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Translanguaging in Community College English as a Second Language:

Exploring a Rubric for Teaching During the Covid-19 Pandemic

by

Debra Hills

Claremont Graduate University and San Diego State University

2020



## **APPROVAL OF THE DISSERTATION COMMITTEE**

This dissertation has been duly read, reviewed, and critiqued by the Committee listed below, which hereby approves the manuscript of Debra Hills as fulfilling the scope and quality requirements meriting the degree of Doctor of Philosophy in Education.

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## ABSTRACT

Translanguaging in Community College English as a Second Language:

Exploring a Rubric for Teaching During the Covid-19 Pandemic

by

Debra Hills

Claremont Graduate University and San Diego State University: 2020

English language learners represent one of the fastest growing, and diverse, group of students in California community colleges. The successful adoption of translanguaging to English as a second language (ESL) classrooms may provide an equitable way for teachers to ensure students reach their academic goals and foster bilingual identity development. With the advent of the Covid-19 pandemic comes new challenges for ensuring continued access to learning for ESL students. The pandemic also calls into question the traditional norms of language teaching as students and teachers must move to digital spaces to learn and teach. Using a theoretical framework rooted in critical and culturally sustaining pedagogies, this qualitative study explores San Diego county community college ESL instructors' understanding of translanguaging and teaching for equity through the lens of *permission, authenticity, scaffolding, expectation, and outcomes*, to form the P.A.S.E.O. rubric for translanguaging. This study also seeks to understand the immediate impact the Covid-19 pandemic has had on ESL teaching. Findings and implications reveal a variety of areas for continued inquiry, such as support for the continued development and use of the P.A.S.E.O. rubric for community college ESL and further support of college instructors in order to meet the needs of linguistically diverse students in community college.

## DEDICATION

For my dad who taught me that I could do anything.

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## Chapter One: Introduction

How to effectively provide access and equity to English learning (EL) students in community college is a pressing question. The California community college system is the largest higher education system in the United States serving over 2 million students, many of them ELs (“California Community Colleges Key Facts”, 2019), with San Diego County serving upwards of 140,000 students annually (“Top San Diego Community Colleges”, 2020). As such, faculty members are often tasked with providing all students with an education that will help them reach their goals. Values such as leadership, empowerment, and voice serve to help faculty develop and/or refine their pedagogies (“Values Statement”, 2019). Equity then becomes a central goal for educators working with students in community college.

However, in many community college classrooms that teach English as a Second Language (ESL), English-only policies still remain. Policies like this are restrictive as they require students to only use what are often limited English linguistic skills. Moreover, faculty members who perpetuate restrictive language policies often, unintentionally, dampen - if not devalue, the role of students’ home languages by shifting them from a natural state of bilingualism, into one of assimilated monolingualism. This practice is often by design, especially when lines are drawn between biliteracy and bilingualism or native English-speaking students and non-native speaking students. Macedo (2000) asserts that English-only policies are colonialist resting on “asymmetrical power relations” wherein there is “a radical difference between a dominant speaker learning a second language and a minority speaker acquiring the dominant language” (p. 20). From this position it is easy to see how the lines between additive and reductive, asset and deficit pedagogies can be drawn regarding non-native English-speaking students. Hornberger and Link (2012) assert that where bilingualism and literacy meet is also

where “scholars, practitioners, and policymakers have been in the habit of characterizing both in terms of polar opposites such as first versus second languages, monolingual versus bilingual individuals, or oral versus literate societies” (p. 243). This points to a common perception of language as sets of single and separate languages and not as a fluid, interconnected language system. However, California community colleges are ripe for change as recent laws like the Seymour-Campbell Student Success Act of 2012 ask colleges to re-envision basic skills education, like ESL, in order to ensure more students complete transfer level math and English courses (AB 705, n.d.). The push for community colleges to develop new curriculum means that an opportunity exists to change the way language teaching is done. Additionally, with the onset of the Covid-19 pandemic across the United States in early 2020, educational norms and practices have been challenged as instructors and students must adjust to learning and teaching in remote and digital spaces.

Enter translanguaging as a system for equitable teaching. Translanguaging is, essentially, a concept that advocates for EL students to draw upon their linguistic range in order to increase production and build academic skills in the partner language (English), while also supporting linguistic growth in students’ home language. Garcia, Ibarra-Johnson, and Seltzer (2017) define translanguaging as a “theory that posits that bilinguals have one unitary language system that enables them to use all the language features fluidly.” This means that a student’s language background, and their experiences with that language, can function as a mechanism for development in a new language. Additionally, Garcia and Wei (2014), delineate translanguaging as having “transformative power” embracing “both creativity; that is, following or flouting norms of language use, as well as critically; that is using evidence to question, problematize or express views” (p. 24). Furthermore, beyond its obvious linguistic imperatives, translanguaging

is important in helping students construct identities that support and encourage bilingualism and the ability to draw from multiple linguistic repertoires in order to reach their goals (Duran & Palmer, 2014). In sum, translanguaging provides a context wherein language is seen as a single, fluid system, and development in a new language (i.e. English) is possible through application of other linguistic skills.

However, translanguaging is not without its problems. The biggest of which is the abstract and broad nature of translanguaging as a theory in education. Much of the criticism centers on the “lack of empirical verification in terms of tangible effects on educational outcomes”, extending to teachers who “complain that its goal is too philosophical” (Duarte, 2018). For teachers, this creates difficulty in learning how to effectively apply translanguaging to teaching. As a result, educators who work with EL students may reject the concept all together, “dismissing it as merely a popularist neologism” (Wei, 2017) and return to the same restrictive language teaching practices that have dominated English language teaching for decades. Given the impact of Covid-19, questions about how to adapt translanguaging to digital contexts adds another layer to the often controversial nature of translanguaging practices. Coupling existing attitudes with pandemic driven teaching strategies, now more than ever, it is apparent that translanguaging needs to be operationalized into an effective teaching strategy. One that works with educators to meet the unique needs of their students so that all learning spaces are accessible and equitable.

### Covid-19

In California the Covid-19 pandemic forced school closures and a swift move to adapt course content to digital platforms. On March 13, 2020 schools closed their campuses as the seriousness of the Covid-19 virus became clear. This was followed by a stay-home order issued by the California Governor on March 19, 2020 (“About Covid-19 restrictions”, 2020). The world

virtually stopped as people across the globe were ordered to remain in their homes. Due to stay-home orders teachers were asked to adapt their curriculums to online platforms in order to finish out the semester. For many community college instructors, including myself, adapting curriculums designed for face-to-face classes proved to be an arduous task. It took many long hours to adjust content and figure out how to provide support to students who were also coping with the stress and uncertainty of the moment (MacIntyre et al., 2020). Many of the changes were extended through the fall semester as community college campuses remained closed, but with further guidance (“Communications to Colleges, 2020). This resulted in instructors completing certificate courses for online teaching over the summer break in order to meet instructional standards and provide quality learning content and support for students as the pandemic continued to disrupt daily life. The impact of this moment in time has yet to be fully realized, but is important to the context, limitations, and outcomes of this study.

### Researcher Positionality

As a community college ESL instructor this study has been a labor of love. In my role I have witnessed translanguaging happening organically in my classroom, but also have witnessed restrictive-language policies firsthand through my own professional learning in TESOL and from other teachers I have worked with over the course of my 6 years of teaching. Furthermore, as a white monolingual female, I understand that my position in society and the classroom privileges me in ways that my non-English speaking students are not. This reflects a power structure that my work attempts to challenge. However, as a first-generation college and graduate student from a working-class background, developing a critical ideological consciousness has been essential to my academic work and teaching. Whether due to growing up in a family at the bottom end of socioeconomic status and the classist attitudes directed at my social status, or the suppression and hardships I have experience throughout my life, I have always found myself drawn to issues

of equity and access. Therefore, my critical consciousness is rooted deeply in empathy and my belief that knowledge should be accessible to all and equitable teaching practices are crucial to creating access. Throughout the course of my educational journey my perspective of what constitutes power and privilege has expanded as my position in society has shifted. As a teacher this has forced me to question assumptions of access and equity within education, the result of which is an evolving pedagogy that also champions inclusivity. By undertaking this study, I sought to uphold these values of access, equity, and inclusivity and expand them beyond in my own pedagogy and classroom through a critical examination of the controversial practice of translanguaging, as well as through the development of a rubric to guide instruction.

Furthermore, the impact of the Covid-19 pandemic on my personal and professional life has been profoundly challenging and, at times, deeply heart-wrenching. Because of the immediate effects I experienced as a scholar and educator, my positionality, like this study, had to adapt and expand to incorporate the new terrain that is still being explored as I write. In implementing this work, I drew strength from my education in ideological clarity and found that I relied on the questions provided in Alfaro and Hernandez's (2016), IPAE tenets for critical consciousness as a guide for understanding this study's revelations. These questions help me to critically evaluate and confront my biases regarding language teaching and the restrictive language practices that I have encountered and, at times, perpetuated. Teaching at its best is a transformational practice, and this is a transformational moment. My positionality asks that I embrace these transformative properties for the benefit of my students and my colleagues. Given the uncertainty of the road ahead, I feel it is imperative to the field of ESL, and to the broader landscape of higher education, to examine translanguaging and its corresponding questions of access and equity so that instructors can continue to create spaces conducive to student success.

## Purpose Statement

The purpose of this qualitative study is to investigate the effectiveness of the P.A.S.E.O. rubric for translanguaging in community college ESL classrooms. As stated previously, because translanguaging is an abstract concept that may be difficult for educators to understand and/or adapt to teaching, it is necessary to operationalize the concept to move it from theory to practice. Therefore, the overarching goal of this study is to interrogate the effectiveness of the rubric presented in this section. This study argues that through use of the P.A.S.E.O. rubric for translanguaging, which I developed through inquiry into current literature, my own pedagogical practice, and careful observations of ESL students, it is possible for instructors in community college to utilize translanguaging effectively in teaching. I assert that by applying translanguaging, carefully and with intention, to English language instruction it is possible to increase equity in teaching practices, increase student learning, and reduce barriers to student success that are often the result of restrictive language policies. A brief outline of the elements of this rubric is presented here, an in-depth explanation is included in chapter three.

*The P.A.S.E.O. Rubric for Translanguaging.* Translanguaging is a broad and rather abstract idea that many teachers may struggle to understand and therefore fail to integrate its potential benefits and strategies into their pedagogy. P.A.S.E.O. is a critical rubric for the application of translanguaging to higher education ESL classrooms. Through the elements of *permission, authenticity, scaffolding, expectations, and outcomes* – this rubric promotes the conscious and intentional use of the tenets crucial to developing and maintaining a culturally inclusive and linguistically sustainable pedagogy.

The elements of P.A.S.E.O. were developed through engagement with the existing literature on translanguaging and my own careful observations of ESL students. Furthermore, the rubric represents my ideological clarity development as an educator who strives for inclusion



through continued evaluation of my teaching practices, so that I may create safe and effective learning spaces for students. *Permission* reflects the need for teachers to intentionally foster a space wherein EL students can utilize primary language skills in tandem with English language development. *Authenticity* represents the thoughtful selection and/or creation of class content that is both culturally and personally relevant, while promoting academic rigor and engagement through classroom activities that actively engage all students in learning. *Scaffolding* is applied to match the purpose and intent of class activities, while acknowledging the demands and progression of language learning and the various levels of language proficiency. *Expectation* reflects students' accountability for English language development, the most obvious expectation is for all student work products (i.e. essays, presentations) to be done in English. Finally, *outcomes* represent the measurable formative and/or cumulative results and/or increases in student English language development and positive self-identity as a bi- or multilingual learner. It is my assertion that these elements, when applied intentionally, strategically, and purposively to course content, will result in greater student engagement and allow teachers a meaningful and practical way to incorporate translanguaging into their pedagogy.

### Research Question

This study addressed three research questions. The first is intended to gain understanding of how community college ESL instructors understand translanguaging and the impact of restrictive language policies. A second question explores the immediate impact of the Covid-19 pandemic on ESL teaching in community college. The third examines evidence for the use of the P.A.S.E.O. rubric in the classroom.

- 1) *How do community college ESL instructors understand translanguaging and the impact of restrictive language policies?*

- 2) *What immediate effects has the Covid-19 pandemic had on ESL teaching and the potential for translanguaging in community college?*
- 3) *What evidence is there that the P.A.S.E.O. rubric can support translanguaging instruction in community college ESL?*

### Implications

The use of a rubric for translanguaging has multitudinous implications for this and future research. First, an effective rubric will help define and operationalize translanguaging, moving it from an overly philosophical theory into a tangible and usable teaching methodology. Second, conscious recognition of what restrictive language practices are in place and their impact at the institutional and instructional levels - along with consideration for the cultural and linguistic assets students bring to the classroom- a well-constructed framework will support educators' push toward equity in teaching and provide educators a counter hegemonic approach with which to apply translanguaging to their teaching practice. Thirdly, this study will fill a large gap in the existing literature and research on translanguaging that has overlooked Institutions of Higher Education (IHE) as an area of use and development. Additionally, this study addresses the new context of teaching within a global health crisis that forced teachers into a virtual pedagogy. Finally, this study's inquiry into the practicality and effectiveness of the P.A.S.E.O. rubric for translanguaging has implications beyond this study, which will further work on increasing equitable teaching strategies amongst college instructors and support student English language acquisition, self-identity, and academic achievement in community college ESL and, potentially, for diverse populations in- and outside of IHEs.

### Key Terms:

**English Learner (EL):** The designation of students whose first language is not English. Used interchangeably with ESL students.

**English as a Second Language (ESL):** Courses provided to students whose first language is not English, also denotes students themselves. In this context, the word *second* is more accurately understood as *secondary*, as in not primary, since many ESL students speak more than one language in addition to English.

**Hegemonic Language Use:** Refers to the elevation of status, importance, and/or preference of one language over another (i.e. English over Spanish) resulting in the marginalization of speakers of non-dominant language groups.

**Linguistic Range:** Refers to the entirety of a student's language ability and background which includes skills in their primary, or other, languages besides English. May also be referred to as a student's linguistic repertoire, linguistic practices, and/or linguistic database.

**Restrictive Language Policies:** Denotes institutional, pedagogical, and/or instructional practices that disallow students' access to and use of their linguistic range. These are often associated with English-only practices and/or assimilated monolingualism.

**Translanguaging:** Per Garcia et al. (2017) translanguaging is a theory which "posits that bilinguals have one unitary language system that enables them to use all the language features fluidly. It also refers to the pedagogy that leverages that fluid language use" (p.184). For this study, the primary use of the term relates to students' access to and use of their entire linguistic range to learn English, with or without intentional support by instructors. As a "process of knowledge construction" (Wei, 2017), it is often used as a blanket term for translingual strategies such as codeswitching, translation, etc.

**Translingualism:** The ability to and/or practice of moving across languages. Per Canagarajah (2018) translingualism "accommodates communicative practices that include more expansive

spatial repertoires that transcend text/context distinctions and transgress social boundaries” (p. 52).

**Translingual Strategies:** Represents the specific practices, techniques, or methods which teachers and/or students apply translanguaging (i.e. translation). Also referred to as translingual practices.

### Organization

Chapter two presents this study’s literature review which examines translanguaging, aspects of language, culture, pedagogy, and identity. This review includes the theoretical framework that guided this study, which is rooted in culturally sustaining pedagogy and funds of identity. Chapter three provides a discussion of the methods of inquiry, a detailed explanation of the P.A.S.E.O. rubric for translanguaging, and further details about the study’s participant sample and limitations. Chapter four reveals the findings of this study organized by the modality of data collection and related themes. Finally, chapter five concludes this study with a discussion of the findings and implications for future research.

## Chapter Two: Literature Review

Translanguaging is a relatively new concept to the field of education. Due to the short lifespan of translanguaging literature on the subject is currently expanding. Most existing research in the United States has been concentrated in K-12 through examinations of bilingual, dual-language teaching and/or teacher preparation programs. Research into translanguaging in higher education tends to be applied to international or English as a Foreign Language (EFL) settings. While this work is without a doubt influential and informative, little research has directly addressed the use of translanguaging in community college ESL classrooms.

This chapter provides a review of the relevant and impactful literature for applying translanguaging in an American higher education context. The objective of this literature review is to examine existing research on translanguaging in addition to language teaching in higher education and the intersections of identity and language that arise, thereby establishing context and a sound theoretical base for inquiry. This review is organized into central themes found in the literature, beginning with theoretical work that influenced the development of this study, followed by works examining translanguaging in theory and practice, and concluding with other related perspectives in the literature.

### Theoretical Framework

**Culturally Sustaining Pedagogies.** For translanguaging to be effective it must be grounded in an assets-based pedagogy that is culturally sustaining. To start, culturally relevant pedagogy, the seminal work of Gloria Ladson-Billings (1995, 1995a), is positioned as a way to disrupt the norm of traditional modes of westernized teaching in order to support racialized students. Conceived in response to and as an extension of previous works that examined the role of culture in the classroom, Ladson-Billings presents a framework for educators in diverse classrooms. Presented primarily from the standpoint of African American student achievement, culturally

relevant pedagogy promotes a broad theoretical approach advancing the use of personal narratives to explore ideas of culture, equity and diversity (Ladson-Billings, 1995a). This framework posits that several propositions, or conceptions, distinguish culturally relevant pedagogy from other theories related to cultural awareness or consciousness, by asserting that it must include “conceptions regarding self and others, social relations, and knowledge” (p. 483). The intent therein is for students and teachers to create learning spaces that acknowledge and utilize cultural aspects in order to increase student achievement and engagement. Ladson-Billings (1995) also insists “that students maintain some cultural integrity as well as academic excellence” (p. 160). These elements speak to the foundational nature of this framework as student centered and critically conscious of the norms that hinder the success of racialized students. However, despite the importance of these works, culturally relevant pedagogy, as envisioned by Ladson-Billings, is vague and lacks a clear structure for practice.

Furthering culturally situated assets-based pedagogies, is the related concept of culturally responsive pedagogy. Envisioned by Geneva Gay (2018), culturally responsive pedagogy often mirrors or complements its culturally relevant sister. Laying out the pedagogical practice of culturally responsive pedagogy, Gay asserts that this paradigm is one that “teaches to and through” the “personal and cultural strengths, ...intellectual capabilities, and... prior accomplishments” of students (p. 32.). Additional aspects of this pedagogy rest on what Gay refers to as “foundational pillars of practice”. These pillars are “teacher attitudes and expectations, cultural communications in the classrooms, culturally diverse content in the curriculum, and culturally congruent instructional strategies” (p. 53). Much like, culturally relevant pedagogy, culturally responsive seeks to create spaces for teachers to help non-mainstream and/or minority students thrive. Another similarity comes in the form of student

motivation. Ladson-Billings (1995) states that the “trick ... is to get students to ‘choose’ academic excellence” (p. 160). Gay (2018) echoes her colleague stating, “students have to believe they can succeed in learning” (p. 40). The inclusion of student motivation and/or empowerment illustrates the collaborative nature of both culturally relevant and culturally responsive pedagogies. However, both a major flaw of culturally relevant and culturally responsive pedagogies is that they lack concrete methodologies for practice, making it difficult for educators to consistently apply them to classroom settings. Additionally, other works (Paris, 2012; Paris & Alim, 2014) have questioned whether or not culturally relevant and culturally responsive pedagogy go far enough to address issues of inequity.

This criticism is an inflection point for the newest incarnation of culturally situated asset-based pedagogies: culturally sustaining pedagogy (CSP). As conceived by Paris (2012) and further delineated by Paris and Alim (2014), a culturally sustaining pedagogy seeks to “perpetuate and foster... linguistic, literate, and cultural pluralism as part of the democratic project of schooling (Paris, 2012, p. 93). Questioning the effectiveness of its predecessors, Paris and Alim (2014) lay out three “loving critiques” intended to move these assets-based pedagogies into sustainable and accountably held practices. Acknowledging first the importance of culturally relevant and responsive practices, the authors offer critiques that view these frameworks as stuck in something of a rut and in need of revision in order to move forward. Using examples of “heritage and community practices” alongside what “ill-literacies”, Paris and Alim ask “what happens when, rather than challenging hegemonic ideas and outcomes, the cultural practices of youth of color actually reproduce them, or even create new ones?” (p. 92). This is an important concern to address as the goals of culturally focused asset pedagogies are often positioned as disrupters of westernized, White middle-class educational practices. Paris and Alim see an

obligation for educators to assert the fostering of non-mainstream cultural norms in the classroom for minority students. Furthermore, Paris (2012), emphasizes the need to “sustain and support bi- and multilingualism and bi- and multiculturalism”, yet he notes that students’ “cultural and linguistic competence” needs to be sustained, “while simultaneously offering access to dominant cultural competence”. Understanding that students still need to be able to access dominant cultures and languages to be successful, is critical when determining expectations and/or student learning outcomes. This is an essential for the creation of a curriculum that is culturally centered and intended to bridge divides of language, race, class, gender, etc. Moreover, if the goal of these pedagogies is to “locate the problem of discontinuity between what students experience at home and... school” (Ladson-Billings, 1995), while interrupting traditional modes of westernized education, then developing specific instruction for English learners that utilizes these frameworks needs to be developed so that educators can adopt them more consistently in higher education.

*Identity, Ideology, and Language.* In addition to pedagogical frames, aspects of identity, ideology and language are important attributes of the theoretical framework of this study. First, Moll, et al.’s (1992) concept of “funds of knowledge” serves as a basis to understanding how students’ familial and cultural backgrounds provide a wealth of experiences that can be leveraged to support student success in the classroom. Following the interactions of two teachers, the researchers lay out how recognizing students’ funds of knowledge can be a bridge between worlds. Through a brief examination, Moll, et al. provide a base for understanding how students’ cultural backgrounds can be leveraged to ensure both equity and success. Important in its conception, funds of knowledge serve as a jumping off point for later research into identity (Esteban-Guitart & Moll, 2014, Esteban-Guitart & Moll, 2014a).



Coining a new approach “funds of identity”, Esteban-Guitart and Moll (2014), lean on the work of Vygotsky, with inspiration from previous work on “funds of knowledge” (Moll, et al., 1992), to create a way to examine student identity. The authors state that “funds of knowledge become funds of identity when people actively internalize family and community resources to make meaning and to describe themselves” (p. 33). This indicates that funds of knowledge are a first step in identity creation for students. Esteban-Guitart and Moll further regard identity as being “embedded in culture and vice versa” (p. 36), inextricably linking the two ideas to each other in nature and demonstration. This idea is furthered in their work on lived experience (Esteban-Guitart & Moll, 2014a), which emphasizes the role students’ life experiences play in identity creation. Esteban-Guitart and Moll (2014a) state that “funds of identity are appropriated throughout our life span from a vast range of semiotic resources that have developed throughout history” (p. 72). This idea connects the pieces from funds of knowledge -and their use to connect students’ cultural backgrounds to learning – to funds of identity and the lived experiences that, much like funds of knowledge, are often related to familial and/or cultural practices that have evolved throughout time and place. These works are beneficial in providing context for teachers to understand the role of family and culture as assets for student learning, in addition to acknowledging that identity is often built and performed as a result of experiences rooted in history, culture, and family. However, while these are important factors to consider, the authors’ work is far more theoretical than practical requiring educators to determine how to best leverage student assets themselves.

Additionally, a critical approach to ideology and language are important aspects of identity. Beginning with critical pedagogy, Darder (2012) advocates for a “view of knowledge that is both historical and dialectical in nature” and focuses on principles such as understanding

the “link between culture and power” and “the commitment to student empowerment” (p. 80-81). Critical pedagogy strongly endorses a critical examination of culture and power in all classrooms, with special emphasis on students from diverse backgrounds, in order to address and face social inequities head on. Furthermore, by applying critical pedagogy to the creation of literacy programming for adults, Freire (2018) notes that “[we] wanted... a program which itself would be an act of creation, capable of releasing other creative acts” (p. 41). Freire’s work demonstrates the need for a critical consciousness when considering educators’ ideology of teaching, simply because what one believes has a great impact on how they act and/or treat others. Macedo (2000) expands this concept directly to English learning students in his conceptual work on the colonization of English-only programs noting that “effective methods of educating non-English speaking students cannot be reduced to simply issues of language” (p.16), therefore making the case that educators need to consider the full context of a student beyond their demonstrated linguistic competency. Rather, a person’s ideology is a central component of their identity which can play a critical role in how equity and access are viewed and/or provided.

Turning to the role of ideology, Alfaro and Bartolomé (2017), offer a discussion of the role of ideological clarity. Arguing that bilingual teachers’ ideologies influence how they teach, and which beliefs or practices may be perpetuated within the classroom. Vignettes in the text demonstrate how often times practice is influenced by unconscious hegemonic attitudes regarding standard and non-standard language use, Alfaro and Bartolomé “contend that bilingual teacher educators and teacher candidates must resist and interrupt persistent hegemonic ideologies and practices” (p. 28). Through this examination the authors assert that “many successful teachers have a counter hegemonic ideological orientation that enables them to question unfair and discriminatory practices in their schools”, the awareness of these practices

then leads these teachers to become ideologically clear. Likewise, Alfaro and Hernandez (2016) contribute to the discussion of ideological clarity through an examination of dual-language teacher professional development against the tenets of Ideology, Pedagogy, Access, and Equity (IPAE). Through use of these tenets, the authors assert that bilingual educators need to strategically address “political and ideological factors in education” so that they may become “aware and vigilant of their own... preferences, including their biases against non-standard language use”. An ideologically clear teacher is one that is better able to provide access and create equitable spaces within their classroom. These works advocate strongly for educators to confront their own closely held ideologies in order to better understand how those philosophies may impact their teaching, especially when teaching students from racialized language and/or cultural backgrounds.

Furthermore, Bunch (2014) asserts that how language is used and viewed matters by arguing that a reconceptualization of what academic language means in linguistically diverse classrooms is needed. Focusing on how students use language to move through the process of learning, Bunch posits the ideas of the “language of ideas” and “language of display.” The “language of ideas consists of the use of any and all linguistic resources students bring ... [to] an academic task” (p. 74). Much like Moll et al.’s (1992), funds of knowledge, the language of ideas draws upon the resources students already possess. Furthermore, Bunch (2014) continues with the “language of display refers to the evolving oral and written texts students develop... to present to particular academic audiences” (p. 74). This means that as students become more confident in their academic language skills, their use of the language evolves along with their skill set. In connecting to Alfaro and Bartolomé’s (2017) ideological clarity and Alfaro and Hernandez’s (2016) IPAE, this would position the teacher as a central feature in understanding

how students' use of non-standard English can be harnessed to assist them in academic language skill development.

Culturally sustaining pedagogy and ideological clarity are important elements of a theoretical framework for equity in teaching. In creating a translanguaging framework, it is important to understand the role teachers' ideologies play in their teaching and how that can impact the environments that students learn in. Being ideologically clear ensures more equitable application of teaching practices that are culturally sustaining for all students.

### Translanguaging

This chapter now turns to a discussion on translanguaging. The goal of this section is to provide a definition of translanguaging and examination of the various ways it has been conceptualized and/or applied to various types of classrooms and institutions. The object herein is to understand how translanguaging has previously been utilized in the context of teaching as a foundation for the P.A.S.E.O. framework.

**Theory.** First, a concise definition for translanguaging is a “theory that posits that bilinguals have one unitary language system that enables them to use all the language features fluidly” (Garcia et al., 2017). This definition serves as the foundation from which translanguaging can be extrapolated as a theory and a practice. Further interpretation can be found in Garcia and Wei's (2014) book on translanguaging. The authors provide a comprehensive examination of what translanguaging is and how it can be used in the classroom. Citing that “[h]uman beings have a natural Translanguaging Instinct” (p. 32), Garcia and Wei provide a theoretical analysis and practical examples for pedagogical development. One key aspect for teaching with translanguaging is the use of three “pedagogical meta-functions”, which the authors list as “(1) the contextualization of key words and concepts, (2) the development of metalinguistic awareness and (3) the creation of affective bonds with students” (p. 111). Through

these meta-functions, Garcia and Wei attempt to give some structure for teachers to use in developing curriculum. Further theoretical work is Wei's (2017) article on translanguaging as a practical theory for language. Building on his work with Garcia (Garcia & Wei, 2014), Wei argues for a practical theory of translanguaging that "is not simply going between different linguistic structures... but going beyond them" (Wei, 2017, p. 23). In establishing this argument Wei elaborates on concepts of Translanguaging Space and Translanguaging Instinct as being necessary in bridging the current gaps in the theory and use of translanguaging. In previous work Wei (2011) cites the need for the establishment of translanguaging space. In his narrative on Chinese youths in Britain, Wei states that teachers should construct "a space for the act of translanguaging as well as a space created through translanguaging" (p. 1223). Wei asserts that this space is essential for students to creatively construct and interpret language with the addition of Moment Analysis, or the "analytic attention to such critical and creative moments of individual's actions" (p. 1224), which allows teachers to evaluate how a student uses their linguistic capabilities. This work as well as the later work by Garcia and Wei (2014) and Wei (2014), all point to the same theme: effective translanguaging practices need to be intentional.

Still, dissent exists in the use of translanguaging as a whole. Conteh's (2018) conceptualization of translanguaging points to the discord in translanguaging research as "[s]ome researchers questions the need for such a notion when the familiar concepts of code switching and code mixing already provide a framework with which to understand multilingual use" (p. 446). Indeed, this backlash is also noted by Wei (2017) who states that "[t]here is considerable confusion as to whether Translanguaging could be an all-encompassing term for diverse multilingual and multimodal practices...seems to be in competition with other terms, for example polylinguaging..." (p. 9). Regardless of dissent and or confusion over the use of

translanguaging, both Conteh (2018) and Wei (2017) note that this is a term for language practices, particularly ones focused on social justice and how linguistic resources are utilized and/or manipulated.

Most importantly, while these works provide a comprehensive look at translanguaging, its conceptualization and areas of dissent, along with some suggestions for classroom application, they do little more than establish context for the theory of translanguaging leaving specific classroom application, especially for higher education, up to the teacher to figure out.

*Practice.* Practical usage is essential to understanding how translanguaging has been and can be used in classrooms. Garcia, Ibarra-Johnson, and Seltzer's (2017) work contributes a practical application of translanguaging to K-12 classrooms. Designed as a handbook for translanguaging teaching practices, Garcia et al. provide guidelines for how translanguaging can be used in dual language classrooms. A key component is the purpose of translanguaging, which asserts that translanguaging has four primary goals: student support, granting opportunity to develop linguistic habits, creating space for bilingualism, and fostering bilingual identities and development (p. 7). The inclusion of a stated purpose along with examples of classroom application, demonstrate not just the need for socially democratic practices that support critical learning and consciousness, but also the how-to that language teachers can translate to their own classrooms. These are important considerations that researchers like Cummins (2009) have postulated on in the past, primarily use of the "monolingual principal" which perpetuates the assumption that to learn English instruction must be only in English, even if that is at the expense of a student's home language (p. 317). Cummins' conceptual work, like Garcia et al. (2017) is

aimed at understanding how multilingualism can be used to increase student language competency.

Relatedly, Pacheco, Daniel, Pray, and Jiménez's (2019) case-study examining the translangual practices of a third-grade classroom strategically finds ways to encourage student engagement and textual understanding. By applying multiple research methods such as naturalistic inquiry and constant comparatives, Pacheco et al. assert that the teacher's use of what they term entextualizing resources, envoicing identities, and recontextualizing interactions between students of multiple home language bases works to increase support and engagement for all students. Similarly, Woodley and Brown's (2016) chapter looks at how translanguaging can be applied, manipulated, and beneficial in a classroom. Conducted in Brown's 5<sup>th</sup> grade classroom, in Queens, NY, the authors developed and executed a lesson centered in translanguaging. Applying a metaphor of windows and mirrors, students' work is appropriately scaffolded throughout the lesson by the teacher, while other themes of translanguaging (i.e. translation) are present as students engage in small discussions with home language peers in order to understand the lesson's content. Additionally, the study accounts for the authentic nature of students' engagement wherein their own life experiences and prior knowledge allow them to make connections to new content thereby extending their knowledge and building their confidence.

Likewise, Duarte's (2018) work seeks to add empirical evidence for translanguaging as a pedagogical strategy in an educational setting outside of the United States. Conducted in two multilingual primary grade settings, one in Luxembourg and one in the Netherlands, Duarte seeks to silence critics of translanguaging who see it as "too vague and idealist" (p.1) by adding translangual practices an intentional support for teachers (Luxembourg) and as a way to minimize

language separation (the Netherlands). The results yield a recognition of translanguaging as naturally occurring, but in need of “explicit strategies employed by teachers” (p.12)

Additionally, Makalela’s (2015) mixed methods examination of a teacher preparation program in South Africa supports the use of translanguaging strategies by giving students greater access to content while advantaging them affectively and socially. Makalela notes that “languaging provides superior cognitive gains for multilingual students through the simultaneous endorsement of literacies and languages” as “one language does not exist in isolation from the other” (p. 214). Likewise, Caruso’s (2018) participatory case-study explores the use of translanguaging in higher education in a multilingual classroom in Portugal. Indeed, Caruso’s work represents the most relevant research related to the topic of this study by examining aspects such as language policy, language hierarchies, and intentionally applied translanguaging strategies. Results revealed that “students’ individual repertoires were more engaged” using strategic translanguaging practices leading to “the creation of a co-learning environment... through the collective repertoire of the classroom” (p. 87). This supports the argument of this study that intentional use of translanguaging can yield greater student engagement. However, while these aforementioned works provide insights and suggestions from overseas contexts that are important to using translanguaging, they are also contextually based and limited in the types of classrooms, and view of language, that function much differently than those found in American higher education.

Additional applications of translanguaging in the classroom call for changes to how dual or multilingualism is viewed. Hornberger and Link (2012) argue for the repositioning of dual-language programs, and multilingualism, seeing them as a benefit to both the individual and the country. Framing translanguaging as a way for “bilingual students [to] communicate and make



meaning by drawing on and intermingling linguistic features from different languages” (p. 240), Hornberger and Link use a model titled “the continua of biliteracy”. This continua “allows educators to understand how learning may start at any point and proceed in any direction” enabling “one to see why transfer of skills from language to language or literacy to literacy is both infinitely possible and elusively unpredictable” (p. 244). The continuum of how language learning can move in various directions is important as it provides a visual interpretation of how translanguaging can be enacted in a classroom.

Furthermore, Duran and Palmer (2014) examine the use of pluralist discourses in a first-grade two-way immersion classroom. Using ethnography and discourse analysis, the authors assert that “[r]ather than understanding bilinguals as people with two separate monolingual proficiencies, we see them as drawing from across multiple linguistic repertoires to achieve their communicative goals” (p. 369). This statement is important to conceptualizing translanguaging as a practice since it advocates for the use of multiple linguistic capabilities, in whatever form, to achieve academic success. Duran and Palmer also note the salience of identity, stating that students’ identities are often constructed around how proficient they are in English (p. 374). What the authors found is that by normalizing and embracing translanguaging practices, students were better able to develop their linguistic range and constructed identities that drew upon their funds of knowledge in a positive way. Similarly, Rowe’s (2018) article describes how instructional spaces can be created to support translanguaging. Detailing a second-grade class activity using a multilingual trade book, she notes the need for teachers to value students’ cultures and languages as a foundational premise for using translanguaging. Rowe emphasizes that even “[m]onolingual teachers can publicly value student models of translanguaging by highlighting students’ use of multiple languages when speaking or writing.” These studies are

important for teachers in higher education or traditional ESL classrooms to take note of as often times these teachers are monolingual and/or have such a variety of primary languages represented that it is impossible for them to speak each one.

Finally, translanguaging has been attempted as a pedagogical practice. Musanti and Rodriguez's (2017) qualitative case-study examines the application of translanguaging in a teacher preparation program for pre-service bilingual teachers at a university on the Texas-Mexico border. Noting that much of the research into bilingual teacher preparation reveals that "pre-service bilingual teachers are greatly influenced by the experiences they had in their English-only or transitional bilingual education programs" (p. 42), the author's examine how translanguaging spaces are created and utilized, and how these pre-service teachers utilize their linguistic range that create bridges to their language. This ability to bridge languages points to the importance of scaffolding in learning. Mazak and Herbas-Donsoro (2015) discuss the specific scaffolding and modeling language use from English to Spanish in their case study of a science classroom in a Puerto Rican university. They observed that the class instructor leveraged students' natural tendency to "[draw] on their already established linguistic repertoire" in order to "facilitate content learning" (p. 707). These are important aspects to address as it demonstrates the organic nature of translanguaging, but also how, when intentionally used as part of a teacher's pedagogical practice, the fluid nature of language allows for students to connect in deep, meaningful ways. Additionally, these studies address different ends of the teaching-learning relationship indicating that translanguaging is a tool that, when fostered and applied with intention, can help teachers and learners meet their learning objectives. However, both these studies are highly contextual, both being situated within bilingual contexts, which begs the

question of generalizability to non-bilingual teacher preparation programs and/or universities wherein English is the primary language of instruction.

Each of these studies represents an aspect and/or application of translanguaging in the classroom. While each provides important insight into the potential of adapting this strategy, they all fall short by being either highly contextual (i.e. individual classrooms) or limited in breadth (i.e. application in K-12 only). That is not to discount the insights of these works as the discourses they encourage are important to creating translanguaging practices and future research.

### Culture and Pedagogy

Translanguaging also needs to be understood from cultural and pedagogical perspectives. Studies that apply culturally sustaining pedagogies, bilingual education, and elements of culture provide important insights into teaching and learning. This section will examine relevant literature thematically.

**Culturally Sustaining Pedagogy.** First, applying culturally sustaining pedagogy (CSP) as a theoretical framework Michener et al. (2015) provide an ethnographic comparison of two elementary school teachers' use of and adherence to monolingual and restrictive language practices that align with Massachusetts state guidelines. One teacher clearly adheres to restrictive English-only practices by relying heavily on school provided texts and declines student attempts to connect culturally to the content, while the other teacher incorporates more culturally responsive teaching practices into her lessons. The authors note, however, that "her pedagogy was not transformative in a culturally sustaining way" (p. 215) as limitations of the teacher's use and/or understanding of culture was still limited. Similarities presented between the two classrooms demonstrate the influence of policy on classroom environments while still allowing teachers some freedom in their instructional choices. Likewise, Bucholtz, Casillas, and Lee's (2017) chapter examines two high school students' language use and identity using CSP in a

university community-based project emphasizing social justice and the use of language, particularly non-standard English use. Bucholtz et al. argue that the students “discovered new ways of conceptualizing culturally meaningful linguistic practices that were devalued by the adults in their lives” (p. 47-48). Additionally, they assert that the outcomes of these students’ research projects demonstrate how culturally sustaining pedagogies “sustain young people’s linguistic and cultural practices” by creating spaces where “abilities are recognized and prized, and hence sustain the students’ identities” (p. 54). These studies provide an important look at how CSP can be used to help students connect to classwork while creating identities that represent their linguistic and cultural backgrounds. Moreover, the findings themselves also depict the continued influence and/or impact of restrictive language policies.

Bilingual Education. Looking at bilingual education practices for context is important to understanding translingual practices in action. Hornberger’s (2002) seminal article on bilingual education applies an ecological approach to her continua of biliteracy framework. Dismissing Western countries belief that a nation should be united through a common language -or the “one nation-one language policy” - as a red herring, Hornberger positions her analysis within the metaphor of language ecology (p.31). Much like the field of ecology looks at interactions within an environment, when applied to language this metaphor reflects how languages interact with each other within an educational setting. Hornberger asserts that this metaphor creates a view of languages as living things that can grow, evolve, and die due to factors in their environment(s). From this ecological approach, Hornberger presents a continua of biliteracy which she posits as “a way to situate research, teaching, and language planning in multilingual settings” (p. 36). Intended as a comprehensive model for bilingual education, Hornberger argues that learners be

allowed the agency to draw upon and intersect aspects across the entire curriculum, yet she contests the privileging of one end or one aspect of the continua over another.

Similarly, Baker and Wright's (2017) chapter takes an in depth look at the history and conditions of English usage. Primarily focused on how and when bilingualism is utilized, the authors explore how social conditions can dictate the prevalence, use, prestige, and/or conflict of English. Through their examination, Baker and Wright discuss that language use is often dictated by territorial, personality, and/or identity connections. That is to say that context is often what can lead to conflicts between minority and majority language use within a society. Noting that the spread of English can be viewed in a positive light, allowing speakers to engage in economic, financial, educational, etc. capacities they would not otherwise be able to without English language acquisition. However, this spread has also been a catalyst where English has been used to colonize, oppress, and force assimilation of non-English speaking indigenous populations all over the globe. These sentiments are echoed by Gandara and Hopkins' (2010) account of the changing landscape of language, politically and educationally, in the United States. Closely examining the restrictive language policies employed by educators and institutions, Gandara and Hopkins point toward a need for qualified teachers, which comes at the cost of "preparation and continuing support" (p. 17). The argument here is that the need for teachers trained in the practices and skills needed to reduce and eliminate restrictive language policies is only increasing. Whereas, Baker and Wright (2017) speculate that the spread of English may have peaked, arguing that "[i]n this world, bilinguals and multilinguals will be of more economic value than monolinguals" (p. 83), which seems to indicate the potential for some kind of stabilization of language. Yet, while valuable and critical observations and data are provided, these works still fail to provide concrete methods or solutions for language use or development.

Examining bilingual practices further, Creese and Blackledge's (2010) study of bilingual schools in the United Kingdom, seeks to clarify the how bilingual education is understood and applied. The schools examined - termed "complementary schools" or "community language schools"- focus on culture, heritage, and/or language to teach and often fall outside the purview of state control (p. 103). Using a language ecology perspective similar to that of Hornberger (2002), Creese and Blackledge (2010) contextualize previous forms of bilingual education that insist on creating "two solitudes", that treats each language as a separate entity that are not to be mixed or taught simultaneously. The authors' assert that these models of language education hinder students' language learning ability, yet models that include translanguaging allow language boundaries to become permeable, wherein teachers and students can construct meaningful learning in one or two languages as needed to achieve learning outcomes. This work is important as it questions older models, not just of bilingual instruction, but second language acquisition instruction by challenging the idea that to learn effectively, languages should be taught and treated as separate entities. Canagarajah's (2013) dialogue on second language writing also challenges traditional concepts of language acquisition and echoes some of the same questions as Creese and Blackledge (2010). Canagarajah (2013) argues that language learning is interwoven and continually in flux, so teachers need to reconfigure how writing is taught. He also points out that since writing is multimodal, "translingual" strategies are more appropriate to writing since they are able to encompass various aspects of language that students may apply in order to write effectively in a new language. Moreover, Creese and Blackledge (2010) and Canagrajah's (2013) work also aligns with the work of other scholars (Cummins, 1996; Garcia & Wei, 2014; Wei, 2017), that argue that treating languages as

individual systems is ineffective and instead languages need to be seen a part of a larger, fluid system.

**Culture.** Looking at elements of culture, Lui, Tai, and Fan's (2009) study on the effect of home language, immigrant status, and the likelihood of students gaining a bachelor's degree provides a quantitative look at a very complex question. Using longitudinal data from the *National Education Longitudinal Study 88* (NELS 88) database, Lui et al. apply a multilevel stratified sampling design in an attempt to parse out the effects of immigrant status and home language in degree acquisition by focusing on two broad groups, Asians and Hispanics. Noting weaknesses in categories and the use of aggregated data for diverse groups, the authors found that immigrants have a higher likelihood of obtaining a college degree in comparison to their non-immigrant counterparts. Moreover, they found that home language environments did not seem to have a differential effect on the likelihood of students obtaining a degree. While Lui et al.'s work on this topic is provocative, the results yielded seem rather dismal given the research question and potential for understanding, it seems as if there may have been valuable information that was lost in translation. Still, the failure of this study to produce clear and impactful results demonstrates the difficulty researchers have in producing empirical results to demystify the complexities of language learning.

Approaching culture from a practitioner point of view, however, produces different results. Chavez and Longerbeam (2016; 2016a) attempt to provide concrete instruction for teaching students of various cultures in higher education. In their opening chapter, Chavez and Longerbeam (2016) introduce college faculty to an array of cultural lenses and frameworks they can use to enhance student learning. Presenting a continuum called "The Cultural Frameworks in Teaching and Learning" model (p.8) to serve as a visual to help teaching faculty understand the

differences between individuated and integrated frameworks in a way that is meaningful and concise. The prevailing idea throughout this chapter is that students benefit from greater integration of the cultural norms found in their homes and/or home countries. The authors assert that teachers need to learn how to balance these cultures in order to engage and enhance student learning. Importantly, the authors note that students often experience college within a European framework, that is often seen as “individual, linear, abstract, mind-based” (p. 9) and works from a monocultural perspective that privileges those able to access that framework. This is in contrast to integrated frameworks that are “interconnected, circular or seasonal, contextual, and mind/body/spirit/heart-based” (p. 9), that the authors state is uncommon in academic or college settings. Chavez and Longerbeam assert that the inclusion of an integrated framework is especially important for racialized student groups, including students of color, who may often feel marginalized in the current dominant monocultural framework for college. This is important because to develop a culturally sustaining pedagogy, issues regarding a dominant culture’s social norms and the power relationships that exist within them need to be addressed in order to increase equity in teaching that can lead to increased achievement of all students, not just those who can successfully navigate the dominant system.

Furthermore, Canagarajah’s (2013a) participatory study on understanding writing as translingual, illustrates the need for teaching to be culturally sustaining and integrated. This ethnographic work aimed at examining how literacy can be negotiated through writing allows for a glimpse inside of how students construct narratives for understanding how and when they learn. What is critical about this work is Canagarajah’s transparency as he struggles through freeing himself for dominant pedagogical styles and writing structures in order to allow students the space to negotiate and create learning through writing that is meaningful and deeply personal.



While still positioned within the context and norms of western education, Canagarajah's work serves as an example of what Chavez and Longerbeam (2016) see as a unique experience when professors "go outside of their educational experiences and lead to greater learning" (p. 10). Moreover, Canagarajah's (2013a) presentation of the students' reflections and reviews of each other's work, is demonstrative of the role peers play in increasing learning and strengthening writing strategies, and the non-standard use of narratives and language provides an insight into how students negotiate meaning and construct learning identities.

Additionally, Chavez and Longerbeam (2016a) present real-world advice to college faculty on how to change and/or incorporate more culturally aware teaching practices. While many of the top ten practices are intuitive, such as talking with students and making personal connections, other suggestions might be harder for faculty to accomplish. Among the suggestions is for faculty to take the time to reflect upon their own personal views, beliefs, and experiences as cultural beings. Citing that "[a]nnoyance can be an indicator that there are differences in cultural values or nonverbal communications norms" (p. 170), faculty members must become aware of how, where, and why they may struggle with how some students behave in class. This echoes both Gandara and Hopkins' (2010) assertion that "as the nation diversifies, teachers will increasingly be required to meet the needs of many different students" (p. 17), and Alfaro and Bartolme's (2017) idea of ideological clarity. Chavez and Longerbeam (2016a) further assert that the ability of faculty to be able to adapt aspects of their course to account for a student's need for more (or less) time for assignments could result in greater student success, and that being aware of the types of students or behaviors that annoy or frustrate faculty, are opportunities for self-reflection and engagement with students and increased self-awareness. These suggestions are practical and useful for faculty teaching in a variety of fields, beyond ESL or English classes,

and the importance of all teaching faculty to be cognizant of students' cultural and linguistic needs. Furthermore, while these chapters from Chavez and Longerbeam (2016, 2016a) are accessible and practical in their suggestions and arguments, the authors also go so far as to anticipate pushback from educators still invested in a westernized education system. Which only demonstrates the need for faculty in higher education to participate in more research and/or professional development on the role of power relationships of language and culture in the classroom.

What these works show is that there is much more work to be done in understanding how culturally sustaining pedagogy and bilingual education can support students. Furthermore, it also alludes to a glaring gap in consideration of what happens to EL students after they leave the confines of ESL or bilingual programs yet still remain in the education system.

### Identity

When it comes to language, identity is an essential component that must be addressed. Previous work has examined elements of identity from perspectives like second language acquisition and language and identity.

*Second Language Acquisition.* Beginning with Peirce's (1995) pivotal work on the complexity of second language acquisition (SLA), which argues for an expansion of SLA theories beyond the arbitrary lines that have traditionally been drawn. Following a 6-month ESL course for recent immigrants at a Canadian college, Peirce conducted a 12-month study with 5 women from the class, aiming first to identify how immigrant women access and use language and how that changes their identities over space and time, and secondly to create an enhanced understanding of language acquisition that takes into account the complexities of identity formation through status and power relationships. Peirce argues that SLA theories need to incorporate ideas of investment and the "right to speak" (p. 18), while clarifying the power

relationships that exist within language acquisition and use. She further argues that ESL teachers need to help their students identify and foster their right to speak in order to help them restructure their identities around their needs as developing English speakers. This is similar to Chavez and Longerbeam's (2016a) argument as well, since teachers are tasked with creating supportive learning environments for students of all backgrounds. Peirce's (1995) work, while older, is still very relevant to the arguments and questions being asked in language teaching today. It is critical that educators understand how traditional forms of teaching are impacted by SLA theories, issues of power and identity, and how an English learner may internalize or perceive their ability to use English competently.

Furthermore, Chang and Sperling's (2014) case study explores an English as a Second Language (ESL) classroom in a southern California community college with a large Chinese immigrant population. Looking at how discourse and identity can shape students' academic experience, this qualitative research design builds on prior research into language learning and identity, by going further to examine the "discursive practices of a face-to-face community college ESL classroom" (p. 31). Applying a sociocultural theoretical framework rooted in Vygotsky and Bakhtin, the authors contrasted the differences between of six ESL students in face-to-face classroom meetings, led by a white middle-aged female teacher, and the online discussion board component of the course to highlight interactions between students and the sociocultural contexts of education in order to identify how these students reacted based on the context of the class setting. Chang and Sperling found that in-class experiences are often dominated by discursive practices that privilege academic language and identity over students' prior knowledge, therefore failing to capitalize on how students' outside lived experiences can increase engagement and achievement. These practices are important since positions of language

and cultural privilege lead to what Cummins (2009) says is the “empirically unsupported and socially problematic assumption that native speakers are superior” (p. 320).

The idea that native English speakers are superior arises in Fernsten (2008)’s, case study of a Korean-American teacher candidate at a large public university. Using critical discourse analysis to examine both the writing and conversation of a student called “Mandy”, Fernsten lays out how essential it is for educators in higher education to understand the complexities of language, discourse, and academic language as it pertains to student identity. Citing that for many EL students, much of their academic writing identity is affected by dominant discourses surrounding the use of standard or academic English. Fernsten argues that for these students, not possessing the context and/or language proficiency of native speakers often results in the student viewing themselves as “bad” writers. The implications of the this point toward what teachers need to do to support their EL students writing development. The author further argues that teachers can serve these students best by teaching them to communicate effectively and clearly instead of emphasizing the surface structures found in academic writing. One way to do that is suggested by Canagarajah (2013) through the use of interactional strategies wherein “[n]ative speakers found themselves constructing meaning with multilingual writers on equal footing, without the condescending view that multilinguals are deficient” (p. 57).

While these studies only scratch the surface of work on SLA and ESL teaching strategies, they do emphasize the importance of identity issues EL students face which are often times tied to an assumption of native speakers as superior.

*Language and Identity.* It is important to consider the role of identity in language learning. Seminal texts like Anzaldua’s (2007) collection of poetry and writings champion the idea of identity and language. Written from her standpoint as a Chicana, lesbian activist,

Anzaldúa clearly articulates important relationships between a person's primary language, their culture, and their identity. She writes that "[e]thnic identity is twin skin to linguistic identity -I am my language" (p. 81). Through this text she asserts the need for students and educators to be cognizant of these types of relationships and the impact they can have on learning and identity creation. Similarly, Cummins' (1996) influential text on empowerment in bilingual education speaks to fostering a student's sense of self. Noting in the opening chapter that when "students' developing sense of self is affirmed... they are more likely to apply themselves to academic effort" (p. 2). These works position identity as essential to student engagement and achievement, meaning that identity is something that educators need to recognize the significance of when creating classroom activities.

Moreover, Creese and Blackledge's (2015) research applies translanguaging to investigate relationships between and within language and identity and how those relationships play out in education. An extensive review of previous literature on language, language and identity, and the use of translanguaging in teaching reveals a complex system made up of social constructs and power relations. The authors repeatedly come back to the notion that language is a social construct, one whose terminology fails to view the use of multiple languages as one symbiotic system, and instead perpetuates ideas that languages are separate systems of communication. Creese and Blackledge also address issues power in language learning, citing that dominant language ideology, not the use or existence of multilingual peoples, causes those in lower social positions to encounter issues in identity creation as they must negotiate from a place of relative powerlessness (p. 24). This is important to consider as educators who already work within an existing system where issues of power and identity are readily on display in any classroom on any given day. Creese and Blackledge use of translanguaging works to illustrate

how students and teachers position their identities within the context of learning, asserting that the use of translanguaging gives learners the opportunity to engage through “identity investment, transforming relations of power between students and teachers” (p. 33).

While these studies reveal a powerful message about language and power, there is little elaboration on how students can transform or disrupt these discourses, nor is there further insight as to how translanguaging can be harnessed in a way to intentionally encourage identity investment and negotiation. What is clear, however, is that language and identity are inextricably linked, and as such should be examined alongside student learning and achievement in order to develop new teaching strategies and methodologies.

### Other Perspectives

Other perspectives exist in the examination of translanguaging. How it is used in other aspects of language learning or education provides important context for its application in alternative settings. First, Cushman’s (2016) review of the use of translingual practices’ potential for decolonizing traditional modes of rhetoric and composition in college. Cushman provides a provocative critique of classroom approaches to translingualism, which directs attention to issues of social hierarchies as they exist in language and identity, asserting that language is something that people *are*. This opens a discussion on the positive potential of translingual practices - namely the ability of plurilingual pedagogies and practices to deconstruct current systems of language hierarchies and power dynamics - while also warning of the pitfalls that await if underlying issues of power and imperialism are not addressed. Similarly, Matsuda’s (2006) examination of “the myth of linguistic homogeneity” (p. 638), outlines the historical context of how English composition courses came to be and the power relationships that have come to define them. This is reflected in Cushman’s (2016) work on meaning making through decolonization and translingual practices and Macedo et al.’s (2003) book on the hegemonic

position of English. Cushman (2016) warns that the application of translanguaism without examination, or “delinking” (p. 239), of the current ideologies will perpetuate existing power structures. Whereas, Macedo et al. (2003) argue that “the real context of the debate has nothing to do with language itself, but with what language carries in terms of cultural goods” (p. 32), pointing to the broad cultural framework that encompasses language hierarchies. This is important since attention to the role and prevalence of these structures is important since translanguaism is often aimed at increasing educational equity. Furthermore, Matsuda (2006) claims that perceptions of linguistic homogeneity have caused, and allow, the persistence of unidirectional monolingualism in American schools. This is yet another way that the idea of languages as separate systems persists in education. While neither study is a comprehensive look at all writing and rhetoric use in American colleges, they do provide a look at the context and history of the inequities rooted in colonialist ideology.

What is more, Kanno and Varghese’s (2010) qualitative study explores challenges faced by 33 ESL immigrant and refugee students in accessing and participating in higher education at a large public university in the United States. This study specifically highlights the role how of structure and/or policies in an institution can be significant barriers to academic achievement. Results of the study reveal linguistic challenges - notably students’ struggle with reading comprehension, structural constraints in writing - primarily placed upon the students through university policies and classification, and financial struggles since many students lack the ability or meet the requirements for financial aid, or whose families have experienced economic downturn as a result of moving to the United States. Self-censorship is another concern, which speaks to students’ identity construction that centers on deficit views of ESL students and their status. This aspect can be likened back to Fernsten’s (2008) argument about students’ language

and identity being inextricably linked to classroom performance. Furthermore, Kanno and Varghese (2010) assert that educators in higher education need to adapt an attitude that all teachers are language teachers in order to assure that students are successful both in and outside of English language specific classes. This assertion supports the need to move translanguaging practices beyond specified language teaching and into the expanse of content in higher education.

Furthermore, culturally diverse classrooms present different types of challenges. Ball's (2009) long-term investigation of professional development on preservice teachers for culturally and linguistically diverse classroom reveals important lessons that support the development of targeted teacher preparation. Ball notes that "to address the cycle of student underachievement, we must increase teachers' knowledge of theory and best practices and their knowledge of students' cultural practices and values" (p. 46). This adds another layer to the ever-present quest for better teacher preparation, especially for diverse classrooms. Further, Molina's (2013) examination of ten in-service teachers provides insight into the role of teachers' cultural intelligence. Using the cultural intelligence framework as a methodological tool, Molina's findings assert the importance of "self-reflective practice" wherein teachers "positioned themselves as learners not only of their students, but also of their pedagogical practice and their roles in these relationships" (p. 235). This is similar to Ball's (2009) findings citing "teachers must be prepared to be generative in their thinking and generative in their teaching practices" (69). These studies point to the importance of self-reflection and continued professional development as a way to better service culturally and linguistically diverse students and supports many of the ideas found in Alfaro and Bartolomé's (2017) work on ideological clarity. While these studies do not directly address practices like translanguaging, it is reasonable to assume



that when taken in context of the broader field of teaching culturally and linguistically diverse students, further and continued preparation of teachers is warranted.

Finally, the Covid-19 pandemic has raised questions about the efficacy and stress of teaching and learning in online spaces in emergency contexts. Jeffery and Bauer's (2020) survey of university chemistry students' attempts to capture the experiences, reactions, and challenges of the shift from traditional in-class learning to digital spaces. Asking students to reflect upon the two weeks of the semester prior to the Covid-19 pandemic and the two weeks after the move to online, students' responses reveal a spectrum of emotions and coping mechanisms ranging from acceptance to anger. These emotions are mirrored in MacIntyre et al.'s (2020) survey of 600 language teachers and the correlations to stress and emotions, revealing the complexity of the effects of the pandemic and sudden move to remote learning on students and teachers alike. Similarly, Chemi (2020) presents an autoethnographic look at her internal dialogue and processing of the pandemic as an instructor asked to shift to online teaching in a Danish university. What is revealed is the anxiety and stress experienced by teachers as they grapple with how to support and deliver course content in new spaces alongside the equally emotional journey of students adapting to a new learning environment. Of critical importance is the emphasis on the unique context of the situation citing that existing literature and/or teacher preparation does not take into account emergency situations (Jeffery & Bauer, 2020; MacIntyre et al., 2020). Additionally, Jeffery and Bauer (2020) note that this sudden transition amplifies questions regarding student experiences in online learning in addition to presenting teachers with an opportunity to "listen to what our students are telling us about learning in general" (p. 2483). MacIntyre et al. (2020) conclude, in part, that their findings "can be used to inform the future training of teachers" (p. 11), particularly as a way to improve teachers mental health and reduce

teacher attrition. MacIntyre et al. also note that the circumstances of the pandemic seem to reward teachers who demonstrated “greater flexibility” (p. 11), reflecting the role of pedagogy in teaching approaches which could be significant to the context of language teaching with flexibility being an indicator of willingness to adapt and change pedagogical practices. Moreover, Chemi’s (2020) reflective journaling and analysis points to a need for universities to reevaluate the “frantic pace of contemporary university” (p. 6) as the accepted norm for students and teachers and embrace sustainable changes that can “turn a crisis into a critical-creative possibility” (p. 7). Each of these works illustrate the emotional response to the Covid-19 pandemic and the various coping strategies that have emerged, but what is even more crucial are the implications of these studies which assert an opportunity to make pedagogical and institutional changes to the benefit of students and teachers. However, these studies may present an overly optimistic outlook as they capture attitudes in the first two to three months of the pandemic. The findings will need to be reevaluated in the future alongside studies produced at later stages in the pandemic in order to understand the full context and impact of this global emergency.

### Summary

This chapter has examined key literature related to translanguaging and language teaching. The goal of this chapter is to present a theoretical framework, examine translanguaging as a theory, and explore applications of translanguaging and related topics in existing research. Each study presented is relevant to the development and use of the P.A.S.E.O rubric for translanguaging presented in the following chapter. Furthermore, this chapter reviewed relevant research related to the immediate responses to the Covid-19 pandemic. This research highlighted the emotional context and adaptations that occurred as a result of the swift move to online teaching and learning. As noted throughout, the literature reviewed while influential also reveals

gaps in research and/or practice. In short, much of the relevant work in translanguaging is either overly theoretical, lacking in practical application, and/or has not addressed language learning the in context of community college. The current literature related to teaching during the Covid-19 pandemic, while critical to understanding the moment, is limited in its scope and depth of understanding as the world is currently responding and adapting to a state of emergency. The next chapter will discuss the methodological approach of this study.

## Chapter Three: Methodology

The purpose of this study is to illuminate how community college ESL instructors think about teaching for equity and their familiarity with translanguaging. Furthermore, the onset of the Covid-19 pandemic adds an additional layer of inquiry as teachers grapple with non-traditional modes of ESL teaching alongside a multitude of changes and new questions that such societal disruption brings to the surface. The design of this study reflects an adapting strategy for inquiry demanded by the shifting landscape of teaching and conducting research during a global pandemic. As such, the P.A.S.E.O. rubric for translanguaging is situated as the primary instrument of analysis, and secondarily as one of inquiry. The intent of adjusting this rubric to fit these roles is to first have a lens for examining how teachers enact equitable teaching strategies and to what degrees they are cognizant of restrictive language policies that may currently be affecting student engagement, self-identity, and success. Secondly, the rubric itself warrants examination as a counter hegemonic approach for translingual teaching, one that attempts to make translanguaging practical and accessible for all teachers. The following sections review this study's research questions, provide an explanation of the P.A.S.E.O. rubric, and details of this study's design and analysis.

### Research Questions

This study is guided by three research questions aimed at understanding perceptions and/or use of translanguaging in community college ESL and teaching during a pandemic.

*1) How do community college ESL instructors understand translanguaging and the impact of restrictive language policies?*

*2) What immediate effects has the Covid-19 pandemic had on ESL teaching and the potential for translanguaging in community college?*

3) *What evidence is there that the P.A.S.E.O. rubric can support translangual instruction in community college ESL?*

#### P.A.S.E.O. Rubric for Translanguaging

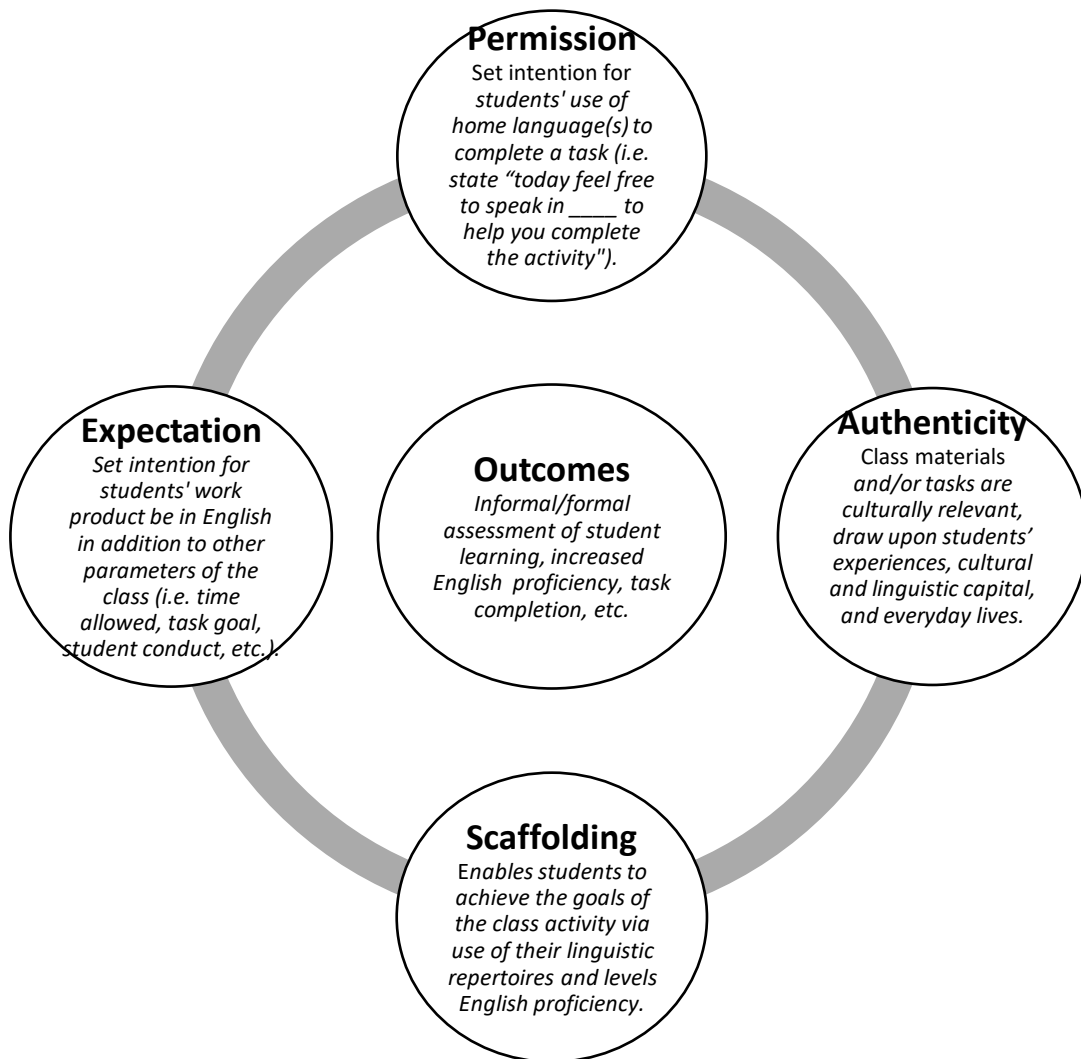
This section provides a complete overview of the P.A.S.E.O. rubric for translanguaging. It is important to provide a detailed explanation of this instructional approach in order to establish a clear theoretical and conceptual picture as this framework serves as a lens for the methodological and analytical aspects of this study. The P.A.S.E.O. rubric for translanguaging is of my own creation and is the result of careful, continuous observation of my ideology, pedagogy, students, and colleagues, and steady engagement with existing research on translanguaging and related topics over the course of my time as a doctoral student and practicing teacher. It also reflects my positionality as an ESL instructor who holds an equity and assets-based pedagogy, as well as the interpretation of translanguaging as an organic process that happens in all language classrooms. The development of this rubric is grounded in teaching practices that are culturally sustaining, work to affirm students' identities as bi- or multilingual as "multilingualism and multiculturalism in practice and perspective for students" (Paris, 2012, p. 95), and increase their proficiency in academic English. Quite simply, it is not enough, nor is it acceptable, to move students from one form of monolingualism to another. Therefore, the rubric, from creation to application, is rooted in a critical examination of language teaching to promote the conscious and intentional use of translanguaging in higher education.

To begin, as stated in chapter one, the P.A.S.E.O. rubric for translanguaging includes five components: *permission*, *authenticity*, *scaffolding*, *expectation*, and *outcomes* (Figure 1). These components are placed on a circle with *outcomes* at the center. The cyclical representation indicates the fluid, yet equal, relationship between each component. That is, no one element is more important than another, nor does the order of application matter. Instead, it is in how

teachers implement each element to create safe spaces for learning and foster students' linguistic identities that exemplifies the importance of relationships. Moreover, the centering of *outcomes* is demonstrative of the role each element plays in the final result of a course and/or lesson. An explanation of each component is detailed below.

Figure 1

*The P.A.S.E.O. rubric for translanguaging*



**Permission.** Adult English learner students often enter college ESL classrooms bearing the scars of traditional English teaching strategies. These strategies often rely on restrictive lockstep and English-only methods (Gandara & Hopkins, 2010; Garcia & Wei, 2014). Often, the

traditional ESL classroom is where “students are given texts in English and asked to make sense of them (and produce them) in English only” (Garcia et al., 2017, p. 146). In college, much of the instruction students receive is aimed at developing English for Academic Purposes (EAP) so that they may complete credit-bearing coursework across subject disciplines, and, in some cases, complete additional courses that focus on students’ every day oral communication and cultural proficiency (Bergey et al., 2018; de Kleine & Lawton, 2015). This can result in students becoming reluctant to openly use their home language(s) in class out of fear of being chastised by their instructors. Furthermore, the self-censoring of language can lead to students being less engaged in class and/or less likely to approach their instructor for help. This kind of behavior makes permission, the explicit granting of linguistic freedom, is important to developing a translanguaging pedagogy.

It has been my experience that when I articulate to my students that they may use their home language(s), I often observe a sense of relief followed by increased engagement in that day’s activity. Furthermore, by establishing intentional use of students’ linguistic range, students are able to use their home language in tandem with English enabling them to foster a sense of bi- or multilingualism (Paris & Alim, 2014), leading to opportunities for students to express their thoughts and ideas comfortably thereby establishing “languages of display” (Bunch, 2014). As an instructor, permitting students access to their full linguistic range enables me to demonstrate that I respect and honor their cultural and language backgrounds while encouraging “academic success and cultural competence” (Ladson-Billings, 1995a), which is essential to fostering a learning environment students feel safe expressing themselves in. That is because permission begins with the instructor. Instructors need to be able to let go of practiced teaching norms and

consciously reevaluate their pedagogy and biases, in order create spaces where translingual practices can flourish.

*Authenticity.* In course and curriculum development it is important to provide authentic opportunities for language development through course content and activities. Garcia and Wei (2014) point out that a translanguaging pedagogy “serves three important discursive functions: 1. to participate, 2. to elaborate ideas, 3. to raise questions” (p. 103). Additionally, Rowe (2018) states that authenticity means “connecting curriculum to students’ lives, providing engaging activities and opportunities for students’ choice, and creating activities with tangible outcomes” (p. 32). In a college classroom there are many ways to meet the goals of authenticity to connect students’ learning and language. One way is through course texts offerings. For example, in the courses I teach the curriculum uses texts that are “real world”, meaning that they are accessible to anyone anywhere. These texts are selected for content that is relevant to the student’s everyday lives (i.e. family, relationships, immigration, etc.) and are coupled with curriculum created by the teachers in program. This makes for materials that are easily adapted for in-class use and, in conjunction with on-going efforts to reduce or eliminate the cost of course materials, financially accessible for the students. Furthermore, these texts are rigorous in that the vocabulary and length are appropriately challenging based on the students’ level of English proficiency.

Authenticity also accounts for how students interact with one another in the classroom. Drawing from Bunch (2014), while employing their linguistic range students essentially come to create a “language of ideas”. This means that students are “engaged in conversations surrounding their academic work” (Bunch, 2014, p. 80). For translanguaging ESL students those conversations can be carried out in their home language wherein they may have a greater



capacity to discuss abstract or complex ideas from the course text, in English, or in any combination of languages needed to accomplish the goals of the class. While engaged in this manner students are also accessing their “funds of knowledge” and “funds of identity” (Esteban-Guitart & Moll, 2014; Moll et al., 1992), by drawing up their linguistic, cultural, and experiential capital. It is this kind of engagement where students can authentically strengthen their English acumen by making lasting connections to course content by synthesizing new information.

*Scaffolding.* Once students are engaged in class work, using their linguistic range as needed to deconstruct and authentically connect to the course content, it is up to the teacher to provide appropriate scaffolds to help move the students forward in language skill acquisition. Santos, Darling-Hammond, and Cheuk (2012) state that language “scaffolds need to be purposefully aligned to concept and skill development targets as well as to language development goals.” That means scaffolds should be appropriate to the purpose and intended outcome of class activities. This could mean that there “are multilingual resources on the students’ desks, including dictionaries, glossaries, and classroom computers for online translations” (Woodley & Brown, 2016). Moreover, scaffolds need to acknowledge elements such as student language proficiency when heterogeneously grouping students to ensure a mixture of skill competencies, and create opportunities for students to learn content and language from each other without relying heavily on instructor led lectures so as to foster engagement and discussion for socialization and appropriate language structures and routines (Santos et al., 2012). For example, an in-class, multi-group discussion would see the instructor placing stronger skilled students with weaker skilled students, setting an objective that requires all students to participate as their language ability allows, and allowing students to utilize their linguistic range to reach the goals of the discussion. This may mean students who are more proficient may

provide translation for some students allowing all students to still participate in the class activity and create opportunities for students to “take the lead, to facilitate learning” (Woodley & Brown, 2016).

Creating coursework that supports the development of effective scaffolds is essential to translanguaging instruction. For instance, the college ESL department I teach in has adopted an accelerated curriculum based upon the principles of the California Acceleration Project (CAP). Acceleration advocates “providing support inside challenging courses” and a rejection of most remedial curriculum as they “emphasize front-loaded, decontextualized skills” over developing students’ critical thinking (Hern & Snell, 2013, p. 28). In this curriculum scaffolds are built into the instructional design, particularly through the use of just-in-time remediation and low-stakes, collaborative practice. Just-in-time remediation works when students encounter challenging aspects of coursework (i.e. English grammatical structures) and need additional instructor explanation or support (p. 14). The use of low-stakes, collaborative practice ensures that “student activity – rather than faculty instruction – becomes the primary focus of class time” (p. 19), thereby allowing students ample opportunity to try and productively struggle with new language functions without fearing damage to their grades. These strategies have demonstrated the ability to lower students’ affective filters and provide them with time and space to learn at their own pace.

**Expectation.** At all points students need to be accountable for production in English, at their instructional level (i.e. beginning, intermediate, advanced), since this is the goal of an ESL course. This means that instructors need to make students explicitly aware of the class’ expectations. Arguably, this could be the first step as it establishes parameters for instruction, its placement on the circle is appropriate as teachers may need to set and reset expectations over the

duration of a course. Additionally, students also need to be invested in the course itself. I assert that one way to encourage student investment, is through permitting the use of language abilities, authentic learning connections through carefully selected course materials, and scaffolded instruction. Once students are invested in their learning then “integration of new language practices into one linguistic repertoire... is available for the speaker to be, know, and do” (Garcia & Wei, 2014, p. 80). This means that translanguaging becomes not just an approach to teaching, facilitated by the instructor, but part of the student’s academic identity. It also means that students should now understand that while they are expected to improve their skills by producing assignments (i.e. essays) in English, the cognitive work behind that production is supported through the use of their linguistic range.

Furthermore, expectation should be employed in such a way to ensure that students are not moved from one monolingual state to one of parallel monolingualism. That means students must not shift from the use of their full linguistic range to just English. That is not translanguaging, nor does it foster or encourage students’ bi- or multilingual identities. Conteh (2018) notes that language, from a translanguaging pedagogical standpoint, is “seen as an ongoing ‘process’ rather than a ‘thing’” as “translanguaging affords opportunities for the learner to make links... between their experiences outside the classroom and those within” (p. 445-446). Setting class expectations in a translanguaging pedagogy must ensure that students understand that their home languages are valued as important resources in helping them develop academic English skills. This valuation helps students take ownership of their English learning and move them into a language of display wherein they create texts of their own that are “designed for consumption by an outside audience” (Bunch, 2014, p. 80). As we will see in outcomes, the expectation for class assignments to be in English signifies a pivotal moment wherein students

increasingly move from informal, conversational, and unpolished discussion and understanding of concepts in English to more polished, constructed, and accomplished presentations of what they have learned.

**Outcomes.** At the center of this rubric is outcomes because each element either influences or is influenced by the results of a course. Outcomes represent all that can be documented and further researched or evaluated, this may include student learning outcomes (SLOs), exam scores, student writing, etc.. Furthermore, the continued use and support of translanguaging in the ESL classroom combined with authentic opportunities to develop English, appropriate scaffolds, and clear expectations should result in demonstrable increases in English language development. This means that students, by the end of the term, should demonstrate an ability to move confidently between the languages of ideas and display (Bunch, 2014), while also continuing to maintain, or anchor, their identities as bi- or multilingual speakers (Paris & Alim, 2014). Moreover, the instructor's continuing support of and role as an advocate for students' access to their linguistic resources works as a catalyst for increased engagement and language development by "sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence" (Paris, 2012, p. 95). Woodley and Brown (2016) further remark that "translanguaging makes space for all students' language practices" (p. 93) wherein students become aware of the existence and use of other languages, which allows them to "examine their own language practices" (p. 94). More concretely, the use of translanguaging produces verifiable results such as an increased range of vocabulary (Makalela, 2015) and improved academic writing competencies (Canagarajah, 2013a). Overall, the combination of intentional instructor support and students' use of their linguistic range allows them to develop their language acumen and expand their identities as confident users of

English, without having to relinquish the linguistic, familial, and/or cultural ties that they bring with them into the classroom.

Taken in due course, the P.A.S.E.O. rubric for translanguaging can walk students from one end of English proficiency to the other. When used as a lens to evaluate teaching practices, this rubric illuminates the ways in which instructors may already engage aspects of translanguaging in their classroom.

### Participant Selection

Prior to beginning this study, approval was sought and granted by the Institutional Review Board (IRB) at San Diego State University. To protect participant identities pseudonyms are utilized and colleges are referenced by their geographic region. Using a purposeful sampling strategy targeting current community college ESL faculty, recruitment of participants began through email inquiry. San Diego County is home to eight community colleges in four regions: two in north county, two in east county, one in south county, and three that are centrally located. A list of ESL faculty emails at six different community colleges within San Diego County was compiled. Emails were sent either directly to faculty members, if email addresses were accessible, or through department chairs, if email addresses were not accessible. Due to my position as a community college ESL instructor, I was able to employ a network strategy (Durdella, 2019) to further expand the participant field. The choice of six colleges represents an expansion of my original recruitment plan of four colleges, adding two additional colleges whose ESL faculty emails were readily accessible in an attempt to gain a larger group of participants. A total of 74 email addresses were compiled and recruitment emails sent to each. Potential participants were asked to complete a survey (Appendix 1) and a link was provided. The survey was constructed and administered through Qualtrics. Participants were asked demographic information regarding gender identity, number of years teaching, bilingualism, and which

college(s) they taught for (Table 1). These questions were followed by three open-ended questions about home language use, teaching for equity, and familiarity with translanguaging. A total of 15 responses were received. At the end of the survey, participants were asked to indicate interest in a follow-up activity, this resulted in a single participant who subsequently engaged in two follow-up interviews.

Table 1

*Survey Response Demographics*

<b>How do you identify?</b>	<b># Years Teaching</b>	<b>Are you bilingual?</b>	<b>Region of College(s) in County</b>
Female	3-5	No	East
Male	10+	No	East
Male	10+	Yes	East
Male	3-5	Yes	South
Male	6-9	No	East
Female	10+	No	Central
Female	10+	No	North
Female	3-5	Yes	East
Female	6-9	No	East
Female	10+	Yes	East & South
Female	10+	No	-
Female	10+	Yes	East
Female	6-9	Yes	East
Female	6-9	Yes	Central
Female	3-5	Yes	-

Data Collection

Data was collected in three different modes. First a document review of relevant California Education Code and sanctioned research reports per the California Community Colleges System (CCCS) was performed. These documents are accessible, either directly or as a link to an additional host site, to the public through the websites of the California Community College Chancellor’s Office (CCCCO) and/or the California Academic Senate. California education code was selected based on its relevance to the topic of English as a second language

(ESL) instruction, English language proficiency, and/or general college guidance. The commissioned research reports were selected due to relevancy in ESL instruction in community college. Second round data collection was through an online survey administered through Qualtrics (Appendix 1). The use of a survey reflects the principles found in action research wherein the survey works to obtain as much data as possible about instructor perceptions (Merriam & Tisdell, 2016), and accounts for potential participant time constraints by obtaining the data in a short amount of time (Ravitch & Carl, 2016). Participants were asked basic demographic questions (see Table 1) in addition to open-ended questions on equity-based teaching strategies and translanguaging (see Table 2). A final question regarding additional participation served as a recruitment for the final stage of data collection. Survey recruitment produced a single participant who then agreed to two in-depth interviews over the course of 4 weeks resulting in a case-study focus for data analysis. The lack of additional participants was likely due to the onset of the Covid-19 pandemic which occurred during the recruitment phase of the study. Drawing from Yin (2018), I adopted a case-study analysis as a way to represent a willingness to maintain the “original purpose” of the study despite “unanticipated events”, such as the Covid-19 pandemic. The interviews were semi-structured and lasted approximately 90 to 120 minutes. The use of semi-structured interviews was determined to be the best means of data collection as open ended questions allows participants to define and explore issues and conditions embedded in the questions (Merriam & Tisdell, 2016). Furthermore, I sought to retain validity by ensuring authenticity in my instrumentation that will elicit data that is “faithful to participants’ experiences” (Ravitch & Carl, 2016). The resulting data produced a snapshot of the circumstances of community college ESL teaching during a world-wide pandemic.

## Data Analysis

Data was analyzed in a way that sought connections between each mode of data collection. The P.A.S.E.O. rubric for translanguaging serves as the interpretive lens for identifying patterns and drawing connections (Durdella, 2019) in the data. Further analysis also sought support for the components of the P.A.S.E.O. rubric itself. Heavy use of memoing (Ravitch & Carl, 2016) was applied at all stages of analysis along with data triangulation (Yin, 2018), since the P.A.S.E.O. rubric is both a lens for data interpretation and an item of inquiry. This approach allowed me, as the researcher, to distinguish between the multiple layers of data across modalities and establish themes for discussion. Data generated from the survey as well as the transcripts of both interviews relied, primarily on in-vivo coding (Saldaña, 2016) to identify themes and patterns. Subsequent readings and analysis of the data, alongside review and coding of my memos (Ravitch & Carl, 2016), sought to refine, solidify, and condense themes into a code map (Saldaña, 2016), that ultimately best aligned with the elements of the P.A.S.E.O. rubric. With the adjustment of data collection to incorporate a case-study approach using semi-structured in-depth interviews, a narrative line of inquiry (Merriam & Tisdell, 2016), was deemed the most appropriate approach for reporting the data.

## Limitations

Limitations of this study are profoundly influenced by the Covid-19 pandemic. The most obvious limitation is the level of participation in both the survey and follow-up inquiries. The onset of the pandemic resulted in a noticeable decline in participation, though multiple recruitment attempts were made. As such, I was only able to fully engage with one instructor whose experiences, pedagogy, and background may not be representative of others in the field. This also led to a restructuring of this study's research questions and goals to emphasize a single voice. However, this restructuring did allow for expansion into the immediate impact of the



effects of the Covid-19 pandemic on community college ESL teaching. A further limitation of the survey is the absence of a question regarding instructors' race and/or ethnicity, which may have provided more intersectional and richer data for analysis. Further limitations stem from the use of the P.A.S.E.O. rubric itself since it is an emerging, and therefore untested, approach for translanguaging. Moreover, the controversial nature of translanguaging in ESL, at any level of education, presents a limitation to this study as responses may be colored by instructor held biases or lack of understanding.

## Chapter Four: Findings

This chapter presents the data collected through three different data collection modalities described in the previous chapter. Through collection and analysis of the data, this study sought to answer three research questions:

- 1) *How do community college ESL instructors understand translanguaging and the impact of restrictive language policies?*
- 2) *What immediate effects has the Covid-19 pandemic had on ESL teaching and the potential for translanguaging in community college?*
- 3) *What evidence is there that the P.A.S.E.O. rubric can support translanguaging instruction in community college ESL?*

This chapter is organized to introduce the findings from each modality by highlighting key themes. The following sections present these findings in three stages beginning with the institutional context examined in the document review, followed by a presentation of the survey findings and themes from the interviews using the P.A.S.E.O. rubric for translanguaging as a lens.

### Institutional Context

A document review was conducted which provides data for understanding the context of California Community Colleges (CCC) governance as it relates to English as a second language (ESL) students. The goal of the document review was to gain preliminary insight to answer the first research question of: *how do community college ESL instructors understand translanguaging and the use of restrictive language policies?* By conducting a review of existing California education code, my goal was to understand the institutional context in which ESL instructors are positioned. The following paragraphs present findings from the most salient documents.

A semi-historical approach was used for interpreting the documents reviewed. Beginning with the California Master Plan for Higher Education (California, 1960), which since its implementation has provided the mandate for the role of CCCs across the state. The Master Plan expanded access to public education and established guidance for the administration and planning of the three tiers of California's higher education system, that is the University of California (UC), California State Universities (CSU), and California Community Colleges (CCC). The Plan establishes the role of the community colleges, lays out how students are to be supported, and accounts for expansion of the CCCs over the next fifteen years. According to the plan, CCCs have "dual purposes – transfer and terminal" (p. 35). Unlike the four-year universities that make up the UC and CSU systems, CCCs must provide for the needs of students who will complete a two-year degree or certificate program, while also preparing those who will continue on as transfer students into, potentially, a UC or CSU. Furthermore, the recommendations for educational quality cite the need for cohesion in the overall system stating that an individual institution "cannot write its own charter but must fit into the uniform rules and regulations of the system of which it is apart" while maintaining their "obligation to adjust their offerings, and admissions policies to meet the long-run needs and for the fiscal capabilities of the state" (p. 68). That is to say that each school has a responsibility to meet the needs of all students while adhering to state guidelines that provide an overarching standard for the community college system as a whole.

This is important to understand when evaluating how and why ESL instructors and/or community college ESL departments make adaptations; there is a directive to work within the system to provide a quality education that can be adapted to meet the needs of students, all who have different educational goals and competencies, but also meets the goals of the State. The

Master Plan itself was adopted into law as the Donahoe Higher Education Act of (1976), and even with multiple revisions to address the shortcomings of the original law (State Goals, 2013), it mostly provides guidance as to the goals of college instruction but not the means. This is by design and represents the relative autonomy college instructors have over delivery of instruction in their individual classrooms. Moreover, while revisions to the mission of the CCCs, included in the Comprehensive Mission Statement (1991) were expanded for the “provision of remedial instruction for those in need of it...instruction in English as a second language... are reaffirmed and supported as essential and important functions of the community colleges”, acknowledge that ESL instruction is important, they are also vague, leaving the door open for interpretation. Those interpretations are where ESL departments are able to work to create instruction and support programming that meet the needs of the student population, which be unique to a college ----or district. In sum, the mandate is that colleges provide the students access to the best quality education and support services possible, but it is not the responsibility of the State to dictate how that looks at the individual school and/or district level.

The rather hands-off approach the State takes to prescribed instruction is also reflected in the lack of guidance on what constitutes adequate proficiency in English. The English Proficiency in Higher Education (2015) standard only applies to instructional faculty stating “[e]ach institution of public higher education shall evaluate its instructional faculty for oral and written proficiency in the English language”. Further review of the CCCs within San Diego County turned up specified English proficiency requirements for students who are international students, though placement exams for Math and English are given to incoming domestic students. International students are only one subset of ESL students, a subset that makes up only 5.5% of all college students in the United States (“Enrollment Trends”, 2019). It is important to

consider that not all international students are non-English speakers or are even in need of English language support. Furthermore, domestic students may lack proficiency in English which makes placement measures important when identifying students who may be in need of support. Other codified considerations are in the implementation of the Seymour-Campbell Student Success Act (AB705), which has had the largest and most immediate impact on the instruction of ESL students in the CCCs in recent years. AB705 stated purpose is to “increase California community college student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other education planning services, and academic interventions.” Under this measure, English proficiency is evaluated as a means for assessment of students’ success. Additionally, colleges are asked to employ and/or develop multiple measures for assessing student language proficiency to ensure students are placed correctly in English courses, which contributes directly to the overall success in college and helps ensure that those who need additional support receive it. Lastly, AB705 calls for the “development and training of staff and faculty” in accordance with student success and equity programming, signifying a need for continued education and/or professional development of community college faculty. This is an important consideration; one repeatedly appears in the documents reviewed for this study.

Prior to the development and implementations of AB705, a commissioned report by the Intersegmental Committee of Academic Senates (ICAS), sought to address ESL students specifically. The ICAS, a committee whose membership includes members from the UC, CSU, and CCCs systems, published a report on ESL students in public higher education (2006). The report examined common educational issues facing ESL students across each tier of California’s public higher education system. The report states “there is a critical need for California colleges

and universities to find effective ways of educating the rapidly growing population of learners who speak a language other than English at home in order to help them achieve a wide range of educational, professional, and career goals” (ICAS, 2006, p. 3). The ICAS task force then lays out the details of its investigation and ends with a list of ten recommendations for colleges and universities to attend to. What is most notable is not the recommendations themselves, but the rationalization for them. The ICAS report states:

The language development needs of ESL learners must be addressed because their educational progress and success, or the lack thereof, affect not only themselves but also their classmates, their instructors, their institutions, and ultimately the society at large. Those in positions to make decisions about institutional priorities need to recognize this situation and the fact that, based on current demographic data, the number of ESL learners in higher education in California will only continue to grow in the coming years. Ongoing communication among ESL educators is essential to an effective response to the needs of ESL learners in higher education (p. 9).

This quote demonstrates a few things. First, that the amount of ESL students is only going to continue to grow, meaning these students represent a significant part of the overall student body and like other large groups, have specific needs that will need to be met by schools. Additionally, the task force recognizes the interconnectedness of this group of students and how their success is ultimately linked to the success of their peers, teachers, and institutions. Thirdly, is the emphasis on communication for ESL educators in responding to the needs of students. These all demonstrate the complexity that surrounds the instruction and success of ESL students, all of which lead recommendations that cite the need for identifying and placing students in classes that will best support their linguistic needs, in addition to utilizing the resources of highly trained

ESL instructors. Like the measures codified in AB705, this report repeatedly points to a need for colleges and universities to create more opportunities for instructors across subjects, to engage in professional development programming that can help them to better serve linguistically diverse students.

Other reports reviewed in this study echo similar concerns. In reviewing Rodriguez et al.'s (2019) report on ESL students in CCCs, the authors examine the ways AB705 is changing the landscape of ESL teaching. Citing that ESL students are a growing majority, much concern for these students, as in the ICAS (2006) report, is on accurately identifying and placing students. As mentioned previously, it is only international students that must meet specific English proficiency standards when enrolling in community college. All other ESL students are identified either through self-reporting often when taking an English placement exam. This complicates matters as ESL programming becomes not just about the teaching methodologies, but also ensuring that all students in need of linguistic support for academic English receive it. Rodriguez et al. (2019) point to the need to develop new assessment and placement policies beyond standardized tests but also caution reliance on student self-placement. One way this may be resolved is by fulfilling the requirements of AB 705 which requires multiple measure assessments for student placement. Moreover, the need for qualified faculty and continued education is repeated in Rodriguez et al.'s report, the ICAS (2006) report, and also in Willet's (2017) report on multiple measure assessment development for placing ESL students. It is not unreasonable to assume that as the ESL student population expands and changes to curriculum and/or policy move students into mainstream classes sooner, college instructors will need to either engage in professional development to bring themselves up to speed on the needs of these linguistically diverse students, and/or have dedicated professional learning prior to taking on a

teaching position. It is worth noting that these reports imply that this kind of instructor preparation does not begin nor end with ESL instructors but is important for all instructors in every subject.

I chose to highlight the repeated recommendations for continued professional learning opportunities since it reveals some important gaps. First, the continued need for qualified instructors is something that reaches beyond the ESL classroom for English learners into, potentially, every classroom on campus. What the ICAS (2006), Rodriguez et al. (2019), and Willet (2017) all conclude is that 1) ESL students are a growing population and 2) changes to ESL curriculum is designed to move students out of ESL and into mainstream education sooner. This changes the landscape of the community college classroom and in turn creates a need for further professional learning opportunities. Another glaring gap is the lack of intentional bilingual education. In fact, the only mention of bilingualism is in the development of orientation programs for incoming ESL students. When coupled with concerns about students feeling stigmatized by participating in ESL programming (ICAS, 2006), the lack of a concentrated effort for further bilingual representation speaks to areas where support for students' identities is greatly lacking. Lastly, while the State plays almost a sterile and detached role wherein the codified policies of the CCCs do not expressly promote nor discourage the use of restrictive language policies in ESL teaching, it may be that these policies thrive in what is not said. Ultimately the context presented in these documents points to a changing landscape, one with that a wealth of opportunities.

### Survey Results

This section examines data gathered from the online survey (Appendix 1) about translanguaging in community college and attempts to answer the first research question of: *how do community college ESL instructors understand translanguaging and the use of restrictive*



*language policies?* Additionally, this section reveals data that answers the third question of: *what evidence is there that the P.A.S.E.O. rubric can support translingual instruction in community college ESL?* Since the P.A.S.E.O. rubric is applied as an analytical lens, data is presented using the components of the rubric as themes. Table 2 presents the answers to the open-ended questions.

Table 2

*Open-ended survey responses*

<b>Bilingual Instructor</b>	<b>Question 1: Home Language Use</b>	<b>Question 2: Teaching for Equity</b>	<b>Question 3: Familiarity with Translanguaging</b>
No	I teach everything in English, but I do have some more advanced student sometimes translate in Arabic. When they get into groups, they can speak English or Arabic, but I encourage them to speak English to practice.	I give the students all the same project or assignment. I will go around to the small groups and help all students and each group the same amount of time and instruction. If I see the groups are struggling, I bring the class to the front and do a whole group lesson	No, I use translation from other students, you tube, google translate, pictures
No	Allow. They can help each other.	Yes. Mostly empowerment, guidance.	No. First language interference and being aware of problems with this interference.
Yes	Yes, I allow it. As well, if I have Spanish-speaker students, I would use it to explain grammatical concepts that tend to be abstract.	For those students who need double or triple explanation, I spend all the just-in-time remediation as possible. In collaborative activities, those students would be placed with students who acquired more understanding of the lesson.	Yes, of course. Translanguaging is a natural process that occurs in learning a second or third language. The idea in bilingual education to separate language learning is exactly at the root where many parents complain that with these pedagogical practice where students end up losing their first and never

			really become proficient in the second.
Yes	Generally I allow the use of native language to explain other ss directions for activities, hw, etc.	In a multiple language native speakers class, I only use English. In a full Spanish-L1 students class, I can switch to Spanish sometimes to make clearer instructions.	Yes, e.g. cognates, plurals for Spanish and other. Syntactically speaking I make references to Spanish when it helps the ss.
No	I allow some in low level classes mostly. I allow it for new vocabulary or if a student can't understand a grammar point after repeated attempts to explain. I always double check that the info in the other language is correct.	I do my best to give everyone equal chance to participate.	I have found that if allowed to, many students would rely on other languages too much. But some use, for new words for example when translation can save time, or for difficult grammar topics, that is tightly monitored is useful. Otherwise, it can easily turn in to the first choice for many students. In order to learn a language, one must practice using it.
No	I allow them to use their primary language to help each other understand directions. Typically, I haven't seen it used any other way except socially before or after class. I wouldn't forbid them to use their native language during class in another way, but it generally doesn't come up. I try to keep my learning space non-threatening.	My main strategy in the past year has been to make all materials free through OER. My students don't pay for materials. I also help them get free loaner laptops if they don't have access to internet or computer.	NO. I've not heard that concept before. I include writers from all languages in my materials. I also allow students to use phrases in their native language in their essays, especially in narrative. I also do culture groups. We start the class with a 3-minute meditation and then they break into their groups to discuss something about their culture, depending on what the class topic at the time is. I also have them do an exercise called text-to-world. They read something and then connect that reading to

			something from their native countries. It doesn't always include language, but they first say the thing in their native language.
No	I teach higher levels and encourage target language use in the classroom. I do not penalize home language use but encourage target language use. I do encourage use of home language outside of the classroom and at home as I encourage a bilingual/multilingual skills.	Equity in an ESL classroom involves working with students of many ethnicities, language, culture and academic backgrounds as well as students with various disabilities or other needs. All of my lessons and work have to be done in as many different modalities as possible and made accessible to all my students.	This is not something I have been trained in doing in class. I personally encourage primary language use outside of the classroom.
Yes	-	-	-
No	Students may use their primary language depending on the activity being done in class and the structure of groups for the activities. In monolingual groups, I don't mind when they use other languages so long as the outcome of the activity is done in English. If there is a group composed of 4 speakers of one language and one speaker of another language, I try to encourage the use of English so as not to alienate students who do not speak the majority language in the class.	I use a student centered approach with a lot of small group work/jigsaw activities that allow students to share in non-threatening situations. I also use multiple ways to present content and information, and provide a lot of redundancy. I try to keep track of who is sharing out in whole class format and call on different students so that everyone has the opportunity to participate.	Yes, translanguaging is the concept that those who speak multiple languages have vast linguistic resources that they can use and that can help them when learning another language and that use of all of their linguistic resources should be encouraged.
Yes	Yes and no, as it depends on each college/departamental curricular outlines dictate this. When it's allowed, I allow their first language use but intentionally so to	One is assigned seating to mix gender and cultural backgrounds for their daily/weekly task or project. I randomize their seating	I think Yes, as pronoun references and other gender-specific nouns/concepts/vocabulary or communication style I teach in my classes.

	support their learning and completing their tasks.	strategically, every class to every week, depending on a task/project size.  Another is to be conscious of who I call on in each class (and now being online, been emailed) - I tally myself on who I called on to make sure that everyone gets called on or talked to individually regularly.	To comment, I had trouble answering this question, as this seems to base on our understanding of "American perception of translanguage" should be taught over what students bring in for their cultural gender perceptions.
No	I allow them to use their primary lg to translate instructions, when freewriting, and during 'off' time when they are in the classroom but we are not working on any particular task.	I look for materials that represent a wide range of races, abilities, gender, etc. I make sure all my materials are ADA accessible. I teach English through content on topics like social justice, Women's history, Black history. I structure my assignments so they allow students to re-submit work and have flexibility in deadlines. I scaffold lessons and make my instructions for assignments explicit so students who are not familiar with the particular genre being produced are able to succeed.	I am familiar with the concept but not to a high degree.
Yes	Yes, I allow students to use their primary language during class more so in lower-level, zero-beginner classes as for these levels this is one of the ways to construct and negotiate meaning.	I only use English in class, so this is an equalizer for everyone even though I can speak another language (Russian). All the assignments, lectures, interactions are in the target language. In addition, our embedded	I am somewhat familiar with this concept. In my ESL classroom, there are students with multi-level backgrounds, some speak 2-3 languages in addition the target language they are learning. It is impossible not to include their prior knowledge, and

		tutors are instructed to only use English when they assist learners.	it is beneficial. Making connections, using cognates when possible - all are necessary to support second language acquisition. At lower levels, we try to use TPRS (teaching proficiency through reading and storytelling) techniques where translation of key vocabulary into the primary language is encouraged and used often.
Yes	That depends on their language level. I do not punish students for using their first language, but I encourage them to "say it again in English", ask them "how can you explain that in English?" or something similar. I also make every attempt to mix language groups so there is at least one person with a different L1 in a group.	Giving ample opportunity for all students to contribute to discussions, coaxing shy students to speak, looking for topics and materials that address each of the cultures in the room, asking students to share opinions and ideas from their own culture in contrast with what we learn about American culture, looking for positive examples of cultural contributions from students.	Never heard the term. I generally agree with Bill Van Patten's approach to language learning and his stance on L1 in the classroom- it is better to encourage and look for opportunities to praise students for using their L2, challenging advanced students to re-phrase with academic language, etc.
Yes	Yes, though I find that I try to break students up and seat them with students who are not part of the same linguistic group for about 75% of the class time. They otherwise will form "language cliques" and not venture outside of the group of folks who speak the same language. This greatly inhibits their ability to learn English quickly. For a	I try to employ small groups whenever possible, and usually open-ended questions that students have to grapple with. It allows students from very different cultural backgrounds to contribute insight to the problem/question and allows everyone to feel like they have a voice.	Yes, I did my teaching practicum in a bilingual school, where the use of translanguaging was ubiquitous. In pairs, students could help each other out in whichever language they wanted (English or Spanish) regardless of whether the language of instruction was English or Spanish for any given class. The point

	portion of the class period, though, they are allowed to pick their own partners to work on an activity, which is a good chance for them to feel comfortable and get questions answered by their peers.		was that they used both languages together in various degrees to get a point across or collectively solve a problem. That's my understanding of translanguaging, but I am not sure if that is correct.
Yes	-	-	-

### Permission

The first question asked participants about their approach to students' use of home languages in the classroom. The most salient theme present aligns itself with the role of permission. Permission identifies the ways in which teachers handle use of home languages in the classroom. This is where restrictive language policies, like English-only, are most easy to identify. Of the fifteen responses, nine respondents directly stated that they allowed students to use their home language, while the remaining six said they do not discourage home language use. However, there are some themes present.

*Translation.* Allowing students to translate class material and/or directions to other students was an expected response. Instructors seem to allow translation as a means to ensure students are all on the same page. One instructor said, "I allow them to use their primary language to help each other understand directions." Another stated, "I allow them to use their primary [language] to translate instructions, when freewriting, and during 'off' time when they are in the classroom but we are not working on any particular task." Still, another instructor wrote, "I teach everything in English, but I do have some more advanced students sometimes translate in Arabic." What is interesting about this last statement is that it qualifies the students' language proficiency as a reason for allowing home language use. That is not to say that this instructor does not or would not allow students of similar English proficiency to provide translation support to classmates, but it does speak to another theme present in this question's

responses. Translation itself represents a function of translanguaging and language acquisition, so the fact that so many respondents cited translation as a reason for students' using home languages in the classroom is unsurprising, but still important to understanding how a rubric for translanguaging can help guide this process.

*English Proficiency.* Many respondents qualified their allowance of home languages with statements regarding English proficiency levels. Some stated this as specific to a particular class, as some students will inevitably have more language proficiency than others even if all the students fall within the designated level of English instruction (i.e. beginner, intermediate, advanced). As previously expressed by an instructor, this use of home language is applied in conjunction with translation when a more language proficient student is elected to translate the instructor's instructions into the home language of students, or group of students, with less language proficiency.

The other use of English proficiency is in the overall instructional level of the class. Respondents seemed more inclined to allow home language use for students in beginning levels than for their advanced students. One stated, "I allow students to use their primary language during class more so in lower-level, zero-beginner classes as for these levels this is one of the ways to construct and negotiate meaning." One instructor wrote, "That depends on their language level. I do not punish students for using their first language, but I encourage them to 'say it again in English'..." Another instructor said, "I allow some in low level classes mostly. I allow it for new vocabulary if a student can't understand a grammar point after repeated attempts to explain." These answers seem to point to home language use as a type of scaffolding for less proficient students, but also the specifies not directly penalizing a student for home language use. That admission is interesting as it implies that in other contexts, students' home language use is

punished. While scaffolding is inherent to effective skill building, one has to question the implied idea that advanced ESL students do not need to use their home languages to help them to further develop their English skills. Additionally, the implied existence of punishment for home language use, demonstrates that restrictive language policies are still present. It is likely that most instructors would say that they do not penalize students for using their home language, but lack of punishment for home language use is not the same as permitting home language use.

*Skill Building.* Home language use as a means to enhance skill building is another prevalent theme. This extends beyond pure translation into the realm of transference or negotiation of meaning. One instructor writes, “Yes, I allow it. As well, if I have Spanish-speaker students, I would use it to explain grammatical concepts that tend to be abstract.” The use of cognates in language acquisition is a long-practiced method, though it is not one that can be universally applied since not all languages share cognates with English. It is also an area where translation can fail, since some languages have words and/or sounds that cannot be accurately translated into English, so the meaning is then approximated. This is where the use of home language in the negotiation of meaning is important. Another instructor notes that in their classroom, home language use is purposeful stating, “I allow their first language use but intentionally so to support their learning and completing their tasks.” The intentionality of home language use in conjunction with specific tasks demonstrates how translanguaging can be harnessed. Structured home language use is also important in cases of languages where grammar and/or vocabulary may not easily transfer or be translated. Furthermore, it is important to consider that allowing students to use the language where they feel the most comfortable, gives them an opportunity to contribute to the class and express ideas which can support their



understanding of the task(s) at hand and overall learning. One instructor frames home language use for skill building as:

I teach higher levels and encourage target language use in the classroom. I do not penalize home language use but encourage target language use. I do encourage home language outside of the classroom and at home as I encourage bilingual/multilingual skills.

This response is worth highlighting as we see many different pedagogical ideas at work. There is the stated allowance of home languages which is not punished, but the target language is preferred because that is the goal of the class. Then there is encouragement of continued home language use outside of class specifically to maintain bi – or multilinguistic skills, which demonstrates the instructor’s awareness of some of the challenges bilingual students may face as they develop proficiency in English. One other instructor stated, “I encourage the use of English so as to not alienate students who do not speak the majority language of the class.” Indeed this is a concern for ESL teachers who may have a class who share a common home language, or they may have a class where there is an uneven blend of home languages. While speaking is the immediate way home languages manifest in a classroom, it is not the only way a student may use their home language to further their English language skills. However, it is through speaking that students who may not share the same home language become detached or disinterested in the class. This makes intentional, structured home language use even more important by allowing minority language students to benefit from home language use in a way that allows them access to course content and learning.

In summary, the responses to this question present a number of themes that fall under the permission of home languages in the classroom. They denote not just the way different

instructors utilize or adapt students' linguistic capital to the classroom, but also point to underlying hegemonic ideologies that have allowed restrictive language practices to persist. While the goal of an ESL course is increased English proficiency, it may seem logical that use of students' home language would decrease as their English proficiency advances. However, I assert that this reflects a persisting ideology of languages as individual systems or silos, instead of the translingual approach that sees all language as a single, symbiotic system of linguistic functions. Instructors may consider additional ways to enhance and/or scaffold coursework with a student's home language as an asset and a resource.

#### Authenticity

The second question asked instructors how they teach for equity in their classes and what kind of strategies, if any, they use. Part of the answers to this question can be categorized under authenticity. Authenticity denotes the ways which instructors create coursework and activities that are culturally relevant or sustaining and connect to students' lives outside of the classroom. The answers to this question can best be understood through considering accessibility.

*Accessibility.* There are multiple strategies that instructors may employ to make learning accessible to students. The answers provided to this question revealed different strategies. One example is the materials used in the classroom. One instructor writes:

I look for materials that represent a wide range of races, abilities, gender, etc. I make sure all my materials are ADA accessible. I teach English through content on topics like social justice, Women's history, Black history. I structure my assignments so they allow students to re-submit work and have flexibility in deadlines. I scaffold lessons and make my instructions for assignments explicit so students who are not familiar with the particular genre being produced are able to succeed.

This instructor demonstrates a high level of awareness of the importance of making course materials accessible and relevant to students. Consideration for the types of materials used is demonstrative of the complexity of an ESL classroom. Many students are immigrants, some may even be refugees, so class content that helps students connect their cultural and linguistic backgrounds and/or lived experiences to class materials is important when facilitating learning. Furthermore, course content that is culturally sustaining may ease the stress immigrant students feel as they navigate a new country, language, and culture, by making content accessible and learning attainable. Another instructor acknowledged need for accessibility due to the complexity found in ESL classrooms saying:

Equity in an ESL classroom involves working with students of many ethnicities, language, culture and academic backgrounds as well as students with various disabilities or other needs. All of my lessons and work have to be done in as many different modalities as possible and made accessible to all my students.

Furthermore, some teachers demonstrated consideration for the financial burden of course materials. An instructor writes that, “My main strategy in the past year has been to make all materials free through OER [online educational resources]. My students don’t pay for materials. I also help them get free loaner laptops if they don’t have access to internet or computer.” This statement demonstrates another way instructors are considering how students’ lives impact their ability in the classroom and what they can do to improve accessibility.

Creating authentic learning spaces is more than just materials that are culturally relevant, it is more than assignments that draw upon cultural or linguistic capital, authenticity also needs to acknowledge the reality of students’ lives outside of the classroom. Instructors who are cognizant barriers to learning are not related specifically related to language or culture, for

example economic factors that limit a student's ability to purchase content, are equally important to the creation of authentic, accessible learning spaces.

### Scaffolding

The second question also revealed practices that are best understood as scaffolding because they provide support to students, as needed, throughout their learning process. This is represented in the ways instructors give their students voice and facilitate learning.

*Voice.* Most respondents cited the use of collaborative in-class activities and/or through encouraging all students to participate. One instructor stated, "I do my best to give everyone equal chance to participate." By far this was the most simplistic representation of how equity is understood: equal opportunity. Other instructors provided more context, one wrote:

Giving ample opportunity for all students to contribute to discussions, coaxing shy students to speak, looking for topics and materials that address each of the cultures in the room, asking students to share opinions and ideas from their own culture in contrast with what we learn about American culture, looking for positive examples of cultural contributions from students.

Just as with authenticity, consideration for who students are outside of the classroom, understanding who students are in the classroom, and the stresses, worries, knowledge, and/or ideas they bring with them can help empower students in their learning. Allowing students to tie their lived experiences to classroom activities in a structured way to reduce stress and actively engage them, represents a kind of empathetic scaffolding. Further use of voice is in how classroom activities are structured. One instructor explains, "I use a student-centered approach with a lot of small group work/jig saw activities that allow students to share in non-threatening situations." Another states, "I try to employ small groups whenever possible, usually open-ended questions that students have to grapple with. It allows students from very different cultural

backgrounds to contribute insight to the problem/question and allows everyone to feel like they have a voice.” Use of small groups for class activities can provide a way for less confident students to engage with their peers in a way that may be less daunting than whole class discussions and still contribute to a class. This could also indicate that instructors understand that student voice, as central to personal investment, comes in many forms and each one is as important to effective learning and teaching as the next.

*Facilitation.* Instructors behavior and speech, or teacher talk, is another way scaffolding is represented in a classroom. For some this scaffolding is facilitated through explanations of directions. One instructor states, “For those students who need double or triple explanation, I spend all the just-in-time remediation as possible. In collaborative activities, those students would be placed with students who acquired more understanding of the lesson.” The use of just-in-time remediation, a tenet of the California Acceleration Project’s (CAP) strategy for accelerated teaching, allows for instructors to work with individual students, small groups, or the entire class on areas of learning that may be difficult. It breaks with traditional forms of lock-step teaching, advocating instead for a fill-in-the-blank as needed, which reflects a more natural and holistic approach to learning. Moreover, placing students of varying skill levels together in group activities reflects a form of scaffolding, allowing stronger students to demonstrate and lead learning, while offering struggling students the opportunity to engage with their peers.

However, this question uncovered other teacher practices related to scaffolding that could be construed as restrictive. Two instructors specifically mentioned that they only used English in the classroom. Even more interesting is that both instructors are bilingual themselves. One says “in a multiple language native speakers’ class, I only use English. In a full Spanish-L1 students’ class, I can switch to Spanish sometimes to make clearer instructions.” When considering how

translanguaging can be used as a scaffolding tool this instructor's stated switch to Spanish in a classroom where all students speak Spanish shows an understanding of the benefit of students' home language facilitating learning. However, it is in the mixed language classroom where the stated teacher language use is only English, it is hard to know where this instructor stands. It is common practice for ESL teachers to only use English in the classroom. Many, myself included, are not bilingual or do not speak the language(s) represented in the classroom so English is then the lingua franca of that space. It is important to not make assumptions about this instructor's pedagogy regarding restrictive language policies, as they did not offer further context for how they conceive of equitably teaching practices in a mixed language classroom. However, what the statement does reveal is one way that restrictive language policies can be perpetuated, especially amongst instructors who do not feel prepared or are not familiar with translingual policies.

In examining the statement provided by the other instructor who cited an English only approach. This instructor states, "I only use English in class, so this is an equalizer for everyone even though I can speak another language. All the assignments, lectures, interactions are in the target language. In addition, our embedded tutors are instructed to only use English when they assist learners." This response seems to indicate a view of equity that is more representative of equality, meaning everyone is treated the same with the same materials and expectations regardless of what aspects of historical marginalization or inadequacies in resources are present in a student population. As opposed to equity which emphasizes "parity in student educational outcomes, regardless of race and ethnicity" ("Equity and Student Success", n.d.). Furthermore, this instructor asserts that all interactions are in English, which could likely include any in-class activities or group work. This is an area where translanguaging can prove beneficial and instrumental to student learning, especially for students who may acquire language at a slower

pace. It also points to restrictive policies as being systematic by noting that tutors are also only using English. While it is understandable and undoubtedly comes from a place of good intentions, employing an English-only teaching strategy of any kind represents an outdated and hegemonic view of ESL teaching that eschews use of other languages as a hinderance to target language acquisition, and likely contributes to dominant cultural hierarchies that place a higher value on English leading students to assimilated monolingualism over supported bilingualism.

Overall, answers to the question of teaching for equity revealed that teachers are attempting to create more equitable spaces. There also seems to be an emphasis on the role of the teacher as a facilitator of knowledge instead of as an imparter of knowledge. It is likely that this is due to shifting ideas regarding ESL instruction which emphasize educational equity and the importance of student funds of knowledge, as well as changes to the law like AB705, and/or adaptation or interest in curriculum models like acceleration.

#### Translanguaging

The last question asked instructors about their familiarity with translanguaging as a concept and practice and/or other concepts that support student home language use. Responses were almost evenly split, with 6 responses stating varying degrees of familiarity and 5 who stated they had never heard the term (Table 2). Surprisingly, even those who reported never hearing the term before relayed practices that point to translanguaging pedagogies, though the terminology may be different. Additionally, instructors with knowledge of translanguaging, were also those who expressed familiarity with bilingual curriculum and/or theory. One instructor stated, “I did my teaching practicum in a bilingual school, where the use of translanguaging was ubiquitous.” Another said, “Translanguaging is a natural process that occurs in learning a second or third language.” Other responses indicated aspects such as use of cognates, online translators, or transference of cultural capital into linguistic learning. In general, there seems to be an embrace

of translingual practices, even amongst those who had never heard the term. This may represent something in the instructor's teacher preparation or background or could be attributed to shifting norms in ESL teaching practices. However, some responses indicate concerns about home language use. One instructor stated that they were not familiar with translanguaging and they supported student linguistic development by "being aware of problems with [language] interference." This concern was echoed in another response where the instructor said, "I have found that if [home language] allowed, many students would rely on other languages too much." These responses represent part of what makes translanguaging, particularly in ESL, controversial. The question of how students can learn English if they are not required to speak English at all times in class, is a common concern. It seems to be rooted in the idea that if students are not forced to use English they will never learn it or rely on translators and/or other means to navigate. I challenge this view because it undermines students' ability to invest and take ownership of their language learning.

Instructors' personal linguistic capacity also seems to be a factor in translanguaging. The instructors voicing concerns about the use of home languages in the classroom were also the ones who are not bilingual. However, while concerns were expressed, monolingual instructors also provided some ways in which they allowed structured use of home languages to support English learning in class. This ranged from activities using "text-to-word", having students translate for each other, identifying cognates, or finding similar concepts in another language or culture to bridge learning. One monolingual instructor wrote, "[translanguaging] is not something I have been trained in doing in class. I personally encourage primary language use outside of the classroom." This statement indicates the opportunity for professional development in translanguaging. Further responses point to other opportunities for instructor professional



preparation courses, one instructor who is bilingual and expressed familiarity with translanguaging stated, “The idea in bilingual education to separate language learning is exactly at the root where many parents complain that with these pedagogical practice where students end up losing their first and never really become proficient in the second.” This seems to perpetuate the idea that language learning must be done by isolating languages from each other, lest a student fails to develop proficiency in both. It also speaks to the idea of identity wherein a student may stop using their home language in favor of English, essentially moving them from one form of monolingualism to another. Both of these ideas represent areas where instructors could benefit from further education and preparation on topics of language acquisition through translanguaging and supporting bilingual identities. This is also where an instructional approach like the P.A.S.E.O. rubric for translanguaging can be so impactful by providing instructors with a research-based apparatus for implementing translingual practices in their classrooms.

The survey answers represent a small portion of community college ESL instructors in San Diego county. Yet the opinions expressed may be indicative of general feelings and/or views of the participants colleagues and/or departments they work within. The answers come from teachers from across the county, half of who are bilingual, and all who express some degree of teaching with equity and access in mind. The themes of permission, authenticity, and scaffolding reflect the areas of the P.A.S.E.O. rubric that may be the most accessible to instructors, especially those unfamiliar with translingual teaching strategies. The themes of expectation and outcomes lie somewhere in between the lines of written responses. Expectation denotes class conduct regarding behavior, assignment completion, and/or learning, whereas outcomes are often manifested in the overall goals of the class. Further questioning may have revealed how these

instructors set class expectations for their students and the kinds of outcomes they work to achieve.

The next sections will explore the findings of two in-depth interviews with one of the bilingual respondents to the survey. Again, the P.A.S.E.O. rubric will be centered as a thematic lens.

### The Interviews

The following sections present the findings of two in-depth interviews with a bilingual community college ESL instructor's, herein referred to as Kim, thoughts and experiences. Kim is an Asian-American woman who has taught ESL in multiple San Diego community colleges for over ten years. She was selected to participate in this study due to her interest and enthusiasm, years of language teaching experience, bilingual identity, and because she is an example of the compassionate, knowledgeable, and dedicated teachers ESL students encounter in community college. The first interview took place before the start of the fall semester and primarily sought to expand upon the findings of the survey to answer the research question of: *how do community college ESL instructors understand translanguaging and the use of restrictive language policies?* The second interview was conducted as a follow-up to better assess the impact and changes being made due to the Covid-19 pandemic. This interview took place approximately four weeks into the start of the fall semester and sought to answer the second research question: *what immediate effects has the Covid-19 pandemic had on ESL teaching and the potential for translanguaging in community college?* Furthermore, analysis of the interview data, seeks to answer the third research question: *what evidence is there that the P.A.S.E.O. rubric can support translingual instruction in community college ESL?* Prior to our second interview, Kim expressed an intent to apply the P.A.S.E.O. rubric in her classes so that we could further discuss how it contributed to supporting students' and providing translingual spaces. However, the

demands of teaching during a pandemic proved difficult and time consuming, so Kim was unable to intentionally use the rubric as she intended. Regardless, the interviews make a compelling case for a translanguaging approach in ESL. Findings of the interviews are presented in two parts, the first as a thematic analysis which supports the use of the P.A.S.E.O. rubric, and the second presents themes that arose when discussing the impact of the Covid-19 pandemic on teaching.

#### Evidencing P.A.S.E.O.

This section evaluates the responses given in the course of two in-depth interviews with community college ESL instructor, Kim. Over the course of the interviews we were able to engage in a critical dialogue specifically about translanguaging and the use of the P.A.S.E.O. rubric, her thoughts about it, and how she supports her students' linguistic identities. The interviews were semi-structured allowing Kim to dictate the flow of the conversation and for me to ask follow up questions as necessary. The results of these conversations produced evidence that the P.A.S.E.O. rubric for translanguaging could serve as a useful approach for community college instructors. As mentioned previously, this rubric takes existing aspects of teaching and puts them into conversation with one another within the context of translanguaging as a practice. In our discussion of translanguaging and the P.A.S.E.O. rubric, several themes arose: navigation, validation, and access and identity.

*Navigation.* Kim, who has been teaching for over 10 years, was not familiar with the term translanguaging prior to this study. “It was the first time I heard that terminology”, she said. Yet she understood the idea almost instantly, citing her preparation in ESL teaching and her background as someone whose first language is Japanese. “I saw your rubric design... [it's] something you can consciously apply it as sort of like a navigation.” By likening the P.A.S.E.O. rubric to a navigational instrument, she explained the challenges presented in learning a language, especially for older adult students. She explained that in other teaching capacities the

emphasis is on the target language, but with shifts to an accelerated curriculum, home language use was now being encouraged. This encouragement of home language use she sees as a way to help alleviate the frustration language learners may have as they develop proficiency. She stated that “going from one language to another and for the brain to recognize that your language... might take some time.” Meaning that as students develop language skills it may take time for their brains to process new vocabulary, something that often presents itself as a slow response time as students funnel new knowledge through their existing linguistic skill sets to complete a task. One example she provided was that of students helping each other. “To promote second language use, which is the target language they’re learning... there was no other way of communicating amongst ourselves and what they were trying to help each other... whatever the linguistic level each student had,” she said about instances where home language use was the conduit for communication between herself as the teacher and the students who may be at varying levels of English proficiency and understanding. The best way to do this, she says, is to foster a community of learning in the classroom. “They can benefit from your support,” she said, “so that’s where I’m standing. I guess I owe it...all depends on students’ needs and the preference in learning.”

However, due to the nature of ESL teaching, home language use can be subject to the student population and the home languages spoken, particularly if there are minority speakers present in a class where one home language dominates.

So,... when the students complain [about home language use], the minority first language speakers, that ‘I don’t understand this class because everybody speaks Spanish’.. I really kind of have to... remind everybody ‘okay, well let’s try to use English... because there are people who don’t understand what you’re talking about’.

This represents a common reason some ESL instructors may employ English-only strategies in the classroom, as a way to create a more inclusive environment for all learners and not just those who speak the majority home language. It may also reflect reasons why some instructors push back on strategies, like translanguaging, because the ability to speak with another person who shares your language is the most immediate and visible way home language use is present in an ESL classroom. However, I would argue that teachers may be overlooking all the other ways students employ their home language in learning English that does not involve speaking, such as writing.

Further in our conversation, this idea of navigation was present in how Kim talked about her use of home languages in grammar classes. She, like other teachers, employs the use of cognates when able, but further than that she gave an example of using concepts that the students must consider in their home language and/or cultures.

So, when I talk about, let's say 'love'... how do you translate it in your first language? How many words do you have? You write the word 'love' and then they don't realize how casually we use love... One word can send... opposite meanings,... or the senses, or feelings, or that reason why it is spoken or chosen for a particular situation for the sentence. So, when I talk about vocabulary associated with the meaning in the first language, you know,.. [it] seems to be a big wow moment for them because they don't really cross check... they don't think about their own language in that sense. So, I guess what I'm getting at is that... it becomes a moment for them to reflect on the first language use as a way, or strategy, to understand the second language. I feel that really works well.

Kim's way of utilizing home language use and students' funds of knowledge from their lives, demonstrates one way that translanguaging can make students' home language relevant and instrumental in learning English. Creating learning opportunities that are authentic and meaningful, which allow students time to sit with the connections they make in an intentional, structured way, is essential to building connections across languages. Additionally, through these opportunities Kim demonstrates a pedagogy that is culturally sustaining by asking students to apply and reflect on their culture knowledge to bridge their learning, which paves the way to greater access of the dominant culture (Paris, 2012). Applying her idea of navigation, the P.A.S.E.O. rubric provides a way for instructors to grasp the theological and foundational roots of translanguaging as an instructional approach for intentional instruction to aid students in learning.

*Validation.* Another salient theme that arose in our conversations around translanguaging and the P.A.S.E.O. rubric was the idea of validation. Primarily, this idea surfaced in our discussion as self-validation for Kim and her approach to teaching. As we talked through the different parts of the rubric, Kim explained how she connected to it.

But if you're expanding to... ESL instruction... how that translates [a] bridging approach. It's promoting, you know, by giving the permission and providing through the authenticity and giving, you know, supporting them with scaffolding, to reach my expectations to reach the outcome that I'm teaching. And then I think, I guess that really makes sense to me, which if you are a teacher and thinking about, you know, starting with the student needs... and knowing where you want them to be exactly. I mean, that naturally has to happen... now you have to figure out what the best way that works for them.

This says a lot about how Kim approaches teaching and also reflects the preparation many ESL teachers receive: how to best support students' learning so they can move forward. A key difference to mention is that for ESL instructors moving forward means that students have acquired enough academic English to successfully complete mainstream courses. In Kim's case, as she talked through each element and concluded that it made sense to her, one could almost see her thinking about how she uses, or could use, each element to support student learning. This ability to think and reflect shows Kim to be a critically conscious educator (Freire, 2018), as she is able to evaluate her practice and make necessary adjustments for the benefit of each student individually and to create stronger learning communities.

Kim had reviewed the P.A.S.E.O. rubric prior to our conversations, I asked her about her, if she found it useful and how our conversation about the rubric and translanguaging may impact her teaching. In response she said, "I guess it kind of helped me to validate what I do and what I've been doing as my way of approaching their needs." As mentioned in the section before, Kim was able to provide examples of times where she created spaces for home language use, presented students with authentic connections to course materials and/or activities, scaffolded learning, and worked towards setting expectations to work towards class outcomes. The conversation took on a reflective tone as she related her background working in customer service jobs through to her different ESL teaching roles. In reflecting on addressing customer needs she said, "I was trying to pinpoint their needs within this really short time, you got to finish in three minutes, right... So, you know, that was kind of like, why are they saying it? Why are they behaving this way?" She then put the lessons she learned in customer service it into perspective by comparing it to how she thinks about teaching, saying:

But it's something that we naturally do as teachers, especially with, you know, like either ESL or other languages, because they are learning the communication tool that they need to perform, but they do have another communication tool that they, you know, comfortably and confidently and fluidly can perform. And there's always a gap, right, so to identify the needs for the linguistic gap that I observed, but where their needs really are so that I can close the gap as quickly and... in the most efficient way.

Kim's desire to identify students' learning needs and help them reach the goals represents what is really at the heart of ESL teaching. Understanding that many students that walk through the classroom door are doing so with a variety of needs, reasons, and expectations for their learning. The role of the ESL instructor, like any other teacher, is to facilitate their learning to help them reach those goals. Kim also acknowledged the role of peers in her needs assessment saying, "but there's always a limit to what I can do, as a teacher,... but if [support] comes from their peers, and if their peers are promoting this, you know, whatever the way to create this sense of a learning community, I'm all for it." That ability to not just acknowledge the limitations of her position, but also to recognize that part of what makes students' successful are the communities they build, represents an emotional intelligence that - in my experience and from those Kim shared with me - are reflected across ESL teaching. These instructors care deeply about their students and providing them with the best means possible to be successful. Circling back to my question about the rubric, Kim said, "I read your, you know, the materials that you've been sending... and basically it kind of helped me feel a little more validated. To, you know... it's almost like you know I'm coming up with different methods, different approaches... so the big thing is about this equity mindedness and what is the growth mindset... basically, that's what we naturally should be doing, especially teaching."



*Access and Identity.* One thing that surfaced repeatedly in my conversations with Kim was the idea of learning communities to support students' linguistic identities. She spoke to the type of student that ESL teachers see saying, "a second language learner going to community college with different backgrounds, with different needs, whether it's linguistic, whether it's social class, financial, you know, whatever that is, I have to be the one who they can come to talk to and to gain that trust." Here Kim reveals an understanding of how students' lives and circumstances impact their performance in the classroom. She further notes the shouldering of responsibility for being a source of support in addition to knowledge. Kim speaks of creating learning communities as safe spaces for learning wherein students can help each other in and outside of class. She sees that building of trust between herself and the students, and the students and one another as essential. "I have to have lessons that would only make sense to them if I let them use the first language to analyze...that creates that feeling that 'hey, here I can talk to my colleague' and the first language is sometimes what gives you that word [you] don't know." She then cited an example of hearing your home language in a busy airport and knowing that if you could just talk to that person you know you could make friends based on a shared language and/or culture. "It's your identity," she says, "your linguistic identity gets supported when they use a first language. And that helps me to create that community... so that they can... support each other to learn together." This reflects the idea that, for students, their home language functions as a safe space. Fostering such a space gives students the freedom to explore their linguistic practices when connecting knowledge, but also allows much needed mental breaks and community connections. These spaces allow students to take a break from the heavy lifting of English learning and engage with their peers in a modality that is familiar and comfortable. Supporting translanguaging spaces, is essential to student learning. It reduces the overall stress

caused by English-only or English dominated environments. That Kim looks for ways to support students through use of their home language makes her mindful of the ways that home language use can also contribute to classroom success. This may be because, as a language learner herself, she can relate to the challenges that are present in English learning, especially in a broader environment that is dominated by English speakers and American culture, two things that may be equally hard for some students to navigate.

When asked to elaborate further on creating equity and validating her students, Kim said, “I mentioned how [the] first language actually brings out your linguistic identity that seems to create the rapport you need, I guess, attracts what you want when you feel you know more, where you can feel more relaxed and where your mistakes [are] allowed, where you can feel safe.” But she also acknowledged the need to use English as much as possible when learning in order to progress and to not lose any competency. She stated, “They do need to be aware, the more you use [English vocabulary] a lot... you will do more, you acquire, I mean. Language is alive.” Herein lies the balancing act of language teaching. Being able to foster a learning environment that is challenging yet safe, is accepting of different linguistic needs and levels, yet maintains an expectation of designated learning outcomes. This balancing act may be why teachers fall into English-only practices, especially if they view English as an equalizer in a linguistically diverse classroom. However, no matter how well-intentioned English-only practices may be, implementing them without a mind toward a student’s needs, background, and/or culture, ignores the power dynamics which, in American classrooms, places English at the top of the language hierarchy. Kim’s responses demonstrate a conscientious instructor who is cognizant of the different needs of her students and the benefits of home language use, but also one who is accountable for improving students’ English proficiency. This balance presents a

challenge, one that may be better understood if bilingual instruction and translingual practices were more readily adopted into community college instruction, and the P.A.S.E.O. rubric is one way to do just that.

#### Covid-19 and Teaching

This section presents findings regarding the immediate impact of the Covid-19 pandemic on ESL teaching in community college. For context, at the onset of the pandemic, colleges were halfway through their spring semesters. Instructors were ordered to adapt their classes to remote learning platforms and finish out the semester as best as possible. Over the course of the summer break, colleges offered online teaching development courses to help prepare for the fall semester. For example, I participated in a four-week course on developing an online class with equity and access being central areas of focus. In my conversations with Kim regarding teaching during Covid-19, we covered a range of topics and she related numerous concerns. At the time of the first interview, she was preparing to start teaching the fall semester. The second interview took place at about the four-week mark into the fall semester. Prior to our second interview, Kim had expressed an intent to apply the P.A.S.E.O. rubric in her classes so that we could further discuss how it contributed to supporting students and providing translingual spaces. However, the demands of teaching during a pandemic proved difficult and time consuming and Kim was unable to intentionally use the rubric as she intended. What these conversations revealed were several themes tied directly to challenges and concerns about effectiveness, the most salient of those themes are presented here.

*Adaptation and Resilience.* The most immediate effect of the Covid-19 pandemic has required instructors, across subjects, to adapt. In my conversations with Kim, this was at the forefront. When I asked how the pandemic has impacted her teaching she said, “totally changed my teaching style.” Kim sees herself as a facilitator or coach, a style that she is learning to adapt

to online platforms. She explains, “I cannot be there to help them [the students] and that’s the part I have the most problem with. I’m not there.” ESL has traditionally been taught face-to-face as much of language acquisition is social and explorations into online learning is limited. She and I commiserated about our experiences in adapting our spring classes to distance learning and undertaking professional learning over the summer. She expressed a willingness to learn saying, “to me, you know, to become a better teacher, I think this is beautiful because I’m learning so many different things... and not just technology, but mostly how I can communicate better.” These sentiments were coupled with statements of her non-stop professional learning schedule since the semester concluded. “I haven’t stopped since January, and especially after March, I’ve been in front of the computer.” This time has been spent earning a certificate in online teaching that faculty is required to have completed in order to teach online in the fall. A lot of Kim’s time was also spent creating course content and building classes in Canvas, the online platform used by the colleges she teaches for.

Despite her positive attitude, Kim expressed feelings of stress and uncertainty. In reviewing her responses to my questions prior to the start of the semester, she kept to a more positive tone and focused how she can best teach her students. However, some statements reflect a sense of worry and vulnerability as she prepared for the unknown. She states:

How can my communication be clear and how can I put in the most simplistic way that can be communicated to different levels of second language learners? ... How can I become more, even more, accessible on the online platform? I think the different modes that I will be in... and I feel more vulnerable, as a teacher. I think because there’s... I cannot see their face to detect whether they are understanding or confused...I can’t understand [if] they’re happy learning or struggling, I have to evaluate that in that quick

Zoom check, and then to read that email where they cannot even express the tone. So, I feel very vulnerable.

Kim vacillates between concern for her students' learning while also expressing her own struggles with adapting to teaching online. She feels vulnerable because as so much of face-to-face teaching relies on the instant feedback given by students' faces and/or body language. However, she is quick to return to a tone of hope as she talks through how she can, create a stable learning environment for her students by acknowledging the difficulties they are also facing in adjusting to a new way of learning. She says, "I hope I can give them chance to acknowledge the values and the purpose they are exercising by choosing to come to college, taking online classes, which is tremendously difficult. But to understand that you are improving." She further notes the difficult situations some students find themselves in noting, "some students are learning in a garage at midnight,... some of them passing the computer around and everybody had like one hour each." This consideration for the students' circumstances, despite her own struggles in adapting, really demonstrates the humanity of teaching. Creating a sense of stability seems to be at the heart of how she approaches these changes, while ensuring that her students know they are heard, their challenges acknowledged, and that their teacher is there to supported them. Kim encourages a growth mindset amongst her students saying, "I just have to tell them you gotta have the mentality, you know, even more so, it's okay to fail. It's okay to make mistakes... I just hope they are learning... I'm trying to create this, you know, learning community feeling, but through that, I want you to feel confidence in, I guess, a different way." Her statement really takes to heart this idea of adaptability, being able to struggle and fail, to admit difficulty but still show up to class in whatever way possible. To say that students and teachers have demonstrated incredible resilience during this time is an understatement.

Adaptation was still present several weeks into the new semester. After spending the summer learning how to present curriculum online and adapting lesson plans, Kim still had her eye on improvements as she gets to know her new batch of students and the semester unfolds. She says, “I am revising my directions to be more shopping list like, you know step one do this,... an to be more linear.” She relayed that she had prepared materials in advance but was finding that in practice she needed to adjust for clarity. Her biggest challenge, she says, is in identifying the gaps in students’ understanding. This is something many teachers assess on the spot in classroom interactions, but the move to online platforms presents challenges and demands teachers consider the amount of work they are placing on students, even if it is just in reading directions. “I’m trying to figure out, do I have to create more videos,” she says, “instead of text. And I understand that it’s tiring to read all those texts... So, I kind of was trying to strike the balance, you know, where’s the best balance that they can totally keep up... and so their actual targeted homework assignments show the progress.” The need to create content that will allow students to access the information they need to learn, but not so much that it exhausts their cognitive capacity so that they can complete summative assessments, is important to consider. In a face-to-face class information is exchanged or supported verbally, which is not always the case in digital spaces that can often rely on text to convey information. This makes Kim’s concern for her students’ cognitive load important since it is demonstrative of a compassionate teacher who, despite overwhelming challenges, still invests her time and energy into creating class content that is engaging and appropriately rigorous.

Kim’s own resilience is on display when she talks about the extra time she took in preparing her class. Whereas some teachers may have relied on existing materials and/or videos, Kim discussed all the ways she expanded on her professional and class preparation by

familiarizing herself with different online tools such as Screencast-O-Matic, additional functions of Zoom, and buying additional recording equipment to create her own YouTube video lectures, all which she made available to her colleagues. In regard to adjusting her course materials to best meet her students' needs she said, "that takes a lot of work. I've already made like three extra YouTube videos in two weeks just to kind of, you know, mitigate the situation." Clearly, she is struggling with how best to present course content. Furthering her challenges are technical difficulties stemming from online services going down, functions on learning platforms like Canvas not working, or Zoom calls freezing during online meetings. At one point she wonders, "how much more time does one need, as a teacher, to go through all those software hoops to be able to be sufficient, not effective, sufficient enough to deliver the lessons in the way we want to deliver? I have no idea." This moment reflects not just the frustration of adapting entire courses in a very short span of time, but also the stress and worry that often goes hand in hand with instructors who care deeply about their students. Furthermore, it points to the importance of preparation and professional learning opportunities for teachers, begging the question of what constitutes competent and/or effective teaching. While Kim engaged in as much professional learning as possible, even going the extra mile to familiarize herself with additional online tools, she still feels unprepared, overwhelmed, and at a loss in navigating this new frontier.

Looking further at the challenges Kim encountered as the semester began is the question of time. This reflects the amount time it takes to prepare course content, create lessons, grade assignments, hold student hours etc. As Kim brought me up to speed on how the semester was progressing, I asked her to clarify how much more time she thought she was spending. While not able to put an exact number on it, she did walk me through her typical time schedule for face-to-face teaching, accounting for commuting time, time spent teaching, and any student hours she

had. Much of it, she said, depends on the number of classes and how many students are in each class, but in her new capacity teaching exclusively online she was spending much more time preparing course activities which could be completed asynchronously. Regarding content creation she highlighted the time it takes her to create a video saying, “So then to create a video if I’m just recording and just posting the link, that’s just like ten minutes, right, but if I have to edit that put it back up that takes like three hours.” As for grading, she pointed out that it was not so much the actual grading that took extra time but feeling that she needs to provide feedback to every student on every assignment as a way to account for the usual informal assessment she would do in a face-to-face class. Chief amongst her frustrations in regard to time, seemed to be in the temporariness of the situation. “I have to do the front load investment for all this. Why? I am not going to be teaching online for the rest of my life.” This statement, perhaps more than others, really underscores the feelings of teaching during a pandemic. While at the time of this writing there is no end in sight, the general assumption is that eventually teachers and students will return to campus and all will go back to normal. While that may very well be the case, in the meantime it seems as if teachers, like Kim, are getting by on their own self-resilience and a duty-bound love of the students they serve. This raises questions about emergency situations and the types of support systems that could and/or should be in place and how much teachers are responsible for during an emergency, and what kinds of limitations are expected in these types of situations.

*Student Support and Creating Translingual Spaces.* Throughout our discussions of teaching during a pandemic, the ways in which Kim sought to support her students and create spaces for their home language use surfaced. As in the previous section, these represent a complicated mix of emotions, frustrations, and small wins, but they are important to examine



here as Kim's experiences can provide insight into the struggles faced by many community college ESL instructors. Kim talked throughout both interviews about the way her teaching had changed, whereas in the classroom she tends to take a student led approach, she has found that that is harder to do online. She states:

Now here's the really difficult part...because we want to be friendly and approachable and accessible in our language using this platform, but if I continue to be fluffy and nice and you're not going to get it. I gotta be very direct, 'x, y, z', in a command language... suddenly that's not the way I talk. That's not my approach of teaching.

What she has found is that moving to an online platform means that clarity and accessibility of language becomes even more important to her students' ability to understand and navigate the class. She sees this strict, linear type teaching as the opposite of her face-to-face style where she feels it is easier to convey a friendly, approachable persona, whereas being online she is now physically removed from her students. Because of this distance she worries about her students' ability to connect to their learning and with each other. She says, "students in the ESL program, you know, unless you got the screamers or a very active cohort,... they really don't seem to be connecting with each other because... they are hesitant to speak up." This lack of engagement she attributes to peer pressure or self-judgement in the new learning modality that may be causing students to have a higher affective filter, perhaps due to the students' own level of comfortability with technology or anxiety over participating in an online class (Jeffrey & Bauer, 2020). Kim says that whatever the cause it makes it difficult for her to adapt her teaching. "I can't figure out which one is in the way of learning more, so I can adjust my teaching." She further states, "I just don't want to traumatize them too much" as she figures out the best way to deliver course content.

Further complicating matters, Kim says is during her optional Zoom calls. While most of the course content is available on Canvas for students to work on at asynchronously, she offers Zoom meetings during the week as a way to meet face-to-face. All meetings are optional, but she encourages all her students to join. “Active conversation” she says is central to the communication skills she is teaching. For her Zoom meetings she gives the students an activity that she can then place them into smaller groups through breakout rooms. These breakout rooms are places where she encourages the student to talk to each other, in English or in their home languages. She says, “I’m telling them talk in Spanish, talk in your first language to help each other.” However, she expressed concern about how much the students may be engaging with one another in break-out sessions, saying “I typically stay away from breakout rooms, but I do have to come in and monitor so I can redirect the discussion as needed.” While this strategy demonstrates a respect for the students by allowing them spaces to work without the added pressure of instructor observation, it does make it difficult to assess how much students are engaging and/or how they are using language to negotiate meaning as they learn. I asked her if she was able to record the breakout sessions to observe how students were using their home languages and/or English in them, but she said that recording these meetings is not allowed per the college. This made it hard for her to answer definitively about her students’ use of translanguaging, despite her attempts at creating spaces for them to work together.

When discussing student engagement, Kim repeatedly expressed her uncertainty about how to connect with her students. One salient point is the example of the students who attend Zoom meetings but leave their camera off. While she respects this, requiring only a mic check at the beginning of the meeting to ensure all students have the ability to participate, she says it is hard to gage her students’ engagement to make necessary changes. She states, “I don’t feel

attention. I can't even see [their] attention because they actually turned everything right off.” Indeed, the uncertainty of talking to blank screens has been a common complaint arising from teachers. For classroom teachers, so much of how a class is run or paced depends on those moment-to-moment assessments of the students through their faces and/or body language, that when that input is removed, it can leave teachers feeling stressed or anxious leading to what is currently being termed “Zoom fatigue” or “Zoom gloom” (Skylar, 2020). Despite the feeling of talking into a blank space, she said that students were still showing up regularly to Zoom meetings, albeit not all of them, and to date she had not had any students drop the class. All were also completing their assignments on time. This she acknowledged as a triumph saying, “nobody is dropping... and they seem to be all still ok.” It would seem that students, like their instructors, are also demonstrating resilience as they navigate a new way of learning.

Furthermore, how Kim approaches support for her students centered on the use of mentor texts to help students' complete assignments. The use of mentor texts in writing courses is a common strategy, but the application can differ with some instructors, like Kim, preferring to provide these texts after students have produced a draft of their writing. Kim said that she was finding herself providing more of these upfront and expressed hesitancy in relying on too many examples. She said, “to me, it's really not genuine, authentic learning, because you're giving what you want to see.” This speaks to the idea of letting students productively struggle with a task before providing examples, something that is often practiced in an accelerated curriculum to increase student investment in learning by asking them to complete a low-stakes assignment before providing further scaffolding (Hern & Snell, 2013). However, given the shift to remote modes of teaching there are many questions regarding how to adapt many of the techniques used in class to online. Kim struggles with how to make these changes saying that, “I kind of see that

[models/examples] may be something I have to kind of have to give out so they can function. To feel a little more comfortable then to be able to start becoming more engaged.” It is clear that she is concerned that providing too many examples may result in students not putting in the same kind of effort to develop their English proficiency as in other contexts, but at the same time she knows that the circumstances ask that she explore all potential options. Supporting her students in the best way possible is still her top priority, so the move to distance teaching and learning means reevaluating her methodology. She says, “my focus is more on academic skills management for, you know, like how do you structure... how do you break down your assignment.” This reckons back to earlier comments where Kim discussed her own learning process in how to effectively deliver content and demonstrates the idea of segmenting where content is broken down into easier to access segments or chunks to make learning more effective (Mayer, 2001). Additionally, she notes that with the shift to online she now feels that she needs to dedicate more time to teaching technology skills alongside her regular curriculum to ensure that students can submit assignments and access content. This connects back to her earlier question of how much is enough to be a sufficient as well as questions about time.

To ensure students can access course content, Kim created an orientation for students to take before class started. She described this orientation as a breakdown of how the class was laid out and what to expect once the semester began. Kim said of the orientation, “they need to know how to use Canvas to check my comments. They need to know how to work. They need the deadlines, how to check deadlines... and that’s the value of the orientation... so they can start looking at that.” She hopes that by providing students with an orientation before the semester starts, she will bring them up to speed on the basics of the technology required for class so they can then focus on the content and goals of the class. She says, “I want to minimize any

instructional confusion” by getting to a place where all students understand. Yet, even with all the added scaffolding Kim notes that some students are still struggling. This seemed to be a point of frustration, one that calls into question the burden of responsibility placed on instructors. Kim said “the whole training I went through was basically.. to become a fully online teacher... So, I took that seriously. I spend extra hours to learn all those essential software tools that I can use to, you know, increase accessibility and engagement for my students this semester.” The investment of personal time and the challenges of supporting students who lack literacy in technology, all places pressure on instructors who are also dealing with the consequences of global pandemic. It is impressive that Kim is still so attuned to her students’ needs despite the extra time and ambiguity of the situation. However, this sense of being overworked, concerned for the future, and otherwise stretched too thin has made it hard for Kim to still apply the same level of attention and care to fostering translingual practices.

While Kim expressed a desire to create spaces for translanguaging in her Zoom breakout sessions and encouraged her students to use their home language within those spaces, the overall context has changed. This raises new questions of how ESL instructors can adapt their classes in ways to allow translanguaging to flourish, or how the elements of the P.A.S.E.O. rubric can be adapted for remote learning contexts. While there were clear moments when Kim applied the elements of permission, authenticity, scaffolding, expectation, and outcomes, how she used them and to what degree was far different than in her usual face-to-face context. Further complicating this present moment is the uncertainty that the Covid-19 pandemic brings to not just the ESL classroom, but to the lives of students and instructors. It is reasonable to assume that most instructors, like Kim, expect a return to the classroom and a resumption of their usual teaching practices. While that return may ease the immediate feelings of anxiety and worry, especially

regarding how to best support students through this trying time, there lessons to be learned that may lead to better teaching practices for ESL students in the future. However, if current conditions persist instructors may find themselves having to address larger questions of access, and possibly retention, that stem from the existence of unchecked dominant cultural norms related to online conduct and/or expectations, which could prove problematic amongst students who struggle to meet the expectations of an online environment long term. It is then in the best interest of teachers to explore new strategies for teaching that can serve as bridges between learning modalities.

### Summary

This chapter explored the data collected through three different modalities to address the research questions. Within the institutional context of the CCCs, it seems that ESL instructors are not just aware of translanguaging but are often unknowingly using it to increase student learning. Further analysis shows that there is support for the use of the P.A.S.E.O. rubric for translanguaging as an approach that instructors can intentionally apply to foster translingual spaces. The insight gained from Kim's experiences framed within the P.A.S.E.O. rubric points to the importance of the relationships created between the different elements. Adaptive by design, P.A.S.E.O. represents a way for teachers to think about how current practices within their teaching (i.e. scaffolding, authenticity) can work with one another to create and sustain spaces for translanguaging that are impactful and support students' bilingual identities while developing English proficiency. Furthermore, this chapter addressed some of the immediate effects of the Covid-19 pandemic on ESL teaching in community college. What emerged are themes of frustration alongside resiliency and a desire to support and encourage students coupled with the monumental task of redesigning ESL education almost overnight. The next chapter presents a discussion of these findings and some implications for future research.

## Chapter Five: Discussion and Implications

In undertaking this study, I sought to understand how a translanguaging pedagogical approach could be adapted to community college ESL classrooms. This study is intended to be exploratory and purposeful, providing evidence for the development and application of the P.A.S.E.O. rubric for translanguaging as a powerful approach to language learning. It drew from multiple data sources in an attempt to create a contextual and global picture of ESL teaching in San Diego community colleges. Additionally, this study sought to understand the dramatic and profound changes resulting from the Covid-19 pandemic. The biggest conclusion to be drawn is that there is still much to be learned about the impact of this present time on teaching and the importance of relationships, particularly those of teachers and students, and students and their home languages, when it comes to the P.A.S.E.O. rubric. This chapter will reflect upon the implications of the findings of this study, its limitations, and conclude with suggestions for future research.

### Answering Questions

This study explored three research questions related to translanguaging, restrictive language policies, the use of the P.A.S.E.O. rubric, and the immediate impact of the Covid-19 pandemic. Considering that we are currently in a transformative era, the story the data tells is one of change, albeit slow in some areas since this change must be done within a system of education struggling with questions of how to better serve English language learning students, in a social structure that is historically governed by hegemonic ideologies (Shohamy, 2006). Because of the breadth of information examined in this study, this section reflects on each of the research questions individually in order to provide answers.

## Question 1

The first research question asked, *how do community college ESL instructors understand translanguaging and the impact of restrictive language policies?* The answer to this question is not a simple one. Instructors, for the most part, seem to be cognizant of the benefits of translanguaging, even if they use different terms to explain the overall idea. This was evidenced in the answers to the survey questions that mentioned the use of cognates, translation, transference of knowledge, codeswitching, etc. All of these pedagogical approaches fall under the umbrella of translanguaging, or as Garcia and Wei (2014) note are “a cognitive interdependence that allows for transfer of linguistic practices” (p. 13). That instructors recognize or use translanguaging approaches is clear when looking at the interviews with Kim. As a language learner herself, she understands the benefits of applying her linguistic range across languages. Yet what persists is a need for control of how much home language and when home languages are appropriate. This reflects the pervasive and subversive nature of restrictive language policies, that thrive even in this period of transformation by continuing to insist that the only way to gain fluency in a language is to speak it exclusively. Macedo et al. (2003) remind us that “language cannot exist as an autonomous code, detached from its speakers and contexts” (p. 32). That is to say, that the tendency for control over how much home language is used or an instance on maintaining English-only spaces leaves students unmoored in a sea of language, wherein translanguaging- if better understood and/or intentionally utilized- could serve as a buoy to construct a solid linguistic bridge between their home language(s) and English. Further, Ek et al. (2013), charge teachers with the responsibility for dismantling and disrupting language hierarchies, which are produced and/or perpetuated by restrictive language policies, so that teachers can assert agency through the creation of productive spaces for learning.



There is also a major concern in how student's identities, either linguistically or culturally, are challenged and/or supported either by their instructors or the schools themselves. Given that California community colleges (CCC), including those in San Diego county, lack dedicated bilingual programs and/or curriculums is concerning and problematic. This means that many English as second language (ESL) students are left to navigate new spaces of self and linguistic identity as they develop proficiency in English without the support of instructors to help them create new multifaceted identities (Chavez & Longerbeam, 2016; Cummings, 1996). This strategy leads to assimilated monolingualism, allowing students to eschew their home languages and cultures in order to fit the assumed norm of American college students as English speakers, further contributing to the "myth of linguistic homogeneity" (Matsuda, 2006). Something critical educators should be more conscious of in order to better support bi-or multilingual identities, as student populations continue to diversify in coming years (Shohamy, 2003). This is even more important as educators will need to actively work toward an "awakening of critical awareness" (Freire, 2018) in order to avoid the pitfalls and reduce the impact of restrictive language policies as education transforms.

The use of English as an equalizer or as a tactic of inclusivity warrants a closer look. While instructors may resort to English-only as a way to ensure that home language minority students do not feel left out, the practice itself represents a history of deeply oppressive and traumatic roots, particularly for students of color or those from indigenous backgrounds. Macedo et al. (2003) state that "the existence of a common language...open to use by everybody and equally accessible to all... is an illusion". Treatment of English as an equalizer only allows problematic linguistic hierarchies to persist and ignores the trauma felt by some groups of students, particularly those of Indigenous descent, who have historically been forced to

assimilate or otherwise experienced ethnic cleansing through the denial and/or removal of linguistic and cultural practices (Baker & Wright, 2017; Dunbar-Ortiz, 2014). Recognition of this historic and/or personal trauma is essential to dismantling hegemonic and restrictive language practices, first at the instructional level by addressing how teachers teach, but also by implementing changes to higher education governance and/or policy that can change the institutional context. Instructors and institutions would benefit from a realignment of language policies that take into account the historical nature of linguistic discrimination and repositions all languages as equal in value (Macedo et al., 2003). This may mean a reexamination of the education code to include specific guidance and/or regulatory processes for ESL students to expand, or at least clarify, the stated provision of “remedial instruction for those in need of it... as essential and important functions of the community colleges” (Comprehensive Mission Statement, 1991).

Furthermore, non-speaking translanguaging approaches, such as written translation, that validate and celebrate a student’s home language is one way to encourage minority home language students to engage with their majority home language peers. For example, a student whose home language is Dari in a class where their peers primarily speak Arabic as a home language, could present a poem in Dari, that they then translate into English. The other students could then translate the poem into Arabic and/or identify any cognates between Dari and Arabic, after which the instructor facilitates a class discussion on the various meanings of the text and/or similar language constructs that helped the students to understand the poem’s meaning. Such an activity reflects a language planning strategy (Baker & Wright, 2017) which bolsters the minority home language student’s linguistic proficiency and confidence in their home language, while also allowing them to build proficiency in English and still engage with their majority

home language speaking peers. Further, English is then one of three languages used and evaluated per the objective of the lesson and presents an opportunity for the teacher to reduce the unequal statuses of languages (Baker & Wright, 2017) by facilitating meaningful conversations about language and culture.

On the other hand, I found Kim's genuine concern for her students' linguistic identities reassuring. Perhaps this is due to her ability to relate to the struggles of learning English and/or navigating the dominant culture of the United States, something that could be hard for US born, monolingual ESL teachers to relate to. Nevertheless, what she relayed in our conversations demonstrates an understanding of students' funds of identity which "comprise all those people, skills, knowledge, practices, and resources the people have acquired" (Esteban-Guitart & Moll, 2014). The intention with which she examines her teaching practices, how she constructs translanguaging spaces to allow her students to "integrate social spaces... by bringing together different dimensions of their history, experience, and environment" (Wei, 2017), could serve as an example for other college ESL instructors to follow. Paying attention to the ways that students construct knowledge is perhaps something that needs to be examined more closely in order to further address questions and concerns within college education, particularly at the instructional level, in order to more effectively and empathetically educate our English learners.

#### Question 2

The second of question of this study asked, *what immediate effects has the Covid-19 pandemic had on ESL teaching and the potential for translanguaging in community college?*

This question is timely, deeply personal, and insufficient. It is also reflective of this current moment in education. This question is timely since this study was underway when the pandemic hit, causing statewide shutdowns of schools and sending teachers at all levels of education into a tailspin. It is personal since, as a community college ESL instructor, I was swept up in the chaos

and uncertainty of this time. My own teaching practices had to be reexamined and the burden of responsibility to my students, my department, and my college increased overnight (MacIntyre et al., 2020). This question is insufficient, though, because it is impossible at this point to fully grasp the profound impact of this pandemic on teachers and students. It is insufficient because the data I collected through my conversations with Kim reflect only one viewpoint, beside my own, which leaves a lot unsaid and unexamined.

However, the opportunity to engage in-depth with an instructor does offer insights into how ESL teachers have been impacted by this pandemic. It also supports the need to consider questions about how translanguaging can be adapted to online teaching platforms. Since the interviews took place before the start of the semester and then again a few weeks into instruction, the shift from optimistic expectations to the grueling reality is present. The most impressive of the emotions is that of desperate concern for the students. Kim exemplifies this in her desire to go one step further than just the basic professional education provided by the school, learning how to use multiple virtual tools, purchasing additional equipment to make instructional videos more impactful, but also available for her colleagues to use. Her continued self-monitoring and willingness to scrap an assignment in order to recreate it to be more effective or attempting to create digital spaces for home language use. Her feelings of anxiety and worry over student engagement, especially when faced with a majority of blank screens on Zoom, but also realizing that equitable teaching means allowing students to show up in whatever capacity that they can. The desperation when she asks, “how much more time does one need, as a teacher, ...to be able to be sufficient, not effective, sufficient enough to deliver lessons?” All this signifies a deep love and respect of the students, and a sense of obligation to provide quality learning. Speaking from

my own experiences, I think one would be hard pressed to find a teacher, in this moment, who does not share these emotions.

It is evident that teacher preparation and education matters, especially when it comes to equity and/or access. This is amplified even more when the question is about preparing teachers of culturally and linguistically diverse students (Ek et al., 2013; Gandara & Hopkins, 2010). The Covid-19 pandemic is just another context, another lens, to view these questions. To say that instructors today are writing the book on how to teach during a crisis is important because the lasting scars of this time will likely be reflected in teacher preparation programs and professional development workshops of the future. It is crucial that this time is examined in a context of an unknown future. That makes developing research-based approaches and strategies, like the P.A.S.E.O. rubric for translanguaging, even more important as the next era of education unfolds. In reflecting on the outcomes of this study, I reflected on how I had asked Kim to use the P.A.S.E.O. rubric to help navigate the new semester, as best as she could. While she welcomed the opportunity to try something new, she did not have the chance use it given the circumstances and unforeseen demands of teaching at this time. However, Kim's teaching still employed most of the components of the rubric -even though she did not consciously use it - she still intentionally implemented aspects of permission, authenticity, and scaffolding. She continually set and reset her expectations of the course, the assignments, the Zoom meetings, and herself. Eventually she will evaluate the outcomes of this semester for herself and for the other stakeholders invested in ensuring students can continue receiving a quality education. Perhaps that is the biggest takeaway, despite all the effects of this pandemic, educators and students are still coming together to learn, create communities, construct meaning, and engage in innovation.

### Question 3

The third research question asked, *what evidence is there that the P.A.S.E.O. rubric can support translingual instruction in community college ESL?* The evidence that the P.A.S.E.O. rubric can support translingual instruction is evident. As previously stated, the rubric itself is not made up of new or magical elements. Rather it represents a set of well-established teaching norms that have been put into a context where the relationships between each component allow instructors to create an environment where translingual practices can flourish. Quite simply it is about creating connections for learning. The development of this rubric is rooted in culturally sustaining pedagogy (CSP), which demands that educators seek asset driven pedagogies situated in heritage practices, especially amongst communities of color and speakers of non-dominant languages and asks us to consider perspectives beyond that of the dominant culture (Paris, 2012). Paris and Alim (2014) assert that “CSP seeks to perpetuate and foster – to sustain – linguistic, literate, and cultural pluralism as part of the democratic project of schooling.” Further, these connections represent inflection points for instructors to dismantle hegemonic language practices by elevating the importance of students’ home languages through strategic use of the rubric in a way that sustains and honors students’ identities. In this way the P.A.S.E.O. rubric can meet the demands of CSP while also fostering spaces where students may apply their funds of identity through their cultural, linguistic, and lived experiences (Esteban-Guitart & Moll, 2014; Esteban-Guitart & Moll, 2014a) through the intentional application of translanguaging learning classroom spaces -both virtual and/or face-to-face.

The findings reveal the organic nature of translanguaging in community college ESL classrooms. Instructors responding to the survey acknowledge this, as did Kim in our conversations. Garcia and Wei (2014) state that “human beings have a natural translanguaging instinct” (p. 32). It is that natural tendency to connect ideas, words, and/or practices across

languages and culture that makes P.A.S.E.O. so powerful as it asks instructors to create safe spaces for language learning that are authentic and accessible. Permission and scaffolding allow for the creation of translanguaging spaces wherein “translanguaging empowers both the learner and the teacher, transforms the power relations, and focuses the process of teaching and learning on making meaning, enhancing experience, and developing identity” (Wei, 2017). In these spaces, teachers can reposition students’ home languages and cultures to reflect their inherent value, which can help reduce hegemonic power structures that elevate English and force ESL students into English-only environments (Darder, 2012; Macedo, et al., 2003). Further, the P.A.S.E.O. rubric offers an approach to the teacher-student relationship that can be one of mutual respect and trust wherein the teacher relinquishes control, through the application of permission, to engage “horizontally” to “create conditions that empower the students” (Darder, 2012). The data demonstrates that instructors create these spaces in a variety of ways through group work, free writing, translation between students, etc. Intentional or not, instructors are harnessing students’ home language to help them build proficiency in English and, whether they realize it or not, changing the face of language teaching.

I would be remiss to not acknowledge the anxiety that seems to stem from aspects of control. As one instructor stated, “I have found if allowed to, many students would rely on other languages too much.” This statement seems to reflect not just the trappings of traditional English-only classroom policies but the idea that if you allow students use of their home language then what is to stop them from only using it. In this case, I believe that some instructors may be underestimating their students and the role motivation plays in learning. It may also be indicative of the ways in which instructors still view English as the “necessary prerequisite in order to participate ‘equally’ in the mainstream society” (Macedo, et al., 2003). Indeed, the goal

of any college ESL program is to increase students' academic English proficiency to the level needed to navigate mainstream classes. So, while English-only and other restrictive language policies evidence the education system's digestion of racist, colonialist views about language and culture; how instructors internalize and perpetuate these practices is typically done from a place of genuine care. However, that does not dismiss the role of oppressive structures nor the need for instructors to be cognizant of how existing norms impact the students. Disruption of norms and hegemonic practices begins with the individual teacher. In particular, instructors need to examine how accepted norms of ESL programs devalue students' home language(s) by perpetuating the idea that if students cannot master English then they cannot be successful. Quite simply, educators cannot continue to claim compassion if they are not willing to challenge practices and/or policies that cause students harm.

Therefore, the P.A.S.E.O. rubric provides a critical approach for instructors to reevaluate their use of home languages in the classroom in a way that is accessible for students but reflects the need of instructors to maintain expectations for linguistic progress through instructional control. Moreover, the P.A.S.E.O. rubric supports the goal of translanguaging as a pedagogical practice which seeks to disrupt hegemonic norms of language learning by embracing bi- or multilingualism (Ek et al., 2013; Macedo et al. 2003; Shohamy, 2006). When used as an inclusive practice, it can disrupt hegemonic language practices by demanding equal value of all languages, regardless of which partner language is under acquisition, allowing students a way to construct, reconstruct, and reimagine their identities as their linguistic databases expand (Garcia & Wei, 2014). Its circular structure reinforces ideas of access and equity, while emphasizing the importance of relationships. These relationship exist in how the elements of P.A.S.E.O. work and harmonize with one another. They offer an opportunity to change the dynamics of the classroom



from one of stifled, lock-step learning, to an engaging, fluid, and creative environment. By shifting the classroom dynamics in a way that embraces students' linguistic ranges and funds of knowledge, teachers can then work toward dismantling outdated and restrictive practices, consistently and intentionally, while honoring and respecting their students. Therefore, the relationships and connections that are the most important are those between the students and the teacher. The P.A.S.E.O. rubric offers a means for teachers and students to construct learning together, in a way that supports the social, cultural, and linguistic identities of students and teachers (Shohamy, 2003). So often it is not in the creation of the new paradigms or terminology, but in creating new connections between time tested practices and theories that allow new learning to happen.

### Limitations

The findings of this study, while substantial are also limited, primarily in scope. As discussed in chapter three, this study was primarily limited by the Covid-19 pandemic. Due to the outbreak of this virus, recruiting participants and classroom observations became difficult. This resulted in a small sample. Therefore, while the findings of the study, based on the fifteen instructors who completed the survey and the participation of Kim in two in-depth interviews, provide insight into how community college ESL instructors understand translanguaging and are navigating teaching during the pandemic, the findings are not generalizable. Additionally, it cannot be asserted that the views expressed by the survey participants reflect the overall views of community college ESL instructors in San Diego county. Those who participated in the survey may account for a minority in the views they hold and share. Many of them are also likely colleagues who I have worked with directly and could have been impacted by my views prior to participating in this study. Lastly, my own researcher bias in analyzing and presenting the findings is a limitation since there may be themes in the data that I failed to recognize, or

questions that I did not ask based on my own positionality and/or the effects of the Covid-19 pandemic on my own life as I completed this work. A glaring example is the lack of a survey question on instructors' race and/or ethnicity, which represents an oversight – due to my own imperfect and ever evolving humanness- in this study but an opportunity for future research.

### Implications for Future Research

Based on the findings of this study there are several implications for future work. These implications center around professional learning opportunities, assessing the goals of ESL programs, and further development of the P.A.S.E.O. rubric. Each of these implications is addressed below.

#### Professional Learning Opportunities

One clear implication is that there is a need for professional learning opportunities for teachers in higher education. This stems from the recommendations found in the ICAS (2006) task force report and Rodriguez et. al.'s (2019) report, in addition to survey and interview data that discussed teacher education and/or preparation. The need, or rather expectation, that teachers in higher education be qualified and undergo appropriate professional learning opportunities as needed is reflected in the California Master Plan (1960) and codified in the Donahoe Higher Education Act (1976). Furthermore, the need for translanguaging specific education and preparation extends beyond disciplines like ESL and English into the broader landscape of courses. As student populations in community colleges continue to diversify (De Klein & Lawton, 2015; Shohamy, 2003), changing demographics will demand that teachers adapt or be left behind. The implementation of AB705 and instructional changes that embrace accelerated curriculums (Hern & Snell, 2013), will result in ESL students entering mainstream classes sooner than previously seen. This could exacerbate the existing gap in bi- or multilingual policies

which currently provides K-12 with guidance in the California English Learner Roadmap (2020) but leaves higher education to establish its own set of protocols and practices (Shohamy, 2003).

Therefore, it is imperative for professional learning opportunities that address the needs of ESL students to examine existing examples of instruction that honor and support multilingual identities. Ideally, the exploration of these examples can then be adapted into attainable policies and/or equitable teaching approaches. It is also critical that these learning opportunities be extended to instructors across subjects so that ESL students are continually supported by competent linguistically and culturally cognizant instructors throughout their educational journeys and not just within the confines of ESL programs. Ball (2009) notes that to “address the cycle of student underachievement, we must increase teachers’ knowledge of theory and best practices and their knowledge of students’ cultural practices and values” (p. 46). In this case, a research-based approach like the P.A.S.E.O. rubric may serve as a bridge for college instructors who struggle with questions of how to apply home language use in a way that maintains academic excellence and rigor, while also making their teaching accessible and equitable for all students regardless of their linguistic background. Furthermore, extending well-defined guidelines, such as those contained in the California English Learner Roadmap (2020) that champion “assets-oriented and needs responsive” schooling with meaningful access, continuity in English language learning practices can be established between K-12 and higher education, resulting in a K-20 approach to language teaching and multilingual identity support that would expand the institutional context for ESL students at all levels of education in California.

#### ESL Teaching

Another implication lies in the need to reevaluate how English as a second language (ESL) is taught. Traditionally ESL instruction, like other forms of language instruction, relies on a lock-step type method requiring students to learn skills (i.e. reading, writing, listening,

speaking) in a certain sequence with teachers serving as gatekeepers at each exit point of the course sequence. In response to the failure of this type of teaching in community college, as evidenced by the adoption of AB705, changes are already happening as more colleges work to align their curriculums to the new law. This reflects an opportunity for colleges to explore bilingual curriculums as a potential way to create more accessible learning spaces, wherein students' bilingualism is viewed as an asset to their learning and a contribution to multilingual California. This would also help move instructors away from the idea of English-only as “the ‘great equalizer’” (Woodley & Brown, 2016) or perpetuating the “myth of linguistic homogeneity” (Matsuda, 2006) that assumes English as the default (read: preferred) linguistic identity for students in California colleges, and reduce monoglossic ideologies that harm minority students by creating linguistic inequities that have been deemed detrimental to their learning (Michener et al., 2015). Currently, the Multilingual California Project (2020) may offer an avenue for instructors in community college ESL to contribute to “academic and multilingual opportunities, and outcomes of English Learners across California”, through its multi-stage and collaborative network of educators, agencies, and experts. This project represents a large-scale opportunity for continued evaluation of ESL teaching practices amplifying the potential for widespread transformation. Moreover, adapting bilingual strategies to college curriculums ensures equitable instruction that is culturally sustaining by supporting students in “sustaining the cultural and linguistic competence of their communities” (Paris, 2012) as they acquire access to the spaces within the dominant language and culture.

#### Developing P.A.S.E.O.

The P.A.S.E.O. rubric for translanguaging offers instructors a way to meaningfully engage students and connect them to the partner language by intentionally leveraging skills in their home language(s). It also allows students to maintain a connection to their identities as their

home language and cultures are acknowledged, even celebrated. Esteban-Guitart and Moll (2014a) support this idea stating, “teachers should create opportunities to involve the students in a collective and critical process of meaning and sense production” (p. 77). Darder (2012) notes the importance of teachers developing their critical consciousness so that they can create opportunities for students to transform. Creating opportunities to support students through home language use, may go a long way toward helping students struggling with what it means to be an English speaker and the potential implications that can have on how they see themselves or navigate their lives. Furthermore, the P.A.S.E.O. rubric helps instructors create spaces for students to empower themselves as they continue to develop their languages of idea and display (Bunch, 2014), by reducing their affective filters and internalized deficit thinking, particularly for those who have been labeled “deficient, incompetent, or... lacking in cognitive ability” (Fernsten, 2008) in other contexts and whose apprehension in class may reflect the trauma of past educational experiences. Language acquisition of any kind should never be viewed as a deficit, and the P.A.S.E.O. rubric seeks to retire those outdated approaches in favor of an inclusive learning experience that celebrates and honors students’ linguistic identities. Further research into the rubric is needed in order to develop it to the point where it can meet its aspirational goals.

One way to develop the P.A.S.E.O. rubric is through implementation. Quite simply, teachers need to try it out. For some, like Kim or other bilingual instructors, adopting a translingual pedagogy may come easier because they have experienced language learning on a level that many monolingual teachers have not. However, as a monolingual teacher myself, I know it is not impossible to make this change and I encourage instructors to be open to exploring translanguaging as a pedagogical practice. Garcia and Wei (2014) note that it is “impossible to

speak all the students' languages", but also emphasize that translanguaging can be "successfully used by monolingual teachers" (p.110). In my own teacher preparation education, it was often emphasized that one does not have to be bilingual to teach ESL, which can be reassuring for pre-service teachers like myself, but also opens the door to restrictive language practices if teachers are not prepared and educated in translingual and/or other linguistically equitable approaches (Gandara & Hopkins, 2010). This is one area where implementing the P.A.S.E.O. rubric can help develop teachers' knowledge of translingual practices, while supplying them with some guidance that will build their pedagogical skills. Furthermore, part of implementing the P.A.S.E.O. rubric will require teachers to critically examine their pedagogies, particularly in how they wield power in the classroom as an authority figure. Darder (2012) states that's "all educational practices must emerge from the contextual relationships defined by the very conditions existing at any given moment within the classroom" (p. 103). For instructors, that means understanding how their teaching practices have been influenced by conditions of the classroom, but also beyond the classroom and identifying ideologies they may hold that reflect deficit or inequitable views. This is what makes the element of permission so important to creating translanguaging spaces, teachers need to be able to let go and be open to trying new strategies. Just as instructors work to create safe spaces for learning, we also need to make sure that we are extending those spaces to ourselves so that we may feel safe in exploring new ways of teaching. As someone once told me and I have often repeated to myself in my years as a practicing teacher, "it's called 'practice' for a reason" Implementing P.A.S.E.O. begins first and foremost with a willingness to try something different, something that recognizes students' funds of identity (Esteban-Guitart & Moll, 2014; Esteban-Guitart & Moll, 2014a) and acknowledges the deficit views resulting from the hegemonic position of English in American classrooms (Macedo et al., 2003). In my view,

translanguaging is already happening in the classroom, so why not harness it for the benefit of the students. Moreover, implementation will likely lead to adjustments to refine the P.A.S.E.O. rubric, which could result in adaptations not yet realized that provide a way for students to utilize the rubric for language learning. This kind of adaptation of P.A.S.E.O. is just as important as its use in teaching, since students also play a vital role in challenging power structures and driving institutional change.

### Conclusion

This study explored how translanguaging can be adopted into the teaching practices of community college ESL instructors. This work also sought to capture the ways in which the Covid-19 pandemic has caused teachers to alter their teaching. While limited in scope, the story told herein represents one of resilience and opportunity. The resilience of teachers, embodied in the words of Kim, in the face of the unprecedented change and challenges facing community college instructors across all subjects in this current moment. The institutional context that demonstrates the history and current state of ESL instruction in California, along with the words of community college ESL instructors across San Diego county, reveals an instructional landscape ripe with opportunities for change.

Throughout this work I often returned to questions of power and the importance of relationships. Questions of power are strongly attached to the way English has worked as a colonizing force. Macedo et al. (2003) offer a critique of ESL teaching and its teachers as “a sea of whiteness sprinkled with islets of non-white teachers” fraught with “imperialism and racist policies” (p.10) that work to subordinate non-English speakers. Darder (2012) and Ek et al. (2013) also offer up critiques of the elevation of English and the hostility, violence, and marginalization ESL students encounter. As a teacher, a white teacher, espousing a critical ideological consciousness, it is important that awareness of these hierarchies and power

relationships radiate from the center of my pedagogy. In my own practice I must be cognizant of the position of authority I hold over my students, and work to create spaces that are safe and inclusive. This is where the importance of relationships enters, because it is through my interactions with my students that I am able to create new norms for inclusion and the validation of language and culture. Relationships are also seen in how the elements of P.A.S.E.O. can be used to support student learning in a way that honors students' linguistic identities and supports their academic goals. Moreover, Freire (2018) says that "education is an act of love, and thus an act of courage" (p.34). This could not be a truer statement, especially for educators who seek to challenge existing norms and deconstruct hegemonic power structures. In developing the P.A.S.E.O. rubric for translanguaging, I am asking my colleagues to have courage, and also faith. Courage as they let go of traditional practices and swim against the grain of a system that still promotes English-only as a viable methodology, but also faith in their abilities as teachers. Faith is not without work, which can be done by applying a culturally sustaining pedagogical (CSP) lens in a conscious way.

As we reposition our pedagogies to focus on the practices and knowledges of communities of color, we must do so with the understanding that fostering linguistic and cultural flexibility has become an educational imperative, as multilingualism and multiculturalism are increasingly linked to access and power. At the same time, CSP must resist static, unidirectional notions of culture and race that reinforce traditional versions of difference and (in)equality without attending to shifting and evolving ones. Finally, CSP must be willing to seriously contend head-on with the problematic as well as the many progressive aspects of our communities and the young people they foster (Paris & Alim, 2014, p. 95).



This statement reflects the ideological goals of the P.A.S.E.O. rubric, as a counter hegemonic approach to language teaching, and reminds us of the challenges and potential pitfalls that come with expanding access and equity. One such caution is that in order for P.A.S.E.O. to work as a counter hegemonic approach, it must be used to disrupt and dismantle restrictive language policies and/or hegemonic ideologies that exist in the classroom. This means teachers must consciously and consistently work to elevate the status and value of non-dominant languages in order to create learning environments that are inclusive and respectful of all students.

Furthermore, the rubric can serve as bridge to access the goals of existing frameworks like the California English Learner Roadmap (2020) and the Multilingual California Project (2020), as well as the work being done by the California Acceleration Project (2020) to challenge and change the norms of English and ESL instruction and open the doors for broad institutional change.

Given the vast and sweeping changes due to the Covid-19 pandemic, the field of education sits at the door of opportunity. I offer the P.A.S.E.O. rubric as one approach to change the way instructors think about teaching ESL. Furthermore, the findings of this study demonstrate just how important teachers' and students' resiliency is to learning and teaching. We must not lose sight of the importance of showing-up, in whatever capacity that is, to make sure learning continues to happen. While much is uncertain at this time, one thing that is for sure is that transformation does not happen without people driving it. Whether it begins with a single teacher learning, questioning, and changing their practice or a collective of teachers and students demanding widespread institutional change, that change begins when we engage in the work that needs to be done. Yet, for all the possibility of transformation, there is also the chance that educators could miss the opportunity simply because the stressors of the moment and a longing

for normalcy are overwhelming. As someone affected by this pandemic as a teacher and as a graduate student, the stress, overwork and concern for the future (Krieger, 2020), is always close to the surface. It has often been an overwhelming and frustrating experience. However, as someone who has always been an optimist, I choose to see the potential of the moment. The completion of this study, despite the challenges, reflects my desire to contribute something of substance in hopes of driving transformation. If this study has accomplished anything it is the revelation of the forces of institutional change, while slow and fraught with challenges, is pushing community colleges towards greater equity and access in education. We just have to seize the moment.

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## Appendices:

### Appendix 1: Instructor Survey Questions

1. Which community college or colleges do you teach for?
2. How do you approach student's use of their primary (home) language(s) in your classroom? Do you allow students to use their primary languages during class? Please explain.
3. How do you teach for equity in your classroom? What are some strategies you use?
4. The concept of translanguaging emphasizes the importance of students' linguistic repertoires in learning English. Are you familiar with this concept? If yes, what is your understanding of translanguaging? If no, are there other educational theories or practices you are familiar with that support student primary language use? Please explain.
5. Would you be willing to participate in a follow-up activity involving an instructional framework for translanguaging?
  - a. YES –
    - i. please provide your email so that you may be contacted with further information: \_\_\_\_\_
  - b. NO