(Re)Interpretations & (RE)TELLings of Equity for ELLs in SEI Courses

Floris Wilma Ortiz-Marrero, Ed.D
Andrew W. Habana Hafner, Ed.D
Westfield State University

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Problem Statement:
## Critical Spaces in SEI Course

RETELLing It! Research Agenda: Interpreting RETELL sociocultural framework with critical pedagogy (Freire, 1970 1998; Rossatto, 2005)

Practitioner Inquiry on SEI (Cochran-Smith & Little, 1993)

- **Collaborative practice** on course design & instruction

- **Tension** of coverage, content texts, & implementation

- **Limited opportunity** for dialogue on the social, cultural and political contexts of ELL education

- **Need** to integrate critical texts in SEI to build critical awareness & reflection by SEI instructors & students

Research Design
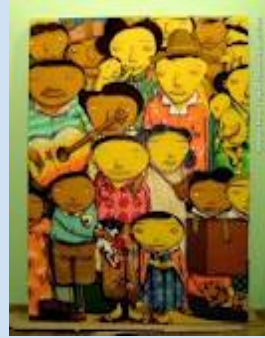
Research Question

- How do pre-service teachers understand SEI and ELL education from a sociocultural perspective?

- What shifts in pre-service teachers' thinking about ELLs have occurred from the SEI course?

Design: 4-year research agenda (2013-2017)

- Critical pedagogy (Freire, 1970, 1998; Rossatto, 2005)

- Qualitative research (Merriam, 1998)

- Practitioner inquiry (Cochran-Smith & Lytle, 1993)

- Critical discourse analysis (Bloome, et al. 2005; Fairclough, 2003)
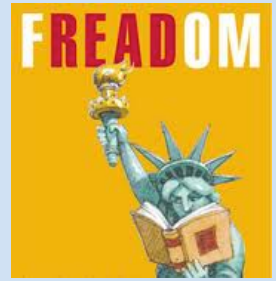
Theory-Practice Framework

- **Sociocultural theory** - language socialization in context (Baquedano-Lopez & Kattan, 2008; Vygtosky, 1978, Schieffelin & Ochs, 1986)

- **CDA** - language, ideology, power

  (Fairclough, 2003; Bloome, Carter, Christian, Otto & Shuart-Ferris, 2005)

- **Critical pedagogy** - social consciousness & self-reflection; self/other (Freire, 1970, 1998)

Key Constructs: Transformation & reproduction

- Changing deficit-to-asset lens on ELLs

  (Rossatto, 2005; Nieto & Bode, 2012)

- Maintaining status quo & (in)equity for ELLs

  (Bourdieu & Passerson, 1990; Viesca, 2013)

Y1-Y2 Data Collection & Analysis

Data collection: course materials, instructional materials, student text, instructor notes, meeting notes, fieldnotes student survey

- **Pre/post writing exercise on *Immersion* film**
- Y1-Y2: 22 SEI sections; 440 students
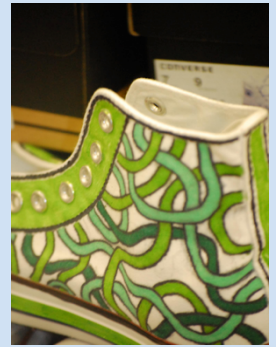
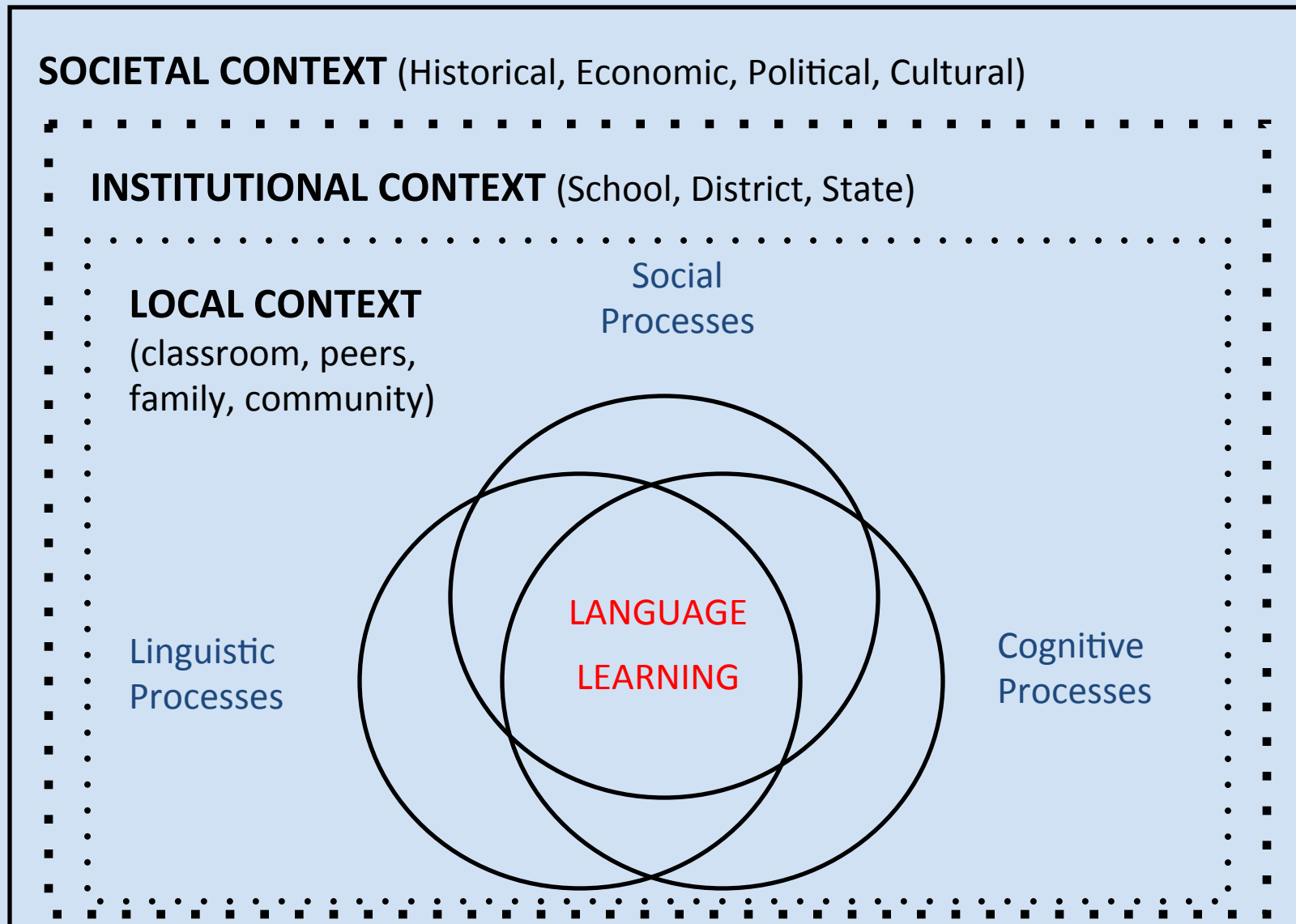**Data Analysis:** 3-phase recursive process

- Y1-Y2: 2 SEI sections for detailed analysis
- macro-codes based on SEI conceptual framework
- sub-coding, new macro-codes emerge; inter-rater reliability of coding; collaborative findings
- CDA analysis matrix (sentence, clause, lexical level)

Limitations: limited survey data for triangulation; inconsistent fieldnotes; variability in pre/post exercise

Critical Text & Framework in SEI
Sociocultural Perspective of Language Learning

SOCIETAL CONTEXT (Historical, Economic, Political, Cultural)

INSTITUTIONAL CONTEXT (School, District, State)

LOCAL CONTEXT (classroom, peers, family, community)

Social Processes

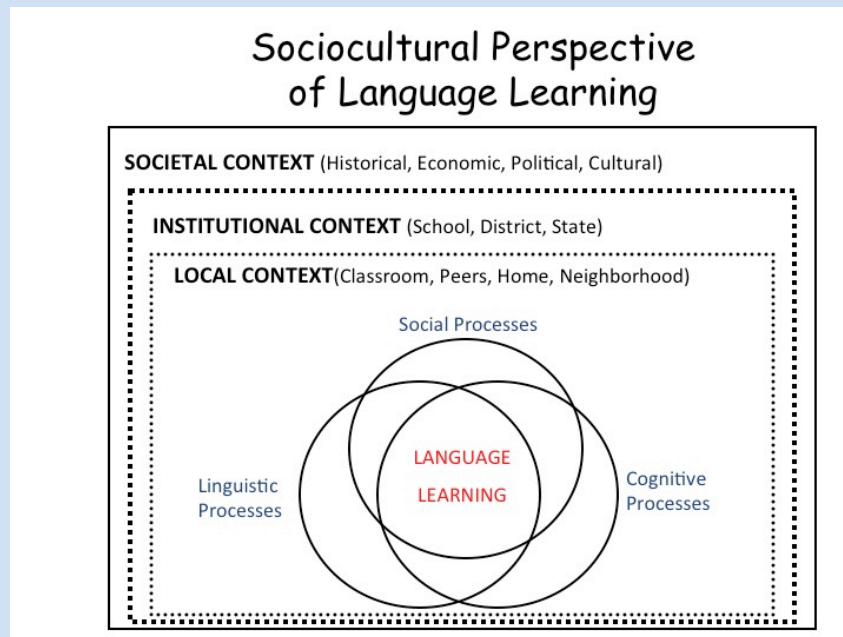Linguistic Processes

LANGUAGE LEARNING

Cognitive Processes

FIGURE 1

(Hafner & Ortiz, 2012, 2015)

Critical Texts in SEI: *Immersion*

- **Pre/Post Writing Exercise** (Focal Data Set)
- Connecting course framework & *Immersion* film

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Moises

Levien, R. (Director/Producer) (2007). *Immersion*. Media that Matters.
http://www.mediathatmattersfest.org/watch/9/immersion

Critical Texts & SEI Strategies:

- **Discussion on September 11th** impact on American national identity, politics of immigration, & self/other perceptions
- **Word mapping** of "undocumented" vs. "illegal" immigrants
- **Partner Reading strategy & critical literacy:** "read the words, read the world" w/ Freire text
- **Reading fluency & gender stereotypes:** "Good morning boys and girls" (*Teaching Tolerance*)
- **Reciprocal Teaching strategy** & news article on first integrated HS prom in GA town in 2013
- **Write Around strategy** & teacher position statement about w/ Holyoke PS district takeover

Critical Text in SEI:
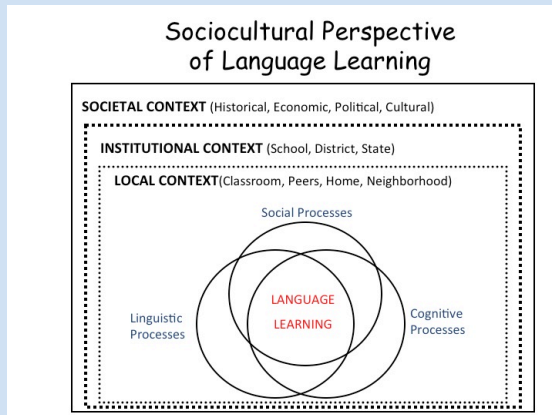## Write-Around Strategy

Multipurpose strategy for editing, brainstorming, drafting, assessing comprehension of content, that can be used with ELLs at different levels

- Procedure – Based on a prompt:
  - Write your name on your paper
  - Write 1-2 sentences in response to the prompt (30 sec)
  - Pass the paper to the left when instructed (30 sec)
  - Continue writing on the new paper (30 sec)
  - Return the paper to its original owner

- *Prompt: There's a state-wide debate about the impending take over of the Holyoke Public Schools. What do you think as a teacher? How would you address your state leadership?*

- Task: Write a 1-page position statement for your superintendent with recommendations for your district

Sample Exercise in SEI
Critical Text-2-Text Connections:

- Connecting course framework & *Immersion* film
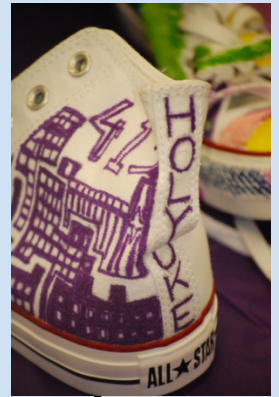

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1. Watch excerpt of *Immersion* film (4 min)
2. Take notes on conceptual model to make text-text connections.
3. Quick Share (5 min)

Levien, R. (Director/Producer) (2007). *Immersion.* Media that Matters.
http://www.mediathatmattersfest.org/watch/9/immersion

Y1 Findings in SEI:
Transformation & Reproduction

- **Competing discourses** of transformation and reproduction in understanding ELLs, teaching practices and the self.

- **Transformation:** complexities of SLA, challenges of instruction, sociocultural context, appreciation of ELL resources, advocacy

- **Reproduction:** deficit discourses of ELLs; ELLs lacking resources; ELLs as at-risk students; teacher-centered discourse

Y1 Data Analysis: Pre/Post Writing

Shifts in student ideas about ELLs, teaching practices, & the self, through the sociocultural framework & critical texts (*Immersion* film).

	Pre-Assessment Writing	Post-Assessment Writing
Stud13: [Trans/ Repro]	**Recognition of context & challenges, teacher limitations:** "school discourages students; more concerned with scores; ELLs slip through the cracks; teacher cares but does not have knowledge or means"	**Understanding complexities of SLA, & need for DI; but not recognize ELL resources:** "always being tested and evaluation on language; misconceptions about ELLs; it's our job to provide varied support"
Stud17 [Trans]	**Recognition of context & challenges of ELL learning & instruction:** "language barriers; they know he won't pass, so they don't waste their time; language barrier alienates"	**Genre shift to action steps; lexical chain of verbs locating self:** "Need to understand; need to give; keep in mind; visit the family; allow different strategies"

Y2 Data Analysis: Pre/Post Writing

Shifts in student ideas about ELLs, teaching practices, & the self, through the sociocultural framework & critical texts (*Immersion* film).

	Pre-Assessment Writing	**Post-Assessment Writing**
Stud9: [Repro]	**Recognition of immigration/class dynamics; surface interpretations of culture (e.g. L1 music)** "*-Low socio-economic background -Immigrated and helped his mother -Seems as though family has strong ties to culture.*"	**Deficit perspective of low-income parents unable to help academics; but other investment/ supports:** "*He studies at home and although his parents don't help him with homework, they give him extra food.*"
Stud13 [Repro/ Trans]	***Perceived teacher good intentions, but constrained; negative interpretations of immigrant/class dynamic:*** "*Although teachers may have wanted to help their hands were tied by implemented policies. Although Moises is very intelligent, at the end he starts to believe that he can never be more than a school janitor.*"	***Critical interpretation of SEI context; construct of critical pedagogy:*** "*At an institutional level ELLs are the targeted group, [ ] aren't supported through bilingual education, [ ] & denied necessary supports to benefit him in a local context. This is because ideologies in the societal context where ELLs are not valued. Issues with ELLs do not start in the classroom but at a hegemonic level.*"

Y2 Findings in SEI: (Re)interpreting competing discourses & teacher action

- Consistent Y1 findings on competing discourses of *transformation* (toward equity) & *reproduction* (of inequity) in student-teacher texts
- Increased dialogue on critical texts in SEI leading to more complex understandings (Figure 2) of SEI course framework (Figure 1); problem-posing approaches of critical pedagogy & consciousness raising
- (Re)interpretations of the SEI teacher's position beyond constraints of language policy; recognizing opportunities and strategies to intervene for ELLs

(Re)interpreting SEI Course Framework
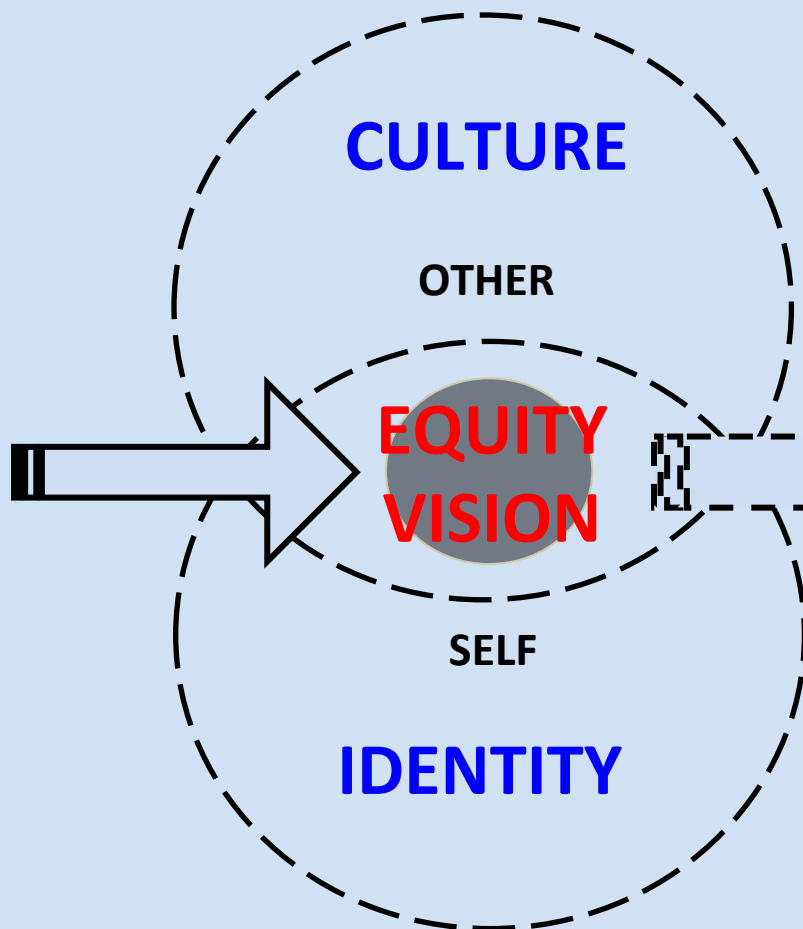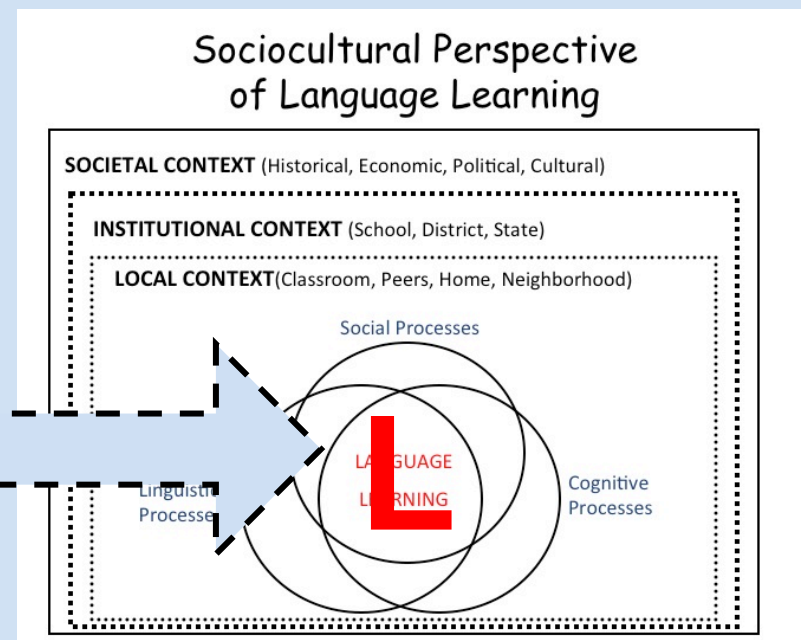## Sociocultural Perspective of Language Learning

Figure 2.

Figure 1.

CULTURE

OTHER

EQUITY VISION

SELF

IDENTITY

Critical Texts in SEI

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Y2 Implications: Next Steps for Critical Pedagogy for SEI

- **Critical reflective practice** of SEI instructors & pre-service teachers; (re)examining our theory-practice (i.e. Figure 2.); operationalize a critical literacy in SEI (more consciousness of Culture-Identity lens)

- **Critical texts in SEI** to challenge deficit discourses of ELLs & language policies; engage in critical reflective practice *(praxis)*

- **Adopt critical interpretation** of SEI in Higher Ed. and PreK-12 contexts; service to Teacher Education in MA

- **School-university partnerships** focused on equity & justice for ELLs (i.e. grant funding opportunities); ethnic studies curriculum

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THANK YOU!
MUCHAS GRACIAS!
MARAMING SALAMAT PO!

Floris Wilma Ortiz-Marrero, Ed.D
fortiz@westfield.ma.edu

Andrew W. Habana Hafner, Ed.D
ahafner@westfield.ma.edu

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