

Christian J. Faltis  
Ed. Pamela Wolfe  
Editors

# So much to say

Adolescents,  
Bilingualism,  
Es. ESL in the  
Secondary  
School

# So Much To Say Adolescents Bilingualism And Eslin The Secondary School

**Noah Borrero**



## **So Much To Say Adolescents Bilingualism And Esln The Secondary School:**

So Much to Say Christian Faltis, Paula Wolfe, 1999 This volume brings together research on adolescent learners of English within the secondary school context It covers a wide range of issues in bilingualism and ESL including curriculum planning and implementation of native language literacy sheltered content teaching and language teaching *Subject Guide to Books in Print*, 1971 **Forthcoming Books** Rose Arny, 1998 Bilingual Pre-teens Janet M. Fuller, 2012 This volume examines the connection between socio economic class and bilingual practices a previously under researched area through looking at differences in bilingual settings that are classified as immigrant or elite and are thus linked to socio economic class categories Fuller chooses for this examination bilingual pre teen children in Germany and the U S in order to demonstrate how local identities are embedded in a wider social world and how ideologies and identities both produce and reproduce each other In so doing she argues that while pre teen children are clearly influenced by macro level ideologies they also have agency in how they choose to construct their identities with relation to hegemonic societal discourses and have many other motivations and identities aside from social class membership which shape their linguistic practices **Bilingual Youth** Kim Potowski, Jason Rothman, 2011-03-16 The present volume represents a variety of portraits of what happens when families attempt to raise children in Spanish while living in English speaking societies Aided by the foregrounding chapter by Suzanne Romaine about language and identity and the afterword by Carol Klee that ties together many issues brought up throughout the collection the reader gains a more complete understanding of the variables that contribute to Spanish bilingualism in English speaking societies and by extension a more complete understanding of the dynamic nature of bilingualism in general This volume the first of its kind brings together an impressive array of sociolinguistic environments while keeping the two languages constant We hope that it marks the beginning of comparative analyses of bilingualism acquisition outcomes and identity construction across environments that share the same languages but where important disparities exist in the sociolinguistic landscapes **Educating Emergent Bilingual Youth in High School** Jie Y. Park, 2023-05-23 This book revolves around educating recently arrived immigrant youth in the United States who are emergent bilinguals Drawing on a seven year research collaboration with three ESL teachers in an urban secondary school in the United States it addresses questions around taking a critical approach to language and literacy education including what this looks like in everyday practice and what emergent bilingual youth can learn from it The chapters illustrate the praxis of critical language and literacy education undertaken by everyday ESL teachers curricular materials and pedagogical practices that promote emergent bilingual youths engagement with words and worlds and finally a methodological and relational approach to researching with classroom teachers The book introduces teaching practices such as dialogic problem posing translanguaging and translation the use of multimodal texts and youth research on language Arguing for the potential power of critical language and literacy education for immigrant youth and their teachers this book will benefit educators

researchers and graduate students in the fields of language and literacy second language acquisition SLA ESL and TESOL pedagogy and in curriculum studies education of immigrant children and youth and multicultural issues in education

**Maintaining a Minority Language** John Gibbons, Elizabeth Ramirez, 2004-01-01 This book explores two main areas First what a high level of proficiency in two languages consists of and second what factors can produce this high level of bilingual proficiency Higher level language is usually acquired at school but many minority language students are educated in only one language The book therefore examines other factors in the development of the minority language such as home literacy practices and positive attitudes that might contribute to the development of high bilingual proficiency

**Bilingual Youth** Shontia L. Lowe, 2022 District and school level leaders continue to experience ongoing challenges in the design and in the implementation of supports for immigrant youth that have recently arrived in the United States U S who speak little to no English and who are unfamiliar with the U S school system Umansky et al 2020 There has also been an increased demand placed on education systems by these youth with states and local education agencies struggling to address their needs Sugarman 2015 With the high rates of these recently arrived youth in the U S school systems are experiencing continued challenges in meeting these youth s needs Sugarman 2015 The challenge of meeting these youth s needs in our education systems and in our local education agencies is exacerbated as the youth get older Prior research has suggested that teen immigrants are worse performing when compared to earlier entering immigrants or when compared to those who were born in the U S Stiefel et al 2010 Consequently to mitigate the school district level challenges in the design and implementation of supports and to address the increased demand placed on education systems by these students for services that address their needs this study has given voice to this demographic so that school systems can better identify the needed supports and so they can streamline the process of service identification and service provision programmatically for this rapidly growing sect of the public school s high school population This is at the school and at the district levels and so that the states and local education agencies would not continue to struggle to address these recently arrived immigrants needs Sugarman 2015 As a result the purpose of this phenomenological research study was to explore the lived experiences of what the researcher terms Aspiring Bilingual Immigrant Youth ABIY in U S high schools given the difficulties these youth experience when immigrating in their high school years This study consisted of nine semi structured individual interviews and one focus group that consisted of four participants from the individual interviews to understand the perspective and essence of their lived experiences reflectively upon their entrance into U S high schools and overall Merriam Tisdell 2016 The research questions that informed this study included 1 How do study participants describe their academic and social experiences when they first entered U S public high schools 2 What academic and social support services did participants use in U S high schools 3 What academic and social support was meaningful for participants when they first entered U S high schools Through these questions the experiences of these youth were described to capture the essence of their experiences in U S high schools and

their support service needs were explored With this research the purpose is to inform education policies programs and practices related to this demographic and to negate the dearth in research and resolutions that centers their voices in policy program and practice decision making processes Also this research s purpose was for their needs identification and subsequent support services provision components to emerge given this demographic s growth and increasing demand on our public high school education systems and local education agencies

*The Arts and Emergent Bilingual Youth* Sharon Verner Chappell, Christian J. Faltis, 2013-04-17 The Arts and Emergent Bilingual Youth offers a critical sociopolitical perspective on working with emerging bilingual youth at the intersection of the arts and language learning Utilizing research from both arts and language education to explore the ways they work in tandem to contribute to emergent bilingual students language and academic development the book analyzes model arts projects to raise questions about best practices for and with marginalized bilingual young people in terms of relevance to their languages cultures and communities as they envision better worlds A central assumption is that the arts can be especially valuable for contributing to English learning by enabling learners to experience ideas patterns and relationship form in ways that lead to new knowledge content Each chapter features vignettes showcasing current projects with ELL populations both in and out of school and visual art pieces and poems to prompt reflection on key issues and relevant concepts and theories in the arts and language learning Taking a stance about language and culture in English learners lives this book shows the intimate connections among art narrative and resistance for addressing topics of social injustice

Additive Schooling in Subtractive Times Lesley Bartlett, Ofelia Garcia, 2011-08-29 An unusually successful approach to bilingual education for Dominican immigrant teens in a New York City high school

**Bilingual Education and Social Change** Rebecca Diane Freeman, 1998 A general introduction to bilingualism bilingual education and minority education in the United States and an ethnographic discourse analytic study of how one successful dual language programme challenges mainstream US educational programmes that discriminate against minority students and the languages they speak Implications for research practice and practice in other school and community contexts are emphasized

*Narrative Writing with Latinx Teens* Carla España, 2024-12-30 How can we create writing instruction that allows Latine youth to desahogarse where writing is a release How can we learn more about Latinx youth and the issues that matter to them so that we can all reimagine a better world In Narrative Writing with Latinx Teens Testimonios Texts and Teaching Dr Carla Espa a introduces the Writing for Desahogo Teaching Framework a foundation for twenty writing lessons that immerse students in texts on topics that include im migration mental health language resilience and community to facilitate their discussions and writing Inspired by research with Latinx teens and young adults Dr Espa a bookends each chapter with the words of Latinx youth and testimonios by Latinx educators while inviting teachers to share in the vulnerability of writing to heal with her own creative writing expanding on these topics Poems and narratives give readers a lens into Dr Espa a s particular experience while setting up teacher and student text sets as entry points into the

topic of study Each chapter s lesson sequences include four text types for study Multimedia introduction Poetry immersion Middle grade literature Young adult literature Narrative Writing with Latinx Teens is a weaving of Dr Espa a s teaching in different settings with Latinx teens in middle grade classrooms and presently in the Department of Puerto Rican and Latinx Studies at Brooklyn College It s reimaged writing workshops meets Ethnic Studies Ultimately this book invites educators to consider the complexity of the Latinx diaspora dispel myths of Latinidad and consider the ways we can create spaces for the writers in our midst to feel like they can flourish in their criticality and in their joy With a foreword by award winning author arts activist and translator Aida Salazar Narrative Writing with Latinx Teens calls us to grow in our courage curiosity and criticality following the examples of the youth and creators of Latin American descent it features and celebrates

*Language, Culture, and Power* Lourdes Diaz Soto, 1997-01-01 Provides insights into the impact that eliminating bilingual education programs has on the lives of families and communities Persuasively argues that linguistic repression is an unwise language policy for a democratic nation *Bilingualism as a Borderlands* Colleen Hamilton, 2018 For emergent bilingual students in U S schools narrow emphasis on monolingual like language proficiency and deficit oriented practices such as academic tracking continue to limit their educational opportunities Informed by robust views of bilingualism as a borderlands in between linguistic and cultural practices this dissertation study explores how Spanish English bilingual youth leveraged a critical awareness or mestiza consciousness Anzald a 1987 to navigate their schooling trajectories by enacting their sociocritical literacy to design paths to college Guti rrez 2008 The study took place in a midsize Midwestern community with six bilingual Latinx youth in their first year of college Ethnographic methods including interviews artifacts of bilingualism and written reflections highlighted how youth navigated their schooling trajectories and the role their languages played in these experiences Findings show that when youth s bilingualism is understood in relation to cultural historical contexts power relations and intersecting identities the mestiza consciousness it can foster serves as a resource for identity work on the path to college The first analysis chapter explores how bilingual youth enacted and embodied mestiza consciousness while designing their schooling trajectories The second chapter focuses on the role of bilingualism in mestiza consciousness as youth leveraged a hybrid perspective to navigate the divergent values attributed to their bilingualism in school spaces The third chapter analyzes how youth organized resources from family school and community networks of support to enhance their schooling experiences access postsecondary opportunities and become designers of new social futures These findings illuminate bilingual youth s borderlands identity work understood as the way youth navigate their schooling trajectories to strategically position themselves for future success This research demonstrates the importance of bilingual youth s critical awareness to read situational power dynamics balance multiple roles and construct empowering personal narratives for specific audiences These strategies helped bilingual Latinx youth who are historically underrepresented at postsecondary institutions to prepare successful college applications manage family responsibilities meet academic expectations and

maintain asset based views of bilingualism in the face of marginalizing discourses This research expands ideas of language proficiency to support responsive and sustaining pedagogies for diverse students highlighting the role of bilingualism in issues of equity and college access **Bilingual Adolescents as Young Interpreters in Middle School** Noah

Borrero,2006 This dissertation reports on the Young Interpreters Program a yearlong intervention designed to foster success for bilingual middle school students by training them in the skills of translation and interpretation Utilizing ethnolinguistic vitality as a theoretical framework this study explores the impact of the Young Interpreters Program on participants ethnic identity and academic achievement The study reports questionnaire data test scores observations and interviews to describe the effects of the program and draw distinctions between two groups the young interpreters and a comparison group of Spanish English bilingual adolescents at a school site in California Findings show the Young Interpreters Program to positively impact participants perceptions of ethnic identity and their academic achievement Specific attention is called to the role of paraphrasing as a learning strategy that young interpreters learn and then apply to other language brokering experiences and academic areas Transformative Translanguaging Espacio Garcia SANCHEZ,2021-11-30 **From High**

**School to Post-Secondary Life--Exploring the College Transition Experiences of Bilingual Latinx Youth** Lauren K. McCoy,2023 The current neoliberal education system often positions bilingual youth as deficient or lacking in skills The discourse from some academic research paradigms tends to also take up this deficit orientation focusing on the issues and needs of Latinx bilingual students or the pedagogical strategies to close achievement gaps The NYC Department of Education has attempted to address gaps in achievement by offering increased access to college and career readiness programs positioning access as synonymous to equity However access alone does not lead to equity when the systems and norms that prioritize assimilation to the dominant white culture are not being challenged moreover increased access will not lead to equity if the voices and experiences of marginalized youth experiencing the transition to college are not amplified This project will add to the growing body of scholarly work that aims to subvert deficit discourse around bilingual students by inviting them to author their own stories about their experiences in the transition to college *Trends in Bilingual Education at the Secondary School Level* Christian Faltis,1993

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