

Special Interest Groups

Research and Evaluation Special Interest Group

Friday, February 24, 2017 ■ 8:30 a.m. – 6:30 p.m. ■ Meeting Room: Wedgwood Ballroom

Research for Action and Equity

Chair: Heather Woodley, New York University

Co-Chair: Sherry Taylor, University of Colorado

SESSION I: Integrating language and content

9:00 a.m. - 9:50 a.m.

9:00-9:15 a.m. **Teaching and Learning Number Systems: Bilingual Students Accessing High Quality STEM Practices**

Sylvia Celedón-Pattichis, PhD, Carlos López Leiva, PhD, & Marios S. Pattichis, PhD, University of New Mexico

This session presents productive teaching approaches for supporting the teaching and learning of number systems in rural and urban contexts with middle school students. Focusing on access and equity, the presenters will use video to illustrate how bilingual students were supported to appropriate scientific discourse and develop STEM identities.

9:15-9:30 a.m. **Learning English online while Learning about the UN: Insights for adolescent emergent bilinguals**

Miriam Eisenstein Ebsworth, PhD & Chencen Cai, New York University-Steinhardt

We explore the potential of Actionthroughwords, an English learning online course offered in a high school, to improve the academic English of Emergent Bilingual high school students as well as their sense of community engagement and sense of self efficacy in promoting peace. An exploratory action research approach is used.

9:30-9:45 a.m. **Reconceptualizing Bilingual/ ESL Writing for Academic Purposes: Rater Perceptions of Oral-Cultural Expressions in Writing**

Mingxia Zui, PhD & Rosalind Horowitz, PhD, The University of Texas, San Antonio

This study examines how raters evaluate essays produced by Bilingual/ESL learners to demonstrate academic English proficiency in writing for college course enrollment. We asked how backgrounds and beliefs of raters influence their rating of essays which incorporate oral- based cultural expressions. This study widens our conceptualizations of academic writing and reading.

Session chair: Tim Ebsworth, PhD, The College of New Rochelle

SESSION II: SIG KEYNOTE

11:30 a.m. - 12:20 p.m.

The Important Role of Dual Language Proficiency in the Academic Achievement and Socio-Emotional Well Being of Latino Children of Immigrants

Brian Collins, Ph.D., Hunter College, CUNY

Latino children of immigrants are the largest and fastest-growing school age minority group. Understanding their academic development is of extreme importance and it is imperative we identify factors in the early school years that lead to their school success. Research has demonstrated the important role of children's dual language abilities in their adaptation at school. These associations will be discussed as well as specific dimensions of social and emotional well-being in relation to school functioning. We will discuss findings from our longitudinal research of 228 second-generation, Spanish-speaking, immigrant children including multi-dimensional data collected from direct child assessments, parent interviews, classrooms observations, teacher and school reports from kindergarten through high school. These findings hold potential to inform educational practices and interventions that support dual language development, social and emotional well-being, and promote academic achievement.

Session chair: Heather H. Woodley, PhD, New York University, Steinhardt

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SESSION III: Exploring teacher experiences and perspectives

2:10 p.m. - 3:00 p.m.

2:10-2:25 p.m. **Dual Language Bilingual Education: Teacher Cases and Perspectives on Large-Scale Implementation**

Kathryn I. Henderson, PhD, University of Texas at San Antonio

Deborah K. Palmer, PhD, University of Colorado Boulder

How do teachers make sense of sometimes contradictory mandates from leadership? What does top-down large-scale implementation of Dual Language Bilingual Education look like on the ground? We'll share findings from a study exploring the tensions and contradictions teachers faced in a large urban district and describe our forthcoming book.

2:25-2:40 p.m. **The Practices of Five Successful Teachers of Young Dual Language Learners**

Sherry Taylor, Ph.D., University of Colorado

This study examined the pedagogy of five early childhood teachers who participated in yearlong job-embedded, professional learning. In what ways did teachers promote DLL's learning in content, English language and literacy? What teaching practices honored DLL's life experiences? Results shared of specific practices teachers provided for effective instruction of DLLs.

2:40-2:55 p.m. **A closer look at novice bilingual teachers: factors that influence their development of teacher identities, attitudes about language and language use in the classroom**

Anissa W. Lynch, Ph.D., SUNY College at Old Westbury

This study followed four novice bilingual teachers during their first year of teaching and focused on connections (if any) between bilingual program design and implementation in their schools and novice teachers' developing teacher identities, language ideologies and use of languages (English & Spanish) in their bilingual classrooms.

Session chair: Aida Nevarez-La Torre, PhD, Fordham University

SESSION IV: Research about and for pre-service teachers

3:40 p.m. – 4:25 p.m.

3:40-3:55 p.m. **Beyond Binaries: Moving towards Equity in a Graduate Classroom**

Geeta A. Aneja, University of Pennsylvania

This presentation explores how one teacher educator encourages pre-service teachers to explore alternative linguistic identities and develop nuanced ways of thinking about language and language users. I also discuss her students' reflections on her pedagogy, as well as how professionals can continue to increase equity in language education.

3:55-4:10 p.m. **Advancing the Professional Academic Language of Bilingual Pre-service Teachers: The Curriculum and the Instruction**

Jacqueline E. Arroyo-Romano, PhD, Texas A&M International University

The researcher describes the pedagogical and curricular decision-making in a college course developed for future bilingual/dual language teachers while meeting state standards for teaching content in dual language settings in a small bilingual education program in a South Texas border town.

Session chair: Rosa Pietanza, New York University, Steinhardt

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SESSION V: Diversity of people and pedagogy in language learning

4:30 p.m. – 5:20 p.m.

4:30-4:45 p.m. **Assessing L1-based multilingual education in low-income contexts: A Cambodian case study**

Carol Benson, PhD Teachers College, Columbia University

Steve Walter, PhD, Graduate Institute of Applied Linguistics

The purpose of this paper is to analyze a set of qualitative and quantitative methodologies that have been used to assess the effectiveness of L1-based MLE in Cambodia, a low-income context where sample choice and control, as well as instrument development in multiple languages, is particularly challenging.

4:45-5:00 p.m. **Teacher–Student Relationship: Key to Effective Teaching and Learning in Contexts of Diversity**

Martha Pennington, PhD, University of London

Drawing on a rich theoretical base and observations in 12 multi-ethnic, multi-cultural, and multi-lingual K–12 classrooms, the presenter argues that teacher–student relationship is the key variable in teachers' and students' performance, especially in contexts of diversity where teachers do not share background characteristics with most of the students.

5:00-5:15 pm. **The value of interactional space to cultivate bilingualism and cross linguistic transfer**

Irene Welch, PhD, University of New Mexico

This paper addresses the value of bilingual interactional space in dual language, bilingual and ESL contexts to provide opportunities for expanding linguistic repertoires. Interactional space provides a purposeful time for and attention to students' experiences, resources, and knowledge through bilingual communicative practice, which enhances bilingual identities and cross linguistic transfer.

Session chair: Fernando Naiditch, PhD, Montclair State University

SESSION VI: Research Clinic & SIG Meeting

5:30 p.m. – 6:15 p.m.

5:30-6:00 p.m. **Research Clinic**

6:00-6:15 pm. **Annual Research & Evaluation SIG meeting**

Experienced Researchers share their insights and provide mentorship for students and colleagues engaged in research on emergent bilinguals. If you have research to share or a research idea to explore, please join us!

Session chair: María E. Fránquiz, PhD, University of Utah