectacular, fue una experiensia unica.

2. Los deportes nos hicieron interactuar más con esta persona porque ella pudo abrir más su mente.

3. Ella interactuo de la mejor manera siendo siempre clara y brindando muchos detalles que apoyaban lo que ella nos compartia.

Atravez de los juegos ellas empesaron hablar y comenzaron a estar mas unidos y luego todos empezamos hablar.

¿Como empezaste a hablar?
Saludando primero luego nos preguntamos nuestros nombres edad y también si viajaban.

¿Quien hablo primero?
Ella comenzó hablar primero nos saludo [illegible] como nos llamamos etc.

¿Cuales tópicos te hicieron hablar mas?
Cuando hablo sobre cuando ella era [illegible].

¿Estas haciendo alguna actividad que te hiciera hablar mas? Cuando ella dijo que viajo a Guatemala.

¿Notaste algo sobre como los estudiantes interactuaron contigo? Ellas fueron amigables.

empesamos con un saludo nos preguntamos el nombre. etc...
creo que nosotros, no recuerdo muy bien.

hablamos sobre deportes, videojuegos, familia, comida, hablamos más sobre videojuegos.

note que era algo tímido pero si fue amigable, siempre respondio a las preguntas con respeto y amabilidad.

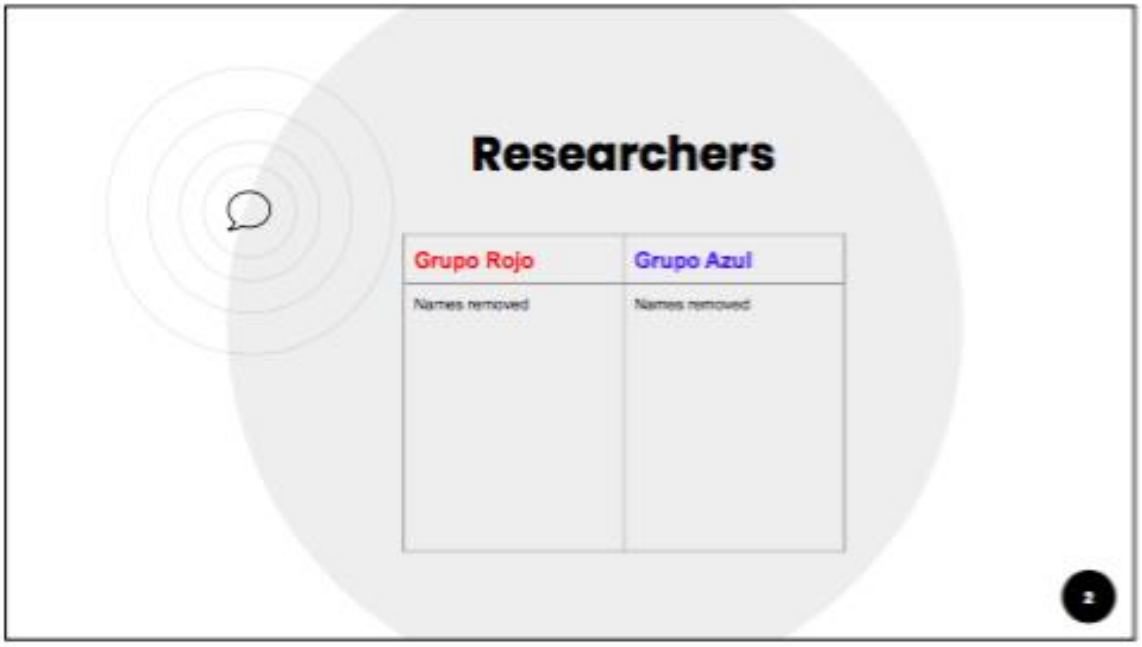
Como empezates a hablar ¿Quien hablo primero? Describe la interaccion

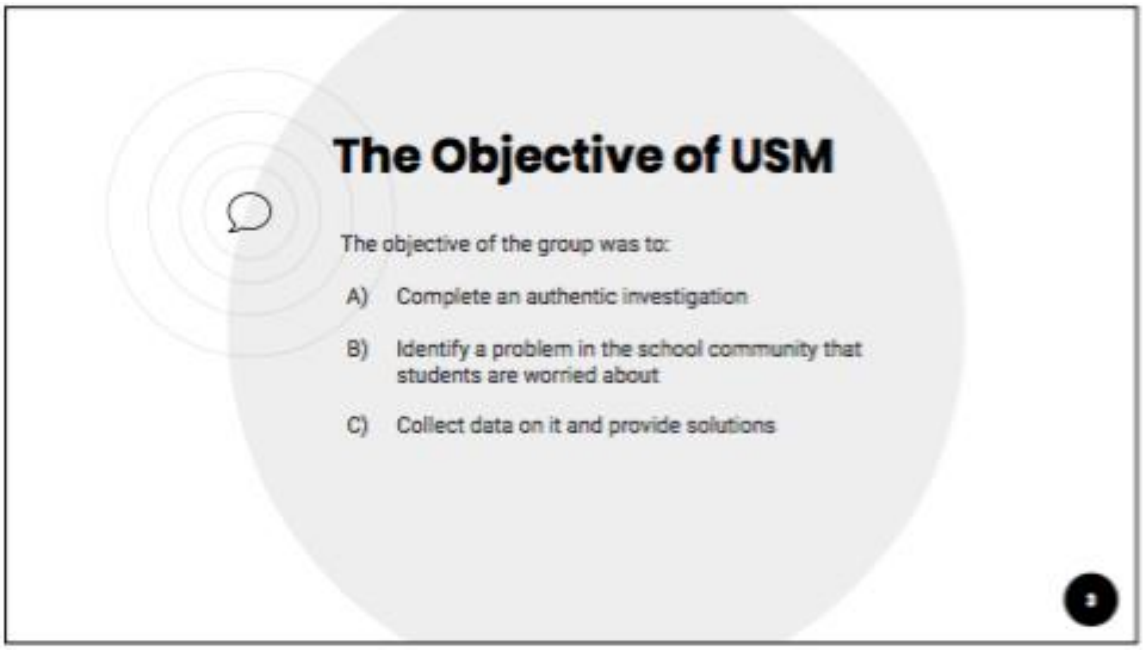
Cuando empesamos hablar lo primero es decir nuestros nombres y el nos empeso hablar y combersamos de que si el caminaba o en bos benia y el dijo que caminaba para benir y el a biajado en varios lugares por que su mama trabaja aremosa.

Fue de deportes y si el jugaba cartas pero el dijo que solo podia jugar joker y de deportes solo lo gustaba jugar tenis y juega aqui en la escuela

lo que note fue que el era amigable y el traia chocolates y nos dio uno para que agarraramos con andany el no era timido el se expresaba como si estubiera con confiansa por que solo en ingles ablaba i nosotros con andany estabamos tratando de ablarlo ingles

APPENDIX F - YPAR Student Presentation




The Objective of USM
The objective of the group was to:
A) Complete an authentic investigation
B) Identify a problem in the school community that students are worried about
C) Collect data on it and provide solutions
3

The name of the group and why we chose it
The name of our group is Unidos Samos Mejores. In English this means United We Are Better. We chose this name because we want everyone to join together.

The Process

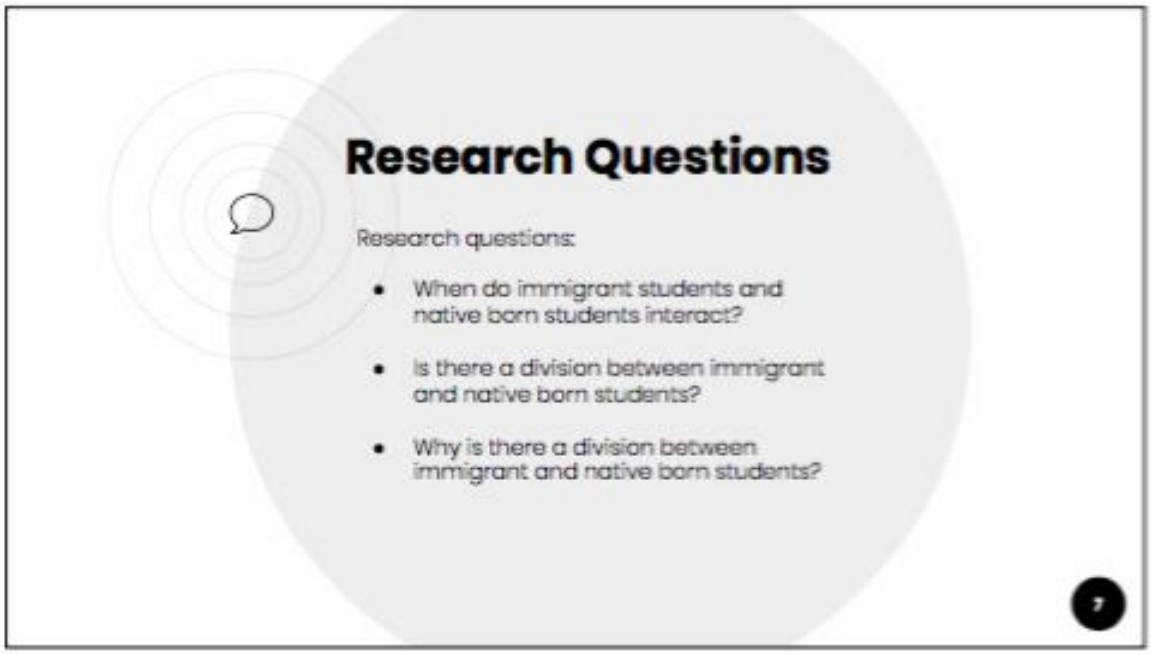
- Our group prepared by first talking about group norms
- Sharing information about themselves (life maps)
- Practicing speaking and listening skills
- Meeting with a visiting scholar who helped us develop our question and methods for investigation

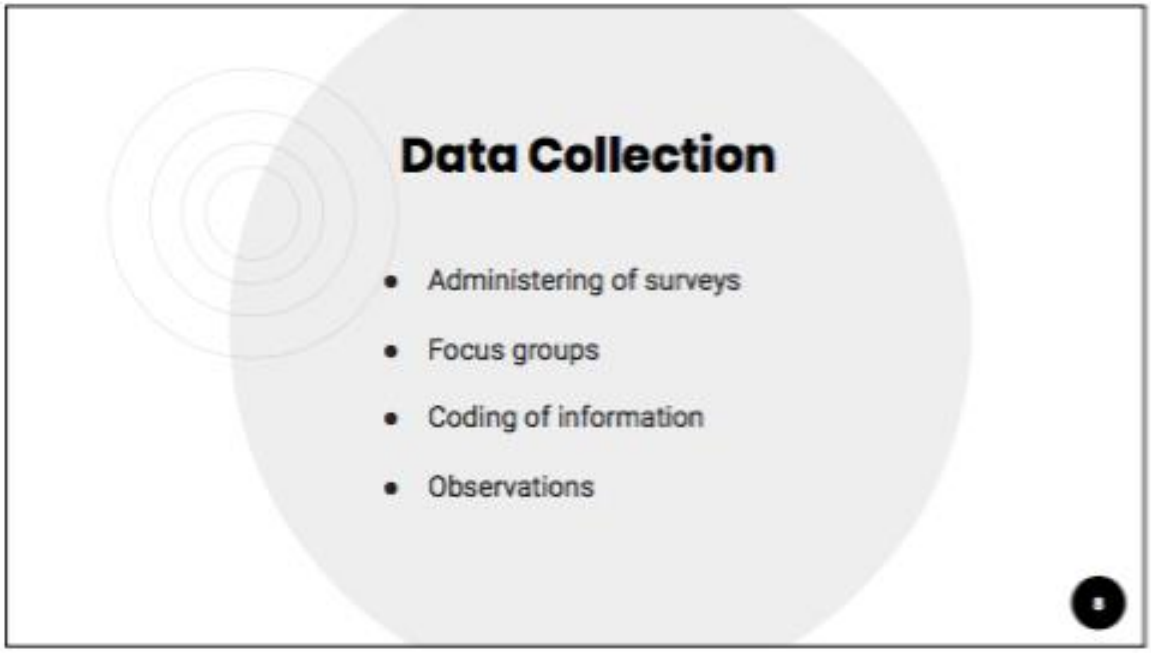
The problem

We used a variety of methods to identify the problem, including discussion, speaking with a visiting scholar, and photo walks.

During our discussions we identified three possible areas of interest.

- The food being offered in the cafeteria during lunch time
- The integration between immigrant students and native born students
- The use of Spanish in school

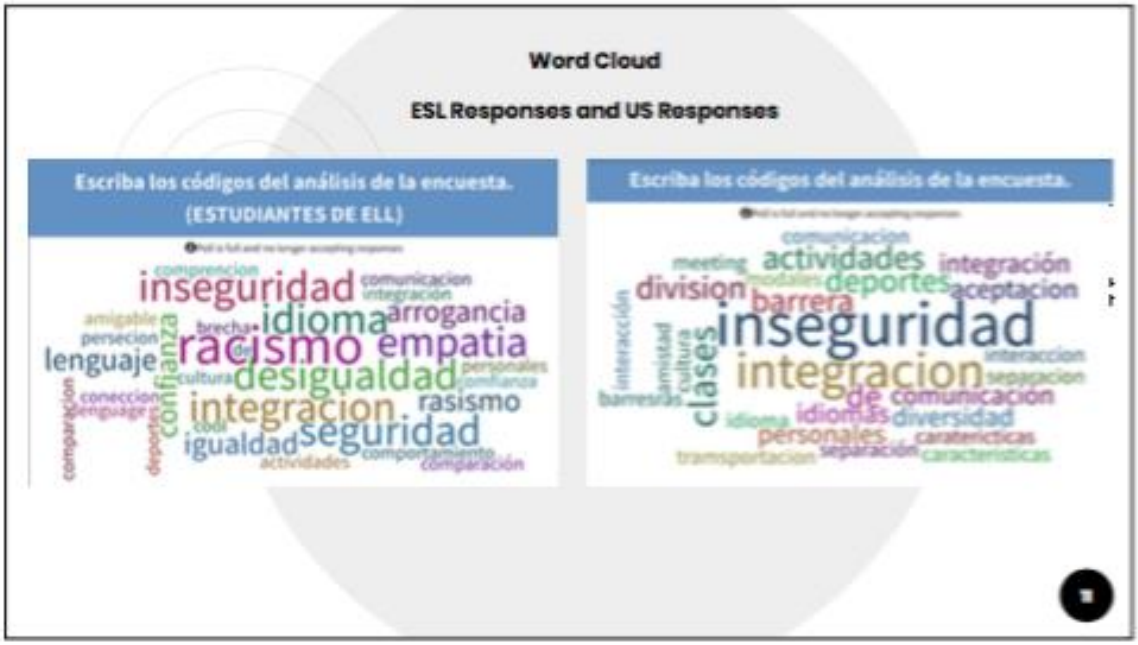

Research Questions
Research questions:
When do immigrant students and native born students interact?
Is there a division between immigrant and native born students?
Why is there a division between immigrant and native born students?
7

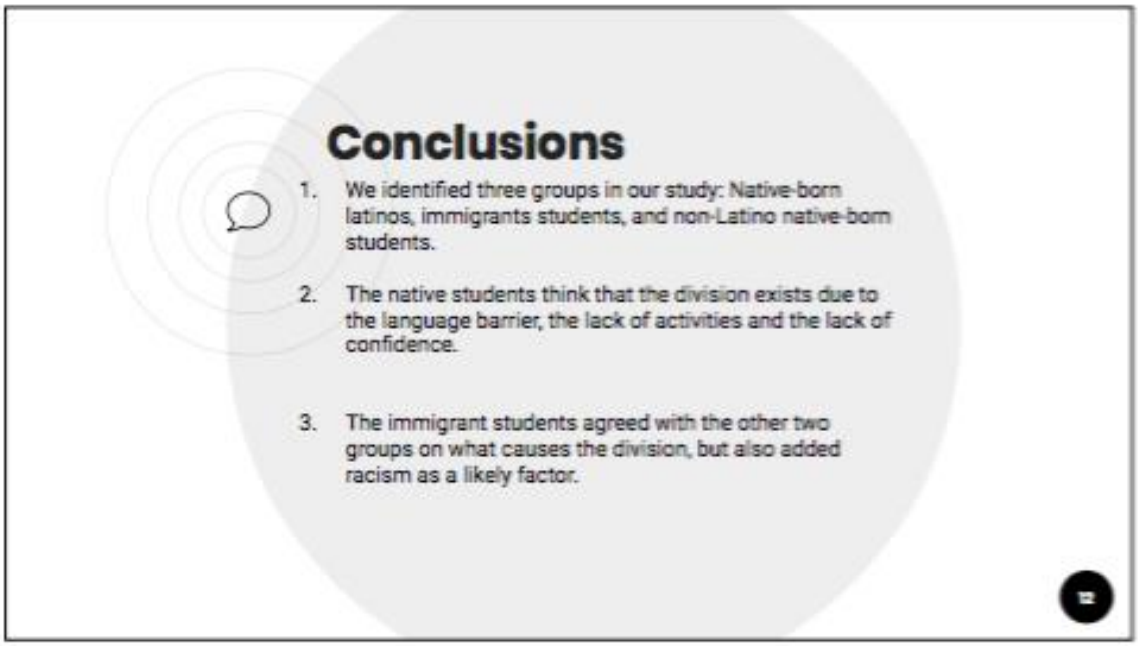

Data Collection
Administering of surveys
Focus groups
Coding of information
Observations
8

Data analysis

1. We read the responses from the surveys and then discussed the findings.
2. We then coded the responses and uploaded the codes on a word cloud to analyze and discover trends in the responses.
3. We discussed the most featured codes and discussed their significance and meaning.

Survey Sample

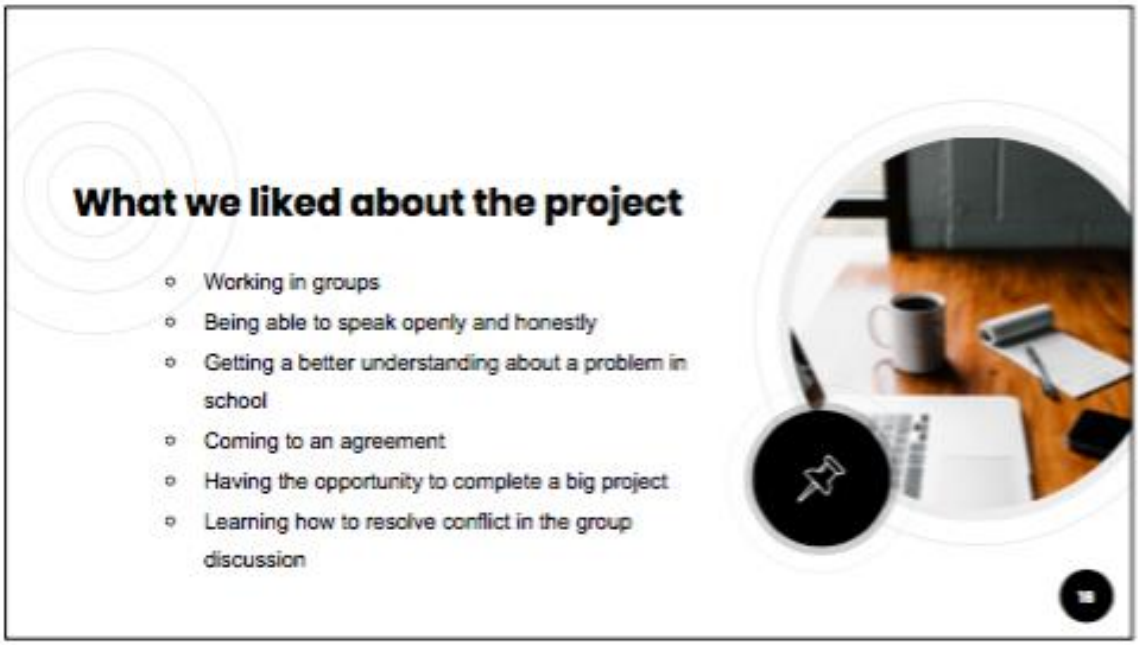

Word Cloud
ESL Responses and US Responses
Escriba los códigos del análisis de la encuesta. (ESTUDIANTES DE ELL)
inseguridad
idioma
arrogancia
racismo
empatia
lenguaje
desigualdad
integracion
rasismo
igualdad
seguridad
Escriba los códigos del análisis de la encuesta.
actividades
integración
division
deportes
aceptacion
barrera
inseguridad
integracion
clases
de comunicación
diversidad
personales


Conclusions
1. We identified three groups in our study: Native-born latinos, immigrants students, and non-Latino native-born students.
2. The native students think that the division exists due to the language barrier, the lack of activities and the lack of confidence.
3. The immigrant students agreed with the other two groups on what causes the division, but also added racism as a likely factor.

Recommendations
Ads twice a month
- Mention the days of the countries represented in the school
- Mention events organized by the clubs
- Announcements in several languages
- Recommendations in joining the groups
Form clubs / Collaboration
- Receive newcomers and integrate them into the community
- Plan events to support the integration of all students
- Plan what should be in the ads
Events
- Cultural days and holidays sharing food and customs from different countries
- Informative events on how to integrate, stories from other countries

Support
1. We need to be given time during school (due to work) to plan activities and events.
2. A budget in order to do events.
3. Permission to present videos during morning announcements.
4. Approval for the club.

Learning
We learned to investigate by working with different methods, such as surveys, administering the data collection methods, coding responses, discuss findings, and come to an agreement on solutions.


What we liked about the project
Working in groups
Being able to speak openly and honestly
Getting a better understanding about a problem in school
Coming to an agreement
Having the opportunity to complete a big project
Learning how to resolve conflict in the group discussion

What we didn't like about the project
At the beginning it wasn't clear where the investigation would lead
Negative responses sometimes made us upset
There were many fights in the groups
It was hard to come to an agreement

Thanks!
Any questions?

APPENDIX G - YPAR Year Plan

YPAR Program Plan 2018-2019 - Bilingual Language Arts
This program was adapted from: Anyon, Y., Brink, K., Crawford, M., Fernandez, M., Hofstedt, M., Osberg, J., & Strobel, K. (Eds.) (2007). *Youth Engaged in Leadership and Learning: a Handbook for Program Staff, Teachers, and Community Leaders.* Stanford, CA. John W. Gardner Center for Youth and Their Communities

Each session will take place on a Thursday during block 1 in the Bilingual Language Arts level 2 class. Language connections and follow up activities will take place in the ESL level 2 class. Each block is 80 minutes long. The YPAR activity will take 45 minutes to the full block if needed.

Each session will be led by the bilingual language arts teacher, with the primary researcher in a supporting role.

Date	Learning Goal	YPAR Activity	BLA Theme/Corresponding Activity if applicable	ESL Connection/Activity Date
Unit 1	**Students identify and practice communication norms for teamwork**	**Communication**		
Sept. 13	Students understand concept of active listening; practice active listening	Active Listening - working with partners (Session 1 p. 34; 1.1a, 1.1b, 1.1c) Need to add confidentiality.	Home Team/Listening skills/Turn taking Literacy connection - oral communication skills/reading and responding to guidelines	**9/17** Listening activity- S shares what Active Listening is and what makes a good listener. Team activity with team roles. Share out when completed- Who do we listen to and why? English vocabulary: Key words in 1.a; Feelings 1.c (connect feelings to other language activities)

Sept. 20	Students continue to practice active listening	Opening - with lollipops and Fishbowl Activity - (Session 3 - p. 38; 1.3)	Active listening	Reinforce feelings- Active Listening - .
Sept. 27	Students participate in team-building exercise and create chart of group norms.	Teamwork - p. 40 Activities 1 & 2 (see1.5 list); Page 42 Activity 3 only (brainstorming rights and responsibilities - I think this can be adapted however you want...maybe groups and padlet? Then discussion?) (create 1.5b chart - large white paper and post its? electronically?)	Teamwork and group norms	Reinforce teamwork (vocab activities) -active listening/feelings, apply to Presentations -Group norms/community .
Oct. 4	Students discuss and identify norms for working in groups	Rights and Responsibilities, p. 43	Teamwork and group norms	Group work, jobs when working in a group (recorder, reporter, facilitator, timekeeper) Participation.
Oct. 11	Students discuss and identify norms for this project, share life experiences	Special 2 group meeting: 1. Ice-breaker 2. Norms, committees, names 3. Life map	Organizational Meeting	Combined group meeting, Life maps and presentations.
Oct. 18	Students share life experiences, discuss different types of group decision making	Finish sharing life maps Group Decision Making - (p. 48; 1.7a, 1.7b) (Brian)	Sharing experiences	Sharing experiences: While reading class book S is making connections to their own lives. Share out these experiences….co

	(autocratic, etc.)			nnecting to life map.
Oct. 25	Students define and practice successful oral presentation techniques	Oral Presentations - (p. 50 & 51; 1.8a, 1.8b, 1.8c, 1.8d)	Speaking Skills	Speaking Skills: reinforce presentation rubric. What makes a good presentation? Share/discuss Make connection between our life maps and that of the Nguyen family life map from book.
Unit 2		**Leadership**		
Nov. 1	Students identify characteristics of certain kinds of leaders	-Warm up, exercise II on page 106 -Students brainstorm and share answers to four questions in exercise III: as a group: 1. What kinds of things to leaders do (actions); 2. What do leaders believe in (values and beliefs); 3. What kind of people are leaders (skills and qualities) 4. Who are some leaders (specific names)		Make connection to book? See where we are when we hit this w eek. (current event?....)
Nov. 7	Laura cannot attend	Value priorities p. 120 (2.8 and play money)	Concurrent Class activity during week of November 7 - Possible full group meaning) Tracey: PHOTO WALK ACTIVITY Without any introduction/prompting, teachers tell students that	Concurrent Class activity: PHOTO WALK - Students took a campus walk both inside and outside and took several pictures of locations that reminded them of experiences they have had at school.

			they are going to take a walk through campus and take photos of anything that catches their attention. For example, if they enjoy being with friends outside on the tables near the IMC, they are to take a picture of the picnic table. The can take photos that make them think about all kinds of experiences, negative or positive. The only rule about the photo walk is that it is to be done in silence. Each person has to think to themselves and take photos of what is significant. In class students send 3 to 5 photos to teacher, project and discuss. This activity should be done in Bilingual and ESL class during the week of November 5 or 12.	Vidal, Kendall and Alma have not taken pictures yet (testing and absence) I will try to have them do this next week.

Nov. 15	Laura cannot attend Students discuss youth roles in various contexts; discuss and identify the importance of transformative action	Youth as resources 123 Activity IV only (2.10) Youth as leaders 126 (2.12) Activity III only (Use story but find another activity)	PHOTO WALK ACTIVITY: Discuss Photos in bilingual class (possible 2 group meeting)	Supply photos from photo walk previous week for discussion in Bil
	Inquiry			
Nov. 29	Students identify issues in the school community; Discuss possible research topics	Identify Issues and Assets (p.158) Students report on photos from photo walk, identifying issues and assets for each photo. Combine activities III and IV, school only, issues and assets. See worksheet. Selecting a Topic (p.160) Activity III and discussion. Group should have a list to share in the whole group meeting.		
Dec. 4	Students discuss and choose a research topic, identify possible research questions	Whole group meeting; discussing and choosing a topic; Review characteristics of topic on page 160; Developing Research Questions, p. 166; (3.8; Activities III and IV only using chart.		
Dec. 5	Students reflect on experiences of Latina social scientist, identify	Visiting scholar: Patricia Tovar What is research? https://www.jjay.cuny.edu/faculty/patricia-tovar		

	and practice research methods			
Dec. 13	Students identify and describe various research methods	Research Methods, pros and cons, p. 170 (3.10a, b, c, d, e, f, g)	Class connections: Topic related materials	Class connections: Topic related materials
Dec. 20	Students discuss and identify research methods for project	Identify research methods to use; 172-173 (3.11)	Class connections: Topic related materials	Class connections: Topic related materials
Jan. 3	Students discuss and identify research question			
Jan. 10	Students create project timeline	Timeline for Project (p. 174; 3.12 a, b)	Class connections: Topic related materials	Class connections: Topic related materials
Jan. 17		Norms; Research procedures; Surveys, how to do successfully, creating a survey, session 17 (p. 184) (3.17 a, b, c): Design instrument		
Jan. 24		Survey creation		
Jan. 31		Survey practice with Pat Hoffman's class		
Feb. 7		Delay:	Waiting for superintendent approval	

Feb. 14		Emergency weather cancellation		
Feb. 21		Survey revision		
Feb. 28		Survey revision		
March 5		Data Collection - Surveys - Kania, Zimmerbaum,		
March 7	Reading and coding surveys	Data analysis - coding surveys	Reading, interpreting, coding	
March 14	Analysis	Data analysis	Determining additional questions	
March 21 & 22			Focus group, writing reflections	
March 28			Students coded reflections from focus group meeting.	
April 4			Block 1 - review and approve ELL survey. Block 2 - review and approve ELL survey. Stuff envelopes, take to Mrs. Vance. Both blocks: Determine focus for observations; get volunteers for lunch. Practice observations.	Brian email pam and give survey

April 10-11			Coding ELL surveys and plan observations.	
April 18			Coming to findings, recommendations; Group meeting	
May	**Taking Action and Presentation Prep**	Students review findings, create and prioritize recommendations (Session 21, p. 192)		
		Students identify target audiences (Session 22, p. 194)		
		Students discuss and identify forms of action, explore personal preferences for roles (Sessions 23 & 24, p. 198, 200)		
		Creating clear presentation		
	Presentation			
	Celebration			

APPENDIX H - YELL Translated Materials

YELL MATERIALS IN SPANISH

These materials were adapted from: Anyon, Y., Brink, K., Crawford, M., Fernandez, M., Hofstedt, M., Osberg, J., & Strobel, K. (Eds.) (2007). *Youth Engaged in Leadership and Learning: a Handbook for Program Staff, Teachers, and Community Leaders.* Stanford, CA. John W. Gardner Center for Youth and Their Communities

1.1a Reglas para la escucha activa

Empatiza. Ponte en el lugar de la otra persona para comprender lo que esa persona está diciendo y cómo se siente.

Se atento. Haz un esfuerzo por escuchar con atención. No te distraigas o hable cuando alguien más está hablando.

Muestra comprensión y aceptación mediante comportamientos no verbales.

Tono de voz
Expresiones faciales
Gestos
Contacto visual
Postura

Refleja los pensamientos y sentimientos más importantes de la persona. Intenta hacer esto en tus propias palabras. Parafrasea o repite teniendo cuidado de decir solo lo que escuchaste.

No interrumpas, ofrezcas consejos o des sugerencias. No menciones sentimientos y problemas similares de tu propia experiencia. Deje por fuera tus emociones personales, desacuerdos, opiniones y otros comentarios (a menos que te lo pidan).

Permanezca neutral. No tomes ningun lado.

Haz preguntas abiertas. Pide aclaración, pero se cortés y respetuoso. Por ejemplo, pregúntale "¿Puedes decir más sobre eso?" O "¿Qué quisiste decir cuando dijiste ...?"

1.1b Normas de confidencialidad

"Lo que se dice aquí se queda aquí".
La confidencialidad significa que todo lo que aprende sobre otra persona debe mantenerse en privado y no compartirse con otras personas. Si la confidencialidad se “rompe", las personas pueden sentirse lastimadas o avergonzadas. No debe compartir los pensamientos, sentimientos o experiencias de un individuo que le dicen o la información personal que aprende durante su proyecto.

¿Qué información debe mantenerse confidencial?
1. Información que los miembros de tu equipo comparten contigo. Es posible que compartas información personal con los miembros de tu equipo. Esperas que se respete tu privacidad y también debes respetar la privacidad de los demás.

- **Por ejemplo:** Estás haciendo un ejercicio de Escucha activa y tu pareja comparte que has estado recibiendo terapia psicológica. Esta es información personal que tu pareja se sintió cómoda compartiendo contigo, pero no debes compartir con otros.

2. Información que recopilas a través de su investigación. Es posible que recopiles encuestas o hagas entrevistas para tus temas de investigación. En estos casos, también se aplican las reglas de confidencialidad.

- **Por ejemplo: A** veces, en las discusiones de grupos focales para entrevistas, las personas compartirán experiencias que tuvieron pero no quieren que nadie sepa que la información provino de ellos. Es importante mantener confidencial lo que compartió en estas discusiones y nunca compartir la identidad de la persona que le dio esta información. Al informar cualquier resultado, siempre debe consultar los términos generales, como "uno de los encuestados dijo ..." ¿

CUÁNDO DEBERÍA COMPARTIR INFORMACIÓN PRIVADA?

Si alguien está o le dice que ...

- está siendo lastimado por otra persona
- va a lastimar a otra persona
- se va a lastimar a sí misma.

SI ESTO SUCEDE, HABLA INMEDIATAMENTE CON SU MAESTRO O CON OTRO ADULTO DE LA FACULTAD.
La ley exige que los adultos que trabajan en las escuelas informen si se enteraron de alguna de estas situaciones. Deben asegurarse de que la persona reciba la ayuda que necesita para mantenerse saludable y segura.

1.1c Bolsa de sentimientos

Feliz	Poderoso
Frustrado	Incapaz
Apenado	Inspirado
De mal humor	Cansado
Animado	Ansioso
Energizado	Avergonzado
Seguro	Enojado
Motivado	Calmado
Aburrido	Pensativo
Distraído	Celoso
Estresado	Rencoroso
Triste	Empatético
Abrumado	Satisfecho
Sorprendido	Asustado
Tímido	Devastado

1.3 Discusión de Fishbowl

Escenario Uno
Cuatro estudiantes han estado trabajando juntos en un proyecto durante tres semanas. Se espera que cada persona contribuya con una cantidad igual al proyecto y cada estudiante recibirá la misma calificación al final. Como resultado, cada miembro del grupo tiene que depender y confiar el uno en el otro para completar su parte del proyecto. Las cosas iban bien hasta que Elena llamó a Juan tres noches antes de la fecha de entrega para informarle que su computadora había muerto y había perdido todo su trabajo. Nadie más había guardado su trabajo en su computadora, y ella no creía que tuviera tiempo de hacerlo todo de nuevo. Ella le pidió a Juan y al resto del grupo que la ayudaran.

Discusión para Fishbowl:
¿Es culpa de Elena?
¿El grupo tiene la obligación de ayudarla? ¿Por qué o por qué no?
¿En qué circunstancias estaría el grupo dispuesto / no dispuesto a ayudarla?

Escenario Dos
Una clase de teatro ha estado practicando su obra de fin de año durante cuatro meses, y las cosas han ido bien desde las audiciones. Sin embargo, una semana antes de la noche de apertura, Roberto, el protagonista, decide salir porque no se siente apreciado. Nadie ha practicado como suplente de Roberto y sin él tendrán que retrasar la apertura del espectáculo por un mes.

Discusión para Fishbowl:
¿Qué debería hacer la clase de drama?
¿Vale la pena negociar con Roberto?
¿Roberto tiene la obligación de cumplir con su compromiso?

Escenario tres
Tres socios comerciales se han estado preparando para una presentación a un cliente importante durante un mes. Sin este cliente, su empresa podría tener que cerrar. La mañana de la presentación, María llama a Miguel para decirle que está realmente enferma y no puede asistir a la presentación. Desafortunadamente, ella tiene todos los materiales y es la experta en los aspectos financieros de la presentación, mientras que Miguel y José están a cargo del lado creativo. Miguel teme que no pueda responder a todas las preguntas del cliente sin Maria. Además, no pueden reprogramar su cita porque el cliente está muy ocupado.

Discusión para Fishbowl:
¿María tiene la obligación de venir aunque esté enferma?
¿Miguel tiene derecho a estar enojado con María aunque estar enferma no es su culpa?
¿Qué debería hacer el grupo?

1.5a Configuraciones del acuerdo: Establecimiento de derechos y responsabilidades - Ejemplo del facilitador

DERECHOS	RESPONSABILIDADES / ACUERDOS	CONSECUENCIAS	RECOMPENSAS
Ser un miembro de este grupo de proyecto	Llega a tiempo.		
	Comunícate con el grupo si no puedes venir.		
	Prepárate y trae tus materiales.		
Divertirte	Cumple: completa lo que comienzas y haz lo que dices.		
	Haz tu mejor esfuerzo. Intenta divertirte y ser social. Centrarse en los objetivos. Se eficiente.		
Estar en un ambiente positivo y seguro	Apoya a los demás. Anímate y ayúdate el uno al otro. Sé parte del equipo.		
	Intenta comunicar tus sentimientos. Mantén la confianza del grupo (sin chismes, etc.). No uses palabras feas con otra persona.		
Ser respetado	No faltes el respeto a los demás. Trata a los demás como te gustaría ser tratado. Sin humillaciones.		
	Sé responsable de tus propias acciones.		
Hacer que mis propias opiniones e ideas sean escuchadas.	Honra las ideas o pensamientos de otras personas. Prueba las ideas de las personas antes de decir "no" a ellos. No ridiculices ni avergüences a la gente. Pregunta antes de tomar la iniciativa.		
	Sé un orador y oyente activo. Participa. No interrumpas. Mantén silencio mientras otros hablan. Habla tu mente. Pregunta por la opinión y las ideas de todos.		

1.5 Configuración del acuerdo: derechos y responsabilidades

DERECHOS	RESPONSABILIDADES / ACUERDOS

1.7a Formas de toma de decisiones - Ejemplo

ESTILO DECISIÓN	PROS	CONS
Individual (Autocrático) Una persona decide.	Las decisiones son rápidas. No requiere consulta. Todos saben quién es el responsable de la decisión.	Puede que no sea la mejor decisión. Puede surgir únicamente de lo que el individuo conoce o con lo que se siente más cómodo. La acción puede no ser agradable para la mayoría o incluso para cualquiera. La mayoría no se sentirá profundamente comprometida con la decisión a menos que estén profundamente comprometidos con el individuo.
Representante Una persona (o un grupo pequeño) recibe consejos de otros y toma decisiones que impactan a todos.	Las decisiones son rápidas. Más ideas amplían las posibilidades.	Aquellos consultados pueden sentir presión de los que toman las decisiones. No sea la decisión más sabia. La acción puede no ser agradable para la mayoría o incluso para cualquiera. Algunos puntos de vista no son escuchados. La mayoría no se sentirá profundamente comprometida con la decisión a menos que estén profundamente comprometidos con el individuo o el grupo.
Mayoría (Demócrata) Se debate ampliamente sobre un tema, pero la mayoría gobierna el proceso de toma de decisiones; votación.	Se puede usar con grupos pequeños y grandes. La mayoría de las personas están familiarizadas y se sienten cómodas con este proceso. Todos tienen una voz inicialmente, si la usan; muchos puntos de vista son escuchados. Las personas sienten una sensación de igualdad.	Una mentalidad de ganar o perder puede desarrollarse. Puede haber una falta de compromiso de aquellos que lucharon por una posición diferente. Los problemas se vuelven personales, en función de quién ha apoyado a quién, en lugar de quién cree en qué. La gente tiende a mirar alternativas tradicionales cuando usa métodos tradicionales.
Consenso Un tema es ampliamente discutido y todos están de acuerdo en que la decisión es aceptable.	Se emiten más opiniones y perspectivas. Las personas sienten una sensación de igualdad. Promueve la síntesis de ideas. Obtiene un compromiso más amplio. Puede impulsar una mayor educación sobre un tema.	Puede tomar mucho tiempo. Requiere que los miembros sean maduros para llevar a cabo ideas que no ocupan el primer lugar en su lista. El progreso puede ser bloqueado por una persona. Difícil en grupos grandes. Cuando los nuevos miembros se unen deben aprender a confiar en el grupo y el proceso.

1.7b Formas de toma de decisiones

ESTILO DECISIÓN	PROS	CONS	EJEMPLO
Individual (Autocrático) Una persona decide.			
Representante Una persona (o un grupo pequeño) recibe consejos de otros y toma decisiones que impactan a todos.			
Mayoría (Demócrata) Se debate ampliamente sobre un tema, pero la mayoría gobierna el proceso de toma de decisiones; votación.			
Consenso Un tema es ampliamente discutido y todos están de acuerdo en que la decisión es aceptable.			

1.8 Mala presentación - práctica

MALA PRESENTACIÓN EJEMPLO UNO

Al entregar esta presentación, debes:

- nunca mirar a la audiencia.
- hablar en un tono de voz muy callada para que nadie pueda oírte.
- incluso si el público te dice que no pueden escucharte, no levantar la voz.
- cubrirte la boca una o dos veces mientras hablas.
- entre oraciones, decir "entonces", "bien" o "bueno".

Tu discurso:

Hola, mi nombre es _____. Estoy aquí hoy para contarte un poco sobre una comunidad. Está ubicada en el medio del país, cerca de las praderas, y tiene una población de 120,000 personas. Hay muchos barrios grandes y distritos comerciales dentro de ella. Me gusta especialmente el cine, y muchos jóvenes pasan el fin de semana allí. Gracias por su atención.

¿Tienen alguna pregunta?

MALA PRESENTACIÓN EJEMPLO DOS

Al leer esta presentación, debes:

- jugar con el papel, tocar el cabello, y arreglar la ropa.
- hablar muy rápido y muy alto.
- no presentarte, ni agradecer a la audiencia ni pedir preguntas.
- apenas cuando termines de leer, sentarte.

Tu discurso:

Hola, mi nombre es _____. Realmente me gusta el lugar donde vivo porque hay muchas áreas de compras y personas diferentes. Por ejemplo, fui a un concierto anoche y fue genial. Nuestra comunidad tiene una población de 75,000 personas. Hacen muchas cosas diferentes y pasan el rato en varios lugares diferentes de la ciudad. Algunos de estos lugares son la plaza principal de la ciudad, el cine y los restaurantes. Ya terminé.

1.8b Lista de habilidades

Objetivos de una presentación:

- ★ Obtener atención
- ★ Mantener la recepción
- ★ Promover la retención

1. Cuerpo y movimiento

- Aspecto
- Contacto visual
- Postura
- Acción
- Gestos
- Expresiones faciales
- Actitudes del habla

2. Voz y expresión

- Lenguaje
- Pausa
- Versatilidad vocal
- Articulación

3. Contenido

- Organización
- Técnicas de participación
- Humor
- Intereses de audiencia y adaptaciones

Dato curioso:
En su estudio sobre cómo las personas deciden si les gusta el uno al otro, Albert Mehrabian construyó la siguiente fórmula: Total gusto = 7% de gustos verbales + 38% de gustos vocales + 55% de gustos faciales

Ideas útiles de esta investigación son:

- No son solo palabras: mucha comunicación se produce a través de la comunicación no verbal.
- Sin ver señales no verbales, es más fácil malinterpretar las palabras.
- Prestamos más atención cuando no estamos seguros acerca de las palabras y cuando confiamos menos en la otra persona.

http://changingminds.org/explanations/behaviors/body_language/mehrabian.htm

1.8c 10 Consejos para buenas presentaciones

1. **Planea y practica**
    - Organiza tus pensamientos de antemano en un orden que tenga sentido.
    - Practica como si realmente estuvieras dando tu presentación. Mide tu presentación, haz cambios y recibe comentarios de amigos o familiares.

2. **Al principio, preséntate y introduce lo que va a hablar**
    - Consejo: como parte de su presentación, informa a tu audiencia si deseas que formulen preguntas durante la presentación o que espere hasta el final.

3. **Párate directo y mira al público cuando estas hablando. Haz contacto con los ojos.**

4. **Trata de no leer directamente del papel (pero está bien si lo miras de vez en cuando).**
    - Consejo: Escribe algunas ideas en el orden en que las quieres decir e intenta simplemente seguir desde allí. (Se requiere práctica para que esto sea organizado.)

5. **Habla lentamente, claramente y en voz alta, usando lenguaje profesional. (Intenta de no usar palabras como “entonces”.**

6. **Usa visuales para demostrar lo que estás hablando.**

7. **¡No te preocupes, y no te disculpes por los errores! Todos están para apoyarte.**
    - Consejo: Respira profundo cuando estás atascado o usa humor si eso ayuda.

8. **Pide preguntas de la audiencia.**

9. **Agradece a la audiencia cuando hayas terminado.**

10. **¡Usa tu propio estilo!**

1.8d Hoja de entrenamiento y evaluación para los presentadores

CUALIDADES DE PRESENTACIÓN	POSITIVOS	OPORTUNIDADES PARA MEJORARSE
Apariencia		
Contacto visual		
Postura y gestos		
Expresiones faciales		
Lenguaje		
Pausas		
Versatilidad vocal /Inflexión vocal)		
Articulación (fácil de escuchar y entender)		
Organización de ideas		
Participación de la audiencia		
Humor		
Apropiado para la audiencia		
Comentarios generales		

El proceso de dar consejos:

1. Comienza con fortalezas y aspectos positivos: ¿Cuáles fueron algunas cosas que son geniales y deben repetirse?
2. Comparte oportunidades para mejorarse: ¿Cuáles son algunas cosas específicas que podrían mejorar?
3. Finaliza con fortalezas y aspectos positivos: finaliza con otra observación positiva.

SP 2.8 Actividad de cambio de valores

Salud perfecta hasta los 100 años

Asiento del Senado de Estados Unidos

Ganar $500 en la loteria

Una relación satisfactoria

Tranquilidad

Una carrera satisfactoria

Una familia solidaria y feliz

Una casa de verano donde quieras

Tiempo y dinero para viajar cada año (vacaciones)

El automóvil de tus sueños

La capacidad de escribir un libro que podría influir muchísimas personas

Amigos leales

Estar en la portada de su revista favorita

Divertirte todos los días

Una cura para el cáncer

No tener que preocuparte por el dinero

La casa de tus sueños en el lugar donde prefieras (tu tierra o aquí)

Un viaje a un tiempo pasado

Popularidad

Felicidad

Definiciones del liderazgo

El liderazgo es la capacidad de un individuo para establecer un ejemplo para otros. Es una actitud que influye en el entorno que nos rodea.

"Mi definición de líder ... es un hombre que puede persuadir a las personas para que hagan lo que no quieren hacer, o que hagan lo que son demasiado perezosos para hacer, y con gusto." Harry S Truman

"... Los líderes son personas que hacen lo correcto ". Warren Bennis

" El momento siempre es correcto para hacer lo correcto ". Martin Luther King, Jr.

" El liderazgo en un momento significaba músculo. Hoy significa llevarse bien con la gente ". Indira Gandhi

" Si he visto más lejos que los demás, es porque estaba sobre los hombros de gigantes ". Isaac Newton

" Si sus acciones inspiran a otros a soñar más, aprender más, hacer más y ser más, usted es un líder."John Quincy Adams

"El precio de la grandeza es la responsabilidad." Winston Churchill

"Qué maravilloso es que nadie tenga que esperar un momento antes de empezar a mejorar el mundo." Anne Frank

"Los líderes son visionarios con una sensación de miedo poco desarrollada y sin ningún concepto de probabilidades en contra de ellos ". Robert Jarvik

Obtener una beca (completa) para la universidad

Libertad

La capacidad de hacer que todos de mi familia se sientan seguras

Una cura para el SIDA

La capacidad de ser invisible

Amor verdadero

Una familia grande y feliz

La oportunidad de hablar directamente con el presidente (de los EE. UU.)

Gastos ilimitados en mi centro comercial favorito

Poder hablar 8 idiomas

Un viaje al futuro.

Gran talento en la música.

Gran talento en el fútbol.

Ganar todas As en tus clases

Una reputación como amable y generosa

Conocido por todos como confiable y honesto

Un título universitario con honores

Ser un artista famoso

3.10b Métodos de investigación - Pros y contras

Su tema de investigación: Seguridad física y emocional en la escuela y en la comunidad			
Maneras de recopilar datos	Tipo de información que se consigue con este método	¿PROS? ¿Qué funciona bien con este método?	¿CONTRAS? ¿Cuáles son los problemas con este método?
Encuestas			
Entrevistas en grupos			
Entrevistas			
Fotografías o mapas			

3.10 c
Estación uno: Grupos focales

Tarea: Los jóvenes participarán en una breve entrevista de grupo y pensarán en las ventajas y desventajas de usar grupos focales para la recolección de datos.

Materiales: fichas y lápices

Instrucciones para el facilitador de la estación:

Paso 1: **LEA**: Un grupo de enfoque es como una entrevista con un grupo sobre un tema específico. Si se tratara de un grupo de enfoque verdadero, la discusión se grabaría en cinta o en video, y luego los investigadores la verían o la escucharían y tomarían muchas notas. Normalmente, los investigadores escriben todo lo que se dice y crean una transcripción de la conversación. A partir de ahí, tratarían de identificar los temas o ideas que sugirió varias personas del grupo.

Paso 2: Entregue a cada miembro del grupo una ficha y un lápiz. **LEA:** En la tarjeta, escriba una pregunta que sería interesante para obtener las ideas u opiniones de todos. Por ejemplo, "¿En qué parte de tu vecindario pasas los fines de semana? ¿Por qué? "

Una vez que haya escrito cada persona una pregunta, reúna todas las tarjetas y elija una pregunta. Haga la pregunta al grupo y haga preguntas adicionales.

Paso 3: **LEA:** Leeré algunas preguntas, discutiremos y completaremos nuestra hoja de trabajo 3.10b.

-¿Qué te gusta de los grupos focales?
-¿Qué crees que sería difícil hacer este tipo de recopilación de datos?

Estación Dos: Encuestas

Materiales: Copias de las encuestas; copias de la carta de información de la encuesta. (Una copia para cada participante.)

Tarea: Los jóvenes realizarán una encuesta, practicarán la creación de preguntas de la encuesta agregando preguntas en los espacios en blanco, y reflexionarán sobre los pros y los contras de usar encuestas para recopilar datos.

Instrucciones para el facilitador de la estación:
Paso 1: **LEA**: Responde la encuesta (3.10d) y completa las secciones en blanco con preguntas tuyas.
Paso 2: **LEA:** ¿Cuáles son los pros y los contras de usar una encuesta? Discutamos y luego rellenaremos sus pros y sus contras en la hoja de trabajo (3.10b).
-¿Te gusta hacer la encuesta? ¿Qué te gustó? ¿Qué no te gustó?
-¿Qué tipo de preguntas son buenas para las encuestas?
-¿Cuáles son los beneficios de usar una encuesta para recopilar información? ¿Cuáles son las debilidades?

Estación Tres: Entrevistas

Tarea: Los jóvenes se turnarán para entrevistarse y pensarán sobre los pros y los contras de usar entrevistas para recopilar datos.

Materiales: Copias de las preguntas de entrevistas (3.10f) y copias del formulario de consentimiento de entrevista.

Instrucciones para el facilitador de la estación:

Paso 1: **LEA**: Si se tratara de una entrevista real, se grabará en una cinta (o se tomarán muchas notas) y se revisará más adelante para extraer las ideas y los temas principales. Todos revisen los formularios de consentimiento. ¿Cuál es la importancia del permiso por escrito?

Paso 2: Divide a los jóvenes en parejas. Déle a cada persona una tarjeta con preguntas y pídales que usen estas preguntas para realizar una entrevista. Después de dos minutos, pídales que cambien de papel, y que la otra persona haga las preguntas.

Paso 3: **LEA**: Hablaremos sobre estas preguntas y completaremos la hoja de trabajo 10.b.
-¿Qué tipo de preguntas te hicieron hablar más?
-¿Qué crees que es bueno para recopilar información de las personas de esta manera?
-¿Puedes imaginar algún desafío en el uso de entrevistas para tu proyecto?

3.10c Carta de introducción a la encuesta - Ejemplo

Estimado estudiante:

Toma unos minutos para completar esta encuesta. Hemos diseñado esta encuesta para descubrir lo que tú y otros jóvenes piensan y experimentan sobre la seguridad en nuestra escuela. Los resultados de esta encuesta se mostrarán a los líderes adultos de la comunidad para compartir sus perspectivas sobre este importante tema.

Tu encuesta permanecerá anónima. Por favor NO escribas tu nombre en la encuesta. La información, como el nivel de grado y la edad, nos ayudará a saber si hay semejanzas o diferencias en lo que las personas en estos grupos piensan y experimentan. (Por ejemplo: ¿Las mujeres se sienten menos seguras que los hombres?)

Les presentaremos nuestros resultados a los estudiantes en mayo. Si tienes alguna pregunta, comunícate con nosotros el lunes o el miércoles después de la escuela en el salón 108.

¡Gracias!
Investigadores de Jóvenes de la Escuela Secundaria César Chávez

Estimado maestro:

Por favor, haga que los estudiantes de su primer período llenen las encuestas adjuntas. La encuesta, diseñada por los investigadores juveniles de César Chávez, nos ayudará a conocer más sobre las perspectivas de los jóvenes sobre la seguridad en nuestra escuela. Compartiremos nuestros hallazgos con el personal escolar, los estudiantes y los líderes de la comunidad. Nuestro objetivo es utilizar nuestros hallazgos para crear planes que ayuden a aumentar la seguridad escolar.

Por favor, devuelva las encuestas completadas al buzón del Sr. Baker a más tardar el jueves 8 de marzo.

Compartiremos nuestros hallazgos con usted en mayo. Si tiene alguna pregunta o inquietud acerca de la encuesta, o si desea obtener más información sobre nuestra investigación, visítenos durante una de nuestras sesiones, que se llevan a cabo después de la escuela los lunes y miércoles en la sala 108.

Gracias por su ayuda y apoyo !
Investigadores Juveniles de la Preparatoria César Chávez

3.10d Survey Station

Seguridad Escolar

Instrucciones: Completa esta encuesta con tus propias respuestas a las preguntas formuladas. Cuando haya un espacio en blanco, inventa una pregunta que ayude a responder las preguntas de investigación.

CIRCULA UN NÚMERO QUE DESCRIBA TU RESPUESTA, UTILIZANDO LA ESCALA:

1. Hay alguien en la escuela con quien puedo hablar tranquilamente cuando tengo un problema.	1 No es cierto 2 Puede ser 3 4 Muy cierto
2. Me siento físicamente seguro en la escuela.	1 No es cierto 2 Puede ser 3 4 Muy cierto
3. (Escribe tu propia pregunta.)	1 No es cierto 2 Puede ser 3 4 Muy cierto

PARA CADA PREGUNTA A CONTINUACIÓN, CIRCULA SÍ, NO, O TAL VEZ:

4. Creo que nuestra escuela es segura para todos estudiantes. Sí No Tal vez

5. (Escriba su propia pregunta) Sí No Tal vez

PARA LAS PREGUNTAS A CONTINUACIÓN, CIRCULA LA OPINIÓN QUE MEJOR REPRESENTA TU OPINIÓN:

6. ¿Qué podemos hacer para mejorar la seguridad en la escuela?
   a) Clases más pequeñas
   b) Más vigilancia de los pasillos
   c) Más actividades para que los estudiantes se involucren
   d) Tiempo para que los maestros y estudiantes se conozcan más.
   e) Consecuencias estrictas para los estudiantes
   f) Otro_____

7. Escriba su propia pregunta:

_____

   a)
   b)
   c)
   d)

8. Su edad: _____ 9. Su grado: _____ 10. Mujer Hombre (marque una con un círculo)

3.10f Preguntas sobre la estación de entrevistas - para conocerles

Preguntas: el éxito

- Nombra una persona quién consideras exitosa.
- ¿Cómo defines el éxito?
- ¿Cuál es una cosa en la que te gustaría tener éxito?
- ¿Qué crees que necesitas hacer para tener éxito?
- Háblame de una vez que tuviste éxito en algo que intentaste.

Preguntas: Familia

- ¿Cuántos hermanos y hermanas tienes?
- ¿Dónde naciste?
- ¿De dónde es tu familia?
- Dime algo que te guste de tu familia.
- ¿Qué le gusta a tu familia hacer juntos?
- ¿Qué recuerdo feliz tienes con tu familia?

Preguntas: Intereses personales

- ¿Qué tipo de cosas te gusta hacer en tu tiempo libre?
- Háblame de uno de tus talentos.
- ¿Qué esperas hacer en el futuro?
- ¿Qué es lo más importante para ti?
- ¿Qué eventos actuales te interesan y por qué?

3.10g Formulario de consentimiento para la entrevista

Estoy dispuesto a ser entrevistado como parte del estudio de la investigación del grupo juvenil. Entiendo que el propósito de este proyecto es aprender cómo se sienten los jóvenes con respecto a nuestros vecindarios y escuelas.

La participación en esta entrevista durará unos 20 minutos. La participación es voluntaria. No hay pago por la participación. Un posible beneficio de ser parte de este estudio es que mi información puede ayudar a mejorar nuestra escuela y nuestra comunidad para los jóvenes. No hay riesgos asociados con la participación en este estudio. Sé que todas las respuestas se mantendrán confidenciales, lo que significa que no se compartirán con nadie que no sea parte del proyecto. También sé que puedo negarme a responder cualquier pregunta en cualquier momento y puedo detener la entrevista en cualquier momento. Si tengo alguna pregunta, puedo preguntarle al director del proyecto. Si tengo más preguntas o inquietudes, puedo comunicárselo a mis padres, a un maestro o llamar a

_____ al _____
(Nombre del coordinador del programa) (Número de teléfono)

_____ Doy permiso para que esta entrevista sea grabada en audio. La grabación se utilizará para grabar lo que yo diga. Se transcribirán y borrarán al cabo de un año.
(Escriba sus iniciales)

Nombre _____ Edad_____

Firma_____

Fecha _____

La copia adicional de este formulario de consentimiento es para que la conserve.

Cronología del proyecto

Tema			
Visión y misión			
Objetivos del proyecto			
Preguntas principales			
Que	Cuando	Personas responsables	Detalles / Descripción

3.17a Tipos de preguntas de la encuesta

Generalmente hay cuatro tipos diferentes de preguntas de la encuesta:

- Sí o No
- Escala
- Opción múltiple o Clasificación
- Abierta

Preguntas tipo Sí o No:

¿Alguna vez has considerado abandonar la escuela? SÍ NO

Preguntas tipo Escala:

La tarea escolar es difícil para mí.	1 Totalmente en desacuerdo	2	3 Totalmente de acuerdo	4
Es difícil asistir a la escuela y hacer mi tarea debido a mis horas de trabajo.	1 No es cierto	2	3	4 Muy cierto
Mi familia depende de mis ingresos.	1 Totalmente en desacuerdo	2	3 Totalmente de acuerdo	4
La escuela es muy importante para mi vida.	1 No es cierto	2	3	4 Muy cierto
Mis maestros creen que soy inteligente y capaz.	1 Por lo general	2	3	4 Nunca

Preguntas de opción múltiple o de clasificación:

¿Cuál crees que es la mejor solución para los estudiantes que abandonan la escuela? (Marque dos opciones con un círculo)

a) Más apoyo de la facultad
b) Poder asistir la escuela a tiempo parcial o en la tarde académico
c) Más recursos en mi idioma
d) Más asesoramiento

Clasifica las siguientes soluciones para los estudiantes que quieran abandonar la escuela. (1 es la mejor solución, 4 es la solución menos importante):

c) Más apoyo de la facultad
d) Poder asistir la escuela a tiempo parcial o en la tarde académico
c) Más recursos en su idioma
d) Más asesoramiento

Preguntas abiertas:

¿Por qué crees que los estudiantes abandonan la escuela?

3.17c Consejos para realizar encuestas en entornos escolares

1. ¡Hagan encuestas cortas! Cuanto más breve sea la encuesta, lo más probable que los alumnos la lean con cuidado y respondan con honestidad. Si la encuesta es demasiada larga, los estudiantes pueden comenzar a marcar casillas solo para terminar rápido.

2. Incluyan una carta breve de presentación para que los estudiantes entiendan porque la encuesta es importante. Esto puede ayudar a asegurar que los estudiantes tomen la encuesta en serio. Esto puede ser un párrafo corto en la parte superior de la encuesta.

3. Proporcionen traducciones de su encuesta según sea necesario.

4. Realicen una prueba de la encuesta con un grupo de estudiantes fuera de su grupo. Esto les permitirá saber que las preguntas son claras y cuánto tiempo se tarda en completarlas.

5. Reúnanse con un líder escolar para explicarle los objetivos de su proyecto y cómo ayudará la encuesta a cumplir con los objetivos, y para obtener permiso para distribuir la encuesta durante el tiempo de clase.

6. Pídanle permiso al líder para notificar a los maestros sobre la encuesta y su propósito. Esto permitirá que los maestros sepan que la administración la apoya y puede aumentar la participación.

7. Pidan a los maestros que permitan que los estudiantes completen la encuesta durante la clase. Asegúrense de elegir clases o profesores que no resulten en que los estudiantes respondan la encuesta más de una vez. Esto es importante: si los estudiantes toman la encuesta más de una vez, sus datos no serán válidos.

8. Comuniquense con los maestros después. Recuérdenles sobre la encuesta y agradézcanles cuando se complete.

9. Alternativamente, haga que los líderes estudiantiles expliquen la encuesta a los estudiantes y soliciten su participación.

10. Comparten lo que aprendan con los participantes. Esto afirmará que la participación de los estudiantes hizo una diferencia y les permitirá a ustedes obtener información adicional.