

ABSTRACT

Title of Document:

RE-POSITIONING LATINO HERITAGE
LANGUAGE LEARNERS: THE CASE OF
ONE ADOLESCENT'S EXPERIENCES IN
TWO DIFFERENT PEDAGOGICAL SPACES

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To improve the education of heritage language learners, more research is necessary to understand alternative educational practices and learning contexts that tap into and further develop heritage language learners' bilingual competence. This inquiry investigates how one Latino heritage language learner (HLL), Yolanda, experienced distinct opportunities to use and develop her heritage language as she participated in a bilingual extra-curricular program and in a world language classroom. Drawing upon Positioning Theory (Davies & Harré, 1999; Harré & Moghaddam, 2003; Harré & van

Langenhove, 1999), this study explored how her positioning promoted languaging and language use. Drawing from sociocultural theory, this study applied the concept of languaging to understand language learning (Swain, 2002, 2005, 2006; Swain et al, 2009). I use the term *languaging* to describe metalinguistic discourse in which students explain or discuss a linguistic problem to others or the moments when learners talk aloud to themselves to mediate understanding of language (Swain, 2006). This study provides an analysis of how the HLL's different positionings influenced the amount of languaging and the type of language (Spanish, English or both) she decided to use. This single-case study incorporated both qualitative and quantitative methodologies with exploratory purposes. Data analysis was guided by interactional ethnography, conversation analysis and grounded theory. This study found that a bilingual extra-curricular program afforded Yolanda positionings that promoted a higher quality and quantity of opportunities for languaging and use of linguistic multicompetence due to collaborative opportunities with linguistically diverse students. This study contributes to research on HLLs by focusing on classroom practices that promote languaging and use of linguistic multicompetence. This study has implications for teachers and teacher education by providing a rich description of an academic space that re-positions a heritage language learner as a multilingual expert and learner.

**RE- POSITIONING LATINO HERITAGE LANGUAGE LEARNERS:
THE CASE OF ONE ADOLESCENT'S EXPERIENCES IN TWO DIFFERENT
PEDAGOGICAL SPACES**

by

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Dedication

This work is dedicated to the memory of my mother and my brother Michael. I know that they are watching over me, continuously cheering me on.

I want to dedicate this to my husband Mario who was an amazing friend and listener throughout this experience.

I want to dedicate this to my daughter Milan. She was the most patient, loving, and source of light.

I want to dedicate this to all of my family members. Each and every one of them served as a source of inspiration and strength.

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Chapter 1: Introduction

As a former World language teacher, I used to construct a wide variety of language exchange activities for my students. I would invite dominant Spanish speakers, who had recently immigrated to the U.S., to converse with my heritage language learners and second language learners of Spanish. Both groups found the language exchange activities challenging and exhilarating because I expected them to use the Spanish language authentically. My observations included seeing how helpful the dominant Spanish speakers were, how the heritage language learners eagerly participated in Spanish conversation, and how the second language learners appreciated the challenge of understanding Spanish through interaction. Overall, the experiences were a treat for the students, because they served as a break from classroom routines and allowed the students to put their Spanish skills to the test.

For the past two years, I have worked as a research assistant in a program that allowed dominant Spanish speakers/English language learners (ELLs), second language learners of Spanish, and bilingual/heritage language learners to collaborate with each other to write an autobiographical essay in their target language. The program, Language Ambassadors, held lunch and after-school sessions for 12 weeks to allow the students to verbally discuss and write about, in both languages, multi-modal projects that they had to complete in their target language.

All participants, dominant Spanish speakers/ELLs, heritage language learners, and second language learners of Spanish, learned how to help each other and were strategically paired with students that they could assist. For example, I paired Spanish speakers who were ELL students with heritage language learners or second language

learners of Spanish, who were English dominant. In this pairing, the dominant Spanish speaker would work on her project in English and received assistance from their English dominant partner. The dominant Spanish speaker, in turn, could help his partner (heritage language learner or second language learner) with Spanish.

My role as a research assistant and research participant heightened my focus on acts of positioning, and how positioning might have influenced the nature of collaboration between students of varied linguistic backgrounds. Learning about positioning experiences can inform educators about pedagogical strategies that can increase engagement, participation, and knowledge among students. To this end, I sought to understand how programs like Language Ambassadors (LA) could support emerging bilingual and biliterate competencies among heritage language learners when the traditional World language classroom did not fully support their needs. The LA program could motivate students to continue to use and develop their Spanish language competence in a different way, because they could use their knowledge of Spanish to create, negotiate, assist, interact, and socialize authentically with dominant Spanish speakers and second language learners of Spanish.

Statement of the Problem

As a bilingual HLL myself, who has bilingual competency in Spanish and English and has experienced the benefits and challenges of bilingualism, I sought to understand ways that schools could provide opportunities to support the maintenance and development of bilingualism and biliteracy for heritage language learners. Research has shown that bilingualism offers students a number of benefits, including high cognitive functioning, academic success, college admittance, and career opportunities (Bialystok,

1988, 1999, 2009; Bialystok, Craik, & Luk, 2008; Bialystok, Craik, & Ryan, 2006; Cromdal, 1999; Martin-Rhee & Bialystok, 2008; Rodriguez-Fornells, de Diago Balaguer, & Milnte, 2006). I also wanted to understand educational contexts that would empower students to seize opportunities to develop bilingualism. The act of becoming a highly balanced bilingual is challenging, but many second language acquisition scholars have made the case that developing bilingualism among minority children and adolescents can improve their academic aptitude, achievement, and engagement within American schools (cites to support this here?).

Heritage language learners (HLLs) are a diverse group with different needs ranging from improving oral fluency to enhancing literacy in the heritage language (HL; Jimenez, 2000; Montrul, Foote, & Perpignan, 2008); therefore, determining the ideal instruction for HLLs can be challenging. Teachers usually design World language classes for monolingual speakers of English (Tallon, 2009). As such, these classes rarely meet the needs of HLLs (Campbell & Peyton, 1998; Gonzales-Pino, 2000; Peyton, Renard, & McGinnis, 2001).

Krashen (2000) explained that HLLs “are in a no-win situation in World language classes. If they do well in World language classes, it is expected. And, if HLLs do not do well in World language classes, the experience is especially painful” (p. 441) because this “no-win experience” can have detrimental effects on HLLs and can negatively impact their academic achievement, attendance, and rates of graduation.

Brecht and Ingold (2002) stated that educators need to place more focus on the needs of HLLs on a national level. The authors asserted that “a strategy is needed for developing the untapped reservoir of linguistic competence that exists in heritage

language speakers” (Brecht & Ingold, 2002. p. 2). Gutierrez (1997) argued that the first step is to establish a learning environment that builds upon the funds of knowledge these students already possess.

Purpose

The purpose of the study was to investigate the kinds of positionings an HLL experienced within an extracurricular program (designed for peer collaboration among students of distinct backgrounds) and within World language classrooms, and how the different positionings promote opportunities for languaging and language use.

Research Questions

The following research questions served as the foundation for this study and guided the planning and implementation of the inquiry:

1. How was an HLL positioned within an extracurricular program designed for peer collaboration among three linguistically diverse groups: HLLs, L2 learners of Spanish, and dominant Spanish speakers who were learning English (henceforth Spanish Dominant ELLs)?
2. How was the same HLL positioned within a world language classroom?
3. How did the different positionings promote opportunities for languaging and language use for an HLL within an extracurricular program designed for peer collaboration among three linguistically diverse students?
4. How did the different positionings promote opportunities for languaging and language use by the HLL within a world language classroom?

Significance of the Study

Creating “extra spaces” (Kirkland, 2009) for multilingual literacy practices outside of regular World language classrooms may provide new opportunities for HLLs to cultivate their bilingual/multilingual competence. These contexts differ from teacher-led monolingual classrooms often designed predominantly for students who teachers assume have limited experience/knowledge of the target language.

The findings from this study can inform the development of classroom practices that position HLLs as both learners and experts of English and Spanish, and can encourage language rich events. This inquiry can also inform policies and practices that pursue educational equity for multilingual students and ultimately aim to transform the way our society views the resources HLLs bring to our schools.

Scope of the Study

This study focused on the positioning experiences of an HLL, the frequency and quality of languaging utterances (uninterrupted speech) during different positionings, and the type of language (Spanish, English, or both) the HLL chose to use when positioned in different roles. This study did not explore language learning opportunities by linguistic structures (e.g., lexicon, semantics, syntax), nor did this study compare the HLL’s experiences to those of other HLLs in the study. The researcher exclusively sought to examine the languaging and language use of one specific HLL across two school years and how she is positioned across two different pedagogical spaces.

Overview

This dissertation consists of five chapters. In this first chapter, I have defined my rationale, the purpose, and the significance of this study, and explained how the different

positionings promote opportunities for languaging and language use. In Chapter 2, I provide a review of the literature that has influenced this study. In Chapter 3, I discuss the methodological orientation of the study, data collection and analysis processes, research context, research participants, and findings. In chapter 4, I describe discursive practices, languaging, and language use of the focal student, the discourse of peers and teachers in the Language Ambassador's program and the world language classroom. In Chapter 5, I revisit my research questions, interpret my findings, and discuss the contributions that this study has made to the field of Heritage Language education.

Definition of Key Terms

The following key terms and definitions are integral to the clarity of the research questions that guide this study. These definitions were obtained from a comprehensive literature review discussed in detail in Chapter 2.

Heritage language learners (HLLs). HLLs are students with varied competencies and proficiency levels in a language they learned at home and “another dominant language” (Polinsky & Kagan, 2007, p. 369). According to Valdés (2000), an HLL is a person “who is raised in a home where non-English language is spoken, who speaks or merely understands the heritage language and who is to some degree bilingual in English [or the dominant language of society] and the heritage language” (p.2). In the U.S., where English is the dominant language, any other language offered as a course in the K-12 school public school system is considered a World language. Students who have a connection to the World language, and have a level of proficiency in the language, are considered heritage language learners.

Languaging. Lapkin and Swain (2014) defined languaging as “the use of language to mediate...higher mental cognitive and mental processes” (p. 478). In this study, I use the term *languaging* to describe metalinguistic discourse in which students explain or discuss a linguistic problem to others or the moments when learners talk aloud to themselves to mediate understanding of language (Swain, 2006). In this study, I observed students engaging in languaging in many different ways that included (but were not limited to) questioning language form, function, word choice, sentence and paragraph

cohesion, concept elaboration, syntax, and semantics (see Chapter 2 for the theoretical roots of this concept.)

Positioning. Positioning theory describes the way people are “placed into different identities (roles, categories, storylines) through...situated interactions, and the way in which they respond by taking up the identity” (Davie & Harré, 1990, p.744). Positioning theory helps examine how people consistently position themselves in different ways through the discourse in which they engage, “particularly through the ‘discursive construction of personal stories that make a person’s actions intelligible and relatively determinate as social acts and within which the members of conversations have specific locations” (Tan & Moghaddam, 1999, p.183). Tirado and Galvez (2008) stated that, “positioning is a phenomenon of conversation...it produces evident effects” (p. 230).

When an individual takes up a certain position, “the individual perceives and interprets the world from and through that strategic position” (Tirado & Glavez, 2008, p.230). Teachers and students are not always aware of their own positioning and the potential positioning of others, yet this process has concrete consequences for learning opportunities in school. Positioning theory allows researchers to focus on the consequences of action. Harré and Moghaddam (2003) stated, “Positioning someone, even if it is oneself, affects the repertoire of acts one has access to” (p.5). In this study, I use the term positioning to refer to the different roles that the HLL experiences in the Language Ambassadors program and in world language classroom.

Chapter 2: Literature Review

This chapter presents a review of the literature related to the research focus and theory that guided this inquiry. The first body of literature I review includes research that

focuses on HLLs and bilingualism. The second body of work I review includes second language acquisition studies that focus on student interaction and explore language learning through a sociocultural lens. The third body of literature I review consists of studies in educational settings that used positioning theory as a lens to understand how teachers, students, and schools positioned students to have academic experiences that contributed to their success or failure. In the final sections of this chapter, I discuss the major findings of the literature review and evident gaps in the current knowledge base. I then conclude with presentation of the pedagogical implications of the existing research and the need for the proposed study. At the end of this chapter, I explain how these bodies of literature have informed the conceptual framework of this study and helped me to understand the relationship between HLLs' interactive experiences and their positioning.

Scope and Limitations of the Literature Review

This literature review focused primarily on the synthesis of studies that have (a) examined how HLLs use language and interact in the classroom with second language learners and dominant Spanish speakers and (b) provided insight into how positioning and language socialization impacts students' language use. This review does not include second language acquisition (SLA) studies that examined HLLs' strengths and weaknesses in terms of lexical, grammatical, and semantic competencies, as it is not within the scope of this study to explain attrition, language loss, or incomplete acquisition of their heritage languages. Although, these kinds of SLA studies provide a useful snapshot of cognitive functioning and linguistic strengths and weaknesses in a generalizable way, they do not often inform or examine school contexts. As such, this

review focused instead on qualitative, classroom-based SLA studies that shed light on school contexts and practices that may promote or limit opportunities of participation for HLLs.

As a former teacher of Spanish to second language learners and HLLs, and a current educator of World language teachers, I find value in learning about how HLL students engage in the classroom and what factors have contributed to their varied levels of participation. When I taught Spanish at the secondary level, my classrooms were filled with students of varied linguistic abilities, and it was a daily challenge to create lesson plans that were engaging, authentic, and accessible to everyone. Language teachers typically serve and educate students situated along continuum of linguistic competencies, so they must find ways to push all of them to develop and grow linguistically. This experience has underscored the importance of reviewing classroom-based research that is accessible to and practical for teachers.

Heritage Language Learners and Bi/Multilingualism

This literature review will focus on Latino HLLs, who are part of the fastest growing minority population in the United States. As mentioned above, an HLL is someone “who is raised in a home where non-English language is spoken, who speaks or merely understands the heritage language and who is to some degree bilingual in English and the heritage language” (Valdés, 2000, p.1). Stern (1983) explained that “HL learners have an implicit knowledge of the grammar of the language, an intuitive grasp of word meanings, the ability to communicate within diverse social contexts, a wide range of linguistic skills, and the capacity for using the language creatively” (p.40). Because this group’s linguistic proficiency is highly varied, Valdés (1997) developed a typology of

eight types of HL speakers based on academic background, academic skills in English and Spanish, fluency level, and Spanish variety.

HLLs in the United States are, for the most part, dominant English speakers and are often unable to maximize their full bilingual/HL competencies in most schools due to English only practices. Both Montrul and Potowski (2007) and Sohn and Merrill (2008) noted that there are bilingual schools that can provide HL maintenance and development to this student population. Unfortunately, two-way immersion programs are not widely available and are primarily available in elementary schools. According to the Center for Applied Linguistics' (CAL; 2012) Two-Way Immersion Directory, there are 332 elementary schools, 39 middle schools, and 13 high schools in the US that offer two-way immersion programs.

HLLs are not recent immigrants and are often born in the United States, but this group also includes youth who immigrated with their families at a young age and learned English in schools while their parents continued to speak Spanish at home. Some HLLs may have had previous schooling in Spanish or may have learned Spanish at home and through participation in cultural and community spaces (e.g. church) that functioned in Spanish. Some HLLs may comprehend, speak, read, and write Spanish, while others are can only understand the language through listening.

Valdés (2000) asserted that both novice and advanced HLLs have demonstrated positive attitudes towards Spanish by showing high motivation to study Spanish and evident pride in their heritage. The difference between novice and advanced HLLs is the age at which they are exposed to Spanish and the consistency of input and output production over the course of their upbringing. A novice HLL may have strong receptive

skills but limited productive skills, whereas an advanced HLL may be a more competent writer and have a stronger mastery of Spanish grammar and vocabulary. A HLL who was exposed to the language as a child and has had uninterrupted practice tends to have better productive grammatical abilities (Oh & Au, 2005). Conversely, HLLs who did not get as much practice with the language or whose families did not expect them to speak Spanish in the home may have strong listening skills, but may struggle with articulation and are likely to experience language loss over time.

The needs of HLLs also differ in the classroom differ based upon their level of proficiency. Jimenez (2000) explained that novice HLLs need to increase their fluency; while advanced HLLs often need to improve their writing skills (see also Montrul, Foote, & Perpinan, 2008). Courses for HLL students should have a one-size-fits-all syllabus or structure, but should meet the linguistic needs of all HLL students in the class. Teachers usually design their World language classes for monolingual speakers of English (Tallon, 2009), and when HLL enroll in these classes, their needs often go unmet (Campbell & Peyton, 1998; Gonzales-Pino, 2000; Peyton, Renard, & MGinnis, 2001). Krashen (2000) stated that HLL differ from World language students because “they are in a no-win experience,” which can negatively impact HLLs academic achievement, attendance rates, and graduation and retention rates. Webb and Miller (2000) explained that HLLs have linguistic proficiencies that their World language peers and teachers may not have; however, they also may have linguistic gaps (particularly in reading and writing) that hinder their academic success. Brecht and Ingold (2002) noted that “a strategy is needed for developing the untapped reservoir of linguistic competence that exists in heritage language speakers” (p. 2). To improve the education of HLLs, more research is

necessary to understand alternative educational practices and learning contexts that tap into and further develop HLLs bilingual competence.

Heritage learners of Spanish are all, to some degree, bilinguals. Grosjean (1998) explained the following:

First they usually acquire and use their languages for different purposes, in different domains of life, with different people. Second, as a direct consequence of these first characteristics, bilinguals are rarely equally fluent in all language skills in all their languages. Their/One's level of fluency depends in large part on the need and use of a language (and a particular skill). Third, some bilinguals may still be in the process of acquiring a language (or language skill) whereas others have attained a certain level of stability. Fourth, the language repertoire of bilinguals may change over time; as the environment changes and the need for particular language skills also change, so will their competence in these skills. Finally, bilinguals interact both with monolinguals and with other bilinguals and they have to adapt their language behavior accordingly. (p. 3)

An individual's bilingual competency depends greatly on opportunities to use a language in a variety of settings. Many studies have revealed the benefits of developing bilingual competence (Ben-Zeev, 1977; Bialystok, 1999; Bialystok & Martin, 2004; Bialystok & Viswanathan, 2009; Carlson & Meltzoff, 2008; Cummins, 1978; Galambos & Goldin-Meadow, 1990; Galambos & Hakuta, 1988; Kormi-Nouri, Moniri, & Nilsson, 2003; Mezzacappa, 2004; Oren, 1981; Ricciardelli, 1992; Tunmer & Myhell, 1984; Yang, Yang, & Lust, 2011). Tunmer and Myhell (1984), for example, found that fully fluent bilinguals demonstrated a higher level of metalinguistic abilities than monolingual

students, which allowed for higher levels of reading acquisition and academic achievement.

Bialystok (1986) later conducted a study that compared monolingual and bilingual children's knowledge of word boundaries, and found that bilingual children were more successful in isolating words from meaningful sentences. Galambos and Hakuta (1988) compared monolingual and bilingual children to assess their syntactic awareness. The researchers asked students to judge and correct the syntactic structure of sentences, and they found that bilingual children outperformed the monolingual children (Galambos & Hakuta, 1988). Vygotsky (1962) described the potential importance of bilingualism, stating, "the child learns to see his language as one particular system among many, to view its phenomena under more general categories, and this leads to awareness of his linguistic operations" (p. 110).

According to several studies, educational programs that value students' linguistic and cultural capital help bilingual children achieve a level of academic success similar to or higher than that of other monolingual children in English-only schools (Carreira, 2007; Cho, Cho, & Tse, 1997; Cho & Krashen, 1998; Delgado-Gaitan & Trueba, 1991; Flores-Gonzales, 2002; Moll, Amanti, Neff, & González, 1992; Portes & Rumbaut, 1990, 2005; Suarez-Orozco & Suarez-Orozco, 2001; Valenzuela, 1999; Walqui, 2000). In addition to the academic success that two-way immersion schools can afford, students also experience noteworthy language proficiency outcomes like becoming full bilinguals in English and Spanish (Christian et al., 1997; Howard, Christian, & Genesee, 2003; Howard, Sugarman, & Christian, 2003), countering language loss, and increasing psychological wellness (Bartolome & Macedo, 1999; Carreira, 2007; Cho & Krashen,

1998; Wright & Taylor, 1995). Many students have reported that these schools allowed them to do better in school, challenged them, and valued them (Cazabon et al, 1998; Lindholm-Leary, 2001; Lindholm-Leary & Borsato, 2001).

A number of studies have addressed the negative aspects of educational programs that do not enable bilingual students to develop their heritage language or that fail to validate these students' funds of knowledge. Portes and Rumbaut (2005) found that when students lose their grasp of their parents' language, the parents lose control and authority over their children (Waters & Ueda, 2007, p.230). Au (2006) provided a detailed account of two Spanish-speaking boys who received negative attention from their peers for speaking Spanish. They began to interact less frequently with their classmates, which negatively influenced their opportunities for academic learning (Au, 2006).

Several studies have shown that when Latinos feel that their linguistic funds of knowledge (Moll, Neff, & González, 1992) are undervalued and unrepresented in the classroom or rejected by English only policies, they may disassociate with English learning and American schooling. Suarez-Orozco (2004) stated that, "children of immigrants who develop adversarial identities tend to encounter problems in school, drop out, and consequently face unemployment in the formal economy" (Waters & Ueda, 2007, p. 253). Conversely, educational environments that support bilingualism and biliteracy among HLLs of Spanish may, in turn, serve to help students maintain and develop linguistic competencies and ultimately improve their academic achievement.

To ensure that all students receive an equitable, quality education in the U.S., "language policy must be supportive of additive programs and services that have multiliteracy as an educational outcome and world standard" (Ochoa & Cadiero-Kaplan

2004; Garcia, Pearson, & Jimenez, 1994). Because 21st century employers demand a multicultural and multiliterate workforce, schools should encourage HLLs to develop their bilingual and biliteracy competencies to help them leverage their cultural capital and maximize their economic opportunities in the future. However, insufficient research exists on the best strategies for supporting HLLs in schools. Additional studies are necessary to help educators better understand how to develop and maintain bilingual competencies among HLLs.

Second Language Interaction Studies

Studies exploring SLA have found that interaction plays an important role in the development of a second language. Many researchers (Foster, 1998; Garcia-Mayo & Pica, 2000; Gass & Varonis, 1994; Hatch, 1978; Pica, 1988; Swain & Lapkin, 1995; Varonis & Gass, 1985) have sought to investigate how teachers can organize their classrooms to support language exchange and development among students. Facilitating collaborative dialogue between students allows them to engage in “knowledge building language-mediated activities,” and sociocultural theorists have suggested that this discourse “is an enactment of cognitive activity” (Swain & Lapkin, 1998, p.322). Furthermore, this type of dialogue among students reflects a form of language learning.

Several inquiries have examined such interactions using Language Related Episodes (LREs) as a unit of analysis. Swain and Lapkin defined an LRE as “any part of a dialogue where the students talk about a language they are producing, question their language use, or correct themselves or others” (p. 326). A number of studies have investigated LREs within a sociocultural framework (Lesser, 2004; Swain, 2001; Watanabe & Swain, 2007; Williams, 2001; Youjin, 2008), and there is sufficient research

demonstrating the importance of LREs and the learning that takes place in classrooms (Swain & Lapkin 1998, 2002; Williams, 2001; Watanabe & Swain 2007; Zeng & Takatsuka 2009). To provide a better understanding of the impact of such interactions, the sections that follow present summaries of SLA studies that focused on exchanges between student pairs and explored how their differences in proficiency influenced students' language use.

Expert-novice interaction studies. Expert-novice interaction studies are relevant to this research study because they provide insight into the interactions that take place when students of differing linguistic competencies are paired together. Storch (2002) conducted a longitudinal study that investigated how different pair interactions led to second language learning over time. Storch defined these different pairings as collaborative, dominant/dominant, dominant/passive, or expert/novice, and found that the students who participated in the expert-novice interaction maintained more of their second language knowledge over time. Storch interpreted these findings through the lens of sociocultural theory and concluded that when partners worked together in an expert-novice relationship they engaged in the co-construction of knowledge.

In another informative study, Mackey (1999) asked adult ELLs to engage in different tasks with dominant English speakers. The tasks provided “contexts for learners to produce question forms” (Lightbown & Spada, p. 153). Mackey created three different groups: (a) one group that interacted with dominant speakers who modified their language to clarify meaning for the learners; (b) a second group that did not participate in interactions and only observed as the pairs in group one communicated; and a third group, similar to group one, whose native speakers used scripted, pre-modified language

assumed to be comprehensible to the learner instead of authentic language. In the post-test, learners in the first group produced more advanced question forms due to the authentic interactions and assistance that they received from the native speakers.

Many studies have shown that collaborative work between expert language users and novice language users promotes language development (Anton & DiCamilla, 1998; Donato, 1994; Ohta, 2000, 2001). Dobao (2012) analyzed intermediate and advanced learner-learner interactions, as well as learner-native speaker interactions. Her sample included 24 ELLs and eight native English speakers. A discourse analysis revealed that when paired with native speakers, learners exhibited and resolved more lexical-language-related episodes during task-based instruction. Dobao also found that not all native speakers consistently provided learners with the same type of assistance and quality of feedback. She concluded that the participants' collaboration and personal involvement affected language-related episodes more than the proficiency of the paired individuals. This finding provides insight into the relationship between proficiency and quality of LREs, and encourages reflection on how best to orient participants in a way that urges them to support each other during the tasks.

Some researchers have found that the expert-novice pairing does not always fare better than learner-learner interactions. Varonis and Gass (1985) found that negotiation for meaning occurred more frequently in learner-learner interactions than in learner-Native Speaker interactions. Sato and Lyster (2007) found that the feedback provided by native speakers was different from that offered by non-native speakers, and that learners modified their output with higher frequency when working with a non-native, which alluded to a higher comfort level.

Blake and Zyzik (2003) explored the interactions between heritage speakers and L2 learners of Spanish in a computer-based learning space. The researchers paired students in an intermediate-level Spanish course with heritage Spanish speakers to solve a two-way jigsaw puzzle. The interactions between these pairs consisted of clarification requests, expansions, recasts, and self-corrections (Blake & Zyzik, 2003). Both participants in the pairings engaged in correcting each other's miscommunications, but the heritage speakers provided more assistance to the L2 learner (Blake & Zyzik, 2003). Blake and Zyzik found that the pairing was appropriate because the heritage speakers operated at a higher competency level than did the L2 learner. Heritage speakers served as linguistic assets, and this experience of "expert" assisted with, "refining their vocabulary breath and reinforcing a more positive self-image of their superior cultural and linguistic knowledge of Spanish" (p.341).

Bowles (2011) analyzed the task-based interactions of nine pairs that all consisted of an L2 learner and an HLL. The pairs completed three tasks: oral, crossword puzzle, and a cloze/complete the story task. Both learners helped each other, but the assistance they provided was very different. The L2 learners provided assistance with spelling and accent placement, and HLLs provided assistance with vocabulary and grammar.

Two-way immersion studies of bilingual interaction. The following studies explore two-way immersion programs made up of three groups of students: native Spanish speakers, HLLs, and L2 learners of Spanish. These studies provide key informative about how HLLs' position as experts and learners of Spanish in a two-way learning space may influence their Spanish language use.

Gort (2008), for example, examined a two-way Spanish and English partial

immersion program (TWI) that focused on two first grade classrooms. The target school historically attracted Latino immigrant children and American L2 learners of Spanish because the TWI program provided instruction in Spanish and English. Gort targeted six students in different pair configurations who were participating in a collaborative writing workshop (WW). Gort found that the peer collaboration in the WWs revolved around the negotiation for meaning “around language/culture, literacy/writing, and WW procedures,” and emergent bilinguals used a “variety of strategies to co-construct meaning, including soliciting assistance, providing strategic advice, scaffolding with cues, giving directions, posing instructional questions, requesting/ providing clarification, and strategic code switching” (p. 195). Gort found that peer collaboration around language development involved the negotiation of meaning related to vocabulary/word choice, translation, and grammar (p. 195). In pairing between Spanish dominant students and English dominant students; the Spanish speakers served as translators, and the English dominant speakers helped their partners to articulate meaning in their writing. Lastly, both Spanish dominant and English dominant students served as facilitators and experts to support each other’s’ literacy development.

Martin-Beltran (2009) studied one fifth-grade bilingual classroom at a public charter school in California to examine student interactions and the “affordances for increased linguistic and conceptual understanding” (p. 25). Martin-Beltran employed a sociocultural framework with a focus on collaborative dialogue (Swain, 2000), which she used to develop insight into how students “work[ed] together to solve linguistic problems and co-construct knowledge about language” (p. 27). Martin-Beltran used the LREs as a unit of analysis to analyze the discourse between the students. She used Swain’s (2006)

term *linguaging* to describe, “[c]ognitively complex activities during dialogic interaction” (p. 27). She concluded that four contextual factors supported the occurrence of linguaging: “the interplay of two languages as academic tools, the recognition of learners’ distinct funds of knowledge, the opportunities for co-construction of knowledge, and the student and teacher strategies that called attention to language” (Martin-Beltran, 2009, p. 31).

Hayes (2005) examined the methodologies that one kindergarten teacher used to create opportunities for interaction that prompted students to develop their bilingualism. She sought to answer the question, “How well do play centers stimulate the use of both languages?” Data collection took place over the course of 48 days, and she found that the teacher did not execute strategies that elicited conversation. The designs were not structured enough, and there were no goals that encouraged the students to commit to speaking during play. In a review of the study, Karat, Karat, and Ukelson (2000) noted that the teacher failed to provide activities that directed students’ activity and were, “enabling rather than restricting” (p. 50). Similarly, Norman (1999) noted that the teacher “[neglected] two powerful tools: constraints, which can be physical, logical, and cultural” (p.107). Hayes concluded the study by asserting that such program designs must engage children in meaningful conversation and establish goals that require language use.

Positioning Theory and Identity

According to Bomer and Laman (2004), when students interact in a classroom setting, they engage in negotiations of power and privilege. (p. 420). Power and privilege are important factors in classroom spaces that can influence a student’s academic success. Positioning theory provides a lens through which one can perceive and understand

constantly changing power dynamics and the way people are “placed into different identities (roles, categories, storylines) through ...situated interactions, and the way in which they respond by taking up the identity or by attempting to reposition themselves” (Davie & Harré, 1990, p.744).

People are consistently positioning themselves in different ways through the discourse in which they engage, “particularly through the ‘discursive construction of personal stories that make a person’s actions intelligible and relatively determinate as social acts and within which the members of conversations have specific locations” (Tan & Moghaddam, 1999, p.183). Tirado and Galvez (2008) stated that, “positioning is a phenomenon of conversation...it produces evident effects” (p. 230). When an individual takes up a certain position, “the individual perceives and interprets the world from and through that strategic position” (Tirado & Glavez, 2008, p. 230).

Davies and Harré (1999) and Wortham (2001) defined interactive positioning as an act in which people can partake when they engage in conversation, since language choices communicate one’s identity (status and power) and that of one’s interlocutors. Harré and Moghaddam (2003) have referred to the “positioning triangle” to explore the story lines that one “[creates] through speech acts and positions” (McVee, 2011, p. 6). Positioning theory supports a focus on individuals in educational contexts and allows for an emphasis on “social performance, individual rights, duties, presuppositions, and actions” through an analysis of the discursive practices (McVee, 2011, p. 9).

Teachers and students are not always aware of their own positioning and the positioning of others, and this has concrete consequences for learning opportunities in school. For example, Collins (1998) described the effect of the discursive positioning

that takes place in school and explained that “remedial education creates remedial students—a label for a category of students becomes a role, and when the role becomes a fixed position that real students occupy, they take on the identity assumed by the original label” (p. 745). As Harré and Moghaddam (2003) stated, “Positioning someone, even if it is oneself, affects the repertoire of acts one has access to” (p.5).

The following studies used discourse analysis to gain understanding about how students take on positioning, how teachers engage in positioning others, and how students participate in discursive practices to position each other. Brown (2011) argued that students’ identities are shaped by the activities in which they participate, the roles they adopt, the positioning enacted by their teachers, their own self-perceptions, “and their peers’ perceptions of their academic and social abilities” (p. 263). Brown explains that, “identity is not an individual attribute but the product of identity practices within a certain context” (p.263). To test her suppositions, Brown (2011) conducted research at an elementary school where she followed a Panamanian girl considered an ELL and found that the way the teacher positioned Ana during reading activities affected her reading performance. These various positions led a continuum of learning experiences that ranged from “limited to open access” (Brown, 2011, p.263). One such position allowed Ana to be an expert reader, which helped her adopt a “capable reader” identity (Brown, 2011, p. 263). Because Ana gained confidence through her positioning as an expert reader, she willingly participated in other literacy activities. Christian and Bloom (2004) also found that students’ identities influenced their academic growth and their ability to excel in the school context.

Vetter (2010) conducted a study guided by the research question, “In what ways did one high school English teacher negotiate classroom interactions that positioned students as readers and writers?” (p.33). Vetter collected data over the course of five months at an urban high school in a southwestern city in the U.S, and found that the teacher positioned students, “from disengaged to engaged readers, from resistant to capable readers, and as members of a writing community” (p. 44). The teacher positioned these students by using open-ended questions, validating their voices and opinions, employing playful language, and connecting literacy to their interests.

Abdi (2011) drew on positioning theory and identity to understand the impact of positioning on a Spanish HLL’s language acquisition. Abdi found that the teacher believed Spanish speaking ability equated with Spanish heritage. Because the target HLL did not verbally participate in Spanish, and because of her lack of verbal output, the teacher did not acknowledge her Latino heritage or her Spanish literacy skills.

Identity. Norton (2000) conducted a longitudinal study that explored participants’ social identity changes over time and how these changes resulted from struggles with communicating in their target language. Norton argued the following:

[It] is through language that a person negotiates a sense of self within and across different sites at different points in time, and it is through language that a person gains access to –or is denied access to- powerful social networks that give learners the opportunity to speak. (p. 5)

Lam (2000) conducted a case study on a student named Almon, who struggled with English acquisition and had very poor literacy skills after five years in the United States. Once Almon became interested in computer-mediated communication, and made

new friends through chat rooms, he developed a new identity and increased his literacy skills in English. In each of these studies, individuals' identities were affected by their social status as immigrants, roles granted them by a particular institution, and/or relationships they developed.

Leeman (2011) investigated a program that provided HLLs on a college campus with experiences as language experts and Spanish language advocates. These HLLs literacy classes in Spanish for Latino elementary school students. Many of the college students were motivated and excited to teach these classes because as children, many were disciplined for speaking Spanish in school, felt inferior because they were tracked as ESL students, and received criticism from their high school Spanish teachers regarding their Spanish language abilities. Leeman found that taking on the role of language expert strengthened students' identities as heritage Spanish speakers.

Lee, Hill-Bonnet, and Raley (2011) sought to understand how L2 learners of Spanish supported or constrained learning opportunities within a dual immersion classroom. This study drew heavily on the theoretical perspective that "identities are constructed, reconstructed, negotiated, and renegotiated, discursively, moment to moment through social interaction in which participants position themselves and are positioned by others" (Davies & Harré, 1990, p. 308). Lee et al. collected data from first and second grade classrooms and conducted observations 1-2 times a week and found that L2 students benefitted from language brokering and accessing critical information, and that receiving brokering services made the broker better "able" to use their own linguistic knowledge and strengthened the brokers' identity. Both L2 learners of Spanish and heritage Spanish speakers/dominant speakers of Spanish engaged in brokering; therefore,

students' identities continuously changed and shifted as they positioned and repositioned themselves during their interactions. This study showed that organizing interactional routines that allow all students to perform as brokers helps construct positive linguistic identities for all students.

Research Synthesis

Table 1 summarizes the findings of each study reviewed in this paper. This section presents a synthesis of common findings across these studies and discusses implications for my proposed study.

Table 1

Research Synthesis

Empirical research (positioning & identity)	Findings	Relevance for proposed study
Brown (2011)	An ELL student was exposed to numerous positions (limited to open), and when she was positioned as an expert reader, it contributed to a more "able" identity.	Teachers have the ability to position students, and these different positions have an impact on students' classroom experiences, identities and academic growth.
Christian and Bloom (2004)	Identities are shaped and they are not stagnant.	Influences the use of terms "interactive positioning" and "reflexive positioning"
Vetter (2010)	A teacher positioned students from disengaged to engaged readers.	Teachers have the ability to position students, and these different positions have an impact on students' classroom experiences, identities and academic growth.
Abdu (2011)	The teacher held a language ideology that believed Spanish speaking ability equated with Spanish heritage. This language ideology impacted a Spanish heritage learner in the class that did not verbally	Teachers have the ability to position students, and these different positions have an impact on students classroom experiences, identities and academic growth

He (2004)	<p>participate in Spanish, and because of her lack of verbal output, her Latino heritage was not acknowledged nor were her literacy skills in Spanish.</p> <p>Found that the expert-novice relationship amongst the teacher and students was constantly shifting and was not static.</p>	<p>MR: Data collection included questionnaires, audio-taped classroom observations, interviews and class documents.</p> <p>Identities are constantly shifting and changing due to role negotiations.</p>
Norton (2000)	<p>Participants' social identity changes over time and how these changes were in large part due to struggles with communicating in their target language.</p>	<p>The relationship between language and identity.</p>
Lam (2000)	<p>Individuals' identities were impacted by their social status as immigrants, roles granted by a particular institution, and/or relationships they developed.</p>	<p>The relationship between roles, identities, and language use.</p>
Leeman (2011)	<p>Students' identities as Heritage Spanish speakers were strengthened as they were considered language experts and they were able to develop activist identities as well.</p>	<p>HLLs were considered "experts", and this increased their linguistic self-esteem associated with Spanish.</p> <p>MR: Data was collected through interviews of school staff and teachers and college students were asked to write reflections about their community service teaching. HLLs providing brokering/helping assisted their Spanish language identity.</p>
Lee, Hill-Bonnet, and Raley (2011)	<p>The data shows that L2 students are able to benefit from language brokering and accessing critical information, and the participation in receiving brokering services makes the broker more "able" and strengthens the brokers' identity. The brokering was enacted by both L2 learners of Spanish and Heritage Spanish speakers/ Dominant Speakers of Spanish; therefore students' identities were continuously changing</p>	<p>MR: Data was collected through classroom observations, interactions were video-recorded. Two focal students were chosen because of their verbally expressive nature. Discourse Analysis was used to identify the brokering interactions.</p>

	and shifting as they positioned and repositioned themselves in their interactions.	
SLA interaction studies		
Bowles (2011)	L2 learners provided assistance with spelling and accent placement. Heritage learners provided assistance with vocabulary and grammar. Furthermore, the results showed that pairing L2 learners and HL learners together can be beneficial for both groups.	In my proposed study, heritage language learners will also be positioned to work with Dominant Spanish speakers, which will allow for insight into how Heritage language learners interact and collaborate as learners.
Storch (2002)	Storch (2002) found that the students who participated in the expert-novice interaction were able to maintain more of their second language knowledge over time.	Support my argument that language learning can be optimized by pairing students of different proficiency levels to support each other's target languages.
Gort (2008)	Both groups served as facilitators and experts to support each other's literacy development.	Spanish dominant students and second language learners of Spanish collaborated with each other and they were able to help each other to develop their linguistic competencies. Students engaged in conversation about language and strategically code-switched to support each other's target languages.
		MR: field notes, student writing artifacts, and bi-weekly interviews of focal students on their peer work in the WWs. A subset of the data was chosen to be analyzed, which was a total of 24 transcripts.
Martin-Beltran (2009)	Students engaged in several moments of languaging, but more importantly that there were four distinct factors that supported the occurrence of languaging. The factors were, "the interplay of two languages as academic tools, the recognition of learners'	Spanish dominant students and second language learners of Spanish collaborated and were able to help each other to develop their linguistic competencies. Students engaged in conversation about language and strategically

	distinct funds of knowledge, the opportunities for co-construction of knowledge, and the student and teacher strategies that called attention to language” (p.31).	code-switched to support each other’s target languages.
Hayes (2005)	Teacher did not execute strategies that elicited conversation. The designs were not structured enough and there were no goals for the students to commit to speaking during play. The design must engage children in meaningful conversation and establish a goal that affords or requires language use (Hayes, 2005).	MR: Language related episodes as a unit of analysis to analyze the discourse between the students. Importance of ensuring students has an established goal to ensure students engage in meaningful conversation.
Identity Morita (2009)	Findings An immigrant student faces challenges due to negotiating identities, which impacted his socialization and participation. Students’ identities and membership are co-constructed by the individual student and the various contextual aspects of a given community.	Relevance to Study This study showcases the importance in how academic communities and institutions to recognize individual students as active human agents with unique histories, aspirations, and resources, as well as to recognize themselves as having a critical role in shaping students’ positionalities. This study is relevant to my proposed study because it showcases how a community of practice can assist two particular learners to be more participatory or gain interactional competence of English through an analysis of discourse and microethnography.
Hellerman (2006)	Shows two learners development of interactional competence through their socialization into classroom literacy events. The socialization occurred through the learners’ engagement in discursive practices in repeated literacy events which were part of a modified sustained silent reading program.	MR: Conversational analysis; microethnographic longitudinal case study
Morita (2000)	Discourse socialization is not a static unidirectional process of knowledge transmission from the expert to the novice, but it is complex, bidirectional, and involves	This study shows how analysis was only conducted on a particular participation “act”, which was the participants’ oral academic presentation. This type of

	dynamic negotiations of expertise and identity (p. 304).	focus assists with my proposed study because it encourages my ability to narrow my attention to a particular act that Heritage language learners engaged in while they were in the language ambassadors program.
Andrew (2011)	Journals or learning histories can help students to practice text, but also to create narratives in which they can empower themselves as learners and global citizens.	Students position themselves as both students on an assignment and as individuals with agency.
Pastor (2008)	Children were processing competing language frameworks from home and school (dominant English-only ideology, language policies in Southern California, and MCM's ideology of bilingualism) as they made language choices to communicate with peers and adults.	This study shows how the researcher used language use as the "social act" to analyze and gain insight about the children's language ideologies. It was relevant to my study because I want to understand how the language ambassadors program socialized students and how it impacted their language use and participation.
Byon (2006)	Classroom interactional routines are integral to language socializing. The analysis of teacher talk shed light on how the teachers' utterances socialized students into the hierarchical sociocultural norm of Korean.	My study intends to understand how heritage language students' participation is impacted in the language ambassadors program, and how it may differ from their foreign language classroom experiences. Therefore, this study provides insight into how students are socialized in their foreign language classroom.
Cekaite and Bjorn-Willen (2012)	Children's interactions contributed to peer group identities and relations, as well as norms for conduct and language use. These findings provide insight into how children's interactions co-construct the social order and classroom culture.	Provided an analysis of language use in multilingual classrooms, and how it may shed light on conditions for participation.

Critique of expert-novice studies. The expert-novice studies (Blake & Zyzik 2003; Bowles 2011; Mackey, 1999; Storch, 2002) all support the notion that teachers can optimize language learning by pairing students of different proficiency levels to support each other's target languages. These studies indicated that HLLs benefitted from pairings with dominant Spanish speakers (expert-novice) and developed their target language competencies.

The benefit of positioning heritage language learners as “experts” with second language learners of Spanish is evident in Blake and Zysik (2003), where HLLs improved their vocabulary and demonstrated improved attitudes about their linguistic abilities. Bowles (2011) explored how HLLs could serve as experts and learners and examined scenarios in which both HLLs and L2 learners of Spanish helped each other in different ways. The study revealed that HLLs could provide more assistance with vocabulary and grammar to L2 learners (Bowles, 2011).

Some studies have found that expert and novice interactions are not the most important factor in productive interactions that support language learning (Dobao 2012; Sato & Lyster 2007; Varonis & Gass, 1985). Dobao found that students' collaboration and personal involvement had more of an effect on language-related episodes than did differences in proficiency.

Varonis and Gass (1985) found the negotiation for meaning occurred more frequently in learner-learner interactions than in learner-native speaker interactions. Similarly, Sato and Lyster (2007) found that learners were more comfortable modifying their output when they worked with non-native students.

Overall, these studies, which took place over the past 13 years, support this researcher's assumption that HLLs interacting with students with more Spanish expertise as well as with students who may benefit from HLL's English and Spanish expertise will encourage and promote a dynamic interaction to support bilingual language use and development.

Critique of two-way immersion studies. Gort (2008) and Martin-Beltran (2009) both found that when Spanish-dominant students and L2 learners of Spanish interacted and collaborated, they helped each other develop new linguistic competencies. Both researchers found that the students engaged in conversation about language and strategically code-switched to support each other's target languages. Martin-Beltran (2009) found that certain contextual factors supported the students' "languaging," or discussions about language and meaningful concepts when (a) teachers viewed the two languages as academic tools, (b) teachers recognized students' distinct funds of knowledge, (c) students had opportunities to co-construct knowledge, and (d) teachers implemented strategies that brought attention to language. Hayes (2005), conversely, found that students had limited moments of meaningful conversation during their play centers because of their teacher's inability to structure activities that established a goal or required language use.

These two-way immersion studies indicate that students in two-way learning spaces with distinct linguistic funds of knowledge can help each other develop target language proficiencies; but if certain factors are not present in the learning space, students may fail to engage in meaningful conversations about language. These findings stress the importance of providing learning environments that (a) validate students'

distinct funds of knowledge in both languages, (b) provide students with clear goals, and (c) promote students interaction that help them support each other.

Critique of positioning studies. The present inquiry places a particular focus on analyzing the positioning of HLLs and the impact of this positioning on language use in the classroom. As such, the reviewed studies on positioning proved particularly relevant. Several researchers (e.g., Abdi, 2011; Brown, 2011; Christian & Bloom, 2004; Vetter, 2010) found that students' academic experiences were impacted by the way their teacher positioned them. The teachers were not explicit about their intent to position the students as the "expert" in any of these studies. Vetter (2010) also introduced the terms interactive positioning and reflexive positioning, which are useful in identifying the difference between a teacher positioning a student, and a student positioning themselves.

Overall, these positioning studies, which took place over the past 10 years revealed the power of positioning theory and shed light on how institutions, people, and language can position students for success or failure based upon their beliefs, perceptions, and actions.

Critique of identity studies. The identity studies examined in this literature review (He, 2004; Lam, 2000; Lee, Hil-Bonnett, & Raley, 2011; Leeman, 2011; Norton, 2000) highlighted the importance of students' identities and confirmed the inextricable link between these identities and their social status, roles, and relationships. These studies also provided a useful operational definition of identity as a constructed notion that is consistently changing in response to acquired social statuses, roles, positions, relationships, and institutional experiences.

While the existing literature provided a wealth of helpful information, the review did reveal several gaps in the current knowledge base. For example, although Leeman discussed HLLs experiences as “experts” when working with elementary school students, the researcher did not provide a detailed analysis of the Spanish language use in which the college students’ engaged throughout the program. Additionally, none of these studies, which took place within the past 13 years, addressed the challenges HLL students’ face when occupying the dual roles of “expert” and “learner” in the same space.

Gaps in the literature. This review revealed several gaps in the literature. For example, none of the studies sought answers to the following questions, “What happens when HLLs do not want to be positioned in a particular role?” or “What happens when the L2 learner knows more than the HLL in one of the distinct competencies (reading, writing, verbal, or listening comprehension)?” There is also a lack of empirical studies focusing on HLLs and their interactions with dominant Spanish speakers and L2 learners of Spanish in the same space. “How does the language use of an HLL differ when working with a Native Spanish speakers or an L2 learner?” These unanswered questions reflect the amount of information that remains unaddressed by the current SLA literature focused on HLLs. There is still much to discover about the positioning, interaction, and language use experiences of HLLs in collaborative academic spaces, and the impact these experiences may have on their language use.

Discussion and Implications for Practice and Research

Although there are gaps in the existing research, this literature review presented extensive empirical findings on the roles that positioning, interaction, and language may play in a students’ linguistic investment, development, and competence. Researchers

have found that HLLs have experienced the minimization and criticism of, and discrimination against, their unique language varieties (Grinberg & Saavedra, 2000; Gutierrez, Baquedano-Lopez, & Asato, 2000; Leeman, 2005).

This review included several empirical studies that examined educational spaces and demonstrated how the roles that HLLs' take on during various forms of discourse impact their educational experiences. These inquiries have substantiated the need for further exploration of HLLs' experiences, through the lens of positioning theory and language socialization, to provide a better understanding of the effect that classroom discourse may have on the language use of HLLs. These findings also speak to the need for teacher reflection on the type of language they use in the classroom, the roles they assign their students, and the way they organize their classroom spaces to engage students in interaction that improves bilingual/linguistic multicompetence.

The studies reviewed above have influenced the conceptual framework on the present dissertation. For example, I utilize positioning theory (Davies & Harré, 1999; Harré & van Langenhove, 1999; Harré & Moghaddam, 2003) to reveal the many ways that language expertise is situated in social interaction. I also draw upon the sociocultural concept of languaging (mentioned in several of the studies above), because is a recognized means of understanding opportunities for language learning (Swain, 2005; Swain & Lapkin 1998, 2002, 2006; Swain et al, 2009). Languaging refers to the thinking in progress and “the process of making meaning and shaping knowledge and experience through language” (Swain, 2006, p. 89). “Learners articulate and transform their thinking into an artifactual form, which becomes a source of further reflection” (Swain & Deters, 2007, p. 821). Li Wei (2011) draws upon Swain's work to languaging as “a process of

using language to gain knowledge, to make sense, to articulate one's thought and to communicate about using language" (Li Wei, 2011, p.1224). When students can talk about language-related features, they may come to new understandings and reflections about language as they solve issues together (Swain & Lapkin, 2002; Swain et al., 2002). This engagement in languaging supports and mediates students' language learning by focusing their attention on language-related concerns, problems, or questions, which allows, "the shaping and organizing of higher mental processes through language" (Lapkin, Swain, & Psyllakis, 2010, p. 479). I use the term *languaging* to describe metalinguistic discourse in which students explain or discuss a linguistic problem to others or the moments when learners talk aloud to themselves to mediate understanding of language (Swain, 2006).

Reconceptualizing HLLs' Multicompetence

As I analyzed my data and findings, I returned to the literature review to reconsider the ways to describe how a HLL may engage in different language practices and positionings. To re-interpret my data, I drew upon García's (2009) dynamic theoretical framework of bilingualism, which recognizes the interrelatedness of language practices and the coexistence of multiple linguistic identities. Cenoz and Genesse (1998) describe multilinguals as individuals who have "a larger linguistic repertoire than monolinguals but usually the same range of situations in which to use that repertoire" (p. 19). Drawing upon the work of Cook (2007), I understood the need to recognize Yolanda's (my focal student) *multi-competence*-- which differs from dualistic or monolingual, understanding

of language learning. Cook (2007) suggests the term *L2 user*¹ (rather than learner), to describe “people who know and use a second language at any level” (p. 240). Although studies of *linguaging* studies have recognized the importance of students’ other languages, many studies have analyzed the language separately focusing on the functions of the L1 in service of learning the L2 (e.g. Martin-Beltrán, 2010b; Swain & Lapkin, 2013). Wei (2014) defines the term multicompetence as an individual’s, “totality of linguistic knowledge – [and how it] aims to capture a multilingual user’s state of mind by investigating how he or she puts to use knowledge of more than one language, and how the different linguistic systems interact and impact the language user’s mind” (p.3). I draw upon these terms and reconceptualize Yolanda as a multicompetent language user because it allowed me to view a HLL’s use of both languages to communicate with her peers throughout both contexts as if they were on a continuum, and not separated. Looking across I came to understand Yolanda not as restricted to one position at a time but as a multicompetent language user. I elaborate this analysis in chapters 4 and 5 below.

¹ Valdés (2005) uses the term *L1/L2 user* building on Cook’s (2002) work, to describe bilingual and heritage students’ language experiences.

Methodology

This chapter will detail the research design, setting, and participants, as well as the methods of data collection and analysis used in this mixed methods study. The following research questions served as the foundation for this study and guided its planning and implementation:

1. How is an HLL positioned within an extracurricular program designed for peer collaboration among HLLs, L2 learners of Spanish, and dominant Spanish speakers who were learning English (henceforth SD ELLs)?
2. How is the same HLL positioned within a world language classroom?
3. How do the different positionings promote opportunities for languaging and language use within an extracurricular program designed for peer collaboration among HLLs, L2 learners of Spanish, and dominant Spanish speakers who were learning English (henceforth SD ELLs) ?
4. How do different positionings promote opportunities for languaging and language use for an HLL within a world language classroom?

Chapter 3: Research Methods

Methodological Orientation

To respond to the aforementioned research questions, the study incorporated both qualitative and quantitative research methods. For example, quantitative methods also proved useful in understanding how positioning affected the HLL student's Spanish language use. To this end, I coded each speech turn and determined the frequency with which she used both languages (English and Spanish). This quantitative analysis, specifically the co-occurrence of languaging and positioning (Spanish expert, Spanish

learner, and English expert) showed how the amount of Spanish language used (as captured by utterances) varied when the HLL was in the position of Spanish expert, Spanish learner, or English expert.

Qualitative methods also proved useful in understanding the student's positioning and languaging, so I used conversational analysis (Markee, 2000; Ohta, 2000; Schegloff, 1991; Swain, 2000) to closely examine video and audio recordings of student language use. I also used field notes and observations to collect data and examined the resulting information using constant comparative methods (Strauss & Corbin, 1990) to identify patterns and themes.

Specifically, this dissertation employed a qualitative, single-case study methodology with exploratory purposes. Case studies with exploratory purposes examine a situation in which (a) minimal theory is available or (b) the best way to measure the phenomenon of study is unclear (Yin, 2003). A case study is an in-depth description and analysis of a system bounded by time and space (Merriam, 1998). It is a "systemic inquiry into an event or set of related events which aim to describe or explain the phenomenon of interest" (Bromley, 1990). Merriam explained that "by concentrating on a single phenomenon or entity, the researcher aims to uncover the interaction of significant factors characteristic of the phenomenon" (p.27). Using the case method allowed me to analyze student's experiences as an HLL and to examine her positioning, languaging, and language use within the LA program. It also enabled me to observe her in a World language classroom within a particular timeframe. Case studies have supported educational researchers' investigations of a single individual focused on a phase or segment (Stake, 1995).

School Setting

The research site was an urban high school situated in a busy metropolitan area in the Mid-Atlantic region. The high school served approximately 1,400 students. From that population, 61% of the students receive free or reduced lunch. The school had a diverse student population, with 36% of the students identifying as Latino, 33% as African American, 24% as White, 6% as Asian, and 1% as other. Twenty percent of the population were LOTE (language other than English) speakers, which meant that they spoke a language other than English at home. Seventy percent of those LOTE speakers spoke Spanish.

Data collection took place in two distinct spaces within the research site: the LA program and a Spanish 4 class taught by Mr. Ramirez (pseudonym).

Research Participants

Although the larger project, LA program, included over 20 students each year, for the purpose of this study, I decided to focus on one HLL, to whom I gave the pseudonym Yolanda. Yolanda primarily spoke Spanish at home until she entered elementary school, when she experienced a shift toward English dominance. I chose Yolanda as the focal student in this study because I wanted to target HLLs, and there were only two HLLs each school year who decided to participate in the LA program. Of the two HLLs, Yolanda was more consistent in attending the sessions, and she was the only one who participated both school years. She took part as a ninth and tenth grader, which provided us with rich data about her language learning experiences across two years. I was able to observe Yolanda's Spanish language use both during the LA program and in her Spanish

classes both years, which facilitated comparisons across contexts and shed light on how positioning and language use differed based on various interactional opportunities.

I came to know Yolanda closely as an HLL who participated in the LA Program for two consecutive school years. Yolanda was born and raised in a suburban community in the DC metropolitan area and schooled in English, which allowed her to become a proficient English speaker and writer. Her parents were from El Salvador and primarily spoke Spanish at home, which allowed her to learn Spanish at a very young age. She also explained that she regularly attended a church that used Spanish as the main means for communication in social gatherings, worship, liturgy, music, and bible studies; which offered her other opportunities to develop her Spanish literacy. Her Spanish academic coursework was limited. She took two classes before Spanish 3, and enrolled in Spanish level 3 as a ninth grader.

One teacher also served as a research participant in this project, Mr. Ramirez. Mr. Ramirez allowed us to hold LA sessions in his classroom during lunch. He attended some of the sessions and offered support by passing out papers and re-directing students' attention. Mr. Ramirez also allowed me to observe Yolanda in his Spanish 3 class. During this project, I worked closely with my advisor, Melinda Martin-Beltran, who started the LA program at the site three years prior. I also worked with research assistants Jenny Pei-Jie Chien and Alex Ralph, who attended LA sessions as participant observers and assistant instructors, supporting students as needed.

I served in a dual role as both a researcher and teacher in this study. During the 2011-2012 school year, I served as a research assistant to Dr. Martin-Beltran, who was the lead researcher of the LA program. I assisted with lesson plans, creation of hand-outs,

and the delivery of instruction during LA sessions. During the 2012-2013 school year, I became the lead researcher and instructor and continued the program. As the lead instructor, I communicated with the school administration and teachers to gain support for re-establishing the program in the school. I recruited students, created lesson plans, delivered instruction, reserved classroom spaces, and provided the necessary data collection tools. I was a former Spanish teacher at the school, and had taught Spanish 1, 2, 3, 5, and Spanish for Native Speakers 1 & 2. I am a HLL of Spanish, who grew up speaking Spanish at home, and then majored in Spanish language and literature. Because I am an HLL who believes that my bilingualism given me access to opportunities that would not have been available if I was monolingual, and I am passionate about maximizing opportunities for HLLs to maximize their linguistic multicompetence skills.

Research Context and Program Design

Language Ambassadors Program (LA Program). The study is an offshoot of a larger project that took place over the course of three school years from 2010 to 2013. For this particular study, I utilized data collected during 2011-2012 and 2012-2013. The LA program served students who were HLLs of Spanish, ELLs and L2 learners of Spanish recruited from English, ESOL, and Spanish classes. Students who participated in the LA program met at lunch and after school to practice their target languages together and create a final product. All students were bilingual to some degree, but they were working on a target language that they believed needed more development. To support their target language development, students' final project in the 2011-2012 school year was a language autobiography written in the target language. During the 2012-2013 school year, the project was a digital story composed in their target language. Although

they were allowed flexibility to use their wider linguistic repertoire during the process of brainstorming, the program explicitly positioned every student as a language expert and learner. Program leaders reminded students of this fact throughout the sessions that, and each of them served to help their partner/group members with their funds of knowledge (Spanish and English).

Teachers reinforced the concept being experts and learners at the beginning of each session by reminding students that as LA participants, they were language detectives for their partners. Students were to ask questions, provide feedback/support, and engage in discussions about language. The teachers ensured that students assumed the roles of experts and learners by reminding them to help their partner or to make sure they were using their partner as a resource. Teachers strategically paired students with peers who had expertise in a different language and encouraged students to tap into each other's distinct knowledge to offer and request help. For example, an ELL who recently immigrated to the United States from Latin America would be paired with a L2 learner of Spanish who was English dominant.

Each school year, the program took place over the course of 16 weeks—once a week during the school day, and six times after school. Teachers used guidelines (see Appendix X) and activities in both English and Spanish to encourage students to work across languages to help each other. Students were paired with different students to provide them with different collaborative experiences.

The LA program met in two spaces in the high school: a World language classroom and a computer lab. Within the classroom, the teacher arranged the students in small groups to discuss key questions (in both Spanish and English) that would help them

write their story. The classroom discussions incorporated the think-pair-share strategy that helped students focus individually and then share their thoughts with their partner. Session in the computer lab allowed students to translate their brainstorming into a Microsoft Word or Google document in 2011-2012, and a digital story format in 2012-2013. In the computer lab, students also worked in strategic groupings to facilitate the positioning and collaborative support among the students.

Table 2 shows the design and sequence of the activities that took place in the LA program in 2011-2012, and Table 3 shows the design and sequence for the program in 2012-2013. Every week, students focused on a particular part of their language autobiography (2011-2012) or story development (2012-2013). Teachers provided guiding questions that supported classroom conversations the development of final projects in the computer lab next to their assigned peer expert.

Table 2

Research Design/Weekly Activities (2011-2012)

Week <i>*Indicates out of class activity</i>	Date	Warm-up activity (bilingual and alternating target language)	Language activity Writing process Language objectives
1	Sept 20th	Teacher Introduction	Discuss Program Discuss goals of collaborative language learning Explain Incentives
2	Sept 27 th	Warm-up activity: Getting to know you activity Explain LA program and study Discuss goals of partnership	Students speak in target language Students share why they want to be a part of the program.
3	Oct. 11 th	Language Ambassadors	Think about & discuss (PAIR-SHARE & WRITE) the following questions:

		Instructor (henceforth LAI) will provide direct instruction on the present tense and the present progressive.	<ol style="list-style-type: none"> 1. What language did you grow up speaking? 2. What language(s) are you learning now? 3. Why are you learning a second/third language?
4	Oct 18 th	Students will type/write their first paragraph using the responses from the week before. Use google docs	<p>Introduce question strategies (asking and offering help to peers) - choose 1-2 phrases</p> <p>Students will write & peer edit paragraphs.</p> <p>Review question strategies (asking and offering help to peers)</p>
5	Oct. 25 th .	Students will type/write their first paragraph using the responses from the week before. Use google docs	<p>PAIR-SHARE & WRITE the responses to the questions.</p> <p>-ORAL dialogue recorded</p>
6	Nov. 1 st	Students will discuss the following questions: <ol style="list-style-type: none"> 1. When did you realize that language is important? 2. What has been challenging about learning a second language? 3. What are some positive experiences you have had learning a second language? Teacher will provide direct instruction in the preterite and the imperfect.	Students will write /type their second paragraph using the responses they wrote the week before. Students will peer edit .

*Afterschool session	Nov. 1 st .	Students will finish typing their first and second paragraph in the computer lab.	Students will peer edit. Plan for video
7	Nov. 8 th	Students will discuss the following questions: What agencies have assisted in your development of learning a second language, and how? (Northwood, family, non-profit organization) 2. What activities assist you the best in learning your target language? (direct instruction, reading, drawing activities, speaking, etc.	Students will PAIR-SHARE-WRITE the responses to these questions.
8	November 15 th	.	Students will type/ write their third paragraph and peer edit.
9	November 15 th	Students will receive direct instruction on the present perfect	Students will type/ write their third paragraph and peer edit.
10	Nov. 22 nd	Students will discuss the following questions: 1. How has learning a second language benefited you? (a specific experience) 2. How has the lack of knowing a second /third language well impacted you or others negatively? 3. What are some	Students will PAIR-SHARE-WRITE the responses to the questions.

		future advantages that you expect to gain once you master your target language?	
11	Nov. 29 th	LAI will provide direct instruction on the future tense.	Students will type/ write their fourth paragraph and peer edit.
12	Dec. 6 th	Students will discuss the following question: Why is it important for today's youth to learn multiple languages?	Students will PAIR-SHARE-WRITE the response to the questions.
13	Dec. 6 th	LAI will provide direct instruction on the subjunctive.	Students will type/write their fifth paragraph and peer edit
14	Dec. 13 th	Students will select what should be in the final project.	Students will complete a language post-test.
15	After school session	Students will be video recorded.	Students will be video recorded.
16	January 11 th ??	FIELD TRIP TO UMD	FIELD TRIP TO UMD

Table 3

Research Design (2012-2013)

Week		
<i>*Indicates out of class activity</i>	Student/Teacher Objectives	Language TASK
1	Teacher will: Discuss Program Discuss goals of collaborative language learning Explain Incentives	
2	Warm-up activity: Getting to know you activity	Narrative Task (pair/group) -Recount personal information and experiences

	<p>Explain LA program and study</p> <p>Discuss goals of partnership</p>	
3: Classroom	<p>Language Ambassadors Instructor (henceforth LAI) will read children's story books in English and in Spanish to generate discussion about the important elements that contribute to the development of a children's book.</p> <p>Think about & discuss (PAIR-SHARE & WRITE) the following questions:</p> <ol style="list-style-type: none"> 1. What did you like and dislike about the books? 2. Who were the characters? 3. What were the different plots? 4. What was the (beginning/rising action/climax/falling action/ending) to one of the stories? 	<p>Discussion Task (pair/group)</p> <p>-Discuss which picture book was better and why. Discuss the critical elements in a story book in each student's target language.</p>
4	<p>Students will create a story board to outline their story.</p> <ol style="list-style-type: none"> 1. Students will brainstorm what their story will be about. 2. Who are the characters? 3. What is the plot? 4. How will it inspire and motivate second language learners in elementary schools? 	<p>Structured Text Based Task:</p> <p>Students will fill in a story board that will allow them to outline their intended stories.</p>
5: Classroom	<p>Students will discuss:</p> <p>(Beginning)</p> <ol style="list-style-type: none"> 1. Who are the characters in your book? (name, age, appearance) 2. What is the setting? (country, 3. What does your character love and what is his greatest fear? 	<p>Structured Discussion Task: (pair/group)</p> <p>- Students will take notes on the questions given and participate in a discussion about their stories.</p>

6: Computer Lab	Students will type/write/their first two pages in book using the responses from the week before. Use google docs	Collaborative Text based task: Students will write their stories in Google doc with the assistance of their partner.
7: Classroom	Students will discuss the following questions: (Rising Action) 1. What is a challenge your character(s) is/are facing? 2. What does your character want to do, improve, and know? 3. How will the reader know that your character has a challenge? How will it be presented in your book?	Structured Discussion Task: (pair/group) Students will take notes on the questions given and participate in a discussion about their stories.
*Afterschool session Computer Lab	Students will finish typing and writing their third and fourth pages in the computer lab.	Collaborative Text based task: Students will write their stories in Google doc with the assistance of their partner.
8: Classroom	Students will discuss: (Climax) 1. What is the climax in your story? 2. What is the moment that there is a change of events? 3. What is the most exciting part of your story?	Structured Discussion Task: Students will take notes on the questions and participate in a discussion about their stories.
9: Computer Lab	Students will type/write/their fifth and sixth pages in book using the responses from the week before as support. Use Google docs	Collaborative Text based task: Students will write their stories in Google doc with the assistance of their partner.
10: Classroom	Students will discuss: (Falling Action) 1. How is your character impacted by your climax? 2. What is different about your character now?	Structured Discussion Task: *(at least 2 pages) Students will take notes on the questions and participate in a discussion about their stories.
11: Computer Lab	Students will type/write/their seventh and eighth pages in book using the responses from the week before as support. Use google docs	Collaborative Text based task: Students will write their stories in Google doc with the assistance of their partner.

12: Classroom	Students will discuss the following questions: (Resolution) 1. How does your story end? 2. What message is left with the reader? 3. How do you think the reader feels after reading your story?	Structured Discussion Task: Students will take notes on the questions and participate in a discussion about their stories.
13: Computer Lab	Students will type/write/their ninth and tenth pages in book using the responses from the week before as support. Use Google Doc	Collaborative Text based task: Students will write their stories in Google doc with the assistance of their partner.
14: Computer Lab	Students will turn their stories into power point presentations or use other digital media to add illustrations.	Structured Text Based Task: Students will transfer their written stories from Google Doc into a Power Point Presentation with illustrations or use another multimedia software. They will also
15: Computer Lab	Students will continue to work on their stories by adding their voices as narrators.	Structured Text Based Task: Students will transfer their written stories from Google Doc into a Power Point Presentation with illustrations or use another multimedia software.
16: Afterschool session Computer Lab	Students will add finishing touches to their stories.	Structured Oral Based Task: Students will audio record their voices as narrators for their stories.

World Language Classroom

The second academic space consisted of the world language classroom in which Yolanda was enrolled during the 2012-2013 school year. The class was a Spanish Language 4 course taught by a seasoned teacher with 13 years of experience. There were 26 students in the course; eight of the students were Spanish HLLs, and 18 students were English dominant L2 learners of Spanish. I observed four classes: one class per week throughout the month of March, totaling six hours in all.

During my observations, I sat in a corner seat at the back of the class to minimize my presence in the class. Although, I was sitting in the back during my observation, I had a clear view of Yolanda because I was in the row directly behind her, and I could

clearly hear most of her conversations and expressions. In class, Yolanda was a shy student and did not attract much attention to herself. She participated moderately, but was not overly eager to answer questions posed by the teacher. Observing the classroom, you could almost forget that she was there, as she had a tendency to sink into her chair with her head and shoulders hunched over her paper. She rarely initiated off-task social conversations, and she always showed a respectful and self-disciplined focus in the classroom.

During my observations, Mr. Ramirez prepared weekly stories that had puppets as the main characters. He showed PowerPoint presentations of what happened to the puppets overnight to establish the context of the lesson. As he shared the stories, students demonstrated their engagement by listening, laughing, and answering questions that Mr. Ramirez would ask about the characters in the story. After he presented the story line, which usually lasted about 20 minutes, he gave the students a handout of questions that either related to the story he shared or the grammatical concept that he wanted them to learn. The handouts allowed the students to practice their understanding of the vocabulary and the grammatical objectives for the unit. The students had 20 minutes to complete the handout, and they had the choice of completing it alone or with a partner. After the allotted time passed, Mr. Ramirez displayed the handout (as transparency) on the projector and began to call on students to read the question or sentence with the needed missing answer. He then collected the handouts, detailed the homework assignment for the night, and gave the students time to work on their homework for the remainder of the class.

Mr. Ramirez followed a standardized curriculum to prepare students for a final semester exam. The curriculum covered approximately four thematic units that directed the teacher to cover long vocabulary lists and specific grammatical structures.

Throughout my observations, I did not observe collaborative projects and activities; but when I was a Spanish teacher at this school, I collaborated with Mr. Ramirez by combining my Spanish 1 class and his AP Spanish language course.

Methods of Data Collection

As mentioned above, data collection included (a) participant observations at all LA program sessions over the course of two school years, 2011-2012 and 2012-2013; (b) interviews with students and teachers (pre- and post-program); (c) audio and video recordings of students' collaborative interactions; (d) written work, video-recorded interviews in pairs/small groups; and (e) multimedia presentations (digital stories). Data collection also took place in Yolanda's Spanish language classroom, and included (a) six non-participant classroom observations, interviews with student post-classroom observations; interviews with teacher post-classroom observations; and the acquisition of lesson plans, handouts, event maps, and written work/multimedia presentations. Tools utilized during data collection included audio-recorders, video-recorders, and observation/interview protocols. Table 4 summarizes my data collection and analysis plan.

Data Analysis

Data analysis took place in four phases for this study. The first phase incorporated Strauss and Corbin's (1990, 1998) grounded theory method, which I applied

to my observations of Yolanda, the focal participant in this study. The second phase employed positioning theory and languaging, which supported the refinement of my

Table 4:

Data Collection and Analysis Plan

Research questions	Data collection/ sources	Data analysis
<p>1. What kinds of positionings does a heritage language learner experience within an extra-curricular program (designed for peer collaboration among students of distinct backgrounds) and foreign language classrooms, and how is the heritage language learner positioned in these roles? **CONTEXT** LA PROGRAM & WORLD LANGUAGES CLASSROOM</p>	<p>Digital audio and video recordings of student interactions during joint activities (co-writing, revising, computer mediated communication, multimedia projects, presentations) Student written/ multimodal work (weekly and final) Class observation and field notes (focus on languaging) Student and teacher interviews & questionnaires (beginning, middle, end) Event maps</p>	<p>LA PROGRAM Qualitative analysis: Guided by interactional ethnography & conversational analysis</p> <p>Code positioning roles by utterance Find themes/patterns in data</p> <p>*An utterance is a unit of analysis</p> <p>WORLD LANGUAGES CLASSROOM Qualitative analysis: Guided by grounded theory</p> <p>a) Open coding of data (Strauss & Corbin, 1990) b) Axial coding of categories from generated meanings c) Selective coding (choosing main code for the understanding of data) d) Iterative process searching for categories and their properties)</p>
<p>How do the different positionings promote opportunities for languaging and language use?</p>	<p>Digital audio and video recordings of student interactions during joint activities (co-writing, revising, computer mediated communication, multimedia projects, presentations) Student written/ multimodal work (weekly and final) Class observation and field notes (focus on languaging)</p>	<p>LA PROGRAM Qualitative analysis :Guided by interactional ethnography & conversational analysis</p> <p>Code languaging and language use by utterance</p> <p>Find themes/patterns in data</p>

Student and teacher interviews & questionnaires (beginning, middle, end)
Event maps

*An utterance is a unit of analysis

WORLD LANGUAGES CLASSROOM

Qualitative analysis: Guided by grounded theory

- a) Open coding of data (Strauss & Corbin, 1990)
- b) Axial coding of categories from generated meanings
- c) Selective coding (choosing main code for the understanding of data)
- d) Iterative process I (searching for categories and their properties)

3. How does languaging and language use differ across the different positionings the heritage language learner experiences in the extra-curricular program (designed for peer collaboration among students of distinct backgrounds) and foreign language classrooms

Digital audio and video recordings of student interactions during joint activities (co-writing, revising, computer mediated communication, multimedia projects, presentations)
Student written/ multimodal work (weekly and final)

LANGUAGING & LANGUAGE USE

Descriptive Quantitative analysis

- a) Co-Occurrence of Spanish language utterance and positioning roles
- b) Co-occurrence of code-switching and positioning roles
- c) Co-occurrence of languaging and positioning roles

research questions. The third phase involved the selective coding (Straus & Corbin, 1998) of the transcripts on Dedoose, a qualitative software program. During this phase, I coded the transcripts of student interactions line by line (using speech turn as the unit of analysis) for instances positioning and languaging (see Table 5 for the definition of the codes used in phase 3). For the purposes of analysis, I separated the codes into “learner” and “expert” of either Spanish or English; however, I recognize the limitations of this

dichotomy (as critiqued by Martin-Beltran, 2013). Using separate codes allowed me to calculate the co-occurrence of instances of positioning, with instances of languaging and the type of language Yolanda used per utterance (i.e., Spanish, English, code-switching). I coded instances of “languaging” to capture metalinguistic discourse. Previous research (Swain & Lapkin, 1998, 2000, 2001, 2002; Tocalli-Beller & Swain, 2005, 2007; Watanabe & Swain, 2007) has shown that metalinguistic talk and collaborative dialogue (Borer, 2007; de la Colina & Garcia Mayo, 2007; Leeser, 2004; Garcia Mayo, 2002; Storch, 2001:2008) can serve as resources for language learning.

The fourth phase included a qualitative analysis of student discourse guided by an interactional ethnography with roots in conversation analysis. Second language acquisition researchers (Bloome, Carter, Christian, Otto, & Stuart Faris, 2005; Castanheira, Crawford, Dixon, & Green, 2001; Castanheira et al., 2007; Garfinkel, 1967; Martin-Beltran, 2013; Schiffrin, 1993) have used interactional ethnography as a framework for studying culture, communication, social interactions, social construction of knowledge, classroom life and literacy (Castanheira, Green, Dixon, & Yeager, 2007).

Interactional ethnography helps researchers understand how members of a particular group need to know, produce, and predict as they participate in becoming a member of a group, while also gaining access to cultural knowledge and practices of the group in socially appropriate ways (Castanheira, Green, Dixon, & Yeager, 2007). When engaging in interactional ethnographic research, investigators should utilize audio and video recordings, engage in participant observation, take field notes, and create event maps to document time spent (Green & Meyer, 1991; Green & Wallat, 1979; Santa Barbara Classroom Discourse Group, 1992).

Table 5:*Phase 3 Coding Table*

Coding categories	Definition
Positioned as Spanish Learner (reflexive or interactive)	Asking questions or receiving support on Spanish language structures.
Positioned as Spanish Expert (reflexive or interactive)	Providing support or being asked questions on Spanish language structures.
Positioned as English Expert (reflexive or interactive)	Providing support or being asked questions on English language structure.
Positioned as English Learner (reflexive or interactive)	Asking questions or receiving support on English language structures.
Languaging	<p>A Form of verbalization used to mediate cognitively demanding activity.</p> <p>“A dynamic, never ending process of using language to make meaning” (Swain, 2006, p.96)</p> <p>Ex.1 Y: wouldn't it be <i>miembra</i> not <i>miembro</i>? (<i>wouldn't it be member (femine form) not member (masculine form)</i>)</p> <p>Ex.2 Y: How do you say that? How do you spell that?</p> <p>Ex.3 Y: Exactly, so you would put an 'a.' <i>you could say ...um...the English, the English</i> they taught me in my country was very basic. Ok, the English they taught me...</p>
Spanish Language Used	Only Spanish is used in a communicative turn
English Language Used (Only English in the speaker's utterance)	Only English is used in a communicative turn

I adapted a conversational analysis approach as I analyzed excerpts from transcripts, influenced by researchers (e.g., Markee, 2000; Ohta, 2000; Schegloff, 1991; Swain, 2000) who argue that cognition is a “socially distributed phenomena that is observable in members’ conversational behaviors” (Markee, 2000, p.33). Kasper (2004) stated that conversational analysis “is crucial for researchers to be able to assess what environments may be more or less conducive to L2 learning, because, for all theoretical and practical purposes, such settings would recommend themselves as scenes on which to focus research efforts” (p. 552). The conversational analysis method helps researchers understand how something is done or how the consequences of one type of action affect what happens next within the interaction. I adapted conventions of conversational analysis to make sure that all of the audio and video data were appropriately transcribed. I conducted inductive a data-driven analysis, which allowed me to find recurring patterns of interaction. Lastly, I identified the main themes, which explained the occurrence of the patterns.

To analyze my field notes and observational data for Yolanda in her world language classroom, I used the grounded theory method (Strauss & Corbin, 1990, 1998). I first employed open coding to recognize patterns and categories through constant comparative method. I then used axial coding to reassemble data and created core coding categories (Strauss & Corbin, 1998). I used selective coding to establish parent codes and child codes to gain understanding about the relationships among the categories (Strauss & Corbin, 1990).

Trustworthiness and Rigor

To strengthen the trustworthiness and rigor of my results I used multiple methods of data collection, such as observations, interviews, and recordings. This triangulation of data served as a “validity procedure where researchers search for convergence among multiple and different sources of information to inform themes or categories in a study” (Creswell & Miller, 2000). At the conclusion of each LA program, I conducted interviews with students to member check my observations. Throughout my research, I maintained a journal, where I would write down my observations, questions related to my research, and analysis memos. The analysis memos contributed towards the trustworthiness of my findings because I was able to analyze my data right after a session. When I analyzed the audio recordings at the end of the program, I was able to refer to my analysis memos to triangulate the data. I also used qualitative and quantitative approaches to analyze the data, which helped to minimize researcher bias and interpretation.

Chapter Summary

In this chapter, I provided a detailed description of the data collection methods, context, participants, and data analysis for this study. In chapter 4, I describe how Yolanda is positioned in the Language Ambassadors program and in the World language classroom. I also describe the different positionings she was afforded across the two academic contexts promoted opportunities for languaging and language use.

Chapter 4: Findings

This chapter is organized as follows. I begin by responding to research question 1: How is a heritage language learner positioned within an extra-curricular, bilingual program? I first describe positioning in the LA program and I organize these findings under three categories that became salient in the data: teacher's positioning practices, interactive discourse practices, and reflexive positioning. Under each of these categories, I present examples from transcripts of interactions.

The following section presents my response to research question 2: How is a heritage language learner positioned in the world language classroom? In my reply to this query, I describe a classroom context in which Yolanda had fewer opportunities than she had in the LA program to share her expertise in two languages with students of varied linguistic backgrounds. I then address research question 3: How do the different positionings promote languaging and language use in the Language Ambassadors program? I offer examples from transcripts to show how the LA program positioned the HLL, and how this context afforded Yolanda an academic experience that allowed her to engage in languaging to develop her Spanish language abilities, share her Spanish language expertise, and use her linguistic multicompetence funds of knowledge to support her peers' language development.

In my response to question 4—How do the different positionings promote opportunities in the world language classroom—I describe how the world language classroom did little to reinforce linguistic multicompetence funds of knowledge or position the HLL to share her expertise in both languages with students of varied

linguistic backgrounds. As a result, Yolanda exhibited a reduced amount of languaging and language use.

Research Question 1: How is a heritage language learner positioned within an extra-curricular program (designed for peer collaboration among students of distinct backgrounds)?

Teacher's Positioning Practices

As I analyzed my field notes and transcripts, I came to realize the importance of the LA teacher's positioning practices, as they contributed to students' positionings and academic experiences. The following practices (exemplified in interview transcripts) became salient throughout my analysis: (1) collaboration guidelines, (2) intentional choice of languages of instruction, (3) guidelines for student's language use, (4) constant checking in with peer work, and (5) strategic pairing among linguistically diverse students.

Collaboration guidelines. At the beginning of every LA session, teachers in the program explicitly discussed how all students were language experts and took particular care to highlight the HLLs' linguistic multicompetence dexterity by reminding HLLs' that they were experts and learners of both languages. Teachers reinforced these explicit verbal reminders in the way that they strategically placed students in small, collaborative groups. When possible, the teachers seated HLLs' in between a dominant speaker of Spanish/English language learner and a L2 learner of Spanish to mediate bilingually between students with different language expertise.

The teachers provided all students in the program with guidelines that detailed how they were supposed to collaborate and interact with their assigned partners. For

example, the teachers explained that students in the LA program were to (a) share cultural and linguistic expertise (give constructive feedback), (b) ask for and offer help, (c) ask questions about language (play language detective). Teachers modeled the appropriate ways to question and provide feedback for a partner who needed help. In one instance, the teachers gave students sentence starters and phrases to use when asking for help and instructed them to reflect on their collaboration at the end of sessions (see Appendix F with materials). Throughout the sessions, the teachers positioned Yolanda to collaborate with Spanish speakers and L2 learners of Spanish. When she worked with dominant Spanish-speaking partners, teachers asked the partners to revise and support writing in each student's target language.

Teachers in the LA program constantly roamed around the room as students worked together, and they redirected student collaboration by asking questions of the partners like, "Have you helped her already?" or "What do you think about that?" Teachers in the LA program positioned Yolanda as a Spanish learner when she collaborated with dominant Spanish speakers by checking in with her and asking, "Did your partner help you?" Teachers in the program positioned her as a Spanish expert to collaborate with second language learners of Spanish; and in these pairings, they prompted her to help students make sense of assignments and revise their writing in Spanish.

During the first few weeks of the LA program in the first school year, when Yolanda was positioned as a Spanish expert to L2 learners of Spanish, she experienced notable insecurities and challenged this role on several occasions. For example, at the

beginning of year 1, the teachers asked Yolanda to help an L2 learner of Spanish, and she showed her discomfort with this request by stating, “I don’t know Spanish.”

Although, I observed her challenging this “expert” role at the beginning of her time in the program, over time, she appeared to become accustomed to the role. She began to exercise her Spanish expertise with more confidence throughout the weeks of the program; and by the end of the first school year, she became more competent and confident when using her linguistic multicompetence abilities. Throughout the end of the school year, Yolanda was offering Spanish language assistance and correcting her peers. For example, she would begin her suggestions for her peers with, “you could say…” or “instead of saying”, and then she would offer her Spanish language suggestion. She continued to reflect her increased linguistic multicompetence confidence during her second year of participation with the LA program. When teachers positioned Yolanda to collaborate with dominant Spanish speakers who were also L2 learners of English, Yolanda was able to support them with their English writing.

Teachers positioned Yolanda as a Spanish expert, Spanish learner, and English expert through teacher discourse that helped Yolanda understand the values of the program and allowed her to become a competent participating member of the LA program. The excerpts that follow illustrate this teacher discourse.

The first excerpt from the LA program (Excerpt 1) shows how the teacher was very clear about promoting Yolanda’s expertise in Spanish and English. In the excerpt, the teacher asked Yolanda and her partners a set of questions about how students should help each other in the LA program. These questions reflect the instruction the teachers used in the program to reinforce Yolanda’s linguistic multicompetence abilities. Yolanda

responded to the teacher's questions by stating that students could help each other by asking questions, reading, and correcting grammar.

Excerpt 1 (1/24/2013, Year 2)

1. Kayra Alex (Teacher) is here to support you with anything, but if there is anything about, in reference to language or elaboration, definitely use each other. Um, all of you guys have strong language skills, uh, in both English and Spanish so ask each other! And I know, I've seen you guys naturally do that... um but uh... real quick before I am quiet, how do we help each other? What are the types of things we do to help each other? How can we help each other?
2. Yolanda & Lisa: Ask each other questions...
3. Kayra: Good, ask each other questions. What's another way?
4. Rosa: Listening...
5. Kayra: Listening! Listening to that person's question.
6. Yolanda: Reading what they wrote...
7. Kayra: Reading! ((Hand motions and excited facial expression)) Exactly, very good... Reading what, what they have, and...and commenting on their, how, when we... um, when we help, what are the different ways that we can help, um, with their text? Or, you know, with what they are trying to say?
8. Yolanda: Um, with correcting their grammar...
9. Kayra: Correcting their grammar! Awesome!
10. Lisa: Reading what they have, and then, like, go from there...
11. Kayra: And go from there...So, you're saying, like, extending, elaborating (1 sec)... Anything else? Okay. Alex, I think that was pretty good, right?

Teachers' intentional use of multiple languages during instruction. Reflecting on transcripts and field notes, I realized that I implicitly valued multiple languages by using linguistic multicompetence practices herself during instruction. As I modeled linguistic multicompetence, I legitimized these practices and positioned my students as multicompetent language users (Martin-Beltran, 2014) and speakers who could understand her in both languages.

Excerpt 2 shows me using both Spanish and English, and making it completely acceptable to transition back and forth between both languages. When I gave students directions, I explained that they should ask each other questions from the provided guide and discussed the expectation that students would use Spanish first and then English.

Adults in this space promoted and expected linguistic multicompetence use, and I wanted to ensure that the students communicated fully in both languages.

Excerpt 2 (12/13/2012, Year 2)

Kayra: Alright, *vamos a hablar en español y quiero que se entrevisten con estas preguntas* [holds up the paper again] (see Appendix F). I want you guys to interview each other with these questions. And so you see it is broken up in to three categories. *La primera columna*, the first column is questions related to the beginning. Alicia, I know you just- but you can come up with it as they're asking you. Um, el, the middle part is about the climax, the most important moment in your story. And then the last question is about the end, the revolution, alright? So I want to, I'm going to be walking around and I want to hear you guys asking each other *usando este guía, las preguntas*. And each person take the opportunity, ask at least two questions to the group, okay? Alright, begin. And we're talking, everyone's talking in Spanish. *Estamos hablando en español* and then we'll switch and we'll talk in English for a little bit. But for now I just want to hear Spanish, okay? *Comienzen*. This is just talking. You don't have to fill it in, just talk.

English only translation

Kayra: Alright, we are going to talk in Spanish and I want you guys to interview each other with these questions [holds up the paper again] (see Appendix F). I want you guys to interview each other with these questions. And so, you see, it is broken up into three categories. The first column...the first column is questions related to the beginning. Alicia, I know you just- but you can come up with it as they're asking you. Um, the...the middle part is about the climax...the most important moment in your story, and then the last question is about the end...the resolution, alright? So, I want to...I'm going to be walking around, and I want to hear you guys asking each other using this guide...the questions. And each person take the opportunity...ask at least two questions to the group, okay? Alright, begin. And we're talking...everyone's talking in Spanish. We are talking in Spanish, and then we'll switch and we'll talk in English for a little bit. But for now, I just want to hear Spanish, okay? Begin. This is just talking. You don't have to fill it in, just talk.

Explicitly Guiding Students' Language Use

My analysis of transcripts and field notes revealed that in the second school year, I wanted to increase target language use in the classroom by asking students to speak in Spanish for a particular period of time, and then asking students to speak English for a

particular period of time. The following excerpt (Excerpt 3) shows my expectation that students should use Spanish in the classroom. Although I encouraged the students to speak Spanish, I also promoted their use of English for a period of time. This approach proved to be a new strategy adopted by the program in its second school year to promote students' use of both languages. In the excerpt, I reminded students that they must help a student in the group and engage in questions. Then, I stated that while I usually asked students to speak in Spanish, they could speak in English for the first 15 minutes and then transition to Spanish. The other teachers and myself in the LA program provided instruction on how students should help each other and how they should focus on a particular language for a set period of time. I also demonstrated the importance of using the two languages by communicating in both.

Excerpt 3 (2/21/2013, Year 2)

Kayra: Umm...*si es verdad por eso que dos o tres seria la meta. Um...tenemos que ayudar a un compañero en el grupo. We need to help, y tambien tenemos que hacer preguntas.*

Usualmente yo siempre digo que vamos a comenzar hablando en español. Hoy lo voy a cambiar, and I'm gonna let you guys talk in English for the next 15 minutes, and, you know, work as you need to. And then, I'm going to interrupt you at 2:45, and I wanna hear Spanish. We'll begin.

English only translation

Kayra: Umm...yes it is true, that is why two or three would be the goal. We have to help a partner in the group. We need to help, and we also have to ask questions.

Usually, I always say that we are going to begin speaking Spanish. Today, I am going to change it, and I'm gonna let you guys talk in English for the next 15 minutes, and, you know, work as you need to. And then, I'm going to interrupt you at 2:45, and I wanna hear Spanish. We'll begin.

Listening closely and checking in with peer work. My analysis of transcripts and field notes revealed that monitoring peer work was another important teacher practice

for positioning Yolanda as having important resources. I found that teachers and myself in the LA program constantly interacted and checked in with peers groups to make sure they were collaborating. Yolanda confirmed this teacher practice in her interview when she recalled teachers walking around the classroom helping students fulfill the overall goals of the program:

“You guys were around taking data, making sure that everything was working out. So, I think you guys did make those goals.” [June, 2013]

Yolanda’s quote shows that she recognized that the teachers in the LA program were close by supervising students’ participation. Her acknowledgement that the teachers were making sure “everything was working out”, is her recollection of teachers ensuring that students were following the goals of the program, which were to share expertise, ask each other questions, helping others, and to receive feedback from peers.

Excerpt 4 provides an example of how I communicated that I would be listening to students while they collaborated and gave each other feedback.

Excerpt 4 Teacher Listening Closely (12/13/2012, Year 2)

I’m going to be walking around, and I want to hear you guys asking each other usando este guía, las preguntas. And each person take the opportunity. Ask at least two questions to the group, okay? All right, begin. And we’re talking... everyone’s talking in Spanish. *Estamos hablando en español*, and then we’ll switch, and we’ll talk in English for a little bit. But for now, I just want to hear Spanish, okay? Comiencen. This is just talking. You don’t have to fill it in; just talk.

English only translation

I’m going to be walking around, and I want to hear you guys asking each other using this guide...the questions. And each person take the opportunity...ask at least two questions to the group, okay? All right, begin. And we’re talking...everyone’s talking in Spanish. We are talking in Spanish, and then we’ll switch and we’ll talk in English for a little bit. But for now, I just want to hear Spanish, okay? Begin. This is just talking. You don’t have to fill it in, just talk.

Strategic pairing. My analysis of transcripts and field notes revealed that teachers and myself in the LA program consistently strategically paired students with students that they could support and also receive assistance from. The excerpt below (Excerpt 5) shows how I strategically paired each student and my explanation of how they would help each other. I positioned Yolanda as a Spanish learner by telling her that she should read her story out loud first, and Rosa, her Spanish dominant partner would provide her with feedback on mistakes and support with elaboration. Then, I positioned Yolanda as a Spanish expert by telling her that she and Rosa would be expected to provide Ingrid (a second language learner of Spanish) with feedback. This excerpt shows how Yolanda was strategically assigned partners that she could assist and who could also help her.

Excerpt 5: Strategic Pairing (12/13/2012, Year 2)

1. Kayra: Alright ladies! I'm gonna interrupt.
2. Rosa: Whooo! [exhales] I'm, like, getting into this. Teacher: Oh, I'm sorry, Yolanda. I want you to read first out loud. Rosa is going to give you feedback as to maybe ways that you can elaborate if you see any mistakes. Help her, and then Imani's gonna read hers, and I want both of you guys to listen to Imani's and give her feedback. And then...uh...Rosa, I'll come back and see who can support...[looks at story] Rosa, yours is in English right now, okay. I'll come back to you, but right now, let's start with Yolanda. Read out loud. Ok?

The following is a quote from Yolanda's end-of-the-year interview (June, 2013). She referenced the way that teachers strategically paired students with learners of varied linguistic competencies to support collaboration amongst students.

Yolanda: You guys made sure that we were working with another person that wasn't learning the same thing. For example, putting me with an ESOL student.

In this quote, shared by Yolanda, she articulates how teachers in the LA program "made sure" that students were paired with students that had differing linguistic backgrounds. In her particular case, she referenced how she was paired to collaborate with a student who was Spanish dominant and learning English. This particular pairing promoted

collaboration because she was able to support her partner with English, and she was able to receive Spanish support due to the student's dominant language being Spanish.

Discursive Practices and Interactive Positioning

At different points during the LA program, I observed peers and teachers interactively and fluidly position Spanish learners, Spanish experts, and English experts. Looking across these interactions, and her own reflexive positioning, I came to understand Yolanda not as a singular expert or learner but rather as a multicompetent language user. Analyzing patterns across peer-peer discourse, I observed that Yolanda's dominant Spanish speaking peers often positioned her as a Spanish learner when they offered to help her, questioned her Spanish language use, and provided corrective feedback when she spoke. These acts of speech interactively positioned Yolanda as a learner. Yolanda took on the Spanish learner position interactively through her acceptance of feedback and recognition of her peer's expertise.

Yolanda's partners who were L2 language learners of Spanish interactively positioned her as a Spanish expert when they asked her questions about the Spanish language. Yolanda took on the position of Spanish expert by providing translations and offering feedback on grammar, vocabulary, and sentence structure. Yolanda's peers who were learning English as a second language also interactively positioned her as an English expert as they asked Yolanda for help on specific questions that would support their English writing. Yolanda took on this position, as well, and offered the necessary support by providing corrective feedback, as needed.

Excerpts 6-9 illustrate how Yolanda's peers discursively positioned her during their interactions. These excerpts also demonstrate how teachers and students used

discursive practices to position Yolanda in different roles through their questioning.

Excerpts 6 and 7 show how Rosa, a Spanish-dominant student, interactively positioned

Yolanda as an English expert by asking specific questions about language. In both

excerpts, Yolanda took on the position of English expert, and supported Yolanda with her questions.

Excerpt 6: Student positioning Yolanda as an English expert

1. Rosa: What would be another word for being afraid?
2. Lisa: Scared.
3. Rosa: Other word than scared?
4. Lisa: Um, (reclines in her seat and looks up to think)
5. Yolanda: Frightened
6. Lisa: Yeah
7. Rosa: Giiiiirl (smiling at Yolanda), that's a good one. How do you spell frightened?
8. Lisa: F.R.
9. Yolanda: (leans towards Rosa's computer): F.R.
10. Lisa: I.G.H.
11. Yolanda: E.N. No, you're doing it right. T
12. Lisa: H.T.E.N
13. Rosa: E. and then D.
14. Yolanda: Yeah, (and sits back upright)
15. Rosa: Thank you.

Excerpt 7: Student positioning Yolanda as an English expert

1. Rosa, to Lisa: What's, what does the word cherish?
2. Lisa: Like you're, you're...
3. Yolanda: What does it mean?
4. Rosa: Acknowledge, like acknowledging?
5. Yolanda: Cherish?
6. Rosa: Yeah.
7. Yolanda: No.
8. Lisa: xx
9. Yolanda: It's like, cherish is like you're...acknowledging, well yeah-
10. Rosa: Yes.
11. Yolanda: -acknowledging the time but like you're taking it to the heart (brings her hands to her chest), like-
12. Lisa: Yeah. Loved, (shrugs her shoulders), really loved that.

13. Yolanda: Yeah, like trying to, it's-
14. Lisa: Cherishing every moment
15. Yolanda: like a special moment
16. Rosa: So would this work- 'she was afraid she could not pretend xx, she was afraid of her little girl growing up so fast, and he, and her not being able to cherish those moments'?
17. Lisa: Yeah, that's good.
18. Rosa: Okay

Excerpt 8 shows Yolanda collaborating with Rosa, whom she supported with English feedback in Excerpts 6 and 7. In this particular Excerpt 8, however, Rosa positioned Yolanda as a Spanish learner by using discursive practices to communicate how Yolanda could improve her writing.

Excerpt 8: Student positions Yolanda as a Spanish learner

1. Rosa: Like, you have to like explain like what kinda noise it's doing, like, explosions...noise, like, a crash noise, like...uh...or do you wanna use, like, a strong noise like...like really loud noise?
Yolanda: el yeah really loud noise
(*English translation: The...yeah, really loud noise*)
2. Rosa: fuerte... [Yolanda types]
(*English translation: strong...*)
3. Yolanda: fuerte, el barco...
(*English translation: strong, the boat...*)
4. Rosa: hizo
(*English translation: made...*)
5. Yolanda: un sonido fuerte...un sonido muy fuerte [types] thank you
(*English translation: a loud noise...a very loud noise [types] thank you*)

Excerpt 9 shows how I used discursive practices to interactively position each student in a particular way as I explained how they would help each other. The excerpt also shows how I communicated with Yolanda, in English, the expectation that Yolanda would simultaneously receive help on her Spanish story and provide Spanish help to Ingrid. I positioned Yolanda as a Spanish learner by telling her that she should read her story out loud first, and explained that Rosa, her Spanish dominant partner, would give her feedback on mistakes and support with elaboration. Then, I positioned Yolanda as a

Spanish expert by telling her that she and Rosa needed to provide Ingrid (an L2 learner of Spanish) with feedback. This excerpt also shows the discursive practices of how I positioned an HLL as a multicompetent language user.

Excerpt 9: Teacher Positioning Yolanda to receive and offer assistance in

Spanish

1. Kayra: Alright ladies! I'm gonna interrupt.
2. R: Whooo! [exhales] I'm, like, getting into this.
3. Teacher: Oh, I'm sorry, Yolanda. I want you to read first out loud. Rosa is going to give you feedback as to maybe ways that you can elaborate if you see any mistakes. Help her, and then Imani's gonna read hers, and I want both of you guys to listen to Imani's and give her feedback. And then...uh...Rosa, I'll come back and see who can support [looks at story] Rosa, yours is in English right now, okay. I'll come back to you, but right now, let's start with Yolanda. Read out loud. Ok?

Yolanda's Reflexive Positioning

As I explained in the previous section, I observed as peers and teachers interactively and fluidly positioned Spanish learners, Spanish experts, and English experts; yet I realized that Yolanda generated a new position for herself as a multicompetent language user. Throughout the LA program, I observed Yolanda gaining a better sense of her linguistic multicompetence abilities. Yolanda positioned herself as a Spanish learner on numerous occasions, as she asked her dominant Spanish speaking partner's questions, "How do you...?" "Can you help me?" "What do you think...?" All of these instances showed that she recognized her need for assistance and reflected her belief that her peers had expertise necessary to support her.

Yolanda also positioned herself as a Spanish expert throughout the program as she volunteered assistance, "Do you want me to help you now?" and offered corrections before her peers asked for help. Yolanda positioned herself as an English expert when she supported her L2 learners of English partners by offering assistance and taking

collaborative leadership in reading her partners work and offering corrections and feedback to enhance their writing. Yolanda fluidly and simultaneously positioned herself as a Spanish learner, Spanish expert, and English expert through the linguistic multicompetence talk in which she engaged with her partners.

Excerpt 10 shows how I positioned Yolanda to collaborate with a Spanish-dominant student, Jose, who was working on a story in English. In the following excerpt, I worked with Jose on his story, but re-positioned his peer, Yolanda, as an expert when she asked Yolanda to offer suggestions. This excerpt shows Jose communicating his thoughts in English and Spanish and Yolanda fluidly understanding across languages and demonstrating her positioning as a multicompetent language user.

Excerpt 10: Yolanda uses linguistic multicompetence practices for sense making with peers

1. Kayra: Okay como...growing up at the time. Yolanda can we get your suggestions real quick?
2. Yolanda: Yeah.
Kayra: So...And so, he was going to school and he was growing up at the time... ¿qué quieres decir en español? ¿Cómo?
(*English translation: So...And so, he was going to school and he was growing up at the time. What do you want to say in Spanish? How?*)
3. Jose: Creciendo a la vez
(*English translation: Growing at the same time*)
4. Kayra: o estaba creciendo a la misma vez...
(*English translation: or was growing at the same time...*)
5. Jose: Uh huh...
6. K: So, en inglés dirías...?
(*English translation: So, in English you would say...?*)
7. Yolanda: As...as he was growing up, he went to school?
8. Jose: I got confused.
9. Kayra: So, he went to school...or Yolanda's telling you to say...
10. Yolanda: 'Cause I feel like he was growing up as he went to school is kind of weird...
11. Kayra: Right right right right right...
12. Yolanda: Because he...because if you go to school, you know that you're growing up.

13. Kayra: Right...
14. Jose: Yeah.

The excerpts that follow (Excerpts 11 and 12) depict two different LA sessions where Yolanda positioned herself as a multicompetent language user. In Excerpt 11, she asked Rosa to read her writing, and as Rosa began to read her writing out loud, Yolanda used both languages to express the types of changes she believed she should make and communicated clarification questions about Rosa's feedback in both languages. She shuttles between both languages in several utterances to express what she wants to write. She engages in languaging about key vocabulary and grammatical structures to better understand why her partner is providing feedback that she doesn't necessarily agree with.

Excerpt 11: Using linguistic multicompetence practices to support Spanish writing

1. Yolanda: Can you read mine? Um...it...um...you can start from here.
2. Rosa: Angel dijo sus, dijo sus despedidas.
(*English translation: Um...Angel said his goodbyes.*)
3. Yolanda: I think this is wrong, but I'm not sure.
4. Rosa: I think that you're right about that.
5. Yolanda: Yeah?
6. Rosa: Okay, so where do you want me to start? Here?
7. Yolanda: Here, yeah...
8. Rosa: El caminando como loco finalmente encontré...AL CUARTO
(*English translation: He was walking like he was crazy until he finally found...THE ROOM.*)
9. Rosa: Adonde iba...A dormir...
(*English translation: Where he was going...To sleep...*)
10. Yolanda: Um...I'm gonna say a su cabina instead.
(*English translation: Um...I'm going to say to his cabin instead.*)
11. Rosa: Okay [Y types]
12. Yolanda: iba?
(*English translation: going?*)
13. Rosa: adonde EL iba A dormir...a dormir, A dormir, iba a, ponete 'á'...Angel aliviado puso sus maletas EN el piso y brincó encima de su cama...
(*English translation: where HE was going TO sleep...to sleep, TO sleep, going to... Put an 'a'...Angel put his suitcases ON the floor and jumped on top of the bed...*)

14. Yolanda: Why can't I say al?
(*English translation: Why can't I say to?*)
15. Rosa: Hmm?
16. Yolanda: Why can't you say al?
(*English translation: Why can't you say to?*)
17. Rosa: It's like saying...
18. Yolanda: It makes more sense?
19. Rosa: Yeah, like Angel aliviado puso sus maletas
(*English translation: Yeah, like Angel put his suitcases...*)
20. Yolanda: en el piso
(on the floor)
21. Rosa: al piso, well...
(*English translation: to the floor, well...*)
22. Yolanda: Yeah, that makes...
23. Rosa: al piso, that's like saying "in"...It's like saying, "inside" and "on top."
(*English translation: to the floor, that's like saying "in"...It's like saying, "inside" and "on top."*)
24. Yolanda: Mmhmm...
25. Rosa: Brincó encima de su cama y arrecostó...y se arrecostó como acostarse verdad?
(*English translation: He jumped on top of his bed, and he laid down...and he laid down...like to lie oneself down, right?*)
26. Yolanda: Yeah...
27. Rosa: Okay.
28. Yolanda: Like, he just like laid himself on the bed and was like "Ahhh! I'm finally..." like, "I'm home!" You know how when you, like, get in a hotel and you've had a long trip...
29. Rosa: You just, like, jump in the bed.
30. Yolanda: You just, like, jump on the bed.
31. Rosa: Yeah...lentamente comienza a cerrar los ojos y se quedó dormido. Do you want to say he closed THE eyes or HIS eyes?
(*English translation: Yeah...Slowly, he begins to close his eyes, and he stays asleep. Do you want to say "He closed THE eyes or HIS eyes"?*)
32. Yolanda: He closed his eyes.
33. Rosa: Angel...
34. Yolanda: Angel comenzó a cerrar sus ojos.
(*English translation: Angel began to close his eyes.*)
35. Rosa: sus ojos...mhmm [Y makes correction]
(*English translation: his eyes...mhmm*)
36. Rosa: La mujer de limpieza entró a su cuarto y despertó a Angel...Le avisó que era hora para la cena. Angel se levantó y salió de prisa...Salió de prisa. No quería estar tarde para la cena
(*English translation: The cleaning lady came into the room and woke Angel. She informed him that it was time for dinner. Angel woke up and left in a hurry. He left in a hurry. He did not want to be late for dinner.*)
37. Yolanda: Do you think I have too many words?

38. Rosa: Yeah.

In Excerpt 12, Yolanda used linguistic multicompetence practices to share what she would like to say in English and to assist her in re-voicing the feedback that she is receiving from her partner. She used both languages to communicate her need for help, and her insecurities about how she is making writing revisions. She uses both languages to express her understanding of the feedback and how she will incorporate the feedback into her writing.

Excerpt 12: Using linguistic multicompetence practices to support Spanish writing

1. Yolanda: Yeah, but I want to to I want to...um, like, I want to say like... like, I want him to respond as like, “Oh, how feisty are you?” or like... how like (2 sec) sensitive, or like...not sensitive, but like ... Do you know what I mean? How would you respond?
2. Rosa: Um...
3. Yolanda: To what...?
4. Rosa: Um, , like, I would make it like flirty.
5. Yolanda: Yeah...
6. Rosa: I'd be like, “I know it's not...its not my business, but seeing a beautiful woman like you just standing here by herself...”
7. Yolanda: Ohhh! Okay, yes, that sounds better. Okay, so how do you say that? Wait...
8. Rosa: No es un inconvenia, pero...
(*English translation: It's not an inconvenience, but...*)
9. Yolanda: Si. Wait, I should say, “Si... yo se... que es...”
(*English translation: Yes. Wait, I should say, “Yes...I know...that is...”*)
10. Rosa: Que no es una inconvenia.
(*English translation: It is not an inconvenience*)
11. Yolanda: ... no... es [Typing]
(*English translation: ...it is...not*)
12. Rosa: pero viendo una muchacha hermosa cómo tu...
(*English translation: but looking at beautiful girl like you...*)
13. Yolanda: “inconvenia...” ahhhh...
(*English translation: inconvenience...*)
14. Teacher: si, pregunta [comes over to Rosa]
(*English translation: Yes, question*)

15. Rosa: Quería cuando lo leas.
(*English translation: I wanted when, you read...*)
16. Teacher: Mhmm... Oh, ok.
17. Yolanda: Pero, pero... [Looks at R for help]
(*English translation: but, but...*)
18. Rosa: pero viendo...
(*English translation: but looking...*)
19. Yolanda: pero viendo...
(*English translation: but looking...*)
20. Rosa: vien... [Sounding it out for Yolanda]
(*English translation: look...*)
21. Yolanda: una... [Typing]
(*English translation: a...*)
22. Rosa: una, con a [←Spanish a, not English] (. Mujer, o muchacha... What did you put before?
(*English translation: a, with a woman, or girl. What did you put before?*)
23. Yolanda: I put muchacha.
(*English translation: I put girl.*)
24. Rosa: Muchacha...¿Viendo una muchacha hermosa cómo usted, ¿o cómo tu?
(*English translation: Girl...Looking at a beautiful girl like you (formal), or you (informal)?*)
25. Yolanda: Como tú...
(*English translation: like you (informal)...*)
Rosa: tú...On... uno se pregunta ... que debe... ¿qué esta pasando?
(*English translation: you...One...one asks oneself...what must...what is happening?*)

The excerpts (6-12) show Yolanda using her linguistic multicompetence when she is discursively positioned by students and teachers as a multicompetent language user.

Yolanda uses both Spanish and English to engage in cognitively demanding tasks related to language and writing.

Research Question 2: How is an HLL Positioned in the World Language Context?

In this section, I describe Yolanda's contrasting positioning in a world language class context, and provide examples through vignettes from my field notes. I use my field notes here instead of excerpts from transcripts because the IRB prohibited the use of recording devices in the classroom because I did not obtain consent from students'

parents. For the majority of the six hours of total observation of world language class time that I observed, the teacher-dominant discourse reflected in my observations positioned Yolanda as a Spanish learner, which limited Yolanda's opportunities to use Spanish in different ways. Due to the fact that I observed one class per week in the month of March, which was equivalent to six hours of total observation time; it limited what I was able to see in the classroom.

In the following sections, I provide a vignette of field notes reflecting a teacher-centered classroom (see Table 6). Yolanda's positioning manifested indirectly through teacher and student discourse that focused on questions related to handouts on vocabulary and grammatical form. I also include a vignette from field notes that shows the teacher and students questioning Yolanda (see Table 7). Yolanda also reflexively positioned herself as a Spanish learner and expert by asking her peers questions about the correct answer on handouts and also volunteering answers. The third vignette from field notes demonstrates how Yolanda volunteered answers during class review and asked questions about questions on her handout (see Table 8).

The teacher did not explicitly discuss students' participation roles in the classroom, as did the teachers in the LA program. The teacher also did not strategically pair students to encourage peer-led collaboration.

Teacher-dominant classroom discourse. The following vignette is a selected portion from my field notes from March 11th, 2013 which show how the teacher dominated classroom discourse. In this particular vignette, Mr. Ramirez modeled the use of the preterit by sharing a story of a red lobster. Although the students enjoyed listening to this playful story, there were few opportunities for students to speak during this 20-minute period of teacher talk. Instead, the teacher dominated the discourse in the class by presenting the story himself and leading the class discussion about the story. This discursive practice limited opportunities for Yolanda and her peers to use their linguistic multicompetence. This particular example illustrates how teacher-dominant discourse limited Yolanda to use her linguistic multicompetence for her own language learning, nor did it support her use of her linguistic multicompetence abilities to support or communicate with her peers.

Table 6

Field Notes Vignette 1: Teacher Dominates Class Discourse

Time	Observation notes
9:35	<p>Mr. Ramirez brought out a red lobster from his desk, and the students laughed. The students appeared to have seen this character before because I could hear the students saying, “what happened to him this weekend?” and “Oh no...what trouble did he get into?”</p> <p>Mr. Ramirez changed the slide on the projector to show an image of the lobster in swim trunks. Mr. Ramirez described the activities the lobster engaged in.</p> <p><i>“Marty fue á la playa y se divertió por que nadó en el agua, tomó el sol, y jugó con una bola de playa. Al terminar de jugar, caminó por la orilla del mar, y recogió rocas.”</i></p> <p><i>“Cuando estaba caminando se encontro con un tucan y le dijo al tucan que no tenia amigos y estaba muy solo.”</i></p>

He describes in Spanish how the lobster invited another lobster out to lunch for burgers and fries.

He switches to the next slide, where the red lobster and the toucan are both drinking from one milk shake with the use of two straws [Students laugh].

He switches to the next slide with a picture of the red lobster and toucan on dance floor.

(It is very cool how he takes the time to take pictures of these stuffed animals and creates these interesting images of them doing different things)

“Después de su almuerzo, los dos decidieron ir á la discoteca para bailar salsa”.

Mr. Ramirez continues to share the story and provides several more images to describe the activities that Marty and Lola did together.

9:50 Yolanda is attentively listening to the story shared by Mr. Ramirez.

“¿Qué hizo Marty y Lola este fin de semana?” [Referring to the red lobster and the Toucan].

Students raised their hands. Several students raised their hands (5-6 students)

One student says, *“Marty fue á la playa.”*

Mr. Ramirez, *“¡Si! ¿Qué mas?”* He points to another student to get their response.

Another student shares, *“El fue á un restaurante con Lola”*

Mr. Ramirez, *“¡Muy bien!”*

English Translation

Field Notes Vignette 1: Teacher Dominates Classroom Discourse

Time	Observation notes
9:35	Mr. Ramirez brought out a red lobster from his desk, and the students laughed. The students appeared to have seen this character before

because I could hear the students saying, “what happened to him this weekend?” and “Oh no...what trouble did he get into?”

Mr. Ramirez changed the slide on the projector to show an image of the lobster in swim trunks. Mr. Ramirez described the activities the lobster engaged in.

“Maty went to the beach and enjoyed himself because he swam in the water, sun bathed, and played with a beach ball. After he finished playing, he walked on the shore, and picked up rocks.”, y

“When he was walking he ran into a toucan and he told the toucan that he did not have any friends and he was very lonely..”

He describes in Spanish how the lobster invited another lobster out to lunch for burgers and fries.

He switches to the next slide, where the red lobster and the toucan are both drinking from one milk shake with the use of two straws [Students laugh].

He switches to the next slide with a picture of the red lobster and toucan on dance floor.

(It is very cool how he takes the time to take pictures of these stuffed animals and creates these interesting images of them doing different things)

“After his lunch, both of them decided to go to a dance club to dance salsa”.

9:50 Mr. Ramirez continues to share the story and provides several more images to describe the activities that Marty and Lola did together.

Yolanda is attentively listening to the story shared by Mr. Ramirez.

“What did Marty and Lola do this past weekend?” [Referring to the red lobster and the Toucan].

Students raised their hands. Several students raised their hands (5-6 students)

One student says, “Marty went to the beach.”

Mr. Ramirez, “Yes! What else?” He points to another student to get their response.

Another student shares, “He went to a restaurant with Lola”

Mr. Ramirez, “Very good!”

Teacher’s and students’ discursive practices. Vignette 2 is a selected section from my field notes from March 19, 2013 (see Table 7). This vignette shows the discursive practices that the world language teacher and students in the classroom used to position each other as experts and learners of Spanish. When the teacher told Yolanda to work on the assigned vocabulary and grammar handout after the instruction, “Por favor comiencen á trabajar...tienen 20 minutos (*Translation: Please begin working...you have 20 minutes*), he positioned her as a Spanish learner.

While Yolanda was working on the handout, interactive positioning occurred when her partner students asked her for the answer of a particular question on the handout: “What’s the answer for number 2?” or “Did you conjugate number 5 in the past or the imperfect?” These questions positioned Yolanda as a Spanish expert, but these moments did not occur frequently. This vignette shows teacher and students’ discursive practices in the world language classroom, and how they positioned Yolanda as a learner and expert of Spanish vocabulary and grammatical features as the students worked on a class assignment. Students also positioned Yolanda as a multicompetent language user by asking her questions in English that required her expertise and understanding of the Spanish vocabulary and grammar reflected in the handout.

Table 7

Field Notes Vignette 2: Exchanging Answers

Time	Observation notes
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The teacher shared the instructions for the worksheet that they were to complete.

He stated, “*En este ejercicio leerán un ensayo con muchos espacios en blanco. Quiero que llenen los espacios en blanco con el vocabulario correcto. Pueden trabajar con un compañero ó individualmente.*”

“*Por favor comiencen a trabajar...tienen 20 minutos*”

He walked around the classroom, and passed out the worksheets. As he walked around, students casually talked to each other in English about non-academic coursework.

A student from across the room got out of his seat and walked towards Yolanda’s seat. He pulled an empty desk next to her to work with Yolanda.

Yolanda smiled at him, as they shared a friendship and seemed to collaborate together often.

(This was the same partner I saw her work with the previous week, and he was also a heritage language learner.)

Yolanda had her pen in her right hand and began to fill out the worksheet. Her partner Diego brought up how he was excited that he would be buying a new phone later that evening. Yolanda shared that she was also tired of her current phone, and wanted to upgrade.

Diego asked Yolanda, “What did you put for number?”. Yolanda answered, “eligieron”. Diego said, “oh ok.” Yolanda continued to diligently work on the worksheet, and Diego continued to bring up topics that were unrelated to the worksheet. She looked up at him, and smiled, but continued to work on her assignment.

Mr. Ramirez, walked around the classroom in an upbeat manner, checking in with students and making sure that people were on task, and making progress. Although, he saw that students were speaking in English, and at times engaging in social conversations, he did not reprimand them nor re-direct their attention. Mr. Ramirez stopped by Yolanda’s desk and looked over her shoulder and said, “muy bien!”

Diego asked Yolanda, “What’s the answer for number 2?” and Yolanda responded, “estableció”.

Yolanda continued to work on her handout with focused attention.

Diego asked her, “Did you conjugate number 5 the preterite or the imperfect?”

Yolanda responded, “preterite”

English Translation

Field Notes Vignette 2: Exchanging Answers

Time	Observation notes
	The teacher shared the instructions for the worksheet that they were to complete.
	He stated, “In this exercise you will read an essay with several blank spaces. I want you to fill in the blanks with the correct vocabulary. You can work with a partner or individually.”
	“Please begin working...you have 20 minutes”
	He walked around the classroom, and passed out the worksheets. As he walked around, students casually talked to each other in English about non-academic coursework.
	A student from across the room got out of his seat and walked towards Yolanda’s seat. He pulled an empty desk next to her to work with Yolanda.
	Yolanda smiled at him, as they shared a friendship and seemed to collaborate together often.
	(This was the same partner I saw her work with the previous week, and he was also a heritage language learner.)

Yolanda had her pen in her right hand and began to fill out the worksheet. Her partner Diego brought up how he was excited that he would be buying a new phone later that evening. Yolanda shared that she was also tired of her current phone, and wanted to upgrade.

Diego asked Yolanda, “What did you put for number?”. Yolanda answered, “they chose”. Diego said, “oh ok.” Yolanda continued to diligently work on the worksheet, and Diego continued to bring up topics that were unrelated to the worksheet. She looked up at him, and smiled, but continued to work on her assignment.

Mr. Ramirez, walked around the classroom in an upbeat manner, checking in with students and making sure that people were on task, and making progress. Although, he saw that students were speaking in English, and at times engaging in social conversations, he did not reprimand them nor re-direct their attention. Mr. Ramirez stopped by Yolanda’s desk and looked over her shoulder and said, “very good!”

Diego asked Yolanda, “What’s the answer for number 2?” and Yolanda responded, “established”.

Yolanda continued to work on her handout with focused attention.

Diego asked her, “Did you conjugate number 5 the preterite or the imperfect?”

Yolanda responded, “preterite”

Yolanda's reflexive discursive practices. I selected Vignette 3 from my field notes on the world language class on March 27, 2013 to illustrate how Yolanda positioned herself as a Spanish learner while students worked on a handout focused on language form. The teacher explained that students were to complete the activity by using discourse with peers, such as, "Come work with me" or, "What did you get for number...?" Yolanda also positioned herself as a Spanish expert through her desire to participate, or when she helped her partner without waiting for him/her to request assistance.

When Yolanda wanted to participate, which occurred during the teacher's review of the warm-up or the handout, she raised her hand. There also were times when she was proud of her correct answer on a difficult question on the handout, and she would ask her partner, "I got the answer for number 7, did you?" in an effort to share her expertise. Vignette 3 from my field notes reflects Yolanda's reflexive positioning as a Spanish learner through her request for the answer to question 16 (see Table 8). This vignette also shows her reflexive positioning as a Spanish expert, as she volunteers to share the answer during the teacher's review.

Research Questions 1 and 2 Summary

In the LA program, my guidelines for collaboration that promoted the use of both English and Spanish positioned Yolanda as a multicompetent language user, as well as my efforts to strategically pair her with linguistically diverse students. While collaborating with these students, she embodied her position as a multicompetent language user through discursive practices that promoted her to use her linguistic multicompetence funds for negotiation of meaning, co-constructing, and sense making

with peers. The way that both teachers, my peers, and I positioned her served as a solid platform for her to engage in languaging and linguistic multicompetence use.

Table 8

Field Notes Vignette 3: Yolanda Volunteers and Asks Questions

Time	Observation Notes
10:25	<p>The teacher told the students that they had one more minute to continue working on the handout that they had been working on for the last 15 minutes. Yolanda spoke out loud to her partner and other students around her, “I still need the answer to number 16!” She turns to a student across the room, “Maria, what did you put down for 16?” Maria looks down at her paper, and tells her, “<i>vendrían</i>”. Yolanda responds with, “oh, yeah”.</p> <p>The teacher begins to count down and tells everyone, “<i>regresensen a sus asientos por favor</i>”.</p> <p>The teacher puts the assignment that focused on filling in the blank with the correct vocabulary on the projector, and begins reading the passage. He stops where the blank space is, and asks the classroom, “<i>¿qué palabra debemos poner aquí?</i>” A student raises his hand and shares the correct answer, and Mr. Ramirez gives him praise by saying, “<i>exacto!</i>”</p> <p>The teacher continues to call on students who raise their hands to provide the answers. Yolanda is following along, correcting or checking off the answers on her worksheet. She realizes that she missed one, so she raises her hand, “What was number 7 again?” Mr. Ramirez says, “<i>destruyé</i>”. Yolanda writes the word on her worksheet.</p> <p>Mr. Ramirez continues to review the hand-out, and Yolanda raises her hand to share the answer. She reads the sentence with the needed missing word: “<i>La familia construyó una casa en el monte.</i>” Mr. Ramirez nodded yes, and confirmed that she was right.</p>

English Translation

Table 8

Field Notes Vignette 3: Yolanda Volunteers and Asks Questions

Time	Observation Notes
10:25	<p>The teacher told the students that they had one more minute to continue working on the handout that they had been working on for the last 15 minutes. Yolanda spoke out loud to her partner and other students around her, “I still need the answer to number 16!” She turns to a student across the room, “Maria, what did you put down for 16?” Maria looks down at her paper, and tells her, “they will come”. Yolanda responds with, “oh, yeah”.</p> <p>The teacher begins to count down and tells everyone, “please return to your seats”.</p> <p>The teacher puts the assignment that focused on filling in the blank with the correct vocabulary on the projector, and begins reading the passage. He stops where the blank space is, and asks the classroom, “What word should we put here?” A student raises his hand and shares the correct answer, and Mr. Ramirez gives him praise by saying, “exactly!”</p> <p>The teacher continues to call on students who raise their hands to provide the answers. Yolanda is following along, correcting or checking off the answers on her worksheet. She realizes that she missed one, so she raises her hand, “What was number 7 again?” Mr. Ramirez says, “<i>destruye</i>”. Yolanda writes the word on her worksheet.</p> <p>Mr. Ramirez continues to review the hand-out, and Yolanda raises her hand to share the answer. She reads the sentence with the needed missing word: “The family built a house in the forest.” Mr. Ramirez nodded yes, and confirmed that she was right.</p>

In the world language classroom, however, the teacher’s classroom practices indirectly positioned Yolanda as both a Spanish learner and expert of Spanish vocabulary and grammar. Generally, I observed Yolanda participating and interacting less in the world language classroom, which impacted the quantity and quality of her languaging and linguistic multicompetence use. In the following section, I provide examples of how Yolanda had multiple opportunities in the LA program to engage in languaging and use her full linguistic multicompetence repertoire, while in her world language class, she

demonstrated minimal languaging and linguistic multicompetence use. The world language class limited Yolanda's linguistic multicompetence use because the discursive practices from the teacher and students were often seeking answers related to a handout focused on vocabulary and conjugation. Furthermore, the focus on the correct answer on an assignment related to vocabulary and conjugation as opposed to a collaborative space that promotes the use of both languages limited Yolanda's engagement to discuss linguistic problems in both languages, co-constructing writing in both languages, and using both languages to facilitate communication and comprehension.

Research Question 3: How do different positionings promote opportunities for languaging and language use in an extra-curricular program (designed for peer collaboration with linguistically diverse students)?

In this section, I seek to address this question by describing how Yolanda's different positionings in the LA program promoted or constrained opportunities for languaging and language use. I argue that the LA context validated Yolanda's linguistic multicompetence abilities, reinforced her need to use her full linguistic repertoire, and promoted the practice and development of her skills in both languages. I have organized the findings related to question 3 by presenting distinct excerpts in which Yolanda is positioned as a Spanish learner, Spanish expert, and English expert to show how the different positions promote languaging. Although her discourse at times reflected more than one position in one excerpt; for the purposes of this analysis, I foreground one dominant positioning and show how it relates to languaging. While I came to understand Yolanda as a *multicompetent language user* rather than simply an expert or learner, I analyzed her languaging and language use in her different positions as Spanish learner,

Spanish expert, and English expert to understand the overall context that contributed to her languaging and her linguistic multicompetence use. These excerpts reveal how these different positions allowed her an opportunity to (a) recognize her room for growth in Spanish, (b) recognize her Spanish expertise, and (c) utilize her linguistic multicompetence. To complement my qualitative findings and reveal patterns across transcripts, I also present my quantitative findings to explain the relationship between languaging and positioning.

Positioning as a Spanish Learner

The LA program context provided a unique opportunity for Yolanda to collaborate with students who had a strong background in Spanish literacy. Unlike in her world language classes, where the teacher was the only individual in the room with Spanish expertise greater than her own (since most of her peers were English dominant Spanish learners), Yolanda found that in the LA context, her peers stretched her language further.

Excerpt 13 depicts a scenario in which Yolanda engaged in languaging with a Spanish-dominant peer who helped her reconsider her Spanish writing. In this excerpt, she engages in languaging as she tried to express what she does not want to say. In verbalizing her struggles with language (e.g., *no quiero decir/ I don't want to say*) in line 1 with her partner, she acknowledges that she had room to grow and pushes her own thinking to communicate her desire to say an expression in a different way. She openly discusses her shortcomings with the Spanish language and opens herself to collaborative input from her peers. In turn 1, she communicates her problem by identifying words (*ayudaba y aprendiendo/ helping and learning*) that she does not want to overuse in her

paragraph. This languaging is important because Elena, a Spanish-dominant student, supports this linguistic request in turn 2 and provides Yolanda with an alternative Spanish expression (*que me enseñaba/ that helped me*). In turn 3, Yolanda accepts the Spanish synonym, and applies it to her writing. This languaging excerpt reflects Yolanda's opportunities for language learning and her willingness to grow.

Excerpt 13

1. Y: [Typing] 'Me recuerdo cuando era niña, mi mama me dio un libro que... me ayudaba' me que me...uh...like, no quiero decir no quiero decir ayudaba y aprendiendo mucho en el párrafo.

(English translation: I remember when I was a little girl, my mother gave me a book that ...helped me ...that...Like, I don't want to say helped and learned too much in the paragraph)

2. E: que me enseña-ba...

(English translation: that taught me...)

3. Y: Oh, me enseñaba...

(English translation: Oh, that taught me)

4. E: que me enseñaba... You can erase all this...que me enseñaba...enseñaba...

(English translation: that taught me... You can erase all this...that taught me ...taught me...)

5. Y: [Typing] en-sen...

(English translation: tau...)

6. E: enseñaba, yeah...

(English translation: taught, yeah...)

7. Y: enseñaba...

(English translation: taught...)

As a Spanish learner, she consistently demonstrated her investment to her own Spanish writing and growth by using her Spanish-dominant partners as resources and obtaining as much feedback as possible from them. Yolanda engaged in languaging with ease because she recognized that in the LA context, she had the opportunity to be open and candid about her questions. Excerpt 14 shows Yolanda and her Spanish dominant peer engaging in languaging as they negotiate for meaning. In turn 1, Yolanda engages in languaging to communicate in Spanish her intended linguistic goal—what she would like to communicate in her writing—but she shares that she does not know how to “say it.” In

turn 1, Yolanda tells Eva that she wants to share her challenges with Spanish writing and grammar. In turn 2, Elena responds to Yolanda's linguistic problem and co-constructs by correcting her use of the verb "to learn/aprendiendo." In turn 3, Yolanda questions whether she should add the word "con/with" by saying out loud, "con aprendiendo/with learning?" Yolanda's questioning reflects her attempt to use Eva's feedback to make sense of how to use the word appropriately. Turns 5-9 show Eva and Yolanda languaging back and forth about how to use the word "aprendiendo/learning" in the present and past tense. In turn 10, Yolanda accepts the feedback, and makes the necessary corrections to her writing.

Excerpt 14

1. Y: Um, quiero decir, um quiero decir...um... que aprendiendo el español me ha sido, ha sido difi- ha sido difícil en la escritura y en la gramática. Yo tenia problemas con la escritura so yo no se como decir eso.
(English translation: Um, I want to say...um...I want to say...um...that learning Spanish has been...has been diffi- has been difficult in writing and in grammar. I used to have problema with writing, so I don't know how to say that.)
2. E: aprendiendo...
3. Y: con aprendiendo
(English translation: with learning...?)
4. E: No, only aprendiendo...aprendiendo [Typing] el español [Typing]...tuve
(English translation: No, only learning...learning Spanish...I had...)
5. Y: No, tengo...
(English translation: No, I have...)
6. E: tengo...[Typing] Like, when you say "aprendiendo"; it's like past here, but you say, "Aprendo."
(English translation: I have...Like, when you say "learning"; it's like past here, but you say, "I learn.")
7. Y: Aprendo.
(English translation: I learn.)
8. E: No, you want to say "aprendiendo," but "aprendiendo" is past. Okay, you have to erase "aprendiendo."
(English translation: No, you want to say "learning," but "learning" is past. Okay, you have to erase "learning.")
9. Y: Okay.

As I observed Yolanda during the writing process across two years I saw her recognize that she could improve her Spanish language use by incorporating better synonyms, gaining assistance with spelling, and including more authentic Spanish language expressions. Therefore, Yolanda leaned on Rosa, a Spanish-dominant speaker who grew up in Cozumel, an island off the coast of Mexico. Rosa immigrated to the United States to live with her grandparents two years prior to her participation in the LA program. Yolanda respected and valued Rosa's feedback and contribution to her work.

The following excerpt shows Yolanda languaging and positioning herself as a Spanish learner. In turn 1, Yolanda communicates her linguistic problem by asking Rosa how to spell "maripositas/butterflies." She uses Spanish to describe what she wants to say, "Quiere decir que ella tenia mariposas en su estomago/I want to say that she has butterflies in her stomach." Yolanda engages in languaging about a familiar expression in English, and wants clarification on how she can communicate the expression in Spanish. In turn 2, Rosa communicates to Yolanda in both Spanish and English that she can translate "butterflies in her stomach" directly into Spanish, because it is a common expression in Spanish, as well. In turn 3, Yolanda expresses her need for help with spelling; and in turns 4-8, Rosa spells out the word "mariposas/butterflies." This languaging provided Yolanda with a deeper understanding of an English expression and how she could use and spell it in Spanish.

Excerpt 15

1. Y: Ah, ¿cómo se escribe um mari-maripositas? Like, quiero decir que ella tenía mariposas en su estomago
(*English translation: Ah, how do you spell butter-butterflies? Like, I want to say that she has butterflies in her stomach*)

2. R: Solamente escribes con mariposas en su estomago, es algo que usamos también aquí like “butterflies in her stomach,” “mariposas en su estomago”
(*English translation: Just write with butterflies in her stomach. It is also something we use, like “butterflies in her stomach,” “butterflies in her stomach.”*)
3. Y: Yeah, ¿pero cómo se escribe?
(*English translation: Yeah, but how do you write it?*)
4. R: mariposas...
(*English translation: butterflies...*)
5. Y: mariposas...
(*English translation: butterflies...*)
6. R: Asi, mari-... [Y types]
(*English translation: Like this, butter-...*)
7. R: -posas...
(*English translation: -flies...*)
8. Y: [typing] possssssas...
(*English translation: -flies...*)

When Yolanda was positioned as a Spanish learner in the LA context, I found she recognized her room to grow in Spanish. As she recognized this room for growth, she was more likely to ask questions about and engage in languaging (or thinking about language).

Recognition of Spanish Language Expertise

Over the two years that I observed Yolanda, I noticed her increased desire to use and share her Spanish expertise with her peers and through her engagement in languaging. She also engaged in languaging when she challenged or questioned her Spanish-dominant partners’ feedback. Additionally, she recognized that she could support Spanish-dominant students with their English by communicating in Spanish or code-switching to increase clarification and comprehension.

Excerpt 16 shows Yolanda using her linguistic multicompetence abilities to support an English-dominant Spanish language learner. In turn 1, Yolanda read Allen’s Spanish writing, and pauses to ask him in English to clarification a question, “Where did

you want to go, again?” Yolanda’s question serves as a tool to increase her understanding of what Allen wanted to communicate in his writing in an effort to provide him with better support. In turn 2, Allen shares, “He wanted to go back to the hotel.” In turn 4, Allen continues to share what he did by stating in English, “I asked for directions.” In turns 5-11, Yolanda supports Allen’s writing, and communicates in Spanish what he should write using his response to her question in turn 1.

In this example, Yolanda used English to gain a better understanding of Allen’s thought process. Yolanda incorporated Allen’s responses and identified the type of Spanish language feedback he needed to improve his writing. Yolanda supported Allen’s writing without insecurity and seemed to feel very confident about her Spanish abilities. She read Allen’s writing out loud, correcting his sentence structure and use of vocabulary, while helping him to elaborate on his sentences. Yolanda positioned herself as a multicompetent language user to engage in languaging and to provide Spanish support for her peer. This languaging is important because through it, Yolanda helped Andrew to articulate his thoughts in Spanish and reaffirmed her Spanish language abilities.

Excerpt 16

1. [Yolanda, reading quietly] 'pregunte a alguien de como se llegaba a...como se,' um where did you want to go again?
(*English translation: I asked someone how to get to ...how to...um... Where did you want to go again?*)
2. Allen: I just wanted to go...I think I was, like, on vacation or something, so I wanted to go back to the hotel... where we were staying.
3. Yolanda: Oh. Okay.
4. Allen: I just asked for directions.
5. Yolanda: Un dia cuando estaba en las vacaciones...
(*English translation: One day when I was on vacation...*)
6. Allen: uhuh...
7. Yolanda: Right here...

8. Allen: Un día...
(*English translation: One day...*)
9. Yolanda: cuando estaba en las vacaciones.....
(*English translation: ...when I was on vacation...*)
10. [Yolanda says something to teacher]
11. Yolanda: Un día, cuando estaba en las vacaciones, me perdí y pregunté a alguien para direcciones al hotel.
(*English translation: One day, when I was on vacation, I got lost, and I asked someone for directions to the hotel.*)
Allen: yes...
[silence]
Yolanda: Do you want to say, “And then, I was able to understand what they told me,” or something like that?
Allen: Um, I think it's fine. I'm going to go to the next one.

When Yolanda was positioned as a Spanish expert with English-dominant students, I found that she engaged in languaging as she providing them with immediate feedback by correcting vocabulary and sentence structures and using two languages as tools for mediation and objects of analysis. Excerpt 17 showcases Yolanda providing support to an English-dominant student (Claire) by engaging in languaging to help with Spanish sentence structure. In turn 1, Claire shares her linguistic problem and explains how she is having a hard time structuring a sentence in Spanish. Claire uses both English and Spanish to communicate her linguistic challenge. In turn 2, Yolanda uses both languages as well, and shares, “You could say, ‘te ayuda encontrar trabajos/It could help you find jobs.’” This languaging is important because it helped give Claire a better understanding of how to structure her sentence correctly, and as Yolanda engaged in solving her peer’s linguistic problems it reaffirmed her Spanish language knowledge.

Excerpt 17

1. C: My problem was trying to structure this thing. I said, “Es importante que la juventud aprend....aprenda mas un idioma porque se ayuda encontrar trabajos.”
(*English translation: It’s important that the youth learn...learn more than one language because it helps to find jobs*)
2. Y: You could say, “te ayuda encontrar trabajos...”
(*English translation: You could say, “helps to find jobs...”*)
3. C: Mmkay

Positioning as an English Expert

When Yolanda was positioned as an English expert, she showed a commitment to help peers to the best of her abilities. She demonstrated this commitment through her thoughtful feedback and her use of both languages to question and mediate the support that she wanted to give to her partner. Excerpt 18 showcases Yolanda’s position as an English expert. In turn 1, Yolanda positions Eva as an English learner by asking Eva in English if she wants her help: “Do you want me to read it to you?” In turn 5, Yolanda engages in languaging to ask Eva a clarification question to increase her understanding of Eva’s intended message: “So, tu quieres decir que tu querias aprender el ingles otro lenguaje...porque...” (English translation: So, you want to say that you want to learn English another language...because...). In turn 7, Yolanda wants to ask another clarification question in Spanish, but she does not remember how to say the word “travel” in Spanish. In turn 8, Eva tells Yolanda the Spanish translation for “travel,” and her assistance helps Yolanda to finish expressing her clarification question.

This languaging episode shows Yolanda’s engagement in Eva’s writing, and her interest in thoroughly understanding Eva’s intended message. Yolanda uses Spanish as a tool to question and gain clarification about what Eva was trying to communicate. This

linguaging excerpt shows how Yolanda uses her linguistic multicompetence funds to support Elana with her English writing.

Excerpt 18

1. Y: Do you want me to read it to you?
2. E: Mmm...yeah!
3. Y: [Reading] ...for me to learn
4. E: To learn...like...
5. Y: Because I wanted to travel to...So, tu quieres decir que tu querías aprender el ingles...otro lenguaje...porque...
(*English translation: So, you want to say that you want to learn English...another language...because...*)
6. E: porque...yo...yo...I...I want to...
(*English translation: because...I...I...I...I want to...*)
7. Y: Quieres...como se dice travel en español?
(*English translation: Do you want....? How do you say "travel" in Spanish?*)
8. E: viajar...
(*English translation: travel...*)
9. Y: viajar...uh huh...en otro en en en otro país que habla en ingles?
(*English translation: travel...uh huh...in another country that speaks English*)
10. E: ingles
(*English translation: English*)

When the teacher paired Yolanda with Jose, a Spanish-dominant 10th grader (who had immigrated to the United States from El Salvador in the 9th grade), Yolanda reflexively positioned herself as an English expert to help Jose with his writing in English. In the following excerpt, Yolanda read Javier's writing and engaged in languaging by correcting his grammar out loud.

In turn 3, Yolanda verbally corrects and engages in languaging to communicate "he's" to "he is." Javier accepts the feedback and makes the correction in his writing. In turn 6, Yolanda continues to read his writing out loud, and recognizes that the following sentence could sound better if Javier mentions the age of the person he is describing rather than stating the grade level. Yolanda asks Jose a clarifying question, "Can you say an age?" and then follows up by positioning herself as a multicompetent language user as

she questions Jose with the word, “puedes/can you”) in Spanish to enhance her meaning and ensure he understands what she is trying to ask him. In turn 8, Yolanda asks another clarifying question in Spanish to gain a better understanding of his English writing. This languaging excerpt shows Yolanda’s deliberate use of the Spanish language as a tool to ask clarifying questions that will help her serve her partner to the best of her abilities.

Excerpt 19

1. Yolanda: Years before, Javier’s mom
2. Kayra: told him...
3. Yolanda: he is going... he is...not he’s [J makes correction]
4. Yolanda: he is going...
5. Jose: to...
6. Yolanda: to... immigrate to the US, when, when he will be in ninth grade...
Puedes...Can you say an age...when he’s an age instead of a grade?
(English translation: to ...immigrate to the US, when...when he will be in ninth grade...You can...Can you say an age...when he’s an age instead of a grade?)
7. Kayra: I mean, it’s up to him if he’s...
8. Yolanda: ¿Quieres decir “un año,” like cuando el tenga, dieciséis años o lo quieres decar asi?
(English translation: Do you want to say “one year” like how old he is...16 years old...or do you want to leave it like that?)
9. J: Yo creo que asi.
(English translation: I think so.)

In Excerpt 20, Yolanda engages in languaging to support Jose by clarifying the meaning of “before” and “after” because it appeared to her that he was using them incorrectly in his writing. In turn 5, Yolanda asks a clarifying question in Spanish: “¿Qué quieres decir, qué quieres decir?” (English Translation: What do you want to say, what do you want to say?) She shuttles across languages (i.e., Spanish and English) throughout the rest of the excerpt to facilitate comprehension and deliver accurate feedback. In turns 17-20, she provides Jose with translations of the words “before” and “after” by using her linguistic multicompetence abilities.

Excerpt 20

1. K: Okay, years before Javier's mom told him he's gonna immigrate to US, when he will be...?
2. J: Yeah.
3. K: Oh, when he will be at ninth grade...
4. Y: So, years before Javier...
5. K: It's good, it just needs...um...I mean, tiene sentido, pero una palabra aqui y alla se pueden arreglar.
(*English translation: It's good, it just needs...um...I mean, it makes sense, but a word here and there can be fixed.*)
6. Y: So, qué quieres decir, um..qué quieres decir?
(*English translation: So, what do you want to say...um...what do you want to say?*)
7. J: Um...
8. Y: años atrás...um...
(*English translation: years before...um...*)
9. J: años después...
(*English translation: years later...*)
10. Y: Oh.
11. K: No, años... años atrás... years before...
(*English translation: No, years...years before, years before...*)
12. J: Ahhhh! Yo me confundí, yo me confundí.
(*English translation: Ahhh! I was confused, I was confused.*)
13. K: sigue, sigue...
(*English translation: continue, continue...*)
14. J: Yo me confundí.
(*English translation: I was confused*)
15. K: Okay.
16. J: Yo me confundí, entonces...
(*English translation: I was confused, and then*)
17. K: La mama...No, tú dijiste...
(*English translation: The mother...No, you said...*)
18. Y: Before is "antes."
19. J: antes...
(*English translation: before...*)
20. K: So, la mama...
(*English translation: So, the mother...*)
21. Y: After is "después."
22. [J sighs]
23. K: No, pero tú lo tienes bien.
(*English translation: No, but you have it right.*)
24. J: No, ¡yo se! Que me he referido a...
(*English translation: No, I know! What I was referring to...*)
25. K: Oh, okay he's fine.
26. Y: Oh, ¿después...? You meant to say despues?

- (English translation: Oh, after...? You meant to say after?)*
27. K: No, he meant to say
28. J: ¡No se!
(English translation: I don't know!)
29. K: No, ¡lo tienes bien!
(English translation: No, you have it right!)
30. J: ¡Estoy bien!
(English translation: I am fine!)
31. K: ¡Estás bien! Solo te, pero...
(English translation: You are fine! Only you, but...)

Yolanda's Reflections on Collaboration Opportunities in LA

The following quote from Yolanda's interview conducted at the close of her first year of participating in the LA program shows her thoughts on how she benefitted and learned from the collaborative opportunities to work with linguistically diverse students:

Yolanda: When I was working with an ESOL friend, I didn't know that there were so many ways to conjugate Spanish words. (Year 1)

During our interview at the end of Year 2, I asked Yolanda whether she recalled helping others in the LA program. Indeed, Yolanda recalled offering assistance to peers and shared that she felt comfortable helping her partner with Spanish because she recognized that she had expertise in both languages. She also mentioned the Spanish-dominant partner that supported her the most throughout her participation in the second year of the LA program. These quotes show that Yolanda believed the collaborative experiences supported her language learning and encouraged her to support her peers' language development.

Kayra: Were there times that you helped someone with Spanish?

Yolanda: Yes, I think there was. Oh, yes...Lisa...I would sometimes be sitting next to her, and she would ask a question, and I would answer it.

Kayra: Was that comfortable. Was that fine?

Yolanda: Yes, it was pretty fine. I think I am ok with both languages. I felt support, like they were backing me up. They were there to tell me...they were just

here, like, to fix what I did wrong...just to help me out. It came a lot from Rosa. She helped me a lot with re-reading my paragraphs, fixing things that I did wrong... words that I misspelled. (Year 2)

Relating Positioning to Language Use and Linguaging

To complement my qualitative findings and reveal patterns across transcripts, I used frequency counts and co-occurrences to explain the relationship between linguaging and positioning. As I detailed in Chapter 3, I used coding frequencies across all of the transcripts that involved Yolanda to capture patterns across the data set. When I coded the transcripts, I coded an utterance “linguaging” when learners engaged in collaborative dialogue to discuss a linguistic or language-focused question, or when a learner talked aloud to oneself about language form, function, or meaning. I also coded utterances for types of positioning, (i.e., reflexive or interactive). For example, when Yolanda requested assistance from a Spanish-dominant partner, and when a Spanish-dominant student offered Yolanda assistance, I utilized the code “Spanish learner.”

I also coded the utterances for the type of language used (i.e., Spanish, English, and both/code-switching). I used analytical tools available in the Dedoose software package to determine how often certain codes co-occurred with other codes. In general, I found that when the LA program positioned Yolanda to collaborate with a Spanish-dominant student, Yolanda exhibited a higher amount of linguaging, code-switching, and Spanish language use.

Below, Figure 1 (Year 1) and Figure 2 (Year 2) show that Yolanda’s linguaging was at its highest when she was positioned as a Spanish learner (collaborating with Spanish-dominant students). In Figure 1, during school year 2011-2012, there were 323 linguaging utterances, while she was positioned as a Spanish learner, compared to 78 linguaging utterances as an English expert and three linguaging utterances as a Spanish

expert. In Figure 2, during school year 2012-2013, there were 159 languaging utterances when Yolanda is positioned as a Spanish learner, 69 languaging utterances as an English expert, and 45 languaging utterances as a Spanish expert. Comparing the two years, it is interesting to note that Yolanda was more likely to position herself as an expert.

Yolanda engaged in a higher amount of languaging when she was positioned as a Spanish learner with a Spanish-dominant partner, because Yolanda was invested in improving her writing and using her Spanish-dominant partners as resources. Also, when she worked with this type of partner, Yolanda could talk about language in ways that she could not with other peers. Yolanda could express her intended meaning in both languages, discuss her linguistic goals, challenge feedback, co-construct language, and expand and elaborate on her partner’s linguistic suggestions. This type of pairing encouraged Yolanda to think critically about language and show her Spanish-dominant partner that although she was using him/her for support, she also had Spanish language expertise. Excerpts 10-15 showed Yolanda’s diverse collaborative experiences, and how they afforded her quality and high quantity of languaging.

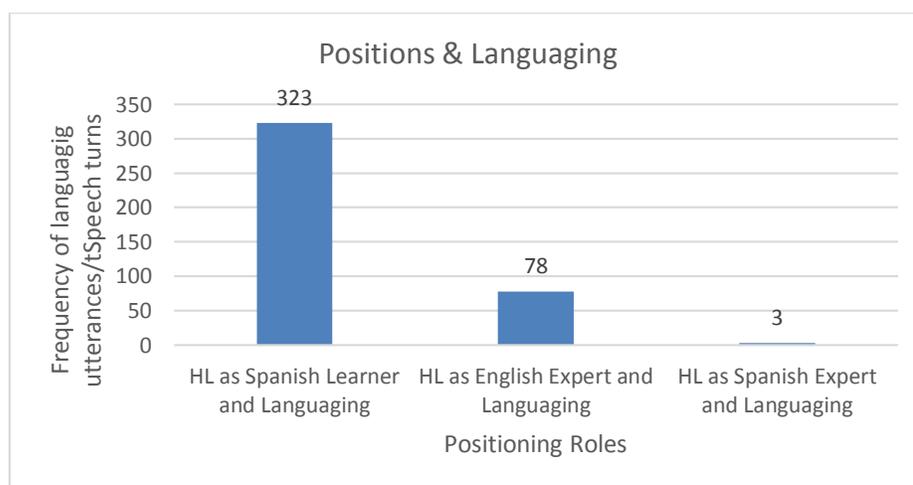


Figure 1. Co-occurrence of HL positioning and languaging (Year 1). The X-axis represents the

different heritage language learner positions and the y-axis are the frequency of languaging utterances that co-occurred when the HL was positioned in a particular role.

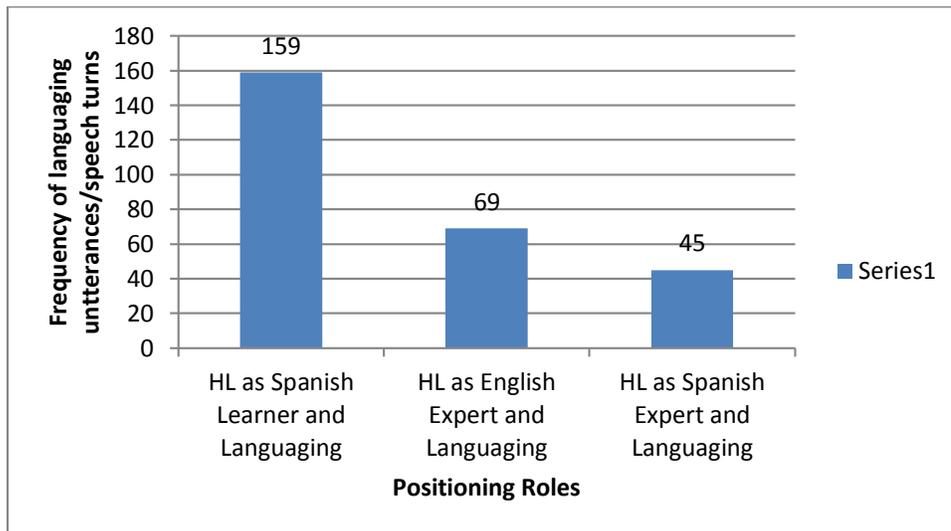


Figure 2. Co-occurrence of HL positioning and languaging (Year 2). The X-axis represents the different heritage language learner positions and the y-axis are the frequency of languaging utterances that co-occurred when the HL was positioned in a particular role.

Co-Occurrence of Positioning and Spanish Language Use

During both years of the study, Yolanda’s Spanish language use was also at its highest when she was positioned as a Spanish learner (See Figures 3 and 4). As Figure 3 shows, Yolanda had 138 Spanish language utterances when she was positioned as a Spanish learner, compared to four Spanish language utterances as an English expert and three utterances as a Spanish expert. Figure 4 shows that Yolanda had 88 Spanish language utterances as a Spanish learner, six Spanish language utterances as an English expert, and 16 Spanish language utterances as a Spanish expert. Yolanda engaged in a higher amount of Spanish language use because when she was paired with a Spanish-dominant partner, she wanted to communicate in the language that she believed would ensure her partner’s comprehension and facilitate communication. Conversely, when she was positioned to collaborate with an English-dominant partner, she used more English to

ensure that she could effectively communicate with her primarily English-speaking partner. In Excerpts 12-15, for example, she used high amounts of Spanish language to communicate and resolve her linguistic problems. Figures 3 and 4 further demonstrate that positioning an HL as a Spanish learner with Spanish-dominant students promotes a higher amount of languaging and Spanish language use.

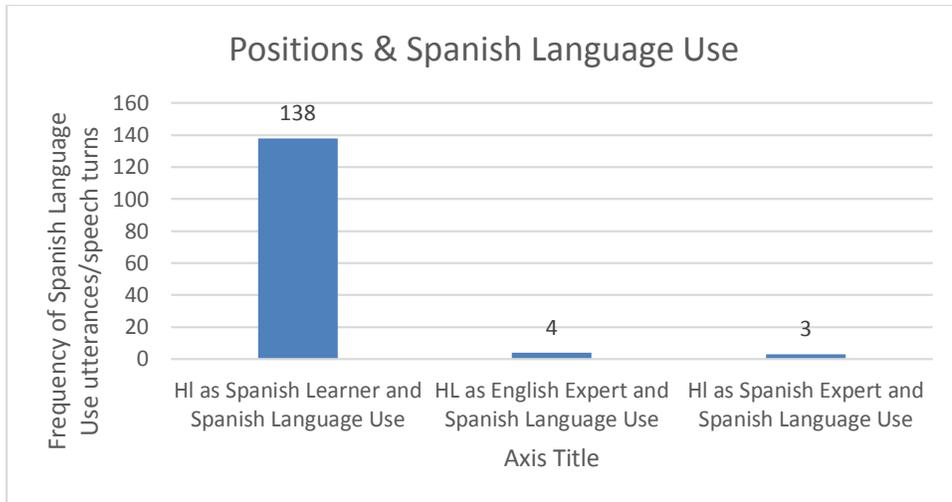


Figure 3. Co-occurrence of HL positioning and Spanish language use (Year 1). The X-axis represents the different heritage language learner positions and the y-axis is the frequency of Spanish language use utterances that co-occurred when the HL was positioned in a particular role

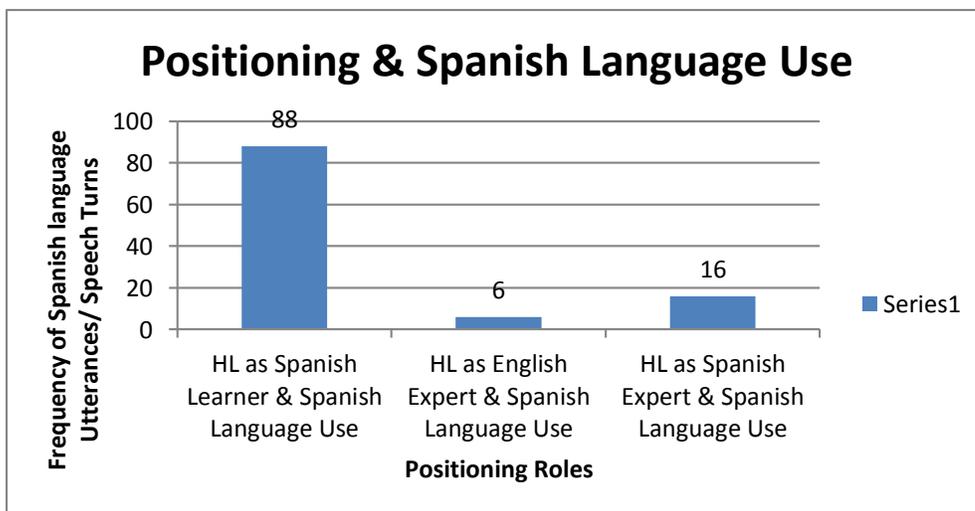


Figure 4. Co-occurrence of HL positioning and Spanish language use (Year 2). The X-axis represents the different heritage language learner positions and the y-axis is the amount of times Spanish language use co-occurred when the HL was positioned in a particular role.

Co-Occurrence of HL Positioning and Code-Switching

My third focus is on how the data reflected code-switching, which I defined as a speaker's use of both languages in one utterance. Both Yolanda and her partners engaged in code-switching, which may have served as additional opportunities to use their heritage language in a meaningful context. The co-occurrence shown in Figures 4 and 5 illustrates that the highest amount of code-switching took place when the HL was positioned as a Spanish learner. Yolanda demonstrated a higher amount of code-switching with a Spanish-dominant partner because she engaged in a higher amount of the Spanish language use throughout their conversations. Yolanda code-switched to discuss her linguistic problems and to facilitate the comprehension of her Spanish-dominant partner.

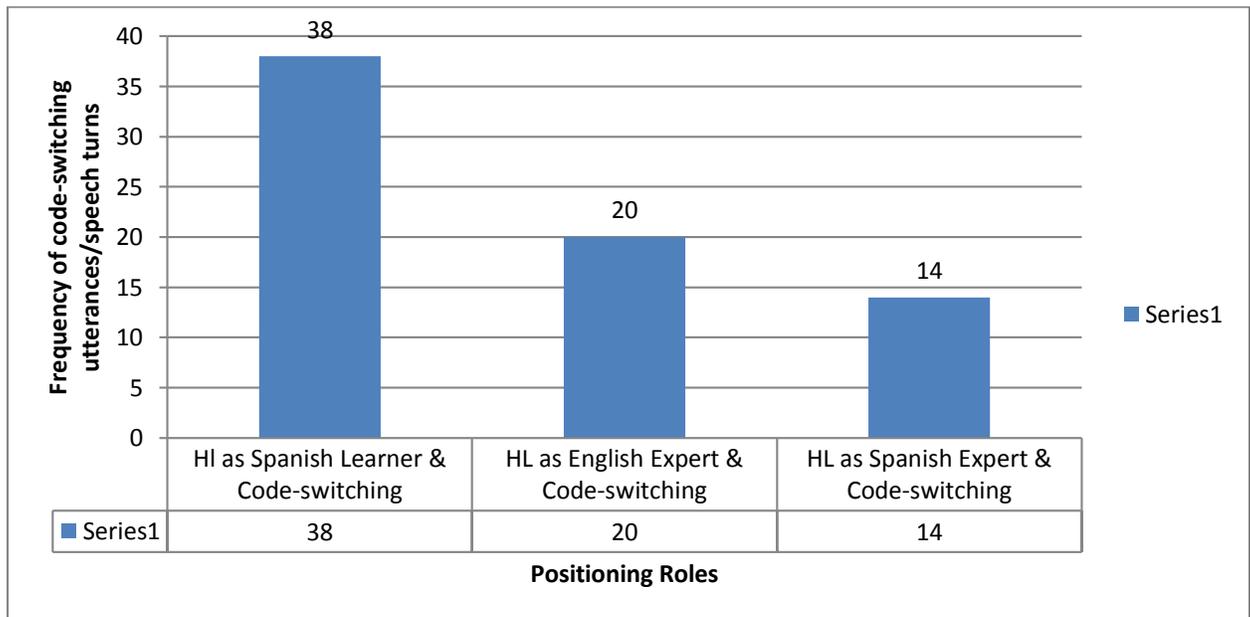


Figure 5. HL positioning and code switching (Year 1). The X-axis represents the different heritage language learner positions and the y-axis are the amount of times Code-Switching co-occurred when the HL was positioned in a particular role.

During Year 2, Yolanda demonstrated a higher rate of code-switching between Spanish and English when she was positioned as a Spanish learner. According to the Figure 6, there were 72 utterances that involved code-switching when she was positioned as a Spanish learner.

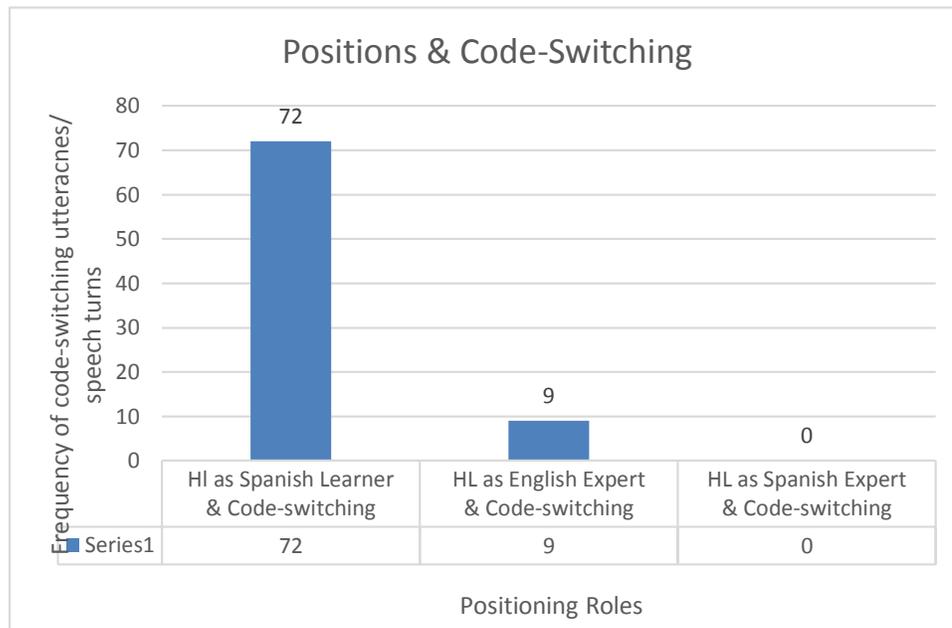


Figure 6. HL positioning and code switching (Year 2). The X-axis represents the different heritage language learner positions and the y-axis are the frequency of code-switching utterances that co-occurred when the HL was positioned in a particular role.

These Figures 5 and 6 suggest that when Yolanda was positioned as a Spanish learner with a Spanish-dominant student, she engaged in a higher amount of languaging, Spanish language use, and code-switching. I recognize the limitations of the quantitative data and acknowledge that the qualitative analysis of each excerpt reveals more about the nuances of her expertise. In this study, I foreground my qualitative analysis because it allowed me to re-conceptualize Yolanda exercising her linguistic multicompetence abilities across different positions.

Research Question 4: How do positionings promote opportunities for languaging and language use in the World language classroom?

This section provides a description of how Yolanda's different positionings in the world language classes constrained her opportunities for languaging and language use due to a lack of defined language use goals and collaborative roles.

The impact of language use goals on the quantity and quality of languaging.

The different positionings afforded to Yolanda in the world language classroom promoted opportunities for her to engage in minimal languaging about vocabulary and grammar. I noted these findings in my observational notes about Yolanda's positioning experiences and detailed how they afforded her limited opportunities for collaborative discourse. In the world language classroom, the most common instructional practices involved opportunities to practice vocabulary using cloze exercises and activities requiring the conjugation of the words in provided text. These instructional practices allowed limited opportunities for Yolanda to engage in languaging, and she used Spanish language infrequently, compared to her experience in the LA program. She primarily utilized the English language, and she limited her Spanish language to answering questions on handouts.

When the teacher interactively positioned Yolanda as a Spanish expert to read questions or share answers, she used Spanish language more often. Because this positioning happened infrequently, she typically communicated in English. Yolanda use of Spanish language occurred most often when she reflexively positioned herself as a Spanish expert as she volunteered to read or answer Spanish questions.

Vignette 4 details my field observations from March 6, 2013 (see Table 9). These notes show that the teacher began the class with a warm-up, transitioned to a worksheet with grammatical practice, provided some direct instruction about countries in Europe, and ended with a writing assignment. The teacher communicated the importance of correct verb agreement, vocabulary, and spelling. The vignette shows that the teacher failure to communicate language use goals led the students to use English to ask each other for answers to the questions on the handout. Although, this occurrence reflected the students' linguistic multicompetence use, they would have benefitted from language use goals that promoted their use of the target language. In this particular context, students' target language use was minimal and infrequent, and communicating target language use goals while students were working on their handout could have increased their languaging and linguistic multicompetence use to support their communication in the target language.

Table 9

Field Notes Vignette 4: Lack of Language Use Goals

Time	Observational Field Notes
9:00	<p>Teacher greets everyone in Spanish (very amicable) Students are speaking in English It took 8 minutes to complete the first exercise in the warm-up Teacher gives Yolanda instructions on how to do assignment Yolanda is working on her warm-up and mutters to herself out loud: <i>“Raul lo pasó bien el Sabado pasado”</i> Students are engaged and they know what they have to do, as they seem very familiar with his warm-ups. A student close to Yolanda asks her, “What did you write down for number 2?” Yolanda responds, <i>“Salta”</i> Teacher begins to review the warm-up, and one student responds in Spanish, and another student responds in English. Yolanda taps on a classmate for clarification on one of the questions on</p>

the warm-up. The student responds, “Ya lo pasó bien la semana pasada” Students are on task following his lesson.

It is evident that students are allowed to ask questions in English. The teacher stops by Yolanda’s desk to make sure she is completing her assignment well.

Yolanda points to one of the questions on the worksheet, and says, “*patinó*”?

The teacher shook his head to communicate that she was wrong, and he corrected her with “*patinaban*”

Teacher continues to guide students on this worksheet where they are practicing how to insert the correct verb. He asks students questions in English and Spanish, and they respond in either language.

Teacher checks in with Yolanda about what is the name of the snail. She responds half in Spanish and half in English.

The teacher asked Yolanda what answer did she put down for question 10, and she said, “*se mido*”, but she was wrong.

After the students complete the worksheet, the teacher talks about the different countries in Europe in Spanish and gives an intro to discuss Sevilla, Flamenco and Don Juan. The majority of the students in class are listening and engaged in lesson.

The teacher passes out a handout where they have to write a paragraph about what he just covered in relation to the countries in Europe. He tells them, “*asegúrensen de entregar el parrafo con verbos conjugados correctamente y usen ortografía correcta*”

He stresses the importance of verb agreement and spelling in this class. The teacher tells students that they have the choice to work alone or to work with a partner.

Yolanda begins working by herself and is engaged in her writing. Yolanda puts her earphones on and works diligently on her writing. Yolanda finished her paragraph, which appeared to be very detailed and lengthy.

Yolanda takes out her phone because the bell is about to ring. When the bell rang, Yolanda packed her things and turned her paragraph in to the teacher.

English Translation

Table 9

Field Notes Vignette 4: Lack of Language Use Goals

Time	Observational Field Notes
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9:00 Teacher greets everyone in Spanish (very amicable)
Students are speaking in English
It took 8 minutes to complete the first exercise in the warm-up
Teacher gives Yolanda instructions on how to do assignment
Yolanda is working on her warm-up and mutters to herself out loud:
“Raúl had a good time last Saturday”
Students are engaged and they know what they have to do, as they seem very familiar with his warm-ups.
A student close to Yolanda asks her, “What did you write down for number 2?”
Yolanda responds, “Jumps”
Teacher begins to review the warm-up, and one student responds in Spanish, and another student responds in English.
Yolanda taps on a classmate for clarification on one of the questions on the warm-up. The student responds, “He had a good time last Saturday”
Students are on task following his lesson.
It is evident that students are allowed to ask questions in English.
The teacher stops by Yolanda’s desk to make sure she is completing her assignment well.
Yolanda points to one of the questions on the worksheet, and says, “skated”?
The teacher shook his head to communicate that she was wrong, and he corrected her with “they skated”
Teacher continues to guide students on this worksheet where they are practicing how to insert the correct verb. He asks students questions in English and Spanish, and they respond in either language.
Teacher checks in with Yolanda about what is the name of the snail. She responds half in Spanish and half in English.
The teacher asked Yolanda what answer did she put down for question 10, and she said, “he measured himself”, but she was wrong.
After the students complete the worksheet, the teacher talks about the different countries in Europe in Spanish and gives an intro to discuss Sevilla, Flamenco and Don Juan. The majority of the students in class are listening and engaged in lesson.
The teacher passes out a handout where they have to write a paragraph about what he just covered in relation to the countries in Europe.
He tells them, “make sure that you turn in the paragraph with correct conjugated verbs and use correct accents”
He stresses the importance of verb agreement and spelling in this class.
The teacher tells students that they have the choice to work alone or to work with a partner.
Yolanda begins working by herself and is engaged in her writing.
Yolanda puts her earphones on and works diligently on her writing.
Yolanda finished her paragraph, which appeared to be very detailed and lengthy.
Yolanda takes out her phone because the bell is about to ring.

When the bell rang, Yolanda packed her things and turned her paragraph in to the teacher.

Collaborative Roles and Use of Linguistic Multicompetence

To triangulate my own interpretations of the world language class and to understand Yolanda's perspective of the world language classroom, I asked her about her experiences in the classroom. As the following quotes from an end-of-year interview (June 2013) indicate, Yolanda confirmed my observations about the limited opportunities for collaboration offered by her teacher throughout the semester. Yolanda shared her thoughts on assigned pairings, her perceptions of her teacher's classroom routine, and her opinions about how his instructional practices did not help her to learn Spanish.

Excerpt 21: Yolanda's Reflection on World Language Classroom

Kayra: If you had to describe the routine for your World language class, what would it be?

Y: We ...come into class, he doesn't really do warm-ups. He just comes in, he passes a sheet of paper, and he would make up stories with little stuffed animals, and we would go over it as a whole class. ...grammar practice through the stories and he would do modismos. That's pretty much what he does, and that would cover the whole class.

Kayra: How do you think the class has helped you learn Spanish?

Y: To be honest, I don't think it has helped me. I have trouble with grammar and writing in Spanish, but we barely do writing assignments at all, and that is one of the things that I wrote on a paragraph as a suggestion because we don't write enough.

Kayra: Do you think that the class could benefit if he assigned pairing?

Y: I think there a lot of students who don't know Spanish, and they would benefit from it[assigned pairing].

My conversations with Yolanda confirmed my observations that although the teacher allowed students to work in pairs, he did not strategically pair students. The teacher did not teach or discuss with students strategies for using their linguistic multicompetence abilities to support each other's learning. My findings suggest that the

lack of undefined language use objectives minimized languaging and target language use in the world language classroom. In addition, the teacher did not provide sufficient opportunities for students to collaborate, and when he did so, students could decide for themselves whether they wanted to work with a partner or work alone. Excerpt 22 details Yolanda's responses to interview questions (June, 2013) about her experiences in the world language classroom. In her responses, she discusses how assigned pairings encourage students to collaborate.

Excerpt 22 (Interview)

K: What is the major difference between the LA program and the world language classroom?

Y: The major difference is that in Language Ambassadors, there's a lot of communication going on. You always have someone to help you, and in class it's not the same. In LA, it's a small group, and people feel comfortable talking to others. In class, you don't even know the person, and you're like, "I don't want to ask them questions."

K: That's interesting [referring to Yolanda's claim that she didn't know her classmates], because you are in that class with those students every other day. And in the LA program, we only met once a week.

Y: But if he paired us...forced us...then...then it would be better.

K: When I observed, I noticed that many students worked individually, even after Mr. Ramirez offers students the opportunity to work with a partner. Why is that?

Y: Sometimes, he tells us you can be with a partner, but it's not like he assigns it.

Chapter Summary

The examples presented in this chapter demonstrate how the LA program successfully positioned Yolanda as a multicompetent language user through teacher positioning practices, such as presenting collaboration guidelines, using both languages to communicate with students, and guiding student's language use. Because LA teachers wanted to ensure students were positioned as multicompetent language users, they (a) created seating charts that strategically paired students and encouraged them to

collaborate with particular students and (b) monitored their talk by standing in close proximity to the conversations and redirecting their questions to their assigned partner.

The findings in year 2 confirm conclusions drawn from the year 1 data. During year 2 in the LA program, Yolanda continued to experience an educational space that promoted linguistic multicompetence, collaborative discourse, and a commitment to peer collaboration; and Yolanda seemed more secure about her positioning as a Spanish expert. In year 1, Yolanda was hesitant in the Spanish expert role and unwilling to use her Spanish language knowledge to help her classmates. As the LA teachers continued to position her as a Spanish expert during year 1 and year 2, Yolanda began to support L2 learners of Spanish with confidence by translating and responding to their questions with ease. During year 2 in the LA program, Yolanda took the initiative to help her peers with Spanish and English, engaged in discourse that showed her critical thinking, and communicated with confidence about what she wanted to convey in her writing in Spanish. These findings were also supported by the quantitative data, which suggested that the LA program positioned Yolanda more frequently as an expert in Year 2.

In contrast, I found that the world language teachers did not fully take advantage of the full repertoire of linguistic multicompetence skills HLLs brought to the classroom, and instead, promoted a teacher-centered approach focused on Spanish vocabulary and grammatical structures. HLs in the world language context also did not learn how to use their linguistic multicompetence funds to support their language learning experience. The world language classroom positioned HLs as Spanish learners and limited their ability to use their full linguistic repertoire.

Chapter 5: Conclusions and Implications

This chapter provides a summary of the major findings in this study of an HLL who volunteered to participate in an extracurricular program designed for two-way (Spanish and English) collaboration and who was also enrolled in a world language course to support her Spanish language learning. This study focused on the frequency and quality of an HLL's languaging, as research suggests that languaging reflects an individual's cognitive processing and language learning. This inquiry analyzed an HL in two different academic spaces to gain a better understanding of how each space promoted or constrained opportunities for engagement in languaging. I used the positioning lens to explore how teachers and students in two different academic spaces used language that support an HLLs use of her linguistic multicompetence skills, as research shows that academic spaces that validate and promote students' linguistic multicompetence skills contribute to better academic experiences. The data revealed in this study show the importance of positioning and how it impacts students' participation, engagement, and learning.

Throughout my presentation of the findings, I separate the positions using the positioning lens to showcase how the LA program placed Yolanda into different roles through interactions with particular students (Davies & Harré, 1990). Because of the positions she took on, Yolanda took part in experiences that promoted opportunities for languaging and linguistic multicompetence use (Tirado & Galvez, 2008). During my analysis, I realized that it is problematic to separate the positions afforded to Yolanda in the LA program because she weaved in and out of these positions seamlessly. She

assumed more than one position at a time and thus re-conceptualized her position as a person who had both expertise and room to grow in both languages.

In this chapter, I revisit and address the research questions for the study. I then discuss the study's contributions to HLL education and research. Lastly, I consider future directions for research that may further the findings in this study.

Research Questions 1 and 2: Summary of Findings

This section presents the findings that address research questions 1 and 2.

Research question 1 asked the following: How is an HLL positioned within an extracurricular program designed for peer collaboration among HLLs, L2 learners of Spanish, and dominant Spanish speakers who were learning English (henceforth SD ELLs)? Research question 2 involved the following query: How is the same HLL positioned within a world language classroom?

Collaboration guidelines and discursive practices in the LA program. There were several layers that supported the positioning experiences afforded to Yolanda in the LA program. Teachers ensured that participants understood how to work as collaborative multicompetent language users by explaining how to support and ask for help from their peers. The teachers also strategically paired students so they could collaborate with peers of varied linguistic backgrounds, and then they monitored the students' collaboration by watching them and re-directing their questions to their assigned partner(s).

The second layer of positioning in the LA program consisted of the discursive practices that the teachers and students used to communicate with each other when engaged in collaborative discourse. Upon my reconceptualization of different positioning opportunities, I realized that discursive practices (employed by teachers and students) that

included both Spanish and English directed Yolanda's position as a multicompetent language user. Yolanda, also reflexively positioned herself as a multicompetent language user through her use of linguistic multicompetence discursive practices that communicated to the teacher and her peers her expertise in Spanish and English.

Dominant teacher discourse and discursive practices in the world language classroom. In the world language classroom, Yolanda's teacher and peers interactively positioned her as both a Spanish learner and expert. The most prominent discourse was the teacher's talk, and he dominated class discussions with his delivery of instruction, guidance on assignments, and review of the answers for classwork. This discourse sent the message to Yolanda and her classmates that they were Spanish learners in his classroom, and the teacher was going to help them grow and learn through practice.

The teacher and students also positioned Yolanda through their discursive practices that reflected their beliefs about Yolanda's linguistic capacities. For example, when the teacher and students asked Yolanda for the answer, they positioned her as a student with Spanish language expertise. Yolanda also reflexively positioned herself as a Spanish learner and a Spanish expert to communicate her assistance or to share what she had learned or already knew.

Research Questions 3 and 4: Summary of Findings

This section presents the findings that address research questions 3 and 4. Research question 3 asked the following: How do the different positionings promote opportunities for languaging and language use for an HLL within an extracurricular program designed for peer collaboration among linguistically diverse students? Research

question 4 made the following query: How do the different positionings promote opportunities for languaging and language use within a world language classroom?

LA: Room to grow in Spanish language, recognition of Spanish expertise, use of linguistic multicompetence funds to facilitate comprehension. As I discussed in the previous section, the LA program positioned Yolanda in several roles, while her positioning in the world language classroom was limited. However, in both contexts, and the myriad roles they afforded her, she engaged in languaging and linguistic multicompetence use to converse and discuss language-related questions and concerns. During my analyses of how these roles promoted languaging and language use in the LA program, I identified three themes that surfaced in the data.

As a Spanish learner, Yolanda recognized she had room to grow, which facilitated her languaging and linguistic multicompetence use for target language development. When she was positioned as a Spanish Learner and a Spanish expert, she also recognized that she had Spanish language expertise. For example, as a Spanish expert, her partner's requests for support helped her to acknowledge her expertise, which promoted her languaging and linguistic multicompetence use for the support of her peers. When she was positioned as a Spanish learner with a Spanish-dominant partner, she did not always agree with their feedback; which led her to employ her languaging and linguistic multicompetence use to discuss the feedback further. Lastly, as an English expert, she served her peers who were L2 learners of English, which helped her employ her languaging and linguistic multicompetence use to deliver stellar feedback and facilitate comprehension.

In the LA program, Yolanda's languaging episodes and Spanish language use were higher when she was positioned as a Spanish learner with a Spanish-dominant peer than they were when the teacher paired her with an English dominant student (positioning

her as a Spanish expert). Collaborating with a Spanish-dominant speaker afforded Yolanda the opportunity to engage authentically in Spanish language conversations and promoted languaging as she sought Spanish language support for her writing.

In the world language classroom, conversely, I did not observe any difference in Yolanda's languaging and language use when she was positioned as a Spanish learner or as a Spanish expert because she mostly used English to communicate in both roles. I did observe her switching to Spanish language when she needed to use a Spanish vocabulary word to respond to an item on a handout or to a teacher's question.

Lack of language use goals and lack of collaborative roles. In the world language classroom, I tried to explore the positionings and the themes that surfaced in the LA context. However, because the teacher did not strategically pair Yolanda to collaborate with linguistically diverse students, Yolanda's positionings were less dynamic, and she exhibited minimal languaging and language use. For example, I found that the world language classroom promoted the recognition of specific vocabulary words and specific grammatical features.

Discussion of Findings

These findings show the impact of teacher practices that support students' collaborative discourse and languaging. The results also shed light on how discourse among students and teachers can position a student in different contexts. When an academic space provides students with opportunities to interact in a structured and guided way; students have opportunities to acquire roles that may not be accessible if they work independently. These findings suggests to teachers (a) the importance of spending adequate time teaching HLLs about their linguistic multicompetence abilities and (b) the

value of their linguistic multicompetence expertise in their own discourse.

Yolanda engaged in a considerably higher amount of languaging in the LA program than she did in her world language classroom. My findings suggest that more languaging and Spanish language use among HLLs was possible in a context in which the teacher gave clear collaboration guidelines, intentionally used multiple languages of instruction, monitored peer work, and explained how HLLs could be both learners and experts of English and Spanish.

The structured foundation of the LA program, which promoted linguistic multicompetence use, allowed Yolanda to tap into what Garcia (2009) and others have deemed a bilingual's full linguistic repertoire (Gutierrez, 2008; Martin-Beltran, 2014). Yolanda put her full linguistic repertoire to use as she engaged in languaging to discuss her writing in both languages, articulate her viewpoints, challenge feedback, and offer linguistic assistance to her peers. This extensive use of her repertoire contrasted starkly with the world language classroom, where Yolanda was quiet most of the time and engaged in minimal languaging with her peers.

One of the main factors that contributed to the high amounts of languaging in the LA program was the opportunity to collaborate with students of distinct linguistic competencies in collaborative projects. These opportunities challenged Yolanda to think about and use English and Spanish in many different ways. Yolanda's experience in the LA program regularly allowed her to exercise, reflect on, and develop her linguistic multicompetence abilities. The LA context also enabled her to be reflective about her own language shortcomings in different ways and encouraged her to take advantage of the space to develop her linguistic multicompetence skills. Because she embraced her

linguistic multicompetence identity, she received recognition for Spanish language expertise, which increased her confidence about her own abilities and strengthened her willingness to engage in a dialogue about the appropriateness of Spanish language vocabulary, grammar, and overall writing cohesion. Lastly, her linguistic multicompetence identity helped to define her purpose, responsibility, and investment in her own language goals, as well as those of her partners.

Yolanda experienced quality languaging experiences with her varied partners and within her different positionings. The languaging served as a means to discuss language features in depth in both languages and allowed her to flex her linguistic multicompetence skills. My analysis of Yolanda's conversations showed that her English and Spanish language use differed as she occupied the various positions, and she used code-switching and Spanish language more often when she was positioned as a Spanish learner.

Unlike the world language classroom, where collaboration depended upon each student's decision to find a partner or work independently; in the LA program, teachers purposely set up interactions with peers who offered feedback and assistance and to whom Yolanda could also offer support. This program structure promoted collaborative experiences that increased the confidence of students and lessened the discomfort involved with discussing linguistic gaps because each student played the role of an expert and had something of value to offer (see also Martin-Beltran, 2013).

Yolanda engaged in a high amount of languaging regarding her own writing in the LA program. Since the teachers expected her to collaborate and support students who they believed communicated better in Spanish than in English, Yolanda often used

Spanish to clarify and negotiate meaning authentically. She used Spanish to ensure her peers understood her while she helped them, to explain what she was thinking to receive support, or to show that she was also a competent Spanish speaker.

Conversely, the lack of language use goals and opportunities for collaboration in the world language classroom negatively influenced Yolanda's language use. Within this context, she used English most of the time, and spoke Spanish only when she had to read parts of a handout or provide an answer from the assignments to a peer or a teacher. In the world language classroom context, the teacher provided little clarity about HLLs' participation and positioning, and I argue that this minimized opportunities for languaging. Due to the lack of expectations for student language use and direction for student roles, at times, Yolanda completed her work on her own and did not engage in discussions about language or to even use the target language to communicate her thoughts and questions or take part in a social conversations in the class.

Implications for Research

My study adds to the existing body of research on HLL education by shedding light on how students' positioning can impact their languaging and language use. My findings demonstrate that when a HL has opportunities to collaborate with linguistically diverse students, specifically Spanish-dominant students, they engage in more languaging and linguistic multicompetence use.

The findings from this inquiry also contribute to a growing body of research on the academic experiences of HLLs that emphasizes in-classroom experiences. This study also contributes to research on HLL's bilingualism/linguistic multicompetence by showing ways that academic spaces promote or constrain bilingual/linguistic

multicompetence use. The focal student in this study demonstrated a higher quality and quantity of languaging and linguistic multicompetence use in an academic space that communicated linguistic multicompetence use goals and afforded her multiple linguistic positionings with linguistically diverse students.

These findings also indicate that teachers should give thoughtful consideration to how they can implement practices that support HLLs use of their full linguistic repertoire. The teachers in the LA program were committed to helping students fulfill these multiple positions through discursive practices, seating arrangements, and collaborative projects that supported Yolanda's engagement in languaging. The LA teachers demonstrated the value they placed on languaging and collaborative dialogue by listening closely and participating in students' collaborative dialogue as they re-directed students' questions and checked how they were providing assistance. This consistent positioning of students as resources fostered a unique and authentic academic experience for participating HLLs. Students engage in conversations that were unscripted or unrelated to class assignments. LA students used their linguistic multicompetence abilities to successfully communicate and effectively support their peers, which contributed to collaborative dialogue that served a purpose and made conversations interesting and engaging.

The findings from this inquiry also contribute to the existing body of work on positioning in the classroom. Specifically, these findings build upon Martin-Beltran's (2010) study, which found that teachers and students in two-way immersion programs can reposition students as proficient language users through discursive practices that recognize student resources. The present study's focus on HLLs is unique in that it found that teachers' instructional decisions and discursive practices positioned students in ways

that shaped their academic experiences and could limit or stretch HLLs to exercise their full linguistic multicompetence capacities. Teachers' discursive positioning can impact HLLs' perception of what they can and cannot do.

Yolanda's different positioning experiences in the Language Ambassador's program and the world language classroom aligned with Brown's (2011) findings in a study of an ELL student who encountered different academic experiences based upon how she was positioned. Brown found that when a focal student was positioned as an expert reader, she experienced increased confidence and a willingness to participate in other literacy activities. While my study revealed similar findings, it is different in that it shows how positionings can increase an HLL's willingness to use their linguistic multicompetence funds of knowledge. This willingness was evident in Yolanda's commitment to use both languages for several purposes.

The findings also align with Leeman's (2011) conclusions about HLLs who were positioned to be Spanish language experts when they helped to teach elementary students Spanish literacy. Leeman found that being positioned as Spanish experts, after having former experiences that neglected their Spanish language expertise, strengthened the students' heritage Spanish speaker identity. While identity is not an area that I explored in depth, I did notice similar themes with Yolanda, and I would like to extend my current research to look at this phenomenon more closely in the future.

This study revealed that Yolanda did not have as many opportunities to speak Spanish in the world language classroom because of the teacher's emphasis on practicing written vocabulary and grammatical exercises. These results aligned with Abdi's (2011) findings in his study of an HLL enrolled in a classroom where the teacher believed that

oral language use equated to Spanish heritage. My study differed from Abdi's, however, because it showed a teacher's belief that it was students' knowledge of vocabulary and grammatical accuracy that equated to Spanish language knowledge. Abdi's research showed that the HLL of focus in the study had limited oral language abilities. As a result, she demonstrated limited oral production in class, which impacted her classroom experience because her teacher did not validate her heritage.

The results of this study build upon Abdi's work, because the world language teachers did not purposefully validate or use Yolanda's expertise as an HLL, as they placed full priority on demonstrating accuracy and exactness on worksheets. Because these teachers did not prioritize linguistic multicompetence positioning during communicative activities or collaborative partnerships with students of varied linguistic competencies, I argue that opportunities for languaging and language use in these classroom environments were minimal.

Conversely, as mentioned above, Yolanda engaged in a high frequency of languaging in the LA program, in large part because the program structure prioritized collaboration between students of varied linguistic competencies. As I stated earlier, Yolanda engaged in the highest amount of languaging when positioned as a Spanish learner with Spanish-dominant speakers in the LA program. Dobao (2012) found similar findings in a study of L2 learners. He concluded that the L2 learners engaged in more languaging, specifically lexical-language-related episodes, when teachers paired them with Spanish-dominant speakers.

My findings support Dobao's (2012) conclusions by providing quantitative evidence that, over the course of two school years, a HL engaged in a higher amount of

linguaging, code-switching, and (heritage) Spanish language use when paired with a Spanish-dominant partner. The support that Yolanda's received from Spanish-dominant speakers was very helpful and valuable to Yolanda, but there were times when she questioned or challenged the feedback. These moments resulted in more linguaging, code-switching, and Spanish language use.

Yolanda's collaborative positioning with L2 learners and dominant Spanish speakers afforded her the opportunity to engage in high amounts of linguaging, which consisted of questioning, clarifying, explaining, and discussing grammar, vocabulary, and writing cohesion. This study's findings are unique in that they reveal how the LA program environment afforded Yolanda a collaborative experience with Spanish-dominant speakers and offered students the opportunity to support each other as they translated vocabulary, provided grammatical feedback, and negotiated meaning in both languages.

In sum, this study contributes to research examining HLLs' experiences in world language classrooms and alternative linguistic multicompetence contexts. These findings also add to positioning research by showing how the discursive practices of teachers and students can help to foster better academic experiences for HLLs of Spanish by encouraging them to use their linguistic multicompetence abilities. This study advanced the field of HLL education by showing that HLLs engage in higher amounts of linguaging and Spanish language use with peers that they perceive to be Spanish-dominant speakers.

My study suggests that future research should examine contexts that allow HLLs to collaborate and determine what these collaborative experiences look like across many

world language classrooms. Further studies are necessary to examine the benefits and the challenges of pairing HLLs with dominant Spanish speakers in collaborative partnerships, as these pairings proved dynamic and effective in promoting languaging and language use for Yolanda in the present study. More research focused on the factors that promote languaging and language use for HLLs can serve to assist in the development of best practices for teachers of this population.

Implications for Practice

This study revealed that teachers play an important role in helping HLLs become multicompetent language users and showing them how they can use their linguistic funds of knowledge within the classroom context. Promoting linguistic multicompetence is ideal for heritage language learners because it recognizes HLLs diverse and varied linguistic funds of knowledge (Valdez, 1997), as it can differ due to academic background, family and community experiences.

Previous research has shown the benefits of languaging in the language learning process (Swain & Lapkin, 1998, 2002; Swain & Watanabe, 2013; Watanabe & Swain 2007; Williams, 2001; Zeng & Takatsuka 2009); yet teachers and teacher educators rarely give adequate attention to or support for languaging among students. The present inquiry contributes to the existing knowledge base by offering examples of languaging possibilities for HLLs and suggesting contexts and practices that would afford further languaging opportunities.

This study found that the LA program context afforded opportunities for languaging through strategic pairing, differing target language projects, and the expectation that students would serve each other using their linguistic multicompetence

expertise. The LA teachers positioned students as linguistic experts who used both languages to support each other. The writing tasks in the program promoted students linguistic multicompetence because of the clear expectations that were communicated to students on how to help their peers and receive help with the use of their full linguistic repertoire. Students were able to engage in discourse that reflects their linguistic multicompetence because the classroom spaces established norms that supported its use and the written activities required students' linguistic multicompetence to discuss, question, and solve linguistic problems throughout their writing process. This suggests that the written activities implemented in the LA program in conjunction with collaborative expectations may help HLLs like Yolanda to use and develop their linguistic multicompetence. The world language classroom teachers, conversely, did not articulate to students clear objectives on how to collaborate, which minimized the quality of languaging opportunities for Yolanda. In addition to the lack of clear objectives, the tasks focused on vocabulary and conjugation promoted minimal discourse among Yolanda. This suggests that tasks related to vocabulary and conjugation may limit HLLs like Yolanda to develop their linguistic multicompetence while completing these tasks/ exercises.

My findings show that students should have opportunities to engage in meaningful and authentic conversations that prompt them to use both languages for a clear purpose. I offer the following recommendations for world language teachers and teacher educators.

- **Teachers need to be thoughtful about their language objectives and how they differentiate their language objectives to meet the needs of HLL.**

This study showed the right context can encourage HLLs' linguistic multicompetence use and positively affect the quality of their languaging and language use. Therefore, teachers need to implement activities that require HLLs to think critically about language without minimizing the importance of any one language.

- **Positioning an HLL as a learner to collaborate with a Spanish dominant promotes languaging and linguistic multicompetence use.** This study shows that when an HLL is paired with a Spanish dominant student, their linguistic multicompetence use is higher than when paired with other students of varied linguistic backgrounds, and their languaging is also higher. This particular practice promotes an HLL to be challenged and supports linguistic multicompetent learning and growth.
- **Teachers also need to reflect on practices that lean heavily on grammatical practice.** Although gaining dominion over grammar is important, it may be best learned in context when students are interacting and negotiating meaning that allows them to think metalinguistically about language form and function. Teachers have to ask themselves, “How can HLLs purposefully and authentically use their heritage language?” When teachers ask this question, it will support their lesson planning to ensure that they provide HLL students with opportunities to use their linguistic multicompetence in academic spaces that allow for real-world application.
- **Teachers should also consider how they are positioning HLLs and whether they are providing students with sufficient opportunities to use**

their linguistic multilicompotent abilities. This study shows the power of showing HLLs how to use their linguistic multicompetence funds of knowledge. Students should become involved in contexts and scenarios that do not put them into a box, but allow them to use what they know for the advancement of others.

Suggestions for future educational innovations that reposition HLLs could include the following:

- Asking HLLs for their help with back-to-school night or with events that will have high attendance of Latino parents who may be learning English as a second language;
- Positioning HLLs as learners with Spanish-dominant speakers who have strong literacy skills, can help the HLLs recognize that they have strong funds of Spanish knowledge, and can engage the HLLs in authentic conversations with peers of their age; and
- Positioning HLLs as English experts to help Spanish-dominant speakers who are L2 learners of English. This pairing provides an opportunity for HLLs to engage in meaningful conversations in Spanish, and this helps in distracting their attention on Spanish language accuracy, and more about providing assistance.

These findings have implications for world language teachers who work with HLLs and want to support their heritage language use and development by granting them opportunities to collaborate with students of varied linguistic backgrounds. The HL is usually enrolled in world language classes with second language learners (Tallon, 2009),

and teachers often fail to address their unique linguistic needs adequately (Campbell & Peyton, 1998; Gonzales-Pino, 2000; Peyton, Renard, & McGinnis, 2001). Positioning HLs as linguistic multicompetence experts and learners and providing them with the space and guidance to serve and support their partners in both languages helps HLs exercise their full linguistic repertoire. The findings for this study serve as a response to Brecht and Ingold's (2002) national call to find strategies that develop "the untapped reservoir of linguistic competence that exists in heritage language speakers" (p. 2).

It is my hope that this study will inspire teachers to create more contexts for HLLs like the one offered by LA program. Such environments reposition HLLs as linguistic multicompetence experts who are continuously learning. As Gonzales (2012) stated, "It is important to create a context in which educators pay close attention to how a student and his or her language practices are in motion—that is, to focus on how the students are engaged in meaningful activities".

Limitations of Study and Recommendations for Future Research

This study focused on how positioning promotes languaging and language use and assumed that a relationship exists between languaging and language learning (Swain & Lapkin 1998, 2002; Watanabe & Swain 2007; Williams, 2001; Zeng & Takatsuka 2009). Unfortunately, I do not have data from assessments that verified whether the help that Yolanda received from her peers truly supported her language growth. In future studies, I would like to explore how learners might respond to questions about languaging episodes (as seen in a post-test with LREs in Swain & Lapkin, 2002). In contrast to the world language classroom that focused on grammatical accuracy, the teacher would be able to

identify if a student was still struggling with certain concepts by reviewing the worksheets that she submitted.

The second limitation is that this study focused on the importance of collaboration, but it did not analyze the quality of the tasks in which Yolanda engaged in the LA program or the world language classroom. For example, was there a higher amount of languaging during LA program days when students completed their think-pair-share handouts, or was it higher when they were in the computer lab? This task analysis could translate to the world language classroom, as well. Do students engage in a higher amount of languaging when working on a handout or when they are engaged in a whole class discussion?

The third limitation is that this study only focuses on the experience of one heritage language learner. Although, this study provides an in-depth understanding of the linguistic experiences of Yolanda; it would gain a higher level of reliability if the experiences of other heritage language learners in the program were analyzed and compared to Yolanda. The experiences of other HLLs in the LA program will serve as the focus of future research. The fourth limitation of this study is the limited hours of observation in the world language classroom. To better understand the experiences of HLLs in the world language classroom, more time observing their academic experiences will provide a more accurate picture of how they are positioned and their language use in these classrooms. The fifth limitation of this study is the lack of voice and perspective on behalf of the world language teacher. Why did the teacher use particular strategies and tasks in his classroom? How did the teacher believe he was positioning students? What was the teacher's perspective on the LA program and its practices to promote the use of

both languages? These questions serve as a guide for future research and would provide valuable insights into how to improve HLL education.

Appendix A: Student Interview Protocol

Initial Interview Protocol

What do you use English to do (at home and at school)?

1. What do you use Spanish/French to do (at home and at school)?
2. Have you ever helped a friend in class learn English or Spanish?
3. What kind of class activities help you learn another language?
4. What kind of class activities are most difficult?
5. What kind of class activities promote cooperation with peers?
6. How often do you speak Spanish or English with friends outside of school?
7. What did you think of the LCAP activities today? When did you learn most?
8. What did you do with your partner today that was helpful in terms of your language learning?
9. What is something that your partner helped you with? What was difficult about the interaction?

End of the Program Interview Protocol

Interview questions for students

Social questions

1. What classes are you taking? Are you enrolled in foreign language and/or ESOL classes?
--OR--Are there any ESOL students in your classes?
2. How long have you been a student at Northwood? How long have you been in Silver Spring/US?
3. Where are your parents/grandparents from?
4. Do you hang out with friends who speak different languages? (Who are you 5 closest friends? What languages do they speak?)
5. Do you ever practice your Spanish/English with native-speaking students outside of class?
6. Do you ever use Spanish with your English-dominant peers outside of class? (or English with Spanish-dominant students)
7. Do newcomers (ESOL students) who come from non-English speaking backgrounds integrate with English-dominant students?
8. If not, what do you think your school could do to encourage more exchange between Spanish experts (or French or Chinese etc....) and students who are learning world languages?

Academic & Language questions

9. How often do you work in small groups or pairs during your language classes? Do you feel that you interact with classmates in your content classes as much as you did in Language ambassadors program?

10. Do you compare English and Spanish in any other classes? Do students use their own native languages in any other courses?
11. What do you think is most difficult about learning a second language?
12. Have you ever thought about what it's like for another person to learn English (if you are NES/Spanish (if you are NES)? What do you think would be most difficult for them?

Language Ambassadors questions

13. Our goals for this program were to 1) learn more language by sharing your language expertise and 2) helping others, 3) receiving feedback from peers. Do you think we met these 3 goals? Could you tell me how?
14. Is there a difference in the way you work with peers in language ambassadors versus in your language classroom?
15. Has Language Ambassadors made you notice anything about the struggle or challenges learning another language?
16. Thinking about the activities in LA, what have you noticed about language as you compare languages?
17. What kinds of guidance (for teachers or peers) do you need to advance your language learning?
18. What do you think we should change about the language ambassadors to make sure students get to know other (new) students?
19. What should we change to make sure students are learning and practicing language?
20. Did you feel that you were positioned a language expert? If so, in which language and do you remember specific situations where you felt like an expert?
21. Did you feel that you were positioned as a language learner. If so, in which language and do you remember specific situations where you felt like a learner?
22. Are there people who you didn't know before Language Ambassadors who are becoming your friends?
23. When your partner helped you... what were you thinking? (show video clip)

*see transcripts from interviewee, and bring examples from transcripts to ask about. See student specific questions below

Entrevista para estudiantes

Cuestiones sociales

1. ¿Qué clases estás tomando? ¿Estás en una clase de lenguaje o clases de ESOL? - O - ¿Hay algunos estudiantes de ESOL en las clases? ¿Cómo son los estudiantes asignados a clases? ¿Cuándo salen de ESOL?
2. ¿Cuánto tiempo ha sido un estudiante en Northwood? ¿Cuánto tiempo ha estado en Silver Spring / Estados Unidos?
3. ¿Cuál es su nivel actual en español y en Inglés? (En una escala del 1-5)
4. ¿Tienes amigos que hablan diferentes idiomas?(¿Quién eres tú 5 amigos más cercanos? ¿Qué idiomas hablan?)
5. ¿Has practicado su Español / Inglés con los estudiantes nativos fuera de clase?

6. ¿Has usado el español con sus compañeros dominantes en Inglés-fuera de la clase? (O Inglés con los estudiantes que dominan el español)
7. Como se integran los recién llegados (los estudiantes de ESOL) que proceden de orígenes que no hablan Inglés en la escuela con los estudiantes dominante en Inglés-?
8. Si no, ¿qué crees que su escuela podría hacer para animar a un mayor intercambio entre los expertos españoles (o francés o chino, etc) Y los estudiantes que están aprendiendo idiomas del mundo?

Académico y Lenguaje

9. ¿Comparas Español e Inglés en otras clases? ¿Los estudiantes utilizan sus propios idiomas nativos en otros cursos?
10. ¿Qué cree usted que es más difícil de aprender un segundo idioma?
11. ¿Has pensado en lo que es para otra persona para aprender español? ¿Qué cree usted que sería más difícil para ellos?
12. Tiene algo en el programa de los Embajadores de idiomas que le hizo darse cuenta de algo acerca de los desafíos en aprender otro idioma?
13. Pensando en las actividades por medio de 2 idiomas en Edel, que has notado sobre el lenguaje que se compara idiomas?
14. ¿Qué tipo de orientación (de los profesores o compañeros) se necesita para impulsar el aprendizaje de idiomas?
15. ¿Qué crees que debemos cambiar en los embajadores lenguaje para asegurar que los estudiantes conocer a otros (nuevo) a los estudiantes? para asegurarse de que están aprendiendo y practicando el idioma?

Appendix B: Field Notes Protocol

Protocol for Observation Data Collection of LA sessions

Table format for Field Notes

Use a 2 column format in which the left column is a running description of what is going on (ON), and the right column is used for making comments that include PN, MN, and TNⁱ. These notes then get copied and pasted into separate ongoing lists/memos

<p>Observational Notes (Evidence, quotes from students)</p> <ul style="list-style-type: none"> • Events (what is happening? Who is participating? How? What activities are the doing?) • Sketch classroom map with student seating (Do this for at least one FOCAL group) • use student initials in notes • Take note of time every 5 minutes in notes (i.e. 2:15pm, 2:20 pm) <i>this will facilitate transcription & create event maps</i> 	<p>Interpretation (in-vivo and/or after observation)</p> <p>MN: methodological notes, comments about data collection</p> <p>TN: theoretical notes, big ideas, concepts</p> <p>PN: Personal, pedagogy/practice notes -notes about instructional practices to plan for future lessons</p>
<p><i>10:27: Students Enter....</i></p>	

Example

<p>Focal areas of observation</p>	<p>Document the following examples of.. **note time**</p>
<p>1. Students learning from each other examples of “co-construction” of language knowledge (record discourse)</p>	<p>*10:54 Arturo & Rhasaan (am learning, learn- from JC)</p> <p>Mmb observed Spencer & Javier learning from each other and acknowledging each other’s expertise</p> <p>I saw that they were laughing at their own mistakes which seemed to create a playful atmosphere where they were able to take risks & make mistakes</p>
<p>2. LREs</p>	<p>Spencer: “apreeendeendo”</p>

<p>*Note LREs that might not be captured on audio How are students revising/using text?*</p>	<p>Javier: aprendiendo, aprender S: idimoas? (gender agreement) Sara & Brighith: example of teacher mediation Brighith: I speak Spanish when I was growing up Mmb: Sara did you notice anything we can help with? Is it I speak? Or ??? B: laughs, I sp I sp (speaking? Speaks? unsure) Sara: I spoke B: Oh! I sp sp spoke @ @ (laugh) Mmb: I know that's a hard one, b/c it's an irregular verb, the same way the students learning Spanish have trouble with irregular verbs right? Nods around the table S: Yo...hablo o hablaba??? B: laughs Si hablaba S: It sounds funny MMB: See both are difficult</p> <ul style="list-style-type: none"> • A & R Present tense, am learning, learn • A & R- wrting, R tried to correct writing on text, you should put "it is"
<p>3. Students/teacher use of language bridges & anchors (L1) Cross-linguistic comparisons simultaneous bilingual acquisition</p>	<p>Brighith: I speak Spanish when I was growing up Mmb: Sara did you notice anything we can help with? Is it I speak? Or ??? Mmb: I know that's a hard one, b/c it's an irregular verb, the same way the students learning Spanish have trouble with irregular verbs right?</p>
<p>4. Students (social) discourse moves such as: social inquiry – asking about common experiences, create trust, and situate peers in a larger social context i.e. Where are you from? What is your family like? Asking social/out-of-school questions Open new social doords negotiation for solidarity/support— recognize peers' linguistic and academic expertise & common struggles</p>	<p>Mmb: I know that's a hard one, b/c it's an irregular verb, the same way the students learning Spanish have trouble with irregular verbs right?</p>

<p>e.g. good try, you can do it! I have trouble too!</p>	
<p>5. Document interactive/reflexive positioning how students/teachers: take on position (or position others) as expert (students model/teach language) take on position as ongoing learner (ask questions about language)</p>	<p>Javier position as learner, “I don’t know very much English”</p>
<p>6. Teacher mediation</p>	<p>Javier & Spencer See that was a clarification request! By repeating that in Spanish Spencer was able to hear the correct way to say it</p>

Appendix C: Initial IRB Application

UNIVERSITY OF MARYLAND, COLLEGE PARK

Institutional Review Board

Initial Application for Research Involving Human Subjects

Name of Principal Investigator (PI) Melinda Martin-Beltran **Tel.** 301-405-4432
No _____
(NOT a student or fellow)
Name of Co-Investigator (Co-PI) _____ **Tel.** _____
No _____
E-Mail Address of PI memb@umd.edu **E-Mail** _____
Address of _____
Melinda Martin-Beltran

Name and address of contact to receive Dept. Curriculum & Instruction
Name of Student Investigator Kayra Alvarado Merrills **Tel.** _____
E-Mail Address of Student Investigator Kayra_11@hotmail.com
Check here if this is a student master's thesis or a dissertation research project
Department or Unit Administering the _____
Project _____
Project Title *Languaculture Exchange in Secondary Schools: How Minority-language and*
Majority-lanauaae Students Can Learn from Each Other

<p>Funding Agency:</p> <p>ORAA Proposal ID Number:</p> <p>Names of any additional Federal agencies providing funds or other support for this research project:</p> <p>_____</p> <p>_____</p>

Target Population: The study population will include (Check all that apply):

- | | | |
|---|------------------------------------|---|
| <input type="checkbox"/> pregnant women | <input type="checkbox"/> neonates | <input type="checkbox"/> individuals with mental disabilities |
| X minors/children | <input type="checkbox"/> prisoners | <input type="checkbox"/> individuals with physical disabilities |
| <input type="checkbox"/> human fetuses | <input type="checkbox"/> students | |

Exempt or Nonexempt (Optional): You may recommend your research for exemption or nonexemption by checking the appropriate box below. For exempt recommendation, list the numbers for the exempt category(s) that apply. Refer to pages 6-7 of this document.

<p>If exempt, briefly describe the reason(s) for exemption.</p> <p>_____</p>

Date	Signature of Principal Investigator or Faculty Advisor
Date	Signature of Co-Principal Investigator
Date	Signature of Student Investigator
Date	REQUIRED Departmental Signature

Name _____

(PLEASE NOTE: The Departmental signature block should not be signed by the investigator or the student investigator's advisor.)

For Internal Use Only (to be completed by the IRB Office)	Application #:
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Title: ***Languaculture Exchange in Secondary Schools: How Minority-language and Majority-language Students Can Learn from Each Other***

1. Abstract:

The purpose of this research is to examine how students develop academic language through peer interaction between language-minority (Spanish/French home language) and language-majority students (English home language). This study will examine student interactions in a program (Langua-culture ambassadors, LCAP) that brings together² English learners with English-dominant students who are learning a foreign language (Spanish or French). The study investigates the ways that students mediate each other's language learning through the collaborative activities and use of multiple literacies. By examining transcriptions of student interactions and identifying examples of language related episodes, researchers seek to observe the processes of language learning unfolding during the interactions. These findings have implications for educators who seek to expand learning opportunities that extend beyond traditionally segregated language-learning classrooms who work in linguistically and culturally diverse settings. Data collection will include observations of classrooms, student and teacher interviews, surveys, reflection journals, and video recordings of student interactions during collaborative activities.

All participants will be assured that this research is completely voluntary. I will protect participants by maintaining confidentiality. Each participant will receive a pseudonym that will be used instead of any

² Several studies have shown how new immigrant students in secondary schools, particularly English language learners, are often ghettoized and separated from their mainstream peers, limiting access to fluent English-speaking and college-bound discourse communities (Carhill, Suarez-Orozco, Paez, 2008; Olsen, 1998, 2000; Valdés, 2001). Carhill et al. (2008) found that social factors directly affect language learning among adolescent immigrant youth and demonstrated a need for school interventions that offer more opportunities for interaction with diverse peers. The present study examines one such intervention, in which students will be offered an alternative space to interact with linguistically diverse peers who would otherwise follow separate tracks in secondary schools.

identifying names. The data will be saved on a password protected computer or kept in a locked file cabinet in the locked office of Dr. Martin-Beltran. All participants will be encouraged to ask the researcher questions throughout the duration of the study and will be informed that they may withdraw from the study at any time without penalty

2. Subject Selection:

a. **Who will be the subjects? How will you recruit them? If you plan to advertise for subjects, please include a copy of the advertisement.**

Research participants will be the students and teachers at secondary schools who agree to participate. I will meet with teachers and principals and give them a letter (see **Appendix C**). After obtaining permission from principals, I will contact teachers directly by going to their classrooms after school and giving them the same letter (see Appendix C). After informed consent is obtained for the teachers I will send home consent forms with students for parents to sign. After parental consent and student assent, I will approach teachers and students personally and set up a convenient time to explain the project (careful not to interrupt school instruction) and I will allow them to ask questions about the project.

b. **Will the subjects be selected for any specific characteristics (e.g., age, sex, race, ethnic origin, religion, or any social or economic qualifications)?**

Teachers grade 6-12 (grade level will be selected depending on school and willingness to participate) and students age 10-18 and will be invited to participate in this study with parental consent. I will see how many students' parents have given consent for different parts of the study. I will select interested students from those who have given their consent for audio recording.

Research participants will be the students and school staff of all ethnicities represented at the schools (Latino, European-American, African American, Asian, Biracial etc.) both male and female.

c. **State why the selection will be made on the basis or bases given in 2(b).**

I would like to get 20-40 students to participate with at least 5 'dominant English' students, 5 'bilingual' students, and 5 'dominant Spanish' students. I will determine language proficiency guided by teacher recommendations. I will select teachers including at least one Spanish and one English teacher.

d. How many subjects will you recruit?

20-40

3. Procedures:

Data collection will include observations of classrooms, student and teacher interviews, surveys (see examples in Appendix B), reflection journals, audio and video recordings of student interactions during

collaborative activities. Video recordings will only be conducted during after-school sessions, and not during classroom observations.

The student interaction during joint activities will be the focus of the video and audio recordings and detailed discourse analysis of the student interactions. The purpose of video taping and audio recording is to provide an accurate linguistic transcript of student speech and to capture the social interactions that occur within this context. This transcript will be valuable to analyze the multiple layers of student interaction. All audio and video recordings will be kept confidential and will only be viewed by the researchers and possible future research assistant.

Students will write in their reflection journals/learning logs at the end of each interactive session, which may be written in a hard copy or digital posted on a password protected online discussion board (such as blackboard) using anonymous posts or pseudonyms.

Teacher and student interviews will triangulate data from observations and video data to investigate how teachers conceptualize their practices of mediation of linguistic and cultural diversity with language-minority and language-majority students. To capture students' views of integration and language learning, I will conduct interviews with protocols that will be piloted and developed specifically for the purpose of this project. These interviews will occur after school in their classrooms or an alternative space at school where participants feel comfortable and where confidentiality can be maintained. Teachers will be encouraged to review their interview transcripts and to make any additions, corrections, and/or deletions (via email).

All participants will be encouraged to ask the researcher questions throughout the duration of the study and will be informed that they may withdraw from the study at any time without penalty

Data Collection	What is involved in this? What will participants do?	How much time will this take for participants? <i>(outside of LCAP or regular class activities)</i>
Observations	Researcher will observe and take unobtrusive notes during class time	None
audio-recording	Audio-recorder will be placed on table (with students who agree and whose parents consent) to record student speech during collaborative activities during LCAP time	None
video-recording	Video cameras will be placed in different areas of the classroom to record student speech and physical behaviors during collaborative activities during LCAP time.	None
Course assignments	Researcher will collect selected collaborative assignments the students complete during LCAP activities	None
Surveys	Students will complete survey during LCAP time	None

Language learning Reflection logs	Complete at the end of LCAP time or online (posted on a password protected online discussion board using pseudonyms)	Mostly done during LCAP time, but may be completed outside of class
Teacher will complete survey assessment of student proficiency	Teachers and researchers will fill out chart for participating focal students using Student Oral Language Observation Matrix (SOLOM) (California Dep't. of Education) http://www.cal.org/twi/EvalToolkit/appendix/solom.pdf see also http://www.cal.org/topics/ta/sopa_ellopa.html	2 hrs (total) 1 hr at beginning of yr 1 hr at the end of year
Interviews	These interviews will be audio-recorded. See sample questions in <i>Appendix A</i> .	20 minutes (twice)
Member checks	Teachers will be encouraged to review and revise interview transcripts if they so wish.	Varies depending on participant (approx. 1-2 hours)

4. **Risks and Benefits:**

There are no known risks associated with participating in this research project.

In order to ease any anxiety about being recorded, participants will be assured that anything said during the interviews will remain confidential. To ensure anonymity, participants will be assigned pseudonyms during data collection and analysis. Participants may refuse to answer any of the questions or cease their participation at any time and will not be penalized in any way. Participants will be encouraged to review and revise interview transcripts if they so wish (via email), which can also serve to ameliorate any participants' concerns about participating in the study. All participants will be encouraged to ask the researcher questions throughout the duration of the study and will be informed that they may withdraw from the study at any time without penalty.

This research may provide an important opportunity for teachers and researchers from the university to work together to improve educational opportunities for all second language learners. A potential benefit is that participants may find they enjoy participating in the interviews.

The findings from this study may help to improve teacher education and future educational opportunities for language learners. This study will contribute to the field of language learning/acquisition and consequently will inform teaching of second language learners

5. **Confidentiality:**

Each participant will be assigned a pseudonym. The pseudonym will be used on all data collected in the study. All data (field notes, audio/ files) will be saved on a password protected computer and hard copies will be kept in a locked file cabinet in the locked office of Dr. Martin-Beltran in the Department of Curriculum and Instruction at the University of Maryland. All recordings will be kept confidential and will only be viewed by the researchers. All data (including audio files) will be destroyed ten years after the completion of the study. Manuscripts submitted for publication will not identify individuals by name or location.

6. **Information and Consent Forms:**

Participants will be informed of the purpose and design of the study prior to beginning the study, and informed consent forms will be distributed (**see Appendix B for all consent forms**). There will be no deceptive information. Consent forms will be available in English and Spanish.

I will meet with principals and give them a letter (see **Appendix C**). After obtaining permission from principals, I will contact teachers directly by going to their classrooms after school and giving them the same letter (see Appendix C). After informed consent is obtained for the teachers I will send home consent forms (with a cover letter see Appendix D) with students for parents to sign and return to school. Teacher consent and student assent will be done behind closed doors and all interviews will take place in a private area away from others. All participants will receive a copy of the consent form for their records.

The duration and timing of the study, as well as the mechanisms to ensure participant confidentiality will be outlined. The informed consent form specifically states what is expected of subjects who decide to participate in the study and informs participants they can withdraw from the study at any time. The form also lists the names and contact information for researcher (address, phone number, e-mail). Any subsequent questions or concerns relating to the form, its content, or the study, may be directed to the researcher.

On the consent form all students will be assured that this research is completely voluntary.

7. **Conflict of Interest:**

No conflict of interest

8. **HIPAA Compliance:**

Not Applicable

9. **Research Outside of the United States:**

Not applicable. All research done in the United States.

10. **Research involving prisoners**

Not applicable. There are no prisoners involved.

Appendix D: Consent Forms

Permission from parent/guardian for child to participate in research

CONSENT FORM

Project Title	<i>Languaculture Exchange in Secondary Schools: How Minority-language and Majority-language Students Can Learn from Each Other</i>
Why is this research being done?	This is a research project being conducted by Dr. Melinda Martin-Beltran at the University of Maryland, College Park. Your child is invited to participate in this research project because s/he is learning a second language. The purpose of this research project is to understand how peer interaction may facilitate language learning at school.
What will my child be asked to do?	This project will not interrupt regular class instruction. Most of the data collected for this project will come from observing your child during regular classroom activities and looking at student written work. Your child will also be asked to participate in one or two audio-recorded interviews (20 minutes). These interviews will be in your child's classroom afterschool or during lunch. Example interview questions may include: What kind of class activities help you learn another language? What kind of class activities are most difficult? What kind of class activities promote cooperation with peers?
What about confidentiality?	<p>All personal information will be kept confidential. To help protect your confidentiality, all names will be replaced with a <i>pseudonym</i> on all data collected. In any written reports or articles about this research project, your child's identity will be protected to the maximum extent possible.</p> <p>Information would only be shared with representatives of the University of Maryland, College Park or governmental authorities if your child or someone else is in danger or if we are required to do so by law.</p> <p>Only the researcher will have access to data. All data will be stored using password-protected computer files and any hard copies will be stored in a locked filing cabinet in Dr. Martin-Beltran's office at the University of Maryland. All study data (written and audio-recorded) will be destroyed within ten (10) years of the completion of this project.</p> <p>This research project involves audio recording of interviews and class activities in order to increase the accuracy of data collection. The recordings will be used for research purposes only and will help the researcher to develop a more complete understanding of students' experiences. Digital audio files will be labeled with an identification number and pseudonym to protect participants' confidentiality.</p> <p>Please initial below:</p> <p>_____ <i>I allow my child to be audio recorded during my participation in this study.</i></p> <p>_____ <i>I do not allow my child to be audio recorded during my participation in this study.</i></p>

<p>What are the risks of this research?</p>	<p>There are no known risks associated with participating in this research project.</p> <p>To clear up any doubts and to ease any anxiety about this study, the researcher will talk with all students, and you and your child are encouraged to ask the researcher questions throughout the duration of the study.</p>	
<p>What are the benefits of this research?</p>	<p>This research may provide an important opportunity for your child's teachers and researchers from the university to work together to improve educational opportunities for all second language learners. Your child's participation in this study may help to improve future educational opportunities for language learners.</p>	
<p>Does my child have to be in this research? May s/he stop participating at any time?</p>	<p>Your child's participation in this research is completely voluntary. This is <i>not</i> a school requirement. If your child chooses to participate in this research, s/he may stop participating at any time, without penalty.</p>	
<p>What if I have questions?</p>	<p>This research is being conducted by Dr. Melinda Martin-Beltrán, Department of Curriculum and Instruction, at the University of Maryland, College Park. If you have any questions about the research study itself, please contact Dr. Martin-Beltrán at: 2231 Benjamin Building, University of Maryland, <i>College Park, MD 20742</i>. <i>Office phone: (301)405-4432, memb@umd.edu.</i></p> <p>If you have questions about your rights as a research subject or wish to report a research-related injury, please contact: Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (e-mail) irb@deans.umd.edu; (IRB phone) 301-405-0678</p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>	
<p>Statement of Age of Subject and Consent</p>	<p>Your signature indicates that:</p> <ul style="list-style-type: none"> you are at least 18 years of age; the research has been explained to you; your questions have been fully answered; and you freely and voluntarily choose to participate in this research project. 	
<p>Firma y fecha</p>	<p>Name of parent/guardian</p>	
	<p>Signature of parent/guardian</p>	
	<p>Name of child (student's name)</p>	
	<p>Date</p>	

FORMULARIO DE CONSENTIMIENTO DEL PADRE

<p>Título del proyecto</p>	<p><i>Intercambio multilingual y multicultural: Como estudiantes que hablan varios idiomas pueden aprender juntos</i></p>
<p>¿Por qué se hace esta investigación?</p>	<p>Esta investigación está dirigida por la Dra. Melinda Martin-Beltrán de la Universidad de Maryland, College Park. Le invitamos a su hijo/a participar en este proyecto porque su hijo/a está aprendiendo una segunda lengua. El propósito de este proyecto es investigar como la interacción entre estudiantes facilita el aprendizaje de idiomas en su escuela.</p>
<p>¿Qué tendrá que hacer en este proyecto?</p>	<p>Los datos de este proyecto serán coleccionados durante las observaciones de las clases normales. También voy a examinar el trabajo escrito de los estudiantes. Su hijo/a puede participar en una o dos entrevistas (de 20 minutos) si el/ella quiere. La entrevista será durante el almuerzo o después de la escuela en la sala de su hijo. Este proyecto no interrumpirá la enseñanza normal de la escuela. La entrevista incluiría preguntas como: ¿Qué tipo de actividades ayudan a aprender una segunda lengua? ¿Cuales actividades son más difíciles? ¿Cuáles actividades apoyan la cooperación con los otros estudiantes?</p>
<p>¿Cómo mantienen confidencialidad?</p>	<p>Haremos todo lo posible para mantener confidencial la información de su hijo/a. Toda la información para este estudio es confidencial y todos los reportajes que resultan serán anónimos. Si escribo un informe o artículo sobre este proyecto de investigación, haremos todo posible para proteger la identidad de su hijo/a. Solamente se compartiría la información de este estudio con representantes de UMCP o representantes del gobierno si Ud. u otra persona estuviera en peligro o si la ley nos requiera.</p> <p>Para proteger la confidencialidad de su hijo/a, guardaremos todos los datos en un armario con candado en la oficina de Dra. Martin-Beltrán en la Universidad de Maryland o en el computadora protegida con contraseña. Sólo las investigadoras tendrán acceso a los datos. Se asignará seudónimos a todos los participantes, y no incluiremos su nombre en ningunos de los documentos.</p> <p>Este proyecto incluye observar y grabar durante la clase sin interrumpir el aprendizaje de los niños. Usaremos estas grabaciones para analizar lo que ocurre durante el programa. Los archivos se asignarán seudónimos para proteger la confidencialidad. Se destruirá todos los datos 10 años después de completar este proyecto.</p> <p>Por favor firme debajo con sus iniciales:</p> <p>_____ Sí, permito que mi hijo/a sea grabado (con audio) por el beneficio de este estudio.</p> <p>_____ No, no permito que mi hijo/a sea grabado (con audio) durante su participación en este estudio.</p>
<p>¿Cuáles son los riesgos de participar en este proyecto?</p>	<p>No hay riesgos asociados con la participación de este proyecto.</p> <p>Para aliviar la ansiedad de los estudiantes, Dra. Martin-Beltran va a conversar con todos y en cualquier momento su hijo/a y Ud. puede preguntarle a Dra. Martin-Beltrán más sobre su participación.</p>

<p>¿Cuáles son los beneficios de participar en este proyecto?</p>	<p>Es posible que este programa ofrezca una oportunidad importante para los maestros y los investigadores de la universidad a trabajar juntos para mejorar la educación de los estudiantes que están aprendiendo una segunda lengua. La participación de su hijo/a puede ayudar otros estudiantes en el futuro.</p>	
<p>¿Mi hijo/a tiene que participar en este proyecto? ¿Puede dejar el estudio cuándo quiera?</p>	<p>La participación de su hijo/a es completamente voluntaria. No tiene que participar. Si decide participar, puede dejar este proyecto en cualquier momento. Si no decide participar o si decide dejar el estudio en cualquier momento, no hay penalidad, y no perderá ningún beneficio para que él/ella de otro modo calificaría.</p>	
<p>¿Qué hago si tengo preguntas?</p>	<p>Este proyecto está dirigido por la Dra. Melinda Martin-Beltrán, Department of Curriculum and Instruction, en la Universidad de Maryland, College Park, MD 20742. Si tiene preguntas sobre el proyecto, puede comunicarse con Dr. Melinda Martin-Beltrán: 2231 Benjamin Building, University of Maryland, College Park, MD 20742. Phone: (301)405-4432, memb@umd.edu.</p> <p>Si tiene preguntas sobre sus derechos como participante o quiere informar un daño relacionado con este proyecto, comuníquese con: Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (correo electrónico) irb@deans.umd.edu; (teléfono) 301-405-0678.</p> <p>Este proyecto está aprobado por University of Maryland, College Park IRB para investigación que requiere participación de seres humanos.</p>	
<p>La edad y el consentimiento del participante</p>	<p>Su firma indica que Ud.:</p> <ul style="list-style-type: none"> • tiene por lo menos 18 años; • alguien ha explicado este proyecto a Ud. • alguien ha respondido a todas sus preguntas; y • decidió a participar en este proyecto voluntariamente. 	
<p>Firma y fecha</p>	<p>Nombre del padre/guardián</p>	
	<p>Firma del padre/guardián</p>	
	<p>Nombre del hijo/a (estudiante)</p>	
	<p>Fecha</p>	

ASSENT FORM/ Acuerdo para participar en el

Proyecto de Intercambio Multilingüe y Multicultural

Querido/a estudiante,

Yo, Melinda Martin-Beltrán, soy una profesora en la Universidad de Maryland. Como parte de mis estudios, investigo como niños aprenden a ser bilingües. Quiero invitarles a participar en mi investigación. Antes de decidir, por favor lea las preguntas abajo para ver lo que vamos a hacer. Vamos a hablar juntos del estudio.



1. ¿Qué vamos a hacer en esta investigación?

a. Durante el año, Melinda observará su clase mientras Uds. están estudiando. (2 veces por semana)

b. Melinda leerá lo que Uds. escriben en español e inglés.

c. Les va a entrevistar para preguntarles como es ser bilingüe

d. Si están de acuerdo, Melinda grabará (con una grabadora digital) mientras Uds. están trabajando con el lenguaje.



Las únicas personas que van a escuchar las grabaciones son Melinda y tal vez otros profesores que quieren estudiar el bilingüismo también. Para no identificarles, nunca usare sus nombres verdaderos, sino que todos tendrán nombres inventados (de ficción).

2. ¿Qué me puede pasar? (sea malo o bueno)

Nada malo puede resultar por causa de este estudio. Pero si Uds. no quieren participar, es solo avisarle a Melinda.

¡Espero que participar en este estudio sea divertido para Uds.! Esta investigación puede ayudar otros estudiantes y maestros/as para que aprendamos como mejorar las escuelas para estudiantes bilingües.

3. Con quien puedo hablar sobre el estudio?

Se puede hacer preguntas cuando quiera. Puede ser ahora o otro día. Pueden hablar con Melinda o su maestro/maestra.



4. Qué pasa si no quiero participar?

No tienen que participar que no desean. Solamente tienen que marcar la cajita abajo. Recuerden, pueden decir sí ahora y cambiar de idea más tarde. ¡Es tu decisión! ¡Muchas gracias!



¿Entiendes este estudio y quieres participar?

SI

NO

Firma

Fecha

CONSENT FORM for Teachers

Project Title	<i>Languaculture Exchange in Secondary Schools: How Minority-language and Majority-language Students Can Learn from Each Other</i>
Why is this research being done?	This is a research project being conducted by Dr. Melinda Martin-Beltrán at the University of Maryland, College Park (UMCP). You are invited to participate in this research project because you are a teacher of second language learners. The purpose of this research project is to understand how peer interaction may facilitate language learning.
What will I be asked to do?	Most of the data collected for this project will come from observing students during regular classroom activities and looking at students' written work. You will also be asked to participate in one audio-recorded interview and one survey (30 minutes each) that will not interrupt regular school instruction. These interviews will be arranged either at your school or in my office at the University of Maryland, or in another private area to maintain confidentiality. Example interview questions may include: What kinds of class activities help students develop academic language in English/Spanish? Have you noticed students learning from each other?
What about confidentiality?	<p>All personal information will be kept confidential. To help protect your confidentiality, your name will be replaced with a <i>pseudonym</i> on all data collected. In any written reports or articles about this research project, your identity will be protected to the maximum extent possible.</p> <p>Your information would only be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.</p> <p>All data will be stored using password-protected computer files and any hard copies will be stored in a locked filing cabinet in Dr. Martin-Beltran's office at the University of Maryland. All study data (written and audio-recorded) will be destroyed within ten (10) years of the completion of this project.</p> <p>This research project involves audio recording of interviews and class activities in order to increase the accuracy of data collection. The recordings will be used for research purposes only and will help the researcher to develop a more complete understanding of language learning as it happens during classroom interactions. Digital audio files will be labeled with an identification number and pseudonym to protect participants' confidentiality.</p> <p>Please initial below:</p>

	<p>_____ <i>I agree to be audio recorded during my participation in this study.</i></p> <p>_____ <i>I do not agree to be audio recorded during my participation in this study.</i></p>
What are the risks of this research?	<p>There are no known risks associated with participating in this research project. In order to ease any anxiety about being recorded during interviews, all interview responses will remain confidential.</p> <p>To clear up any doubts and to ease any anxiety, you are encouraged to ask the researcher questions throughout the duration of the study.</p>
What are the benefits of this research?	<p>This research may provide an important opportunity for teachers and researchers from the university to work together to improve educational opportunities for all second language learners. The findings from this study may help to improve teacher education and future educational opportunities for language learners. Your voice and participation in this study will contribute to a better understanding of teaching diverse language learners.</p>

Do I have to be in this research? May I stop participating at any time?	<p>Your participation in this research is completely voluntary. If you choose to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized in any way.</p>
What if I have questions?	<p>This research is being conducted by Dr. Melinda Martin-Beltrán, Department of Curriculum and Instruction, at the University of Maryland, College Park. If you have any questions about the research study itself, please contact Dr. Martin-Beltrán at: 2311 Benjamin Building, University of Maryland, <i>College Park, MD 20742</i>. <i>Office phone: (301)405-4432, memb@umd.edu.</i></p> <p>If you have questions about your rights as a research subject or wish to report a research-related injury, please contact: Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (e-mail) irb@deans.umd.edu; (IRB phone) 301-405-0678</p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>
Statement of Age of Subject and Consent	<p>Your signature indicates that:</p> <ul style="list-style-type: none"> you are at least 18 years of age; the research has been explained to you; your questions have been fully answered; and you freely and voluntarily choose to participate in this research project.
Signature and Date	<p>NAME of research participant (your name)</p> <hr/> <p>SIGNATURE of research participant</p> <hr/> <p>DATE</p>

Appendix E: Most Recent IRB Renewal Approval

Jennifer DeSimone <no-reply@irbnet.org> Tue, Aug 5, 2014 at 3:55 PM
Reply-To: Jennifer DeSimone <jdesi@umd.edu>
To: Melinda Martin-Beltran <memb@umd.edu>, Kayra Merrills <kayra_11@hotmail.com>

Please note that University of Maryland College Park (UMCP) IRB has published the following Board Document on IRBNet:

Project Title: [346757-4] Languaculture Exchange in Secondary Schools: How Minority-language and Majoritylanguage Students Can Learn from Each Other

Principal Investigator: Melinda Martin-Beltran, PhD
Student Investigator: Kayra Merills

Submission Type: Continuing Review/Progress Report
Date Submitted: July 16, 2014
Document Type: Approval Letter
Document Description: Approval Letter
Publish Date: August 5, 2014

Appendix F: LA Handouts

Paragraph 1: Think-Pair-Share

ENGLISH LEARNER

Nombre:

THINK & WRITE INDIVIDUALLY HOW YOU WOULD RESPOND TO THESE QUESTIONS!

Puedes tomar notas en español si eso te ayuda pensar

1. When you were a child, what language did you speak most at home? What languages do your parents speak? What languages do your grandparents speak?
2. What language(s) are you learning now?
3. Why are you learning a second/third language?

PAIR

WRITE THE RESPONSES TO THE SAME QUESTIONS WITH ANY REVISIONS FROM YOUR PARTNER.

1. What language did you grow up speaking? Your parents? Grandparents?

2. What language(s) are you learning now?

3. Why are you learning a second/third language?

SPANISH LEARNER

Nombre:

PIENSA Y ESCRIBE INDIVIDUALMENTE LO QUE PUEDES!

1. ¿Cuándo eras un/a niño/a pequeño/a cual idioma hablabas más en casa? ¿Qué idioma (s) hablan tus padres y abuelos?
2. ¿Cuántos idiomas estas aprendiendo ahora?
3. ¿Por qué estás aprendiendo un segundo o tercer idioma?

EN PAREJAS

ESCRIBE LAS RESPUESTAS A LAS PREGUNTAS CON LA AYUDA DE TU COMPAÑERO.

1. ¿Cuándo eras un/a niño/a pequeño/a, cual idioma hablabas más en casa?
¿Qué idioma (s) hablan tus padres y abuelos?

2. ¿Cuántos idiomas estas aprendiendo ahora?

3. ¿Por qué estás aprendiendo un segundo ó tercer idioma?

Paragraph 2: Think-Pair-Share

ENGLISH LEARNER

Nombre:

THINK & WRITE INDIVIDUALLY HOW YOU WOULD RESPOND TO THESE QUESTIONS!

Puedes tomar notas en español si eso te ayuda pensar



1. When did you realize that language is important? What is your first memory learning language?
2. What has been challenging about learning a second language?
3. What are some positive experiences you have had learning a second language?

PAIR

WRITE THE RESPONSES TO THE SAME QUESTIONS WITH ANY REVISIONS FROM YOUR PARTNER.

1. When did you realize that language is important? What is your first memory learning language?

2. What has been challenging about learning a second language?

3. What are some positive experiences you have had learning a second language

SPANISH LEARNER

Nombre:

PIENSA Y ESCRIBE INDIVIDUALMENTE LO QUE PUEDES!

1. ¿Cuándo te diste cuenta que aprender otro lenguaje es importante?Cuál es tu primer recuerdo de aprender lenguajes?
2. ¿Qué ha sido difícil en aprender otro lenguaje?
3. ¿Cuáles son experiencias positivas que has tenido al aprender otro lenguaje?

EN PAREJAS

ESCRIBE LAS RESPUESTAS A LAS PREGUNTAS CON LA AYUDA DE TU COMPAÑERO.

1. ¿Cuándo te diste cuenta que aprender otro lenguaje es importante?Cuál es tu primer recuerdo de aprender lenguajes?

2. ¿Qué ha sido difícil en aprender otro lenguaje?

3. ¿Cuáles son experiencias positivas que has tenido al aprender otro lenguaje?

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