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(META)LANGUAGING: EXPLORING METALINGUISTIC ENGAGEMENT

WITHIN A LANGUAGE-BASED READING INTERVENTION FOR UPPER

ELEMENTARY BI/MULTILINGUAL STUDENTS

Dissertation by

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Abstract

(Meta)Languaging: Exploring Metalinguistic Engagement Within a Language-Based

Reading Intervention for Upper Elementary Bi/Multilingual Students

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Dr. Patrick Proctor, Chair

This dissertation develops, theorizes, and investigates the notion of metalinguistic

engagement (ME). Within the context of reading research for upper elementary

bi/multilingual students, which is relatively sparse and particularly lacking in qualitative

detail, there are some emerging and promising findings related to the impacts of ME on

students' overall literacy development (Proctor et al,. 2012; Silverman et al., 2014).

These outcomes specifically suggest that the development of component language

(semantic, morphology, syntax) knowledge, skills, and strategies through ME provides

substantial support to bi/multilingual students (Proctor et al., 2015; Silverman et al.,

2015). CLAVES, a quasi-experimental language-based reading intervention and

curriculum project (Proctor et al., 2020), highlighted the instructional malleability of ME,

demonstrating positive effects for both language proficiency and reading comprehension

among the participating fourth and fifth grade Spanish/English and Portuguese/English

bi/multilingual students. However, the nature of the students' ME and the extent to which

their naturally dynamic linguistic repertoires emerged and were capitalized on during

learning is currently unknown. In order to address gaps in research, this dissertation

theorizes and investigates ME and contributes a qualitative analysis to the larger quasi-

experimental intervention from Proctor et al (2020). This dissertation presents three case studies of teachers and their fourth-grade, Spanish/English bi/multilingual student working groups. A theoretical framework of cultural historical activity theory (CHAT) (Greeno & Engström, 2014; Roth & Lee, 2007) informed by heteroglossia (Bakhtin, 1981) was employed to attend to the tensions between the centripetal forces of classrooms' goal-oriented activity and the centrifugal aspects of multiple voices and repertoires during ME (Wertsch, 2009). Findings highlight the various actions and resources through which students and teachers participate in ME. The 'multivoicedness' of students' practices were shown to mediate ME goals, while also moving alongside and against the pressures from both the curriculum structure and teachers' facilitation. Furthermore, dialectics between the curriculum and teachers within ME activities emphasize overarching tensions related to the goals of ME and the students' opportunities and outcomes within ME. Findings accentuate the flexibility and constraints on bi/multilingual students' practice and participation during ME and have implications for curriculum, instruction, and teacher preparation.

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carried me to school, fed me, loved me, and said that I would go far… I made it. Yeah, I made it

pretty far, and I promise not to stop going forward or working in love!

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Chapter One

I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer...education as the practice of freedom.... education that connects the will to know with the will to become. Learning is a place where paradise can be created.
– bell hooks (Teaching to Transgress, 1994)

Introduction

Alexa, Jazmin, Leo, and Ana Sofia had just gone back to their classroom after a really productive and also jovial and rapid-fire conversation about *re* and *de* morphemes. Throughout this lesson and many others, my colleague, Ms. Smith, and I were elated to see the ways the children were thriving in the space we had cultivated to teach component language skills. As research assistants for the *Comprehension, Language Awareness, and Vocabulary in English and Spanish* (CLAVES) project, we had spent more than a year stationed at Las Andreas, a dual-language elementary school, piloting the related language-based curriculum. CLAVES was a grant-funded curriculum development and intervention project that sought to tap the instructional mailability of teaching for language awareness, skill, and strategies in hopes of supporting bi/multilingual students' development of academic language and reading comprehension. In eight different schools throughout a Northeast and a Mid-Atlantic state, we along with our colleagues under the direction of our principal investigators built the CLAVES curriculum by working with small 'teacher working groups' (TWGs) through design-based research. In the same schools that housed the TWGs, Alexa and others of her group were just one of the multiple fourth and fifth-grade bi/multilingual 'student working groups' (SWGs) that our project had iteratively piloted the curriculum with.

At the time of the "*re/de*" morphology lesson that I alluded to earlier, the CLAVES project was in phase two of piloting and improving upon the curriculum ahead of a year three randomized control trial (RCT) and quasi-experimental study. During the year two and previous year one development, Ms. Smith, the other doctoral research assistants, and I, who all had significant prior teaching experience, were the sole instructors of those lessons with multiple the SWGs. In our first-hand experiences of teaching the CLAVES curriculum, we gleaned essential insights related to everything from the feasibility of teaching the lessons to the patterns of students' interactions with the curriculum, materials, and our own varying instructional approaches. Year one of the project had illuminated the ways in which students' tacit intuitions could become explicit when they were encouraged to partake in talk-based pedagogies and explain their thinking. For the year two improvements, we incorporated more room for declarative, procedural, and metacognitive learning objectives for the students. The curriculum's goals included not only enhancing students' language component (semantic, morphology, syntax) skills but also developing their metalinguistic knowledge and awareness. And through examining the teaching and learning interactions through activity theory (Greeno & Engeström, 2014), the project extracted centralizing principles for the curriculum and delivery, which we titled *The Principles of CLAVES*. These included (1) teaching for language and metalinguistic awareness, (2) taking a texted-based approach, (3) utilizing explicit and dialogic instruction, (4) drawing on students' prior and intuitive knowledge, (5) making room for talk-based and dialogic pedagogies, and (6) including multilingual and culturally responsive materials. And though we had come to understand much about the potential of the curriculum, somehow, we still never ceased to be amazed at students'

engagement, depth of insight, sense-making, and obvious enjoyment during the language-based lessons.

"This feels like high school student conversations," Alexa had once said during our lessons. Indeed, just that day, Alexa and her SWG peers had worked together to conclude that although the word *rest* is an action—as most words with the *re* morpheme and prefix are—*rest* does not include nor reflect the prefix and morpheme *re,* which means "to do something again." When moving to the example of reheat*,* the group suggested that this word did include the morpheme and prefix *re*—although, reheated food "isn't as good anymore." They also decided that some words (e.g., *destroy)* that began with *de* reflect the morphemic meaning of *take away*, can't be easily separated into a prefix and stand-alone root word. For instance, *struere*, the root of destroy meaning "to spread" and "to build," is an old Latin term. As the group worked to figure out and negotiate the meaning of *decompose* collectively, we laughed a lot about the examples of a rotten banana and the roadkill outside the bus stop that decomposed over days. We also talked about examples of composing an essay or a musical work of art. In all, the lesson discussions were not only informational in that they built on students' knowledge of morphology, but the lessons also included lots of inquiry, tinkering, skill-building, laughter, and even complex linguistic terminology (e.g., *morphology*, *prefix*, *suffix*, etc.).

So after the SWG departed, Ms. Smith and I stood there raving about the students' talk and play with morphological word parts, of all things. We felt that it had been a productive learning day for the students as learners as well as us as researchers. As we continued to box up our materials—chart paper, binders, word-part manipulatives, a video camera, and other materials—one of the literacy center educators at Las Andreas,

Ms. Laudman, popped into the room to join us. Because Ms. Laudman's desk was situated just a few feet outside of our open, borrowed space, she often came over to chat at some point during the day. But this day, she began with, "They are too excited. I need to teach them how to have academic conversations. I have worked with other grades, but these students obviously don't know how to do it". Ms. Smith and I stumbled over each other to push against her evaluation. "Didn't you hear them talking about morphology?" I asked. "They were really engaged and thoughtful in the conversation" Ms. Smith offered. I stifled my frustration and tried to make sense of her concern. Our cues taken and misunderstanding lingering, Ms. Smith and I made quick conversation and went about exiting the school.

In a interaction sometime later, Ms. Quest—Alexa and her classmates' homeroom teacher— stopped me outside her classroom. Ms. Quest, who was generally enthusiastic, proudly shared examples of the four students' participation during recent science lessons on the ecosystem. "Our friends were much more engaged! They were talking about complex words. They were breaking apart concepts like *biodiversity*, *conservation*, *deforestation*, and *revitalization* of endangered species. In the past, they would have hung back, but the work that you have done with them gave them a head start."

I have often reflected on what both Ms. Laudman and Ms. Quest saw and expected out of the curriculum, instruction, students, and outcomes of the CLAVES project. In considering these and other encounters that took place during the two-year development of CLAVES, I have particularly thought about the contact zones (Pratt, 1991) of engagement, gaze, goals, and impacts of teaching bi/multilingual children. In my inquiry, I began to ask, "what does—or could—the nature of language-based teaching

and learning that supports metalinguistic awareness do and look like with bi/multilingual students?"

This line of questioning continued into the 3rd year of the project. Year three included the implementation of the RCT and quasi-experimental study (Proctor et al., 2020). The project handed off the curriculum to the classroom, ESL, and literacy teachers at Las Andreas and seven other schools and implemented it with Spanish-English and Portuguese-English fourth and fifth-grade bi/multilingual children. By design, the RCT aspect of the project did not descriptively explore the teaching and learning for the interactions that occurred or nature of individual delivery within and across SWGs. It instead focused on the outcomes on pre and post measures of academic language, reading comprehension, and writing measures. The final study found those measures to be quantitatively and significantly positive, with the CLAVES experimental students performing better than the control students (Proctor et al., 2020). I, however, wanted to understand better the importance of the curriculum design on student outcomes. I also wanted to gain insights into teachers approach and delivery. And, what did both the curriculum and instruction mean for the students during the midst of implementation? My questions culminated into a desire to explore the nature of teaching and learning that seeks to promote metalinguistic awareness. I theorized that teaching and learning as metalinguistic engagement (ME): the work that students and teachers do with and amongst each other to explore language at all elements, faucets, and uses.

Moving forward in this chapter, I present the foundations for this study, which theorizes and investigates the idea and nature of ME within the context of CLAVES's year three language-based intervention with upper elementary, bi/multilingual learners. I

begin with a discussion of bi/multilingual students, their repertoires, and literacy education. Briefly, I also address share emerging research on development of metalinguistic awareness and the context of cultural-historical of literacy education for bi/multilingual learners before sharing the inquiry and design of the present study.

Background on Bi/multilingual Children Reading Education

Dynamic Bi/Multilingual Children

Like all multilingual and literate people, upper elementary bi/multilingual children learn to operate within and across a variety of communicative codes and styles to engage in their everyday lives (Garcia & Kleifgen, 2018). Research has highlighted bi/multilingual children's linguistic preferences and decision-making about language use across one situational context to another (Canagarajah, 2011; Machado, 2017; Martinez-Roldán & Malavé, 2004). These children tend to be flexible in the ways they employ their literacy resources, as a reflection of their developing skills and in response to their immediate resources for achieving their communicative aims (Blackledge & Creese, 2014). Their engagement and strategic meaning-making across sociocultural spaces both lead to and stem from the building of complex knowledges, cultural ways of being, and repertoires—also understood as literacies (Gutiérrez & Rogoff, 2003; Molle, 2015, Rymes, 2010). These communicative 'repertoires' or 'literacies' are essential for bi/multilingual children's continued and strategic engagement across textual and extratextual environments (Rymes, 2015).

When bi/multilingual children move into upper elementary school grades, like all children, are expected to use and comprehend literacies reflective of school disciplines (i.e., mathematics, English language arts, science, social studies, etc.). This expectation

can be challenging, as they may or may not be familiar with the codes of schooling and specific disciplines. The best asset-based perspectives will expect that they hold strong proficiency in these academic languages as well as any home and community languages and repertoires—inclusive of competence related to coding, semantic, pragmatic, and critical literacy skills (Freebody & Luke, 1990). Scholars argue that these language skills allow bi/multilingual children, as literate participants in society, to attend to the sociopolitical-historical and increasingly complex nature of texts that they will have to engage with, effectively navigate, and potentially produce (Proctor et al., 2020; Symons et al., 2017; Zhang et al., 2013).

Given the expectations of schools, as well as the fact that bi/multilingual learners' repertoires are constructed in response to cross-contextual realities, there is a need to explore the potentiality of teaching and learning that fosters aptitudes for awareness and skill in moving across language and literacy contexts. Cultivating pedagogical spaces and practices that promote their strategic use and knowledge of language in the form of metalinguistic awareness presents a compelling educational research agenda (Bailey & Orellana, 2015; Pacheco & Miller, 2016), especially for bi/multilingual children's reading education.

Metalinguistic Awareness the Classroom

Although reading development at the intersection of curriculum and instruction for the upper elementary bi/multilingual population is an under-researched area, there are promising findings in the recent attention to component language skills and related metalinguistic awareness and development (Proctor et al., 2012; Silverman et al., 2015). Metalinguistic awareness is framed as the capacity to consciously reflect on and utilize

knowledge of language and its components (phonological, semantic, morphological, lexico-syntactic, pragmatic, discourse-level) (Gombert, 1992). A related term, metalinguistic development, is defined as the evolving growth of metalinguistic awareness, knowledge, and skill (Gombert, 1992). Research highlights the ways that bi/multilingual children's metalinguistic awareness is predictive of their reading and listening comprehension at the word, phrase, sentence, and passage level (Carlisle, 2007; Leider et al., 2015; LaRusso et al., 2016; Nagy, 2007; Silverman et al., 2015), productive literacy skills in speaking and writing (Francis, 2006; Humphrey, 2018; Schleppegrell, 2013), and heightened cognitive flexibility in general (Bialystok, 2001; Cummins, 1979). Sociolinguistics research, as well, has found that metalinguistic awareness supports successful engagement across multiple socioculturally related linguistic styles, codes, and "big D" discourse patterns (Alim, 2010; Gee, 2015; Boals, Hakuta, & Blair, 2015; Martinez, 2010). In all, scholars have argued that metalinguistic awareness supports the study, reception, production, articulation, control and conscious application of linguistic knowledge during literate activity (Bailey & Orellana, 2015; Galloway, Stude, & Uccelli, 2015; Jiménez, García, & Pearson, 1994; Molle, 2015). The implications of this research highlight the potential of metalinguistic awareness to support students' enhanced literacy in school as well as participation across multiple linguistic borders.

Existing Research for Educating Bi/Multilingual Learners

I have theorized metalinguistic engagement (ME) as teaching and learning for metalinguistic awareness. Indeed, ME is a compelling educational research agenda within upper-elementary reading education because of the need to attend bi/multilingual students' current and growing engagement with their languages and repertoires (Pacheco

& Miller, 2016). However, even with significant research on the impacts of ME or teaching for metalinguistic awareness, there are few descriptions of what ME looks like or can attend to in actual classroom practice. There are even fewer studies that detail the ways that educational contexts respond to bi/multilingual children as a specific population. This lack of empirical detail is especially the case with relation to language components and skills that support meaning in text in the upper elementary grades— inclusive of semantics, morphology, syntax, and any higher level textual and pragmatic metalinguistic awareness. In 2014, a panel of scholars (Baker et al., 2014) produced the IES published *Teaching Academic Content and Literacy to English Language Learners in Elementary and Middle School* practice guide. What is notable is the lack of empirical evidence with specific attention to content and literacy development of early adolescent learners. The guide details only three studies published through 2002 to 2012 that sampled fourth through 5th-grade students and met the empirical criteria (Carlo et al., 2004; Ryoo, 2009; Brown, Ryoo, & Rodriguez, 2010). A review— from 2012 up until 2018—for this particular age group (grades 4 and 5) and demographic produces few other studies at the intersection of reading development, attention to language, and intervention. This research includes randomized control trials of vocabulary development (Bravo, & Cervetti, 2014), form-focused instruction (Tedick & Young, 2018), attention to language and literacy in science contexts (Mancilla-Martinez, 2010). While the power and effects of these interventions help determine effectiveness, they also tend to omit a detailed description of the nature of students' engagement and communicative practice with the intervention constructs.

In fact, because of the prioritization of randomized control trials and study power, reading intervention research as a whole also tends to exclude the descriptive or qualitative nuance of teacher facilitation and student practice (Baker et al., 2014). The implications of the above suggest an opportunity to (1) frame the broader language and literacy research agenda under a unifying purpose of metalinguistic development (2) define the nature of teaching and learning as oriented through "metalinguistic engagement" (3) explore the patterns and relationships of education and learning that influence metalinguistic engagement activity (4) unpack the culture(s) of classroom practice that mediate ME as well as students' current and developing repertoires. And while this agenda is laudable, it is also important to situate this work within the broader context of bi/multilingual children's literacy education in the United States.

The Contentious Cultural-Historical Context

Exploring any intersection of language, literacy, and bi/multilingual learners necessitates contextualization within and against the contentious narratives and policies that often frame bi/multilingual education. Critical and social justice-oriented scholars have often called for literacy research to account for the assumptions, norms, and goals of language learning policy and research agendas for this population (Flores, 2013; Patel Stevens, 2003). Many of these scholars have highlighted the problematic ideologies that shape policy and disenfranchise bi/multilingual learners in school contexts. For instance, sixteen years ago, Lisa (Patel) Stevens (2003) conducted a critical policy analysis of the Reading First Policy (Stevens, 2003). She argued that by ineffectively engaging and developing their literacy needs, the policy did a great disservice to the 9.4 percent— and growing—population of school children who, alongside home and community

language(s), are expected to develop Standardized American English (Garcia & Kleifgen, 2017). More specifically, Patel problematized the policy's limited definition of reading. She argued that the policy primarily sought to standardize the reading process in terms of "every child decodes by the third grade" and targeted only reading fluency—"word per minute"— and an unarticulated notion of reading comprehension for students in later grades. Although Patel (2003) highlighted many other [overlooked] aspects for attending to reading development, including a need for more complex conceptualizations of reading comprehension, her mention of the policy's neglect in addressing bi/multilingual learners remains especially notable. She conceded, however, that the policy's orientation was consistent with the general treatment of bi/multilingual students in educational contexts. The Reading First policy not only prioritized standardized English but also neglected attention to the "variable linguistic and culturally specific background knowledge and competence of individual readers" (p. 664).

Indeed, a review of empirical literature illustrates the contentions related to bi/multilingual children's education and literacy practice. The picture reveals a historically deficit characterization of these children's abilities and needs. Many times, related ideologies and discourses result in policies that not only impact practice and interaction in local classrooms but also, when most negative and stigmatizing, restrict bi/multilingual children's potential movement (e.g., communicative, academic, political, economic, etc.) and access in society (Flores, 2013; Rosa & Flores, 2019; Rymes, 2015; Martinez, 2018). Some researchers have attempted to re-frame bi/multilingual learners' dynamic practices as assets. These empirically supported arguments provide counter-narratives to national standardized testing results that reflect bi/multilingual children as

lagging behind that of their monolingual classmates (Garcia & Kleifgen, 2018; Machado, 2017; Martinez, 2018). Still, orientations in bi/multilingual reading research expose not only the ongoing debates and critical challenges in attending to bi/multilingual learners, but also important implications related to the complexifying and countering the narratives (Capitelli, 2016; Cole et al., 2012; Martinez et al., 2015*).* While highlighting the dynamism that bi/multilingual children bring to every literate interaction in and out of classrooms (Flores & Rosa, 2015; Machado, 2017; Poza, 2014), such scholarship accounts for a context in which policy and goals for bi/multilingual students are narrow and constrained (Martinez, 2010; Patel Stevens, 2003), students' practices are raciolinguistically profiled (Rosa & Flores, 2017), and rationales of failure are too often reified (Martinez, 2013). Taken together, they have demonstrated a need to conduct empirical exploration at complex and historicized intersections.

Given this, I locate this study within a multidimensional socio-historical-political context. I move forward in an investigation of ME, primarily related to ways that language-based curriculum, teaching, and opportunity for learning mediate bi/multilingual children's sociocultural realities and potential literacy outcomes. Below, I address this study's purpose, questions, and significance before explaining the dissertation's organization and remaining chapters.

Research Framing

Purpose and Questions

This dissertation follows the findings of the CLAVES year three quasi-experimental RCT (Proctor et al., 2012; Silverman et al., 2015), which suggested

relationships between instructionally malleable language components (semantics, morphology, syntax) and reading outcomes. Drawn from the larger project, this dissertation offers case studies within and across three fourth grade elementary teachers and their SWGs (n=4)—each constructed of four students and a teacher—at Las Andreas Spanish-English Dual-Language Elementary School. This empirical exploration is concerned with the teaching and learning activities of those teachers and their SWGs to unpack the detected effects of the intervention on student reading and academic language. More specifically, this dissertation explores *the nature* of teaching and learning episodes that potentially promoted metalinguistic awareness in the SWGs with a critical eye to ME as mediated by the curriculum, instruction, and interactions of the bi/multilingual students.

This study is informed by cultural historical activity theory (CHAT) (Cole & Engeström, 1993) and perspectives of heteroglossia (Bakhtin, 1987) to address the centripetal and centrifugal aspects of goal-oriented activity (Wertsch, 2009) with small groups of bi/multilingual children. I utilize an analytical framework of CHAT, classroom discourse analysis, and case study methods to study video observations and transcripts for 'the nature of metalinguistic engagement' in the context of the language-based reading intervention with bi/multilingual learners. The three research questions are:

> **RQ1.** What are the actions, emergence, and flow of metalinguistic engagement across the CLAVES SWGs?
>
> **RQ2.** What are the relationships between context, objectives, means and tools, and participation structures and metalinguistic engagement across the CLAVES teachers and their SWGs?

RQ3. Throughout ME and across the SWGs, what habits of mind, social process, and elements of classroom cultures emerge and are mediated by students?

Significance

In designing this study, I theorize and investigate ME as the teaching and learning for metalinguistic awareness. There is much promise related to the potential of teaching for metalinguistic awareness, though there are few explanations of what this work actually looks like in classroom contexts. In theorizing ME here, I am helping to first provide an umbrella term that brings together teaching for metalinguistic awareness. Across literature, ME—as I have theorized it—has not always been framed as instruction for "metalinguistic awareness" or "metalinguistic development" instruction, though it continues to do intentional language-based work (e.g., Alim, 2010; Gebhard, Chen, Britton, 2014; Lizárraga & Gutiérrez, 2018; Martinez, 2010; Rymes, 2015; Symons et al., 2017; Vossoughi, 2014). Bringing this work together in conversation as ME for future research will provide a significant contribution to language-based curriculum and instruction. Such that the idea of ME is theorized, this dissertation then seeks to investigate its occurrence in the contexts of a language-based reading curriculum and intervention.

For the specific domain of reading education for upper elementary bi/multilingual population, this dissertation seeks to provide an extended and detailed account of ME classroom interactions. Moreover, an expansive review of literature at the bilingual and literacy development intersection across all grade levels highlights (missed) opportunities for intervention, policy, and practice that responds to the dynamic sociocultural needs of children who, alongside their parental and other potential home languages, are acquiring

English (Garcia & Kleifgen, 2018; Rosa & Flores, 2017; Martinez, 2018). This dissertation will offer a qualitative exploration of ME in the context of reading education for bi/multilingual learners. Moreover, my additional aim in conducting this study is to engage in literacy research for social and political change through theorizing in a way that acknowledges complex sociocultural-political systems and dynamic realities— especially those that address potential opportunities, challenges, and inequalities perpetuated by schooling and other systems. I am equally interested in the ways curriculum and the three implementing teachers did, did not, and could potentially account for the increasingly dynamic realities of their students. Out of these frames, the present study has significance and implications related to instructional design and practice in the context of metalinguistics and literacy education for bi/multilingual learners.

Finally, I have built my greater lens and position alongside Vossoughi and Gutiérrez's (2017) argument that "simply replacing the content of teaching (from hegemonic to counter-hegemonic ideas) does not unsettle the social and intellectual relationship that sustains an unequal society." I instead endeavor to engage in research and scholarship that attend to the context, mechanism, and artifacts of practice such that I can inform conversations in curriculum development, classroom practice, teacher education, and policy for literacy education more broadly. It is hoped that by using the theoretical framing heteroglossia informed CHAT, this study will respond to bi/multilingual students' linguistic and cultural markers in the context of the generally narrow and constrained field of reading education. In this way, there is possibility, out of the implications to address what Vossoughi and Gutierrez frame as the "need to

transform both the means and ends of schooling, treating classrooms as arenas for the analysis of social life and the practice of more liberatory forms of thought and action" (p.141). In accounting for the multidimensional aspects of ME within and across study SWGs, I hope to unsettle assumptions, narratives, gaze, and interpretations that typically inform the intersection of language, literacy, and reading education for bi/multilingual learners. Again, I do this first exploring the nature of ME—a construct that could better support strategic uses of dynamic literacies—and then by investigating the nuances of ME as enacted by the CLAVES curriculum, teachers' delivery and instruction, and SWG interaction.

Organization

This proposal is organized into seven additional chapters. In Chapter 2, I lay the groundwork for operationalizing metalinguistic engagement in addition to articulating the heteroglossia informed CHAT conceptual framework. In utilizing a CHAT and heteroglossia framework, I am attempting to account for the potential heteroglossia of the SWGs' while also understanding that the mediation of goal-oriented activity within classrooms. In Chapter 3, I present a review of literature related to bi/multilingual students' language and literacy education in the United States as per schooling contexts, purposes, and practice. I include literature related to language ideology as it converges with practices and perspectives of education with and for bi/multilingual children. I also discuss gaps in the literature that this study will address. In Chapter 4, I present the methods and design of this study. I begin with a detailed explanation of the context and background in which this study takes place. I also present the analytical method of investigating the data.

In chapters five through seven, I present findings from across and within the SWGs. Each chapter addresses one of the three research questions: (1) What are the actions, emergence, and flow of metalinguistic engagement; (2)What are the relationships between context, objectives, means, and tools, and participation structures and metalinguistic engagement; (3) What habits of mind, social processes, and elements of classroom culture mediate or mediated during metalinguistic engagement. Together, these questions help address "what is the nature of metalinguistic engagement." While each chapter weaves examples and episodes from within and across the SWGs, the beginnings of the chapters include a vignette highlighting one of the teachers and their SWG(s). The closing of each chapter provides an in-depth analysis of the focal teacher and group that was introduced at the beginning of the chapter. Although it is hoped that this arrangement has reduced the potential repetitiveness of cross-group findings, this organization true reflects more of a cross case analysis than a comparative analysis. As such, idiosyncrasies and standout events from within groups are also noted within chapters with relation to specific research questions when necessary.

Finally, in Chapter 8, I discuss this study's key findings, particularly through the heteroglossia informed CHAT framework. For each of the research questions, I share some lingering questions for research that may come later. In closing, I offer my insights on the study's limitations, implications, and suggestions for future research.

Chapter Two: Frameworks and Lenses

Unpacking the nuances of activity and mediation—use, response, interaction, leveraging—of students' dynamic repertoires within metalinguistic engagement episodes requires robust theorizing. Such theorizing must be sensitive to the sociocultural/political realities of schooling within which situated learning spaces take place. Moreover, this theorizing must attend the heterogeneity within classroom discourse and activity (Blackledge & Creese, 2015; Gutierrez, 2008; Koschmann, 1999). Also, there must be an explicit and operationalized definition of metalinguistic engagement. For this reason, I use this chapter first to theorize metalinguistic engagement (ME). I then go about articulating the undergirding heteroglossia informed cultural historical activity theory (CHAT) framework.

Metalinguistics and Metalinguistic Engagement

In this section, I explore the topic of metalinguistics and the concept of metalinguistic engagement (ME). Research has demonstrated the relationship between the development of component language knowledge, which can be understood *metalinguistic*—skills, and strategies and bi/multilingual students' reading comprehension and meaning-making in upper elementary grades (Proctor et al., 2020). Therefore, I categorize the CLAVES program, the larger project through which I drew this study, as an intervention framed for [the potentiality of] *metalinguistic engagement*. That is, the project designed the curriculum to promote teaching, learning, and activities that support opportunities for students to build awareness of, play with, and discursively articulate their knowledge of language. This section unpacks the complex and sometimes elusive definition of metalinguistics. This section is both a literature review and a

theorization. I use a broad range of conceptual papers and chapters, reviews, and empirical work to describe the context of metalinguistic research. I also detail some metalinguistic development-related instruction with bi/multilinguals—especially for those in upper elementary levels.

Overview

Over seventy years of research has determined that metalinguistic awareness, as well as other *metalinguistic* facets (e.g., ability, processing, activity, etc.), is predictive of literacy and multilingual outcomes (Gombert, 1992). This research comes from the fields of language and literacy education, psycholinguistics, applied linguistics, and cognitive psychology. In the interest of promoting bi/multilingual students' access, engagement, and development across literacy domains, scholars have advanced a variety of pedagogical approaches for attending to awareness and direct attention to elements of language. Even when researchers have not explicitly theorized their work as metalinguistic awareness, it is through metalinguistic activities—the objectification of language— that they bring attention to language intending to enhance literacy skills, strategies, and outcomes. Accordingly, I have sought to theorize and build a taxonomy around teaching and learning activities that are metalinguistic in nature and purpose. And, as I have argued before, I classify the classroom activities that attend to the examples of the elements mentioned above as ME.

I define ME as classroom-related interactions where students and teachers [might] work within and amongst each other to objectify language. Their additional actions in the objectification allow them to explore, build, and articulate meaning and knowledge (declarative, procedural, and metacognitive) related language and literacy structures, use,

choice, possibility, skills, and strategies. These related ME episodes may be pedagogically organized, or more spontaneous such that they are in response to students or curriculum content. Moreover, ME episodes may be a teacher or student-initiated reflection—passing reference or more in-depth—focus, mini-lesson, instructional sequence, discussion, inquiry, or play with language. Although teachers or students might bring different amounts of attention and depths to ME, this type of learning would also encompass activities that highlight critical literacy, critical language awareness, rhetoric, code-switching, style-shifting, and meta-discourse of communicative repertoires. Not all ME will reflect equal amounts of attention or depth to language. ME episodes will vary in the ways they might address or ignore declarative, procedural, and metacognitive language knowledge or critical language awareness. Still, teaching and learning to whatever extent and level of criticality that explicitly objectifies some aspect of language is metalinguistic.

When I use the term ME, I am attempting to offer a defined umbrella term, interpretive framework, and organizational device while also encouraging a move toward greater coherence in educational discourses. In the case of bilingual students in the United States, ME, as theorized, has been approached through a variety of lenses (see, for example, second language acquisition, TESOL, bilingualism, sociolinguistics (Garcia & Kleifgen, 2018). Although the lenses vary in goals, both ideological and conceptualization, ME in all its forms has the potential to advance the students' linguistic capacity in some way or another, even if oriented toward English only (Thomas, 2010). First, however, I will attempt to provide a more precise definition for understanding ME. Figure 2.1, Collocations of Metalinguistics, show the what that across literature, there are

numerous discussions related to metalinguistics. These include notions of metalinguistic awareness, metalinguistic ability, metalinguistic capacity, metalinguistic development, metalinguistic activity, and even linguistic awareness across various components of language (e.g., Morphology, Semantics, Syntax, Phonics, etc.). There are also several pedagogical examples not formally categorized as developing metalinguistics but demonstrate related logic and central tenants in drawing attention, discussing, manipulating, deconstructing, reconstructing language. Despite the variations in diction, as well as the adjectival nature of the term metalinguistics, these frameworks are indeed related and converge along similar planes of attention and intention— particularly when related to classroom activities and discourse. Below is a brief scholarly treatment of metalinguistics as a concept across bodies of literature.

Figure 2.1:
Collocations of Metalinguistics
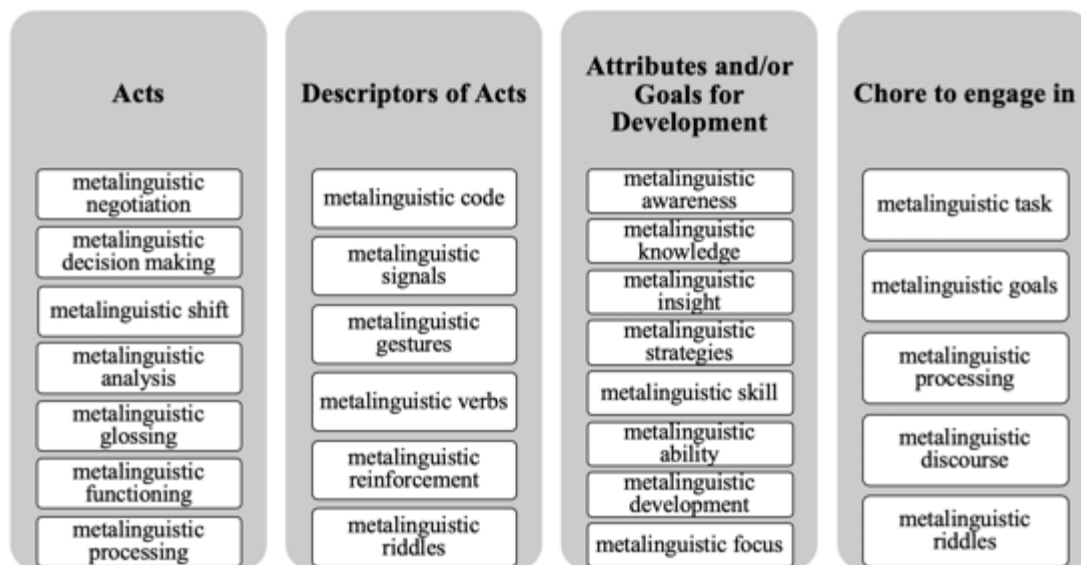
Defining Metalinguistics

In her piece "Play and Metalinguistic Awareness: One Dimension of Language Experience," education scholar Courtney Cazden wrote:

Outside of normal communicative contexts, focusing attention on aspects of

language forms themselves is also possible for adults, and gradually for children as

their development proceeds. It is an important aspect of our unique capacities as

human beings that we can not only act but reflect back on our own actions; not only

learn and use language but treat it as an object of analysis and evaluation in its own

right.

Here, Cazden discussed people's capacity to attend to, reflect on, and analyze language as

an object—otherwise known as their metalinguistic capacity. Scholarly attention to

metalinguistics, as a broader term, has been the focus of psycholinguists, cognitive

psychologists, and educational researchers alike only the last seventy or so years. Early

attention to the metalinguistics emerged between the 1950s and 1960s when

psycholinguists turned their attention to defining the activities concerned with activities

of language comprehension and production (Gombert, 1992). In a review of literature,

Gombert (1992) wrote that the term metalinguistic was used to build an overarching field

to study those activities associated with reflecting on language and using

metalanguage— the entirety of the language through which to discuss both simplistic and

complex linguistic terminology (e.g., words, verbs, sentence, letter, syntax, semantics,

phoneme, lexeme, etc.). While *metalanguage* was a term used to refer to the specialized

language and words through which to discuss language, psycholinguists used the

expression *metalinguistic function* to highlight the action of speaking about a linguistic

activity or "linguistic activity which focuses on language" (Jakobson (1963) in Gombert,

1992, pg. 2). Over time, scholars have continued to explore just what could be surmised

through the term metalinguistic. As it is often joined by related nouns such as awareness,

activity, processing, capacity, ability, understanding, and so on—because of its adjectival status— the term metalinguistic can be difficult to unpack fully. Thus, I will attempt to characterize the overarching study of *metalinguistics* as an abstract idea. I will also discuss the ways scholars have used particular collocations of the *metalinguistic* components such as *metalinguistic awareness*, *metalinguistic ability*, *metalinguistic activity*, as well as emergent bilingual learners' *metalinguistic development* as a focus of instruction, all of which are especially relevant to this study given the research focus on *metalinguistic engagement* in classroom contexts.

Historical Overview

Gombert's (1992) historical overview provides an accessible entrance into just what metalinguistics does, could, and might mean given specific contexts. Detailing psycholinguistic conceptions, metacognition, meta and epi processes, metalanguage, metacommunication, and metalinguistic abilities, he offers an early a psycholinguistic definition of metalinguistic as "an object whose properties can be studied by subjects, who in turn, are able to enjoy intuitive insights into it, construct hypotheses about it or acquire knowledge of it" (Content (1985) in Gombert, 1992, p. 2). In this context, emphasis is placed on shifts between the declarative—or factual knowledge—aspect of metalinguistic awareness, its procedural—or knowledge of the normative, official functioning— aspect, and a balance between the two. For example, declarative knowledge might include knowing that *but* is a conjunction used to place one idea, or independent clause, in contrast to another. Procedural knowledge might include a student knowing if and where to put a comma in a sentence when using a conjunction to coordinate two opposing independent clauses. The use of both declarative and procedural

knowledge might influence a students' choice of one conjunction, format, or another in a productive activity such as writing, proving both to be necessary and useful areas of development. The declarative and procedural knowledge development conception is followed by later perspectives that the knowledge of language requires attention to the difference between knowing something about language and a "metalinguistic" capacity of knowing that one knows it. That is, a subjects' awareness of and capacity to articulate their declarative knowledge of language, that is, one's verbal ability to describe what a language concept, structure, or component is (Gombert, 1992). It is also important to note that focus on awareness and articulation of language facts and procedures is a well-accepted aspect of metalinguistics. It is compatible with both Chomsky's (1979) position that *the field of metalinguistics* is an individual's knowledge of the characteristics and functioning of language as well as a more functionalist perspective in which the field of metalinguistics involves individuals' knowledge of language's structure, functioning, and usage (Gombert, 1992; Martin, 1996). The latter of which is currently a well-utilized lens for understanding and thinking about the instruction of academic literacy development through the lens of systemic functional linguistics (SFL) (Brisk & Ossa-Para, 2018; Schleppegrell, 2013).

Collocations of Metalinguistic

As noted earlier (in *figure 2.1)*, metalinguistics has also been collocated to reflect more specific activities and conceptions concerning ability, awareness, and activity in the study of *metalinguistic functioning*. For instance, Kolinsky (1986) defined *metalinguistic ability* as the awareness of language as an object and insistence that this object has a particular structure. Benveniste (1974) wrote that *metalinguistic abilit*y referred to "the

possibility of raising ourselves above language, of abstracting ourselves from it, of contemplating it, whilst making use of it in our reasonings and our observations" (in Gombert, 1992, p.2). From this viewpoint, metalinguistic ability necessitated discourse—use of metalanguage—through which one could use to refer to linguistic properties and functioning. On the other hand, *metalinguistic skill* and *metalinguistic competence*, as discussed by Bialystok (2001), is used to articulate the processes through which individuals are able to rely upon attention to and knowledge of language for engaging in tasks that are metalinguistic in nature. Other scholars have characterized *metalinguistic activity* as a part of the treatments of language both in terms of production and comprehension (Chaudron, 1983). From this point of view, *metalinguistic activity* is understood as intentional monitoring through which individual(s) apply to attention and selection during language processing (Cazden, 1976; Hakes, 1980). For the more contemporary Bialystok (2001), a *metalinguistic activity* also includes the analytical activities concerned with demonstrating linguistic knowledge, which is performed by the subject. Metalinguistic activity would also include the activities through which to control linguistic processes. These are controls that presuppose the selection and coordination of information within a context of temporal constraints. For instance, attending to grammaticality errors in semantically nonsense sentences and correcting them. Furthermore, Bialystok postulates a relative independence between the two cognitive dimensions of metalinguistic ability, arguing that analysis of knowledge is necessary whenever the situation in which linguistic processing occurs is devoid of the extralinguistic contextual signs which generally makes un-reflected-upon production or comprehension possible. That is to say, the capacity to have *metalinguistic ability* first

necessitates the presence of *metalinguistic awareness*. As the quote from Cazden at the beginning of this chapter points out, the ability to use language, like any other behavior or ability, normally requires no particular cognitive effort, and that this process functions effectively without conscious control (1976). *Metalinguistic awareness* and activity, then, denote those times when certain aspects of language have become both opaque and the principal object of attention (Cazden, 1976; Gombert, 1992; Gutiérrez, 2008). Moreover, referring to the retrieval of vocabulary, Cazden provided the example of stopping to search for a word that demands a *metalinguistic awareness*. She writes:

> Metalinguistic awareness, the ability to make language forms opaque and attend to them in and for themselves, is a special kind of language performance, one which makes special cognitive demands, and seems to be less easily and less universally acquired than the language performances of speaking and listening" (Cazden, p. 29)

With this conception, which excludes neither the aspect of awareness of language nor the aspect of control, Cazden highlights individuals' ability to distance themselves from normal usage of language, and thus to shift their attention from the transmitted contents—or meaning in language— to the properties of language used to transmit them.

Tunmer and Herriman (1984) spoke simultaneously of reflection on and manipulation of structural characteristics of language and control of the mental mechanism in the processing of language, which implicitly encompasses both declarative and procedural aspects of metalinguistic activity. As a whole, the focus of metalinguistic *anything* is to position language as the object of thought, examination, and discourse. However, we can further explore metalinguistics across particular dimensions and

components. But, more importantly, we can understand *metalinguistics* as a field of study having to do with at least an individual(s) initial objectification of language. At deeper levels, metalinguistics will include one's ability to reflect on and potentially articulate knowledge and procedures related to any aspect of a language's components, structures, functions, usages.

Metalinguistic Processing and Capabilities of Bilingual Children

Focus on bilingual children's multiple language development has highlighted the processes that underlie this population's metalinguistic development and use. Wong Filmore (1991), through her focus on the intersection of cognition and social factors in second language development, for instance, discussed the ways children learning an L2 utilize their knowledge of their L1 and its grammatical structures, linguistic categories, and functions. Through her work, she argues that children use their full repertoires of analytic skills to make connections between forms, functions, and meanings of language (Wong Fillmore, 1991). However, a great amount of scholarly attention at the intersection of bilingualism and metalinguistics is devoted to metalinguistic awareness and subsequent control of processes. This type of research is particularly helpful in explaining the ways that *metalinguistic processing* supports language and literacy-based outcomes. As such, I will briefly outline this area of study with particular attention to the bilingual advantage.

Bialystok (2001) argues that bilingualism has been shown to facilitate metalinguistic development, such that attention to multiple languages enhances a bilingual individual's capacity for attention, analysis, declarative knowledge, and control of linguistic processing as related to language. For example, her work helped demonstrate

the relationship between metalinguistic awareness and the arbitrary relation between words and their designated meaning; this includes the connections between the ability to recognize and appreciate the benefit of the arbitrary base of meaning in language as a metalinguistic ability displayed by bilingual individuals. Moreover, her work has done much to establish a research based on the ways bilingual students utilize enhanced metalinguistic awareness across components of language such as syntactic awareness, referring to students' ability to determine the ambiguity in sentences and then to paraphrase the various interpretations in addition to grammaticality judgment analysis and control. Beyond demonstrating bilingual people's advantages in developing metalinguistic capacity, much of Bialystok's work has focused on the processes that underlie metalinguistic tasks in experimental conditions. Metalinguistic tasks can be defined as language tasks designed so that their solution depends upon high levels of skill as related to metalinguistic development (Bialystok, 1987). The skills related to metalinguistic development often include *analysis of knowledge*, which refers to one's ability to construct explicit—written or verbal— representations of linguistic knowledge, and *control of processes*, which concerns "the ability to control linguistic processes by intentionally selecting and applying knowledge to arrive at a solution" (Bialystok, 1987, pg. 155). The development of these skills is gradual and characterized by "values on a continuum," meaning that knowledge and skills will be built through knowledge and engagement with increasingly complex forms across multiple languages and literacy processes. And through exposure to these multiple languages and literacy, bilingual children wield superior and high levels of *control of processes* on the metalinguistic tasks. In short, that bilingualism fosters metalinguistic development, and further

capabilities are accepted through understanding that the process of becoming bilingual requires one to regard language as an object of thought. Now, I will review research related to the specific language components (morphology, semantics, syntax), such that it supports familiarity of underlying cognitive processes facilitate metalinguistic processing, while also articulating opportunities and approaches for developing those areas.

Components of Metalinguistic Awareness and Literacy

Across literature, scholarship demonstrates the multiple ways metalinguistic abilities directly and tangentially impact literacy development and processes. Metalinguistic awareness, as a metalinguistic ability, can be divided into awareness of phonemes, words, word parts, sentence structure, text structure, pragmatics, and the interrelationships among these components (Kuo & Anderson, 2008). Awareness of these components (phonological awareness, phonemic awareness, morphological awareness, semantic awareness, syntactic awareness, pragmatic awareness, textual awareness, etc.) often undergird advanced literacy processing and development. For instance, phonological awareness attends to awareness of sounds— or phonology—in language. Using their phonological awareness, an individual can recognize, identify, and manipulate oral units, such as onset, rimes, syllables, and words. Phonological awareness has not only been shown to be a reliable predictor of reading development and outcomes, is a foundational skill (Melby-Lervåg & Lervåg, 2013). Phonological awareness, as well as phonemic awareness, are important for the purposes of exploring reading comprehension and reading development. Additionally, scholars argue that phonological awareness can be particularly important for bi/multilingual learners because it offers an

analytical framework through which to segment speech in the new language (Carlisle, 2010). Still, those components of morphology (word parts), syntax (sentence structure and function), and semantics (word relations) are much more important for support students' deep engagement with meaning at the word, phrase, sentence, and paragraph-level for engaging with texts across academic and sociocultural contexts (Nagy, 2007; Proctor et al., 2011). For bi/multilingual learners mid-elementary and up, such as those related to this study, the metalinguistic abilities connected to morphological awareness, semantic awareness, syntactic awareness, such that they impact vocabulary development, reading comprehension, and writing development, are relevant and pressing. Hence, I present themes related to findings from studies on semantics, morphology, and syntax within the contexts of processing, development, and related classroom instruction in order to move forward in defining opportunities for metalinguistic engagement in the classroom.

Semantic Awareness and Development. Kuo and Anderson (2008) define semantic awareness as "the knowledge about how meanings are organized in language and the sensitivity to different semantic domains" (p.46). Put more plainly, semantic awareness, as a metalinguistic awareness component, can be understood as building awareness and knowledge of words, or vocabulary, their meanings, and relationships to other words and contexts. Such that knowledge is organized schematically, semantic awareness of those relationships between one concept to another is an essential area of development in order to do as Pearson and Johnson (1978) suggest in building bridges between new and known vocabulary. Research has attempted to unpack the relationship between semantic awareness, vocabulary development, reading comprehension, and

literacy outcomes. Nagy suggests that semantic awareness may facilitate individuals'

construction and evaluation of meanings of unfamiliar words, which would have an

impact on both reading comprehension and vocabulary development. Nagy (2007)

argues that any explanations of words require metalinguistic understanding, which can be

related first and foremost to semantic awareness of organization and meaning. Similarly,

Proctor et al. (2009), linked semantic awareness to reading comprehension through

vocabulary depth knowledge, arguing that students with developed semantic

understanding have an aptitude for expressing and connecting meanings across contexts.

For bi/multilingual learners, semantic awareness can be helpful in organizing meaning

across languages due to lexical and potentially orthographic differences. Furthermore, as

vocabulary learning across languages and academic literacies become more complex, the

possibility of organizing ideas and concepts through semantic awareness becomes an

even more valuable asset.

Research has identified various instructional methods related to semantic awareness

and development for improving vocabulary learning, breadth and depth, and reading

comprehension. McKeown et al. (1985) looked at the effects of the nature and frequency

of vocabulary instruction on knowledge and use of words— otherwise understood as

semantic awareness— and found that instruction often includes having students identify

semantic relationships between words, respond to the affective and cognitive meaning of

words, and contextualize words across various contexts. There are a variety of

approaches that respond to semantic awareness and development. For instance, Nagy

(2007) suggests instruction on inferences, which could improve students' ability to make

inferences about words—a metalinguistic ability— in the midst of reading unfamiliar

words would impact reading comprehension outcomes. Lipson (1995) was able to demonstrate how the instructional tool of semantic mapping—graphically representing word relationships—was helpful in teaching students to categorize words, such that it facilitated students' ability to comprehend complex conceptual relationships. And, as a further connection to building both vocabulary and reading comprehension, Libson argues that semantic mapping in the classroom has the potential to support students' construction of schemas; existing cognitive schemas may lack vocabulary that could be useful to aid reading comprehension and content area knowledge development. Similarly, Carlo et al., (2004) explored the instruction of vocabulary learning strategies related to contextual analysis, polysemy, and cognates awareness (Spanish–English) to learn word meanings for new words, while Beck et al. (2002) described instruction through which students were asked to orally relate words to their own personal experiences. All of these studies represent the ways that explicit and direct teaching of words, word-learning strategies, and word relationships support student thinking, play, and talk related to semantic awareness.

  Morphological Awareness and Development. As an extension of metalinguistic awareness connected to semantic development and vocabulary instruction, researchers often argue for attention to morphological awareness and morpheme instruction. Morphological awareness can be defined as the ability to reflect upon, identify, and manipulate morphemic structures as well as engage with word formation processes (Carlisle, 2003; Kuo & Anderson, 2006). Morphemes represent the smallest phonological units that contain any semantic—or meaning related—information. Awareness of morphemes includes knowledge that words are formed through the combining of

inflections, derivations, and compounds to root words in order to communicate meaning in written and oral texts (Goodwin et al., 2013). Inflectional morphemes are those units added to the base of a word to denote syntactic—grammatical aspects—or semantic relations without altering the meaning or part of speech. For example, verbs are marked with inflections that indicate tense, aspect, mood, and voice. Nouns, on the other hand, are inflectional and marked for gender, case, and number or to align agreement with other words in the sentence (Kuo & Anderson, 2008). Derivational morphemes, on the other hand, change the part of speech and or meaning of words by adding prefixes as well as suffixes to the base word. Derivational morphemes can be added to a base word as prefixes as well as suffixes, and are restrictive in terms of what lexical category of a word they can be combined with, for example,-*ic* can only be combined with nouns to create adjectives. For suffixes, a word can be transitioned from verb to noun by adding a nominalizing suffix such as changing the verb *introduce* to a noun or process *introduction* through the use of -*ion*. Derivational prefixes, such as *re-* can be added to *introduce* in order to create the word *reintroduce* and thereby shifting the meaning to *bring something into effect again* or *return species into a region it formerly lived*. Compounding for word-formation demonstrates the creation of new words through the combining two or more words to create free morphemes, derived words, inflected words, compounds, and bound roots.

For bi/multilingual learners, morphological awareness is an incredibly important aspect of word reading, vocabulary development, and inference of unknown and complex words in texts. As Goodwin et al., argues

Awareness of the rules of morphology allows ELLs to use knowledge of one

word, magic, to figure out the meaning and syntactic structure of morphologically

related words such as magically or magician, which multiplies their oral and

reading vocabulary without requiring learning each morphological family member

separately, thus increasing the overall efficiency of word learning (2013, p. 1389)

This insight is key when considering opportunities to advance student vocabulary

development and engagement with new and complex words and syntax. Researchers for

English L2 development have found morphological awareness to contribute to students'

reading outcomes, spelling words, recognition, and pseudowords, as well as development

in other romance languages, especially (Carlisle, 2010). It is important to note, however,

that development, awareness, and morphological awareness are accessed at different

times across the developmental trajectory in addition to playing different roles in the

reading process.

Different aspects of morphological awareness, such as the development of ability

with derivational morphemes, have been much more explored with bi/multilingual

students and have stronger effects on children's reading outcomes. Many aspects of

morphology awareness and instruction are strongly emphasized in the common core state

standards (CCSS), as shown in *figure 2.2* (Washburn and Mulcah, 2018). However, due

to the nature of morphology, instruction for awareness and development are often

included with vocabulary instruction (derivational and compounding) and syntax

(inflectional) instruction, rather than isolated and targeted for morphology specifically.

Still, research has demonstrated that attention to morphology in and of itself as well as

interrelated to other metalinguistic components is valuable for literacy outcomes. For

example, Reed (2008) examined the different types and effects of morphology instruction on word identification, spelling, vocabulary, and reading comprehension. While she argued that students would benefit from morphology instruction that is aligned to their developmental reading age, including root words, the findings were focused on English speaking students and did not prioritize bi/multilingual population learners. Carlisle (2010) conducted a similar study and included those papers with control groups and students from multiple language backgrounds. She looked at studies of morphological awareness for impacts across literacy development, especially as it relates to an understanding of morphemic structures, spelling, and meaning of written words. Across the 16 studies found that that morphological awareness instruction has the potential to contribute to students' literacy in addition to recounting various ways the intervention or experimental conditions approached morphology instruction across elementary contexts. Furthermore, her analysis suggested instruction across four different approaches: instruction and activity designed to heighten awareness of morphological structure; teaching the meaning of affixes and base words—in some cases text contextualized; fostering morphological problem solving; instruction in and application of the strategies of morphological awareness.

Figure 2.2
Layers of Literacy Development and Corresponding Morphology-Related CCSS Grades 3 And Up

Third grade
- Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS.ELA-LITERACY.RF.3.3.A)
- Decode words with common Latin suffixes. (CCSS.ELA-LITERACY.RF.3.3.B)
- Decode multisyllable words. (CCSS.ELA-LITERACY.RF.3.3.C)
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS.ELA-LITERACY.L.3.4.B)
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (CCSS.ELA-LITERACY.L.3.4.C)

Fourth-fifth grade
- Use combined knowledge of all letter–sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS.ELA-LITERACY. RF.4.3.A/ CCSS.ELA-LITERACY.RF.5.3.A)
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (CCSS.ELA-LITERACY.L.4.4.B/ CCSS.ELA-LITERACY.L.5.4.B)

Disciplinary literacy (typically middle school-high school)
Sixth-eighth grade
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (CCSS. ELA-LITERACY.L.6.4.B/ CCSS.ELA-LITERACY.L.7.4.B/ CCSS.ELA-LITERACY.L.8.4.B)

Ninth-12th grade
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). (CCSS.ELA-LITERACY.L.9-10.4.B/ CCSS.ELA-LITERACY.L.11-12.4.B)

From Washburn & Mulcahy, 2018

Syntactic Awareness and Development. Syntactic awareness is defined as the ability to judge, manipulate, and glean meaning from word order and within the context of a sentence-based knowledge of the grammatical rules of sentence formation (Kuo & Anderson, 2008). Kuo and Anderson posit that a major component of syntactic awareness has to do with word order. Bi/multilingual learners must contend with the ways languages differ in word distribution within phrases and clauses as well as phrase and clause distribution differences across languages relative to each other within a given and multiple sentences (Kuo & Anderson, 2008). Kuo and Anderson give the example of English prepositions. Prepositions in English are always structured at the beginning of a

prepositional phrase (e.g., "in the kitchen"). This structure is different in Japanese,

Korean, and some other languages who place the preposition at the end of the sentence.

Syntactic knowledge is strongly connected with morphological knowledge related to

derivational suffixes marking syntactic—or grammatical—categories as well as the

explicit signals of semantic relationship between clauses (Gebhard, Chen, & Britton,

2014; Schleppegrell, Achugar, & Oteíza, 2004). The level of semantic and syntactic

features of written language across texts can present challenges for any reader given the

level of density, number of clauses, and the resulting complexity. Syntactic and semantic

characteristics absolutely vary between disciplines, dialects, and discourse communities

in a single language. In order to engage with the language demands, ambiguity, and

complex meanings, students develop knowledge and awareness of how syntactic

structures are functioning semantically for receptive skills and how to construct them for

effective communication in productive skills. Here, it is important to note how academic

language is often connected to syntactic awareness because academic language as a term

refers to the densely and complexly constructed language characteristic of school and

disciplinary texts.

Syntactic instruction for bi/multilingual learners tends to emphasize grammatical

features, written texts organization, language functions, cohesiveness in text, higher-order

thinking, and register variation between academic settings and social settings (Bunch,

2013; Solomon & Rhodes, 1995). Much of the research on syntactic awareness and

knowledge has shown that development in this area can impact writing and other

productive language skills as well as reading comprehension (Solomon & Rhodes, 1995;

Wilkerson & Patty, 1993). That is, development that attends to productive skills of

writing and speaking will conversely impact reading skills and attention to receptive skills of reading will impact productive skills development. Still, attention to syntactic development tends to favor writing and academic literacies development. Writing research from systemic functional linguistics has also added to this conversation in that they not only focus on textual structure, but also use metalanguage to discuss how language is functioning in a given sentence (Gebhard, Chen, & Britton, 2014; Schleppegrell, 2013). As such, even though SFL research is not always connected to metalinguistic development, the focus on talking about, deconstructing, and constructing text and language is metalinguistic at the syntactic awareness and development level. Approaches from SFL have included attention to structure, lexical cohesion, and disciplinary-specific discourse structures, such as that in science language (Bunch, 2013). This research is similar to instruction for improving awareness and the use of cohesive ties in compound and complex sentences as well as overall paragraph structure (Cox, Shanahan, Sulzby,1990; Wilkerson & Patty, 1993). This is often manifested in instruction for reconstructing language during sentence combining that supports students' use and development of syntactic and semantic knowledge. The act of sentence combining is shown to improve comprehension and writing development while deconstruction that draws attention to language features and correction in more receptive ways (Stoddard et al., 1993; Wilkerson & Patty, 1993).

Figure 2.3:

Examples of Instruction Across Metalinguistic Components of Language

Semantic
- cognate awareness
- contextual analysis
- inference
- semantic mapping
- polysemy
- definition

Interrelated
- ambiguity
- inference
- figurative language
- metaphors
- idioms
- sarcasm
- register

Morphology
- morphemes
- affixes
- base-words
- problem solving
- strategy
- application

Syntax
- cohesive devices
- grammatical features
- sentences, clauses, idea units
- construction & deconstruction
- language functions
- texts organization
- higher order thinking
- genre & register variation

Defining Metalinguistics Engagement

Across all of the explored components—semantic, morphological, and syntactic— it is possible to find teaching and learning activity that attends to specific and combined aspects of language such as ambiguity, inference, sarcasm, and register specific language as well as figurative language such as metaphors, idioms, and similes (Euch, 2012). The activities in Figure 2.3 are not exhaustive but offer some examples of instruction that can impact metalinguistic awareness and development. An essential takeaway is the potential for students—whether teacher, curriculum, or student-initiated—directing their attention to the components in order to impact their awareness and development. What becomes metalinguistic engagement is the opportunity for students to participate in objectification, attention to, reflection on, construction and deconstruction, manipulation, and play with language. This can and should be, within,

appropriate developmental means, connected to opportunities for articulating knowledge

and procedures related to that aspect of language's components, structures, functions,

variations, context of use, and relationship to other linguistic mechanisms. It is here that I

offer a clarifying statement to my conceptualization of metalinguistic engagement and

contextualize it within language and literacy education and instruction. I define

metalinguistic engagement as those moments when teachers and students participate in

teaching and learning activities and conversations that bring awareness, attention,

knowledge, and strategic or pragmatic use to aspects of language, literacy, and discourse,

that may then become useful for later practice. Furthermore, I suggest that research

demonstrates the ways in which metalinguistic engagement, as I have described it, leads

to metalinguistic awareness and development and thereby strategic use and critical

processing of language (see *figure 2.4*).

Figure 2.4:
The Relationship Between Metalinguistic Engagement to Metalinguistic Awareness and Development and Strategic Language Users and Processers.
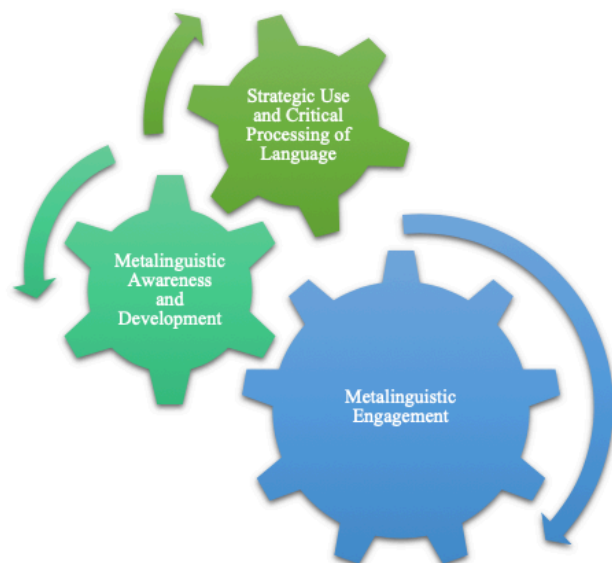
Heteroglossia Informed Cultural Historical Activity Theory

I turn to sociocultural theories which position knowledge as socially constructed and learning as particularly manifested through teacher to student and student to student interaction (Sawyer, 2014; Suriel, 2014), in addition to sociolinguistic theory which views communication as situated and comprised of variable but indexical social and cultural features (Blackledge & Creese, 2015; Bloomaeert & Rampton, 2011). Sociocultural theories have long been lauded for their ability to respond to the contextualized specificities of any given population engaging within and across specific lived experiences; including those that are social, cultural, political, and structural (Blackburn & Clark, 2007; Lee & Smagorinsky, 2000; Vygostky, 1980). Similarly, sociolinguistic and literary perspectives have provided nuance to research at the intersection of language, literacy, culture, race/ethnicity, social practice, and schooling I propose a framework (*see figure 2.1*) to articulate theorizing that will account for (1) the interactions, mediating tools, and cultural-historical artifacts of the specific situated learning communities and their engagement with the language-based curriculum in addition to (2) locating this specific study within the larger sociocultural-political and historicized system of language and literacy education in the U.S. for bi/multilingual learners, along with attention their communicative practices. Accordingly, I propose a theoretical framework of heteroglossia (Bahktin, 1981) informed cultural historical activity theory (CHAT) (Engeström, 1987). This framework will allow me to go beyond simply understanding metalinguistic engagement within activity theory, to also characterize the nature and patterns of metalinguistic engagement in these spaces within a much more complex sociocultural context of bi/multilingual literacy education. CHAT

guides the theorizing of multidimensional mechanisms within the classroom activity and

discourse impacting the metalinguistic engagement within the situated learning context of

the CLAVES student working groups. Heteroglossia (Bahktin, 1981; Blackledge &

Creese, 2014; Garcia, 2009) to support theorizing multivoicedness and hybridity of both

knowledge and practice. Together, as has been highlighted by Wertsch, they attend to the

centrifugal—distancing and outward push—of multiple participants and language

practices inside the centripetal—inward, converging force— of mediated learning within

school contexts. *Figure 2.5* provides an overview of this framework, along with the

purposes, key ideas, and some connected educational concepts.

Figure 2.5
Overview of Theoretical Framework
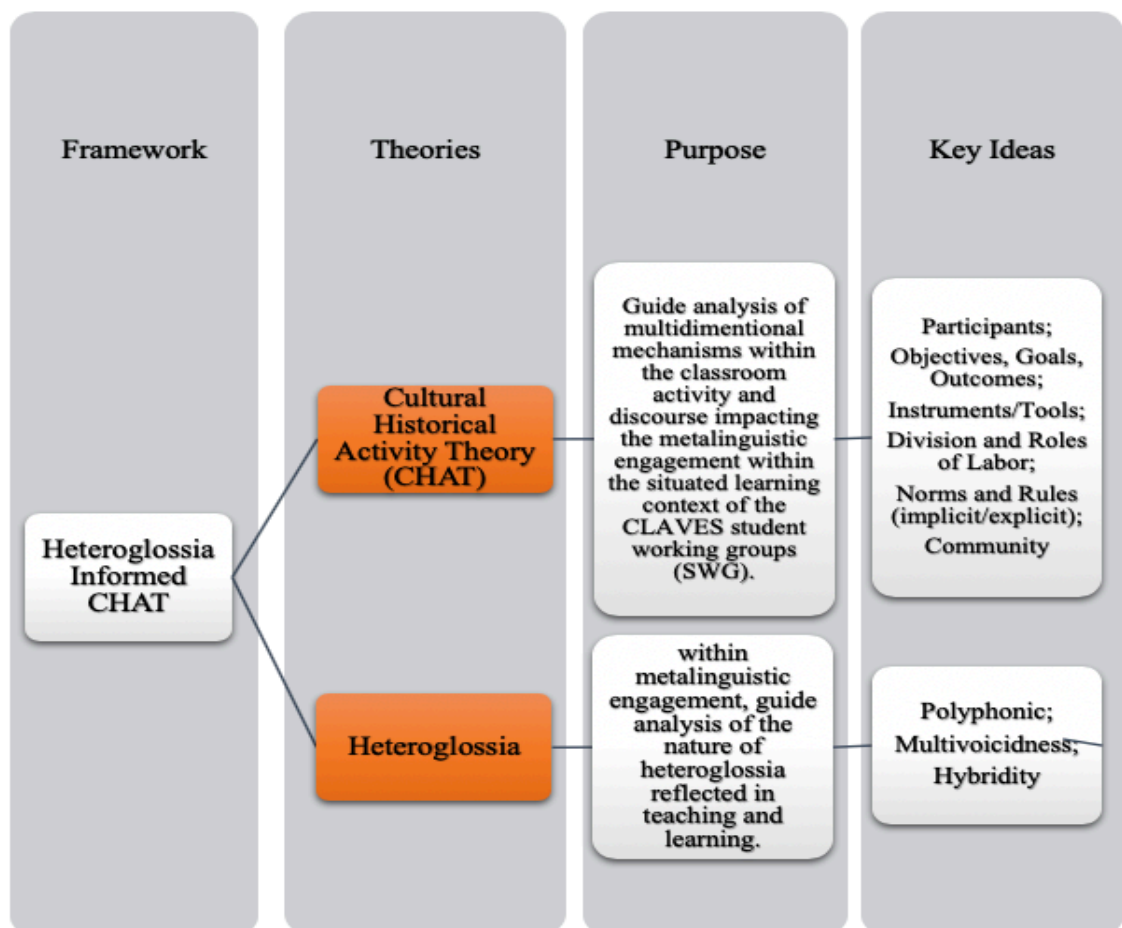
In what follows, I describe CHAT as a centralized theory; outlining its purpose and uses in theorizing the multidimensional aspects of metalinguistic engagement in my study. I also offer details about key ideas and components of the CHAT, including the ways the key concepts will be interpreted in this specific study's local contexts. I then present the heteroglossia along with its purpose of exploring metalinguistic engagement, before connecting it to complementary and operationalizing frameworks at the intersection of sociocultural theory, sociolinguistics, and education—inclusive of dialogic pedagogy, funds of knowledge, linguistic repertoires, hybridity, and raciolinguistic ideology— to highlight heteroglossic notions of multivoicedness, hybridity, indexicality, and tension. After describing these connected concepts at some length, I offer an overarching understanding of the combined *Heteroglossia informed CHAT* framework as a dynamic lens for investigating and theorizing the nature, patterns, characterizations, and expectations of metalinguistic engagement in the small group language-based reading intervention with fourth grade bi/multilingual learners.

Cultural Historical Activity Theory

CHAT is grounded in Vygotskian theory (Vygostky, 1980; Lave, Wenger, Wenger, 1991). Vygotsky, in exploring learning and development, posited that knowledge construction occurs as a succession of transformations. Through the process of these transformations, learners engage with external activity—such as teacher mediated learning and other cultural tools. That engagement, then, is internalized into an intrapersonal event. For example, López-Velásquez and Garcia (2017) found that bi/multilingual children who were not taught in bi-literate contexts still internalized skills

and strategies from one instructional language to the complementary language literacy context. Research shows that such internalization may be gradual, quick, or incomplete. Still, in the Vygotskian perspective, learners engage in this transformation through interaction with more knowledgeable others, such as teachers within situated learning environments like classroom activity or virtual learning spaces. They can also interact with cultural tools such as curricula or texts. In the process of interaction, the learner's thinking is challenged, and they begin to grow in their understanding and strategic use of learning (López-Velásquez & Garcia, 2017; Roth & Lee, 2007; Soto Huerta, 2012).

Cultural Historical Activity Theory, or CHAT (Engeström, 1987, 2014; Cole & Engeström, 1993), expands on this; exploring learning in the context of actors, tools, and overall environment. CHAT is a strand of learning theory that explores the means, object(s), and motivation(s) of a particular activity. In teaching and learning contexts, the framework is especially supportive in making engagement processes visible. CHAT scholars(e.g., Michael Cole, Yrjö Engeström, A. N. Leont'ev) have theorized that subjects/persons continually shape or are being shaped by their overlapping and immediate social contexts by binding together an analysis of activities, cognition, engagement, and extenuating motivations within the particular activity space. Moreover, there are always new tools and habits of mind that emerge out of activities that the various participating subjects (un)consciously appropriate—or reject—during their continued participation in the activity (Vossoughi, 2014). Vossoughi argues that "Over time, the history of talk and interaction within a setting creates an 'affordance of laden environment' increasingly replete with resources for thinking and addressing new problems" (p.354). That is, ongoing participation within particular activities and

discourses produce a number of discernable artifacts related to tools and learning, as well as patterns and shifts in participation, interaction, and engagement, interactional patterns. Within classroom learning spaces, CHAT offers a viable opportunity to explore the socially and culturally organized components of activities, goals, and outcomes in that it aims to better elucidate the social and cultural dimensions of individual and organizational transformation (Gutiérrez & Stone, 1998; Roth & Lee, 2007; Stillman and Anderson, 2017).

Historically, CHAT has also been used to address the divides and dialectical relationships that had remained unaddressed "between individual and collective, material and mental, biography and history, and praxis and theory" (Roth & Lee, 2007, p. 191). For example, Roth and Lee have noted that CHAT has been valuable as a "theory for praxis and practical action," often assisting researchers and practitioners in addressing contradictions that impact learning and engagement in a variety of spaces in order to adjust for, and establish, more effective, and theoretically-driven, practices. Put more plainly, CHAT is helpful for the reflective process required to move from praxis (Bakhtin, 1981) into patterned forms of action, which are the practices that promote outcomes consistent with the goals. In language and literacy learning, CHAT is often utilized for analysis and design learning spaces. That is, as shown in ***Figure 2.6***, by exploring the means, objects, motivations, domains of participation, researchers and educators can design for spaces that provide opportunities for children's collaborative and post-structural ways of engaging in learning that go far beyond traditional forms of teacher-centered schooling (Roth & Lee, 2007).

Figure 2.6

Cultural Historical Activity Theory Diagram for Classroom Interaction

Instruments/Tools
(e.g. text, curriculum materials, talk, anchor charts, etc.)

Participants (e.g. students, teacher, researcher, etc.)

Objectives, Goals, Outcomes
(e.g. reading comprehension, metalinguistic engagement, etc.)

Norms and Rules
(e.g. hand raising, teacher asks questions, turn taking, register, etc.)

Community
(e.g. school, discourse community, learning community, etc.)

Division and Roles of labor
(e.g. collaboration, teacher centered, dialogic, etc); (e.g. facilitator, designer, thinker, collaborator, problem solver, etc.)

Adapted from Yamagata-Lynch, 2010

Analytically, CHAT accounts for participants (i.e., groups, individuals, students, teachers), instruments/tools (i.e., language, text, curriculum, specific pedagogical approaches), norms and rules (i.e., school, small group, language ideologies), communities (literate, school, church), division and roles of labor (i.e., dialogically or monologically organized spaces, collaboration, independent work, hierarchies of knowledge production) and the objectives/goals/projected outcomes of learning (i.e., language awareness, metalinguistic awareness) as they interact, shift, and develop over time (Greeno & Engström, 2014; Gutiérrez & Stone, 1998; Yamagata-Lynch, 2010). This means that CHAT can be used to take into account multi-contextual knowing and learning across the lifespan of individuals and communities that come into contact during an activity system. For example, Martínez-Álvareza and Ghiso (2017) explored the way bi/multilingual children's dynamic repertoires of practice as cultivated and utilized

neighborhood spaces were resources and means of agency within a school context.

Findings such as this highlight the ways multi-contextual particularities have direct

consequences on teaching and learning activities in which learners and teachers engage

the various components of activity. While my analysis of activity is much more limited to

a specific number of accounts and episodes within classroom contexts, CHAT is

especially useful in that it brings attention to the specific contextual factors of activity

(e.g., what tools allows teaching and learning to occur, what are and how do instances

and patterns of engagement that shifts over time, what tools and patterns are in tension

with the curricular goals). For this reason, it offers a compelling framework to analyze

literacy and language-based education (Gutiérrez & Stone, 1998; Roth & Lee, 2007) such

that it looks to the explain the means, structures, and outcomes of doing goal-oriented

activity within a particular community of subjects (Pacheco & Gutiérrez, 2009;

Vossoughi & Gutiérrez, 2017).

Heteroglossia

      Heteroglossia emerges out of Bakhtinian literary theory. It is concerned with the

diversity of human thoughts, interaction, engagement, and intention with and through

language and language use (Bakhtin, 1981; Koschmann, 1999). Blackledge and Creese

(2014) argued that Bakhtin highlighted the ways language users employ all of their

linguistic skills to communicate in a given context effectively. In this, as pointed out by

Vossoughi (2014), Bakhtin saw "every utterance as dialogic in that it involves several

intermingling voices" (p. 360). More specifically, through concepts like polyphony and

multivoicedness, scholars have used heteroglossia to describe the ways multiple voices

and hybridity can be both assumed and discerned within and across single and multiple

utterances (Blackledge & Creese, 2014; Koschman, 1999). The emergence of the nation-state, however, influenced ideological constructions that have prioritized the idea of singular and bounded notions of 'a language.' This has produced discourses of standardization and national languages under ideological and political influence. Still, scholars have illuminated the ways linguistic features with "identifiable and cultural associations" get clustered, mixed, and meshed within and across interlocutors' practice (Blommaert & Rampton, 2011 in Blackledge & Creese, 2014).

In the context of education, scholars have drawn attention to the ways in which polyphony, multivoicedness, and hybridity—all components or notions of heteroglossia—emerged out of teacher-organized and student talk (Busch, 2014; Koschmann, 1999). These notions of heteroglossia in classroom contexts are often operationalized through notions of dialogic pedagogy, which highlights multivoicedness, inclusivity, and collaboration through conversation as well as perspectives of linguistic and communicative repertoires and translanguaging. For example, the ways teacher talk provided an opportunity for student voice and contribution at the utterance level, within and across participations, has been explored through dialogic pedagogies. Heteroglossia is privileged in classrooms through dialogic pedagogies such that a dialogic orientation is utilized to create learning spaces that encourage the interaction of multiple voices for constructing knowledge, making it a valued instructional approach for reading and literacy-based education (Aukerman, 2013; Michener, 2014). As such, heteroglossia becomes useful for exploring the ways in which "language in use is shot through with multiple voices which constitute and are constitutive of social, political, and historical positions" (Blackledge & Creese, 2014, p. 15). Moreover, Haneda (2016) has argued that

dialogic pedagogy appears under different labels inclusive of " 'dialogic teaching' (Alexander 2008a, 2008b), 'exploratory talk' (Barnes and Todd 1977; Mercer and Hodgkinson 2008), 'accountable talk' (Michaels, O'Connor, and Resnick 2008), 'dialogically organized instruction' (Juzwik et al. 2012) to 'dialogic inquiry' (Wells 1999; Wells and Arauz 2006)" (p. 1). Hence, she offers an account of the defining features of 'dialogic pedagogy' as "including open exchange of ideas, jointly undertaken inquiry, mastery of disciplinary knowledge and ways of reasoning, engagement with multiple voices and perspectives, and respectful classroom relations" (Haneda, 2016, p. 1). Similarly, if expecting a variety of voices in the heteroglossia of dialogic pedagogy, Busch has argued,

> in a pedagogic concept which recognizes translocal communicative repertoires and appreciates translanguaging as a legitimate way of expression and meaning making, formal teaching and learning situations must also be reconceptionalized as open spaces of potentialities, where polyphonic voices, discourses and ways of speaking are seen as a resource and an asset.

Hence, in the context of ongoing classroom activity, the communicative repertoires lens demonstrates heteroglossia through highlighting the presence of various languages and discourses as well as diverse narrative styles, turn-taking patterns, participation frameworks, the use of certain words and names, and use of multiple languages and dialects. Translanguaging (Garcia, 2009), as well, denotes the ways a speaker may draw from and move across their communicative repertoires, which may include multiple languages and dialects, to communicate rather than limiting themselves to a single

language during meaning-making (Garcia & Kleifgen, 2018; Martinez, Hikida, & Duran, 2015; Pacheco & Miller, 2016).

At the utterance level, heteroglossia can be explored for culturally-supplied mediational structures within the instantiations in which they are located, as opposed to analysis in isolation. For instance, the notion of indexicality "accounts for the social, functional, generic, and dialectological variation within a language" (Lähteenmaki, 2010). In this way, Bakhtin argued that language could be indexed or examined by the characterizations of "points of view, ideology, social class, profession, or other social position" as well as identifiable dialects, national standards, register shifting, and community languages (Blackledge & Creese, 2014, pg. 5). Moreover, utterances can be understood within social languages—or big D discourses— as well as within the settings through which the utterance occurred (Koschmann, 1999; Wertsch 1998). Scholars such as Mariou (2017) highlight that for Bakhtin, "[all] utterances are a response to an ongoing dialogue which is saturated with discourses of the past and the present and hence loaded with socio-ideological meanings" (p. 25). Moreover, she directs attention to the ways Bakhtin "underscored the synchronic and diachronic element in the discursive power of utterances where links are made between a historical past and a lived experience in the present" (Mariou, 2017, p.25). This point highlights the ways Bakhtin emphasized utterances as being connected across time and space to past, present, and future contexts (Flores & Rosa, 2019), such as when an utterance, in addressivity, attends to an audience in the absence of an audience's voice or physical presence (Blackledge & Creese, 2014). As such, the notion of heteroglossia captures the tension and contradictions inherent in

language practice and the construction of language regimes, such as the legitimating of some languages and varieties and devaluing of others.

As notions of heteroglossia have been extended to frame the literacy practices of linguistically and culturally diverse learners, scholarship highlights concepts of polyphony (i.e., multivoicedness), hybridity (i.e., mixing and meshing of languages, dialects, codes), and indexicality (i.e., referencing of an utterance or word to a particular culture and social practices) which help characterize the multiplicity of dynamic, interacting voices that create multiple meanings in the literate practices of learners such as bi/multilingual children (Ball & Freedman, 2004; Blackledge & Creese, 2014; Garcia & Kliefgen, 2018; López-Velásquez & García, 2017; Machado, 2017; Martínez-Álvareza & Ghiso 2017; Vossoughi, 2014). For example, López-Velásquez and García (2017) have used notions of heteroglossia and translanguaging to unpack the bilingual reading practices of young children. In two case studies, they showed that though neither child was given biliteracy instruction, the children who were taught in one language and exposed to the other language demonstrated their language skills, knowledges, practices, and strategies dynamically, reflecting heteroglossia. This is consistent with Jimenez, Garica, and Pearson (1996), who highlighted the ways students use their bilingual knowledge and abilities during literacy practice within and across languages through translating, code-mixing, and code-switching. Garcia and company have termed students' demonstration of bilingual strategies for reading, writing, and learning as translanguaging (e.g., Garcia, 2009; Garcia & Godina, 2017; Velasco & Garcia, 2014).

Indeed, heteroglossia framings have long been associated with bi/multilingualism; especially those perspectives that recognize the dynamic nature of bilingualism as well as

those practices that seek to normalize "the use of multiple languages and positions all students as strategic users of language" (Machado, 2017). A lens of heteroglossia in language and literacy education emphasizes approaches that value multiple viewpoints and sociocognitive constructions of meanings in order to achieve what Machado (2017) describes as "collectively constructing new understandings around a topic rather than conveying a singular truth through didactic methods" (p. 312). Furthermore, heteroglossia as encouraged in classroom context recognizes students' multiple languages, dialects, speech forms, and genres as a normal function of multilingualism as well as an opportunity to further study and explore language (Garcia & Kleifgen, 2018). Such that Vygotsky (1978) argued that cognitive growth occurs when students are required to explain, elaborate, or defend their thinking to others, a lens of heteroglossia is especially helpful within a CHAT framework. It is in this "striving for an explanation" (Vygotsky, 1978, p.158) where learners integrate their own various repertoires alongside their teachers and peers in negotiation, that they develop new and socially situated knowledge.

Examining and Conceptualizing Language and Literacy Activity

Taken together, CHAT and heteroglossia present a heuristic for exploring teaching and learning activities with linguistic diversity and multiple voices in mind. Heteroglossia informed CHAT framework, as shown in Figure 4, can be leveraged to explore how classroom spaces that are ideologically and methodologically mediating learning alongside students' voices—inclusive of their multilingual-ness and diverse knowledges. Heteroglossia informed CHAT framework provides a compelling framework for understanding engagement within language and literacy activities;

especially the ways communities, such as the SWGs of the present study, reflect and respond to heteroglossia while converging toward outcomes within the goal-oriented activities of the language-based curriculum (Wertsch, 2009). It can also highlight the ways situated learning contexts go about honoring and sustaining diverse repertoires, knowledges, and practices through exploring the relationship between curriculum, teachers, and student engagement in boundary-crossing, hybridity, intercultural exchange, and or stifling the classroom activity.

With the heteroglossia informed CHAT (see Figure 2.4), I intend to explore ME activity, specifically within the ways that teaching and learning reflect students' repertoires and knowledges and come into contact with the sociopolitical nature of schooling for linguistically diverse youth. That is, this theoretical framework will allow for the examination of what Vossoughi and Gutierrez (2017) describe as the "cultural ways of being in school (through manifest and hidden curricula)" that "often serve to reproduce unequal social conditions" (p. 142). And while this presents a particularly critical view for exploring teaching and learning activity and discourse, there is also room to imagine a reality that better engages with students' sociocultural and sociolinguistic existences.

Understanding—and empirically exploring— the sociopolitical context of schooling for emergent bilinguals has often been an ideological war zone with diverging approaches and purposes that are often contradictory to long term dynamic bilingual development that is ideologically heteroglossic. In any case, I have built this comparative case study from the larger CLAVES project through a heteroglossia informed CHAT framework. This framing will support attention to how the curriculum, teacher facilitation, and student interaction for developing literacy are in conversation with those perspectives and

approaches most related to honoring, utilizing, and sustaining the sociocultural realities of emergent bilingual and other linguistically diverse students. This theoretical framework supports my interrogation of research questions that will explore the nature of ME; unpacking its (1) actions, emergence, and flow (2) the relationships between context, objects, means and tools, and participant structures and ME activity (3) the habits of mind, social processes, and elements of classroom cultures emerge and are mediated by students.

Figure 2.7 *Heteroglossia informing CHAT*
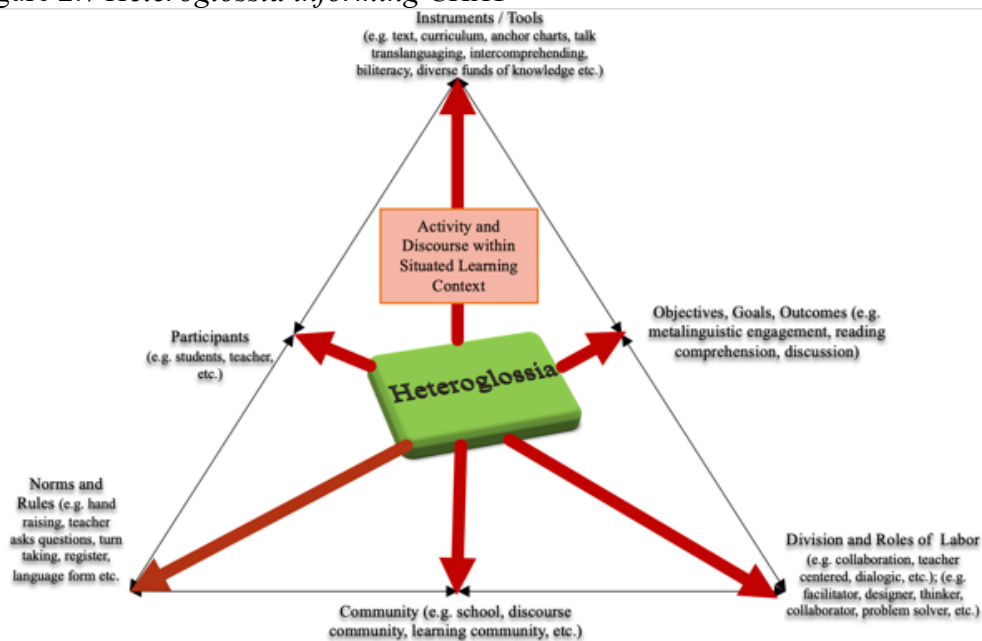
Positionality and Pedagogy: out of my multivoicedness

> *I know that it is not the English language that hurts me, but what the oppressors do*
>
> *with it, how they shape it to become a territory that limits and defines, how they*
>
> *make it a weapon that can shame, humiliate, colonize. –bell hooks*
>
> *Never wound a snake, kill it – Harriet Tubman; La culebra muerte no puede*
>
> *morder – Nicolás Guillén*

As a young Black girl growing up in a small Eastern Tennessee mountain town, I always felt the strength and vastness of language. My mama was a country "gall," and my dad and his family were from Cincinnati. Those "city folk" loved to pick at how my mother and her people spoke. At their sweet and hospitable, if not naïve, mannerisms—so they were called. Like the way mama asked, "Any y'all want hashbrowns"? "Haasshbrown," my dad's uncle and cousin would jovially repeat. They adored her and called her a southern bell, but I noticed this and, in turn, attempted to maneuver my mouth in different ways to diminish my own 'accent'; I did not want them to tease me. But my accent was as thick in those days, full of that southern Appalachian twang.

Interestingly, I also noticed the Blackness of my Appalachian dialect and tried to navigate that too. My grandmother's rich, older White lady patrons who "saw potential" in me helped me to correct those "little things" that I did in language that might cause others to miss my intelligence. In fact, between all of my teachers— formal and informal— and all of the converging and contradictory realities, I learned to navigate between the multiple sociocultural and linguistic spaces quite successfully. It is no wonder that I became a language and literacy teacher.

I spent my first year out of college in South Florida teaching second-generation Haitian immigrant children reading and language. I loved working with my students and talking with their parents, who, in turn, taught me some language and fed me. I remember the horror of learning that in one family, three of the children I taught were proficient in English but not able to respond to their mother in the Haitian Creole she predominantly spoke. Twin second graders, and a third-grader older brother. Already, they had lost something so significant for engaging with their parents, grandparents, and community.

Not long after, I moved to South Korea. I stayed there for a combined six-plus years teaching EFL language and literacy for K-12 in public schools as well as adult learners. At some point between my stints in Korea, I lived and volunteered in Peru, traveled to some other countries, and lived in a few states across the United States. More than anything, I loved the languages and sociocultural spaces I came to know. I found joy in learning the cultures as much as and in conjunction with learning languages. As a teacher, however, I was always struck by some of my students' questions about those dialects and styles that existed outside what was considered normative English. Moreover, I was concerned that they couldn't easily communicate with dialects of English that resembled my upbringing.

By this time, much of my accent had disappeared from my everyday practice—except for when I called home. No longer prone to what my grandmother lovingly referred to as "the dis and dat language," I enunciated in ways that *I thought* would allow people from any place and language background to understand me easily. I attempted to speak in ways that would allow them to see and hear me as intelligent and worth listening to. Sometimes I accomplished this. Other times, they heard what they wanted, no matter what.

At other times in classrooms and within the academy, I spoke for as long as I could, indexing an American academic English, before tiring and using what was natural for my tongue—and resembled my Black Appalachian people, urban Cincinnati folks, my white Appalachian teachers and friends, my… *all my languages*. These code-meshing, multivoiced moves were seen, by others, as intentional attempts at comedy. They were neither intentional nor my version of comedy. But still, I longed for my students to have

an awareness of language use and practice that existed beyond what I began to understand, alongside critical scholars, as American Standard[ized] English. That is, the standardization of English in one form against another was not neutral or lacking political significance. And regardless of one language's status against another, I wanted my students to appreciate the language play that came from the hip-hop songs they so loved as well as the critical similarities and differences between words like riot and protest; phrases like "how are you" and "what's up." I wanted them to build a repertoire to communicate effectively.

While a master's student, I first began to read the sociolinguist works such as those from James Gee (2015) and Hornberger and McKay (2010). I was introduced to Stephanie Michael's account of children's storytelling and remembered my own experiences in school (1981) as I saw my own experiences through those of the children. I also read H. Samy Alim's (2010) arguments for critical language awareness and *the language in my life* assignment he sent his students on and decided to send my own students on sociolinguistic adventures. I cried at bell hooks account of *Keeping Close to Home* because it felt too real; too close to my home, and my experience of growing estrangement from my community. And here, I found my commitments to not only critical pedagogies (bell hooks, 2012; Paulo Freire, 2001), and culturally responsive approaches (Ladson-Billings, 1995, 2014; Paris, 2012; Alim & Paris, 2015), but especially those notions of linguistic repertoires (Gutiérrez & Rogoff, 2003; Rymes, 2010), sociocritical literacy (Gutiérrez, 2008), and Third Spaces (Gutiérrez, Baquedano-Lopez, & Turner, 1997). It was in all of these frameworks, and a few more recent others, that I found my peace in who I was as a multilingual person and teacher. Not multilingual

because I speak some Korean and Spanish, but because I speak Appalachian English and AAVE, neither of which are monolithic in their use, and have appropriated so many other voices. And finally, I began to be comfortable in my appropriation, manipulation, and domination of the "master's tongue" that is American Standardized English, too; because it did not own me; I own it. It is one of my many repertoires that I use in polyphonic ways. My tongue, my language, is what I choose to make it, and I love going within and across spaces, just hoping listeners will catch my southern cadence and southern, Black church frames. But also, when I begin to consider how much being linguistically diverse—and metalinguistic— has helped me become who I am and do what I do, I wonder at the education of children who grow up straddling sociocultural and linguistic worlds. I wonder at the ways they are often told to leave pieces of themselves—their voice—outside the classroom door, to leave their literacies outside the literacy classroom. I wonder why they are not allowed to use the same metalinguistic skills they use to break up the metaphors in a Kendric Lamar's lyric to also comprehend the deep southern language in the *Color Purple,* the Spanglish of Bad Bunny, and the academic subtext in Obama's Speeches; discourse of their math and science texts? And do their bi/multilingual practices emulate the academic literacies and conversations they are encouraged to use or do they reflect something far more complex and multifaceted— heteroglossia?

It was with these questions and a commitment to the 'desires' (Tuck, 2009) of linguistically diverse peoples in the U.S. to have their practices humanized, validated, and celebrated in school contexts that I engage with this overarching topic of metalinguistic engagement. And if I am thinking of children's ME, I must consider the heteroglossia of

children's repertoires, as well as how curriculum, teachers, and practice with each other potentially support or constrain students' development of metalinguistic awareness and strategies as well as more complex literacies. Hence, I don't start in the place of linguistically diverse students lagging, though this is the pattern of much research in the context of reading and intervention. Instead, I locate my work within the larger sociopolitical context of education for children who are multilingual and phenotypically of color and have had their practice framed only in the margins. I intentionally frustrate the often-oversimplified context of how teachers support children to become more metalinguistically aware and strategic in their language use and thus better able to engage within and across the texts in books and life. As Leigh Patel once put it, I am holding an intervention on bi/multilingual interventions and narratives. And in the end, I desire for hope.

Chapter 3. Historical Recount and Review of Related Literature

In Chapter 2 of this dissertation, I established a heteroglossia informed CHAT theoretical framework for investigating ME activity and discourse within the situated and contextualized teaching and learning of language-based reading curriculum intervention with bi/multilingual upper elementary students. I argued that this framework supported the examination of teaching and learning activity, including exploration of the nature of interaction, mediating factors, and sociocultural artifacts. Moving forward, I offer a review of literature related to the situated learning context of my research topic in order to better situate this study within the cultural historical framework. This context can be understood through the broad research question of: *Within a North East, Spanish-English two-way immersion Elementary school, what is the nature of metalinguistic engagement within and across the teacher led small groups of 4th grade Latinx, Spanish/English, bi/multilingual learners participating in the CLAVES curriculum, language-based reading intervention?* Any investigation into this context requires understanding of the existing cultural historical systems that inform the practices and communities.

Figure 3.1.

Context of Literature Reviewed

Overarching Questions to be Answered	**SECTION 1. Language Ideology, Orientation, Management, & Policy**		**SECTION 2. Programs, Approaches, & Practices**		**SECTION 3. Reading, Literacy, Language and Bi/multilingual (small group) Intervention Research and Ed**	
	What ais the role of ideolgoy in informing policy, planning, and management? What are some pervasive ideologies?	What is the history of language planning, management, and policies for bi/multilingual ed in teh U.S.?	What are the overarching programs for teaching bi/multi-lingual students?	What are the overarching goals, approaches, and practices for teaching to bi/multi-lingual learners?	What is the empirical landscape of (Language-Based) Reading Interventions for upper elementary bi/multi-lingual students?	What is the empirical landscape of (Language-Based) reading instruction and discussion with upper elementary bi/multi-lingal students

Accordingly, Section 1 of this literature review is framed in response to the

theoretical framework in order to position the specific situated learning case studies

within the larger socio-historical context of language ideology and connected

bi/multilingual education orientation, planning, management and policy. This section

attends to scholarly arguments that overarching ideologies directly influence the everyday

and habitual practices and discourses at play within situated teacher practice (Martínez-

Álvareza & Ghiso 2017). Cochran-Smith and Villegas (2016), under this assumption,

have argued that "differently positioned researchers with diverse aims and objectives

engage in multiple configurations of research practice" (p. 439), such that all research

and practice are oriented in one way or multiple others. And similarly, Flores (2013) has

called for language education scholars to recognize the pervasiveness of regimes of truth

that orient and bend the objectivity of knowledge production within a given context.

Particular to bi/multilingual education, Flores argues that policy discourse, academic

research, and larger conversations about language use in the US—regardless of where

they may be situated on the political spectrum— consistently reify ideologies through a colonizing lens thus polluting any claims of neutrality regarding language education policy, practice, and research. In recognition of these critical perspectives, I use conceptual, historical, and existing reviews recount Section 1. and, although recognizing the limitations of time, space, and neutrality, situate this study within and emerging out of complex social, historical, political, and cultural landscape of bi/multilingual education in the U.S..

Section 2. of this review relates specific schooling contexts that manifest the concepts in Section 1. There are variety of programs, approaches, and practices through which schools and teachers attend to bi/multilingual students. In this section, I unpack these approaches using literature from conceptual papers and book chapters, reviews, and some empirical work to recount the context of school and classroom level enactment of bi/multilingual education. In Section 3., I narrow my focus to intersection of language-based, literacy, reading intervention, instruction, and group facilitation with bi/multilingual education. Here, I specifically begin to explore the landscape of what does and doesn't exist in the form of empirical literature that would be in the specific realm of this study; the intersection of bi/multilingual (education and practice), reading (instruction or intervention), language-based education, and upper-elementary learners.

Section 1: Language Ideology, Orientations, Management and Policy

Given the pervasiveness of English use in the U.S., it is no surprise that its development in and out of school is a major educational concern and salient topic of educational research. Bi/multilingual and multicultural educational scholars have, however, pointed to the hierarchical prioritizing of English—particularly the notion of

standardized American English—as the national and schooling standard and problematized its prioritization at the expense of bi/ multilingualism as well as bi/multidialectalism. This, they argue, is strategic enactment of language ideology, language planning and management, and language policy through school curriculum and approaches that particularly impacts Black and brown youth (Garcia & Kliefgen, 2018; Martinez, 2018; Rosa & Flores, 2017). Furthermore, as related to current and future research, they argue for attention to these factors such that they reflect underlying epistemologies that have direct implications on the nature of teaching and learning activity, mediating factors, sociocultural artifacts like those that I propose to study.

Hence, in the first section of this review of related literature, I present an three major groupings related to: (1) the impact of language ideology in the U.S., (2) language planning and management orientations in the U.S., and (3) history of language policy in the U.S.. These sections address questions of what language ideologies and orientations inform national perspectives on bilingual education as well as recounting the history of language planning, management, and policy of bilingual education in the U.S..

Language Ideologies

The Impact. In general, scholars have argued that ideologies at the intersection of language, schooling, children of color are a ubiquitous force in both national discourse and policy as well as individual school decision making (Apple, 2004; Garcia, 2009; Lippi-Green, 2012). Language ideologies, McGroarty (2010) maintains, although not always visible, frame and influence most aspects of language use and policy in and out of school and other institutions (i.e. career, politics, law, citizenship, social interactions, etc). Under this assumption, McGroarty articulates the pervasive scope of language

ideology as they function in particular contexts and institutions, suggesting that

ideologies not only direct conversations about language diversity, but also manifest in

particular language planning, management policy, and institutional frameworks.

Moreover, like others, McGroarty, argues that language ideologies take shape in local

schools through curriculum and approaches that follow frameworks of submersion, ESL,

and bilingual education—programs that I will explore in later in literature review. As

such, any discussion of policy or practice necessitates an examination of the pervasive

assumptions, influence, and goals being maintained through the enactment of said policy

and or practice. And, this especially for the ways these policy and practices impact and

gatekeep as related to students racialized as Black and brown and/or are framed as

immigrant.

Defining Language Ideology. McGroarty (2010) defines language ideology as "the

abstract (and often implicit) belief systems related to language and linguistic behavior

that affect speakers' choices and interpretations of communicative interaction" (p. 3).

This corresponds with Garcia's (2009) interpretation of linguistic ideologies as a cultural

system of ideas about social and linguistic relationships as they come into contact with

political and moral interests. Garcia has argued that language ideology can be understood

not only as thoughts about language that are in dialectical relation to structural

understandings of language, but also the social, cultural, political, and moral beliefs as

inferred through the nature of authentic language practice with individuals and groups.

Within language interactions, researchers have gleaned ideological evaluations of

prescriptive, individual, and speech group language use through the explicit declarations

of expectations and the implicit and explicit decision-making. In her review of language

ideology related to language education, McGroarty argues that language ideologies are inevitably embedded—often unconsciously—in "speakers' sometimes-idealized evaluations and judgments" of particular "language forms and functions" leading to articulations conventionality and divergence (McGroarty, 2010, p. 3). Here, she maintains that evaluations of language are often correlated with opinions about individuals and groups who are following or flouting expectations. McGroarty, similar to other scholars, goes on to suggest the ways language ideologies are closely linked to group affiliation, and therefore individual identity development, arguing that language ideology, at its roots, informs the ways that individuals are perceived, received, and rejected—and performing— through their language form and use. That is, policy makers, schools and educators, for better or worse, see responding to the demands of language ideologies as an opportunity to shift and constrict outcomes.

Similar to McGroarty, other scholars (Alim, 2018; Garcia & Kleifgen, 2018; Janks, 2010; Paris, 2012; Pennycook, 2010, 2015) have argued that globalization, colonization, and efforts of decolonization have caused language, bilingualism, and identity to take center stage as ethnolinguistic minorities—and those they come into contact with—utilize, mesh, shift and become strategic with their linguistic and cultural resources within the societies they live. In fact, management of discursive practice and communicative repertoire has led to much more fluid conceptions of identity and multicity through language (Paris, 2012; Garcia, 2009; Gutiérrez & Roth, 2007). This area of language ideology study is especially related to, like that related to identity development and performativity. Although this topic is not explicitly explored in this dissertation, it is important to note the link between language and identity, and how important this this link

is to how educators and scholars frame students' practice. But here in lies the tension, as it points directly to the 'listening subject(s)' (Flores & Rosa, 2015) and how these subjects respond to the intentional and unintentional repertoires that are represented by learners who engage in language practices beyond the ASE. That is, when bi/multilingual children demonstrate dynamic literacies,—that are representative of their sociocultural identities and realities— during teaching and learning activity, who is listening, how are they perceiving the practice, and what are the resulting mediations and artifacts by those that gaze because those practice are not native to themselves.

This tension points to the monoglossic ideologies that often undergird understandings of language use and practice. Monoglossic ideology refers to the framing of language as an autonomous skill that functions independently from contexts, as well as the prioritization of monolingualism as opposed to bilingualism (García & Torres-Guevara 2010; Rosa, 2015). Scholars have pointed to the ways monoglossic ideologies, and the policies they foster, simultaneously devalue bi/multilingual students' dynamic repertoires dialects (Rosa, 2015) and promote *deficit rationales* (Martinez, 2013) by prioritizing ASE at the expense of non-valued community languages, dialects, and discourses (Alim & Smitherman, 2013; Flores & Rosa, 2015; Garcia, 2009; Martinez, 2013). Moreover, through Bourdieu's concept of linguistic practices as symbolic capital—which posits that symbolic capital is distributed unevenly within speech communities—this begins to reveal how even bi/multilingual speakers whose full expanse of repertoires extend beyond ASE fall to the symbolic violence that monolingual and dominant language ideologies bring when ASE is assumed as superior (Alim & Smitherman, 2013; Garcia, 2009; Martínez, Hikida, & Durán, 2015).

Scholarship goes on to demonstrate the ways ideological expectations from the listening subject have the power to influence planning, management, and policy as well as local practice and expectations with bi/multilingual learners (Rosa & Flores, 2015). Taken together, attention to the many manifestations and implications of linguistic ideology is essential such that they highlight privilege, agency, resistance, power, and solidarity through any given speakers' or speech communities' abilities, choices, options, constraints, and opinions (Garcia & Kleifgen, 2018). Within any given social context, but especially classrooms, any element of language ideology can arise through the relations and interactions of the teacher and students. Garcia has argued that

> "The study of language ideologies focuses, then, on the sociohistorical, sociopolitical, and socioeconomic conditions that affect the production of social meanings in relationship to language and to discourses. The social context can prevent individuals from accessing certain linguistic resources or adopting new identities…The language choices available to children and their parents, as well as the discursive practices that are encouraged and supported in school, have an important impact on children's identity and their possibilities of developing agency or resisting. Bilingual education types and pedagogies have to take into account the more hybrid identities of students, for bilingual students are situated in specific social, historical, and cultural contexts and they can resist or accept the positions offered by those contexts" (p.84)

Given the evaluative, stigmatizing, and even, "homogenizing work" of language ideology on individuals and groups, as well as the agency and resistance within language ideology, scholars' urge for language and literacy research informed by critical review of

ideological perspectives, such that research unpacks the orientation of language ideologies while theorizing around the social and political power saturating narratives on and practices with students (Gee, 2015; Hornberger & McKay, 2010).

Orientations that Influence Planning, Management, and Policy

In exploring the ideological perspectives that inform language education, scholars have looked at the themes and patterns that direct language planning and language management. This body of research helps understand how and what language ideologies become orientations that inform and maintain planning, management, policy, and structure for educational research and or classroom practice. Ruiz (1984; 2010) argued for attention to planning orientations in order to reveal the ways that ways governments, societies, and individuals understand and subsequently approach linguistic diversity. Spolsky (2018), more recently, has used the term language management to bring attention to the regular modifications made to language planning and policy as they respond to ever shifting national and local conditions (Spolsky, 2018). Regardless of term, there are ways to thematic thematically categorize the orientations of language ideology that are then used to frame the (re)actions to bi/multiligualism and larger language diversity. Scholars have argued that the orientations can be conscious in addition to being embedded in the subconscious assumptions of teachers, planners and politicians (Baker & Wright, 2017; Garcia, 2009; Ruiz, 2010). Below, I recount orientations of language ideology through Ruiz's language planning orientations: language as problem, language as a right, and language as an asset/resource. This framing becomes useful before moving into a subsequent section the historical background of language policy in the U.S. as well as the programmatic examples through which schools interpret practice.

Language as a Problem. Language as a problem can be summarized as perspectives that language diversity will cause complications and problems in individuals, societies, and unity within nation states. For individuals, research recounts the multiple arguments and empirical demonstrations for language as a problem related to individual personality and social problems (i.e. split-identity, cultural dislocation, a poor self-image, low self-esteem, alienation, emotional vulnerability, anxiety, etc.) (see Baker & Wright 2017; Garcia, 2009; Pavlenko, 2002; Woolard, 1998). Many of these examples communicate the issues that negatively impact individuals who demonstrate language diversity within a monologically organized societies that compartmentalize and hieratically structure language. Related this, and far more researched, are arguments that speak to potential national and intergroup conflict produced and framed by language as a problem ideologies. Spolsky situates the early studies of language planning as related discourse that presents multilingualism as "the core problem of developing nations" and argues that leading scholars of the field saw the multilingualism of newly independent nations as problems to which they could offer planning solutions; that is to say, the education of bi/multilinguals is not a neutral practice. Endo and Reece-Miller (2010) suggest that ideologies about language have often resulted in certain forms and dialects becoming political instruments that unify certain groups within a country while producing others to periphery populations seen as resisting the ruling class and homogeneity. Within the U.S., they argue that Anglo Saxons have idealized English as a language that could unite and power the nation, stating

> Anglo hegemonic power, which we use to refer to the power that exists based on
> race as well as on language, began to construct the idea that English should be the

language spoken by everyone residing in the US, because English was the

language spoken by the "civilized" citizens at that time. English monolingual

ideology has been embedded in US society for a long time, and it is clearly

evident in the US (p. 83).

Here, Endo and Reece-Miller frame *monolingual ideology*—that overarching belief of

that centralizes speaking only one language along with expectations that contained and

standardized usage of that language should and will unify a nation. In societies where

there are equitable social and political powers structure between ethnic groups,

monolingual ideologies cannot function; multiple languages coexist with some used for

social interaction and others for official and governmental needs (Endo & Reece-Miller,

2010). This arrangement, however, is not present within the U.S. for those who speak a

language other than English, especially those racialized Black and Brown. Subsequently

there are multiple layers to the monolingual ideologies that frame language-as-problem;

layers often attached to nationalist ideologies that link language to identity and deny

citizenship based on language use among other characteristics (e.g. race and ethnic

identity, religion, immigration status, etc.). It was this orientation that informed English

only agenda's and propositions that I will explore later.

　　　In the U.S., becoming American has often been attached to English

monolingualism, rather than bilingualism. Baker and Wright (2017) go further to state

that

"Bilingualism is seen as a characteristic of the poor, the disadvantaged, the

foreigner, and the unassimilated immigrant. Speaking English is valued for its

perceived link with liberty, freedom, status, justice and wealth. In consequence,

other languages in the US are sometimes seen as linked to terror, injustice, poverty

and other societal problems. American ideals and dreams are learnt through

English. A belief of some is that other languages teach non-American ideas, and

therefore must be discouraged in schools" (p. 372)

As such, language-as-a-problem orientations suggest—beyond simply or discursively

constructing identity—the construction of solidarity, imagined community, and particular

loyalties (Garcia, 2009; Baker & Wright, 2017). Furthermore, within the discourse of

orientations that are nationalistic and English only, researchers have revealed the deficit

and stigmatizing narratives placed on bi/multilingual learners, especially those that are

racialized and situated as forever immigrants (Flores & Rosa, 2015; Baker & Wright,

2017). These narratives suggest poverty, economic disadvantage, educational

underachievement, and decreased mobility in addition to arguments that language

diversity brings increased civil strife, political and social unrest, and endangered stability

in the US (Baker & Wright, 2017); rationalizing the removal of these differences through

positive desires to increase mobility or more malicious aspirations that stem from

prejudice and nationalism agendas to eradicate bilingualism.

Language as a Right. Language as a right orientations frame language as an

individual choice and human right. This orientation can be outlined along a continuum,

with proponents responding to tolerance-oriented protection from discriminative agendas

to that of promotion-oriented perspectives that propose equity among minority and

majority languages. Language-as-a-right orientations can reflect protections for

individuals and communities, including speech groups' right to establish and maintain

schools and institutions (see Skutnabb-Kangas, 2000; 2006). This orientation may also

advocate for expressivist orientations referring to "people's capacity to enjoy a secure linguistic environment in their home language and a group's fair chance of cultural self-reproduction" as well as those more instrumental rights such that "language not be an obstacle to meaningful participation in the democratic process and public institutions, and to social and economic opportunities" (Garcia, 2009, p.89). Garcia, citing May (2001, 2006) provides four rationalizations for language-as-a-right orientations: 1) the decline and loss of world languages; 2) the construction of minoritized language through socio-cultural-political framework; 3) concerns about subtractive language education in schooling where one gain the dominant language at the expense of their home language; and 4) the need to afford minoritized languages the same institutional protections as majority languages. In schools, the language as a right orientation might situate students' right to choose and build identity through languages by nurturing students' existing home languages, dialects, codes and discourses. However, scholars like Ricento (2005), argue that language 'rights' tethered to entitlements and choice are frequently efforts to "redress historical patterns of discrimination and exclusion" in the U.S. (p 348); efforts often complicated through their attachment to racialized and ethnic communities living within the White politically dominated U.S. agenda that centers White norms in deriving an American Identity. A such, a critical read of these attempts to establish language-as-a-right orientations in the U.S. reflects the impotence of the efforts in providing both rights to language minoritized communities and language choice to individual people. That is, the socio-political sphere of civil rights for the racialized and ethnic minoritized cannot be realized without language policy, resources, intentional commitment, and language

planning that reorganize systemic structuring and institutionalized sustainment and production of language diversity.

Language as a Resource. The language-as-a-resource orientation refers to ideologies that argue for the idea of language as a personal, community, and economic resource in response to changes in global geopolitics and language diversity. Within this orientation, bilingualism and multilingualism are framed as an asset for building social, cultural, intellectual, economic and communicative capital for individual participation in career, public, and private leisure (Baker & Wright, 2017; Flores & Rosa, 2015). The orientations often advocate that the nation, and thus schools, embrace multilingualism. Some scholars, however, are critical of this orientation, arguing that it is often attached to more neoliberal perspectives are interested only in the economic and political bridges that holding multiple languages will bring (Flores, 2015). Moreover, research has exposed the paradox that, in the U.S., the language as a resource orientation is much more generously offered to English speakers that develop a second language rather than to that of bi/multilinguals' developing English as an additional language—consistent with ongoing projects of assimilation and white supremacy (Flores, 2015). Still, there are a spectrum of language-as-a-resource orientations; those that reflect continuum of interests related to tolerance, encouragement, and sustainment, and 'additive notions' bi/multilingual learners' development, as oppose to erasure of the home languages (See Flores & Rosa, 2015).

Regimes of Truth in Ideology. Remaining within the subject of ideologies embedded within ideologies, it is critical to note they can all influence bi/multilingual education, be combined with multiple other orientation, and be conceptualized through

lenses of privilege, capital, power, control, and governmentality (Bourdieu, 1991;

Eagleton, 1991; Foucault, 1980; hooks; Ladson-Billings; Lippi-Green, 1997; Poza, 2014).

In fact, conversation on language ideologies in the U.S. can be examined within a larger

frame of Nation-state governmentality, through which Flores (2012) is particularly

helpful. Flores begins his argument on governmentality as a mechanism of pervasive

language as a problem ideologies through a question of objectivity within coloniality.

Flores argues that policy discourse, academic research, and larger conversations about

language use in the US—regardless of where they may be situated on the political

spectrum— continue to represent ideologies through a colonizing lens thus polluting any

claim of neutrality regarding language education policy. This is especially in relation to

language education, where he suggests that there are no such things as disinterested and

objective knowledge when positing how individuals should speak or be educated to speak

through the US schooling process. That is, no concepts and ideologies operating in the

larger US context lay outside of coloniality.

Accordingly, Flores uses Foucault's genealogical method to analyze the power

relations involved in the construction of the European modernist project to examine

governmentality, the capacity to be rendered governable. Through the concept of regimes

of truth (Foucault, 1994), "socio-historical contexts organized into knowledge systems

embedded in relations of power," Flores reveals genealogical lines that normalize to

make these regimes of truth (pg. 10). The discursive regimes to reveal the knowledge

systems that allowed for the manifestation of certain power-knowledge relations that

demonstrate the mutually constitutive nature of power and knowledge relative to

language education and policy. Flores's (2012) argues that the emergence of nation-state/

colonial governmentality in early US society as part of the European modernist project. Viewing language education through the nation-state/ colonial governmentality lens offers another opportunity to understand the power relations embedded within modernist conceptions of language. It also reveals the deep intertwinement of the nation-state project with language ideologies that frame the early debates on language policy.

As such, it helps disrupt the naturalization of nation-state constructs to reveal the socio-historical regimes of power knowledge that make possibly the emergence of ideologies that continue to impact the language practices of linguistically diverse students. Flores highlights a history of exclusion, marginalization, and colonization while also demonstrating the ways that governmentality has been mutually constitutive with both the construction of national languages and the construction of a science of language that has sought to erase difference in the pursuit of pure linguistic forms that could either unite a static ethnic community or be an appropriate study of scientific inquiry (pg. 33). Zooming back in on the cultural historical context, it is easier to contextualize the sociocultural, cultural historical context within the "regimes of truth" and "nation-state governmentality" and their situation within language ideologies on conversations on language standardization, language use, bilingualism, and second language development.

Language Planning, Management and Policy

The naturalization of these ideologies, whether through regimes of truth or otherwise, have had great influence on the policies and pedagogies that impact bi/multilingual students. Furthermore, they have influenced language planning in order to more directly navigate the all orientations of language ideology. Garcia (2009) has argued that the language planners have sought to solve and or promote language diversity

through the language planning. As shown in *Table 3.1*, Garcia groups these planning foci as *corpus planning*, *status planning*, and *acquisition planning*. *Corpus planning* refers to standardization of language forms as well as graphization of the writing system and modernization of language through coining new words and terms. *Status planning* refers to modifying the status and prestige of the language, such as making a language an official language to be used in state and governmental contexts. *Acquisition planning* refers to plans and policies to support development of new users. Among the three, *acquisition planning* is especially relevant to bi/multilingual learners, since it informs policy and educational practice. Additionally, acquisition planning interpreted is then interpreted by government, districts, and schools through activities for marking goals and modes of implementation of language acquisition planning as well as accountability toward such plans. Garcia lists these as activities as: determining to be languages be taught within the curriculum; defining the teacher-supply as related to language teaching; determining student populations to be exposed to what language education; determining mode, models, materials, and methods of teaching; defining the assessment procedures for students; defining the accountability procedures for teachers; determining long term strategic plans and ongoing development. Garcia (2011) and Shohamy (2006) define any of these activities not just as implementation of language planning, but language policy. From here, I will unpack governmental language policy for bi/multilingual before exploring school interpretation and language policy.

Table 3.1
Corpus Planning, *Status Planning*, and *Acquisition Planning (from García, 2009)*

Macrolevel (National) Planning	Individual School Decisions

1. Corpus planning:
   a. Standardizing language forms
   b. Graphization-developing a writing system
   c. Modernization-coining new words and terms
2. Status planning:
   a. modifying language status and prestige
3. Acquisition planning:
   a. Developing new users of the language.
	1. Determining languages to be taught
	2. Defining the Teacher-supply
	3. Determining who receives language education resources;
	4. Determining Models and Methodology
	   a. Practice
	   b. Curriculum
	   c. Materials
	   d. Teacher Development
	5. Defining the Student Assessment Processes and Instruments
	   a. Diagnostics
	   b. Formative
	   c. Summative
	6. Defining the Teacher Performance Assessment Processes
	   a. Instruments
	   b. Observations
	7. Determining Ongoing Activity
	   a. Strategic Plans
	   b. Ongoing Teacher Learning
	   c. Resources

Politics of Educating Emergent Bilinguals. The inclusion of culturally and linguistically diverse students, like bi/multilinguals, into mainstream classrooms has intensified the search for more responsive curricula and practices that would provide these students with access, engagement, and development. Just recently, Common Core State Standards (CCSS) and other educational standards and related high-stakes testing and accountability measures have sent educators' scrambling to respond to the challenges and opportunities of ensuring improved academic outcomes for bi/multilingual learners. The aftermath has resulted in multiple initiatives and task forces, such as Massachusetts' Rethinking Equity and Teaching for English Language Learners (RETELL), created by federal, state, and local entities that detail mission statements and central tenants for propelling bi/multilingual achievement in schooling. In reality, some of the present-day challenges for bi/multilinguals stem from initiatives that have constrained educational programs and impeded their opportunities for literacy and content area development

(Garcia & Kliefgen, 2018). Furthermore, while the high-stakes measures prompted by NCLB in 2001 and Race to the Top in 2009 have increased the rigidity now seen in educational programs for bi/multilingual students, the instability facing the education of bi/multilingual students are not new (García, Kleifgen, and Falchi, 2008; Garcia & Kleifgen, 2010; McGuinn, 2012). Namely, over the past decades, there are trends of policy, through lawmakers as well as the public through voting and initiatives, that have driven programs and approaches that dismiss empirical evidence for development of L1 alongside L2— and thus bilingualism and biliteracy— toward standpoints of English-only, instead (Crawford, 2000; Crawford, 2004; Garcia & Kleifgen, 2010; Nieto, Bode, Kang, & Raible, 2008).

Language policy responding to bilingual education began with the 1964 Civil Rights Act, which stated that "no person in the united states shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (Civil Rights Act, sec 601, 1964 as quoted in Garcia & Kleifgen, 2010). In 1968, what followed was Title VII, known as the Bilingual Education Act, which established federal goals of "assisting limited-English speaking students in the quick acquisition of English." The Bilingual Education Act was then reauthorized in 1974. This legislative act stated that "eligibility for educational services was expanded to include students of any socioeconomic status who had limited English-speaking ability" (p. 28). It is notable that early emphasis of the Bilingual Education Act was not on the pedagogy of bilingual education, which was left to the educators, but instead on increased access for students who needed bilingual education services. This, however, began to shift in the

1980s when attacks on social justice education and multiculturalism began to crop up more viciously. It is here that support for bilingual education began to falter as the focus of the Bilingual Education Act began to shift in support of English-only programs (Nieto, et al., 2008).

The establishment of structured English immersion, or sink or swim style English education, marks a shift in pedagogical process when the policy makers enforced three-year limits on participation in transitional bilingual education programs. The intent of constraint was meant to encourage more accelerated production of "English language" learner's fluency in English, even though research had maintained that sequential bilingual fluency in the L2 takes between five to seven years (Crawford, 2004; Garcia & Kleifgen, 2010). The 1990s in particular, as a result of arguments for assimilation over multiculturalism, policy not only placed constraints on speed of fluency development, but also began to target the use of the children's home language (L1) for learning support. In 1998, Silicon Valley software millionaire Ron Unz was particularly notorious and instrumental in sponsoring a proposition advocating structured English immersion and prohibition of L1 in teaching English under California's Proposition 227; a measure opposed by language researchers and approved through voter support (California Proposition 227, 1998, sec. 300-311 in Garcia & Kleifgen, 2010). Although special exemptions could be made for students to remain in bilingual education, Proposition 227 effectively eliminated most bilingual classes. The result was California public schools to having to teach bi/multilingual learners, to which the proposition referred to limited English proficient (LEP) students in English only. Moreover, the proposition decreased time that bi/multilinguals could receive special services as English learners from three

years to normally less than one, in addition to eliminating most state programs that provided services to bi/multilingual learners (Garcia & Kleifgen, 2010). Under the guise of rapid bi/multilingual student education, Unz took his "monologic" English only efforts to Arizona where 63% of Arizona voters approved Proposition 203 in 2000, which banned bilingual education in that state. Just two years later, Massachusetts (Question 2, G.L. c. 71A) and Colorado (Amendment 31), through direction of Unz, voted on propositions to replace transitional programs in favor of structured English Immersion (Garcia & Kleifgen, 2010; Crawford, 2004). In November of 2002, Massachusetts residents voted to approve the measure.

As multiple onslaughts against bilingual education railed, citing immigrant parents desire for their children to acquire English and "fully participate in the American dream," (Massachusetts General Law Chapter 71 A, 2002), in 2001, No Child left Behind Act (NCLB) was proposed and became one of the final silencers of bilingual education. NCLB was a congressional standards-based education reform that structured the sequential relationship between assessment outcomes, adequate yearly progress, and federal funding. For bi/multilinguals students, the verdict was the renaming of the Office of Bilingual Education and Minority Language Affairs (OBEMLA) to Office of English Language Enhancement and Academic Achievement for LEP students (OELA) (Garcia & Kleifgen, 2010). A damaging move evidenced by assessments no longer produced in native languages for any student who had received English language support for up to three years, except through extension given on a case-by-case basis.

In 2009, the adoption of Common Core State Standards (CCSS), an ambitious initiative designed to frame what students should know in English Language arts and

Mathematics at the end of grade, was initiated. CCSS, though it devoted little time to bi/multilinguals, did acknowledge that bi/multilinguals "may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge" (corestandards.org in Garcia & Kleifgen, 2018, p. 42). Although offering discrete attention to language development as related to disciplinary language, scholars argued that the CCSS also reinforced isolated grammar and vocabulary learning in English only that neglected attention to function and authentic language use necessary for bi/multilingual learners' bilingual development.

While many scholars have remarked that CCSS did not do enough to explicate support for bi/multilingual development, individual states, the multistate WIDA consortium, and other-directed initiatives have built standards and standards-based, criterion-referenced English language proficiency test for reclassification of bi/multilinguals, such as WIDA's Assessing Comprehension and Communication in English State-to-State, (ACCESS) (Garcia & Kleifgen, 2018). The more recent Every Student Succeeds Act (ESSA), enacted in 2015, has helped to reinforce these measures; requiring that states assess students annually in addition to establishing and implementing standardized statewide entry and exit procedures for emergent bilinguals. Only slightly divergent from NCLB, ESSA has framed accountability of bi/multilingual progress as a requirement and made English language proficiency indicators part of the Adequate Yearly Progress (AYP) instantiated by NCLB. Whether these frameworks are beneficial to bilingualism and biliteracy is yet to be seen.

More recent years has seen a shift in focus with California in 2016 and Massachusetts in 2017 repealing their English only education stance; looking instead to

more bilingual education models and frameworks. However, to the contrary, many scholars have suggested that, at least for a while, the word all mention of bilingualism has declined in public and educational discourse (Crawford, 2004; Garcia & Kleifgen, 2018). More specifically, they are rightly articulating the silencing bilingualism in the context of federal educational policy, as mentioned earlier with NCLB. Moreover, Garcia and Kleifgen offer the examples of bilingual programs reframed as dual-language, and the declining enrollment of the growing bi/multilingual population in bilingual programs as evidence of an ever-looming trend away from bilingual education. Even so, efforts driven by diversifying contexts and globalization, and perhaps neoliberalism, have helped maintain the benefit of bilingualism, outside of the evidence often offered by empirical research (Flores, 2013; May, 2014). Accordingly, some states have embraced the Seal of Biliteracy, awarding those who achieve biliteracy at the time of high school graduation. And still, educators, and scholars alike, more often than not look toward approaches that support proficiency English language, citing a lack of resource or training for supporting bilingualism and biliteracy in their student populations. Altogether, the aforementioned policies and initiatives have demonstrated varying levels of diverging from the scientific support for bilingual education and use of home languages in education toward English only instruction. As a result of English only education, achievement—and opportunity (Milner, 2013)— gaps have expanded; and some would say students' potential cognitive, academic, language and literacy development have been greatly diminished (Garcia & Kleifgen, 2010; Crawford, 2004).

Section 2: Programs and Approaches to Bi/Multilingual Education

Out of the discussed top down policy moves, as well as more recent others, the U.S. has seen the emergence of many programmatic institutions for educating bi/multilingual learners. Out of — at times contrary to—frameworks from applied linguistics, second language acquisition, bilingual education, psychology, and education research, programs have reflected differing motivations and approaches to supporting bi/multilingual student achievement in content areas such as math, science, social studies and English language arts, as well development of language and literacy in English and other non-English languages. As shown in *Tables 3.4A and 3.4B*, Garcia and Kleifgen (2018) detail the varying and most prominent programs under three umbrella frames: Nonrecognition, ESL/ENL, and Bilingual. The authors go on to articulate the ways range of the programs based on their differing expectations. For instance, *nonrecognition* programs, often referred to as *submersion* or *sink-or-swim* programs, provide bi/multilingual learners with neither alternative educational services, nor access and engagement with curriculum and assessments through use of their L1, than that of their native English speaking peers. Garcia and Kleifgen argue that this approach assumes English development "after simply exposing them to it and treating them like all other students" (p. 30). Other programs, like the bilingual and even some of the ESL, however, are "specifically designed to support students' academic and linguistic development through the deployment of their home language practices" (Garcia & Kleifgen, 2018, p. 30). Below, I offer more explanation on *submersion*, *ESL/ENL* and *Bilingual* programs that offer differing and diverse approaches to supporting bi/multilingual learners.

Table 3.2A.

Types of Educational Programs For Emergent Bilinguals adapted From Garcia 2009

PROGRAM	LANGUAGE USED IN INSTRUCTION	COMPONENTS	DURATION	GOALS
I. Nonrecognition				
Submersion (sink-or-swim)	100% English	Mainstream education; no special help with English; no teachers qualified to teach emergent bilinguals	Throughout K–12 schooling	Linguistic assimilation (shift to English only)
II. ESL/ENL				
English as a second/new language (ESL/ENL) Pull-out (submersion plus ESL)	90–100% in English; may include some home language support or not	Mainstream education; students pulled out for 30–45 minutes of ESL daily; teachers certified in TESOL	As needed	Linguistic assimilation; remedial English
English as a second/new language (ESL/ENL) Push-in	90–100% in English; may include some home language support or not	Mainstream education; ESL teacher works alongside the subject teacher as needed; teachers certified in TESOL	As needed	Linguistic assimilation; remedial education within mainstream classroom
Structured English immersion (sheltered English, content-based ESL, stand-alone ESL)	90–100% English; may include some home language support or not	Subject-matter instruction at students' level of English; students grouped for instruction; teachers certified in TESOL; should have some training in immersion	1–3 years	Linguistic assimilation; exit to mainstream education
High-intensity English language training	100% English; focus on English features; usually combined with mainstream or sheltered English for content	Focus on features and structures of the English language, usually combined with mainstream or sheltered English for content; teachers certified in TESOL/ELA for language instruction	1–3 years, especially used in high school and middle school and antibilingual education school districts	Linguistic assimilation; remedial English focus; exit to mainstream education

Table 3.2B.
Types of Educational Programs For Emergent Bilinguals Continued

PROGRAM	LANGUAGE USED IN INSTRUCTION	COMPONENTS	DURATION	GOALS
III. Bilingual				
Transitional bilingual education (early-exit bilingual education)	Initially 50%–90%–home language and 10–50% English; home language gradually reduced to 10% and English increased to 90%	Initial literacy usually in home language; some subject instruction in home language; ESL and subject-matter instruction at students' level of English; sheltered English subject instruction; teachers certified in bilingual education	1–3 years; students exit as they become proficient in English	Linguistic assimilation; English acquisition without falling behind academically
Developmental bilingual education (late-exit bilingual education, one-way dual-language bilingual)	90% home language initially; gradually decreasing to 50% or thereabouts; home language subject instruction always available OR 50/50 from beginning	Initial literacy focus is in home language, although English simultaneously introduced; always some subject instruction in home language; ESL initially and English subject-matter instruction at students' level of English; teachers certified in bilingual education	At least 5–6 years	Bilingualism and biliteracy; academic achievement in English
Two-way bilingual education (two-way dual-language bilingual, dual-language bilingual, two-way immersion bilingual, dual-immersion bilingual)	90/10 model: 90% home language, 10% additional language in early grades; 50/50 model: parity of both languages	English speakers AND speakers of a LOTE taught literacy and subjects in both languages; teachers certified in bilingual education	At least 5–6 years; more prevalent at the elementary level	Bilingualism and biliteracy; academic achievement in English
IV. Blend				
Dynamic bi/plurilingual education	English and students' home languages in dynamic relationship; students are the locus of control for language used; peer teaching	Teacher-led whole classroom in English, coupled with collaborative project-based student learning using home language practices	Suitable at the secondary level, when students have already developed literacy in their home languages	Bilingualism, academic achievement in English

(Garcia, 2018, p. 34).

Submersion. There are many research-supported theories, as well as misguided assumptions, about bi/multilingual learners' language acquisition. The variety and

difference of programs aimed at developing the English of bi/multilingual learners

demonstrate how vast and conflicting the goals and approaches can be (Garcia &

Kliefgen, 2018). As mentioned above, within submersion, or sink-or-swim programs,

bi/multilinguals are neither provided with extra educational services nor home language

support for the assurance their academic success. Instead, students are provided with the

same educational services provided to monolingual, native English speakers. Part of this

framing likely comes from the belief that full immersion will promote and challenge

students to use English. This approach has at times been found useful for adults who were

able to transfer metalinguistic knowledge and literacy in their primary language to

another language. However, research shows that bi/multilingual children's second

language development is largely dependent upon their L1 oral and written literacy

(Cummins, 1979; 1981). When children are put into sink or swim environments, they

have difficulty transferring the knowledge they already have in their first language into

learning new a one. Thus, an assumption that a submersion environment can be beneficial

cannot be held for children who are developmentally still maturing to have metalinguistic

awareness, have limited L1 literacy abilities, and need to learn important content in order

to remain engaged in schools. Whatever the underlying reasoning for choosing full

immersion, English only approaches, it has been shown to be very damaging to children's

overall development in both their primary language and the target language of English

(Cummins, 2009; Garcia & Kliefgen, 2018). Studies show that children in full

immersion education programs not only fail become proficient any faster than children in

dual immersion or transitional programs, but that they also develop much less English

and literacy in either language (Cummins, 2007; Garcia & Kliefgen, 2010). Beliefs that

sink or swim will rush children along to English fluency are not only misdirected, but also harmful to a child's overall development.

ESL/ENL Programs. The umbrella term of ESL and ENL—English as a New Language— are related to pullout and push in programs. The pullout programs have students leave regular classroom instruction to participate in support that generally offers English only instruction, with some home language support. Push in programs, on the other hand offers support in the form of an ESL teacher who partners with content area teachers to create directed and teaching, creation of materials, and scaffolding for the needs of bi/multilingual students. There is also structured English immersion (also known as sheltered English or content-based ESL, provides pedagogical support and scaffolding, though often still English only.

Garcia and Kleifgen enumerate the recent federal government differentiation between ESL programs and what they call, high-intensity language (HILT) programs. HILT is used to frame those programs that focus on intensive instruction in the features of English (lexicon, phonology, morphology, syntax) and are often combined with sheltered English content courses and other mainstream classes in English only (Garcia & Kleifgen, 2018). Garcia and Kleifgen argue that because of their focus on the form of English and neglect of function and use, these programs often lack dynamic perspectives on language while also inadequately providing opportunities to engage with language and develop fluency. Still, there are examples of specific educators and school drawing on a variety of approaches in order to respond to students' needs; utilizing students L1 in a variety of ways for learning, scaffolding, and collaboration in addition to attempting to build biliteracy. For example, the ways teachers use students' L1 to clarify concepts and

assignments during Sheltered Instruction (Garcia & Kleifgen, 2018). That is, no ESL

program or approach is without its nuance, given the specific context, policies, teacher

training, and ideologies of the educators.

Bilingual Programs. Although English focused approaches are the mainstream

norm in US school contexts, dual language schools represent an embracing of

bilingualism, bi-literacy, and biculturalism. Garcia (2009) posits that emergence of

bilingual schools grew largely from efforts, especially in Pre-Kindergarten through

second, to use children's language during teaching and learning. Moreover, these schools

stemmed from a research and ideologically supported recognition that English focused

education could not support children who live by negotiating multiple linguistic and

sociocultural context. The earlier *Figure 3.2B* denotes at least three bilingual models that

use students L1 and support biliteracy in multiple ways (The transitional, developmental,

and two-way bilingual programs). *Table 3.3* details the language use, goals, and types of

children included in the program further, explaining the ways programs implement

transitional, maintenance, prestigious, and immersion styles of bilingual education. The

transitional, or early-exit, bilingual education program uses bi/multilinguals' home

languages at varying degrees, places a focus on quick English language acquisition

before having students exit to "mainstream" English-only classrooms. The developmental

bilingual education supports bi/multilinguals' multiingualism and multiliteracy in English

and their home language. Also called maintenance bilingual education, late-exit bilingual

education, and one-way dual-language education, developmental bilingual education

programs serve students of one particular L1(e.g. Spanish, Cantonese, Korean, Haitian

Creole, etc) and may prioritize serving emergent bilinguals, experienced bilinguals, and

all others along the spectrum (Garcia, 2009; Garcia & Kliefgen, 2018). Two-way

bilingual education, on the other hand, aims for deeper proficiency in English and one

other languages; enrolling native English speakers as well as students native to the other

language. This program, called two-way dual-language, dual-language, two-way

immersion, or dual immersion, often supports students' academic literacies across

language context, teaching the multiple content areas across languages. If necessary,

these schools employ ESL pullout and push in to support English learning bi/multilingual

students.

Table 3.3
Bilingual Education Programs: Language Use, Goals, and Populations

Type	Transitional BE	Maintenance BE	Prestigious BE	Immersion BE
Language use	Initially, child's home language. Increasingly, child's second language. Eventually, exclusively child's second language	Both languages throughout to different degrees	Both languages throughout to different degrees	Initially, child's second language. Eventually both languages throughout
Linguistic goal	Monolingualism	Bilingualism	Bilingualism	Bilingualism
Linguistic ecology	Shift	Maintenance	Addition	Addition
Bilingual orientation	Problem	Enrichment	Enrichment	Enrichment
Cultural ecology	Monoculturism	Biculturism	Biculturism/ Monoculturism	Biculturism
Type of Children	Minority	Minority	Majority	Majority
Examples in this chapter	• U.S. • Indigenous • Latin America • Africa • China • Foyer Project	• Indigenous • U.S. Latinos • Community Education • Western Thrace • Border, Denmark	• All-day private • International	• Quebec • Other

Dual language programs, however, just as English only focused schools, are varied

and have overlapping and conflicting ideologies. Hornberger (1991) recounted reported

of models of bilingualism (see Table 3.4.) She suggests that models are impacted

ideologies regulated by linguistic goals, cultural goals, and social goals, as well as

contextual and structural characteristics. For example, a transitional model of bilingualism has the linguistic goal of language shift, the cultural goal of cultural assimilation, and the social goal of social incorporation while a maintenance model of bilingual education has goals of language maintenance, strengthened cultural identity, and civil rights affirmation. The contextual and structural characteristics (Table 3.5) include focus on student racial and national categorization, the number of students, location of the program, and whether the program is one-way or two-way language focused such as a two-way Spanish-English bilingual program that teaches English dominant speakers to speak Spanish.

Table 3.4.
Bilingual Education Models

	Transitional model	Maintenance Model	Enrichment Model
Linguistic Goal	Language shift	Language Maintenance	Language development
Cultural Goals	Cultural Assimilation	Strengthened cultural identity	Cultural Pluralism
Social Goal	Social Incorporation	Civil rights affirmation	Social Autonomy

Taken from Hornberger (1991) in Garcia (2009)

Table 3.5.
Contextual and Structural Characteristics

Contextualized Characteristics	Structural Characteristics
- nature of students - numbers - stability - voluntary or involuntary placement - socioeconomic status - immigrant or involuntary minority status - first language background - background of teachers - ethnicity - degree of bilingualism - training	- location of BE program in school - school-wide or targeted - one-way or two-way - allocation of languages - across the curriculum - patterns of languages in the classroom

Taken from Hornberger (1991) in Garcia (2009)

Bilingual schools, however supportive to language minoritized speakers for whom English is not the home language, should not escape critique. Scholars have scrutinized many bilingual and dual language programs, suggesting that they replicate monolingual ideologies that enforce strict separation between languages (Flores, 2016; Garcia, 2009). Furthermore, they suggest that bilingual education often promotes only linear development and additive notions of language that privilege the English dominant stakeholder (Flores, 2016). Garcia and company have argued for a necessary reconsideration of monoglossic perceptions that would see languages siloed into strict categories and contexts (Garcia & Kliefgen, 2010). These authors cite research of the last decade that has demonstrated how complex the brains and schematic language representation of bilingual individuals are, challenging notions that one language "is locked away" while the other operates. They instead offering new understandings of multiple semantic connections between language around themes and topics (Garcia & Kleifgen, 2018; Grosjean, 2012; Poza, 2014). This is to say that when a bilingual person thinks of a dog, the representations from their multiple languages are highlighted to create understanding and they make choices to fit the context of use.

This understanding of language directly disputes the notion of balance bilinguals— those who are equally literate in more than one language—and reasons that those who operate in one language without interference from another language still simultaneously register the meanings of a thing in the language they are not using. And, for those who need or care to translanguage—code mesh across languages—growing conceptions of the

bilingual brain maintain that this is not interference, but a dynamic and complex of sense making for multilingual individuals (Garcia & Kliefgen, 2010; Grosjean, 2012).

In all cases, applied linguistics have recounted the ways that language(s) is ever shifting, expanding, and allowing for deeper sense making and negotiation of meaning across generations in response to communication, globalization, needs and contexts (Canagaraja, 2013; Gee, 2015; Schmitt & Marsden, 2006). When fully considering the dynamisms of language, we must call into question the rigidity with which bilingual and dual language education often approaches and positions outcomes of language development; rigid views of language fail to recognize the complexity of plurilingualism. Still, bilingual schools struggle within complexity of ideologies, goals and structural specificities of their particular schools. Bilingual and English only schools alike encourage particular linguistic hierarchies and linear markings between specific codes which begs a deep exploration of approaches that potentially impede or reduce any meaning making process that students might engage in to construct knowledge. which I explore in sections below.

Overarching Narratives that Drive Approaches. Beyond particular program models, schools have traditionally held that a certain types of English language fluency must proceed and be the goal of engagement with rigorous curricula (Bunch, 2014; Garcia & Kleifgen, 2010; Gutierrez, Baquedano-Lopez, and Turner, 1997; Snow & Uccelli, 2009). As emphasized in earlier sections, communication styles and codes regarded as outside of, what is believed to be, standard[ized] academic English language are often discouraged and kept out of classroom learning activities (Gutiérrez, 2008). Additionally, although there are many promising opportunities, and related initiatives, for

supporting bi/multilingual students, educators are more often confronted narratives of these students having challenges and "risk" related to their literacy development. Much research has focused on and at times positioned bi/multilingual s students as simply at risk for difficulties in their multiple languages and literacies. For instance, the National Literacy Panel on Language-Minority Children Youth (2006) reported that only 18.7% of "English-language learner (ELs)," a term for students designated as continuing to learn English, scored above state-established norms for reading comprehension (NP). 31% of language minority students who spoke English at home and 51% who spoke did not speak English at home and otherwise spoke English with some difficulty failed to complete high school—numbers three and five times that of their monolingual English-speaking peers. Data from the National Assessment of Educational Progress reports that only 4% of bi/multilingual students are proficient at reading in English in the 8th grade (Garcia, 2009). Other statistics highlight below average scores in every subject area and significant achievement gaps between bi/multilingual students and their monolingual peers (Garcia & Kleifgen, 2010). There is, in fact, an overwhelming tendency to focus on narratives of bi/multilingual students lagging behind, needing academic language training, and having problematic discourse patterns that may or may not be congruent with traditional classroom discourse.

Today, driven by accountability and high-stakes testing, linguistic ideologies and single pessimistic stories of bi/multilingual students' "linguistic difficulties," or particular models and approaches of teaching that centralize the teacher rather than student funds of knowledge and communicative repertoires, teachers and schools continue to struggle and search for practices that would effectively support bi/multilingual learners (Rosa &

Flores, 2017). And what is clear is that despondent accounts from research, and perhaps ideological expectations have the power to influence districts, schools, and teachers' expectations and subsequent practices with bi/multilinguals.

Pedagogical implications—interpretations and implementations—framed through these programs result in individual district, school, and teacher attempts at language planning and implementation of this education for bi/multilingual learners. A review of these individual manifestations paint a picture of programs that range from (1) establishment of national identity and assimilation through English focused education; (2) goals for standardized English proficiency—with and without support through the home language; (3) goals for standardized English proficiency and an additional language that lead to for bilingualism and biliteracy; (4) goals for bi/multilingualism and dynamic forms communication (Garcia & Kliefgen, 2018; Martinez, 2018; Menken, 2013; Rosa & Flores, 2019; Wiley & Lukes, 1996). And still, any of these frames can be inclusive of instruction that leads to strategic language choice and use, but intentional attention to multiple languages, dialects, codes, styles, rhetoric, and discourses as well as critical language awareness can lead to students who are proud and confident in accessing of their full communicative repertoire when g (McKneight, 2015; Paris & Alim, 2015).

Hence, recognizing the complexity of intentions within a single district, school, and classroom, is a critical part of qualitative explorations of literacy education. Due to the diversity of preparations and trainings of both teachers and administrators, actual schools are never as clearly oriented as the programs and ideologies that have been presented. In fact, there are often competing interests at play because of the development of overlapping ideologies.

Section 3: Reading, Literacy, Language, and Bi/Multilingual Education

I explore the context of language and literacy practice such that it involves local

schools' language and literacy goals as well as teaching and learning practices for

bi/multilingual learners, specifically related to my attention to metalinguistic

engagement—language-focused instruction—in the classroom. As shown in the earlier

attention to bi/multilingual education models, there are many concerns and goals that

guide education and individual practice with these students. Research has described the

prevailing ideologies and perspectives that often that guide schools (Cole et al., 2012;

Wiley & Luke, 1996) and practitioner approaches (e.g. de los Rios & Seltzer, 2017;

Galloway, Stude, & Uccelli, 2015; Henderson & Palmer, 2015; Hopewell & Escamilla,

2014; Martin-Beltran, 2010; Martinez, 2013, 2014; Martinez, Hikida, & Duran, 2015).

These ideologies include—sometimes well meaning— of that students need to correct

English language necessary to engage with content, achieve academically, and obtain

economic stability as well as monolingual ideologies of language separation. As such,

many educators focus narrowly with what it means to effectively support these learners'

literacy development and meaning making through classroom activity. At times, this may

mean discouraging those language practices that don't resemble the expectations of

testing and schools' expectations (Cole et al., 2012; de los Rio & Setlzer, 2017; Martinez

et al., 2015). And while language goals that would see students acculturated in and

through the current codes of power (Delpit, 1988,1995, 2006) are an important aspect of

critical literacy development and engagement in the world at large, scholars argue that the

aims of extending repertoires to include codes of power cannot assume that linguistically

diverse students of color will magically transgress the systemic issues that exist due to

racial and economic oppression (Alim & Paris, 2017; Flores & Rosa, 2015). In fact, many educators continue challenge current ideologies that suppose linguistic and cultural assimilation as predicates to academic success (Alim & Paris, 2017; Vossoughi & Gutiérrez, 2017). They argue that because of both the historical context of racialized oppression and raciolinguistic ideologies as well as growing necessity for individuals that effectively communicate across realities, attention should shift to encourage approaches to language and literacy education that support comprehension demands which necessitate and understanding of texts' across language components (Freebody & Luke, Patel, 2003). Still, as the language ideologies are melded into language policy and educational practice, regardless of orientation, they reflect a spectrum of responsivenesses and goals for supporting bi/multilingual learners. I turn now to review research at the intersection of bi/multilingual language, literacy, and reading interventions and practice to explore these approaches and the ways that they support bi/multilinguals' (dynamic) literacy development.

Bi/multilinguals Language, Literacy, and Reading Intervention and Practice

An initial review of randomized control trial and experimental studies yields a limited body of research on early adolescent bi/multilingual learners in upper elementary grades. This was exposed in the IES published *Teaching Academic Content and Literacy to English Language learners in Elementary and Middle School* practice guide (Baker et al., 2014) which yielded only three studies published through 2002 to 2012 that sampled 4th through 5th grade students (Carlo et al., 2004; Ryoo, 2009; Brown, Ryoo, & Rodriguez, 2010). Still, the guide offered four evidence-based recommendations for responding to the needs of developing bi/multilingual learners: (1) attention to

vocabulary development, (2) integrated oral and written language instruction, (3) structured writing opportunities, and (4) small group instructional intervention for students struggling with literacy and English language development. Presented for students across K-12 contexts, recommendations were based on research outcomes from across contexts, relying heavily on first and second grade and middle school students, and at times inclusive of students from broader language contexts. Moreover, while rich with suggestions for integrated content-area and literacy instruction, the guide was oriented to simultaneous English language proficiency and literacy development. Although noting the importance of biliteracy development and suggesting attention to cross-linguistic cognate instruction, the guide neglected— in part because of the strict inclusion randomized control trial and quasi-experimental design requirements— attention to biliteracy development and opportunities to engage students' full linguistic repertoires of the many bi/multilingual learners who may be impacted by the guide's recommendations.

A review— from 2012 up until 2018—for this particular age group (grades 4 and 5) and demographic produces few other studies at the intersection of reading development, attention to language, and intervention (Bravo & Cervetti, 2014; Mancilla-Martinez, 2010; Tedick & Young, 2018). Still, a closer examination of studies that fall just outside of my own initial search by being inclusive of broader participant grade levels (e.g. 6 and up; across 4-8), a broader framing of linguistically diverse (e.g. speaking exclusively English at home; using nonstandard varieties of English), as well as mixed methods and descriptive studies yields studies that focus on vocabulary, language components, academic language and overall form, strategy instruction, and general comprehension. Research on vocabulary studies (Bravo & Cervetti, 2014; Mancilla-

Martinez, 2010; Lesaux, Kieffer, Kelly, Harris, 2014) included experimental and quasi experimental methods for supporting bi/multilingual and linguistic minoritized youth in vocabulary development. Bravo and Cervetti (2014) explored vocabulary development in the context of a science, literacy, and language intervention. The treatment condition students in the quasi-experimental study outperformed the comparison group on science understanding and vocabulary, but held no statistical difference in science reading. Mancilla-Martinez (2010) which also looked at vocabulary found improvements in students' writing and productive use of newly taught words. Similarly, Lesaux et al., (2014) who included 6th grade English at home and non-English at home, linguistically diverse youth from urban context, found improvements in students vocabulary knowledge, morphological awareness skill, reading comprehension of texts that included taught vocabulary. This study, which was included in the above mentioned IES Practice Guide (Baker et al, 2014), found larger effects for students who did not speak English at home as well as those with lower vocabulary pre-test scores (Lesaux, et al., 2014).

Studies also demonstrate the way attention to language parts like morphology (Carlo et al., 2014; Kieffer & Lesaux, 2012) and academic language (Galloway, Stude, & Uccelli, 2014, 2015; Galloway & Uccelli, 2015; LaRusso et al., 2016; Tedick & Young, 2016), and strategy instruction (Gebhard et al., 2014, 2015; Ruiz de Zarobea & Zentozb, 2018; Symons, Palinscar, & Schleppegrell, 2017) supports students outcomes as well as thinking about language. Studies on academic language in particular demonstrated not only how attention to it benefits students' literacy development but also how students' beliefs and attitudes can be revealed through conversations about academic language learning and register. Findings from LaRusso et al. (2016), although inclusive of a range

of demographics and linguistically diverse backgrounds, suggest that attention to the academic language supports students' ability to evaluate text, integrate information from past texts, and use evidence to formulate perspective taking and reasoning during reading comprehension. Galloway et al. (2015) explored students' perceptions of learning academic language use through written and oral reflections to reveal students' deep linguistic awareness across lexical, morpho-syntactic, and discursive features, and found the ways students used metalanguage to "instantiate and interpret, acknowledge or suspend linguistic norms and expectations for communicative practices in educational settings" (Heller & Morek, 2015 in Galloway et al., 2015, p. 230). Similarly, research on strategy instruction demonstrates the ways students are able to construct mental representations of texts from think-alouds and interviews about previous instruction to support their meaning making in text (Symons, Palinscar, & Schleppegrell, 2017). In all, this research highlights the ways attention to engaging students in language-based (metalinguistic) conversations has valuable impacts on their literacy practice.

Classroom Approaches to Language-based Pedagogy. Other literature outside of the bounds of an initial review suggests leveraging heterglossic approaches (e.g. translanguaging, intercomprehending, biliteracy, dynamic repertoires) in reading groups for improved comprehension and meaning making (e.g. Aukerman, Schuldt, Aiello, & Martin, 2017; Handsfield & Crumpler, 2013; Hopewell, 2011; Mgijima & Makalel, 2016; Martínez-Álvarez, Bannan, & Peters-Burton, 2012; McElvain, 2010) as well as use of discussion groups for gains on reading comprehension and text production (Blackledge & Creese, 2009; Zhang, Anderson, and Nguyen-Jahiel, 2013). Once engaged in descriptions of actual instruction, conversation, discussion of literacy content

with bi/multilingual learner, there are interesting dynamics that begin to emerge. An in depth look at approaches show explicit instruction, as a pervasively used model in literacy teaching and learning, is utilized across all contexts of schooling and can be a powerful approach for drawing learners' attention to learning objectives. In an exploratory study on the teaching and learning of component language skills, Michener, Proctor, and Silverman (in press) found that teacher talk moves—teacher explanations and follow-up— were related to explicit instruction and significantly predicted reading comprehension. An older model of literacy instruction, CALLA, Cognitive Academic Language Learning Approach (Chamot, 1995; Chamot & O'malley, 1987), was based on cognitive learning theory and reported on explicit instruction of language development in classrooms with English language learner and monolingual designated children. They reported at length on explicit instruction that required teachers to name, define, model, and explain strategies to students as successful approaches to teaching language strategies for students (Chamot & O'malley, 1996). Rupley et al., (2009) suggest that readers are likely to learn essential reading skills and strategies through direct and explicit instruction models of teaching; a perspective that is both research-based and research proven (McIntyre, Hulan, Layne, 2011; Shanahan, 2002).

Indeed, explicit instruction is an often-utilized approach to reading and component language skills development with bi/multilingual learners (Denton et al., 2004; Rupley, Blair, & Nichols, 2009). Unfortunately, literacy curricula, especially with bi/multilinguals, have often used models of explicit instruction that are teacher-centered and monologic in nature while neglecting dialogic and third space models of teaching and learning activity. In fact, if not consciously designed by the instructor, an explicit

instruction approach doesn't generally invite students' funds of knowledge or use of multiple communicative repertoires (Chamot & O'Mally, 1996; De La Luz Reys, 1992; Gutiérrez, Rymes, Larson, 1995; Moll et al., 1992; Zentella, 2003). That is, even teachers with the best of intentions may be utilizing explicit instruction in ways that inadvertently enact pedagogies that do not affirm students' movement and growth across the diverse communicative repertoires that could not only support sense making, but also extend students metalinguistic knowledge of the practices they engage in.

Just as explicit instruction is often rooted in and often implies teacher centered activity, a body literature has shown that along with curricular tools, materials, activities, and intentions, there are cultural historical expectations—and resulting artifacts—of student engagement within most classroom activity (Boyd, 2015; Patel, 2013; Gutiérrez, Rymes, & Larson, 1995; Vossoughi 2014). These modes of engagement often signal fossilized and typical patterns of teacher questioning, talk, and facilitation along with students' current recognition and past participation within these scripted learning spaces (Aukerman, 2013; Boyd ,2015; Capitelli, 2016; Michaels & O'Connor, 2015).

Research highlights the ways interactional factors— the means of engaging in activity— can ultimately contradict or positively influence the ontological and instructional goals during learning activity (Gutiérrez, Rymes, & Larson, 1995; Vossoughi, 2014). Illuminating these factors (i.e. utilization of funds of knowledge, questioning types, the stakes, teacher facilitation, the interactional context, individual agency) along with the intentions, expectations, and outcomes of learning, researchers and educators can characterize learning as monologic and teacher centered schooling or something more expansive (Aukerman, Schuldt, Aiello, & Martin, 2017; Blair, 2016;

DeNicolo, 2010; de los Rios & Seltzer, 2017; Smith & Salgado, 2018). To characterize these activities is not to devalue the variety of reasons to introduce an array of practices into learning activity in order to positively influence learning goals, but it is essential in critiquing the ongoing goals of developing more aware classrooms that employ dynamic forms of teaching and learning for their bi/multilingual learners. As such, curricular goals, teaching and learning activity, and engagement of students require the constant negotiation on the part of teachers, and students, to move beyond the typical interactions that value specific types of engagement and participation.

Again, it is important to reiterate that student discussions do not have to be devoid of teacher facilitation and in fact all teacher facilitation is not stifling to student discussions (Vossoughi & Gutiérrez, 2017). Teacher facilitation is an essential mediational tool to move student knowledge and thinking from one level to the next. Vossoughi and Gutiérrez (2017) stressed these exact points when evoking Paulo Freire and Vygotsky in discussing the links between sociocultural theory and critical pedagogy. "The optimal context for learning", they argue "are created when students, with the experience of others, engage in practices they are not yet ready to do alone" with "guidance of an expert provides a structure within which a novice may gain mastery and make a given practice her own" (Vossoughi & Gutiérrez, 2017, p. 141). That is, in learning activity, the teacher's role is to be an of expert knowledge and learning processes and who organizes social—collaborative— learning contexts for optimal outcomes (Rogoff, 2003; Vossoughi & Gutiérrez, 2017).

Student Practice. Beyond teacher facilitation, schooling is an activity that already exists within students' realized worlds. Historically, students in many school contexts

have been conditioned to learn for specific purposes coupled with engagement of particular ways of participating with use of specific tools that reflect typical banking models of schooling (Freire, 1978; Vossoughi & Gutiérrez, 2017). For instance, research shows how students are often asked to memorize, recite, use pre-existing frames, give teacher expected answers, or wait for teacher facilitation when participating in literacy activity (Rymes, 2015). Other studies have shown how bi/multilingual students in particular are often asked high stakes, closed answer questions that reflect the ideology that they cannot engage with rigorous curricula and complex ideas (Zwiers, 2007). Schooling, in its current form, has been modeled on efficiency frameworks and works to produce subjects that have specific knowledge for participating in activity systems outside of school that have also modeled themselves off of efficiency frameworks. Furthermore, participation within schooling socializes students into participating in activities—or studenting— in ways that further reify the school-based ideologies of classroom engagement (Patel, 2012; Gutiérrez, Rymes, & Larson, 1995). This situation gives rise to the possibility for opportunities and contradictions within learning activity that highlight (inter)subjectivity of classroom participants (e.g. goals, individual agency, self-efficacy, motivation, positioning and roles, social experience, community practice and knowledges, collaboration, etc) as well as their relations to other elements in the activity system.

Consequently, there is much to consider in teaching and learning when designing literacy curricula for any student. For bi/multilingual students and other linguistically diverse students, whose dynamic repertoires and knowledges we desire to highlight and encourage metalinguistic awareness and use, it is imperative that we remain diligent

toward those forms of activity that reflect pedagogies of dialogism and hybridity. Before entering into the instructional codes that might provide this, I look more explicitly at the field of metalinguistics and begin to unpack this proposal's goal of studying metalinguistic engagement.

Discussion of Literature

Although *metalinguistic engagement* has often been concerned with the systematic production of English language development that would release students from their EL designation and enhance their academic literacies and abilities, there is an opportunity to explore the nature and pattern metalinguistic engagement in bi/multilingual focused language interventions. Furthermore, how are heteroglossic notions that sustain, honor and extend bi/multilinguals growing and dynamic repertoires as well reflected in the patterns and episodes. There are, however, some studies that do exist. In a study I will categorize as metalinguistic engagement, Vossoughi (2014) discussed the heteroglossic attunement and semantic sharpening as artifacts produced and emphasized within classroom discussions between high school migrant students about language. She argues that these concepts accompany one another because of speakers need control the meanings they are attempting to produce or convey. Her analysis revealed these particular tools and artifacts utilized by teachers and students as the teachers worked to support students to become more precise and agentive in their language. Her excerpts demonstrate the ways teachers' epistemic openness to students' everyday knowledge and framings had material consequences on students' attention to their own opportunities for heteroglossic attunement and semantic sharpening as well as

their intellectual and political work—and the tools produced through that work. With students grade 4 through 8, as described in an earlier section, Galloway et al., (2015) showed the ways students were able to acknowledge, analyze, interpret, utilize, and suspend language across codes and dialects for their own purposes. Findings from Martinez (2014), similarly, demonstrates the ways sixth grade students are able to consciously focus on and utilize their knowledge of language to their own ends. These findings denote an important opportunity to explore the ways context do and don't respond to bilingual learners.

Also, while exploring language-based curriculum for metalinguistic engagement, it is important to contextualize the teaching and learning within the larger socio-cultural, cultural historical system of schooling. Even with clear intentions, translating what we know and desire to do in the classroom space in the form of practice and methods is often a challenge. As articulated in earlier sections, various and overlapping factors that impact learning, including the teacher and learners' beliefs, understandings, and cultural practices, as well as classroom, school, district, and the larger US projects around language, influence the ways in which all "subjects" participate in learning activity (Bransford, Brown, & Cocking, 2000; Flores, 2012; Roth, Lawless, & Tobin, 2000). The current high-stakes test-driven climate permeating educational sites often impose into activity spaces the external political rules that reify monolingual frameworks of linguistic appropriateness (Flores & Rosa, 2015; Roth & Lee, 2007). In other words, although literacy curricula for bi/multilingual students 'could' embrace expansive learning and engagement, the socio-cultural historical context of schooling—and the typical activities and engagement that it characterizes it— make approaching education through a lens of

heteroglossia "tricky" given the fact that teaching and learning don't typically take this format. As such, it is not simply suggested that we construct spaces that argue for heteroglossia, but we must also examine the ways in which spaces are not are constructed through activity within the cultural historical context of schooling.

Engaging with the historized and sociocultural contexts that shape and influence practice with bi/multilingual learners is of the utmost importance. Accordingly, I am interested in knowing: if and when there is opportunity for metalinguistic engagement in language-based intervention for bi/multilingual learners, what does it look and in what ways does it reflect and honor students' dynamic linguistic realities? Specifically, what are the mediations and artifacts that impact students' sociocultural and sociolinguistic background knowledge and resources as operationalized by a heteroglossic lens? This is the information that is missing from the field. The following will set for the context for inquiry into these questions as well as an analytical plan for examining data that will make visible the interacting forces that converge on classroom activity and discourse in a language-based reading curriculum with the goal of metalinguistic development for bi/multilingual learners through ME within a dual language elementary school.

Chapter 4. Methods

Data for this study comes from a larger 3-year project on language-based reading intervention and curriculum development project for bi/multilingual learners, Comprehension, Linguistic Awareness, Vocabulary in English and Spanish (CLAVES). The curriculum was developed through design-based research methods (Barab, 2014) in conjunction with local teacher working groups (TWGs) and groups of students at their schools—student working groups (SWG)—for the first two years of the project. The resulting curriculum includes three units, each comprised of two 5-day lesson cycles, and a culminating three-day writing cycle that were used in a year-3 quasi-experimental study with 4th and 5th grade Spanish and Portuguese-speaking bi/multilingual learners (Proctor et al., 2020). Findings from the larger study revealed significant effects measures of academic language, as well as a positive, but non-significant, effects on a measure of reading comprehension (Proctor et al., 2020).

For this study, I explore the implementation of the CLAVES curriculum with three teachers and their four, fourth-grade SWGs at Las Andreas Spanish-English dual-language elementary school. As 3 illustrated in the review of literature in Chapter, there are few studies in educational research that focus explicitly on ME in the context of upper-elementary bi/multilingual students. Even fewer studies within the reading research paradigm capture the dynamics of bi/multilingual students learning metalinguistic knowledge, skills, and strategies within classroom practice. They rarely employ theoretical perspectives from heteroglossia or methods from CHAT and discourse analysis to interrogate patterns surrounding the relationship between teachers' pedagogical moves and bi/multilingual metalinguistic engagement and learning. I move

to address gaps in the literature by exploring ME during the implementation of the CLAVES language-based curriculum within and across teachers and their fourth-grade bi/multilingual students.

In this chapter, I detail the background, participants, research design, and data of this study. I go on to detail my analytical framework that incorporates CHAT, discourse analysis, and case study methods for analyzing data across the teachers and their SWGs. First, I begin with a detailed recount of the larger study's background, setting, and curriculum and materials.

Background

CLAVES Curriculum

As briefly mentioned above, the CLAVES curriculum is comprised of three, two-unit 5-day lesson cycles with culminating two-day writing lessons (see Appendix A). The 30-45-minute lessons were designed in relation to a central mentor text and related video along with a central contentious question (e.g*., Should animals, like wolves, who eat other animals, be reintroduced into areas where they will encounter humans and livestock*?). The lessons include explicit attention to semantic, morphological, syntactic language component knowledge and skills along with reading goals, questioning, dialogic reasoning, and writing activities (see *Table 4.1*). Typically, the language components are explored on separate days, with reading and questioning combined on semantics days.

Semantics*.* Day-one and day-two curriculum activities focused on semantic activities, such as vocabulary learning and review. Typically, the goals included articulating understandings of vocabulary, definitions, and uses of words such as *depopulate, exterminate,* and *reintroduce*. Semantic lessons, where applicable, included

attention to cognates, morpho-semantic word parts, and syntax-based lexical categories. The lesson plan implicitly drew attention to the multiple meanings and broader sociocultural context out of requesting students' prior knowledge. Semantic activities included negotiation of meaning in order to explore word meaning in context as well as semantic webs, which highlight semantic relationships to other vocabulary words and concepts. Day-one and day-two also included reading activities inclusive of recounting, clarifying, summarizing, and inferring aspects of both the written and video-based mentor texts. Guided reading lessons especially focus and reemphasize vocabulary and semantic meanings within texts. Occasionally, vocabulary and or unknown words from texts are drawn out for objectification and meaning through context clues.

Table 4.1

Description of the 5-day lesson cycle.

day 1	day 2	day 3	day 4	day 5
·Introduction ·Semantics Instruction ·Guided Reading	·Semantics Instruction ·Retell ·Guided Reading ·Negotiation of Meaning	·Review Semantics ·Morphology Instruction ·Morphology Application	·Morphology Review ·Syntax Instruction ·Syntax Application	·Dialogic Reasoning (DR) Preparation ·DR Discussion ·Review/Reflection of DR Discussion

Morphology. Day-3 morphological activities included building word webs with vocabulary words; breaking apart morphologically complex words into their component root words and affixes; manipulating these word parts to create new words. Lesson plans call for the articulation or creation of meanings based on words morphological parts. Morphology days generally included a "game-based" activity that challenged students to construct and deconstruct words and determine potential meanings.

Syntax. Day-four syntactic activities attended grammatical elements and structure. Often, syntax lessons began with an extracted section of the curricular text. The syntax

days generally incorporated game-based activities similar to those on morphology days. Students could have been prompted to identify examples of the syntax in text, deconstruct syntax, or do productive work to create sentences. In many cases, syntax lessons included attention to parts of speech in sentences as well as creation and manipulation of sentence parts.

Dialogic Reasoning and Writing. Day-five included small group discussion goals. The lesson included preparing for the conversation by writing and elaborating on their stance regarding the central question by using evidence from the mentor text and other background knowledge to argue their stance. They then engaged in a dialogic conversation with other students about the central question. At the conclusion of a unit (two, 5-day cycles), teachers facilitated a three-day writing that included responding to the central question prompt through writing their stance, reasons, and evidence. Observations from DR and writing were not included in the analysis of this study. Still, across all activities, it is reiterated that students can and should be utilizing their background knowledge to remain dialogically engaged and participatory while in negotiating the meaning of vocabulary, text, and concepts.

Principles of CLAVES: The CLAVES Approach

There are six principles that undergird the curriculum and help foster the D-TSP principled activity (*Table 4.2*): 1. Promote linguistic & metalinguistic awareness; 2. Use a text-based approach to teach language; 3. Tap into students' prior knowledge about language; 4. Use dialogic instruction to make knowledge about language explicit; 5. Offer daily opportunities for students to talk about their learning; 6. Employ appropriate EL supports. These language-based curriculum principles inform what CLAVES is and

how it can be facilitated for optimal outcomes. Furthermore, the principles are particularly relevant because they were extracted through analyzing the grant goals, observations of SWGs, iterative curricular shifts, and completion of the final version through the use of CHAT.

Instruction of linguistic and metalinguistic awareness includes semantic, syntactic, and morphological awareness and is primarily intended to promote reading comprehension. The activities within the curriculum include noticing, identifying, deconstructing, constructing, and manipulating word and sentence parts as well as mapping, defining, contextualizing, and using words. For the text-based approach, text—inclusive of written text, visual and digital media, students' experiences—is used as a vehicle for instruction on language and literacy. Prior and background knowledge attends to activating prior knowledge about language, text, and contexts such that learners' schema is activated and ready for any new knowledge. Explicit and dialogic instruction refers to the opportunities for students to be in conversation with the teacher and each other during the teachers' direct instruction of the content. This might include teachers prompting student heuristics, thoughts, examples, negotiation of meaning, and feedback of understanding. This principle is directly related to bi/multilingual children's opportunities to use expressive language through dialogic instruction. Talk in the form of dialogic instruction, sociocultural collaboration, and dialogic reasoning discussions provide opportunities for students to develop expressive language skills for collaborating with others and articulating their thoughts while moving from prior understandings to socially situated and expanded knowledge. And, finally, bi/multilingual supports infused throughout all instruction and discussion support students' access and engagement with

complex and abstract notions. Use of various types of scaffolds including verbal (e.g.,

attention to cognates), instructional (e.g., visuals; manipulatives, graphic organizers), and

procedural (e.g., small group; co-constructed writing) can be used intentionally and on

the fly to better support student understanding. Specifically, an elaborated version of

these principles were presented to teachers in teacher working group (TWG) sessions

(Table 4.2).

Table 4.2 *Reading Curriculum Principles for Upper Elementary Students*

Principle 1. Emergent Bilinguals increase meaning-making capacity and fluency through development of language awareness and component skills in semantics, morphology, syntax.
Principle 2. Bilingual learners best learn and play with language examined in context within engaging anchor texts.
Principle 3. Explicit and dialogic instruction (i.e., heuristics, language awareness, negotiation of meaning), allow expansive exploration of language as a meaning-making tool for advancing students' language awareness and linguistic fluency.
Principle 4. Emergent bilinguals develop oral fluency and language growth through sociocultural learning structures (collaboration, small groups) and opportunity for expressive language (i.e., Dialogic reasoning with contentious questions, writing).
Principle 5. Emergent bilinguals learn best when they are given various types of scaffolds, including verbal (e.g., attention to cognates), instructional (e.g., visuals, manipulatives), and procedural (e.g., co-constructed writing).

Participants and Setting

Setting. This study takes place within Andres Elementary School, a dual-language

elementary school in the Northeast United States. Within this school, 58 percent of the

students speak Spanish at home, and 33 percent of students are designated as English

language learners. Sixty-one percent of students in their school are considered low-

income and qualify for free-and-reduced-cost lunch. Students at this school are supported

in full Spanish immersion from kindergarten through second grade and begin to have

60/40 Spanish and English ratio in the third grade and 50/50 ratio for Spanish-English instruction in the fourth and fifth grades. The four teachers at Las Andres participated in the RCT study, three with fourth-grade groups and one with fifth grade two groups.

Las Andreas, as a dual-language immersion program, prides itself on supporting children's advanced literacy. The school's *Parent-Student Handbook* reveals the school's policy on language development. The handbook frames an overarching purpose of "full learning potential all academic area" inclusive of "developing high levels of proficiency in English and Spanish" across dimensions of literacy. It also includes frequent use of the term "English limited proficient." This framing has often been critiqued by educational scholars in bilingual education. Interviews and teacher working groups with the teacher help nuance this framing of language and reading development for Spanish-dominant bilingual students. Discourses at Las Andreas often oriented toward English language fluency similar to that of their English-dominant peers—whom the teachers consider to be language models. As for reading education, there is often discussion of comprehension development that would enhance engagement with standardized test requirements.

The climate of the school, however, feels less restrictive and regimented. There is pride in bilingualism. There is usually bilingual music in the gym class. There are bilingual schoolwork and posters on the walls. The school has clearly attempted to promote the value of bilingualism throughout its building with this attention to its environment. And, in the hallways, students and teachers have conversations in a variety of repertoires. While the use of English, Spanish, and translanguaged mixes are the most noticeable, there are also discourses related to their knowledge of sports, games, popular culture, and their potential church lives. And being that the children or their families

come from different Latin@ ethnic backgrounds, there are also differences in the regional

dialects and colloquial phrases that are used. These and other aspects within the school's

population of students reify the dynamism of bi/multilingual youth.

    Teachers and Students. Teachers of fourth grade small groups include Liz, Shelley,

and Francis. All the teachers hold previous teaching experience. Although all three

teachers are experienced educators, all have varying years of service in teaching, and

different roles within the school, as only one of them, Shelly, is a homeroom teacher. Liz,

for instance, is an English As a Second Language (ESL) specialist, and Francis is a

Literacy Instructor. These differences in role add to their particularities related to their

educational backgrounds, certifications, trainings (see table 4.3), and ideological

leanings. In all, the teachers, though similar in being White and English dominant

bi/multilingual, they different in temperament, outward enthusiasm for the project, and

perhaps in their goals for students.

Table 4.3 *Teacher Participant Background*						
Teacher	**Gender**	**Role**	**Degree**	**License or Endorsement**	A. **Year in k-6** B. **Years with bi/multilinguals** C. **Training(s)** D. **PD(s)**	A. **First Language** B. **Additional Language; Proficiency** C. **Self Assessment of Bi/Multilingualism**
Shelly	F	4th Grade 2-Way Bilingual Teacher	Bachelor's (Spanish Language and Literature) Masters (Elementary	Elementary ELL	A. 15+ B. 9-14 C. 1 D. 3 or more	A. English B. Spanish (since age 4); Fluent C. Definitely yes

			Educatio n)			
Liz	F	ESL teacher grade 4	Masters (Applied Linguistics)	Elementary ESL	A. 4-8 B. 15+ C. 3 or more D. 3 or more	A. English B. Spanish (since 8th grade); Advanced C. Might or Might Not
Francis	F	Literacy Coach	Masters (Language and Literacy)	Reading	A. 15+ B. 9-14 C. 3 or more D. 3 or more	A. English B. French (Junior High); Fluent Spanish (College); Fluent Portuguese (Post Grad); Intermediate Italian (Post Grad); Intermediate C. Definitely yes

  The student participants include 24 randomly selected bi/multilinguals from a pool of 54 WIDA ESL designated or formally English Learner (FEL) fourth and fifth-grade students across multiple homerooms. All ELL designated students' WIDA scores for English proficiency were mid-range—between 3-5 across all areas, with most in the upper 4 range. Four of the 16 students were designated as FEL. Participant students, same as the control students, were assessed pre and post-intervention on indicators of semantic webs, metalinguistic awareness, reading comprehension, and vocabulary. A test of academic language via CALS was given post-intervention (Uccelli et al., 2017). According to a survey given to teachers and students, students' engagement, attitudes, enjoyment, and ease of participation across the curricular activities ranged. What the outcomes of the student assessments and backgrounds of the teachers do not tell are the intragroup dynamics. The personalities of the teachers and students of an individual SWG

are important factors within classroom practice and discourse. Below, I share more about each teacher and their SWG.

Francis: The Literacy Instructor. Francis expressed a desire to participate in the year 3 implementation of the curriculum with a student working group (SWG) after joining the CLAVES teacher working group (TWG) in the year 2 curriculum development year. At the time of the curriculum development and intervention, she was a literacy specialist who had an office in the downstairs literacy center. During her interview, she shared that her role included small group and individual student literacy intervention through workshop approaches for reading and writing. Her workshops tended to focus on genre-based writing, word study, morphology, and grammar instruction. By this time, Francis had taught for more than 15 years and has taught bilingual students for more than a decade. She held a master's in language and literacy and has continued to engage in multiple trainings and PDs related to supporting ESL and bilingual learners. Moreover, Francis, herself, was English native polyglot, fluent in not only Spanish but also in Portuguese and French, along with some intermediate fluency in Italian.

Within the larger teacher working group, Francis's personality presented as quiet and maybe even introverted. Although she appeared thoughtful, with frequent nods and nonverbal affirmative reactions, she rarely initiated topics or contributed unless asked directly. During the implementation of the intervention, Francis appeared somewhat nervous and self-conscious when observed by the research assistants and the research team. Despite these observations, she was a willing participant in outside dissemination of practitioner-oriented presentations of CLAVES research at the state bilingual

education conference. She was also singularly helpful during the intervention year, gathering and locating documents, as well as organizing the scheduling of pre and posttest assessments for all students at her institution.

Within the student working group and implementation of CLAVES, Francis worked with a diverse group of bi/multilingual learners: Anna, Stephanie, Kelsey, Luis, and Juan, who departed before the end of Cycle One. Early on in the implementation, Juan moved to another school and was replaced with Kelsey. Juan was a somewhat active participant within the ME episodes and the larger curriculum activities. He spoke and gave his insights readily, and without provocation from the teacher. Kelsey, who replaced Juan, despite having come to the curriculum after the initial lesson cycle, was an active and enthusiastic participant. She was not often the first person to contribute but was observed collaboratively building her insights alongside other students, like Anna or Luis. She was also more likely than the others in the group to add on or affirmingly repeat another students' contribution. Stephanie, as well, was a moderately active participant who noticed and shared without being prompted. In some cases, Francis allowed Stephanie the first opportunity to respond to prompts. Francis noted that Stephanie, who appeared to be agitated and fidgety throughout the lessons, mostly participated when the topic interested her and also had a difficult time paying attention. Francis shared that she was acutely aware of Stephanie's moods during the SWG lessons. Nevertheless, during the ME episodes, Stephanie made comments or asked questions about vocabulary she was making sense of. She also implicitly and explicitly asked for help with using the curricular vocabulary by either pausing just before she said the needed word or saying that she had forgotten the word, suggesting some underlying

metacognition and metalinguistic awareness related to her word retrieval. Although present, Stephanie did not answer the student survey questions and was being evaluated for an IEP and Autism Spectrum Disorder at the time of the intervention.

Anna was an active and dominant student within the SWG. She not only readily shared her strong opinions about lesson cycle topics but also eagerly contributed her insights about vocabulary and language during the ME episodes. Early on in the curriculum, her contributions, though insightful and confident, seemed to lack alignment with Francis's prompting and pacing. Her contributions also reflected her developing vocabulary and argument structure. In some cases, Francis seemed to miss opportunities to truly engage with Anna's contributions, while Anna neglected to elaborate on those thoughts that Francis didn't fully take up. Still, Anna was the most likely to respond without or after a prompt and seemed to grow stronger in her contributions, especially in relation to semantics-based ME episodes, over the course of the curriculum. Luis was the fourth student and the only boy once Juan departed Francis's SWG. Although he came from a different class, Luis appeared to be at ease during the ME episodes due to familiarity with vocabulary, language structures, and metalanguage. Luis could also be quiet and introspective during the lessons, so much so that Francis would directly prompt his participation and contributions. Luis's utterances, initially, could be short and concise. Francis's prompts for elaboration and clarity facilitated his extended utterances, which often brought in new insights that extended or complexified the previous understandings negotiated amongst the group. Although more reserved than the others, Luis always seemed to attend what was happening and generally received affirmations and a positive evaluation on his responses.

Liz: The ESL Teacher. Liz had been with CLAVES since its inception at Las Andres. In the first year of CLAVES, during the curriculum design phase, she was a third-grade homeroom teacher. She was particularly enthusiastic about the CLAVES project and held many of the working group sessions in her room. As a participant, her insight influenced decisions on topics students would both enjoy and grow from during learning. She was absent from the school and project during the next year. As part of a highly selective teaching program, she spent a year living and working abroad. She returned to Las Andreas in the sequential year, year three of the CLAVES project, to take on a new role as the fourth grade ESL specialist. In year 3, the implementation year, Liz returned to the Annas as the ESL specialist for the fourth grade. This was to the great happiness of her previous colleagues, such as Shelly, who all had great expectations of her work with students. It is noted that the previous years' ESL instructor had not lasted more than a year. Liz, on the other hand, was very outspoken about her goals for supporting learners in acquiring academic language and having good language models for development. She was very positive about the CLAVES curriculum design and even constructed a similar curriculum to use with students in the year after the RCT implementation.

Upon Liz's return, she enthusiastically agreed to participate as a CLAVES implementer. Liz chose to implement the curriculum with two groups. Group one was made up of Ollie, Antoni, Jorge, and Jessica. Overall, group one brought strong background knowledge and opinions on the topics. The appeared to engage the curriculum themes and language-based topics enthusiastically. Their previous experiences with the vocabulary introduced in CLAVES meant that they sometimes

resisted Liz's direct instruction approach. They also began to anticipate the patterns of the curriculum. On more than one occasion, they asked for Liz not to tell them the answers as they interjected their own insights into the learning activity. Ollie, who was arguably the most active in the group, preemptively contributed his thoughts and insights with confidence and agency. His background knowledge of content supported his simultaneous ME with language topics. Antoni, as well, often shared his understandings. He usually did this alongside others; not always initiating, but collaborating or challenging others' interjected ideas. Jorge, who had been reclassified as a former English language learner, was a very laid-back participant. Liz suggested that he participated when a topic significantly interested him. But also, his agency reflected his ability to challenge and dissent from group consensus. Jessica, though often looking to her peers for their reactions and affirmations, participated when she was strongly interested in a topic. She often took the lead on reviewing the directions of particular ME activities, authoritatively directing her male peers on what worksheets to take out.

SWG two included Elliot, Amber, Kevin, and Alex. During most of the lessons, they were a relatively active group that attempted to contribute their ideas and negotiate their understandings. In later episodes, the group interjected less during Liz's direct instruction, especially during semantics-based ME episodes of the Immigration Unit. Liz contributed this to an overall lack of background knowledge with the topics and vocabulary. Liz felt the curriculum was quite difficult for this group. In comparison to not only SWG one, but also all other SWGs, this groups' overall WIDA, as well as the post-test CALS, scores reflect a lower average. During observations, however, the groups' agency and participation wasn't completely dissimilar for SWG one. They often took risk

sharing their insights and tinkering with ideas, but often neglected to contribute the answers and ideas that Liz expected. These contributions were most often from Elliot, Alex, and sometimes Amber. Early in the curriculum, Alex was an extremely willing and active participant. Later, he became more reticent and even expressed his strong dislike of the immigration unit during the student survey. In fact, the entire group was quieter during the immigration unit, which took place in May and June of the curriculum intervention. Investigation into the pattern shift revealed an overlap of Alex's dad being deported during this exact time frame as a result of a new policy from the Trump administration. This policy had targeted members of the Latin@ and other Black and Brown immigrant communities and resulted in mass deportation by Immigration and Customs Enforcement (ICE).

This was a significant and tragic experience that pulled Alex from the group lessons for a few sessions. While Alex remained a somewhat confident participant, willing to offer his insights and play with ideas, his energy and excitement shifted as a result of his family situation. Kevin, on the other hand, was an extremely quiet participant throughout the curriculum. He was the lone CLAVES student to express that he didn't enjoy participating in the curriculum at all. Liz asked him if the reason was "because the curriculum felt difficult," to which he answered "yes." Alternatively, Elliot reflected a strong willingness to take risks, play with ideas, and utilize his creative energy, even if he didn't have the answers that Liz was looking for. Elliot wasn't so much enthusiastic as much as he was curious and willing to suggest emerging understandings. This resulted in Liz often correcting, evaluating, and redirecting his contributions. Still, there were significant moments of him agentively attempting to push back against defined

taxonomies and epistemic framings. Amber, a willing participant, shared her insights. These ideas sometimes held inferred meanings that Liz recast and sharpened—if not reshaped—for the group. As a whole, Liz's instruction with this SWG often positioned this group as needing more supports.

Shelly: The Classroom Teacher. Shelley was the implicit leader of the Las Andreas teachers that participated in CLAVES. A veteran teacher of 20 plus years, she is one of the most dominant and engaged voices within the teacher working group. Shelley has been a part of CLAVES since year one and is one of the most enthusiastic participants that we have. In fact, Shelley worked with my colleague, the project PI, and me to plan and present the CLAVES models and principles at a dual-language conference in year 2. TWG meetings of year two and three were held in Shelley's classroom, and she has developed relationships with my colleagues and me where we even talk about more personal things related to hobbies, children, and life in general. Shelly was very interested in ways to support students' dialogic participation.

During her interview, Liz recounted that she felt that she learned from the different teachers because everyone was always ahead of her and was thus able to approach her practice with some prior knowledge of the challenges within episodes. But also, her being behind, rather than just reflecting her more dialogic practices, was a symptom of her having to navigate all of her teaching duties. She shared that it was stressful to jam in the preparation and implementation of CLAVES into an already stressful schedule. Although she was excited about the curriculum because of her involvement in its development, she wished that she could have adhered to it more. She didn't feel that the lessons were too difficult. Instead, she was extremely frustrated by the

ways that her lessons were often interrupted. She noted that she was navigating what she considered a very challenging group in the larger classroom. But also, the school day that interrupted the flow and time and engagement. Even in the midst of her interview, she was interrupted by another teacher's request for help. In the end, Shelly felt that sometimes, she wasn't as prepared as she would have liked to have been ahead of teaching the curriculum. And although she learned from other teachers' mistakes and concerns, she felt that school and her larger group lessons got in the way, and she was always running to catch up.

Shelly's intimate and long-term interactions with the curriculum development process might be reason for this uniqueness. Indeed, not only were her class discussions unique in their robustness of student conversation but also, her interview was much more personable and open because of her ongoing relationship and intrinsic motivation in the curriculum. She suggested that the TWG meetings and interactions with the researchers stoked her own thinking. She reported loving the ways that she learned to more deeply consider language, as well as "how cool it was" to implement the lessons that she helped develop. She discussed sharing the work with other implementing teachers, team teachers, and at home. She talked about things that were going on with other implementing teachers as well as non-implementing teachers whose students took part in the curriculum. They often discussed the ways that the students used CLAVES outside of class.

At the end of the year, she expressed that she was grateful for what she learned from her students. She was grateful for the opportunity to learn about each individual student and how they view language through their thoughtful discourse; for those

moments where she would say, "oh, I hadn't thought of it that way." She hoped that she could continue to explore ways that she could increase dialogic and student-driven discourse by taking herself out of the equation more.

In other ways, being the classroom teacher for her SWG meant that Shelly had already developed a community between her students. Shelly's SWG was made up of Nichole, Carlie, Brad, and Juan. Together, they were a fairly lively group. Carlie was an active yet thoughtful participant. She would pause after many of the prompts, just ahead of her contributions. Shelly marked Carlie as a very attentive participant who was willing to play around and tinker with ideas, which was indeed observed in many episodes. Nichole was a little quieter but clearly attentive and willing to contribute. Both of Nichole and Carlie shared that they loved doing morphology and syntax lessons. Their excitement was often allowed to drive the direction of conversations. Brad was a much quieter participant, who opened up more towards the end of the year. Shelly often intentionally brought him into the conversations in order to increase his confidence. He offered valuable insights, even when he took longer to share. Juan, on the other hand, offered his contributions at will. He was a bit more competitive and assertive than his peers, though he sometimes seemed to zone out and in of conversation. He was also more self-conscious about some of the direction of his thinking. Still, Shelly was shown to be patient with Juan's burst of energy, shifting moods, and deep inquiries. Moreover, she encouraged his expansive thinking that sometimes inquired into deep into aspects of declarative facts and procedures of language.

Table 4.4
Student Participants

Teacher	Group	Student	Gender	Status	WIDA	IEP	Home Language	CALS-Post (Academic Language)
Shelly	1.S.	Nichole.1S	Girl	FEL	5.4		Spanish	491
		Carlie.1S	Girl	EL	4.9		Spanish	487
		Brad.1S	Boy	EL	5.2		Spanish	487
		Juan.1S	Boy	EL	4.9		Spanish	501
Liz	2.L.A	Antoni.2.L.A	Boy	EL	5		Spanish	495
		Ollie.2.A.L.A	Boy	EL	4.9		Spanish	487
		Jessica.2.L.A	Girl	EL	4.7		Spanish	482
		Jorge.2.L.A	Boy	FEL	6		Spanish	516
	2.L.B	Kevin.2.L.B	Boy	EL	3.5	IEP	Spanish	449
		Amber.2.L.B	Girl	EL	4.8		Spanish	472
		Elliot.2.L.B	Boy	EL	4.9		Spanish	484
		Alex.2.L.B	Boy	EL	4.7		Spanish	480
Francis	3.F	Stephani.3.F	Girl	EL	4.9	EVAL	Spanish	449
		Luis.3.F	Boy	FEL	5.3		Spanish	511
		Kayla.3.F	Girl	EL	4.9		Spanish	493
		Anna.3.F	Girl	FEL	5		Spanish	514

Data

Data sources for this study included classroom video and/or audio with coordinating transcripts and observation notes in addition to curricular artifacts, semi-structured teacher interviews, teacher and student surveys, video and notes from teacher training sessions (teacher working groups), and results from pre-post testing.

Lesson videos and transcripts. Primary data sources for this study are the 38 video and audio recordings and the related transcripts from SWG instructional lessons, each about 30-45 minutes in length. Some videos were collected during on-site fidelity observations in which either my colleague, the other research assistant, or I attended, video recorded, and took observation and 'fidelity of implementation' notes for. We attended at least one of each lesson types across the six possible lessons cycles and 36 total lessons for each teacher. Liz and Shelly also audio and video recorded, respectively,

many of their lesson. These other videos and audio collected by the teachers helped to capture patterns across implementation.

I, with two other research assistants who I trained and supervised, completed fidelity ratings for three lessons from each teacher as part of the larger project (Proctor, et al., 2020). At least three fidelity of implementation ratings were completed for each teacher across lesson days to confirm some level of fidelity to the CLAVES language-based literacy curriculum. For fidelity, we randomly chose three videos to rate from teachers' 5 or in some cases six observed lesson. Multiple data sources supported triangulation of analysis related to this study: semi-structured interviews with teachers; teacher logs; audio and video recordings and observation notes for TWG sessions; teacher and student surveys on engagement and feasibility; and information related to school initiatives and policies. Interviews primarily focused on teachers' backgrounds, trainings, and personal ideologies related to bilingual education and teaching. Additional member checking was conducted with teachers throughout the analysis process. For the purpose of this study, fidelity and non-fidelity rated video and audio and coordinated transcripts were analyzed. Those observations came from semantics (day 1 and 2), morphology (day 3) and syntax (day 4) lessons. Some lessons occurred over multiple observations. Those multiple lessons were explored over their coordinating days, if the data was available. The Table 4.5 shows the data analyzed for this project.

Table 4.5
Observation Videos or Audio

Teacher	Group	Lesson	Format	Topic	Book
Shelly	1	NU_1_1	Video	Semantics/Text	The Wolves are Back/RanchersvsWolves;
		NU_1_3	Video(multiple)	Morphology	The Wolves are Back/RanchersvsWolves;
		NU_1_4	Video	Syntax	The Wolves are Back/RanchersvsWolves;
15		NU_2_1	Video	Semantics/Text	Species Revival;
Lessons		NU_2_2	Video	Semantics/Text	Species Revival;
		NU_2_3	Video	Morphology	Species Revival;

		NU_2_4	Video	Syntax	Species Revival;
		RU_1_1	Video(multiple)	Semantics/Text	Ivan/Gorillas;
		RU_1_2	Video	Semantics/Text	Ivan/Gorillas;
		RU_1_3	Video(multiple)	Morphology	Ivan/Gorillas;
		RU_1_4	Video	Syntax	Ivan/Gorillas;
		RU_2_1P2	Video	Semantics/Text	SiSePuede/TeachersStrike;
		RU_2_2	Video(multiple)	Semantics/Text	SiSePuede/TeachersStrike;
		RU_2_3	Video	Morphology	SiSePuede/TeachersStrike;
		RU_2_4	Video	Syntax	SiSePuede/TeachersStrike;
Liz	2.A	NU_2_1A	Audio	Semantics/Text	Species Revival/ Revive and Restore
		NU_2_3A	Video	Morphology	Species Revival/ Revive and Restore
17	&	NU_2_4B	Video(multiple)	Syntax	Species Revival/ Revive and Restore
Lessons		RU_1_1B	Video	Semantics/Text	Ivan/Gorillas;
(10 & 7)	2.B	RU_1_1A	Audio	Semantics/Text	Ivan/Gorillas;
		RU_1_2A	Video	Semantics/Text	Ivan/Gorillas;
		RU_1_4A	Video	Syntax	Ivan/Gorillas;
		RU_2_1B	Video	Semantics/Text	SiSePuede/TeachersStrike;
		RU_2_2A	Audio	Semantics/Text	SiSePuede/TeachersStrike;
		RU_2_3B	Video	Semantics/Text	SiSePuede/TeachersStrike;
		RU_2_4A	Video	Syntax	SiSePuede/TeachersStrike;
		IU_0B	Video	Semantics	Immigration Cycle 0
		IU_1_2A	Video	Semantics/Text	HomeAtLast/Immersion;
		IU_1_3A	Video	Morphology	HomeAtLast/Immersion;
		IU_1_3B	Video	Morphology	HomeAtLast/Immersion;
		IU_1_4A	Audio	Syntax	HomeAtLast/Immersion;
		IU_1_4B	Audio	Syntax	HomeAtLast/Immersion;
Francis	3	NU_0	Video	Semantics	Nature Unit Introduction
		NU_2_3	Video	Morphology	Species Revival/Revive and Restore
7		RU_1_1	Video	Semantics/Text	Ivan/Gorillas;
		RU_2_1	Video	Semantics/Text	Si Se Puede/Teachers' Strike
Lessons		IU_1_2	Video	Semantics/Text	Home At Last/Immersion;
		IU_1_2	Video	Semantics/Text	Home At Last/Immersion;
		IU_1_4	Video	Syntax	Home At Last/Immersion
		IU_2_4	Video	Syntax	Bilingual Ed/Immersion

Teaching Working Group Observations and Notes. The teacher working groups
(TWG) were coordinated through graduate research field liaisons (a college and myself)
on a monthly basis. Teacher working groups were held once every 3 to 4 weeks and were
an hour in length. Year 1 and year 2 TWG sessions focused on teachers making
suggestions and looking over the developed curriculum and/or SWG observations taught
by the research assistants. Year 3 was a more professional development style in which
my colleague and I designed activities that would support teachers in thinking about the
goals and implementation of the CLAVES curriculum. Audio recordings, observation
notes, and in some cases, videos were collected across the three years.

Semi-structured Interviews and Surveys. Semi-structured interviews and surveys were also done with the teachers. The interviews primarily focused on teachers' backgrounds and implicit ideologies related to bilingual education and teaching bi/multilingual learners. Surveys also collected information on the teachers' educational background and certifications as well their raw assessment of student engagement as per the amount of ease, difficulty, motivation, and engagement they had during the CLAVES lessons. Subsequently, we asked students to self-report on these same questions in a child-friendly survey that were conducted during audio-recorded focus groups. Student pre and post-assessment data, though not a focus of this particular study, also helps to triangulate information related to teacher and students answers on the engagement survey.

Analytical Framework

Cultural Historical Activity Theory (CHAT)

CHAT as a method of analysis (Gutierrez & Stone, 1998; Mercer, 2005; Mercer & Howe, 2012; Moje, 1997) offers a viable opportunity to explore the layered goals of language and metalinguistic awareness, the environments in which they occur, what allows them to occur, and how metalinguistic engagement itself shifts over time within and across systems of practice. Here, I can make clear the patterns of ME across cases of SWGs in activity. As touched on in the theoretical framework, CHAT takes into account multi-contextual knowing and learning across the lifespan of individuals and communities that then come into contact with goals, tools, other participants, rules of a situated context, other communities and distributions of labor to in turn create an activity system. CHAT thus offers a framework for the analysis of the lesson observation data

(Gutiérrez & Stone, 1998; Roth & Lee, 2007). Within other aspects of this larger research project, such as curriculum development, CHAT has supported my exploration of the curricular goals and the *Principles of CLAVES* (see Table 4.2).

In this study, CHAT acts as an analytic tool to account for the multiple dimensions that constitute CLAVES language-based instruction and activities within the larger school, language education, and US context. More specifically, it helps account for students' language and practices and teacher pedagogical mediation of students in the context of contentious views on language and literacy education within schooling in the USA. All aspects of the system are in interaction and dialectic with each other. No aspect within the system is independent of any other individual aspect. Hence these particularities of the larger and immediate sociocultural, cultural historical contexts have direct consequences on the activity system in which the learners and teachers inhabit. Hence the analytical framework of CHAT is not only useful but essential for outlining the cultural particularities of the situated-learning activity systems that will be analyzed to unpack the nature of metalinguistic engagement and heteroglossia, specifically through the help of discourse analysis.

Classroom Discourse Analysis

While there are a multitude of things that can be focused on within these activity spaces, this research is heavily interested in the language practices—or classroom discourse— of students and teachers as they co-negotiate the goals of CLAVES with the pedagogical and linguistic tools. Located within the activity systems, and the systems that they overlap with, are the important ways that students and teachers set up, maintain, shape, and redirect the social space not only through classroom discourse and interaction

but also through the larger cultural, historical factors. Rymes (2015) classroom discourse analysis allows for a multidimensional approach to looking at classroom discourse. Rymes framework, specifically, incorporates dimensions of the *social context*, *interactional context,* and *individual agency.* The *social context* is set by attending to the context outside the interaction. The *interactional context* is articulated by capturing the moment to moment interactions and how talk is oriented to other talk–silence– within a speech—or metalinguistic engagement episode—event. *Individual agency* is analyzed by pointing to the discourse elements or 'repertoires of practice' that become relevant or constrained in any given speech event. Indexing these dimensions will be valuable as I look to explore talk during metalinguistic episodes for themes of teacher-student verbal interactions as well as instances of metacommentary (Rymes, 2014) that reflect pertinent aspects of language and communication that participants found meaningful in the process of teaching and learning.

In relation to the notion of heteroglossia within the larger framework, I look to code at the utterance level within the metalinguistic engagement episodes that make up the curricular activities (see Figure 4.2). I follow Michaels and O'Connor (2015) in accounting for speech at the level of utterance, such that it must be assumed that "utterance types have interactional, identity-related, and cognitive or intellectual consequences" (p. 336). They, along with other scholars, have argued for attention to the utterance such that indexes interaction, participation, intellectual engagement, positioning and prioritization of content, and particular social and cultural practices (Michaels & O'Connor, 2015; Rampton, 2006; Wortham, 2014). Relatedly, Wortham (2014), when examining the utterances across speech events, pointed to patterns of interaction, agency,

and teacher moves that setup sustainable patterns and opportunities for the introduction or restriction of tools. Hence, I look to examine discourse at the level of the utterance as I look to establish patterns within and across the metalinguistic engagement episodes. Additionally, Fairclough (2012) has argued for explorations of "power relations, ideologies, institutions, social identities" embedded within multidimensional contexts (p.9). As such, analysis is valuable to examined discourse at the oral and text level for the embedded power relations and messages of positionality as revealed within observations, interviews, and participation in teacher working groups along with the curriculum itself.

     Case Study Analysis. Comparative case study methods (Merriam, 1998; Yin, 2003), have been used to examine themes, patterns, and development within and across contexts. In this study, it is assumed that there will be similarities and differences across the teachers' and student working groups, as well as the multiple types of activity and study of specific components within the CLAVES curriculum. Accordingly, comparative case study methodology will be useful in illuminating patterns of individual and group agency, repertoires of language knowledge and use that interact, shift, and develop in metalinguistic engagement activity. Moreover, I expect to comparative case study methods to support thematic organization of patterning found in the CHAT and discourse analysis to reveal the synchronic, at a particular time and place, and diachronic, shifting and moving, dimensions of social practice can be examined in their layered and textured realities to more fully understand the dynamic nature of bilingual children learning about and engaging in literacy (Gutierrez & Stone, 1998; Kirkland, 2008).

Analysis

This study used an analytical framework of CHAT and multidimensional classroom discourse analysis (Rymes, 2015), and within and across case study analysis to examine the ME episode within the observations of the three teachers and their four SWGs. Together, data analysis for this study will be multilayered to account for the complexity of teaching and learning activity overlapping sociopolitical realities. Lesson videos and audio, along with transcripts, were analyzed qualitatively through classroom discourse analysis (Rymes, 2015) and CHAT (Gutierrez & Stone, 1998) analysis.

This study used an Initial open coding through classroom discourse analysis of transcripts was used to explore whole observations across the teachers for ME episodes. Transcriptions have already been created for most videos. I [re-]watch videos of the three teachers engaged in SWG lessons. Each lesson has been previously observed by one of two research assistants, including myself. Some of the videos have also been observed and given fidelity scores and notes. I used transcriptions, videos, and observations notes of the SWG lessons for triangulation to support segmenting the transcripts into particular classroom activity macrocodes related to specific activities, tasks, and events (e.g., word web activity, vocabulary review, or morphology language play). I coded ME within these episodes as any attention or objectification to language and meta-discourse. I separated the episodes by the particular language object being explored, such that one episode ended and a new one began when teachers shifted from one vocabulary word instruction to the next. ME episodes occurred not only throughout the language component lessons activity, but also in activity related to guided reading, such as when new unknown words emerged, syntax was questioned, or students were asked to place a vocabulary word's meaning into the context of texts.

After highlighting and extracting those ME episodes across teachers, I used open coding to iteratively analyze all lessons and videos, initially of single teacher and her SWG at a time, multiple times, and then across teachers. Using both had written notes on transcripts and qualitative coding software, I open coded transcripts using the discourse analysis alongside CHAT to mark actions onto language—and members—and in conjunction with SWG peers. My coding scheme for the classroom discourse and activity was descriptive but open to understanding the multiple forms of interactions. I coded all instances of metacommentary (Rymes, 2014) to examine the relevant aspects of language and communication that participants found meaningful and created sub-codes as certain kinds of metacommentary became apparent. I created codes for different kinds of interactions (Rymes, 2015).

The first analysis coded oral utterances, and additional analysis attended embodied action using videos. Practice and interaction at the indexical at the level of utterances were analyzed, highlighting aspects of attention, significance, purpose addressivity, and interactional component. Analysis within the interactions coded for the use of means, tools, and materials as well as the distribution of labor in goal-oriented activity. Additional analysis placed occurrences in the ME episodes alongside the curriculum lesson plan. Throughout the data analysis process, I moved between classroom interactions, field notes, and fidelity forms. I iteratively returned to earlier analyzed observations as the open coding became more stable between the episodes, lessons, and SWGs. Codes and patterns were then grouped into thematic categories with respect to actions within ME.

Within and across comparative case methods (Merriam, 1998; Yin, 2003) were used to code synchronic, at a particular time and place, and diachronic, shifting and moving, dimensions of social practice patterns within and across episodes between teachers, students, and specific lesson activities. In this case, I both listed and wrote narratives of various episodes for each teacher using a thick description of the discourse and activity. This allowed me to look across synchronic instances for diachronic patterns across activities, tasks, days, students, student to student, students to teacher, tools, distributions of labor, turn-taking patterns, question types, and question purposes.

Discourse analysis of core curriculum, as well as interviews, survey data, and TWG observations, were used to triangulate understanding goals and assumptions about student participation. These were placed into conversation with the earlier thematically organized findings before analyses were informed by the theoretical frameworks. Combined, these aspects of analysis worked together to form a multidimensional view of ME within a language-based reading curriculum. Findings were thematically organized and theorized through the lens of CHAT and heteroglossia.

Chapter 5. Actions, Emergence, and Flow of Metalinguistic Engagement

Chapter 5 is related to RQ1, "What are the actions, emergence, and flow of metalinguistic engagement" This Chapter highlights the "nature" of ME as related to the component actions and themes that take place during metalinguistic engagement episodes across the CLAVES lessons types and objectives. The chapter begins with a narrative and vignette of Francis and her SWG alongside a brief explanation of the curriculum setup. I then use the bulk of the remaining chapter to define the findings across cases related to the actions, emergence, and flow of metalinguistic engagement across the CLAVES SWGs. Near the end of the chapter, after the presentation of findings, I offer an extended thick description and analysis of the Francis's instruction and the SWG interactions to highlight findings related to the action, emergence, and flow of ME.

The Literacy Specialist and Her SWG

Francis expressed that her most successful days within the curriculum were semantics and reading days (i.e., day-1 and day-2), and day-5 dialogic reasoning. She shared her concerns about the difficulty of day-3 morphology and day 4 syntax lessons. Still, observations suggest that she followed the curriculum closely, per her fidelity scores—taken from three separate lessons—related to the larger curriculum project and approached most lessons through explicit use of the ppts and materials. As is the case across the SWGs, within-group dynamics, students' resources, and specific teacher approaches often impacted patterns within and across ME episodes. While this is the case with Francis and her SWG, there are also ways their ME episodes generally reflect patterns similar to that of the other SWGs, with a few notable differences. Most of all, Francis's general allowance of student participation alongside her ongoing recast, sharpening, and explicit instruction during most ME episodes was in important

influencing factor in her group's activity and discourse. This is especially relevant as Francis's pattern impacted the ways students grew to engage with the language more independently and preemptive of teacher prompting.

Midway through the CLAVES curriculum, Francis taught a day 1 semantics and reading lesson from Unit 2, cycle 1 based on print text *Ivan: The True Story of a Shopping Mall Gorilla* and the multimedia text *Gorillas: Reintroduced*. Usual to the day 1 structure, the lesson structure included introduction of vocabulary words and guided reading of the text. The central question in the lesson cycle was "should animals be kept in captivity," which examined Ivan being poached from the wild and held in captive spaces as well as the reintroduction of gorillas in captivity. The lesson's curricular objective was to have students "analyze and discuss" the words *captivity*, *wild*, and *treatment*.

After having had a ME episode that defined/explained the concept *zoo*, in addition to metalinguistically exploring the title for clues about the text, Francis began introducing the other vocabulary words with the ppt. *Captivity* was the first vocabulary word. Francis initiated the *captivity* ME episode by both telling the students the goal, initiating students attending/noticing, and activating students' background knowledge asking them what they know about the word. "All right, so now we're gonna learn about some of the important words in this book and in this unit. Captivity. Can you say that word, captivity?"

Throughout the ME episode of *captivity* and in the semantic ME episodes that followed, the Francis and the students engaged in various actions that negotiated their existing literacies and facilitated their knowledge against the language-based learning

goals and objectives of the lesson. In many ways, their actions reflected patterns within and across the other SWGs. The episode when on to show students' use of particular actions, or tools, with this less familiar word. The episode also demonstrated students' capacity to diversely and collectively use ME actions during the episode to negotiate their understanding. Francis, as facilitator and instructor, worked from where the students were, but also directed them toward the learning goals when necessary. Her facilitation included deepening and bridging moves to push students toward an understanding that could potentially support their comprehension in the texts and continued application of the word as well as the suffix. Moreover, Francis's facilitation was shown to make room and engage with students' multiple contributions while also moving students steadily toward her perceptions of the curriculum's goal and objective.

Before sharing this episode with detailed analysis at the end of the chapter, I present findings from RQ.1: "What are the actions, emergence, and flow of ME." Near the end of this chapter, I will return to this episode of Francis and her SWG and present an analysis of this episode to help further illustrate the findings of this chapter.

RQ1 Findings

Research Question 1 is related to "the actions, emergence, and flow of metalinguistic engagement" as observed within and across episodes of students and teachers negotiating language and literacies during the CLAVES intervention. As discussed in Chapter 3, I operationalized ME episodes as the work that teachers and students do with and amongst each other to understand language during the objectification and study of language across components and other language-based elements. The findings are organized according to *Metalinguistic Engagement Actions*;

Teacher Instruction and Facilitation; *Learning to Metalinguistically Engage, Moving Across Zones*. Throughout the chapter, I present findings in these sections with operationalized definitions alongside examples and excerpts of the ME episodes across the teachers and SWGs.

Metalinguistic Engagement Actions

Within and across the SWG small group sessions of ME, discourse and activity were comprised of component actions made of student *Metalinguistic Engagement Actions* and teacher instruction/facilitation, which enacted the curriculum objectives in some form or fashion. Students' *Metalinguistic Engagement Actions,* in particular, revealed both their prior knowledge and in-the-moment negotiation of the language-based object of study. I have collapsed these *Metalinguistic Engagement Actions* into three collapsed categories as (1) Primary ME actions; (2) creative and extending ME actions; (3) metalanguage and linguistic repertoires. Primary ME actions reflected students' moves to attend/notice; analyze, define/explain; apply. Primary actions were supported—and enhanced—through the presence of creative and extending ME actions (i.e., tinker, hypothesize, connect/contrast, (de)contextualize) as well as and metalanguage resources and linguistic repertoires, especially related to crosslinguistic skills. Although discussed in separate categories, a single or extended utterance from a student could reflect multiple and overlapping ME actions at once.

In this current section, I limit the presentation of these ME actions to defining and providing examples of these actions. Later in this chapter, I present findings on teachers' instruction, prompting, and facilitation of these actions, well as the emergence, development, and flow of these actions within episodes. While this section is primarily

about students' actions, teachers also participated in some of these actions in ways distinct from prompting but reflective of collaboratively negotiating alongside students, if not also modeling practices or gently pushing students toward particular final conceptions. Even though there is overlap during the occurrence of these ME actions, I reserve sharing findings related to teachers' actions to a later section under the heading of facilitation moves.

Primary ME Actions

Within ME episodes, there are primary ME actions, where students reflect on, notice, articulate understandings, explain, and discuss knowledge of language. These actions are related to attending/noticing, analyzing, defining/explaining, and application of objectified language. As will be explained in further detail during sections on teacher facilitation, tools and teacher prompts often, but not always, initiated these primary actions by drawing students' attention and asking specific questions. Some of these actions, such as analyze, define, and apply, are explicitly named and directed goals of the curriculum. Still, findings reflect the ways these and other primary ME actions' emergence, utilization, and mediation of language during episodes were complex, multifaceted, and sometimes unexpected. This section focuses on the actions of students across groups observed and noted in the analysis during ME episodes.

Attending and Noticing. I define attend/notice actions within ME episodes as the objectification, focus, attention, and reflection on and to language at any unit. This action is deeply connected to language awareness. The combined use of attending and noticing accounts for the close and sometimes undefined boundary between the two concepts and their respective actions. Furthermore, given the available data, and inability to have the

students to accurately reflect back to specific episodes, it is difficult to determine whether the teacher or curriculum is attending to language and has therefore prompted students to attend and or notice aspects of language, or if students have unintentionally become aware of aspects of language on their own instead. What's more, such that the curriculum and teachers, by design, promote language awareness, it was often difficult to disambiguate students' ongoing metalinguistic engagement as intentionally attending and/or unintentionally noticing language during the episodes. For example, when Francis says to her SWG in cycle 0 of the Nature Unit, "So we are going to look at some words," her 'attending/noticing prompt' has potentially initiated the students' attending/noticing [things about] the words that she shows them. Later in the chapter, I say more about the ways in which the teachers and the curriculum, via the materials, prompt more specific opportunities for students' ME attending/noticing—related to prompts that initiate attending/noticing and prompts that reengage/maintain students' attending/noticing actions. For now, I illustrate distinctions related to students' attending/noticing actions as explicit actions through the saying, reading, repeating of language and implicit actions that were precursors to other ME actions through the subcategories of *explicit attending/noticing* and *implicit attending/noticing*.

Explicit Attending/Noticing. When shown word cards, sentences, and ppts, students were often observed explicitly attending/noticing language through their reading, saying, or repeating the objectified language, even without any specific prompt to do so. For example, Shelly told her SWG that they were going to look at verbs and think about the ways that those verbs' past tense forms followed the *-ed* or *irregular* rule. She began by choosing *play*, and saying, "Let's start with 'play.'" Juan repeats "Play,"

demonstrating that he was attending/noticing. Immediately afterward, he says "played, I played" which reflects he had applied his knowledge to accurately share *play* in past tense form. Across ME episodes, students' oral discourse and physical actions, were a window into their ME attending/noticing action, both preemptive or just after any teacher prompting. Students repeated affixes and during morphology lessons ahead of suggesting words with same prefixes or suffixes. They repeated language that reflected mismatch between what they knew of the form and function, and what was a seemingly peculiar use in text. They repeated language that sounded—or looked—funny and or familiar. Students also marked their explicit attending/noticing by pointing or writing language. In a syntax lesson, Francis's SWG analyzed the text *Home at Last* for examples of compound sentences. Throughout this syntax application activity, Francis sometimes read the sentences that students pointed out and wrote down, and only in some cases did Francis have the students read the sentence. In other cases, students picked up vocabulary cards and sentence strips to study language more closely. All of these engagement types reflect students explicit ME attending/noticing to language.

> **Implicit Attending/Noticing.** ME attending/noticing was not always an audible or explicitly visual action, but instead an implicit and necessary precursor to any other ME action that show what and how students are attending/noticing in language. In Liz's class, she would often ask students to rate how familiar they were with words and terms on a scale of 1 to 3. Although students' initial ME thinking is as visible through discourse, video analysis of their tracking (i.e., head and eye direction and focus) and actions of holding up a rating on their fingers reflects that they attending/noticing the objectified word. Findings highlight that although there is some implicitness of attending/noticing, it

was a precursor to other actions, such that across the language-based lessons, students were presented with specific visual and oral cues to attend/notice and engage with language. Students of course had agency in whether to attend/notice. Still, there is an implicit assumption that initial attending/noticing, or objectification of language, is what allowed students the opportunity to analyze, define/explain, and apply language. Moreover, the implicit attending/noticing is marked by these observable actions that follow.

Students ME actions of analyzing, defining, applying language, logically assumes that they must first ME attend/notice language. Furthermore, across prompts, students' ME attending/noticing may generate a variety of subsequent ME actions, which are then observed in the students' utterance and or action. For example, when introducing the concept of *pronoun* ahead of a syntax lesson on pronouns*,* Liz shares the goal with the SWG that they will "explain the use of and identify pronouns." Liz had the students rate prior knowledge and familiarity with *pronoun* in preparation for this lesson. After rating his familiarity with the term as a three, Liz asks Elliot to explain *pronoun* since he has rated his familiarity and capacity to define pronoun as a three. Elliot shares, "Like it's a type of noun. Like imagine like Alex knew all of the nouns, and you're the pro, and then you put them together." His utterance reflects that he has implicitly attended/noticed, and in that action, has subsequently analyzed *pronoun*—identifying the morphemes *pro* and *noun.* Moreover, in his utterance, he defines/explains *pronoun* using examples based on what he knows about the morphemes—or words—*pro* and *noun*. As an action, his attending/noticing is an initial aspect of subsequent ME actions of analyzing and defining/explaining the objectified word—implicitly and explicitly. As a whole,

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attending/noticing reflects students' language awareness ahead of continued

metalinguistic engagement. It can be done explicitly through oral discourse and physical

action, as well as implicitly, which is then exemplified in further ME action.

Analyzing. Another type of ME action is analyzing. During ME episodes,

analyzing reflected the study and examination of language. I include the component

actions of parsing— including deconstruction and/or dissection—and or identification of

whole, specific, and/or constituent elements within the action of analyzing. This included

the breaking down of language into parts, elements, and structures, such as parsing

morphemes and affixes from root words, lexical parts or clauses within sentences, and

textual elements from larger stories and essays. For example, within syntax ME episodes,

students analyzed guided-reading texts compound sentences by looking for specific

clauses and conjunctions within the paragraphs. Anna, in Francis's SWG, parsed the

sentence into the first clause, "Anna was too shy to speak in the morning," and the second

clause, "but by the afternoon she was saying hello back." In her utterance, Anna does not

separate the conjunction, *but,* from the second clause. Still, her analysis shows her

capacity to parse or deconstruct and even identify, 'parts' of the sentence. Although she

does not identify and name the sentence parts, specific clause types, or conjunction using

specific metalanguage according to formal taxonomies, Anna demonstrates a capacity to

parse the sentences into component parts. Anna's accurate dissection became a building

block for Francis's explicit instruction on compound sentences.

Identifying language according to a particular linguistic taxonomy (e.g., part,

morpheme, lexical category, clause type, etc.) is another aspect of analyzing. The action

of 'identifying' during analysis does not always include explicitly parsing language into

constituent parts. For instance, students often analyzed objectified language and identified the lexical category. In another example, when teaching suffixes *ment* and *ity*, Shelly had her SWG identified the lexical category of *argue*—a verb— and then the lexical category of *argument*—a noun— in order to highlight how the two suffixes changed verbs to nouns. Still, across episodes, findings point to the ways students' analysis included multiple actions; deconstructing and identifying language. For example, when introducing compound sentences, Liz and her group began with complex analyzing; parsing the sentences and identifying the subject, verb, and objects within each clause. In Shelly's SWG, students not only parsed and identified the subject, object, and verb in the sentence, but they further identified the verbs as a 'helping'—auxiliary— verbs or main action verbs. Across these observations, students utterances demonstrated the ways analyzing actions were connected to framing language through students' existing knowledge as well as other formal linguistic taxonomies. And although students' parsing and identification were not always accurate to existing linguistic taxonomies—and sometimes omitted the specific or accurate metalanguage—students demonstrated analyzing actions across the component language days, as well as in-text reading activities.

Other analysis relates to analyzing larger excerpts of texts. Analyzing here included deconstruction of text and identifying examples of language (e.g., a compound sentence within text), larger textual structures (e.g., argument, reason, evidence, main ideas, other meanings, etc.). Moreover, in many cases, students analyzed text in order to unpack nuance and or accurately apply semantic meanings alongside guided reading comprehension questions. In this attention to local comprehension, per the teacher

direction or students' own interest, students were observed analyzing larger excerpts of texts for evidence and/or inferred—deduced and reasoned— meanings in which to apply vocabulary. In Francis's SWG, students were asked to find evidence of Ivan the gorilla's treatment while living with the humans. Kelsey shared that Ivan's treatment was good based on him playing, wearing clothing, and eating well. Anna's contribution, however, offered a more critical analysis of text evidence of *good treatment* vs. *bad treatment*, saying "Kind of good 'cause you're actually not supposed to be treated like with clothes and real food."

Later, Anna adds to her analysis:

> "Like maybe like they put, um, clothes on him. Maybe they took him places like a human, but he is not actually supposed to be treated like that. He's supposed to be treated like an animal, like maybe they give him like the food he used to eat or maybe they should like- I don't know, maybe he should have his mother with him at least."

Anna's contribution reflects analysis of text, content, and language alongside each other. Her analysis unpacked treat and treatment within the text while implying a more nuanced application of *treatment* in context. This and other examples illustrate the ways that students analyze 'language' at all units—even and especially contextualized within meanings of text.

Defining/Explaining. Defining words is an often-articulated aspect of metalinguistic awareness (Benelli et al. 2006; Bialystok, 2001). In any case, defining/explaining vocabulary is a major aspect of the curriculum that is prompted through the materials and teacher facilitation. Still, findings point to the ways that

students not only engaged in defining through providing definitions, but students also provided examples, applications, and explanations of language across extended utterances. Alongside 'defining," students were also observed explaining words, processes, procedures and facts related to language. That is, students, in saying what they knew and understood about language and vocabulary through actions of both defining (i.e. determining or identifying the essential qualities; giving the meaning) and/or explaining (i.e. making know or plain; giving the reason for our cause; showing the logical development and relationship). These ME actions blurred boundaries of simply defining/explaining declarative—or factual—information about language. Among the range, students' actions included giving a formal definition and examples as well as explaining thinking and procedures related to the objectified language and terms. Within Francis's SWG during the discussion of *wild*, Anna defines/explains *wild.* Her initial utterance is "It's an—wild is maybe like that is a wild bird. Like maybe it's not like the example. Like there's like wild dogs". Notably, Anna's defining/explanation of *wild* is comprised of examples of '*wild* animals' and includes the word *wild* as she connects it to the concept of wild birds and wild dogs. Francis engages Anna's contribution and prompts her to say what the it "means" to have a *wild dog*. Still using the example of the wild dog, Anna's second utterance defines/explains *wild* within a definition before elaborating with an example and connecting/contrasting action:

> "That's like it doesn't like listen to anything. It's like just itself. It lives in the wild, like, forest. And a not wild thing, like a not wild dog, would be like it's trained. It knows what sit means or stay."

Anna's extended act of defining/explaining *wild* required additional inquiry from Francis and includes the use of additional examples within the contextualized understanding of a wild dog. It also includes the connection/contrast of being trained. In this same ME episode, as the group continued to negotiate of meaning ahead of being presented with a definition, Luis also defines/explains *wild*: "Wild is like a place, like- like nature kind of. It's like- wild—I think wild means when you, um, like, um, place that is like- and that a lot of people don't really go to." Luis defined/explained *wild* offering a differing contextualized meaning; not as a animal that is untrained, but as a place free from human interaction and impact. Both acts of defining/explaining reflect students' ways of offering understanding of terms, and reflect some aspect of the formal definition "living in a state of nature and not ordinarily tame or domesticated" (Merriam Webster, 2020).

Later in the semantics lesson of *treatment*, Luis defines/explains the vocabulary word as "the way you take care of something." He also extends the meaning with a connecting example and application of the word, "like how you treat for example, if you have a dog, like you treat him real well". Later in the episode, Francis shows the students the curriculum's student friendly definition. While more decontextualized, the curriculum's definition is aligned with Luis's initial definition: "how someone acts towards another person, animal, or thing".

The thing to note here is the way that Luis's initial definition does not incorporate the defined word, while his elaborating example applies the word. In many cases, contribution such as this were considered strong attempts at defining a term or vocabulary word based on the clarity and the non-inclusion of the defined word within

the initial utterance. But there were additional ways that students' contributions reflected defining/explaining actions.

Defining/explaining was not only related to providing vocabulary or words on-the-fly, but also included SWGs defining/explaining language meaning and processes. For example, students defined/explained the meaning of words as they parsed and combined based on the morphological understandings during day 3 activities with prefixes and suffixes. Across the SWGs and teachers, this sometimes included defining/explaining terms within the direct "translation" of the morphological components (i.e. immobile means not mobile). Students were also observed defining/explaining meaning to unpack nuanced meaning according to language construction. In an episode of exploring tense, Shelly's students collaboratively the identified verbs and verb tense as either past or present. Carlie, reading a sentence, utters "I have the ability to eat doughnuts and ice cream. That's the present". Shelly asks her, "What made you read that one? That is also the present, right", to which Carlie responds, "Cause I can eat it any time I want. I eat it almost every day, ice cream." Carlie's explanation highlights her understanding that the action of eating anytime and every day is regulated to present—or present progressive—tense rather than past tense.

Other episodes revealed students defining/explaining language-based terms. In these cases, students were called upon to define/explain metalanguage and linguistic terms in the service of being able to better engage with them. Thus, in the extension of defining, students were asked to explain language and its processes. These instances demonstrate the ways that defining/explaining as a ME action included defining vocabulary and terms as well as explaining declarative and procedural knowledge. With

differing ease and success, students explained the ways that prefixes, pronouns, sentences, and other language structures functioned and or connected to one another. In other cases, defining/explaining as an action also included embodiment. This is not surprising because, among other factors, the teaching of vocabulary for elementary school students has often included connected actions and miming. Thus, in some cases of being asked what words mean during the intervention, students opted for embodied defining/explaining. Nichole in Shelly's SWG, while discussing and identifying subject, object, and verbs within sentences, the identified *snatched* as the verb within the sentence *Three magpies snatched quick bites*. Shelly asked "What does it mean to snatch something?" to which Nichole responds with the action of making a noise and using her hand to show she's grabbing something quickly. Shelly orally adds, "Yeah, to grab it quickly, right?" This and related instances show that defining/explaining as an action emerged in broader terms beyond a formal definition and encompassed a [developmental] range of capacity through embodied action, use of synonyms, examples, and extended explanations based on familiarity with the objectified language.

 Applying. Applying, or application of, actions during ME episodes can be defined as intentionally appropriating, practicing, or using vocabulary, language structures/components, and procedures that have been objectified and or studied in the language-based curriculum. The action of applying during ME episodes reflects the ways that students used the language being explored, especially that which has been previously negotiated, discussed, or explicitly taught language and language processes. This includes vocabulary and concepts introduced by the curriculum, teachers, and collaborative activity, by design of the curriculum, as well as other language that was engaged with in

the collaborative space—thus becoming shared metalinguistic knowledge—and then consciously applied in activity. For instance, during a ME episode that had already resulted in the SWG analyzing and defining/explaining *treatment*, Francis—via the ppt—offered opportunities for nuanced application *treatment*. While looking at pictures, the students analyzed photos and applied the term *good treatment* or *bad treatment* to its context and in some cases explain their choice. As mentioned earlier under analyze, during the guided reading of the text, the curriculum and Francis prompted the students find examples of Ivan's 'treatment' across his lifetime. Anna, through this activity, analyzed the text and applied the concepts of good and bad treatment accordingly.

Across the SWGs were explicitly asked to attend and apply vocabulary within and across activities. The action of applying vocabulary is aligned with discussions of the intentional recall and application of language as a metalinguistic skill (Cazden,1976). However, not all application was related using the vocabulary words. In some cases, students applied knowledge of language components and structures. For instance, after learning about prefixes and morphemes, the teachers asked their SWGs apply the their knowledge of morphology to analyze like *immobile, improper, and impossible* in order to define/explain meanings such as, "you can't move it", "not the correct way" and "not possible" respectively. Students used similar knowledge to construct and determine the meaning of words when they added prefixes *re* and *de*. Similarly, teachers prompted SWGs to apply knowledge of sentence elements to identify component parts and sentence types within texts. Across the ME actions of applying, distinctions can be made applying knowledge to produce language and deconstruct language. As in earlier examples, there were applying actions related to the application of vocabulary the context of meaning

making (i.e. applying vocabulary words to talk about species revival) and building semantic webs. There was also productive application of more abstract and complex procedural knowledge of language such as applying knowledge of complex sentences to combine independent and dependent clauses with a conjunction. In other cases, students applied their knowledge of language to deconstruct complex vocabulary words into root words and morphemes, or their knowledge of compound sentences to locate the individual clauses. Across these cases, students appropriated their [previously engaged with] understandings of language, building capacity to use it fluidly and with greater speed—a notion that will be unpacked further in sections under zone of proximal development and the flow of ME episodes.

Creative and Extending ME Actions

Within ME episodes, alongside primary ME actions, students also engaged in creative and extending actions. These actions supported negotiation of understanding, contexts, and conditions under which meaning—through defining/explaining—as well as declarative and procedural knowledge—through analysis and application—were applicable. These creative and extending ME actions were especially useful and apparent when the objectified language was more complex and or abstract. Students playfully and or artfully connected/contrasted, (de)contextualized, hypothesized, and tinkered with language while moving toward deeper understandings.

Connecting and Contrasting. During the ME episodes, students often connected and contrasted the words, or components of words, to another word with which they were already familiar. Connecting/Contrasting ME actions can be defined as linking the objectified language to other language words, meanings, components and structures for

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the purpose of articulating similarity or difference. For example, while attending to and doing analyzing ME actions with *interdependence,* Luis used the connect ME action to associate the word part *dependence* to the word *dependent*. After Francis affirmed his connection, Anna extended the connection of *dependent* to the concept of *depending on something*.

In many ME episodes, students connect the objectified language to morphologically, orthographically, phonologically, semantically similar and or connected words and concepts—sometimes across English and Spanish. For instance, when discussing the suffix *-ity* in Shelly's SWG, Juan finishes Shelly's leading prompt to say *nationality* before uttering *nationalidad* in Spanish. In other cases, students used contrasting connections to explain the nuance of their understanding. In other examples, students also contrasted the spelling differences of cognates. In these ME actions, students were often observed demonstrating their use of prior language knowledge while connecting and contrasting to make sense of—or articulate—tacit knowledge related to the object of learning. Later in this chapter, I also discuss the ways the teachers participated in connecting and contrasting actions based on their explicit and assumed knowledge of students' prior knowledge and experiences. That is, as opposed to modeling the ME action of connecting and contrasting, teachers sometimes took part in the collaborative negotiation of meaning and understanding during the ME episodes.

(de)Contextualizing. (de)Contextualizing during ME episodes is the action of placing language in specific contexts of use and meaning or moving into a broader taxonomy of meaning and application. Students and teachers often contextualized or decontextualized, hence (de)contextualized, meanings in relation to the lesson cycle, unit,

specific use in texts, and or their related background experiences, especially after defining, connecting/contrasting, and beginning to understand the objectified language. It was a frequent action during semantics and reading lessons alongside vocabulary. Juan, in Francis's SWG, for example, had an "aha moment" and contextualized *interdependence* during a semantics lesson ME episode. The group had also previously studied vocabulary word *ecosystem* and had moved on to *interdependence*. They had been connecting *interdependence* to semantically similar concepts of *dependent*, *depending*, *needing*, and *relying*. Juan utters "Oh, the wolves are back"; reflecting his insight and contextualization of *interdependence* within the book they were about to read, *The Wolves are Back*. Moments later, Francis also connected and contextualized *interdependence* alongside the previously studied *ecosystem* in order to articulate that interdependence reflects reliance between organisms within an ecosystem in order to have a healthy ecosystem as an extending, deepening facilitation move. Contextualization of language was also reinforced during ME episodes within the read-a-loud components of the curriculum; reflecting students' simultaneous attention to language and content. For instance, both contextualizing and decontextualizing was used in the process of narrowing specific areas of use and broader understandings of complex and less familiar terms like assimilation and adaptation while reading *Home at Last*.

Hypothesizing. I define hypothesizing during ME episodes as assuming, concessions, and educated guesses about the definitions, analysis, and conditional applications of language, potentially made through the use of declarative and procedural knowledge. Across the ME episodes, hypothesizing could be observed alongside—just before or after—any of the primary or other creative and extending actions. For instance,

Francis prompted the students to make a connection between English and Spanish with "Do you have any idea what the Spanish word for ecosystem might be". Stephanie hypothesized that the words will begin the same, *eco*. Her rising intonation when she said *eco*, and hesitation before completing the utterance with an ending, marked that she either wasn't sure of her answer or the ending of the word, but was hypothesizing. Luis confidently completed the word by saying the ending, *sistema*. Luis's utterance may denote that he already knew the word or the cognate of *system* in Spanish is *Sistema,* or least was more confident in hypothesizing.

While hypothesizing actions reflected students making logical connections and educated guesses, it is also important to note students sometimes guessed and offered suggestions seemingly at random. This was especially reflected in syntax lessons when students chose parts of speech or sentence components. Their guessing was sometimes revealed their lack of ability to explain the reasoning behind their choice—as opposed to explaining their thinking after hypotheses. This often prompted the teachers to review or offer additional instruction. In other cases, the teachers gave strong leading prompts and the students finished the teachers' utterance. That is, based on contexts and the beginning of a sentence, students would sometimes accurately complete the teachers' suggested example. This observation blurs the line between hypothesis and guessing.

Tinkering. Tinkering reflects manipulating, playing, or trying out of application, declarative, and procedural knowledge. Within ME episodes, students were observed tinkering alongside analysis, defining, and application actions. Typically, students used this action while negotiating under what terms or conditions language operated in relation to a specific rule, procedure, or contextualized understanding. Tinkering was also related

to the possibility of application, construction, deconstruction, and meaning-making. In some episodes, when discussing less familiar vocabulary during a semantics lesson, students offered an example, implicitly inquiring about evaluation of their usage of the word. Luis, in Francis's SWG, tinkered with the application of *interdependent* when semantically mapping the words *endangered* and *illegal,* asking "Aren't they interdependent to each other?" with a strong questioning intonation. Francis asks him to repeat his question before replying *"*They're interdependent? I don't know if they're interdependent. They don't really—they don't need each other, but you can use them together, right, to explain". Although Francis does not tap into the discussion more, Luis's utterance showed that he was tinkering with the application of *interdependent* and making a connection that the illegal and endangered are indeed linked. Moreover, he is tinkering with meaning and use of interdependent. It is arguable that he is on something in using interdependent, such that *inter* reflects *connection* and there is an *interconnecting* link between making it illegal to kill and protection of endangered species.

Students also tinkered during morphology lesson; playing with the analysis, application, and potential meanings. In Shelly's SWG, students were prompted to apply *re* and *de* prefixes to provided words in order to define/explaing word meanings. After discussing rebalance, the students began to tinker with the possibility of de-balance. Shelly halts this tinkering, rhetorically asking if it is a real word and suggesting unbalanced instead. Students used tinkering action when engaging with less familiar language or explicitly unsure about the objectified language. Tinkering as a ME action is notable because of the way that it, among all other actions, was sometimes constrained,

yet maintained as an action. Teachers fluctuated in the ways they engaged these tinkering utterances further through elaboration or explanation. This pattern is explored more in Chapter 7. It is possible that, like hypothesizing, tinkering was a window into students drawing on their knowledge and resources to make sense of what is before them. Whether students combined tinkering with other actions, tinkering was observed as an opportunity for utilizing prior metalinguistic knowledge and skills in new contexts, even if imperfectly.

Metalanguage and 'Repertoires'

Throughout ME episodes, students used and demonstrated metalanguage and linguistic repertoires to engage language objectification and study. Although metalanguage and Spanish-oriented linguistic repertoires were generally curriculum implemented and teacher initiated, findings highlight the ways that students' knowledge, use, and navigation of both metalanguage and various communicative repertoires within ME episodes emerged and were facilitative of their participation during ME episodes.

Using Metalanguage. Metalanguage, the technical language used to talk about language and its components, was reflected and a necessary aspect of the curriculum because of the attention to language. Whether attention to word parts, parts of speech, sentence structures, tense, or so on, the curriculum by design was organized around explicit discussion of language components. The ME episodes—whether instruction or activity— therefore necessitated at least some use of technical terminology in the form of metalanguage to objectify and speak directly to and about specific language. The finding here is particularly related to the ways that metalanguage mediated or was mediated

during particular components. Findings are also related to the use of formal metalanguage terminology as well as student friendly.

       Metalanguage Across Components. Some metalanguage was reinforced through curricular materials. Although not collected in video, the opening CLAVES lesson included a worksheet with the metalanguage and definitions *semantics*, *morphology*, *syntax*, and *dialogic reasoning*, along with the word t*echnology*, in order to introduce the curricular components and goals. This lesson also included an *AdLibs* type of game that required students to fill in blanks with various "parts of speech" in an *All About* Me: Parts of Speech activity. The worksheet parts of speech only included *action verb* and *noun*. In subsequent semantics lessons, teacher instruction— and or curricular materials— included use of metalanguage (e.g. word parts, part of speech, meaning, definition, cognate, context). In the case of all four SWGs, teachers engaged students in conversations about their familiarity, knowledge, and comfort with the lexical categories of like nouns, verbs, and adjectives. These conversations as well as some associated anchor charts were often reengaged as students reflected, with and without teacher prompts, the "part of speech" (i.e. noun, verb, adjective, etc.) of the objectified words when asked what they knew about words. Relatedly, during morphology lessons, students not only engaged with the *affix* metalanguage, *prefix* and *suffix* to discuss semantic meanings, but also parts of speech. For example, students explored the ways the words shifted their part of speech category when suffixes were applied (e.g. *immigrate* and *immigration)* or that certain prefixes were usually used with verbs or nominalized processes (e.g. *reintroduce* and *reintroduction*).

Analysis of the morphology lessons highlights the ways that related metalanguage was not always reinforced and/or did not result in the students utilizing the terms. For instance, although Shelly used both the formal metalanguage *prefix*, *suffix*, or *affix* and the student friendly umbrella term *word parts,* the students in her class rarely uttered these words. This was the case for Francis's SWG as well. In Liz's SWGs, she was often observed checking students' understanding with IRE and known answer questions that necessitated them to at least choose which morphological affix was being studied. This particular episode about an objectified morpheme being either a prefix or suffix prompted an extensive conversation about the similarities and differences and resulted in the students using the metalanguage more often.

Syntax lessons presented metalanguage for parts of speech (i.e. noun, verb, adjective, pronoun, etc.), sentence components (i.e. subject, object, action, verb, helping verb, etc.), sentence structure (i.e. idea, clause, independent clause, dependent clause, conjunction, etc.), and larger text features and or genre (i.e. argument, reason, debate, evidence, elaboration, etc.). Teachers use of metalanguage was highest during syntax lessons. These related ME episodes also resulted in teachers using more explicit and or heuristic instruction to support students' capacity to engage in these more abstract lessons. At times, this produced confusion. Subject, as in the subject component within sentence structure, was particularly tricky. Across each of the SWGs, there is at least one if not multiple episodes where the students' answer to teachers' "what is the subject" is more aligned with the subject being the "topic" of the sentence. This is clear in an episode with Shelly's SWG where Brad says that the subject of *A bird flew into a tree* is "That a bird flew into a tree". Shelly responds that's the whole sentence. It is unclear if

any of the teachers realized the students confusion around this particular metalanguage term. Shelly went on to explain subject as a noun, and later as the noun doing the action, which resulted in students correctly identifying the subject as a particular type of metalanguage.

   Metalanguage Terminology. ME episodes across the SWGs included official and student friendly metalanguage. This relates to official as well as the student friendly and community generated metalanguage used throughout the intervention. Official or formal metalanguage is reflective of the technical terminology used within linguistics and language education communities. Findings reflect students and teachers oscillation between the more student friendly metalanguage and the official terms (i.e. actions vs verbs; part of speech vs lexical category). Although the curriculum lesson plan's teacher script sometimes omitted the technical terms, opting instead for students to note the 'word parts' and 'sentence parts', teachers, sometimes commented on the use of metalanguage as "big" or "fancy words". In a semantics episode with Liz, while discussing union, she asked them, what is the "big word". The Ollie answered "unión" in Spanish. Liz continued with a code-meshed "So would we say that is a cognado? Is it a cognate?" The members of the SWG answered her and collaboratively explained why unión is a cognate, highlighting the orthography as well as the differing phonology and accent. Although findings also point to the ways that students could avoid use of any metalanguage at all based on teachers' questioning style, students did occasionally use both the student friendly and "fancy" words. Some of these moments of using metalanguage reflect students feeling "special" because of their familiarity with terms.

Using Communicative Repertoires. Linguistic repertoires reflect "the range of languages circulating in a community" while the use of communicative repertoires describes "how individuals deploy other modes of communication in addition to their multiple languages within and across language codes and systems" (Rymes, 2015, p. 3). Pacheco and Miller (2015) have argued for a perspective of in reading education, based on Translanguaging—the idea that bi/multilingual students "regularly and naturally use all of their languages to make meaning in the world" (2015, p. 534). In this lens, bi/multilingual students are seen to strategically access their 'repertoires', depending on the context, as part of one linguistic system. Findings across ME episode reflect these linguistic repertoires generally emerged as English as a primary repertoire, and the use of Spanish to discuss cognates. Although there were a variety of English registers, some marked as less appropriate and valuable than other, only in a few cases—per specific direction by the curriculum and/or use of multilingual text— were there use of students' Spanish repertoires. This section discusses findings related to *Repertorios de Que?: Spanish Use in SWGs* and *Those 'other' Repertoires: Attention to Students' Form and Function.*

   Repertorios de Que?: Spanish Use in SWGs. As has been shared in the methods, the curriculum design included 'attention' to cognates during semantics and morphology lessons and reinforced this attention through the ppt and student workbook glossary. The Spanish translations of vocabulary words that did not have direct cognates were omitted from ME. Students' Spanish repertoire was generally regulated to conversations about cognates; connecting/contrasting pronunciation, phonology, orthography, and morphology. As shown in the ME episode above where Liz taught *union* and other earlier

examples, students analyzed and discussed of those differences. Students in Shelly's SWG contrasted the cognate of *endangered*: "en peligro de extinción". Here, they marked the "cognate" as more of a direct translation that was "too big". In other examples, analyzed and noted the spelling differences and the "acento" in the Spanish cognates. During these semantics and morphology lessons with attention to cognates, students eagerly engaged with the Spanish cognates when prompted. In rare occasions, students also did this on their own. For example, Juan, without prompting, connected *nationality* to *nacionalidad.* In a previous lesson, the group had been taught the suffix *-ity* meaning *the condition of* as well as the Spanish, cross-linguistic suffix, *-idad,* during the semantics lesson during the Ivan that objectified *captivity*. During the morphology lesson in the same cycle, while exploring words ending in *-ity*, the Shelly asked "What about where your family comes from, right? That's your nation—"; using a leading prompt to suggest *nationality*. Juan completed Shelly's prompt with *nationality*, before also uttering *nacionalidad* in Spanish. What's more, Juan's next utterances were spoken in not in English or Spanish, but what would be considered Spanglish; repeating Nichole's " I don't have space" as "I don't no space" in heavily Spanish accented English. When Carlie uttered *mentos*—the candy— when the group moved on to study the suffix *ment*, Juan alternatively uttered *miento*, the Spanish cross-linguistic translation to *ment.* Throughout these moments, he appears to be playfully uttering, while also wiggling and altogether unable to sit still or remain quiet. His utterances, however, are aligned with ME attending/noticing and connecting/contrasting within and across his linguistic repertoire.

On a few rare occasions, students use of linguistic repertoires were distinct from the cognate exploration patterns presented earlier. Differently from Juan's individual play with Spanish and suffixes, in other cases, students' use of their linguistic repertoires in Spanish were not necessarily as a tool to analyze or connect/contrast. Instead, students' used their Spanish linguistic repertoire for explicit communication purposes, which somehow became the object of discussion. In an audio only ME episode with Liz, the SWG students had been talking about being cold, needing layers of clothing, and not having a jacket because of running in gym class. To the point of running in gym class, Ollie says "es fácito". His utterance may have had no bearing, but Liz later gave directions for an upcoming activity through translanguaging: "So when you receive your card, you're going to leave them in your hand, Boca abajo, face down". Ollie repeated "boca abajo" several times. He says it in rhythmic way, almost absentmindedly, while tapping a beat on his desk as he and others receive their cards. All the while, Liz passed out the cards, Antoni joined in with Ollie in repeating the phrase and Jessica says "like cuchara maestra," potentially referring to Ollie's tapping. Eventually, Liz asked if the Ollie had ever heard the phrase before. He responded that he had and, in turn offered a contrasting Spanish phrase of "boca verlo" meaning "let's see it". This episode is intriguing because of the way the Spanish linguistic repertoire rose and spread during what had been an English linguistic

In other ways, students' Spanish linguistic repertoires seemed surprisingly absent. There were no observed prompts or examinations that involved linguistically exploring Spanish sentence structure on syntax days. Although the intervention included the bilingual text, *Si, Se Puede*, all of the SWGs read the English version. Shelly and

Francis's classes showed the negotiation or explanation of this choice, and was reasoned based on time. In Shelly's case, the students asked if they would read in both languages, and Shelly responded "for time, I think we will just read in English". Francis noted the text was bilingual, in English and Spanish, but stated that she would "read the English for today." Additional observations of the Rights Unit Cycle 2 with this text suggest that no attention was given to the Spanish sentence structures and contrastive word uses. Still, there are Spanish words that appear in *Si, Se Puede,* as well as *Home at Last* in Immigration Unit, Cycle 1. During the guided reading and discussion of both texts, teachers and students across the SWGs attended the Spanish pronunciation when saying these words. These moments within episodes are reflections of students' attention and use of linguistic repertoires, via their Spanish skillsets.

   Those 'other' Repertoires: Attention to Students' Form and Function. In other ways repertoires reflected vast communicative discourse that were made visible when, during ME, students' contributions—or ways of contributing—were evaluated and or remarked upon. The 'evaluations' of students' contributions were especially related to various formats, functions, and even registers of language use and practice as they shared their insights. For example, teachers' discourse reminded students of what good communicators do in conversation. This happened mostly when students' conversation habits did not reflect "making eye contact", "taking turns", and 'building off each-others ideas'. In turn, teachers highlighted the ways in which certain communicative repertoires were and were not valuable to community conversations during ME. Teachers reiterated the more valued practices, remarking that students had successfully engaged in *academic conversations*.

Attention to students' repertoires were especially prioritized in Liz's SWGs. During a TWG, Liz had discussed the opportunity and need to provide her "EL" students with "good language models", so they could improve their English language skills. Observations highlighted the ways she not only approached language-goals by addressing students' particular turn taking, but to also responding to the ways in which they could contribute more thoroughly articulated ideas by saying more and elaborating. In some cases, her desire to cultivate additional repertoires of practice constrained students' participation. This happened in the ways that students were asked to recast their contribution more clearly or to paraphrase ideas in other ways, and lost their confidence or train of thought in the process. In other cases, Liz's attention to students form and function of communicative practice helped to make room for all students to share insights and be heard by each other. She was not alone among the teachers in desiring students to reflect more explicit turn taking and *academic conversation* linguistic repertoires. Occasionally, students' linguistic repertoires did reflect this 'ideal' turn taking. Through phrases that functioned to agree, disagree, build off of, and or add on to each other's contributions, students illustrated a capacity to engage in community sense-making. In these moments, students' participation reflected something of the patterns used in the DR conversations. But also, this form and function of interacting with one another was prompted and reinforced by teachers asking students if they agreed with one anothers' contributions as well as teachers' own summaries of group ideas. ME conversations about debate highlighted students' awareness and knowledge of this genre's components. When reviewing the Species Revival text, Luis and Kelsey brought up the textual features including the alternative points of view, evidence, and reasons, revealing their

understanding of debate and argument in text. In other ways, students had to build additional linguistic repertoires to reason and 'argue' their insights with both peers and teachers. As shared about Anna earlier in this chapter, she initially struggled to make her points understood to Francis. She like many other students continued to build expressive qualities in contributing to language study during ME.

Summary of Students' Metalinguistic Engagement Actions

Across all of these actions, students exhibited their ability to reflect on, study, manipulate, and utilize language at some metacognitive level and participate in ME. In some cases, students engaged in primary ME actions that were somewhat aligned with the most blunt curricular goals of objectifying, analyzing, defining, and applying language in discussion. But they also extended their ME actions, using skills of connecting/contrasting, decontextualizing, hypothesizing, and tinkering with language in order to negotiating their understandings. They also utilized their linguistic resources and linguistically contextualized their discussion with technical metalanguage and terminology.

These findings overlap with existing literature on that highlight bi/multilingual children's ability to exhibit metalinguistic awareness through objectifying, articulating knowledge, or manipulating language in some fashion. Moreover, within ME as theorized by heteroglossia informed CHAT, findings also reflect that there was diversity within the subcomponent actions that pushed against the converging pattern of 'doing ME'. Students' various utterances—embodied and oral— that the ME actions reflect heteroglossia of practice, especially through the ways that students creatively leveraged resouces and actions together to make sense of the language being objectified. The use of creative and extending ME actions were especially useful for unpacking the most complex, abstract, and or less familiar language

elements being studied. Alongside communicative repertoires and metalanguage, students drew from the expanse of thier resources and skills in order to participate in ME and learn during activities. While these findings recounted students' actions within ME activities, other findings illustrate the teachers' instruction/facilitation, which often brought a centriptal force against the heteroglossia of students' actions. Below, I share collapsed cross-case findings of the teacher' instruction/facilitation during the ME episodes.

Teacher Instruction/Facilitation Actions

In some of the previously shared examples related to ME actions students initiated ME episodes. In many cases, however, collapsed findings highlighted the ways that teachers gave instruction on language or prompted students to respond with their own insights. Whether through explicit use of the curriculum or their own intuitive teaching skills, the following findings reflect teachers' instructional/facilitative actions within the ME episodes. While, teachers' instruction/facilitation of the curriculum had the potential to produce, enhance, and even constrain students' ME participation, I use this section to define and provide examples of instructional genres, metalinguistic prompting, and other learning and facilitative moves utilized within and across teachers. Chapter 6, as a presentation of findings for research question two, will address the patterns related to the relationship between the dimensions of the classroom activity (i.e. context, objectives, means and tools, participation structures) and the ME episodes. In this section, however, I present collapsed findings of teachers' instruction/facilitation— per their discourse and action within activity. I have collapsed these findings into sections on *instructional genres*, *metalinguistic prompting*, and *learning and facilitative move*s.

Instructional Genres

Instructional genres are the teacher teaching genres of explicitly delivering, unpacking, highlighting, and or leading students through learning. In the case of ME, the teachers often directed attention to and provide instruction on declarative, procedural, and metacognitive knowledge in service of supporting students' knowledge and skills. Across ME episodes teachers used instruction to 'teach' vocabulary and the specific language component knowledge and skills. What is notable are the ways the teachers' primary instructional patterns reflect particular genre of instruction. The genre of instruction can be more transmission based, in which teachers deliver, state knowlege. This instructional genre might also include expectations that the students reflect back to the teacher what they have heard, understand, should do. This instructional genre can be connected to a continuum of *explicit and direct instruction*. In other cases, the instructional genre might encourage students' own intuitive investigations, using *heuristic instruction.* In other ways, the instructional genre was something of a negotiation and talk-based. This instruction was more community and collaboratiion oriented, and reflected *dialogic instruction.* In this section, I unpack define and discuss these specific instructional genres individually, while also noting that teachers often combined them in a single extended episode. In other chapters, I share the collapsed findings of these instructional genres in relation to the effects that these patterns had on episodes, objectives, activity, and the culture of ME.

Continuum of Explicit and Direct Instruction. Explicit instruction refers to a more teacher-centric genre of instruction. Luke (2013) argued that this type of instruction is "focused on clear behavioral and cognitive goals and outcomes" (pg. 1). Just as he argues, learning goals and content are "made 'explicit' or transparent to learners" and

includes "clearly defined and boundaried knowledge and skills, and teacher-directed interaction" (Luke, 2013, pg. 1).

A version of explicit teaching is direct instruction, which involves directing student attention toward specific learning. Across teachers, this form of instruction was exemplified in the ways teaching was focused was highly structured, teacher lead, and showed, and instructed students, with little request for student interaction. In these cases, teachers presented material to be studied and did most of the talking, without asking much of the students about their understanding. This type of teaching often reflected a step-by-step approach to explaining objectified language. It also reflected a pre-determined linear sequence 'administered' to students, with significant teacher talk. In these cases, teachers sometimes forwent prompting students ME actions beyond attending/noticing. They moved through the curriculum to directly instruct students on declarative and procedural facts and even definitions. In these cases, there was less student input and talk as the teachers moved through the learning points by directing students' attention and potentially asking them explicit, closed ended questions.

In fact, analyses of ME episodes highlight the ways that while teachers occasionally taught through this regimented framework, more than often than not, their instruction demonstrated a continuum of explicit instruction and direct instruction. Liz, for example, used direct instruction approach to teach vocabulary across many of the semantics lessons. When teaching species, features of the teacher student interaction highlight the way Liz moves through her instruction of the vocabulary word without prompting student participation or intuitive heuristics. In fact, her utterances show a lack of interaction with students and an implicit expectation for them 'take in' what she is

directly instructing; she is telling them everything she wants them to know about the vocabulary. In other examples, Liz's direct instruction is 'interrupted' by student insights while she teaches (see Excerpt 1).

1	Teacher Liz	Morphology has to do with parts of words. I want us to remember what prefixes are right now. We need your eyes on me or on the board. *[Clears throat]* Yeah, okay. A prefix is a word part that goes at the beginning of a word. The prefix has a meaning, and when it's added to a word it changes the meaning of a word.
2	Antoni	We put E-D.
3	Teacher Liz	That's something different, that's a suffix. That goes at the end. Good thinking, but it changes the meaning of the word, doesn't it? Jump is different than jumped. Sit up please, nice and tall, that really shows me you're doing your best listening. That means you'll be doing your best learning. Of course. For example, we've seen inter, which means between or among. We know this example very well, net. Internet, that's how we got the word.

In this, like many other examples, she takes time to correct students' interjected contributions before moving on to directly, linearly, and specifically teach the content.

All this is not to say that direct instruction, or even Liz's direct instruction, was without student participation. Later in the episode, the conversation opened up for more student interaction and participation. Much of this instruction, however, remained incredibly teacher-centric. In a separate episode about pronouns, after the students were unable to defined/explain the term, Liz had each student say/repeat the meaning of the noun before having them do the same with the pronoun. Such instruction appeared effective in producing specific declarative knowledge, such that students did repeat that nouns were "a person, thing, and place" and pronouns "take the place of noun." Both concepts were important for the ongoing pronoun lesson. Overarchingly, this and other

similar episodes consisting of 'flexible' direct instruction, teachers were observed asking

for student participation via closed-ended questions and prompts that required specific

right answers. While the students were constrained to answering teaches goal directed

questions during direct instruction, they are still participating and explicitly showing their

ME capacity to select the right answers within the episode. In other ways, teachers used

flexible direct instruction with some intentional pauses and leading that could be

punctuated with a bit more student response. In an episode with Shelly, she used

instruction to talk about part of speech shifts due to suffixes. She often offered leading,

prompts, in which a student finished her utterance, analyzing and or applying language in

the way she had suggested.

In other episodes students were able to not only participate but were also able to

offer more insight—via the ME actions—all while remaining within teachers' explicit

instruction. These episodes continue to reflect linear, teacher-oriented instruction but

request much more student thinking made visible. In an explicit instruction episode on

prefixes during the Species Revival Unit, Liz directly taught the prefixes *il*, *in*, *im*, and ir,

which means not. While still highlighting applicably prefixed words, Liz allows the

students to tinker and suggest examples. Their initial contribution of a word required that

the word be a correct example, but not a specific right answer, such as Ollie's suggestion

of Incredible. Liz also allowed the students to have some back and forth negotiation

about the nuanced meaning of *regular* and *irregular*, which reflected students' student-

to-student interaction even to the point of becoming dialogic. What is notable is that this

ME episode was extracted from a larger extended episode where Liz had directly taught

what a prefix was. Across the teachers, they were likely to use multiple modes of explicit and direct instruction not only within a single lesson, but also within a single episode.

Heuristic Instruction. During other ME episodes, teachers made room, with tools, for students to use their prior knowledge and heuristics to explore language. Heuristic instruction is a method of centering student examination, analysis, and speculative thinking ahead of pre-emptive instruction. With more morphologically complex words or longer strings of language, like titles, teachers initiated heuristic engagement with language, through creative and extending actions and prior knowledge, even when students were less familiar with the specific language they were attending. In these moments, the teachers' open-ended noticing/attending prompting allowed students to set the tone as they engaged with language. In some cases, teachers utilized explicit and heuristic instruction alongside each other. For instance, Liz directly taught that immigrate is a verb and immigration is an noun. She had the students attend and notice the differences between the verbs and the nouns. Initially, Alex says that the verbs (i.e. immigrate) are smaller words than the nouns (i.e. immigration). Liz again asks, what changes between the verb and the noun. Upon further analysis, Antoni says the ion ending, indicating the nominalizing suffix. Ollie joined in to further note that the verb and noun forms are similar but "they like write the word, and then put ion".

Dialogic Instruction. In cases of both heuristic and explicit instruction, teachers' instruction could generate a range of teacher-centered to student-centered interactions during ME. The use of dialogic teaching, however, encouraged even more collaborative interaction for constructing and negotiating knowledge. In these cases, examples of dialogic teaching allowed for student talk that included not only correct answers, but

emerging comprehension as sense making. In one episode, Shelly used dialogic

instruction to move students through a semantics discussion of *illegal* (see excerpt 2).

Excerpt 2

1	*Shelly:*	So here's another word.
2	*Student 1:*	Huh? Oh, that's an I.
3	*Shelly:*	It's an adjective. Illegal. Illegal. Is that a word that you've- that you've heard before?
4	*Student 1:*	Mm-hmm.
5	*Student 2:*	A lot of times.
6	*Shelly:*	What does it mean?
7	*Student 3:*	It's like what you're not supposed to do.
8	*Student 1:*	Yeah.
9	*Student 4:*	Like a rule.
10	*Student 1:*	Like *[unintelligible]*.
11	*Student 2:*	That's exactly what I was gonna say.
12	*Shelly:*	A rule?
13	*Student 4:*	For the—
14	*Student 2:*	It's like—
15	*Student 4:*	-the- the country.
16	*Shelly:*	Okay. There's lots of regular rules for the country.
17	*Student 2:*	Since we have like rules for the classes, like we have rules for the whole world.
18	*Shelly:*	Okay. Okay. So illegal is an adjective and it also has a prefix, il- and the prefix means not.
19	*Student 2:*	It's kind of like if you're ill.
20	*Shelly:*	So it sounds the same, but it's spelled differently. If you're ill it's I-L-L. The prefix is just one L. Okay? And legal—
21	*Student 2:*	Allowed.
22	*Shelly:*	Like Brad was saying, means allowed by the law. Right? It's a rule, right, there's a rule, a law. Okay? So illegal means not allowed by or against the law. So poaching or hunting elephants to take their tusks is illegal because elephants are endangered.
23	*Student 1:*	If they don't have their tusks, they can, um, probably die 'cause they- they use those to protect themselves sometimes.
24	*Shelly:*	Mm-hmm. That's right. So, in Spanish the word for illegal is?
25	*Students together:*	*Ilegal*

26	**Shelly:**	Ilegal. It's almost the same.
27	**Student 1:**	If you break, um, the law, you could go to jail.
28	**Shelly:**	Mm-hmm. Illegal means not allowed by or against the law. Okay? So today we're going to learn about how it's illegal to harm endangered species. What does that mean? It's against the law, right, to harm—
29	**Student 2:**	Endangered species.
30	**Shelly:**	- animals that are at risk of becoming extinct.

Rather than tell the students what the word's meaning is, she allowed them to articulate and negotiate the meaning. She used additional facilitation moves to prompt students' defining/explaining, connecting, and crosslinguistic thinking. This episode does include some explicit instruction as well, such as her explicitly teaching the *part of speech* and *prefix*. She also blends explicitly teaching the meaning with sharpens the students' contributions, such as when she says "Like Brad was saying, means allowed by the law. Right? It's a rule, right, there's a rule, a law. Okay? So illegals means not allowed by or against the law."

Across the episodes, Shelly, Francis, and Liz all used variations of explicit, dialogic, and heuristic instruction with differing amounts of distributions of labor and room for flexible student sense-making. In chapter 6, I present findings related to the influence that teachers' instruction had on ME episodes. In Chapter 7, I discuss findings that highlight the emerging social processes and cultures built out of and through ME. The importance of instructional genre across moments highlight the ways that instruction builds interaction as well as observable and explicit examples of students ME engagement.

Metalinguistic Engagement Prompting

In the opening of this chapter, I discussed the goals and organization of the Rights Unit-1, Cycle-1, semantics lesson and the ways in which the curriculum objectives and materials were organized to heighten students' language awareness and metalinguistic processing of language. As described earlier, students' ME actions within the ME episodes could be initiated by students' own objectification, thinking about, play and practice with language. In most cases, however, and by design of the curriculum, ME episodes are initiated by teachers enacting the curriculum through instruction and facilitative moves. Moreover, teachers could prompt specific ME actions. These ME prompts are defined as facilitative actions that initiate, motivate, or inspire students' explicit, and sometimes specific, participation ME actions.

Within instruction and according to the goals, prompts took many forms. Within the episodes, ME prompts sometimes took the form of questions. Teachers asked open-ended questions, such as "what do you notice about this word", "what do you know about this word", "what does this word mean." In other cases, teachers prompted students to give them specific information, such as the subject, verb, object, or tense of a sentence. Prompts also reflected declarative statements related to remembering and using the vocabulary words. Still, within and across the form of initiation, prompts reflected sub category patterns that I collapsed into four categories of metalinguistic prompting: *attending/noticing*; *analysis*; *defining/explaining*; *application*. In earlier sections, I have taken much liberty in demonstrating many examples of students ME actions as related to these prompts. For the sake of time, I define the prompts below by sharing brief demonstrative examples and occasionally refer back to earlier used examples.

Attending/Noticing. Attending/noticing ME prompts are related to teachers'
attempts to initiate, maintain, or reengage students' objectification of language. Students
were often prompted to attend and notice things about language in the service of initiating
engagement of objectified language ahead of other ME actions with explicit instruction.
In other cases, teachers' articulation of the objectives at the start of a language-based
lesson or activity prompted attending/noticing actions in students. However, in other ME
episodes, teachers prompted attending/noticing to maintain or reengage students'
attention to language to direct students' subsequent participation. Indicating the activity
goals—thinking about specific vocabulary, word parts, or sentence elements—
objectified specific language for the purpose of students' initial and continued
attending/noticing. Below, I describe the ways that teachers used attending/noticing
prompts to initiate and maintain/reengage, students' attention and capacity to participate
in ME episodes.

Initiating Attending/Noticing. Between the teacher and curriculum materials,
initiating attending/noticing prompts were reflected orally through discourse, and in
many cases supported visually through the use of curricular tools. The visual component
of attending/noticing ME prompts often resulted in—and supported— a number of visual
and orthographic insights, such as the earlier mentioned *interdependence* episode;
producing students' movement from attending/noticing to analysis and connecting ME
actions. Initial attending prompts were also related to the activation—and requesting—of
prior knowledge. The prompts "what do you know about*"* or "where have you heard [the
word before]" or "Do you know anything about that word already" not only drew
students' attention to language, but also allowed students to reflect on, connect/contrast,

and share their multiple prior knowledges and experiences with the objectified language. In an illustrative example during a semantics lesson for *Si, Se Puede*, Francis initiated a ME conversation about *strike* by saying "Here is the word strike" and showing the word. She went on to say "What do you know about this word? Where have heard it before?" Francis's open-ended attending/noticing prompts, along with the visual in the ppt, included a 'bridging move' related to connecting/contrasting, which not only prompted students' attending/noticing but also encouraged reflection on their background knowledge. Moreover, her prompt initiated an ME episode that included students varied actions of defining/explaining, connecting, and contextualizing *strike* in the context of baseball, bowling, and even an organized hit or bank job. Across all the teachers, initial attending/noticing prompts were raised to draw attending and potentially solicit students existing knowledge and or sense-making about language.

  Maintain/Reengage Attending. Some examples of attending prompts reflect teachers' moves to maintain/reengage students' attention on previously learned vocabulary or specifics of language before moving to a new ME action such as defining/explaining or application of vocabulary and language rules during ME activities. For example, in Rights Unit Cycle 2, Shelly tells her SWG that they will "think of some of the vocabulary" that they have previously learned in order to explore "how people protest." Prior to this lesson, semantics lessons in Rights unit had already introduced the students to the vocabulary *rights*, *protest*, *petition*, *boycott*, *strike*, *rally*, and *march*. Consequently, during the semantics webbing activity, students were prompted to maintain/reengage their attention to these words in order to explore the connections within and across these words. Similarly, Teachers prompted students to

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maintain/reengage previously learned vocabulary to retell the texts. In other examples, the teachers prompted students to maintain their attention to affixes and morpheme meanings during morphology activities, while in syntax lessons, teachers prompted students to maintain attention to sentence structures and components. These and other similar examples suggest that teachers' attending prompt were used broadly during ME episodes to maintain/reengage objectification of language alongside analysis, defining, and application ME actions.

Analyzing. Throughout the curriculum lessons, teachers often prompted students to analyze language through parsing and identifying language and its components. Analysis prompts implied the opportunity to parse and identify language. This is sometimes in service of defining or drawing meaning from language. For example, during a semantics ME episode, Francis asked her SWG "what do you notice" or "what do you know about" the word *interdependence*. "What do you notice," while broad and open, might suggest that there is something analyzable about the word. The "What do you know about the word" also left room for students to define/explain or do other actions, should their background knowledge have allowed for it. Anna's contribution of *inter* and then *dependence* reflected that, in being prompted to explicitly attend/notice and implicit analyze *interdependence*, she has subsequently ME analyzed—parsed and identified—two chunks or word parts within the word.

In other instances, teachers' prompts to analyze were less open, and much more explicit. For example, when presenting vocabulary words that contain word parts that the curriculum will isolate for morphology study, the teachers asked students if they recognize any word parts. Analysis prompts such as this suggested that there were

identifiable components within a word to draw out and identify. For instance, Shelly asked her SWG "What are the two ideas in this sentence, and what word or conjunction is connecting them"? That is, some analysis prompts encouraged students to do specific actions such as parse and or and identify language. Identification within analysis prompts was a major prompt for teachers. Francis asked the students to analyze the clauses and identify whether or not it was a complete sentence. Liz, similar to Francis and Shelly, had the students analyze sentences in order to identify the subject, verb, and objects of the sentences. In another episode, Shelly asked students to identify if a prefix could be added to a particular root word and made into a real word. In other cases, teachers prompted students to analyze language for components that they had previously learned.

Defining/Explaining. As shown in the defining/explaining actions, in many cases, teachers explicitly prompted students to define/explain vocabulary and terms. In episodes across semantics, guided reading, and morphology, teachers asked students "What does this word mean?" among other defining/explaining question prompts. As shown in previous examples, this is the case when Liz prompted students to define/explain vocabulary and terminology after rating their knowledge of words. Other times, the prompt was extended and required complex attention. In an episode related to the semantic web and review of *strike*, ~~Shelly~~ asked "How can we describe what a strike is? It's not the same as a boycott or petition. It's not asking people to stop buying from places. It's not asking for signatures. What is a strike? How can you say what it is?". Her utterance is a multifaceted define/explain prompt. Primarily, her prompt asked students to "describe" and "say what" strike is. She also connected/contrasted *strike* against definitions of boycott and petition. Juan offered an initial definition/explanation that

continued to be collaboratively negotiated with his peers. Over the course of the episode, the definition evolved from "They don't go to their job" to "They're stoppin' work to do somethin', right?" to "make things equal" and finally "to make things fair."

In other episodes, teachers prompted students to explain the declarative and procedural aspects about language. In other cases, teachers had students define/explain these aspects of language in review or to provide a window into students' thinking, as shown in earlier under ME actions. Across teachers, define/explain prompts provided opportunities for students to make tacit knowledge about language explicit.

Applying. During ME episodes, teachers prompted students to apply or appropriate language knowledge and skills in context. This application happened across component language instruction as well as during guided reading, review, and play activities. For vocabulary words, teachers asked students to use and or give examples of language, such as when Francis had students review and apply the *Species Revival* vocabulary during a retell of the texts. In this case, her prompt, rather than being a question was declarative request and reminder to attend and use the vocabulary. In sharpening move, she often recast students' contributions using the specialized terminology and vocabulary, if they had neglected to do so on their own. In other episodes, teachers had students apply vocabulary during retells of texts. They often used summarizing/reviewing moves before reminding students to attend and apply the key vocabulary words in the context of guided reading. For instance, Shelly told her students: "These are our four words, strike, march, union, and rally. We're gonna stop here and move on. We'll save that for late, save that for later. Now we're going to finish reading our story. As we're reading, I want you to be thinking about *[unintelligible 07:53]*.

Continue to think about why the janitors decided to go on strike and then we're going to think about how does this strike affect the lives of Carlos and his family. How does the strike affect them?"

These application prompts were also prominent during syntax and morphology lessons. Teachers asked often students to apply language knowledge to construct sentences and utilize the correct language structures, such as when Shelly asked the students to change the tense of verbs and say the sentences in the past tense. During morphology, teachers' multifaceted application prompts required students to think of words with specific prefixes and suffixes, while thinking through to make sure those words also attended specific meanings of the objectified affixes. Any request from the teacher to practice, play, or utilized objectified language or language knowledge and skills were application prompts to try out the knowledge being learned.

Learning and Facilitative Moves

Alongside the specific metalinguistic prompts, teachers used additional learning and facilitative moves to highlight and model, bridge, or engage the contributions within ME episodes. The following section describes findings and descriptions of related moves.

Highlighting and Modeling Processes. Using ME actions during activities, in ways that reflected the teacher and curricular goals, was not always natural to students. Therefore, teachers highlighted and or modeled specific processes. For instance, teachers highlighted the process of looking for language-based clues. For instance, Francis asks her SWG, "What words in this text/title give you an idea of what the text will be about"? This prompt is not only for attending/noticing and analysis, but it also points to the literacy process of activating background knowledge and or predicting texts' context and

contents. Moreover, the explicit articulation of the process primed students' capacity to engage in the future and regular objectification of language that can support pre-reading comprehension. In some cases, the highlighting of the process was explicit instruction on how to engage in an activity or action. For example, Liz directly told students how to think with and engage the semantic webs:

> "You're gonna think of all the words that illegal makes you think of. It could be words with the same meaning, it could be words with the opposite meaning. For example, when I hear the word illegal, I think law. Legal, law. It's either legal, allowed by the law, or illegal, not allowed by the law. If you'd like to use that as an example, you may".

Liz's move not only explicitly directed the students to engage in the process but also modeled the 'how' of her expectation. In many episodes, teachers opted for—or needed to—model these processes or ME actions, such that modeling was a move that teachers used to support students use and application of particular knowledge and skills. As instructional move, it was used alongside other instructional and facilitation moves. In that teachers sometimes had very specific expectations for accurate engagement and application, modeling was a regularly used move, and supportive move.

Bridging Learning. During ME episodes, teachers were observed using bridging moves with students. These moves include facilitations that highlighted, connected, contrasted, contextualized, decontextualized language, and language processes. In many cases, bridging moves connected learning and supported negotiating [with] students' [potential] prior learning, knowledge, and literacy processes. Bridging moves included summarizing/reviewing, connecting/contrasting, and (de)contextualizing knowledge

about language, its features, and procedures; emerging alongside other moves, in no particular succession, but as needed in relation to teacher goals and timing.

summarizing/review. Teachers often summarized/reviewed prior metalinguistic learning during the intervention in an effort to make connections or contrast to new metalinguistic objectives and tasks. In ME episodes, teachers prompted students to define/explain knowledge rather than simply review prior learning. Other review/summarization, on the part of the students, took the form of application of vocabulary, when recounting text with specific attention to vocabulary. In many other cases, the teachers took the lead in offering a review. The summarizing/reviewing action was used by teachers alongside other prompts during ME episodes to bridge learning goals with preexisting knowledge. When teachers used the summarizing/reviewing action themselves, teachers often reminded students of earlier conversations and conclusions. Shelly used this move regularly. For instance, she began the lesson by summarizing/reviewing vocabulary, implicitly prompting students' attending/noticing, before prompting students to apply and contextualize strike in the text as a major lesson objective. A few turns later, where students are actually off-topic, Shelly went on to review the definition of *strike* and *march* in the context of protest without student input ahead of prompting them to learn a new vocabulary term, *union*. "Here we go, strike. We talked about strike and all the reasons why people might go on strike. Then we talked about march, and what it means, and how people can march in protest. Today, one of the words that we're going to be talking about is union." This summary/review move prompted attending/noticing in the context of *protest* and alongside ME with *union*.

Connecting/Contrasting. Similar to the student action of connecting/contrasting, teachers used connecting/contrasting actions during ME episodes. The use of connections/contrasting facilitations helped bridge students' prior knowledge to potentially more familiar concepts and language. At times, teachers explicitly prompted connecting/contrasting alongside the main attending/noticing prompts by asking "where have you heard this before". Liz prompted more extended connecting/contrasting by asking students "So what does it mean to you? What does it make you think of? What are examples of it? How are they alike? How are they different?" These questions to students allowed to engage in their own connections/contrast actions, if not define/explain actions; making their tacit understandings explicit so that it could be integrated new knowledge goals.

I other episodes teachers facilitated learning with their own connecting/contrasting contributions alongside those connection/contrast of students. While the many of the primary ME prompts were often reflective of curriculum scripts, teachers suggested additional— and familiar— language and examples that connected/contrasted with the objectified language. These examples reflect teachers on-the-fly— in the process of negotiating understandings—bridging students' connections with the language. For instance, when discussing what unions are, Juan suggests that doctors can have unions. Shelly says, not doctors, but "Teachers have a union. Construction workers oftentimes will have a union. People who work in large groups tend to have unions". Her move suggests connected examples that members of the SWG may be familiar with. Francis used similar connecting/contrasting moves. For example, she offered synonyms and examples to help students think of familiar words related to less

familiar words. This move was used quite frequently in morphology lessons, which lacked definitions of complex and less familiar words, in order to help students make sense of meaning with the morphemes. Teachers gave frequent connection/contrasting examples to help students make sense of these words. Shelly and Francis used this move in their semantics lessons as well. Liz made frequent connections to language and literacy processes related to students' classroom activity. For example, she asked Elliot to paraphrase a question before answering it and connected the action to things he is doing in a classroom report. In this same lesson, during the ideologically ridden Immigration unit, Liz connect/contrast the concept of immigration and immigrants to the people in her students' family and "the people they study in social studies" courses.

   (de)Contextualizing. In (de)contextualization moves, teachers' facilitation supported students' recognition that language means different things in different contexts. Students, in many cases, contextualized language through their defining/explaining, applying, and connecting. Teachers, on the other hand, often decontextualized students' framings ahead of (re)contextualizing language into the text and unit topic. Especially during semantics instruction, the teachers attempted to decontextualize a specific meaning. For instance, when negotiating the meaning of *captivity*, Francis says that "When you hold something, you take control of it." Anna connected and contextualized this with the concept of a control machine. Francis says that "you don't even necessarily need a machine, but you capture" before later offering a decontextualized taxonomy definition of "taking something or controlling it". In another episode, Shelly decontextualizes balance meaning to "weighing something", before then contextualizing balance as *wanting things to weigh the same* in the concept of nature and balanced

ecosystems. (de)Contextualization was an extending move that affirmed existing knowledge while promoting contextualized comprehension. That is, teachers were observed affirming students understanding of vocabulary—even if their understanding was outside of the text and topic—ahead of decontextualizing. As will be explored in chapter 6, under ideologically complex words, (de)contextualization within ME episodes also presented challenges, such as when the teachers heavily contextualized adapt, assimilate, and communicate—and neglected critical language awareness—during the immigration unit.

Engaging Contributions. Facilitation of ME included moves where teachers engaged students' contributions. These facilitative moves included giving feedback, inquiring or asking for clarifications, or sharpening and extending student contributions. All forms of facilitative engagement with students' contributions opened-up, cultivated, pushed, and/or constrained students' participation within ME episodes. I use the section below to briefly discuss these teacher moves of feedback, inquiring/extending, repeating/recasting. In chapter 6, I will discuss more about the ways these moves impact ME episodes.

Regardless of the style of instruction and question types, teachers often gave students feedback on their contributions. Feedback could be evaluative in that it was affirming or corrective. It could also be acknowledging and, relatedly, encouraging but not necessarily evaluative. In the case of certain prompts, like those that were closed ended and necessitated correct answers, teachers gave feedback took the form of evaluation. During evaluation, teachers explicitly told students that their answers were correct, accurate, or on the right track. In some cases, the Liz often used the phrases " I

like the way you are thinking", "almost", or "not quite". In some cases, this feedback became corrective, to change the direction of thinking or connections being made. For instance, Jessica connected *in danger* to *endangered*, to which Liz corrects, but also tells her that "she likes the way she is thinking". In other cases, teachers affirmed and encouraged contributions; taking some of them up to draw more attention and thinking around them. This type of feedback, while having some implicit evaluative aspect, encouraged participation and open-ended engagement.

Connected to this, teachers also engaged contributions by asking for clarification, evidence, elaboration, and explanation. This type of teacher facilitation was distinct from define/explain prompts, but may also be used to have students add on to their initial contributions, thus producing an extended utterance. These discourse moves were used to have students say more, explain, and add clarifications to their contributions. For instance, in the excerpt above, Liz asked Antoni to "say more please" about his contribution "has restricted areas". Antoni was able to discuss more about forest [reserves and conservation areas] that might "restrict" human entrance and activity. Extending moves were also used to encourage students' use of particular terminology and vocabulary.

Another move was repeating/recast moves. Teachers used repeating/recasting moves in various ways throughout the ME episodes. These moves reflect cases when teachers repeated students' contributions exactly as well as moments when teachers paraphrased, sharpened, or extended student contributions. In other cases, Francis especially used repeats to evaluate and inquire/extend students contributions. In an episode of semantics study of interdependence, Francis asked "what does it mean if

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something is dependent on something". Anna contributes that "It depends on something". Francis first repeats, Anna's contribution, in an affirming manner. In the same utterance, Francis, extends and sharpens this notion by saysing "it NEEDS something else. It relies on something else". Rather than asking Anna to say it in another way, or even correcting that Anna shouldn't use the word in the "definition", even Francis implicitly affirms while extending and sharpening Anna's contribution. In other context, Francis used repeats to implicitly ask for more information, explanation, and elaboration. This shows the way that use used her recast and repeat in varied ways to engage students' contributions.

Liz used moves related to "you are saying?" "I think your are trying to say" to recast and potentially sharpen students contributions. For instance, Ollie says "There's some animals, like pandas, and animals that live underwater, like people are cutting down houses of animals, people are throwing food in the ocean when they're not supposed to, like kind of like illegal." Liz recast his contribution as "Animals are endangered because their houses are endangered you're saying?" This recast move used the technical vocabulary and summarized Ollie's argument, thus reflecting a sharpening recast. That is, it restates students' contributions ways that highlight their contribution, to ensure all the students heard the contribution, but it also reminds students of the language they are objectifying.

Summary of Teacher Instruction/Facilitation

When exploring teacher and student talk at the utterance level across an episode, it is possible to see the ways the teachers pull from a repertoire of resources outside of the script of the curriculum. For example, within this same semantic webbing activity

discussed above, Liz uses many of the engaging contributions facilitation moves in a single episode. Below in the excerpt, Liz begins by asking Ollie to "explain" his choice to include houses, and sharpens his contribution in her recast. Jorge says "guns", to which Liz asked him to "say more" in relation to his utterance. She also gives feedback on his contribution and use of "like, oh, I see you" narrative utterance. She recast Jessica's "I think they are getting extinct," to "They're in danger of being extinct." She then extends Ollie and Jorge's commentary on animals dying because the animals they need being extinct and endangered to include the term *domino effect*, which she explains. Liz's multifaceted facilitation in this episode demonstrates the ways that teachers can engage and extend upon students participation in ME conversations.

Excerpt 3

1	*Liz:*	Houses, can you say why you put it on the word web please?
2	*Ollie:*	There's some animals, like pandas, and animals that live underwater, like people are cutting down houses of animals. People are throwing food in the ocean when they're not supposed to, like kind of like illegal.
3	*Liz:*	Animals are endangered because their houses are endangered you're saying?
4	*Ollie:*	Yeah.
5	*Jorge:*	Guns.
6	*Liz:*	Say more.
7	*Jorge:*	Guns like because some people go like hunted, like go hunting with guns and like oh, I see you.
8	*Liz:*	Okay, a little too much detail, thank you. Jorge?
9	*Antonil:*	Maybe like pandas, like and the bamboos to make houses and stuff today could be endangered.
10	*Liz:*	Julianna?
11	*Jessica:*	I think getting extinct.
12	*Liz:*	They're in danger of being extinct, yep.
13	*Ollie:*	Like all around the world, there's like animals who have stuff that they need to like—like some animals kill other animals to eat and the other animals—
14	*Jorge:*	Then they get extinct.

| 15 | *Ollie:* | - and the other animals, and the other—like passing it around. |
| 16 | *Liz:* | Do you know what we call that? What it can be called? So when one thing affects another thing and it affects another thing and affects another thing, it's called a domino effect. Have you ever lined up dominos and when one falls, Julianna, the next, the next, next, next, next, next falls. If the pandas go extinct, it could affect other animals you're saying. Can I write domino effect up here? |

Across all of these teacher moves, no single episode used only one category of moves. Indeed, teachers iteratively utilized instructional genres, metalinguistic prompting, and learning and facilitative moves to support students' access, engagement, and development during the episodes. Although the teachers taught the same curriculum, their individual approaches had the capacity to elicit different participation from the students. This section highlights some of those important moves. The two following sections highlight the way teachers and students together learn to do ME, highlighting the emergence of ME as cultural activity or *Learning to Metalinguistically Engage*, and flow of ME or *Moving Across Actions*, which highlights the heteroglossia and leveraging of multiple actions while negotiating the curriculum.

Learning to Metalingustically Engage

In the earliest days of the intervention, across the groups, students' demonstrated a growing ease with contributing insights during ME episodes— reflecting their growing capacity for objectifying and noting things about language. Findings point to developmental and participation changes when exploring the interactions of teachers and students chronologically, throughout the implementation of the curriculum. Teachers use of modeling and direct instruction, though still present in later episodes, was much more prevalent in the earlies implemented lessons. Student agency to initiate actions ahead to certain teacher and curricular prompts is also evident when looking across the episodes

chronologically. In some cases, the changing patterns of ME actions is prevalent within a singular lesson. In the following examples, I explore Francis's *Cycle-0*, a semantics lesson just ahead of beginning Unit 1 Humans vs Nature, cycle 1: The wolves are back. The central purpose of this lesson cycle is students "using background knowledge to answer the essential questions of the unit": How do plants and animals depend on one another? *What are the different ways that humans can impact nature?.* The lesson goals also include "analyzing and discussing the words *ecosystem* and *interdependence"* before applying the concepts in a game. The SWG has already explored the concept of *a food chain* in a previous lesson. The lesson begins with a discussion of ecosystems. Students' engagement with *ecosystem* is one of the first ME episodes in the intervention. Students ME in this episode stands out against their engagement with interdependence later in the same lesson. I will demonstrate this by unpacking the lessons below.

This ME episode began with the Francis following the lesson plan to introduce the vocabulary word and concept *ecosystem*. On the PowerPoint, the *ecosystem* was marked with *eco* marked in red text and *system* in black text and the lexical category, noun, underneath. While Francis announces the curricular goal "so, we are going to look at some words". Anna says *"ecosystem"* with a *short e* sound. Francis recast and corrects Anna's contribution with the long e pronunciation of *ecosystem* before stating that the students are familiar with the word. It is unknown why Francis assumed this. Francis prompts students' attending/noticing of the morphological parts and the analysis of the morphology of *the ecosystem* into *eco* and *system,* mentioning the text color to point out the *eco*. Francis's approach is precipitated by the ppt because of the text color. The ppt nor Francis facilitated students' intuitive heuristics by asking the students what they

notice about the word, but instead directly prompt this attending/noticing and analyzing. Anna, in attending/noticing, says the word *eco*, while Francis prompts further attending/noticing pointing to the different colored texts. The vocabulary word ppt, once clicked, shows "*eco=environment*". Francis further prompts students' attention to the prefix, *eco*, and proceeds to explain the notion of a prefix as "*a word that tells us something about what a word means*".

Along with the ppt, Francis provides explicit instruction for the definition and the word parts of *ecosystem*. She shares that *eco* what the prefix eco actually means, and further contextualizes its meaning in the concept of *ecosystem*. On the next slide, an application sentence "Ecosystem means the plants and animals in an environment" along with a textbook-like and labeled photo of an African Savannah ecosystem. When Francis connects students' prior knowledge with "Remember the other day we were looking at some pictures of some different ecosystems" the conversation begins to move away from the analysis of the word and onto the concept. Stephanie, in particular, notices things in the photo, and, for a period of time, the conversation moves outside of the concept and the metalinguistic engagement episode and onto thinking about the specific animals in the ecosystem. Once the conversation returns to an overall ecosystem, the students' and teacher's use of the word is primarily in application and function of the concept. The conversation, through Francis's prompt, "so can you say that word". The new, connected episode that follows served to connect students' prior knowledge about ecosystems and the concept of food chains. Anna, confirms some prior knowledge of learning about an ecosystem when she corrects that her class didn't learn about the African Savannah but instead about the jungle. Francis acknowledges that first-grade classrooms study different

ecosystems.   Interestingly, Francis says "I'm off track if that is ok", which is a comment directed to the observing researcher. There is a back-channel smile and affirmation, and Francis moves along to have the students think about a previous conversation about a food chain. This conversation of the food chain is much more about photo and concept analysis of an actual food chain.

When discussing the ecosystem, activity within the teaching and learning reflect discussion of various food chains and descriptions of ecosystems through the use of ppt images and students' background and developing knowledge. A third metalinguistic episode related to the ecosystem is initiated when the class returns to objectifying the word ecosystem—connecting it cross-linguistically to Spanish— when Francis says "let's take a look in Spanish. There is a word similar to the ecosystem. Do you have any idea what that word might be"? Stephanie begins with the morpheme "*eco*" but hesitates, while Luis completes Stephanie's utterance with "*sistema*". Francis recast the word, *ecosystem*, with an affirming *muy bien* before prompting a discussion on the notion "cognates". Francis does not use the term *cognates*— metalanguage terminology to describe crosslinguistic connections—but instead provides a working definition of "words that are similar in English and Spanish" and asks the student what the special word—or metalanguage terminology— is. Anna says the word noun, marking some metalanguage to describe the corresponding lexical category for the words across languages. Francis recast Anna's contribution and says that the words are both nouns. Her intonation implicitly suggests an approaching *but* in her recast. Luis's utterance overlaps Francis's recast and offers the term *cognates,* which Francis affirms.

Francis prompts the students to notice "what is similar" in the words. Several

students gasp and raise their hands to answer, which Luis utters the morpheme *eco* with

an English pronunciation. Francis affirmingly recast Luis with *eco* (in English) and *eco*

(in Spanish) is the same. Anna contributes that *system* and *sistema* are the same word,

and after Francis's backchannel confirmation, she elaborates that they are "the same thing

but one is in Spanish and the other is in English". Stephanie collaboratively joins in this

analyzing and contrasting metalinguistic engagement to add information about the

orthography of *ecosystem* and *ecosistema*. Francis concludes the vocabulary and

semantics instruction of ecosystem by again applying in the context of the upcoming text

and topic.

|		
1	**Francis F Teacher 1:**	Let's take a look in Spanish. There is a word that is similar to ecosystem. Do have any idea what that word for ecosystem might be?
2	**Stephanie:**	Eco—
3	**Francis F Teacher 1:**	Eco—
4	**Luis:**	sistema
5	**Francis F Teacher 1:**	ecosistema. Muy bien. And so when we have words that are similar in english and Spanish. Do you know the special word that we call them?
6	**Anna:**	Noun
7	**Francis F Teacher 1:**	They are both examples of nouns—
8	**Luis:**	Cognates
9	**Francis F Teacher 1:**	Cognates, right. What's similar. What's the same? In both of these words—
10	**Luis:**	Eco—
11	**Francis F Teacher 1:**	so you know that they are connected? Eco and eco is the same.
12	**Anna:**	System and Sistema are the same word.
13	**Francis F Teacher 1:**	And so it's exactly the same
14	**Anna:**	It's the same thing, but ones in Spanish and the other one's in English.
15	**Francis F Teacher 1:**	and it's exactly the same thing.

16	*Stephanie*:	In English end of *ecosystem* it has a *tem* but in Spanish, it is only an a on the end.
17	*Francis F Teacher 1*:	In English it ends with an m at the end, but in Spanish it ends with an a. Ema at the end.
18	*Stephanie*:	oh, and the sis and the other one is just y. But it's just like the same thing
19	*Francis F Teacher 1*:	mmmhmm, mmm hmmm. So sometimes, when it's a y in English, it is written as a y in Spanish. Great observations. Let's take a look at another word. And again, ecosistema or ecosystem. The plants and animals found in an environment. And then we are going to be looking at either today or the next time we meet called the wolves are back.
20	*Stephanie*:	I've seen that cover before.
21	*Francis F Teacher 1*:	You've seen that cover before? It is a very interesting book. I think you will like it a lot. It talks about wolves in the Lamar valley ecosystem. The lamar valley is in the Yellowstone— national park.

In this lesson, Francis used explicit instruction and modeling to "provide" a ME semantics lesson. Later in the third related episode, she asks students questions about the cognate, allowing for some heuristic instruction with prompting. This first semantics lesson contrasted against the later one related to interdependence is important because of the ways the students take lead and exact their agency to explore the word; even a word that they are less familiar with. While still broken up by content related conversations, the students, Francis asked the students what do you notice about this word, or what do you know about it? The students begin offering their analyses and connections, while Francis uses mostly recast to engage their contributions. When necessary, she prompts for additional information. She also extends the contributions that have reached a certain level analysis. For instance, after the students have identified inter and dependence separately, and talked about the potential meaning of those parts, Francis shares her teacher knowledge "Interdependence, so inter, that part mean among or together". Juan is able to hypothesize and contextualize interdependence, as connected to the upcoming book, *The Wolves are back*.

Later, when the episode begins again after some engagement with the concept, Francis initiates a crosslinguistic oriented ME episode. She asks the students what do you think the words for interdependence might be. Luis hypothesizes and tinkers with "Inter—dependencia Interdepediente". Francis simply shares the correct answer, independencia before asking students to discuss the similarities and differences in the cognates, which they do in relation to phonology and orthography". Students' capacity to continue negotiating and engaging with vocabulary especially, in fine-tuning ways continued to grow across the SWGs. While there are additional factors, such as students' existing vocabulary knowledge that helped with this growing development, teachers' patterns of modeling, explaining, and prompting influenced these patterns. There were even literacy artifacts, to be discussed in chapter 7, which highlight the community 'social processes and literacies' that emerged out of ongoing engagement in the curriculum.

Moving Across Actions

Moving across actions is a finding related to the student-based flow of ME actions. This finding is about the direction and integration of actions and discourse during ME episodes, is mostly seen when teachers take a back seat during ME episodes, but can also emerge in ME episodes that include higher teacher facilitation and use of iterative instruction. As seen in figure 5.3
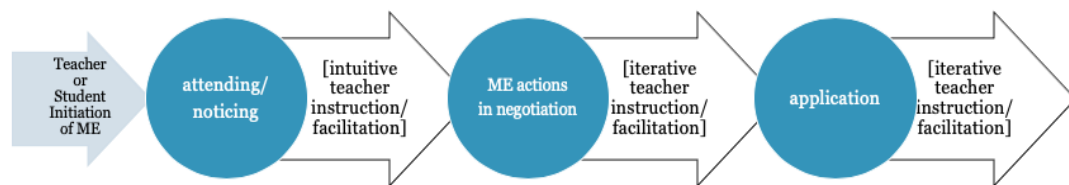
In these examples, students move iteratively through actions of attending/noticing, and negotiation of defining/explaining and/or analysis through the use of creative extending actions. They often engage in these actions as a community, intercomprehending (Aukerman, et al., 2017) aspects with and amongst each other. Together, the students' use of different ME actions leads to the application of the language. For instance, in semantic episodes, prompting and participation began with attending/noticing. The actions that followed however depended on the students' familiarity with the word and the morphological complexity. For instance, when the students were asked what they knew of wild and treatment during separate episodes, students' actions went first to defining/explaining the word. Francis's repeat recast demonstrates the most unencumbered versions of students' iterative flow across zones. While Luis defines/explains *treatment* early on in the discussion—connecting and contextualizing the word— Kelsey attends/notices and analyzes the orthography, and morphology, in that "i*t has the word treat and ment*". Kelsey's analysis comes ahead of the PowerPoint also highlighting the suffix *ment* which Francis recast, sharpens, and extends student sense-making through connecting *ment*, Luis's definition, and a decontextualized taxonomy.

1	*Teacher Francis:*	Treatment. Do you know anything about this word?
2	*Luis:*	Yeah.
3	*Anna:*	It's a noun.
4	*Teacher Francis:*	It's a noun.
5	*Luis:*	The way you take care of something, like how you treat like for example if you have a dog, like you have to treat him real well.
6	*Teacher Francis:*	Mm-hmm. Treatment, how you take care of something.
7	*Kelsey:*	It has the word treat and ment.

8	*Teacher Francis*:	There are two parts, treat and ment, that's right. So ment means the state of or the condition of. Like Luis said, treatment means how someone acts towards another person, animal, or thing. Right? 'Cause you can treat someone or something well or you can treat them badly, right? So is that good treatment or bad treatment?
9	*All students*:	Good treatment.

Because of the multiple voices, reflecting heteroglossia, students thinking is shown to not necessarily be consistent or cohesive, but instead iteratively moving from what students know toward the curricular and teacher goals. As students are drawing from multiple backgrounds and using what they know to engage, the more dialogic the episode, the more improvisational the ME flow appears. That is, the more students are encouraged and allowed to add multivoicedness to the episode, and the more the teacher engages these contributions within activity, the more distributed the labor and improvisational the flow. This was most possible in semantic episodes of initial vocabulary introduction and semantic webbing, because of the consistency of vocabulary instruction organization, and the freedom to use all background knowledge during semantic webbing. For instance, students in Shelly's class moved from attending/noticing to defining/explaining with iterative creative and extending actions to fine-tune their 'description' of strike. The multiple voices build toward a stronger, clear description, with only some sharpening by Shelly. This episode highlights the ways that students iteratively move in the defining/explaining and creative and extending moves, while dialogically moving across the zone of learning.

1	*Teacher Shelly*	How can we describe what a strike is? It's not the same as a boycott or petition. It's not asking people to stop buying from places. It's not asking for signatures. What is a strike? How can you say what it is?
2	*Juan*:	They don't go to their job.
3	*Teacher Shelly*	Mm-hmm.

4	**Brad:**	Uh—
5	**Juan:**	I'm tryin' to look at this
6	**Teacher Shelly**	Yeah.
7	**Juan:**	It's like this one. [Pointing to *Si, Se Puede* text]
8	**Brad:**	Um, they don't go to a job and—
9	**Teacher Shelly**	Uh huh.
10	**Brad:**	- they go out to their streets and start, um, like they make signs.
11	**Teacher Shelly**	Okay. So let's see if we can start with the word up there, asking. Sort of asking. They're not asking they're maybe stopping work.
12	**Nichole:**	Mm-hmm. They're stoppin' work to do somethin', right?
14	**Kimberley:**	Stopping.
15	**Teacher Shelly**	Stopping work to do something right. Can you explain a little bit what you're thinking there? Stopping work to—
16	**Kimberley:**	To make it equal.
17	**Teacher Shelly:**	To make things equal. To make things, um—
18	**Juan:**	Fair?
19	**Teacher Shelly:**	Make things fair. What do we think?

The Literacy Specialist Episode

Given the findings above, I return to Francis and her SWG and their ME episode with the word *captivity*. I now highlight actions, emergence, and flow of ME within this episode. It is important to contextualize the episode within the curriculum, as the curriculum not only offered scaffolding for the students but also had the potential of significantly structuring the episode.

Again, the objective was to have students "analyze and discuss" the words *captivity*. Before semantics instruction of the vocabulary words, the curriculum also prompted Francis, as the facilitating teacher, to both explore the concept of *zoo* and the title "Ivan: The True Story of a Shopping Mall Gorilla" in order to activate students' thinking and predictions related to the topic of the texts. All of these tasks reflect

opportunities to heighten students' language awareness and metalinguistic processing in service of students' reading comprehension and overarching language skills.

While the curriculum was an implicit and explicit teacher tool, Francis, and her SWG's, tools for this day included a vocabulary ppt with images, student friendly definitions, example sentences, lexical category. Where applicable, scaffolds related to morphology and cognates were included for the individual vocabulary words. All of these tools were meant to support the building of background knowledge, vocabulary/semantic instruction, and structured guided reading. The curriculum, where applicable, directed Francis to have the students to make connections to previous knowledge of the word in English and Spanish, and to share potential cognates. The word parts were the suffix -*ity* in *captivity* and *ment* in *treatment*. The curriculum and related ppt included cognates for those two words, but not *wild*.

Student-talk had been a highly suggested tool for the semantics learning goals. Talk was an objective reiterated throughout both the TWG meetings and curriculum objectives (e.g. "Discuss the word parts and definition"). Within the teacher's lesson plan, there were suggested facilitation prompts/scripts such as "*what do you know about this word? What word parts do you notice in the word?*" and "*Do you know what those parts mean?*". The curriculum suggested asking students to "explain how putting those word parts together leads to the definition."

When teaching with the ppt, Francis had the opportunity to click through its slides in either a linear and direct instruction fashion or an intuitive heuristic manner. The first manner would render a vertical and teacher-centered division of labor; the latter pattern could result in a more dialogic and collaborative division of labor. The scaffolds related

to morphology, images, vocabulary in sentence context, and cognates could be presented

before or after asking the students to share what they knew about the vocabulary and their

components. In this particular vocabulary lesson, the word parts and affixes were not

highlighted in a different color ahead of students intuitive and heuristic thinking.

Francis's choice of approach could have been more teacher directed, although this would

limit opportunities for students to share their prior and intuitive knowledge.

Excerpt 1A shows that this ME episode begins with the Francis following the

lesson plan to introduce the vocabulary word *captivity* with the vocabulary word ppt. The

vocabulary ppt has that has the word *captivity* with the lexical category, *noun,* underneath

the vocabulary word superimposed on an abstract background. Francis tells the students

that they are going to learn some important words and then says the captivity before

asking the students to say the word. All of her actions reflect prompts for initial

attending/noticing by the students. After the students say the word, Francis then prompts

further attending/noticing and potential activation of the students' background knowledge

by asking if they "know anything about the word". Francis's prompt is open-ended with

the ability to promote any number of ME actions from the students.

Excerpt 1A

1	***Teacher Margaret***	All right, so now we're gonna learn about some of the important words in this book and in this unit. Captivity. Can you say that word, captivity?	
2	***All students:***	Captivity.	
3	***Teacher Margaret:***	Do- do you know anything about this word?	
4	***Anna:***	It's a noun.	
5	***Teacher Margaret:***	It's a noun.	

6	*Luis:*	Um, it kinda sounds like activity.
7	*Kelsey:*	Yeah, 'cause if you switched the p with the c and take out the p it's activity.
8	*Teacher Margaret:*	It has a lot of the same letters as the word activity and it ends the same, right?
9	*Anna:*	Tivity.

Initially, Anna notes that *captivity* is a noun, identifying the part of speech, as supported by the ppt. The next actions from the students suggest that they are less familiar with this word, such that they use their connecting/contrasting and tinkering in their analysis. Luis, without prompting from the ppt, offers the analysis that *captivity* sounds like *activity*. This is a form of analysis is attending phonology and sound connecting to a word that Luis already knows. Kelsey offers further analysis, with a connecting/contrasting action, noting the phonological and orthographic similarity between *captivity* and *activity.* She suggests that "if you switch the p with the c" or "take out the p", you would have the word *activity,* tinkering with and highlighting the spelling connections between the words. The Francis affirms, and then recast, Kelsey and Luis's connecting/contrasting analysis by saying that there are "a lot of same letters". In her recast, Francis further extends the students' analysis to say that *activity* and *captivity* end the same.

Excerpt 1B

10	*Teacher Margaret:*	So when you have that end—remember how we've been talking about word parts, about prefixes and suffixes. So when you have that suffix –ity, it means the condition of.	
11	*Anna:*	Of what?	
12	*Teacher Margaret:*	So captivity means the condition of taking something or controlling it. So in Japan hundreds of bears live in captivity in bear parks.	
13	*Anna:*	That's sad.	

14	*Teacher:*	That looks kind of like a zoo, right?
15	*Kelsey:*	Yeah.
16	*Anna:*	It looks more like a prison.
17	*Kelsey:*	With a key
18	*Teacher:*	It comes from the word captive. Have you heard of that word, captive?
19	*All Students:*	No.
20	*Teacher Margaret:*	When you hold something captive, you take control of it.
21	*Anna:*	Oh, like you- like maybe you have a control machine.
22	*Teacher Margaret:*	Yeah, you don't even need necessarily a machine. It's like you cap- kind of like capture.
23	*Kelsey:*	Or you take control of yourself.
24	*Anna:*	I'm controlling myself.

Captivity means the condition of taking something or controlling it

In Japan, hundreds of bears live in captivity in "bear parks."

Excerpt 1B shows the way Francis, with scaffolding through the ppt, connects *-ity* suffix to students prior learning and supports them in bridging their learning to morphology and word parts. Up until this point, the students' ME, through attending/noticing, analyzing, and connecting/contrasting, had not yet been meaning-based. Francis provides some explicit instruction, saying that *-ity* is a suffix that *means the condition of*— decontextualized the meaning for the morpheme. The ppt, as a tool, supports this instructional connection to morphology, suffixes, and meaning by showing "*ity= the condition of*". Anna requests more information in relation to the condition of "*of what*", and the ppt once again supports Francis's scaffolds by showing the student-friendly definition of *captivity*, to which Francis reads.

The provided definition is scaffolded by the image of a bear that looks to be in a cage or behind bars within an outdoor containment area or zoo-like area. The image is accompanied by a sentence that applies the vocabulary word *captivity* in relation to the bear photo. Francis uses the image and sentence to support the students in making

connections, contextualizing, and applying the word *captivity*. Anna makes an aesthetic, feeling, or even critical connection that the notion of *captivity,* or the "bears in captivity", is sad. Francis remarks that the context of the photo looks like a zoo, while Anna replies that it looks like a prison. Her contribution is again connecting and contextualizing *captivity* to something that is not good.

Francis goes on to ask the students if they have heard the word *captivity*. It is notable that this is not a question she initially asked. Having asked the question earlier in the ME episode might have shifted the flow and or insights of the students. The students have not heard of captivity before, so Francis attempts to make further connections to the word; drawing out the morphologically and semantically similar word *captive*, in addition to the semantically similar word *control*. Anna, offering that one could be in captivity through use of a control machine, negotiates meaning with Francis though hypothesizing, tinkering, and contextualizing meanings. Francis attempts to establish a decontextualized taxonomy of meaning, stating that a control machine is not necessary and continues to build meaning through the student friendly definition as well as the semantically and morphologically similar word *capture*. Kelsey also tinkers in suggesting that maybe one could control themself. Anna utters, "I am controlling myself" as if playing with the notion.

Excerpt 1C

25	**Teacher Margaret:**	Okay. So it means taking something or controlling it. Do- do you know what the Spanish word is for captivity?	The Spanish word for captivity is _____.
26	**All students:**	Captividad [Foreign language 0:06:50]	
27	**Teacher Margaret:**	Close. Cautividad [Foreign language 0:06:53].	

| 28 | *All students:* | Oh. | The Spanish word for captivity is **cautividad**. |
| 29 | *Teacher Margaret:* | Yeah, it sounds like it should be Captividad [foreign language 0:06:56], but it's Cautividad [foreign language 0:06:57]. And [foreign language 0:07:01] cautividad or captivity means the condition of taking something and controlling it. And this book about- the book Ivan is about a gorilla who lived in captivity. | **Cautividad** means the condition of taking something and controlling it. The book Ivan is about a gorilla who lived in captivity. |

Excerpt 1C shows that moving on from the English meaning, which students are continuing to negotiate, Francis then ask students what the word is in Spanish. The students all together say "captividad*"*, which would be a direct cognate of *captivity,* using the same spelling for the root word and the Spanish suffix for *condition of*: *idad*. The students had potentially hypothesized— based on their knowledge of English and Spanish patterns—that this might be the case. This particular assumption was repeated across SWGs. Using the ppt, Francis shows the students that they were close, but the Spanish form of *captivity* is actually *cautividad*. The ppt again scaffolds students' connection by showing *cautividad* and the student-friendly definition "*the condition of taking something and controlling it*" alongside a picture of Ivan and a sentence that says "*The book Ivan is about a gorilla that lived in captivity*".

Throughout the ME episode of *captivity* and in the semantic ME episodes that followed, the Francis and the students engaged in various actions that negotiate their existing literacies and facilitated their knowledge against the language-based learning goals and objectives of the lesson. In many ways, their actions reflected patterns within and across the other SWGs. Across the extended episode, the activity goal was to discuss

and engage with a new, less unfamiliar, morphologically complex word: *captivity*. The division of labor was organized by the curriculum and facilitated by Francis, who prompted the students' ME episode with the open-end, and heuristic oriented, prompt: "*Do you know anything about this word*". The students' collaborative engagement included attending/noticing analyzing, and connecting through phonology and orthography, emphasized by tools of talk. During students' actions of attending/noticing, analyzing, and connecting, the Francis used the teacher facilitation tools of extending and bridging to connect their thinking to morphology and the specific suffix, which included some explicit instruction. Since *captivity* was a word that the students didn't know, Francis continued to support their connection to the word through explicitly connecting the definition as well as morphologically and semantically similar and related words like *captive*, *capture*, and *take control.* Students negotiated this meaning with their own hypothesizing, tinkering, and contextualization of captivity based on their own background knowledge.

With the curriculum tool of the ppt, Francis had the students further think about *captivity* through cross-linguistic and cognate connections in students' home language, Spanish. The students made a strong hypothesis about the cognate of *captivity* being *captividad*, which highlighted their use of cross-linguistic repertoires via their knowledge of cognates and patterns. The teacher affirmed their attempt, while also providing the correct Spanish word, *cautividad*. She also read the sentence and offered the additional application of the word in the sentence in the context of the cycle text.

As designed by the curriculum, Francis later taught the vocabulary word *wild* before having students compare and contrast *wild* and *captivity.* Across the episode and

later in the lesson, Francis and her SWG continued to demonstrate the ways they engaged in a multivoiced, dialogic oriented, negotiation of objectifying of language, or ME. Within and amongst each other, the students used a variety ME actions to explore and tinker with a word that they were unfamilar with. Especially interesting are not only the tinkering with the spelling of activity and captivity to compare and contrast them, but also the tinkering with the meaning of captivity (e.g., a control machine). The first form of tinkering analysis was oriented around the spelling. This tinkering during ME helped to group to move into Francis's explicit instruction of the suffix *-ity*. The use of tinkering with define/explain was also useful in that it gave Francis an opportunity to decontextualization to the word captivity against that of a control machine. It also had the potential to give Francis a window into the students' prior knowledge. Even in this five to six minute ME episode, the SWG as a social space was able offer diverse insights that could be leveraged and potentially aligned with what the curriculum had in place. Francis, representative of working from students' zone of proximal development elicited students' thinking and supported them at the point of entry. She affirmed their insights and efforts, which has the capacity to encourage future ME actions on the part of students during semantics lessons while still using her facilitation to bridge or explicitly deliver important knowledge that could support the learning goals.

Summary of Chapter 5

This chapter presented findings of research question one that asked, "What are the actions, emergence, and flow of metalinguistic engagement across the CLAVES SWGs"? The findings first highlight the pedagogically organized and spontaneous actions or modes of taking up, performing, building on, prompting, and facilitating ME. I separated

these actions into students ME actions and teacher instruction/facilitation. The students' actions—utterance and embodied— included use of primary metalinguistic actions, creative and extending ME actions, and metalanguage and linguistic repertoires. The teacher instruction/facilitation actions include the use of different instructional genres, metalinguistic prompting, and learning and facilitative moves that work with and through students' contributions. Both teacher and student actions often occurred with and alongside each other; the teachers directed students toward the learning goals they had in mind and students negotiated their understandings utilizing any available resources. Students' metalinguistic actions, in most cases, were consistent with current conceptions that metalinguistic awareness includes analysis of knowledge and control of processes and ones' ability to ability to construct explicit—written or verbal— representations of linguistic knowledge (Bialystok, 1987). Students' actions also, however, reflected more diverse modes of articulating their ME action. Some of these potentially reflected students' differing developmental ability to articulate their definition/explanations, analysis, application.

In terms of the emergence of ME, teachers often targeted and prompted language study. Findings also, however, reflected that students learned how to do ME and soon initiated their own questioning or insight ahead of teacher prompting. Initially, while ME teaching and learning emerged out of goals of the curriculum, it took shape and flowed in response to the learners' growing understanding and emerging development not only toward understanding a particular objectified aspect of language, but also toward 'doing ME' in a particular manner. That is, instruction/facilitation was generally oriented toward pushing students toward central understandings and interaction with the learning objects,

as school-based goal-oriented activity would. In this, ME activity reflects the tension of centrifugal and centripetal forces between routine, actions, engagement of the moment insights, and overarching goal-oriented activity.

With the heteroglossia of students' actions and the leveraging of a variety of teacher instruction/facilitation to meet such heteroglossia for the purposes of learning, both parties navigated learning, participation, insights, and confusions during ME with their resources on hand. In many ways this reflects the centrifugal and centripetal tension between the routine of ME and the necessary inclusion of diversity within the actions to bridge learning during the overarching goal-oriented activity. The next chapter picks up on this tension to better understand how the components within activity interact to shape ME and potential outcomes.

Chapter Six: Components of Activity and ME

In the last chapter, I shared findings related to the actions, emergence, and flow of ME. These findings helped established the fundamental elements of the nature of metalinguistic engagement. Here in Chapter 6, I turn the results of RQ2: "What is the relationship between the context, objectives, means and tools, and participant structures and metalinguistic engagement (ME) within and across groups?" The relationships and interactions here reflect the tensions within the activity system as participants mediate and navigate learning with the curriculum, instruction, and student learning. I organized the findings in this chapter according to the activity system component. I begin this chapter with a brief narrative of Liz and her SWGs before moving to address the results of RQ2 across cases.

The ESL Instructor and Her Two SWGs

Upon Liz's return to Las Andreas after teaching abroad, she enthusiastically agreed to participate as a CLAVES implementer. To the great happiness of her previous colleagues, she was now serving as the fourth grade ESL instructor. With Liz's role change, however, she faced new pressures. These pressures weren't so much articulated explicitly, but instead, were strongly implied through her discourse as well as others. Instead of having broad goals across content area learning and early literacy across English and Spanish, as she had had while a third-grade classroom instructor, Liz was now intensely focused on fourth-grade students' explicit growth in English. While her discourse during lessons with her SWGs often affirmed their bi/multilingualism, there was also frequent talk amongst the teachers about how students should progress in their WIDA scores and move toward being reclassified as former English language learners. In TWGs, Liz initiated discussions related to students needing good models for speaking

English and priorities of supporting their significant vocabulary development. Observations of her teaching, as well as concerns raised by her in interviews and TWGs, suggested that her teaching practice and student learning expectations centered on these beliefs.

Again, Liz chose to implement the curriculum with two groups. In many ways, her instruction remained consistent between the groups. The groups, however, responded somewhat differently due to group dynamics, individual agency, and background knowledge. Still, Liz often utilized direct and explicit instruction in addition to prompting students with "known answer" questioning and IRE patterns during her instruction in both groups. She prioritized students' development of specific comprehension and language development goals, such that she expected students to provide verbatim and more direct paraphrased definitions/explanations. Her engagement with student contributions reflected an expectation that students demonstrate comprehension that aligned to standardized and or specific epistemic understandings. She often reinforced students' knowledge through drilling, recitation, and repetition. Her goals and approach to teaching had significant impacts on the interactions that occurred in her lessons.

But also, there were other components of activity that shaped the ME learning and outcomes as well. Liz utilized a variety of visual tools. Some of these, she created with students, while others she prepared to a certain degree ahead of her lessons. She also kept many of the anchor charts on the walls of her classroom, giving her and the students the opportunity to return to them if necessary. This and other components of ME activity had a direct impact on ME episodes in the moment. At the end of this chapter, I illustrate Liz's vocabulary instruction with SWG two at the end of the chapter. Before unpacking

this episode, I move to highlight findings for research question number two, the

relationship between the context, objectives, tools and means, and participant structures

and ME.

RQ2 Findings

This chapter shares findings related to the relationship between the context,

objectives, means and tools, and distribution of labor and their relationship to ME

activity. Specifically, patterns within the findings reflected tensions (see, figure 6.1

Relationship Between Situational Context and Components of Activity and ME). These

tensions include of (1) the manifestation of physical contexts and the institutional site of

practice into ME, (2) teachers' interpretation and enactment alongside curricular potential

of ME, (3) SWG's use, navigation, and organization of the specific tools and means

during and for ME, (4) the structuring and navigation of the participation and power

dynamics during ME. The findings are organized according to the CHAT framework

components: context, rules, objectives, tools, distribution of labor). I reframe these

headings: as *1. Physical Context and Sites of Practice*; *2. Enacting Language Objectives*;

3. Means and Tools; *4. Participation Structures*. I numbered these sections in order to

reflect the order in which they will be discussed. The organization of these sections has

meant combining some of the components of CHAT (see figure 6.1). For instance, the

header *Physical Context and Sites of Practice* joins the concepts of an institutional

context—to attend to the community and rules—and the physical locations in which

learning took place. *Enacting Language Objectives* responds to the curriculum's

objectives as well as what was often the teachers' purpose and expectations. *Means and*

Tools reports findings related to use and navigation of the curriculum topics, themes, and

materials by the SWGs. *Participation Structures* highlights the ways that talk and

knowledge construction was organized between the teachers and students during ME.
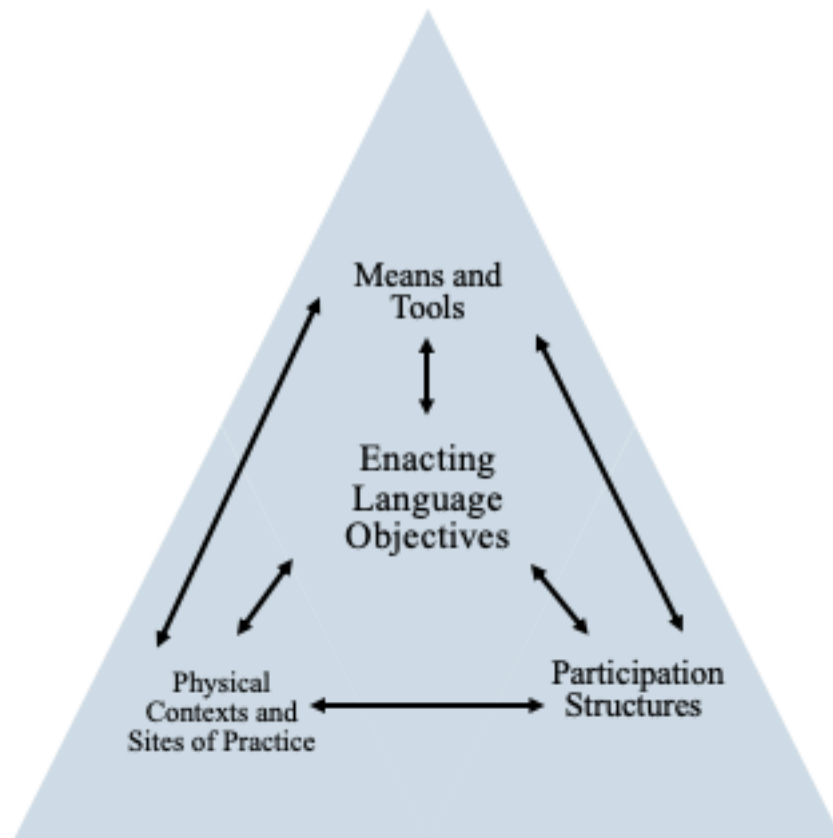
Figure 6.1: **Relationship Between Situational Context and Components of Activity**

and ME

Each category of finding includes necessary addressing of the specific

interlocuters (i.e. curriculum, curriculum materials, teachers, students). Not all lessons

and units were available for each teacher and SWG—Shelly only completed the first two

units; Francis had fewer lessons to analyze; Liz's observations were split between her

two different groups. Within these limitations, some patterns within findings are much more relevant to specific units, cycles, teachers and/or specific SWG groups. These differences are noted and unpacked. I discuss these patterns alongside illustrative examples within the conceptual and undergirding theoretical frameworks. Across all the findings however, I hope to underscore overarching patterns within the findings reflect tensions and particularities of (1) setting, preparing for, promoting, and enacting objectives of ME in conjunction with (2) supporting, responding to, and providing opportunities for students' participation and outcomes within ME, all within the specific situated contexts. I begin with results related to the *Physical Contexts and Site of Practice*.

1: Physical Contexts and Sites of Practice

Findings in this section relate to the ways the physical site of practice as well as the institutional site—through the implicit and explicit rules that exist there—influence ME through setting expectations and/or constraints on participants. The school as a location of practice brings particular rules and expectations. Alternatively, the physical context of the school—busy, vibrant, and loud—impacted groups capacity to attend to the language objectives and or certain participation structures during ME. The institutional and physical setting influenced both the prioritized objectives of ME and the availability of particular supportive and responsive measures for encouraging participation and outcomes within ME. I discuss all of these findings below under *School Culture and ME* and *Physical Site and ME.*

School Culture and ME

Being a dual language immersion school with its own specific culture—with explicit and implicit rules and expectations—Las Annas, as a site of practice constantly permeated the CLAVES space and more specifically, the ME episodes. For example, across the SWGs—and reiterated within TWGs and teacher interviews—there were indictors of a schooling the cultures that reflected ideas of appropriateness, best practice, and concerns for Spanish dominant bilingual students. As in all socio-cultural spaces, what counts as appropriate, acceptable, and expected is determined by the values of the local culture as much as by larger society. Within Las Annas, goals for accountable talk and specific ideals for development with respect for the Spanish home language ELL designated students, were reflected within TWG groups as teachers discussed their desires and expectations for students. In many cases, these desires included the CLAVES, Spanish dominant, "ELL" students building their vocabulary, being exposed to good language models, and becoming more capable in their English language skills overall—all frames that were especially iterated by Liz. Students' WIDA growth was often brought up as a major victory in teaching, such that the ELL designation and student growth within schools was something that all schools hoped to positively impact, this comes as little surprise. Teachers were not the only ones to express English language growth. Participating students expressed their appreciation that they could build their English skills in the CLAVES context. Pride in bilingualism, yet separation across languages and an explicit desire by students to practice and improve English emerged as a pattern within findings, especially in the immigration unit discussions as well as student survey responses.

Hence, within ME, rules and dynamics related to language practice were heavily attended to by the teachers out of the overarching school culture. Each of the implementing teachers, whether in reflecting during TWGs or in directing students in their groups, articulated and attended to the modes of students' language practice, participation, and collaboration. As was shared in Chapter 5's section on repertoires, teachers called for students to be good speakers and listeners by using specific explicit turn taking patterns, not speaking over each other, and building off ideas. Teachers addressed the length and content of students' contributions, remarking when students didn't share full sentences, or added additional and narrative information that the teacher perceived as unnecessary. This especially impacted ME when teachers interjected into moments—during students' contributions—to correct students' practice. Some students were able to return to their thinking while others were lost their thought completely. Moreover, Las Annas, as most schools, had a culture of regulating not only language practice and knowledge, but also bodily expression, correcting students' eye contact, body language, posture during learning, because that is what "good students" do. Here, the impacts of regimenting what participation counts was made visible. While these teacher practices could be attributed to many things, schools as sites of practice have historically enforced both implicit and explicit rules about desirable and undesirable forms of practice, and this emerged during ME.

Similarly, teachers could be heard asking students to clarify and elaborate upon their contributions during ME. In some cases, teachers also encouraged student contributions that were less accurate but illustrated the ways that student were playing around with ideas.

Triangulation of data connected these patterns of teachers attempting to support both the learning and engagement of students as discourses from Las Andreas' professional learning. In the interviews, all the teachers had discussed book clubs using text like *Making Thinking Visible* (Ritchhart, Church, & Morrison, 2011) and *Growth Mindset* (Dweck, 2007), as well as those data driven professional development agendas to improve learning through and for test scores. In observations, responses that affirmingly engaged student thoughts, according to the teachers, were part out of the *making thinking visible* and growth mindset frames. Shelly discussed how the visible thinking perspective was valuable when responding to student talk. Though she felt she had always sought reveal and deepen students' thinking, she felt the PD reinforced her attention to metacognition. Similarly, Liz shared that she had been trying to implement a growth mindset approach by encouraging students who were attempting to engage with tricky and complex concepts. Alternatively, Shelly shared that she had intentionally not allowed data driven professional development to enter into her CLAVES, and more particularly, ME teaching practice. Thus, while some professional learning and school trends made their way into the overarching practice, not all school ideologies and goals were reflected in —or shaped—ME for all teachers.

Physical Site and ME

Findings highlighted the significance of physical sites and the ways that specific locations as learning environments impacted ME. Francis's primary space was the literacy center, downstairs and secluded from much of the larger schools' excitement. While cheering and screams were occasionally heard from the school gym, these sounds were greatly muted. The window in this literacy center did provide some opportunity for

distraction with passing groundhogs, rabbits, and birds. These moments, however, were the occasional diversions from the language-based learning of CLAVES. When Francis's group had to shift to the library, student's attention during ME episodes shifted as well. The layout of school's library is unique in that it was not a closed in room, but instead the central hub of the school; an open space that hovered alongside and in between two open floors lined with classrooms on the west side. Clusters of other classrooms on the south meant that classes walked through the library to enter the cafeteria or gym on the north side of the school. There were other small, multiuse classrooms on the eastern side of the library. During a syntax lesson, Francis's group sat in an open 8 by 8, walled, but not fully enclosed space in the center of this library. As Francis attempted to offer direct instruction on complex sentences with dependent and independent clauses, students from other classes walked past the open space, screaming, giggling, and relatively distracting. What was potential in the lesson's ME activity was greatly loss because of the activity of the larger space.

Across the three teachers, there were different challenges to the immediate and larger school space in which lessons took place. Shelly's SWG huddled in a small corner near her desk in the larger classroom while Shelly's larger class did "independent work". On numerous occasions, Shelly paused ME episodes to direct or discipline other students in her class. Members of the SWG were sometimes distracted by the movements and conversation of their peers. Liz's classroom was a closed off space just to the north of the library. While her room created more protections to the bustling activity of those walking past, the sounds and excitement often drifted inside. On numerous occasions, Liz asked students to close the door.

In other cases, regardless of space, the school day seeped into the learning space to interrupt and disrupt discussions; impacting what was happening and even how teachers chose to engage learning in the moment. From announcements to student pullouts for additional activities, findings point to ME episodes interrupted because of the school day functions. Both Shelly and Francis who sometimes held their classes later in the evening had entire activities cut off because of afternoon announcements; Liz's lesson was interrupted by the pledge of allegiance that completely postponed and redirected a ME review related to rights.

In using the CHAT framework, I was able to note the ways that the immediate and institutionalized spaces impacted ME activity—especially in response to the operationalizing objectives and shaping both participation and expectations of student learning. Learning that could happen in Francis's quieter, space was wholly disrupted within the library. Shelly's space was always full of multiple and overlapping activity that she and her students had to navigate alongside their ME opportunities. She also expressed the ways her role as a classroom teacher meant that she had less time to prepare for CLAVES. Liz's space as well had its challenges, as the less than ideal volume levels flowed into to their teaching and learning activity. The entire school space impacted cultural norms, ideologies, and expectations within ME teaching and learning in the moment.

2: Enacting Language Objectives

Findings in this section point to the relationship between teaching and learning objectives, as component of activity, and the ME that occurred, especially with attention to the curricular goals and the teachers' actual facilitation and emphasis on particular

goals. Roth and Lee (2007) argue that activity is manifested through goal directed actions (p. 201). The goal and objectives in the ME were initially articulated and framed by the curriculum lesson plans. The curriculum was an initiating frame for ME. Even if broad and allowing for teacher choice and flexibility, the curriculum provided and articulated the initial ME objectives. As a blueprint that was roughly or intricately followed, the curriculum's stated goals influenced many of the moment to moment mediations as teachers attempted to enact it; establishing and reinforcing patterns, and implicit rules, through which the teachers and students were to "engage" vocabulary. For instance, many of the semantics objectives were related to students "analyzing and discussing" the objectified language, as well as "application" of the vocabulary in the context of the mentor text themes and the cycle's essential questions. But the findings, within the CHAT framework, reveals the ways that the curriculum was not the only influencing factor during ME.

Across findings, a significant factor in ME activities were the implied and potential purposes of the curricular objectives alongside community members' interpretation, enactment, and engagement of objectives. Where teachers as interpreters and "repurposers" of objectives, and the students—not passive subjects to be poured into—navigating and negotiating the goals, ME was shaped for and through the individual SWGs and the overlapping community. The teachers were tasked with enacting the lesson plans, but also had their own interpretations and motivations when it came to operationalizing the objectives through facilitation with students. Teachers' facilitation ME broadly reflected fidelity to the curriculum, however, teachers' instructional and facilitative actions suggest "interpretive liberties" or re-envisioning of

the implicit goals based on their own expectations of learning and/or students' capacity to achieve the stated goals. Students, as agentive actors within the activity, navigated and negotiated the curriculum's and teachers' objectives against their own interests and motivations. As such, there are incidents and patterns of tension between the articulated curriculum objectives, teachers' motives and facilitations, and students' engagement. Below, findings highlight the articulated and (re/mis)interpreted ME objectives, especially related to navigating, negotiating, and responding to *Declarative, Procedural, and Metacognitive Meaning Making,* and *Negotiating Breadth, Depth, and Local Comprehension*. These findings continue to reiterate opportunities and mismatches of curriculum and instruction that supports, responds, and provides a variety of opportunities for students' within ME.

Declarative, Procedural, and [Metacognitive] Meaning Making

This finding relates to the fluctuating attention to various depths of understanding related to declarative, procedural, and meaning-making knowledge and skills during ME. This finding especially highlights not only the curriculum's lack of explicit expectations, but also the ways teachers' practices emphasized certain aspects ME objectives over another, thereby shaping both student engagement and outcomes. The syntax lesson topic in Nature Unit Cycle 2 was related to pronouns. Observations of this lesson are available from both Liz and Shelly. During ME, both teachers supported students' declarative, or explicit knowledge, about the meaning and purpose of pronouns. At differing levels of depth across the two teachers, instructional activity reflected attention to procedural knowledge and skills. That is, teachers attended objectives that included having students develop knowledge of the what, when, how, and why of pronouns, as well as conditional

knowledge pronouns as valuable assets in texts. Shelly, for instance directly taught the declarative knowledge before using intuitive heuristics instruction to reinforce the metacognitive meaning-making of using pronouns. Her actions included asking students how they understand which pronoun to use or is referring to what. The teachers differing approaches and emphasis during ME suggest teachers' objectives and potential motives. Two subcomponent highlight themes of *Differing Objectives; Differing Teachers* and *Teachers Navigating Students.*

Differing Objectives; Differing Teachers. The more emphasis placed on particular actions, prompts, and instruction during enactment of the curricular ME objectives, the more teachers' potential implicit objectives and goals can be understood. Here, the teaching approaches often suggested differing prioritization of students' declarative, procedural, and or [metacognitive] meaning making knowledge and skills. Moreover, different teachers took up whatever prioritized goals by utilizing a variety of instructional approaches with students—producing outcomes out the shaped ME activity.

Declarative knowledge includes facts and definitional aspects of what particular language components. Procedural knowledge and skills include the capacity to explain how language function and works and/or the ability to apply the language. Meaning making skills relate to the ability to draw—or make—the nuanced meaning from the applied language. Metacognition included understanding the conditions under which declarative and procedural knowledge apply. Metacognition in literacy involves students' capacity to monitor, control, and regulate their decision-making in comprehension based on their declarative (factual) and procedural (skills and strategies) knowledge of top down cognitive and bottom up literacy strategies (Anderson, 2004; Winne & Azevedo,

2014). Accordingly, I coded metacognitive meaning making as ME activity and discourse inclusive metacognitive strategy and skill, in relation to strategically utilizing, applying, and making sense of the language in various [conditional] contexts.

Once students in Shelly's SWG demonstrated their understanding of what pronouns are—the declarative or factual knowledge, her instruction reflected attention to the procedural skills and strategies of locating pronouns and or replacing nouns with pronouns. Moreover, her facilitative actions moved to enhance students' capacity to accurately utilize and or understand the utilization of pronouns. Thus, through the discourse and actions, her teaching appeared to emphasize the students' monitoring and articulation of what they understood and still need to clarify in relation to objectified language. When Shelly prompted students to define/explain how they knew to use one pronoun over another, students articulated their reflective and metacognitive thinking about their language component skills with pronouns. This placed depth of understanding through metacognitive meaning making at the forefront of her lesson. In this and other similar ME episodes, students' ability articulate their understanding and use of their literacy knowledge suggest the potential to support a future capacity to transfer this skill to other literacy contexts.

Not all instruction requested depth of thinking, or even attention, by the students. While Shelly attempted to address the deeper meaning behind syntax and morphology learning, Francis and Liz's SWGs often moved through similar lessons with less emphasis on underlying meanings and purpose of language objectives. In most cases, they instead emphasized the declarative and procedural facts, noting the components of the objectified language before prompting students to analyze text for examples.

Moreover, when attending metacognition, teachers offered direct instruction. As will be addressed later in this chapter, these moves established—intentionally or unintentionally—a teacher centric distribution of labor as well as a dynamic of who presents or is able to communicate knowledge such that students' metacognitive understandings and conceptions remained unheard.

Teachers Navigating Students. Findings highlight that while attending to cross purposes of declarative, procedural, and metacognitive meaning making in ME, teachers' facilitation and instruction attended to different aspects of language based on the ways that students' took up or reflected a capacity to engage with the objectives. That is, the ways that teachers moves were responsive to students' prior and in the moment engagement during language study as much as their moves were based on their own goals. Various episodes included teachers successfully and unsuccessfully directing students to demonstrate, negotiate, come to understand, recite and or receive knowledge and skills related to objectified language. Students reactions and capacity to explain/define, apply, or do other ME actions influenced further shifting motives and facilitative actions on the part of the teachers. For example, when students' actions reflected inconsistent previous knowledge, teachers tended to approach ME with overt— or direct— attention to declarative and procedural knowledge through direct instruction, especially during morphology and syntax.

Ironically, findings also suggest that in many of these cases, students' lacked metalanguage more than they lacked the ability to engage with the ME activities. While learning metalanguage was not an explicit goal of the curriculum, students' knowledge of and use of language terminology certainly supported efficiency within conversations. In

syntax lessons like the one on pronouns described earlier, teachers utilized a great deal of metalanguage in their direct and explicit instruction in service of building understanding and reinforcing declarative knowledge ahead of procedural application. As such teachers' mediation of the instruction was shown to not only be shaped by their interpretations of the curriculum and individual motives, but also their own response to students' uptake and navigation of goals.

Negotiating Breadth, Depth, and Local Comprehension

The previous findings were especially illustrative of teachers' differing attention to declarative, procedural, meaning-making, and metacognitive knowledge with relation to syntax and occasionally morphology lessons. In the present section of *navigating breadth, depth, and local comprehension*, the findings are much more related to objectives within semantics and morpho-semantic learning—including reengagement, discussion, and deepening knowledge of previously learned words (e.g. such as semantics webs and negotiation of meaning). Findings highlighted the ways that language-based skills and objectives were sometimes oriented to attending particular aspects of breadth and depth in language learning, in addition to concerns for building local comprehension. Again, teachers' enactment of these goals suggests their interpretation of the curriculum, individual motives, as well as response to students. Their attention and facilitation, however, guided and impacted what was explored and what learning students were able to come away with.

Teachers' facilitation, with relation to semantic and morpho-semantic ME, was more varied and open than other language components. During semantics instruction, inclusive of morpheme study, teachers often sought to unpack and discuss contextualized

and strategic meanings while enforcing literacies processes for decoding and negotiating semantic understandings. Moreover, in many cases, teachers' approaches reflected varying attempts to build of local, contextualized, epistemological, ideological, and standards-based knowledges that would support specific comprehension within the cycles' themes and texts. During such episodes, the potential for ME to address deeper— and transferable—metalinguistic knowledge and skill were in tension with objectives that prioritized local comprehension related to the texts as opposed to goals to enhanced vocabulary depth across contexts. I will unpack this finding more, before also sharing related subcomponent findings on *Navigating the Complex, Multiple Meanings, and Ideologically Layered* and *Attending Morphology, Etymology, and Phonology.*

Vocabulary breadth is related to having a variety of expressive language, with at least surface level knowledge. For example, across SWGs, teachers' attention to vocabulary breadth is reflected in the ways the SWGs learned a variety of vocabulary to discuss and eventually write about the curriculums topics. During Shelly's instruction of *rights* and *protest*during the Rights Unit ME episodes, she especially highlighted breadth of vocabulary. Aligning with the curriculum objectives, she emphasized students' connect/contrast actions to attend multiple forms of *protests* during the negotiation of meaning and retell activities. Moreover, her facilitation encouraged students to discuss the vocabulary and topics not only in relation to breadth across semantic meanings, but also to attend depth of knowledge as they used ME actions to define/explain, apply, connect/contrast, and (de)contextualized the language across the terms.

Vocabulary depth is defined as a depth of vocabulary knowledge including morphological awareness, awareness of semantic relations, and syntactic awareness. In

fact, findings point to the substantial variations in the ways the three teachers intentionally addressed—and or unintentionally engaged—vocabulary depth during ME episodes. For example, Francis and Shelly's approach to semantics instruction generally allowed for more extended negotiation of meaning. In Francis's previously shared example of *captivity*, her use of multiple semantically and morphologically connected words implicitly engaged students' depth of knowledge. Throughout the ME discussion, her students were exposed to and/or connected *captive*, *control*, *controlling*, *taking control*, and *cautividad* alongside *cages*, *zoos*, *prisons*, *absence* of *freedom*, and *lack of wild;* extending connections, semantic awareness, and (de)contextualization. Moreover, students built additional depth of understanding as they continued to apply *captivity* in the context of the texts and discussions, while also learning about the suffix *-ity*. Shelly's lessons similarly, but more intentionally, built vocabulary depth within morphology lessons because her attention to meaning making with each related word with the suffix *-ity*. Her instruction showed not only willingness, but also intentionality when she invited a variety of voices and examples within her SWG's morpho-semantic discussions. Liz's semantics lessons, being more linear and oriented to the provided definition, held less opportunity to build depth of vocabulary knowledge that could be transferable across contexts. While she attended to depth of knowledge in her morpho-semantic discussions, findings suggest that her semantics and vocabulary instruction prioritized attention to local comprehension.

To be sure, Liz was not the only teacher who attended local comprehension. In general, analysis suggest that all three teachers were especially concerned with building knowledge in support of comprehension for the mentor texts. During TWGs, when

teachers discussed the rationale for ME activities that reviewed the texts and applied vocabulary, they shared how these activities were used to remind students of the specific contextual meaning of language. Liz's instruction often included having students articulate the definition in both the exact language of the provided definition as well as in their own paraphrased words. She also had students play slap games where they selected vocabulary word cards after she read a definition. The game aspect was appealing to the students, causing them to pre-emptively guess and point to the next word in order to be the first. Her response was to tell them that it wasn't really a guessing game. Her approach, however, standardized students' local comprehension. This objective and facilitation shaped what was possible during the related ME—a multiple choice selection test.

Findings highlight the ways the mentor text approach of the curriculum helped reinforced simultaneous navigation of language and content, and reified attention to the local comprehension. For example, discussion of *treatment* was thickly embedded in good and bad animal treatment. Relatedly, across teachers, findings reflect an expressed a desire to better support local comprehension of text in service of preparing students for the dialogic reasoning (DR) discussions. DR, as a curricular component, became not only an activity to support comprehension, as it was intended, but also an object of learning for the teacher. While extremely important for providing students with opportunities to utilize and build their expressive language skills, DR's purpose was about building argumentation skills and local comprehension. Teachers' discourse suggested, however, that the prized, student driven and led DRs necessitated at depth of understanding within the mentor texts. This resulted in all the teachers attending local comprehension for

semantics and vocabulary. Consequently, findings across the ME episodes highlight these

patterns of SWGs, per teacher instruction, prioritizing local comprehension of the texts.

And sometimes, this happened over depth of understanding of concepts across

taxonomies of use; putting DR as an objective in tension with the purpose of CLAVES

language-based lessons as an opportunity to deepen comprehension of concepts and

vocabulary more generally. increasing nuance of meaning, while remaining

contextualized in the cycle's topic.

Navigating the Complex, Multiple Meanings, and Ideologically Layered.

Arguably, across the semantics and morpho semantic ME episodes, some of the most

robust interactions—teacher to student and student to student—occurred. Findings

suggest that teachers' attention to and motives, as well as students' engagement, within

these episodes were richer; offering the most heterogeneous contributions and actions

from participants out of the opportunities for eliciting, supporting, and responding to

students' participation within ME. Yet, there were still varying ways that the teachers'

facilitation and emphasis of particular goals attended all aspects of language form,

function, and meaning that emerged both implicitly and explicitly during ME. These

differing goals and attention impacted ME in the moment and learning across the course

of the intervention. This subsection highlights the relationship between the differing

objectives— or attention— to ME in service of vocabulary breadth, depth, and local

meanings based on the *morphological complexity*, *multiple meanings*, and *ideological

complex layers*.

Morphological complexity. While teaching semantics in Nature Unit, Cycle 2,

Liz introduced the vocabulary word revive. Antoni, ahead of Liz's usual direct instruction

interjected so say, "I know what that word is". To which Liz replied, "what do you think it means?" Antoni went on to define/explain revive, saying "Revive? Well, I know a certain kind of revive, when like species, maybe something dies, and you can bring it back". Instead of explicitly evaluating Antoni's contribution, Liz continues with a more heuristically organized instruction; her immediate next utterances prompting attending/noticing of the prefix *re* and highlighting the *vive*. With *re*, she directly instructs, saying that [the group] "remember the meaning to be again" before saying, "you Spanish speakers, what does *vive* mean?". Once the group had negotiated the word parts *re* and *vive*, they collectively came to the conclusion that the combined meaning was "again live". Liz then asked the group if the direct translation of the morphemes seemed similar to Antoni's definition. Liz's approach within this ME episode highlights the ways the teachers control and direct much of the flow of learning, as will be discuss later. But also, her instruction also set the purpose of the semantics instruction, which included explicit engagement with the word parts of a morphologically complex word.

When exploring morphologically complex—multiple morpheme (e.g. revive, adaptation, interdependent, etc.)— words, teachers' instruction often prompted the opportunity for students to attend/notice and analyze word parts alongside defining/explaining the vocabulary as a whole. In many cases, teachers and/or students also made connections/contrasts to these words based on prior knowledge of other morphologically similar words as well as Spanish/English crosslinguistic cognates. As will be discussed in more detail later, per design of the curriculum, morphologically complex words were often connected to and reinforced during the day 3 morphology lessons. That morphology was an ingrained aspect and specific object of the curriculum,

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students attended and eagerly highlighted recognizable components of morphologically complex words during semantic instruction. Thus, the object of exploring morphemes within morphologically complex words was sometimes initiated by students ahead of teachers' prompting, thus shaping the ME episode. There are frequent examples of students navigating these words by engaging with the word parts first if the word was less familiar. With more familiar words, as is the case with Antoni above, whether morphologically complex or not, students often went about defining/explaining the word before analyzing and highlighting the word parts. In this example, Liz reinforced the opportunity to explore the morphological parts, thus revealing her own expectations and motivations of the ME objective.

Multiple Meanings. In other cases, teachers sought to highlight the multiple meanings of words across contexts. Francis's lessons in particular highlight the ways that her more dialogic form of instruction allowed for students to use their prior knowledge to explain/define, apply, connect, tinker, hypothesize and even analyze words; even while she made moves to decontextualized and then contextualize the contexts of use. For instance, *strike* was a word that students had encountered in the context of *bowling*, *baseball*, *hitting something/someone*, *initiating an action*, and *a form of protest*. Thus, her objective reflected developing students' depth of vocabulary knowledge in relation to multiple meaning words. Just as when Antoni in Liz's SWG rightly notes that there is at least "one type of revival" that he knows, there are multiple ways words can be experienced and utilized across contexts. Teachers showed differing intention to exploring these multiple meanings across different vocabulary words. For example, early examples of Liz's classes highlighted her straightforwardly providing definitions of

words in the curriculum with little negotiation. Later in the year during the Rights unit, however, she was shown to negotiate more ways of using vocabulary across topics, such that after the definition of reviving extinct animals, she shared the example of *reviving* a dying plant by giving it water. This intention to engage multiple meanings brought important depth to ME of vocabulary. For example, Anna and Luis's defining/explanations of *wild* in Francis's SWG highlighted the multiple meanings and applications. While Anna's definition —wild untamed animals—was more broadly connected but not the contextualized use for the Ivan Unit, her ability to contribute that definition/explanation to the group's negotiated understanding shaped the ME to include more ways the objectified language could be utilized.

Ideologically Complex layers. An additional findings reflects the ways SWGs, and teachers' more specifically, attended to ideologically complex language—having socio culture or politically contextualized meanings. Such that all language holds power, conversations of language can be unpacked according to the political implications. Analysis of the Immigration Unit especially emphasized the opportunity, or necessity, of engaging ideologically complex words based on its lack thereof. Where there was little troubling of the ideologically loaded terms such as *assimilate/assimilation*, *adapt/adaptation*, and *immigrate/immigration*, simplistic ME privileged particular contextualized taxonomies of their meanings and application. The first cycle of the Immigration Unit included Home at Last, a book about a recently emigrated Mexican family adjusting to life in the U.S.A. as well Immersion, a multimedia video, about a Mexican young boy's experiences within an English only school ahead of standardized testing.

The centralizing question to this cycle was "Should immigrants have to assimilate to a new country". In a sobering moment after watching a part of Immersion, when asked how the SWG know Moises—a character in the multimodal Immersion video— and his family were immigrants, Luis and Anna responded that they knew because he was "speaking Spanish" and "eating tortillas," respectively. Francis seemingly awestruck engaged their contribution by asking "Just because you speak Spanish and you eat tortillas, does that mean you're an immigrant?", to which the group says "no". There was no further unpacking or critical language discussion around either the uncomfortable moment or the idea of 'who is immigrant'. Analysis of the available semantics and application ME episodes for this unit also shows the ways that neither critical language awareness nor critical literacy, per both the curriculum and teacher practice, were utilized to frustrate the political layers of the cycles' vocabulary. Such responses from students emphasize that there is a need to have more critical language ME. Their associations with immigrants was arguably aligned with dominant U.S. society. But also, what then is an American national person. A person who speaks monolingual English and eats hotdogs, pizza, and casseroles—or potato salad with raisins? In this unit, there were many missed opportunities for critical language ME. *Wild*, *captivity*, *exterminate*, and *protests* among others vocabulary include power, racialized conceptions, and other critical literacy understandings related to language. Here, findings highlight at least surface level ME in service of unpacking ideologically layered language as teachers' objectives centered on local comprehensions.

Navigating Morphology, Etymology, and Phonology. Morphological awareness and skill as an objective during ME episodes proved to be tricky and oscillated between

purposes that often omitted depth and cross component attention. As teachers prioritized semantic meanings and procedural knowledge of morphology, findings also highlighted varying attention—thus objectives and enactment— to connections between morphology, etymology, and phonology. Thus, issues within these findings point not only to objectives, but also awareness to address to the interacting elements that could support students' growth. Where phonology and etymology came into play, which were not stated objectives of curriculum's morphology lesson plans, confusion ensued and was often unaddressed. For example, when student suggested non-example words that sounded similar to the morphemes being studied, teachers sometimes missed these cues and neglected to address the overlaps. Again, phonology was not an articulated objective of the curriculum. But also, within morphology ME instruction and conversations, teachers seemed to misunderstand students' misunderstandings. For instance, during Species Revival morphology ME study of prefix *il*, Luis from Francis's SWG suggested *eliminate*—a word that emerged in the previous Wolves lesson cycle. Francis heard *illimited.* What resulted in the ME was confusions based on phonological similarities between *il* and *el*, to which Francis replied that she "didn't know that [illimited] is a word" before also tinkering with a meaning, "without limits".

In a few cases, students corrected each other when a similar sounding word was suggested during morphology instruction and activity. When Liz didn't respond to Ollies repeated tinkering and suggestion of *arriving* during a discussion on *ir*, Jessica politely told him that *arriving* began with an *a* rather than *ir* prefix, to which he replied, "Oh yeah". Across SWGs, students were challenged by the overlapping phonology. They sometimes could not hear the differences between affixes like *em, en, im,* and *in*. Without

the tool of the word cards or writing down the suggested words, the students and teachers were not able to connect the dots for the mismatches.

Similarly, issues of etymology, "the study of the origin of words and the way in which their meanings have changed throughout history" (Merrian-Webster, 2019) emerged in the ME episodes. In Francis's SWG suggested a word (i.e. *en* in *entertain*) with etymologic connections but lacked a derivational morpheme to extract. Templeton (2012) has argued that morphology instruction should address "the basic nature of word formation processes, the spelling-meaning connection, the generativity of morphology: roots and affixes, etymology and morphology, and the role of morphological knowledge in learning other languages" (p. 101). Themes, in fact, suggest that words with difficult to navigate because of etymology as well as orthography similarities. Words like *important* and *immigration* emerged as students sought to contribute related words during instruction for *im* and *em*. *Document* and *moment* emerged during ME with the suffix -*ment*. When these confusions arose, Shelly addressed the etymology and orthography thoughtfully in her SWG's episodes. Liz, on the other hand corrected example and keep moving without addressing why the words sounded or seemed to fit the pattern. In a few cases, Liz did say that a word could not be parsed, but did not address the semantic, etymology, or orthography relationships. Francis was less direct with her feedback on students' suggestions but did note that she didn't "think" that specific words were examples. In some cases, students' hypotheses were not off track. *Eliminate*, for example, because of the etymology and history of the word was indeed connected to the semantic meaning of the *il*-morpheme. Here, patterns reflect differences in teachers' broad objective to just attend the curricular affixes, which subsequently constrained other

language issues that emerged during ME. Differing emphasis and attention through teachers' facilitation, as well as curriculum objectives and support, meant that this aspect of language knowledge was sometimes overlooked during ME.

Across all of these findings, is an underlying pattern related to the curriculum and teacher facilitation of enacting language objectives shaping potentials, actual participation, and final learning outcomes within ME. Teachers' negotiation of the broad curriculum objectives—based on their own suggested assumptions, expectations, and realizations of student needs and capacity—shaped what actions and learning occurred.

3: Means and Tools

Beyond the articulated and interpreted objectives of the curriculum and teachers, other findings emphasize means and tools such that it set and promoted participation and outcomes through being supportive and responsive to students. Here, individual moments of ME often took shape based on the ways a SWG utilized or lacked means and tools during teaching and learning activities. Moreover, the findings highlight the ways cross episodic and group patterns happened because of particular means and tools of the curriculum. Below, findings are connected to the *Means of the Topic and Themes*, *Tools as Mediational Devices,* and *Content Organization as Means.*

Topics and Themes as a Means for ME

Findings highlight the ways interaction within ME was often cultivated through—and necessitated—simultaneous engagement within the curricular themes and textual content that supported and scaffolded opportunities for students' participation and learning during ME. For example, the topics, themes, and objectives in the CLAVES curriculum were designed to encourage student interest and engagement while also

supporting students' development of transferable language-based knowledge and skills. Thus, the curriculum and its components as mediational tools for ME learning had the capacity to deeply shape interactions during ME. And as patterns were recognized and topics reiterated, SWGs used established their own fossilized patterns of navigating with the means and tools. Unsurprisingly, because of the particularities of each SWG, there were also some engagement moments and patterns that were somewhat unexpected as the participants navigated [through] means and tools based on *interests*, *prior knowledge,* as well as *abstractness* of combined content and language.

  Interest. Observations suggested that, indeed, the curricular subjects generated and sustained interest, prompting student participation and scaffolding engagement with language objectives. The topics were somewhat familiar, even if the specific vocabulary taught and utilized were not. Still, discourse analyses suggest that students' familiarity and motivation to discuss the objectified language within the topics supported their ME across language-based foci. During lessons, students demonstrated eagerness to offer insights about the combined language and themes; enthusiastically explaining/defining as well as analyzing words and doing other ME creative extending actions. In the student surveys, students shared that enjoyed talking about the multiple topic, such as animals, rights, and immigration. There were exceptions to this, however. With Alex from Liz's SWG two, he did not enjoy the immigration unit. The topic of immigration was emotionally painful due to the deportation of Alex's dad. Observations of his SWG's ME episodes during immigration semantic webbings reflected reticence that had not emerged in earlier lessons. Other groups however were invigorated by the topic of immigration, as well as those other topics that centered around rights and protests. In the larger school

context, the topic of *rights* was extremely relevant to many in the students' community and the nation due to conversations and policies that emerged out of the 2016 election season. In response to the Trump administrations' explicit agendas that centered on xenophobia and targeted deportation of Latinx peoples, conversations about rights, protest, language, and culture were especially relevant and a means through which to motivate ME. Students interests and passion around these topics meant increased background knowledge which influenced their participation in related ME episodes.

Prior Knowledge. Findings suggest that students' prior knowledge of topics, alongside the complexity and abstraction of the cycle themes, vocabulary, and contentious questions deeply impacted their participation within ME episodes. For example, students across SWGs listed the animal topics as favorites. Discourse within these related ME episodes illustrate students' previous familiarity and connected insights at the intersection of language and contextualized topics. Whether related to rights, adaptation, or bilingualism, ME discussions highlight students' personal and conceptual knowledge that could creatively extend their engagement with the objectified language. For instance, Ollie was able to share his knowledge of unions during the Rights Unit because he had attended meetings with his parents. As their background as well as previous learning emerged, students shared valuable insights that shaped the depth, length, and even participation structures of ME episodes.

Abstractness. Alternatively, students varied in their use of more abstract vocabulary, even within familiar content. The inclusion of more abstract language objectives within the curriculum did not, however, mean that students were unable to participate. When prompted to do so during ME, the students discourse reflected their

ability to discuss ideas according to the context of the texts while still side stepping some of the more technical vocabulary. This often resulted in teachers using sharpening recast to apply the vocabulary. Generally, the curriculum as a means, alongside teachers' formative facilitation, was shown to scaffold students' participation and long-term learning of the more abstract language goals. Consequently, cross episodically students' participation within a single five-day lesson cycle reflected increasing ability to reflect on, connect, and utilize the specific vocabulary within the semantic understandings of the contextualized individual. For instance, students had less initial familiarity with *captivity*, but increasingly discussed the nuance of its meaning with and without use of the specific word during ME episodes that involved semantic webs, negotiation of meaning, and textual retells during the *Ivan lesson cycle*. In other cases, the difficult and abstracted text content, for which students had little familiarity, constrained conversations as well as students' ability to use more complex and abstract vocabulary; influencing students' motivation, interests, participation, and outcomes—such as Kevin expressed to Liz.

One notable consideration related to the ME episodes and students' use of the vocabulary during the *Immigration Unit* and *Home At Last* cycle. As discussed earlier in this chapter, the vocabulary (i.e. assimilate, adaptation, communication) was laced with ideologically layered and political meanings. An additional factor that shaped ME episodes what that the words actually didn't appear in the texts. As a means and tool to have ME, the curriculum was less supportive in cultivating students' deepening knowledge and use of *assimilate/assimilation*—unfamiliar and more abstract term. Liz's SWG, whose observations—along with Francis's— are available of this cycle, attempted to reinforce the vocabulary through guided reading inference questions, as was suggested

by the curriculum. She used an approach of reengaging attending/noticing to the vocabulary during practice in order to reinforce students' familiarity and potential application. Analysis reveals the way her practice reinforced the specific contextualized taxonomy vocabulary. Hence, there was an [unintentional] reinforcement of monoglossic understandings and interpretations of not only the text but also the words. Although the dialogic reasoning question was related to *the need of immigrants to assimilate into a new culture*, the semantic engagement, without critical language discussions, with respect to assimilation, adaptation, and communication, left little to debate. The curriculum themes, as a means, had the potential to support engagement with a variety of complex understandings of language in addition to reinforcing particular participation and learning outcomes based on the level of familiarity, abstractness, and interest.

Tools as Mediational Devices

SWGs' use of curricular tools was helpful for mediating ME, especially during more challenging lessons. These tools helped to scaffold and promote opportunities for students' growing capacity and learning outcomes in ME. Findings highlight the ways in which ME episodes were almost always scaffolded with some visual curricular materials. In many cases, students ME actions were further scaffolded by these materials in later episodes, in addition to building gradual release of responsibility based on the tools shifting over the course of the curriculum project. But also the tools sometimes constrained students agency and open ability notice, analyze, and or apply without assistance, thus shaping participation within ME. Finding here reflect patterns within tools as mediational devices connected to *General Use of Tools* and *[Creating and Using] Visual Tools.*

General Use of Tools. Tools were found to scaffold initiation and maintenance of noticing/attending actions. Thus, tools supported participation and potential actions within ME. For example, vocabulary ppts for semantics instruction, scaffolded activity and in some cases directed the flow activity. This was often true of the other materials; including vocabulary cards, manipulatable word and sentence strips, and worksheets. Word cards during morphology lessons, for example, scaffolded students' capacity to attend/notice orthographic aspects of the objectified words and thereby analyze for potential affixes and root words along with ascribed meanings.

In other ways, tools such as games helped to mediate ME. In this context, the use of manipulatable language cards cultivated both students' interest and capacity to do language study. The use of games, as opposed to instruction was found to be an opportunity for students' metalinguistic reflection and more distributed labor, rather than teacher centric instruction. Although it is arguable whether students' opportunity to do this—give their own deep reflections— was capitalized on in each activity or SWG, game-based language tools mediated students' enthusiasm and capacity for ME.

[Creating and Using] Visual Tools. In various episodes, teachers prepared tools before or during ME, which then shaped and impacted participation and outcomes of activity. Often, the curriculum directed the teachers to prepare and utilize chart paper. These anchor charts were sometimes prepared ahead of lessons and used during instruction; in other examples, anchor charts were built with students. Fin her final recorded syntax lesson, Francis wrote complex sentences for the students to analyze for components and clauses ahead of her instruction. In this example, ME was much more teacher centered than in other cases where she or the other teachers co-created anchor

charts with students and used the chart as a tool of mediation in the moment. But also, this example came from the in famous, already mentioned episode of working in the library where she and the students needed additional tools for navigating the distracting space.

Charts were also a vital part of semantic webbing episodes, where teachers modeled the activity and then wrote things that the students suggested. These charts, and approaches to using charts, varied between the ME episodes. Findings suggest that consistent across their use was the capacity to visualize ME. Chart paper and other visualizations mediated students' ability to analyze, connect, tinker, and so on. Hence, in the absence of these tools, teachers often created tools on the fly, such as when Shelly wrote words on sticky notes that the students suggested during a morphology lesson. Moreover, with anchor charts, these tools were recruited and utilized in subsequent lessons after their initial creation. Students returned to the previous anchor charts that remained in their learning spaces to support their engagement with new material. In other ways, the use of visual tools also complicated and constrained learning. This finding reveals the ways visuals tools with preemptive analysis and or teacher prepared explanations directed the flow of ME episodes and shifted the distribution of labor. ME episodes with tools that anticipated word parts with hints and highlighted language constrained students' analysis and insights, and unintentionally reinforced more direct and or explicit instruction approaches. In other ways, however, the curricular tools made room for students to utilize their growing skills. When the teachers' instructional patterns allowed for it, these "less is more or graduated approaches", tools helped students to

mediate the ME episodes with more of their own analysis, define/explain actions, application, and creative and extending moves.

Content Organization as Means

Another finding points to the ways the curriculum as a tool and means of ME influenced the actions within ME through promoting and bridging to students' prior knowledge from one topic to the next. From nature and animals to animal and human rights to multilingual immigrant people and issues of multilingualism and bilingual education, the curricular organization was shown to impact not only flow but also students developing background knowledge through sequencing, cohesivity, and reinforcement of language-based ideas. In other ways, sub themes here also point to teachers, as facilitators of the curriculum, holding to its organization in ways that both supported and constrained ME. I unpack *reinforcing of language* and *maintenance of organization of pacing* below.

Reinforcing of Language. 'Reinforcement of language' reflects the ways the curriculum as a means and tool cross-episodically bridged SWGs knowledge and skills from previous cycles, thus scaffolding and promoting student participation and influencing outcomes overtime. In nature unit, cycle 2, CLAVES groups were introduced to the topic of Species Revival as well as the vocabulary *species*, *revive*, *extinct*, *endangered*, and *illegal*. Within observations of Shelly and Liz's lessons, according to their instructional types, SWGs noted and addressed the *re,* according to what they had learned in Nature Unit Cycle 1, to discuss *revive* in Nature Unit Cycle 2 during semantics instruction. Moreover, the morphological knowledge from previous lessons on the morphemes *de*, *re*, emerged to support the learning of new prefixes and suffix such as *en*

in endangered and *il* in illegal. Hence, the curriculum as a means provided the opportunity to return to words and concepts previously learned while supporting fluidity of ME where students built on previous knowledge.

This was especially true for semantics. Multiple semantics-oriented activities provided additional opportunity to not only apply and form connections between vocabulary in the specific lesson cycle, but also to reengage vocabulary from pervious cycles. Even in morphology lessons, ME begin with reobjectifying the cycle vocabulary, just after the semantic webbing activities. The reinforcement of meaning making through the overlapping relationships of semantics and morphology was often present in teachers' instruction as well as students' eagerness to locate morphology during analysis of new words during semantics lessons.

Findings for ME during semantics and morphology components lies in contrast to that of syntax. Notably, within a single cycle, the curricular reinforcement that happened across semantics and vocabulary was not true of syntax as a component of study. This was an issue of the content organization as a means. During syntax ME episodes, teachers were observed attempting to reengaged students' attention to components of sentences, sentence structures, and sentence types as well as metalanguage; referencing learning that happened in prior lesson cycles. These lessons, however, did not easily flow from morphology—as morphology easily flowed from semantics because of the continuity of explored vocabulary. Findings point to patterns across teachers where syntax lessons that appear to be more teacher centered. As teachers realized—or assumed—that students had forgotten the syntax metalanguage and components, teachers used less dialogic instruction to quickly reteach foundational syntax information before moving on to

directly teach the new information. Because of both student and teachers' particular engagements—that centered on analyzing sentences for known answers— syntax lessons reflect a lack of depth and attention to meaning-making; a finding that adds complexity the earlier discussed attention to declarative, procedural, and metacognitive meaning making. As such, the curriculum as a means, and teachers' fidelity in teaching the curriculum as organized impacted ME.

  Maintenance of Curricular Organization and Pacing. This finding of teachers maintaining organizing and pacing of the curriculum for a variety of reasons. These moves of remaining with the curriculum reinforced certain objectives and learning opportunities for students, while also influencing participation and potential within ME. In some ways, teachers' maintenance supported moving through and across particular skills that could be addressed during ME. In other ways, however, contributions from students that had the capacity to extend learning were forestalled; students' insights in the moment were placed on pause as the teacher moved through the organization of the lesson plans and ppt. In this way, the curriculum as a means impacted ME because of the ways that fidelity to organization sometimes shaped the ME actions. In an earlier example, I reflected on the way Liz maintained the organization and pacing of the curriculum through use of facilitative tools to continue the semantics instruction of *revive*, inclusive ME analysis actions. Her facilitation does not simply reflect a decision to direct the flow and pacing of the instruction. Although Antoni may have [anxiously] waited for her acknowledgement and evaluation of his contribution; even if her instruction was more direct; her approach also allowed the students who may have been unfamiliar with *revive* to utilize their intuitive heuristics while she modeled the process of

analyzing *revive*. Moreover, she maintained the organization and pacing of the vocabulary ME by pausing his contribution to work through the actions of attending/noticing and analyzing ahead of defining/explaining. Across the episodes, teachers' instructional and facilitative decision-making maintained organization and pacing of the curriculum, thus shaping the flow and navigation of ME. These decisions reinforced particular flows, distributions of labor, practice opportunities, and even the inclusion and exclusion of certain activities.

While maintaining the organization and pacing suggest intentions of aligning with the curricular materials and upcoming activities, this preservation of curricular order sometimes hindered or forestalled students' initiated ME. In an example with Francis, where the group had been activating background knowledge, Anna questioned the '*shopping mall gorilla*' within the title of the Ivan text. Her initial address was sarcastic yet questioning in tone. When Francis paused for clarification with a "what", Anna repeated "shopping mall gorilla," this time with a rising intonation. Kelsey joined in, repeating the phrase with a rising intonation as well. Francis, potentially knowing that this will be addressed later in the curriculum organization through the ppt retorts that they will "find out about [this] later". Anna, in a playful—smiling and wiggling— manner, asked "did he go shopping in a mall?" Anna's extended utterance reflected her attending/noticing action in reference to the form and function of shopping mall as an adjective or descriptor of gorilla; analyzing a literal meaning (i.e. *a type of gorilla*) against the concept and contextual—or realistic—plausibility. Although Francis only postponed the discussion to maintain her organization and pacing of the lesson, this ME moment does emerge.

This brief moment reflects a student initiated metalinguistic engagement episode out of attending/noticing the [mismatch] of form and function of language in context, while Francis's facilitation maintains the pacing and organization—as well as the depth of exploration—of the curriculum. The conversation that later took place addresses only what students though the phrase meant; there was no depth of attention the form and function, descriptors, or noun phrase, all of which could have been aspects that triggered the attending/noticing of Anna. This illustrative example is indicative of many incidents across the episodes and groups. That is, where students contributed ME insights that were out of sync with the curriculum, teachers made instructional decisions to postpone conversation to continue with the curriculum's organization and pacing. In some cases, teachers simply didn't catch or notice these ME insights. Overall, the means, tools, and organization reflect themes of mediating the ME process and activities during episodes. The ways that teachers chose to navigate the curriculum tools, as well as the ways the students utilized the tools, are indicative of the moment to moment opportunities with the means provided.

4: Participation Structures

Practice during ME influenced and shaped the nature and outcomes within activity. And more importantly, distributions of labor and power dynamics between the teachers and students promoted particular objectives and outcomes out of the ways that students were supported, responded to, and provided opportunities to share, elaborate on, and incorporate actions during ME. Findings point to the individual, collaborative, and colliding roles in SWGs participation structures that led to certain flows of activity and knowledge production, and thus particular learning outcomes. These patterns of

distributions of labor and power dynamics were accomplished through teacher

facilitation. The patterns are especially related to the ways that teachers' facilitation

positioned students. In the chapter 7, I will discuss students' culture of participation.

Here, I highlight the findings of participation structure, such that the roles of teachers and

the positioning of students are in relationship to what happens during ME. Headings are

Teachers in their Roles and *Students as Agentive*, which unpack the influence and

patterns of participation structures as well as distribution of knowledge and labor within

and across episodes and groups during ME.

Teacher in their Roles

Because of the institutional dynamics of school, Liz, Francis, and Shelly, like

most teachers, were in the position to make decisions about instruction and practice.

Earlier in this chapter, I shared findings that featured to teachers' navigation of objectives

and the way their decisions in that context influenced ME. Findings here point to

teachers' choices—whether intentional or ritual— of positioning of participants within

activity; establishment of moment to moment participation structures and distribution of

practice. Moreover, the ways in which participants roles and participation were ordered

during ME determined distribution of labor and whose knowledge counts within activity.

Often, positioning was established through instructional approaches, questioning,

and teachers' feedback styles. In service of and response to managing time, teachers also

made choices that constrained or opened up opportunities for students to share. Findings

suggest that not only did, teachers had differing approaches between the three of them,

but they shifted across component lesson types and constraints of time. In the moment,

however, teachers' choices could reaffirm or disrupt of their particular roles; setting and

tearing down imaginary structures for students' participation and impacting what utterances and actions students did—and were valued— within ME. Themes below—*Facilitation, Questioning, and Responding* and *Managing Time*— unpack findings related to teacher roles and power dynamics during ME.

Facilitation, Questioning, and Responding. Across ME episodes, there are findings related to teachers' facilitation, questioning styles, and response to student contributions. Across these three subthemes, activity was organized, labor was distributed, and power structures of knowledge were established. As was discussed in chapter 5, teachers their facilitative approaches shifted across activity and within episodes. But along with those shifting approaches, findings highlighted differing distributions of labor and roles in the moment to moment interactions out of *facilitation*, *questioning*, and *responding* moves.

Facilitation. Facilitation highlights teachers' choice of using a continuum of direct and explicit instruction, heuristics, and dialogic approaches during ME. Each of these approaches framed differing distributions of labor and knowledge construction. Francis, for instance, used more direct instruction during syntax, even though she was known to utilized more dialogic practice during her semantics instruction. While she looked for specific answers in her syntax and even morphology lessons, she used open-end negotiation approaches during semantics lessons. These shifts, whether more dialogic or incredibly direct, influenced not only who talked and contributed ideas, but whose ideas were valuable in ME. Findings in Shelly's SWG reveal the way that she positioned herself alongside students even while using explicit approaches to facilitation. In her seemingly 'conversational' approach she allowed time for students to share insights and

even direct some of the ME flow. Often, ahead of her own explanations, her SWG had the opportunity to explore their own emerging insights, even if she pushed, sharpened, or questioned their contributions ahead. Findings also show that her lessons took a significantly longer time to move through, but still her conversations reflected depth, significant application opportunity, and student utterances that revealed much of their thinking. Students were observed offering their declarative, procedural, and sometimes metacognitive thinking about the objectified language such as when she asked Carlie to explain her reasoning behind a contribution related to verb tense.

Between the Francis and Shelly, findings illustrate the ways more open participation structures allowed for opportunities to reveal students' thinking. That is, participation structures within particular facilitation approaches determined what sense-making was communicated and responded to. Francis used dialogic teaching in her semantics lessons that utilized negotiation to unpack word meanings ahead of the presented definition. Alternatively, she regulated other more practice-based activities (i.e. morphology and syntax) to surface level engagement that lacked the depth of conversation. Shelly's explicit yet dialogic approach to syntax and morphology allowed students to share metacognitive thinking about the nuance of procedure and meaning which Shelly used to to formatively adjust the lesson as students showed their ability and depth of understanding. Francis students were able to do this during semantics as they negotiated of meaning and she formatively engaged with their contributions. The capacity of Francis's SWG in morphology and syntax, however, was not as revealed based on her facilitation and implicit participation structures. This could be the reason that she felt these lessons were less successful for her.

Questioning. Questioning relates to the ways that that teachers use question types (e.g. IRE, IRF, known answer, open ended, etc.) to solicit responses and thinking from students. Findings highlight that all of the teachers occasionally chose to prompt students to attend and reflect with more close ended questions. Liz's pattern of questioning and prompting often the used of IRE patterned facilitation. Through a majority of her lessons, she also asks students known answer questions and IRE patterns in order to garner and reinforce specific local comprehension. In the lesson where Antoni had interjected to offer his definition of revival, the lesson began with In Liz's SWG, she used more direct and explicit instruction during semantics. Early in the curriculum project, she rarely asked questions and moved through the various words. an ME episode of *species*. The only questions that were asked to students were "can you say it" to have them repeat *species* and "what is it" to have them repeat *especies,* the cognate. In the study of revival, her questions were "what do you think it means," directed at Antoni as well as "*Re-* means?" and "if we take out the *re* what do we see", "which means", and "is that getting close to the definition Antoni knew". Her question style not only structured ME to be teacher-centric, but positioned her knowledge as priority. Students sometimes, but not always, contributed their prior knowledge on the vocabulary. More often than not, Liz reinforced the knowledge she wanted the students to have through recitation and regurgitation of the declarative and procedural knowledge that she prioritized. Liz used more heuristic instruction during syntax, while front loading semantics instruction and reviewing previous learning in more teacher centered manners.

Later in the project, Liz did attempt to shift some of her teaching pattern to incorporate more dialogic pedagogy and metalinguistic sense-making on the part of the

students. During Rights Unit cycles' negotiation of meanings and semantic webs, she encouraged students to talk on their own with a more open prompt to discuss connections to the vocabulary words. While she occasionally asked for clarification and told them that there was no right answer, her open prompt produced extended student interplay. As was shared in their group narrative, the students had and continued to agentively inserted themselves into her direct instruction. This happened in this same lesson as species and revival, as, students began to insert their knowledge more powerfully ahead of any question from Liz; sharing background knowledge on *extinct*. But once in the Rights Unit and the early part of Immigration, here she demonstrated a more dialogic approach at least in negotiation of meaning and semantic webs that didn't question so much as prompt students. It is also notable that negotiation of meaning and semantics lessons came after vocabulary instruction where she continued to reinforce the curricular definitions. Still, in some spaces, her facilitation style meant that in her stepping back from the conversation, she opened up opportunities for students and their knowledges. Across these teachers, their patterns of practice shaped patterns of distributing labor as well as whose and what knowledge counts. Moreover, their instructional practices reflected differing expectations and necessitated differing mediation of student contribution.

  Responding. Not only did the question types influence participation structures, but also the ways teachers carried out feedback reinforced power structures within ME. Across SWGs, the use of evaluative feedback alongside IRE was more present in syntax lessons where teachers asked students to analyze and identify particular sentence components. Hence, teachers responded to students analyses with evaluations of their

thinking. In Shelly and Francis's SWGs, semantics lesson generally presented more open feedback that allowed students to contribute a variety of insights. And, as was shared above, Liz began to use more open, and growth minded feedback in her instruction as the project continued over time.

Still, there were findings that highlight the ways that open response during ME supported the deepening and length of ME. In the analysis of Nature Unit, Species Revival, which is available for all three teachers, the groups studied prefixes *En/em* (i.e. to cause to) and Il/ir/im/in (i.e. not). Students across all the groups were given room to shared examples of words that they though fit the pattern. Teachers used both evaluation and feedback to respond to students' suggestions of words that did or did not fit the morphological patterns. Some examples were false because of the incorrect connections that students made based phonology such as when Ollie mistakenly suggested *arriving* when studying the *ir*-prefix. Other student contributions were "false" examples because they didn't have a prefix or the etymology was not connected, such as immigration not fitting the etymology of *im*- meaning *not*. As noted earlier in this chapter, Liz and Francis tended to evaluate the "incorrect answers" before moving on. After several off-base suggestions in Francis's SWG, she transitioned the activity to begin using the curricular word cards rather than having students contribute examples. When students in Liz's SWG suggested *immigration*, she quickly responded that it was not an example. When the students continue to repeat and share it, she responded with "I already told you that it is not an example". Shelly, on the other hand, engaged a contribution that didn't quite fit. First sharing that *important,* didn't connect to *not*, she extended the learning by also explaining that the "etymology" of *important* came from *import, "*which means to carry weight or

consequence". Although her response was quick, her engagement with the students' contribution meant metalinguistic awareness was explored and ME around the contribution was deepened. Moreover, that their contributions were worth exploring; their thinking worth being engaged with.

In other ways, teachers responded and engaged with students' contributions in ways that impacted students' capacity to sharpen their own thinking during ME. Shelly used and allowed a lot of talk; interweaving both between explicit and dialogic pedagogies while prompting students to share their insights with open-ended questions. During her reviews, she sometimes recast students' insights and contributions. For both Liz and Shelly, their desire to recast and engage students' contributions actually constrained students' participation. Shelly sometimes interrupted students during clarifying, elaborating, and sharpening on their own, though this did shift over time. Liz often inferred meanings, heavily paraphrasing and reshaping meanings to fit the needed context, but sometimes becoming distally related to students' potential meanings. Alternatively, Francis's use of repeats to request clarification and elaboration, as well as more explicit—and less inferred—recast, was able to maintain the integrity of students' contribution. As such, the question types, students' contributions that followed, and the ways that teachers took up student's talk often established structures of participation and implied power dynamics of knowledge. Also highlighted are the length and depth of learning that emerge out of these structures and dynamics

Managing Time. In relation to time, the curriculum seemed not account for the ways that students might take longer with talking through their understandings if engaged dialogic conversations. A notable finding within participant structures and ME highlights

the ways that teachers' approach to time management influenced how they made room for more distributed participation structures. Just as findings suggest that teachers maintained curricular organization and pacing in service of moving through the curriculum, in many examples, timing for ME activities did not appear realistic alongside more distributed labor. At times, teachers seemed to use hierarchical, rather than horizontal and dialogic, distributions of labor to mitigate timing constraints. For example, Liz covered much more curriculum than Shelly in part because of her teaching style and particular prioritizations. Similarly, Francis finished all of the lessons. Shelly's lessons took an enormously long time, with her often completing a single lesson over two and even to three days. While her pacing may have been supportive in cultivating student talk and thought during ME, her instruction and facilitation demonstrated that the lessons necessitated much longer than 30 minutes if student participation was to be encouraged and engaged with.

Within this finding, there is a relationship between facilitation type, questioning, and responding to managing time. Liz, in many but not all cases, prompted students to rank how well they were familiar with and could explain vocabulary and terms. If any of her students had self-acknowledged strong familiarity, she would ask the student(s) to [collaboratively] share their answer(s) before evaluating them herself or asking their peers if they agreed. This pattern reflects an initial attending prompt that also allowed Liz to, if necessary, quickly correct students' prior knowledge with the knowledge she wanted to reinforce. This pattern constrained distributed ME conversations, but allowed for a quicker acknowledgement of student knowledge. This isn't something that only Liz did, but a reoccurring pattern for all the teachers in certain moments.

Against constraints of time, teachers made decisions to utilize direct and explicit instruction, because dialogic approaches took too long. Moreover, as mentioned in chapter 5, teachers made instructional decisions, like reading bilingual text only in English, because of timing. Although the curriculum does not explicitly suggest such a bilingual approach, such decisions limited what was uniquely possible during ME— opportunities that had presented themselves in the design-based creation of the lesson cycle. Teachers navigation of time was necessary, but also had its impacts on students' ME. In other cases, teachers reorganized their lesson time in the service of providing additional background knowledge or reviewing prior lessons so that students could better participate in the ME of more complex and abstract language-based activity. These findings suggest that teachers sometimes took agency from students in one moment in order to make room for it in another ME episode. As a whole *time*, and teachers' navigation of it, impacted what did and could happen within the ME episodes.

Students Positioning, Practice, and Agency

Across episodes, analysis highlighted many examples of student talk that happens alongside and against teacher talk. Findings suggest that the student utterances, however, were not equal; all instances of their talk did not hold the same intentions and purposes. Moreover, analysis of the ME episodes revealed tensions between teachers' facilitation and instruction against that of the students' knowledge, capacity, and agency. The tensions emerged during across the component foci of ME. Moreover, within this finding, subcategories highlight the way *ideology of student roles, [accessing and promoting] student background knowledge, student to student practice,* and *student agency* impact ME.

Ideologies of Student Roles. In the initial and ongoing TWG trainings and meetings, expectations that emphasized student talk were discussed. Through concepts of dialogic pedagogy, DR, and expressive language, teachers were not only encouraged to make talk a priority in their instruction, but they expressed their own desires to promote talk in the lessons. Moreover, principles of CLAVES were shared through the intervention in order to reiterate the importance of students sharing their growing insights about objectified language. Indeed, analysis across the episodes reflects students' oral discourse in some form or another; demonstrating variable amounts of teacher to student as well as student to student talk during ME episodes. This talk, however, varied in the extent to which students were (a.) given room to talk with to the teacher or each other during the process of learning verses the (b.) room that they agentively take in order to offer their insights. Moreover, even further embedded in the ways that students were prompted to talk and responded to, there are ideologies of who holds knowledge. Here, I discuss the room that they are given through instruction, in relation to the earlier points that have been made under the headings of facilitation, questioning, responding, and time management as well as a perspective of talk as an object in ME.

What was desired and pursued in the objectives of talk impacted the terms and outcomes of ME. Moreover, question and prompt types that privileged students' previous knowledge or capacity for achieving the objectives shifted participation structures to make room for students' sense making. In the ways that teachers positioned students as knowledgeable, the distribution of not only labor shifted, but also power dynamics of knowledge were established. Students went from being passive receptors of knowledge

who then had to demonstrate that they "got it" to being community participants whose contribution and insights mattered in the sense-making.

Patterns reflect that there were underlying perspectives between the teachers. On one hand, Liz's practice early on sought to ground students in specific knowledge and understandings. Thus, her approach reflected an underlying taught banking method ideology (Freire, 1987), especially during semantics instruction and word defining ME. And still, in various episodes, students reposition themselves in within her instruction as knowledgeable. In some episodes, Liz took steps to accept students' contributions, which reinforced the conception that students can be knowers outside of the local comprehension expectations, even if passive.

Deeper into the approach of Liz and the other teachers approach to semantics exists a difference between talk that distributes labor and talk that distributes knowledge. While the students were allowed the privilege of distributed knowledge and varying distributed labor in semantics related ME, there was a nuanced suggestion that labor could be distributed to allow for more talk, but knowledge within morphology and syntax was finite—That, in the teachers' perspectives, there were right and wrong answers. Where students were introduced to existing linguistic taxonomies, they were pushed to align rather than have more expansive perspectives. In these episodes, students were meant to take their potential existing, tacit knowledge, or 'teacher presented' knowledge and then articulate, demonstrate and apply it. Thus, instruction in morphology and syntax often included scripts and purposes that were preordained with the exact knowledge students should come away with. This suggested that related ME regulated the teachers to knowers and the students to slates to be filled; an ideology of student roles.

Student to Student Practice. Not all practice and talk were teacher to student. Findings here point to patterns of students talking with and to each other. While in many cases, students were responding to the teachers' prompts and waiting on related evaluations and feedback, students also negotiated each other. Specifically, students were observed responding to, collaborating, and debating each other, and where most attentive to each other, they shared and or pushed each other's thinking. Episodes during negotiations of meaning, semantic webbing were most likely to encourage debate and negotiation. I distinguish the nuances of students responding to teacher prompts and offering information to the space against clear examples of students talking directly to each other. For instance, Anna in Francis's SWG suggested that maybe Ivan was about "a gorilla that likes to go shopping in the mall" and Kelsey replied, that's crazy, "Maybe it is about a gorilla that goes shopping". Kelsey's reply that' is crazy is responding to Anna's idea and her contribution is still in responding to Francis's prompt. Luis's dissenting view that "a gorilla would not go shopping" is appeared more multifaceted according to the addressivity of his response's content, the social conversation that his happening, as well as his body position. Out of Francis's direct request for him, the turned to responding to her. But also, his dissent is addressing Anna and Kelsey's suggestions that a gorilla could go shopping.

In other works (Moore, 2018), Liz uncharacteristically stepping out of the conversation out of the students' back and forth was on the account of her own learning and desire to encourage more student talk after watching a similar lesson from Shelly. In this particular episode, Liz's SWG one debated the difference of wild and captivity, recounting Ivan's experience of both. Here, as students shared what they had written down, they students

went to not only describe numerous connections, but to debate each other on the Ivan's treatment across contexts. Eventually, the students extended the conversation further to discuss good and bad treatment in different forms of captivity, discussing pounds and habitat-based conservation spaces, before moving the conversation back to Ivan's treatment immediately after being captured. She only reentered the conversation to sharpen and then draw students' attention to a quieter students' contribution within the context of treatment and captivity that "abuse leads to death". Here, students' collaborative and debating conversation with each other, rather than a conversation oriented to engaging the teacher, shaped breadth and depth of learning around the target terms.

Student Agency and Background Knowledge. Alongside the arranged opportunities for students' participation, the amount of student talk in these episodes often suggested and overlap between students' individual and collective familiarity with the objectified language and their self-advocacy in contributing that knowledge. In the case of taking room, Ollie agentively said "don't tell me, don't tell me" before offering his insight, because Liz's instructional pattern was to directly instruct, as the object was for students to learn [passively or impassively]. Ollies' objective however was to share and or demonstrate his knowledge. The opportunity to have students talk not only elicited their background knowledge for engagement, but also meant that students' knowledge could be promoted in order to reposition them within ME activity.

Due to students' agency and confidence, many cases, regardless of the teachers' approach, students offered their insights and connections. In some cases, students even asked for the teacher to not tell or give them the answers. In one episode, while talking

about regular and irregular verb tense, Liz tries to correct the course of "inaccurate" contributions. She tells the students, without asking more about their thinking, that they are getting mixed up. "No, no. Never E-R. That's— doesn't—. "Does it have an E-R," a student asks. Liz says, "You guys are mixing up different things," to which Antoni says "wait, wait, wait, what are you saying". Liz says "You're talking about prefixes, you're talking about suffixes". Antoni responds with "no, no, what are you talking about" to which Liz says "I'm talking about verbs going into the past tense". Once Liz restates her objective the students correct and Antoni responds with *"Oh, then, yeah. Ed, ed, ed, ed, ed, ed, ed"*. The extended ME episode continues with Liz immediately moving on and beginning to teach by saying "Here we have March". Guierrmo responds with "Duh". Before Liz ironically replies with "Let me talk". This excerpt from a longer episode is ripe with students' agency, confidence, and a desire to shift the monologic script—a notion to be unpacked in chapter 7.

Still, where possible, students shaped these more ridged ME moments by interjecting their will of contributing. Through their participation, whether solicited or not, and contributions, they often refused to be passive learners. Engagement with the CLAVES curriculum, while it does require teachers to give instruction on areas, can only be accessed based on comprehensibility by the students. That is, the topics, vocabulary, and language objectified had to be within students grasp. In those moments where these learning objectives were challenging yet familiar, students negotiated their sense-making alongside the teachers and each other. This was the case with Francis's group learning less familiar vocabulary. The sense-making around this less familiar, morphologically complex vocabulary like *captivity* and *interdependent* was built through the connections

to phonologically, orthographically, morphologically, and/or semantically similar vocabulary that students were already familiar with. In all of these cases, however, students agentively demonstrated their capacity to negotiate objects, meaning, and their participation in ME with their prior knowledge inside of their own agency. This pattern highlights the ways that students would navigate learning when given room, or positioned to.

In other groups, students exerted their confidence and agency in less overt ways. Here, however, the tension is explicit as the students move to be more agentive in their learning and or demonstrate that they already know what the teachers are trying to get them to know. That students come to school already knowing, but school positions them as in the role of passively learning shapes the ways that ME can unfold. Still, students obviously note these patterns, and seek to subvert them in their own ways.

Revisiting Liz And Her SWG

Given the findings above, I return to Liz and her SWG, specifically SWG two, and their syntax ME episode with pronouns. I now highlight how the ME is shaped by Liz's objectives alongside that of the curriculum and students' mediations. Given that this is a longer ME, I will share smaller excerpts of speech and use narrative to explain the episode.

In *Excerpt 1*, after finishing up a morphology lesson that had ran into a second day, Liz began her syntax lesson by reading the objective that she had written on the board. "Our objective is, so we should be able to—" she began, before Alex interjected and asked to read the objective himself. Liz allows this before moving to see what prior knowledge the students have. After Alex reads the word, Liz prompted students to rank

how well they were familiar with and could explain vocabulary and terms. This is an activity that the student familiar with through Liz's previous instruction. Initially Elliot rates his familiarity a two, but he gasp excitedly waving his three fingered rating. The other students turn their attention to the peer, but continue to hold up a rating of two with their fingers. Liz tells the students "And remember, it's okay to have a one because then I can do my job and teach you what it means." Liz asks Elliot's to share his three fingered rating related to "know[ing] exactly what [pronoun] means" and being able to "explain it". Elliot shares "Like it's a type of noun". After Liz's encouraging "mmmhmm", he continues with "Like imagine like Alex knew all of the nouns, and you're the pro, and then you put them together." While this use of his name please Alex, Liz tells Elliot "Almost. Elliot, I think I'm gonna ask you to just maybe write that word a two cuz you almost have the definition, but not quite."

Excerpt 1: **Liz; Nature Unit, Cycle 2-Lesson 4, Syntax *Pronouns***
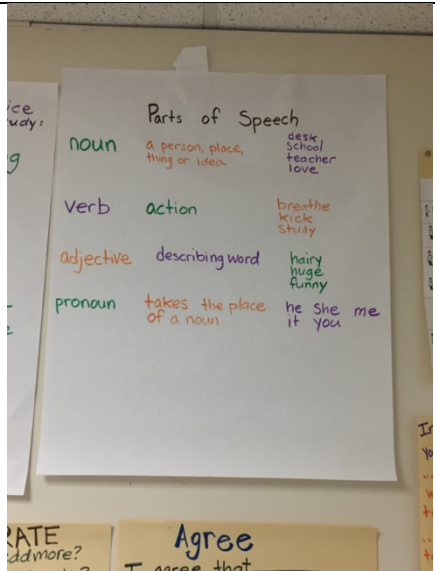
1	*Teacher Liz*	Sure, please do.
2	*Alex*	Explain the use of and identify pronouns
3	*Teacher Liz*	*Teacher 1:* Pronouns. Remember we did, a while ago, we rated those—we rated words? You put up one finger if you've never heard the word in your life; two fingers is maybe you know it, maybe you don't; and three if, oh, you could tell your baby sister or a friend exactly what it means.
4	*Amber*	Like explain it?
5	*Liz Teacher*	Yeah. So that word, if I say, "pro—nouns," what rating do you give it? One, this is the first day in your life you ever heard it; two, you might have heard it before—
6	*Elliot*	[Holding up two fingers] [Looking at the board, leans head in as if looking more closely] [Gasp] Oh! [Smiling and waving his three fingers expectantly]
7	*Teacher Liz*	—or three, you know exactly what it means, and you can explain it?
6	*Amber*	[not holding up her fingers, looking at the boys and word on the board]
	Boys	[holding up two fingers] [looking around at each other]
9	*Amber*	Pronouns? [puts up two fingers]
10	*Teacher Liz*	And remember, it's okay to have a one because then I can do my job and teach you what it means.

			Oh, I see some twos, a three. So, Eddie, can you explain, what is a pronoun?
11		*Elliot*	I think the—
12		*Alex*	Oh, yeah, because—
13		*Elliot*	Like it's a type of noun
14		*Teacher Liz*	Mm-hmm.
15		*Elliot*	Like imagine like Alex knew all of the nouns, and you're the pro, and then you put them together.
16		*Alex*	[gasp, smile, giggle]
17		*Teacher Liz*	Almost. Eddie, I think I'm gonna ask you to just maybe write that word a two cuz you almost have the definition, but not quite.

In *Excerpt 2*, in response to Elliot's 'less than accurate' but ingenious definition/explanation using the word parts that he recognized, Liz shifts decides to tell students the meaning of pronouns: "So before we can talk about pronouns, we need to think about—actually, no, I can tell you right now what pronouns means". She continues by recruiting Elliot back into the conversation while simultaneously attempting to reaffirm his effort, "Elliot's right, it is a type of?" Additionally, however, Liz moves into a facilitation that is not only more direct, but has much more closed ended, known answer, IRE. Here, she recruits students to display knowledge of what nouns are: "and a noun is?" Alex looks to the left of the room, opposite of Liz to a parts of speech anchor chart and offers that a noun is "a person, place, or thing". At Alex's reengagement of an older anchor chart that had been used in the previous syntax lesson, all the students turn to look and Liz prompts all the students to recite what a noun is before she moves on to then tell them what a pronoun is. Alex comically provides a "dun dun dun" reveal sound effect. Liz, continues with direct instruction, IRE, asking for at least one recitation of the pronoun's function, which is explained as to "take the place of a noun".
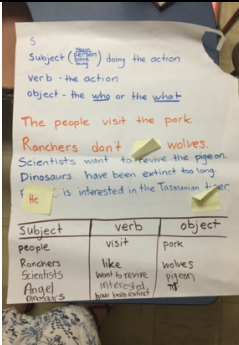
Excerpt 2: **Liz; Nature Unit, Cycle 2-Lesson 4, Syntax *Pronouns***

18		*Teacher Liz*	Okay, good. So before we can talk about pronouns, we need to think about—actually, no, I can tell you right now what pronouns means. So do—Eddie's right, it is a type of?

19	*Elliot*	Noun.
20	*Teacher Liz*	Noun, and a noun is?
21	*Elliot*	Pronoun.
22	*Alex*	[Looking at the parts of speech anchor chart on the wall opposite of Liz] Pla—a person, place, or thing.
23	*Students*	[All turning to look at the anchor chart on wall]
24	*Teacher Liz*	I was hoping you could finish the definition. A noun is what, Alex?
25	*Alex*	A noun—person, place or thing.
26	*Teacher Liz*	What it is, Kevin?
27	*Kevin*	Person, thing, or—person, thing—
28	*Elliot*	Person, place, or— thing [Helping Kevin with the usual order]
29	*Kevin*	Person, thing, and place.
30	*Teacher Liz*	You got it. What's—
31	*Alex*	But! But— [pointing at the chart]
32	*Amber*	Person, place, or thing.
33	*Alex*	And idea [pointing at the chart]
34	*Teacher Liz*	Or an idea. I'm sorry, you're absolutely right. A pr—a pronoun takes the place of a noun.
35	*Alex*	[dun dun dun]
36	*Teacher Liz*	What does a pronoun do?
37	*Alex*	Takes the place of a noun

In *Excerpt 3*, Liz then moves to have students look over work from a prior anchor chart that was completed in Nature Unit, Cycle 1 on Wolves. Before she begins, she asks students if they remember that lesson, to which the students say yes. Alex recounts that they read the and looked for examples in the book. Liz is surprised by Alex's ability to recount, but recollects to move on to a leading direct instruction of sentence components.

Excerpt 3: **Liz; Nature Unit, Cycle 2-Lesson 4, Syntax *Pronouns***

38	*Teacher Liz*	Mm-hmm. All right. Keep that information in your mind. I want to remind you of some work that we've already done.	
39	*Amber*	That's—that's a big sticky note.	
40	*Teacher Liz*	It is a huge, humongous sticky note. You're right. Do you remember when we looked at sentences?	
41	*Students*	[all nodding]	
42	*Alex*	Yes.	
43	*Teacher Liz*	And we found subjects, verbs, and objects?	
44	*Alex*	Yes.	
45	*Teacher Liz*	You do?!	
46	*Alex*	Was that when we read the book, and then we're trying to find the words?	
47	*Teacher Liz*	That is exactly what I—what we did. Okay. *[Laughter]* So remember the pe—the subject is the person, place, or thing doing the action. It's the noun doing the action. A verb is, of course, the—	
48	*Alex*	The action.	
49	*Teacher Liz*	Action, and the object is—	
50	*Alex*	The who or what.	

In this extended ME episode, analysis of actions and discourse reflect that this lesson was somewhat challenging. This resulted in Liz navigating and shifting strategies when necessary. Her direct instruction, which included having students recite the meanings of nouns, reinforced their declarative understanding of nouns, subjects, and objects, so that she could then teach pronouns. But, her decision to teach this declarative knowledge was not neutral or even pre-planned. As had been shared in Chapter 5, Liz used a rating scale in this ME episode in order to determine students' prior knowledge of pronouns. This move set a pre-evaluative framework onto the ME. Even though Elliot did not know what pronouns were, he knew what a noun was. He attempted to make sense of pronoun by using ME actions of analysis and knowledge of *pro* and *noun*. Not exactly remembering previous syntax lessons that had highlighted pronouns, Elliot grounded his actions within the known as a way of moving into the abstract and less familiar. Liz, however, realized the students' limited understanding only after Elliot's noble attempt to

define/explain it as *a pro who knows all the nouns*. In a shift, Liz redistributed the labor and knowledge construction to be even more teacher centered.

Later in more extended episode, Liz had her SWG recite the meaning of nouns—*a person, place, thing or idea*—before having them repeat the role of pronouns—*take the place of a nouns*. She went on to reviewed sentence components, *subject* and *object nouns*, before having students locate them within sentences and substitute them with coordinating *subject* and *object pronouns*. Liz's facilitation during ME episodes resulted in students producing known answers to her prompts. Her interactions here reflected her understanding of priorities. That is, she reinforced the related metalanguage in order for students to be able to understand pronoun function and use within a sentence alongside other parts of speech and sentence components. But her action was not only shaped by a motive to reinforce declarative knowledge, but by her belief that students' declarative knowledge, inclusive of metalanguage, was necessary in order to teach the procedure of using pronouns and identifying their referents.

As the group continued to engage pronoun beyond the excerpt, Liz utilized differing approaches to developing students' knowledge and skill. This included utilizing various ways to have students locate pronouns within sentences and map them back to the subject and object noun referents. Liz's pronoun instruction illustrated her direct attention to reteaching and reiterating sentence components, which may have been an artifact of the curricular organization. Had syntax metalanguage and components been reinforced throughout the cycles, perhaps this lesson would have been evolved differently.

Also, important to note is the way that the group also used means and tools, such as written words as well as old co-created chart paper. Elliot's attending to the written

word supported his analysis. Alex remembering the parts of speech chart paper meant the group was able to support reengagement with prior learning. Still, that the chart paper had be already created, Liz continued the ME with teacher centered review of the terms and concepts. As such, the ME was organized around a hierarchical facilitation structure that positioned Liz as the knower and conveyer of knowledge; the students as the regurgitators.

Here, in this episode, instruction and discourse reveal the complex the relationship between context, objects, means and tools, and participation structures. The curriculum set objectives that Liz sought to promote and enact. She did so by utilizing particular supporting and responsive facilitation that provided differing opportunities for students' participation, all while influencing which outcome came about through her emphasis and attention. Over the course of the intervention, Liz's practices remained somewhat regimented with direct instruction and IRE with this group, especially. She did, however, also look for places to shift participation structures. When asked about her practitioner shifts throughout the implementation, she felt that had remained constant, while suggesting that students' engagement shifted because of their own growing skills and familiarity with the curricular patterns. Moreover, she had hoped to continue using the CLAVES curriculum with future groups, if not *CLAVESizing*—creating language-based lessons— her materials from other curriculum and contexts. But also, Liz had concerns about the ways her students didn't seem to collaborate and engage in dialogic discussion that resembled more of Shelly's and Francis's groups. After watching a video of Shelly's semantic webbing activity during a TWG, Liz expressed a desire to have her SWGs participate in more dialogic ways—which did happen in some episodes. Learning

and shift was displayed in Liz's practice when she began to step out of later episodes negotiation of meaning and semantic webbing activity to encourage the purpose of student talk and depth of understanding. But at other times, she took up approaches that were less distributed, perhaps in service of timing but also because of particular students' engagement that failed to produce the outcomes she desired. She saw students' lack of background knowledge and the difficulty of the curriculum as an essentializing factor in her having to take lead. But also, she authentically desired for students to gain metalanguage, declarative facts, and procedural ability; to build English proficiency. She wanted to see their growth in language practice that would enhance their skill and WIDA scores—as a factor of expectations and 'doing her job to teach' students.

Chapter Seven: Habits of Mind, Social Processes, and Elements of Culture

In the previous chapters, I discussed the actions and relationships between the components of activity that make up and shape. Findings highlighted the nature of ME as made visible through the analysis of action and patterns of activity across and within SWGs and teachers. Results there also reflected the types and levels of ME within the context of this intervention. Findings also indirectly addressed the effectiveness of particular objectives, mediums, tools, and approaches for fostering actions and outcomes within ME activity. In this chapter, however, I share findings from RQ3. These findings address the notes of participation and reflect particular habits of mind, social processes, and elements of the classroom culture that emerged out of and mediate ME throughout the curriculum implementation. This chapter attends to the cultural ways of being and interaction within the community practices. I first begin with a case study narrative that features Liz and her SWG.

The Classroom Teacher and her SWG

As discussed in the methods section of chapter 3, Shelly's intimate and long-term interactions with the curriculum development process potentially led to some differences in her implementation of CLAVES. But also, analysis of Shelly and her SWG's observations reflected some unique challenges and opportunities. Being the homeroom teacher for her SWG members meant that Shelly and her students brought pre-existing elements of their classroom community into their small group lesson forged out of the day-long interactions within the larger class. Still, Shelly expected that the SWG come ready to work and to work collaboratively. The small group interaction that she sought to

create was grounded in collegial interaction—understanding, equality, listening to each other, flexibility, and confidence to share thoughts.

During her interview, Shelly expressed that she knew she was successful in building collaborative principles into her classroom. Together, they were a fairly lively group. Their excitement was often allowed to drive the direction of conversations. Shelly posited that while some students, like Brad, were quiet and others, like Carlie and Juan, were more enthusiastic, the students were respectful of one another. Yes, they talked over each other, but not rudely; they were just excited to share their ideas. And while the CLAVES curriculum norms helped Shelly and her SWG build some CLAVES-specific habits of mind, social processes, and elements of classroom culture, there was alignment between the CLAVES small group time and the larger classroom. In Shelly's estimation, situated contexts seemed to reinforce each other.

Shelly was also specifically reflective and intentional about the classroom discourse she sought to elicit during the lessons. She understood her role as distributing direct instruction with room for the students to talk and ask questions. She felt that the students were excited to participate in CLAVES because of the new ideas and information they would be able to explore. Indeed, during lessons, Shelly often presented language objects but allowed room for the students to zero in on their interests. But still, she wanted to enhance the distributions of labor and types of student talk that emerged during the ME activities. She was thinking about ways she might teach the curriculum in the future. She felt that the students frequently talked to her rather than each other, and she wanted to change this culture. She also hoped to shift the ways she had to prod or

elicit further student contributions during moments of silence to improve the classroom

discourse and collaboration in the future experiences of teaching CLAVES.

In fact, observations appeared that Shelly's SWG did build off each other, even

while they looked directly at her. Moreover, students' silences often appeared to be

thoughtful pauses where they considered the logic of the insights they would eventually

suggest. As was addressed in sections of chapter 6, Shelly's practice reflected a deeper

level of metacognition about the purpose of the CLAVES and ME. And with Shelly's

training in making thinking visible and her own self-professed love of language, she

affirmed and pressed whatever insights the students brought. She encouraged the deep

digging questions that the students asked with her own, which promoted inquiry and

further reflection on meaning-making. Although Shelly felt that she was rushed and not

always as prepared as she would like for the CLAVES lessons, she and SWG worked

toward in-depth of understanding during ME. At the end of this chapter, I present an

episode from Shelly her SWG to illustrate some of the related habits of mind, social

processes, and elements of classroom culture that framed their ME during CLAVES

lessons.

RQ3 Findings

Schooling is not neutral and is a cultural site that cultivates and reproduces

significant markers of practice, identity, and so on. Analyzing through heteroglossia

informed CHAT means exploring the way the voices in activity reflect culture through

the specific actions—including the underlying communicated relationship to others in

those actions. Furthermore, utterances always express a point of view and reflect inner

values or intentions. While the goals of teachers, school, curricular context may have

shown one set of expectations, students' participation illuminated aspects of themselves as well. Across the students' individual and collaborative engagement within their particular SWGs, analysis revealed overarching characteristics and habituations of practice, where utterances aggregated into patterns of doing and mediating ME. Findings in this chapter highlight three features related to students' cultural interactions with the curriculum, the teachers, and each other during ME activity. And there are tensions here. These tensions revealed the interactional, dialogic quality of the voices, responding to, addressing, negotiating, and navigating one another and especially the goals set about by the curriculum and their teachers. Every student utterance in response to and out of the antecedent prompts and sense-making were the combining elements of the overarching habits of mind, social processes, and elements of classroom culture that made up ME. *A spirit of artful language study*, *processes of community comprehending*, and *cultures of multivoiced monologue and improvisational roadmaps* reflect the central characteristics and themes. The sections below illustrate the within and cross-group intentions/dispositions/habits patterns that emerged in response to and in navigation of ME.

A Spirit of Artful Language Study

Across the groups of students, there was a growing intention and enthusiasm were as the students inquired, dug, and took stances of curiosity as it pertained to language study. Students' curiosity-based orientations also reflected a willingness to tinker with ideas; to take risks in analysis and sense-making—a spirit of artful language study during ME. Through—and then in spite of—the specific objectives set forth by instruction and prompts of teachers, the ongoing and reinforced actions of exploring language cultivated

shown one set of expectations, students' participation illuminated aspects of themselves as well. Across the students' individual and collaborative engagement within their particular SWGs, analysis revealed overarching characteristics and habituations of practice, where utterances aggregated into patterns of doing and mediating ME. Findings in this chapter highlight three features related to students' cultural interactions with the curriculum, the teachers, and each other during ME activity. And there are tensions here. These tensions revealed the interactional, dialogic quality of the voices, responding to, addressing, negotiating, and navigating one another and especially the goals set about by the curriculum and their teachers. Every student utterance in response to and out of the antecedent prompts and sense-making were the combining elements of the overarching habits of mind, social processes, and elements of classroom culture that made up ME. *A spirit of artful language study*, *processes of community comprehending*, and *cultures of multivoiced monologue and improvisational roadmaps* reflect the central characteristics and themes. The sections below illustrate the within and cross-group intentions/dispositions/habits patterns that emerged in response to and in navigation of ME.

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deep curiosity, inquiry, creativity, and play. Although some SWGs and specific students'

individual agency fostered and nourished these habits of mind more than others, the

groups as a whole forged ahead with artful inquiry and risk-taking in service of

intentional sense-making while participating in ME episodes. The subthemes below

unpack *a habit of curiosity* and *a habit of willful tinkering* that emerged in the CLAVES

SWGs students' mediation of activity.

A Habit of Curiosity

The sociocultural pattern of curiosity in learning speaks to students' inquiry-based

orientations in exploring language—with and without explicit prior prompts from the

teacher and materials. The notion of curiosity reflects a desire to know and understand.

Curiosity often suggests an eagerness to grasp understanding and knowledge. Across

observations, students' discourse and actions took on these notes, reflecting modes of

curious questioning and inquiring that grew after the initial lessons. Patterns of being

emerged as students were asked to reflect on language—to find the recognizable, notice

that which had not yet been attend, and to name and explain that which previously had

been only tacitly understood. It became an enthusiastic stance of curiosity and inquiry,

reinforced within students' practices without prompting from the teachers.

This "habit of mind" fossilized into SWGs ongoing and reinforced activity

alongside interjected and open opportunities. As this 'habit of curiosity' was forged out

of the repetitive nature and growing patterns that they recognized, students often

bypassed the teachers' maintenance and pacing of the curriculum with their insights on

language. Simply having been shown a word, students questioned and contributed

emerging knowledge. Instead of passively waiting for all prompts to attend/notice,

analyze, define/explain, and or creatively extend their language-based interactions, students pre-emptively inserted themselves into the instructional scripts.

This pattern was also rooted in students growing individual and collective agency, as they were shown to develop an awareness and desire to discuss their knowledge of language. Just as ZDP bespeaks students' growing capacities to participate in ME more independently, students' discourse, including their self-insertion into the curriculum and teacher scripts, reflected an eagerness to investigate just what they understand and need monitor about the objectified language. Moreover, students indeed jumped ahead with not only analysis-based insights but questions per the rules, patterns, and their own understandings. When Anna in Francis's group asks, "A shopping mall gorilla," she is pitting what she knows against what doesn't seem to match up with the implied language. Similarly, when Amber in Liz's SWG asked, "Wait, what does captivity mean?" she has not let her lack understanding fall through the cracks of the rapid-fire instruction alongside the comments of her peers. Beyond outward enthusiasm, the insights that students interjected outside or ahead of teacher prompts, reflect a way-of-being, habit-of-mind within the activity of ME; an open willingness to reflect on and unpack language.

Students' curiosity and inquiry were especially apparent during semantics and morphology lessons. But even with syntax, many episodes didn't require teachers' specific requests for students' participation. Upon providing a word, which initiated attending/noticing, students began to analyze, explain, and provide examples of language. In a very energetic episode syntax lesson during Shelly's class, students excitedly analyzed sentences for tense and nuanced meaning. In an interview, Shelly reflected that their eagerness was such that she had them independently search the text on different

pages so that they would all have an opportunity to share some results. Despite the varying degrees of success across components and specific ME episodes, students across SWGs maintained their inclination to explore language. Students' pre-emptive signaling of attending/noticing, immediate moves to analyze, and eagerness to define/explain their understandings—without teacher help—were intertwined with giggles, smiles, and visible anticipation. Though in the teachers' perspective, students verbally "crawled over each other" to be the first to impart knowledge and understanding, students authentically demonstrated eagerness to investigate the next bit of language during ME, pleasing and frustrating the teachers in the process.

A Habit of Willful Tinkering

A habit of willful tinkering includes habits of mind that reflect using creativity and play during ME. The definition of *tinker* includes "to busy oneself with a thing without useful results." Here I use *willful tinkering* to describe the way students intentionally and creatively constructed and or deconstructed their understandings by tinkering—mucking about and playing around— with language, sometimes in new and surprising ways. This willful tinkering was met with varying successes in terms of achieving the teachers' underlying goals, understanding, and or applications. But also, willful tinkering provided affordances for the students as they manipulated language against prior knowledge and emerging insights.

When students moved to analyze, define/explain, and apply while attending, they risked correctness and displayed confidence as they explored the possibilities of language. Kasparek (2015), in addressing language play, discussed the way it was an essential aspect within the Bakhtinian perspective of dialogic language learning,

assuming that all utterances are useful within social interaction in forming emerging meanings. Where the students negotiated their ideas between the possibilities in their mind and conformity of the teachers' goals, willful tinkering allowed them to see the rules, patterns, constraints, flexibility, and creativity of language. In this orientation within ME, students attempted to make sense of language by trying out ideas, tinkering with the rules of applications, as well as the potential relational connections.

As discussed earlier, many of the students primary ME actions were supported by the creative and extending actions that sought to connect/contrast, decontextualize, hypothesize, and tinker. These actions included risky and artful manipulation of language to unpack its secrets: *a pronoun is like if Alex was a pro and knew all the nouns*; *is ill in illegal a prefix*?; *If you switch the c with the p and take off the c, it's like activity*. Patterns also highlight students' willingness to try out connections, new formations, and potential understandings with language. Often, their intonation held hesitation, revealing their creative actions to be emerging hypotheses—if not tinkering—that they weren't fully confident in expressing but had the possibility of being on the right track. And, at other times, their willful toying was much more solid and constructing; building on knowledge from previous units to discuss new and developing ideas

In the process of being creative, per willful tinkering, students drew on their norms and habits acquired in and out of other spaces in order to engage with the objectified language. Before the teachers asked students to produce known answers and make connections, students shared insights related to the word parts, previous experiences, and multiple meanings that added to their growing understandings of the language. In many cases, teachers encouraged this exploration. Directions to 'playing

around with construction and meaning' occurred across lesson types. But also, while these modes of interaction were implicitly—and occasionally explicitly—encouraged by the curriculum, teachers were inconsistent in the ways they purposed, negotiated, and navigated students' culture of willful tinkering.

In the case of ME tinkering, the teachers' facilitation reflected the support and constraint of some of these related contributions. Some of the ways that teachers approached learning could sidestep the students' opportunity to tinker and play with language. For instance, after a student added the prefix *de-* to *balance* in play-based activity, Shelly ask if de-balance is a "real word." Shelly, who generally allowed for more metacognitive explorations, quickly answered herself, saying that *de-balance* isn't a word, and suggesting the word *unbalanced* instead. In many cases, this, the first ME activity in the curriculum, remained centered on words already within the English lexicon, sidestepping depth of engagement with potential meanings of the morphemes and root words. Aside from Shelly's approach, the curriculum lesson plan stated, "Before students begin, model how to think aloud about the meaning of the root word and re- and de- word parts to construct the word meaning. Explain that some base words can have multiple morphemes added, others don't make sense". Furthermore, the curriculum went on to show its an example of how teachers might negotiate nonexamples while still allowing for students to tinkering with them.

> *" Re- means again and de- means not. New means something is brand new, never been used before! So re-new might mean to make something new again. De-new would mean to use something and make it not new anymore, but that is not a word*

we normally use. Instead of saying de-new, it's much easier to say something has

been or is used".

In general, patterns across all of the teachers within morphology and syntax reflected some constraint of tinkering. Teachers expressed some concern about students going off on tangents and taking away in correct knowledge. Although the curriculum's objectives reflected a stance of artful language study in order to play and toy with language in-service of depth of knowledge, the teachers were careful these expansive conversations; monitoring them in case students went too far on their discovery-based paths. Later in the episode, during the same activity, after looking at *irregular*, as in "not regular," Brad suggested *unregular* as a semantically similar meaning. Shelly's response was more welcoming of the tinkering "Well, I don't think that's a real word. But, yeah. It would have the same meaning. *Unregular. Irregular* means, sort of, unusual, right?" When asked in an interview about how she navigated students' contributions that were a bit more expansive, Shelly remarked that she tried to always leave room students to develop these patterns of interaction. She further reflected that she wanted to encourage students' continued excitement to explore language. Regardless of their background knowledge, and the tangents that they may go off on, she felt it was "powerful" for them and their peers to see that "the risks were worth it"; it is worth it to "reach for understanding."

As a whole, the spirit of artful language study, inclusive of willful tinkering, was an area of useful tension. This engagement was more accepted by some teachers—or episodes and activities—more than others. While she sometimes struggled with responding to students more expansive contributions, Liz shared that she was trying to build in a 'growth mindset.' She often attempted to engage students' contributions by

marking them as "almost" or "I like the way you're thinking." Regardless, the spirit of artful language study through students' habit of curiosity and willful tinkering was, in many ways, the habit of mind through which students approached ME and showed willingness to test variety of possibilities and hypotheses. Furthermore, this culture of engaging was reciprocal alongside an additional culture of intercomprehending—collaborative sense-making inclusive of negotiating, debating, and competing to build emerging knowledge.

Processes of Community Comprehending

As student groups inquired into language and creatively connected their understandings, they also engaged in the social process of community comprehending—or intercomprehending. In the context of text comprehension, Aukerman et al. (2017) has described *intercomprehending* as "the emergent, responsive work that readers undertake to make sense of a texts" (p. 8). Similarly, I use intercomprehending to describe the community talk—dialogue and sense-making—that students take part in while working to understand language across analysis, defining/explaining, application, and other actions during ME. Classroom discourse interactions reveal the ways in which students work through ME understandings and application in collaboration with each other and their teachers. Furthermore, cross episodic patterns illustrate the ongoing social process of intercomprehending language-based knowledge despite the sometimes more teacher-centered instructional approach and individualistic materials that might have hindered collaborative interaction. This does not mean that students are always 'working together,' as there were tensions within those dialogues that not only take on patterns of negotiation and dissent but also cultures of debate and even competition. But within those social

processes, there were subtle and overt ways students made sense, nuanced, and or juxtaposed understandings through the contributions of their peers, sometimes even in a competitive nature. In some activities, the nature of the underlying rules of a particular ME activity influenced more collegial collaboration, while in other examples the curriculum themes and contentious questions encouraged debates and dissenting perspectives. Additionally, the underlying purposes, expectations, and authoritative voice within the teacher prompts meant that students competed for opportunities to share their contributions. Thus, the patterns of intercomprehending shifted and swayed across episodes, as the underlying nature of the voices changed according to motives and opportunities. Regardless of students' motives and tenor throughout conversations, the overarching intercomprehending allowed for the interanimation of voices, which includes the interplay of multiple emerging and developing perspectives that transform individual and collective learning. Sub-themes related to *negotiating for sense* as well as *diverging, competing for, and debating sense* throughout ME.

Negotiating for Sense

Negotiating for sense is an intercomprehending theme that reflects the ways that students' multiple voices worked alongside each other, interjecting emerging thoughts during much of the ME, even in cases of teachers' direct and explicit instruction. This intercomprehending pattern was often useful in fine-tuning and sharpening understandings in the midst of ME, such that the collaborative sense-making helped further define/explain, (de)contextualize, and do other ME actions in support of group knowledge. During episodes of semantics learning especially, students negotiated the meanings and uses of vocabulary by offering a variety of connections/contrasts and

(de)contextualized examples and explanations. Students also negotiated understandings of prior instruction, rehashing information about prior vocabulary, affixes, metalanguage, declarative facts, procedures, and activities. Alongside artful language study, students' tendency to negotiate—or tinker with—emerging knowledge or potential applications influenced the flow of ME as well as the ways that teachers engaged individual contributions in order to sharpen the groups' social understandings. During Shelly's semantic web with *strike*, the episode began with her prompting defining/explaining actions and Juan and Ollie providing the foundational understandings. As Shelly stepped back, just occasionally sharpening a students' contribution, Carlie and Nichole also joined in to fine tune the group's socially situated meaning of *strike* in the context of *protest*. The definition/explanation evolved from "They don't go to their job" to "They're stoppin' work to do somethin', right" to "make things equal" and finally "to make things fair". This culture of negotiating sense was a significant aspect of the dialogic interplay between students, even when students seemed to address their talk to the teacher rather than each other; just like every interaction was not negotiating, not every negotiating interaction was student to student. While in a few cases, teachers asked students to allow a single person to "get their thoughts out" and provide their contribution, students often made room for others to share while subtly building off and through the groups' collective insights. This illustrates that even where ME remained teacher centric, but teachers attuned to and engaged with students' contributions, students and teachers negotiated together. In other cases, however, the intercomprehending leaned more toward debate, as contributions dissented and competed with individual and whole group

perspectives, and students' motivations were sometimes oriented toward being first and correct.

Diverging, competing for, and debating Sense

Diverging, debating and competing as a theme of practices within intercomprehending reflects the ways that students' multiple voices offered alternatives to, pushed against, challenged, and contended against each other's contributions during ME. This intercomprehending pattern was not lacking in usefulness, as challenging a perspective required understanding the viewpoint that is being argued against. More, this theme was along the continuum of intercomprehending that included negotiation and more easy collaboration; an inter-animation where students had the opportunities to encounter each other's sensemaking (Aukerman et al., 2015). The distinctions between diverging, debating, and competing, however, require attention as their motivations and underlying implications have significance to the groups' mediation of ME.

In many cases, students' intercomprehending could 'flow into' or craft a particular framing of language. That is, as thought and understanding went in a particular direction, all the students flowed with it and came away with a mostly unified and collective understanding. Alternatively, diverging intercomprehending reflects the ways students sometimes separated from emerging collective understanding to offer alternatives and asides. In these cases, students took bold steps to consider different perspectives altogether. This pattern was helpful within and alongside negotiating that resulted in fine tuning and sharpening knowledge, such that students' willingness to diverge allowed for alternative and multiple meanings of the vocabulary to emerge during actions of collectively defining/explaining. Therefore, dissent was helpful to greater ME.

Aukerman notes that dialogic contexts interanimate "different points of view" alongside revealing and honoring multiple voices; notes of dissent and debate allow for the cross-fertilized understandings produced through classroom talk (Aukerman et al., 2015; Nystrand, 1997). This is exemplified when Luis's definition of *wild* brought a new dimension or layer to that of Anna's definition/explanation. Francis was able to affirm both contributions and sharpen the underlying meaning of *wild* across contexts of use. The diverging perspectives were especially helpful for the group's complex understanding of *wild*. Furthermore, diverging could be helpful even if its suggested insight didn't present a new or accepted meaning. That is, some divergences allowed for students to express thoughts were misaligned, thus presenting an opportunity for teachers to address misconceptions. Diverging within ME was quite necessary, and similar to tinkering as it allowed students to explore additional possibilities and potential constraints.

Competing within intercomprehending is related to those occasions when students' interactions took on an orientation that reflected competition, even alongside negotiating sense. This competitive nature was complex, in that students' discourse suggested that they were excited to be share and be correct in their contributions. For instance, Alex in Liz's SWG was not only visibly excited to offer his contributions during vocabulary study, but he sometimes did so at the expense of shouting over his peers. At other times, students chided their peers for saying or writing similar answers, as though knowledge could be owned. Although these same groups showed a capacity to collaborate, their discourse also reflected a desire to be the in position of correct and the first to have contributed an idea. While this pattern was more subtle when it occurred in

Francis's class, where Stephanie affirmed herself, occasionally saying, "I said the same thing", Liz's class reflected more explicit competition. In some ways, her approach of asking students if they agreed with someone else's contribution or even rating their familiarity reinforced this pattern. But also, in Liz's SWGs more than others, this tension emerged as a more explicit culture of competition for participation and contribution. As Liz flowed through her role of 'delivering' the curriculum, the students often competed with her and each other to share their thoughts and insights while intercomprehending.

In another theme, as students took up more aesthetic and sociocritical meanings of language, their multiple perspectives sometimes implied debates. As explained in other sections, the curriculum's focus on dialogic reasoning held implications for the curriculum overall. While teachers' motivations and intentions for reading and language study centered dialogic reasoning (DR) as a goal for discussing semantics, students were excited to utilize debate in other area of activity. As was highlighted in the repertoires section of Chapter 5, students' preparation for day-5 DR in lesson cycles—supported and reinforced by teachers— resulted in the debate style of social interaction seeping into the culture of interaction throughout the entire curriculum. Students' tone and contributions sometimes radiated dissent and challenge against the perspectives of their peers. Across episodes, students often debated with each other rather than taking a stance of uncompetitive collaboration to build knowledge. For instance, when Anna pushed against a conception of good treatment in Ivan Rights Unit when she 'argued' that even though Ivan had a 'type of treatment living with the humans', his treatment was not congruent with the ways baby gorillas should be treated. Furthermore, she added, he would have been better off with his mother. This mode of confidently arguing points, even when no

contentious question had explicitly been asked, was deeply emblematic of students in Francis class when she asked them to apply vocabulary in review and semantic webs. What could have been neutral responses to apply and or define/explain vocabulary were tinged with stances, reasons, and evidence, justifying students' insights within the contributions. And still, the groups' multiple voices and contributions held the potential and quality of intercomprehending, as the debate style orientations still brought the group to deeper understandings. As has been mentioned before, debate often requires an understanding of what is similar in order to address what differences exist. Across these different forms of intercomprehending, an overarching theme of classroom discourse emerged suggesting a larger theme of collective sensemaking produced through the multivoiced and improvisational interactions.

Multivoiced Monologues and Improvisational Roadmaps

This section discusses findings related to the ever present, overarching, navigated social processes that allowed for and pressed against the variety of voices within the goal directed activity of ME. In Chapter 6, while sharing findings related to what the relationship between the context and component of ME activity, I discussed the interaction and outcomes that were impacted by distributions of labor and knowledge. In terms of interaction, this specifically related to the way teachers, who often determined the distribution of labor made decisions based on perceptions of student capacity, availability of time, constraints of the physical space, and the rules of the school and curriculum context. Those findings also highlighted the ways that epistemic standards and rules within school and teachers' practices constrained which knowledges were

accepted and valuable within the ME episodes. This section reports findings related to students' navigation of these social processes of interaction during activity. In fact, findings suggest that students' participation and contributions, regardless of the form, were in constant dialectical relationship to the curriculum and teacher goals and facilitation. I have attempted to illustrate this through the metaphor of *multivoiced monologues and improvisational roadmaps*, such that I can attend to the underlying ideologies—and addressivity—of monologic scripts and dialogic pedagogy that lay within the interactional culture of the groups' ME episodes. I follow both of these sections up with a discussion on *the tensions and blended culture*.

Multivoiced monologues

Within findings, elements of the SWGs' classroom culture point dynamics of a monologic script. Too often, in spite of the teachers' desires, the approach to learning was hierarchically teacher delivered and transactional in its orientation. Monologic scripts in education reflect classroom discourse that is contained, aligned, and teacher centric (Gutierrez, Rymes, & Larson, 1995). When interaction and discourse reflected this culture during ME, teaching and learning was authoritatively organized and maintained by the teacher; teacher facilitation reinforced transmission models of learning where instruction was addressed to students' gaps in knowledge and students' roles were to simply to demonstrate that they had retained the knowledge given to them. The addressivity of monologic scripts imply *multivoiceness*, even when the addressee is silent. Still, the students often interjected their insights and participation. That is, during teachers' sometimes heavily directed classroom activity, students were agentive in having

their voices heard. Here, I speak to these themes of students' multivoiced interjections into teachers' monologues.

Students' agency, in spite of the classroom organization, inserted and talked back to the monologue. On a few occasions, this emerged vividly in Liz's SWGs as she moved through the curriculum activities. Through interviews, it is clear that she hadn't intended to have a less than dialogic classroom practice. Still, on many occasions, she moved through instruction in a way that scripted out vocabulary instruction. During this, students moved around her to participate with artful language study and more or less successful intercomprehending. The more or less successful aspects relate to students' navigation of the authoritative epistemic purposes. Epistemic purposes define what counts as valued knowledge and determine whose knowledge is useful in construction. Epistemic purposes set a bar of what contributions were acceptable to be engaged with and added to the sense-making (Aukerman, 2013; Gutiérrez, Rymes, and Larson,1995). This theme highlights intergroup and teacher to students dynamics of navigating internal conceptions of 'what is valuable knowledge to explore and add to the conversation'—or the tension between epistemic purposes and expressivist contributions. The term expressivist frames the diverse, diverging, and expansive understandings that students have about the objectified language meaning, analysis, and application (McCormick, 1994). Accordingly, the teacher's desire for distinct, epistemic comprehension and literacy outcomes sometimes pushed against the open frames of expressivist contributions. Students' navigated this in various ways, ranging from risking their expansive thoughts anyway to momentarily shutting down during ME conversations.

During a ME episode of combined application of language and extending activating prior knowledge during Immigration Unit Cycle 0, Liz prompted students in SWG 2—minus Alex who was absent—to consider what it means to be an immigrant and what the challenges that immigrant children might face. During cross episodic engagement, the group had defined immigrant as someone who comes from another country. Liz showed the students a photo of girl, Gabriella, who had immigrated from Guatemala to Texas. She asked the group what they think Gabriella, as an immigrant, might be worried about. Deeply contextualizing the application of immigrant to the experiences of Gabriella, Liz prompted the students to connect/contrast experiences of an immigrant, specifically the language differences that one from Guatemala might face in Texas. In *excerpt 1*, Elliot says "Oh, wait, doesn't people have phones? Cause they can go on Google and then they could umm say how do you translate from Spanish to English. That's how she could." This is considered an expressivist contribution. For one, his idea that linguistic challenges faced by immigrant families can be mitigated through technology contradicts the epistemic purpose of orienting students to thinking about language as a challenge for immigrants in preparation for the *Home at Last* and *Bilingual Education* cycles. Furthermore, connecting immigrants, language, and challenges of learning and proficiency are an overarching dominant ideology, at within the United States and the specific school. When Elliot suggests that people can use Google Translate, and thus overcome their potential language challenges, he was constructing a diverse understanding—or counter narrative—not through the dialogically based instruction that had been open in the first place, but through interjecting himself into the monologue of the curriculum's and teacher's purposes.

Liz, in follow-up to Elliot, reiterates the belief that language development is a primary struggle of *most* immigrant families. Her utterance suggests that this ongoing narrative of *immigrant challenges with language* is set through school learning and personal experience. "Yeah, yeah, but we are not just talking about Gabriela and her family." She goes on to say,

> "We're talking about all immigrant children. We're talking about the immigrants you learned about in social studies class. Maybe someone in your own family was an immigrant when they were a child. Maybe you know a friend or family member who came to this country from another country when they were a kid".

Liz's response to Elliot rebuffed his expressivist insight, suggesting that although heavily contextualizing their ME, the group is not just talking about the specific immigrant girl. Indeed, the script is talking about a specific epistemic meaning of immigrant and immigrant experience. Although Elliot and Amber agree that they indeed know immigrants from other countries, Elliot attempted to reiterate his point. Elliot jumped back into the conversation to reinsert his point that by sharing that his mom didn't know English but had used her smart phone, though he had been rebuffed earlier. "Oh, oh My mom, umm, when she came here she didn't know English and there is this app that could talk in English and then she could talk in" What is important, Elliot was allowed to and did return to his idea. Liz responded with a brief acknowledgement of "oh, and that helped her," only slightly engaging Elliot's thought. As such, within the teacher's overall script, Elliot's counter script through real-life experience emerged and countered.

Moreover, Elliot's contribution to the conversation inserted itself into the monologue,

thus producing a multivoiced monologue— teacher centric with student voice.

Improvisational Roadmaps

In other ways, instead of a script, there was a learning roadmap that was

improvised to allow for stops along the way, navigation of unexpected roadblocks, as

well as shifting drivers—or at least those agentive passengers who were able to call shots.

Here, more dialogic pedagogy reflects learning where students' multiple forms of

engagement with content are encouraged and helped shape the ME activity. In fact, the

CLAVES principles (See Table 3) reflected—and attempted to reinforce— norms of

participation, dialogic instruction, and dialogic reasoning, which suggest distributed

power structure and participatory interaction in these upper elementary SWGs.

Table 3.
Reading Curriculum Principles for Upper Elementary Students

Principle 1. Emergent Bilinguals increase meaning-making capacity and fluency through development of language awareness and component skills in semantics, morphology, syntax.

Principle 2. Bilingual learners best learn and play with language examined in context within engaging anchor texts.

Principle 3. Explicit and dialogic instruction (i.e., heuristics, language awareness, negotiation of meaning), allow expansive exploration of language as a meaning-making tool for advancing students' language awareness and linguistic fluency.

Principle 4. Emergent bilinguals develop oral fluency and language growth through sociocultural learning structures (collaboration, small groups) and opportunity for expressive language (i.e., Dialogic reasoning with contentious questions, writing).

Principle 5. Emergent bilinguals learn best when they are given various types of scaffolds, including verbal (e.g., attention to cognates), instructional (e.g., visuals, manipulatives), and procedural (e.g., co-constructed writing).

The ideology here includes flexible participation structures that no longer dictate the how

and when of students' participation, in addition to allowing for more expressivist

contributions. ME interaction that reflects this culture still demonstrate learning that is goal-oriented but meets both the needs and creative inspirations of the students and groups. Hence, *improvisational roadmaps* are related to the ways students—alongside and through teachers and their dialogic pedagogies—explore and flow with and against the multiple and various insights that emerge. Here, the curriculum is a roadmap that can be rerouted to fit the needs of the multiple passengers in a 'formative assessment' culture of exploring language.

Strike, for example, is a word that experiences in baseball, bowling, and protest might inform use and understanding of the word. When Francis's classroom allowed for the sharing of all of these understandings, she ensured the breadth and depth of conversation about *strike*. The conversation pushed students to reflect on the underlying meaning of *strike* across contexts as well as knowledge of morphological variations and conditions of use within and across the related family of words. Furthermore, Francis opened up an opportunity for more expressivist conceptions and use, which reflected students' artful language study during ME. This learning and teaching included students' prior knowledge with language, such that Anna suggested a meaning of *strike* that was related to crime fighting and adventure out of her knowledge of cartoons and films that have often used themes related to "*strike*" as in carrying out an action at a specific time and or place. These moments exemplify heteroglossia in activity—working toward more varied understandings—and shaped the interaction based on not only who can participate in the ME, but also what knowledge that can contribute.

Tensions and Blended Cultures

The metaphor of *Multivoiced monologues and improvised roadmaps* attends to the ways that findings reflect tensions in the hierarchically organized participation structures as well as the expected goals of learning. Students participation, as set by the curriculum norms, were in a in a dialectical relationship with the teacher instruction, the curriculum plan, and curriculum materials that fluctuated in enacting the principles. Students participation, rather than being passive, as noted in sections above, indeed interjected and inserted when structures were more ridged. In other times, students were given much more freedom with each other and the goals during ME. In Shelly's vocabulary instruction, she occasionally directly instructed language, highlighting morphemes while still asking students what they noticed and suspected of those meanings. Thus, she moved along a script of instruction, while still asking students somewhat open-ended questions about language that implied that she truly wondered what they might have understood. In those cases of student to student intercomprehending, dialogic participation was open and lacked inhibition, even while teachers negotiated alongside students, converging to goals of understanding. Findings reflect the ways that students' participation oscillated, shifted, fluctuated, and swayed in response to classroom structure and teachers' facilitative actions. As such, SWG culture in ME reflect a continuum and intermingling of *multivoiced monologues* and the more dialogic *improvisational roadmaps* (Gutiérrez, Rymes, & Larson, 1995; Aukerman, 2013).

Specifically, within the SWGs, patterns fluctuated between subverted, *multivoiced monologues* and distributed participation of *improvisational roadmaps* that were organized, but also encouraged and supported student voice alongside teacher facilitation.

Across practice, findings highlight this shifting culture of participation structures, especially related to the ways that students, alongside teachers, navigated those scripts. Power relations related to both knowledge production and acceptance enhanced these tensions with students' expressivist contributions within artful language study and intercomprehending against epistemic expectations and individualistic demonstrations of ability within reading and language education. The dynamics of interaction also shifted overtime mediated by teachers' shifting ideologies due to TWG conversations and other PDs as well as the more abstract final unit, also meant that the ways that students then needed to mediate these structures during learning shifted, flexed, and bucked. The continuum and interweaved cultures still continued to reflect the tension between the teacher having a centralized role that the students must interject if they wish to have agency and students being given equitable control to shape their own learning.

A Classroom Teacher and SWG Episode Unpacked

Near the end of the curriculum implementation, Shelly taught her last syntax lesson on verb tenses. Within it, are multiple ME episodes that together reflect the culture and mediated social processes. The lesson objectives in the curriculum were to have students form simple past, present, and future verb tenses, as well as to have students identify examples of these tenses in the *Si, Se Puede* text. The lesson plan says "Review the concept of verb tenses and simple tense from the previous cycle. Try to elicit from students what past tense means and how it is formed for regular and irregular verbs." The ME episode began with a parts of speech review and "direct instruction" on an anchor chart that Shelly collaboratively wrote with students' contributions. After quickly

intercomprehending with students to review nouns and verbs, Shelly presented the students with the objectives for the day:

> "We are going to be talking about verbs, words that describe actions. And we are going to be talking about how they were, depending on when the actions happen. We talked about this a little bit before, and today, we are going to be adding on a little bit today. So we talked about past tense and present tense. Do you remember that?"

While her question was somewhat rhetorical, Carlie interjects to say "So is it like, today I am going to run, yesterday I ran." Shelly smiles at this. While turning to draw a chart on the chart paper, she affirms and engages Carlie's contribution. "So run and ran. Run is the present tense. Yesterday is the past tense. Present tense and then past". She pauses to look at the students and ask, "And then what if it hasn't happened yet? It happened in the—", to which the students collectively say "Future."

Shelly further explains that "Future. In the future tense is another verb tense. We are going to be talking about how they tell us when things happen. So we are going to look at our book and think about verbs." While the lesson plan had much more direction and intended for the group to read a specific sentence, Shelly decided to flow with Carlie's explanation and application of tense. In allowing Carlie's move to direct some of the course, there is a theme of improvisational road mapping. Liz continues by putting up the "good example" that they came up with. Together, she had the students move through various nouns that they knew, saying the past, present, and future tense of each one, and marking where words have irregular past tense forms. They are reflecting artful language study, questioning deeper into the examples. But also, Shelly has not forsaken

the curriculum. She moves back to the plan, which includes looking in the texts for examples.

Excerpt 1

1	*Teacher Shelly*	Ok. Let's look at page two. Can you find page 2 Juanua.
2	*Carlie*	Ok, right here
3	*Teacher Shelly*	Ok, so let's look at this page
4	*Brad*	Says ; (inaudible0 [Pointing]
5	*Nichole*	I found one
6	*Teacher Shelly*	Says, says. Ok, there's a verb. He found a verb. [throwing hands in the air] Sleep with the angels Carlito, mama says. When is that happening?
7	*Juan*	Says, present, present
8	*Teacher Shelly*	Present, it's the present. Ok, That is happening right now.
9	*Juan*	Said? That is the past
10	*Carlie*	Past, and then the future—
11	*Juan*	say
12	*Carlie*	—is will say
13	*Juan*	Will say, I said say. Why does the will
14	*Teacher Shelly*	Yeah, why is that will there?
15	*Carlie*	It's gonna be—
16	*Nichole*	You are gonna do it.
17	*Teacher Shelly*	Right, so I will, I am going to.
18	*Juan*	I I don't [unintelligible] [rubbing his eyes]
19	*Teacher Shelly*	Why does will mean I am going to? Or—?
20	*Juan*	No [Shaking head. Puts head down]
21	*Teacher Shelly*	Are you saying that we could put it up there in a different way?
22	*Juan*	[Silence, smiles sheepishly; puts head down]
23	*Teacher Shelly*	[looks to other students in a quick smile; taps Juanua on the arm] Ok, you think about that, let me know when you are ready to share. What's that? [looking at Carlie pointing]

In the next segment of interaction, there is a brief interaction of Shelly helping Juan to get back on track. He is moving slowly and has yet to open his copy of *Si, Se Puede*. She softly asks him to find page 2. The other students have been looking at the page and Brad quickly announces "says" as a suggested verb. Shelly, bringing her

attention to Brad's utterance perks up. "Says, says. Ok, there's a verb. He found a verb"

She says while throwing her hands in the air before reading the sentence "Sleep with the

angels Carlito, mama says." She then prompts the students with "When is that

happening." Juan, who has come back to himself, attends the word, repeating "says"

before confidently shouting "present, present." The other students join him, as, without

prompt, they move to offer examples of the other tenses. Juan, who has said the wrong

tense for the future, self-consciously marks his mistake under his breath. He then asks

about why the *will* in future tense is necessary. He isn't confident about where his

thinking is going and hesitates on his curiosity and tinkering. Shelly supports his unusual

shyness, encouraging him to share when he is ready. Juan quickly recoups after Carlie

announces that she has found a new word, *sleep*, from the sentence "sleep with the

angels." Shelly pauses realizing that this word is different from the others. She presses

the students to ponder the tense, to which they debate and negotiate before she offers a

deeper explanation; citing the imperative form. The students giggle a little when

introduced to the "fancy" word, and Nichole gives a little head shake mimicking Shelly's

emphasis on the metalanguage.

Excerpt 2

24	*Carlie*	I found one, sleep.
25	*Teacher Shelly*	Sleep. Sleep with the angels she says. Hmm, what form is that?
26	*Brad*	Present
27	*Teacher Shelly*	That's a little trickier.
28	*Carlie*	Sleep
29	*Juan*	Present
30	*Nichole*	Present
31	*Carlie*	Sleep. It's past
32	*Juan*	Present. Yes it is, it's present
33	*Juan*	It's past.
34	*Brad*	Future

35	*Teacher Shelly*	So, what she's doing right there. She's telling him to do something.
36	*Juan*	Oh, so that's future.
37	*Carlie*	Future.
38	*Shelly*	Well
39	*Brad*	Because we are sleeping
40	*Carlie*	It's kind of like the past [unintelligible]
41	*Teacher Shelly*	It's really a command. It's kind of a different way. A different purpose. If I say to you, pick up that pencil. That's a command. It's a different—it's a whole different structure. It's called the imperative, to be fancy [makes hand sign that and twist head suggesting fancy]
42	*Nichole*	[mimics Shelly]
43	*Teacher Shelly*	Open your book. That's the imperative.

In these ME sessions, Shelly's SWG is shown to engage in artful language study related to exploring and articulating their syntax language knowledge. They indeed show their ability to meet the curricular goals of identifying verbs in text and forming verbs across tenses. They share in intercomprehending alongside and through Shelly's sharpening and explicit instruction. They, and Shelly, make room for their peer who is having an off day during the instruction. He, as a participant, is free to jump in and add to the sense-making when ready. The group together isn't just interjecting into Shelly's lesson, but their community sense-making is welcomed when it arrives and 'improvisationaly' shaping the routes that are taken. Together, the group pauses when they need to and mediate each other, Shelly, and the curriculum. And in the end, they all arrived at a socially situated space of thinking, having metalinguistically engaged with verbs across tense. Taken together, this episode highlights the habits of mind, social processes, and elements of classroom culture that mediated or emerged out of mediation within ME of the CLAVES lesson.

Chapter 8: Discussion

This chapter reviews the overall project and the key findings from this study. It is organized by research question and discusses the results within the theoretical framework and the earlier review of literature from chapter three. This chapter concludes with a discussion of limitations, implications, and directions for future research.

When I began this work, I aimed to understand language-based teaching and learning in the service of metalinguistic awareness development. A primary concern of mine was responding to dynamic needs and opportunities for upper elementary bi/multilingual learners. Within the language-based reading curriculum project, CLAVES, I worked with researchers, teachers, and students across New England and Mid-Atlantic schools to develop a curriculum that attended to these goals. For this dissertation, I extracted overlapping case studies from the year-three quasi-experimental intervention (Proctor et al., 2020). At the beginning of this work, I qualitatively investigated what the larger quantitative study, by design, did not. I addressed a lack of descriptive, empirical literature on the cultivation of bi/multilingual students' metalinguistic awareness within school contexts.

The case studies in this dissertation consisted of three teachers, Francis, Liz, and Shelly, and their fourth grade, bi/multilingual SWGs at Las Annas—a Spanish-English dual-language elementary school. Within and across these SWGs, I sought to reveal the nature of the SWG interactions during the CLAVES intervention. I theorized *metalinguistic engagement* (ME) as an umbrella concept for understanding the acts of language-focused teaching and learning that seek to promote metalinguistic awareness. Moreover, I operationalized ME as the work that teachers and students do within and

amongst each other to reflect on and understand language form, function, and meaning across components, structures, and contexts. For this dissertation, I offered three research questions that explore the nature of ME:

RQ1. What are the actions, emergence, and flow of metalinguistic engagement across the CLAVES SWGs?

RQ2. What are the relationships between context, objectives, means and tools, and participation structures and metalinguistic engagement across the CLAVES teachers and their SWGs?

RQ3. Throughout ME and across the SWGs, what habits of mind, social processes, elements of classroom culture emerge and are mediated by students?

Although the questions have evolved, the purpose of the study remained a qualitative exploration of ME within the context of a language-based intervention with upper elementary bi/multilingual learners. My desire was multifaceted: to investigate the nature of ME across these teachers' and SWGs to reveal and then speak back to practice, teacher preparation, curriculum development, and discourses related to bi/multilingual students' greater literacy development through educational contexts.

An analytical framework of CHAT, discourse analysis, and case study methods were used to explore the video and audio observations and transcripts. Though the data of observations between the teachers and SWGs were not equal in quantity, I clustered data at the level of teacher and then SWG. I coded observations for episodes of ME using the transcripts of video and audio, marking ME as objectification of language and meta-discourse. Within the ME episode, I read transcripts and watched videos, coding "utterances and embodied actions." I coded these utterances and or actions according to

their complex and overlapping interaction with the objectified language, means and tools, actions, or contributions of other participants. I also triangulated those "utterances and embodied actions" alongside the coordinating curriculum lesson plans. Analysis of the ME episodes was further triangulated alongside curricular artifacts, teacher interviews, TWG meetings, and surveys from teachers and students. Within chapters, I organized and collapsed categories of the component actions, episodic patterns, and overarching findings within the research questions alongside cross-case narratives for each teacher and their SWG(s).

Across these findings, I used CHAT (Greeno & Engstrom, 2014) and a Bakhtinian lens of Heteroglossia (1981). This theoretical framework attended the tensions between the centrifugal aspects of multiple voices and repertoires and centripetal forces of school-based activity that have historically prioritized uniformity and standardization of practice and understanding (Wertsch, 2009). In the overarching "investigation of the nature of ME," I was intentional in my use of *nature*. The word nature attends to underlying characteristics, the tendencies, the material components that are revealed in ME teaching and learning. Hence, per RQ1, I shared the concrete actions, emergence, mediations, and flow activity within ME.

Within the context of this study, the individual yet overlapping communities of teachers and learners were all part of a broader context of schooling for bi/multilingual students (Roth & Lee, 2007). Therefore, I theorized that the ME within these groups was situated and informed by overarching cultural historical contexts of language and reading education—as well as educational research and intervention—for bi/multilingual learners. Given this, RQ 2 analyzed and coded the relationship between the components

of the ME activity and the interactions that occurred within ME—attending a

sociohistorical and contextualized frame of activity. Through RQ3, I coded the habits of

mind, social processes, and elements of classroom culture that were mediated or emerged

out of ME. Between these last two questions, I addressed the nature of ME within and

across groups in relation to their local community as well as the cultural historical

contexts of policy, practice, and narratives that shape bi/multilingual learners' reading

and language education experiences in schools. In the sections that follow, I discuss the

findings through the theoretical lens of heteroglossia informed CHAT. The discussion in

these sections speaks to key findings and the centrifugal (i.e., separating, multivoiced,

polyphonic) and centripetal (combining, centralizing, integrative) natures of ME activity

(Wertsch, 2009) while communicating back to existing related literature.

Analysis of Key Findings

RQ1: What are the Actions, Emergence, and Flow of ME?

Conceptualizing the Nature of ME Action in Multilingual Classrooms

ME is the pedagogically organized and spontaneous interactions, inclusive of

language-based awareness and attention to components, meanings, knowledge, strategies,

and skills of language. In my objective to understand the nature of ME as related to

component actions, emergence, and flow, I shared the findings of students' and teachers'

various modes of taking up, performing, building on, prompting, and facilitating ME. In

many cases, the actions within the findings overlapped with Bialystok's conception that

metalinguistic awareness would include analysis of knowledge and control of processes,

referring to one's ability to construct explicit—written or verbal— representations of

linguistic knowledge (1987). The qualitative analysis of the data revealed that as ME

emerged and unfolded throughout the intervention, there was diversity within the subcomponent means of activity. Where students and teachers navigated the learning objectives of a particular object together, they utilized their various resources in response to each other.

For example, during the analysis of the classroom episodes, it became evident that although there were ways that curriculum and teacher prompted various types of ME actions, students also pre-emptively and responsively engaged in ways that were unanticipated and deeply insightful. Whether Elliot's *pronoun* or Anna's *treatment* or Carlie's *ice-cream every day,* students appropriated their [growing] awareness of language and related skills to participate in the lessons. Within the attending/noticing actions, for instance, there were distinctions related to students' explicit efforts through the oral discourse and embodied movement that marked language as well as those implicit actions that revealed their attending/noticing through other subsequent ME actions. Within analyzing actions, students studied language through component actions of parsing, deconstructing, and dissecting. They also identified whole, specific, or constituent elements of language. Aligning with Kuo and Anderson (2008) and Nagy (2007), students in this study illustrated the ways that they could attend and analyze 'language' at all units, including at the level of pragmatics within the curricular themes, content, and the meanings of text alongside language-based inference.

The curriculum and teachers called for defining/explaining in many activities, aligning with Nagy's suggestion that explanations of words require semantic awareness for organization and meaning (2007). The students, however, used these actions and blurred boundaries of merely defining terms and explaining declarative—or factual—

information about language. Students' subcomponent actions within defining/explaining highlighted broader and more varied ways through which to reflect on and articulate meaning beyond stating formal definitions. Moreover, defining/explaining encompassed some developmental range and capacity to define and explain through embodied action, use of synonyms, examples, and extended explanations based on familiarity with the objectified language. When students used actions of applying during ME episodes, they appropriated and practiced the language and procedures that had been objectified and studied across language components and skills. Their actions of applying across language elements and skills in an oral and activity-based context expand on research that discusses the nature and frequency of vocabulary instruction and report its impact on knowledge and use in reading and writing contexts (Mancilla-Martinez, 2010; McKeown et al., 1985; Lesaux et al.).

Throughout the intervention, students added to the polyphonic notes of these actions that they had already displayed variance by also integrating creative and extending ME. Students artfully connected/contrasted, (de)contextualized, hypothesized, and tinkered with language while moving toward deeper understandings. In the hybridity of their ME actions—which meant multiple voices diverging from a way of participating—students' acts of negotiating with available resources pushed them toward social understandings within learning objects and goals. Hence, students' simultaneous primary and creative and extending actions—whether anticipated, encouraged, or reflecting a primary ME skill—supported negotiation of understanding and applying the goals of learning. These creative and extending ME actions were especially useful when the objectified language was more complicated, abstract, and or less familiar. Utilizing

their communicative repertoires and metalanguage, students demonstrated the ability to draw from several resources and skills to talk about and extend their capacity to reflect on language. More than shifting from one different language or practice to another, students' utterances reflected that they employed whatever [combinations of] repertoire they had within their disposal and was useful to achieve their aims of participating in the activities. Metalanguage, as a resource, was not consistently within students' grasp, which was different from the somewhat older students who were able to recruit this language in the research of Galloway et al. (2015). Teachers' utilized this metalanguage both out of its efficiency to explain language and to reinforce its meaning to students in future learning. Even when students seemed to 'catch on' to the metalanguage, this did not mean that students verbalized these resources in their own ME practice. Alternatively, students' Spanish repertoire was available but utilized—if not implicitly regulated— to complement the learning of English vocabulary and morphological affixes. In other ways, students took up and navigated other communicative skills to participate in ME. Teachers' meta-discourse on students' practices reinforced many of these practices.

Across the ME, students' practice of using a variety of actions and discourse was useful in the SWGs' collective gains of building metalinguistic ability with language meaning, forms, and structures. From utilizing and connecting knowledge for various languages as well as drawing on multiple modalities to engage in ME actions, students recruited available resources, even if these actions circumvented the blueprint of the curriculum and road map of the teachers' plans. Together, whether intentionally collaborative or not, their insights help build critical new understandings bridged from previous knowledge. Similar to Pearson and Johnson's (1978) argument to bridge

between the new and known, students leveraged a variety of resources and means through the ME actions, augmenting their participation within the goal-oriented ME activity. As such, students reflected a Bakhtinian (1981) perspective of heteroglossia—alongside Rymes (2015) communicative repertoires— as they employed all of their linguistic and paralinguistic skills to communicate in a given context effectively.

Students were not alone in their use of a variety of resources to navigate ME. Teachers as well, sometimes unbeknownst to themselves, enlisted a variety of instructional and facilitation moves to present the curriculum and mediate students' development. Although the teachers taught with the same curriculum, individually, they were shown to implement its activities through their own stylistic pedagogical moves to bring about desired learning outcomes. With varying amounts of success, teachers' goal-oriented facilitation often anticipated student needs, reflecting their a multivoiced addressivity (Wertsch, 2009) within their approach. In other moments, teachers' prompted students' ME—inciting actions of attending/noticing, analyzing, defining/explaining language and language function. Teachers encouraged the application of the language and strategies that students had gained, as to have students demonstrate their growing metalinguistic awareness and or capacity with the studied language features. As students demonstrated their ME, teachers' engaged the emerging insights and various contributions by clarifying, recasting, and sharpening individual and group thinking, in line with similar practices discussed by Michaels and O'Connor (2015). These moments helped bring a centripetal—or centralizing—force to the heteroglossia of conversations, recasting students' diverse contributions into particular taxonomies, valued thinking, and actions that were useful to the goal-oriented activity of the social

space. In a perspective of Wertsch (2009), this is consistent with the ways that teachers generally use facilitation to help reinforce the use of particular resources or takeaways that can be leveraged in the next level of engagement.

Such that ME teaching and learning emerged out of goals and flowed in response to the learners' growing understanding and emerging development toward somewhat final understandings, ME activity reflects the tension of centrifugal and centripetal forces between routines, actions, engagement of the moment insights, and overarching goal-oriented activity. Across the student participation and teacher facilitation, despite the push toward central understandings and interaction with the learning objects, the students with their repertoires and teachers with their pedagogical resources navigated learning, participation, insights, and misunderstandings during ME. These moves—especially where dialogic—revealed socially situated, even if debated, understandings of the language being objectified, which could then be iteratively and formatively negotiated (Handsfield & Crumpler, 2013; Hardman & Abd-Kadir, 2010). The implications of teachers' diverse facilitations and students' heteroglossic participation reflected that ME, as an activity, perhaps necessarily involved shifting means and modes to engage language.

Remaining Thoughts and Questions

In this dissertation, I did not truly attempt to evaluate students' actions and skills during ME. My concluding thoughts on conceptualizing the nature of ME actions in multilingual classrooms, however, are related to the potential aims and goals of ME actions—not activity, but actions—in classroom contexts. This thought takes into account the cultural historical context of education. There is a typical discourse of building

homogeneity, universalism, and standardization in schooling and classroom practice (Cole et al., 2012; de los Rio & Setlzer, 2017; Martinez et al., 2015). Discourses of standardization have historically failed to account for the diversity of development and need. Accordingly, I want to pre-emptively question how those interested in ME in classroom contexts can navigate—or avoid—the tendency to build rubrics, evaluations, and standardization around the actions of negotiating ME.

This concern is especially related to the promotion of students' visible, enhanced, and growing metalinguistic awareness, strategies, and skills as well as that of teachers' facilitation of ME. Within the findings of this dissertation, there are both intentional and natural pushes by the teacher towards particular actions and uses of resources during ME that reflect the centripetal forces of classroom development. There are other omitted and missed opportunities to "guide" and sharpen students' current and future engagement. Given the context of reading and language education for bi/multilingual students, one can imagine the critiques and evaluations of what did and did not happen in these spaces in terms of developing students' concrete actions and future participation.

I reflect back to Anna's use of multiple modalities in defining/explaining *wild*. In many cases, her initial "definition," which included *wild* as well as contrast to *trained pets,* would not count. Her extended action, however, reflects her objectification and growing articulation of at least one notion of the concept *wild*. I do believe, however, that from teachers and researchers, there needs to be room to validate the existing and growing actions and skills contained within her ME. On the other side, Francis could have, at some point, requested that Anna attempt to form an utterance that resembled a "definition." Francis could have provided instruction on just what a definition is. This

instruction might have built students' additional skills and strategies for "doing" ME in the future. There are many other ways that I am sure teachers could have pushed students' thinking, capacity, and ongoing development. Francis, however, did other facilitative actions that pushed Anna's thinking and the group's intercomprehending. Francis also brought Luis into the conversation before moving to provide the curriculum's student-friendly definition. Luis's contribution presented an alternative understanding of *wild,* which was helpful for social learning, productive to the dialogic pedagogy, and an illustrative of how different ideas can bring new depth to ME.

Pre-and Post-tests, as well as students growing capacity within language conversations, suggest that, broadly, teachers' facilitation and students' negotiations during ME built connections to vocabulary and language that influenced depth and breadth of understanding. Still, what— if any—goals should there be related to the skills and actions within ME? What should the curriculum and teachers seek to develop in students in the form of skills? Moreover, how will evaluation or promotion of these skills and progressive actions influence bi/multilingual students' illustrated hybridity and dynamic—if not also developmental—recruitment of their communicative repertoires? Further still, how do we keep those evaluations from subsequently labeling and applying deficit narratives on students' practice?

RQ2: "What are the relationships between context, objectives, means and tools, and participation structures and ME across the CLAVES teachers and their SWGs?"

Conceptualizing the Nature of ME Curriculum and Instruction in Schools

ME as an activity includes participants navigating the context of activity, with respect to the goal, community, tools and means, distribution of labor, and implicit and

explicit rules (Roth & Lee, 2007). Heteroglossia informed CHAT provided insights into the interacting and overlapping aspects of ME activity within and across groups in Las Annas school, and the larger context of bi/multilingual schooling. In my objective to understand the relationships, I organized the findings by themes of context, objects, means and tools, and participant structures and ME. Within and across these areas of attention, there were overarching tensions as well as particularities related to (1) the object of goal-oriented ME as well as (2) the students' opportunities and supposed outcomes within ME. The curriculum and teachers shaped much of activity through their imposed dynamics in the choice of objectives, provision of regulations of means, tools, and organization, and structuring of labor and knowledge based on particular ideologies and expectations.

For the curriculum, findings suggest that along with its own objectives, it allowed for teacher agency, and based on its content, organization, scaffolds, and provided tools, it was designed out of a desire to promote student interest and ME on some level. In the literature explored for this study, there were few details of the language-based curriculum, except for that the ways that different ones prioritized specific language goals (Baker et al., 2014). Still, Roth and Lee (2007) discuss the importance of curriculum being guided by holistic theory while moving from theory to praxis. Findings related to the curriculum analysis indeed suggest an attempt to operationalize a particular perspective of language-based teaching. That is, the curriculum attempted to institute attention to [certain aspects of] language while also responding to human development, specific forms of learning, and specific learners within their social environments out of perspectives of instructional mailability of component language skills and knowledge

(Proctor et al., 2012; Proctor et al., 2020). The curriculum was indeed aligned with the reading research field, which suggests attention to vocabulary and integrated oral and written instruction, and small group instruction (Baker et al., 2014). And, by in large, the particular objectives and means provided by the curriculum supported successful navigation and engagement with language based on the intervention report (Proctor et al., 2020). The language objectives in this curriculum did not, however, encourage explicit attention to metacognitive meaning-making, critical language awareness, or dynamic translanguaging; suggesting a neutrality and de-historicized approach to language education, which is in fact not neutral because of the ways it neglects demands and understanding of 'texts' across language use and contexts and reinforces dominant perspectives of language (Stevens, 2003).

On the part of the teachers, where the SWGs navigated ME in activity with the curriculum as a partial blueprint, they sometimes repurposed learning objectives in misunderstanding, necessity, and differing motives. Facilitation suggested that while there was broad fidelity, there were also interpretive liberties related to the goals and expectations between the teachers and the curriculum. Patterns also suggest that across teachers, approaches were based on a variety of influences. Their emphasized facilitations suggested not only intentions and potential ideologies but also revealed their realizations that necessitated formative shifts in the moment. In some cases, teachers' facilitation appeared based on preconceived notions of their roles and or students' needs. When teachers used direct and explicit instruction to ground and present language-based knowledge, they sometimes did so in expectation of what foundational knowledge students had and needed, even when students' voices had been mostly absent. In the most

stringent episodes, instruction rendered students' previous knowledge and experiences unnecessary, and constrained possibilities for negotiated understanding that could foster depth and breadth metalinguistic awareness and skill. Furthermore, implicit ideologies related to the purpose of student talk influenced distributions of labor and knowledge contribution. Alternatively, in moments of moving beyond what would be considered the 'transmission' of information (Freire, 2002), facilitation became more responsive and formative. Within the more dialogic engagements of activity, students had the opportunity to display their depth of knowledge and play around with their emerging ideas, but often in sacrifice of getting through the entire curriculum. In the revelation of students' knowledge, capacity, and needs that had not been accounted for in the curriculum's blueprint, teachers reshaped learning objectives. Participation structures, as a means of engagement, impacted students' interaction and opportunities to display their growing ability outside of front-loaded instruction, which aligns with literature from Boyd & Rubin (2002) and Michaels and O'Conner (2015) on topics of student talk. Even so, both modes of teaching impacted the outcomes of reinforcing declarative, procedural, and local knowledge versus that of promoting metacognition, depth of knowledge, and sociopolitical layers.

But also, there are gaps between the curriculum and teachers, and their expectations or knowledge of learners. The curriculum suggested discussion and engagement around topics of language in service of reading comprehension measures. The differences between three teachers' facilitations reflect some implicit understanding of the curriculum's potential, such that they differently approached the depth of conversations around language. Shelly's more intimate knowledge of the curriculum,

based on additional developmental work she had done with the project, approached its lessons with more explicit attention to metalinguistic awareness across declarative, procedural, and metacognitive knowledge of language as well as depth of language and skills. Still, across the teachers, there was little attention to the political, historical, and overlapping components of language (Alim, 2010; Gutierrez, 2008).

The physical context and institutional site of practice remained an overarching influence on activity and outcomes as well. Within the loud, busy, and vibrant school, teachers adjusted and responded to their environment with instructional decisions that may have redistributed the division of labor in response to the constraints on students' interactions and the feasibility of particular tools. Moreover, teachers' roles within the school placed additional demands and expectations. Some of these hampered with or influenced their planning and thus decisions in the facilitating lessons. Other aspects of teachers' roles, such as being a classroom, ESL, and literacy teacher, also interjected themselves into their practice, influencing how teachers chose to respond to students' contributions out of specific data-driven demands and growth mindsets learning they had engaged in. This also highlights the local and grander institutional site as an imposing figure with implicit expectations and explicit rules. These related beliefs and overall ideologies seeped into ME not only through the meta-discourse about students' participation and learning, but also influenced teachers' instruction, goals, and expectations. Where the issues of physical space were not easily mitigated in the crowed school context, hidden curriculums remained unexposed and persisted within and across shadows during the CLAVES curriculum implementation.

Overall, these key findings here reveal the dialectics between the curriculum and instruction of activity in responding to students' immediate and long-term growth and needs in reading and language. Moreover, the findings in ME activity highlight the pressures on both curriculum and teachers within the school to address students' growth, especially bi/multilingual students who were often framed as needing to display their knowledge in particular ways.

Remaining Thoughts and Questions

In this dissertation, I wanted to understand the factors influencing ME with bi/multilingual learners in school contexts. Indeed, there were innumerable overlapping influences, in tension with one another, leading to some interactions and outcomes over others. But also, tensions emerged out of the relationship between the teachers and the curriculum preparing for, acting on, allowing for, or responding to the students. The dynamics here are complex and likely not to be addressed by simply more teacher development and simple tweaks of the curriculum. The findings suggest that issues are ideological for curriculum and practice. There are implications for the teachers, curriculum, and those that do reading research with bi/multilingual children. My remaining thoughts and questions are related to the design, practice, and aim of ME activity in necessarily addressing the deep purpose, potential, opportunities, and impacts for students.

Across the ME activity, there was a distinct variability to attention—and opportunity—for depth of meaning and strategic (metacognitive) meaning-making; attention to (critical) language awareness and (critical literacy) comprehension were rarely part of the so-called contentious conversations of text. Moreover, student

background knowledge was not consistently accounted for, both in terms of graduating the skill sets that would be helpful in the language-based conversations, but also in making sure they were able to bring their sociocritical literacies (Gutierrez, 2008) in the learning activity. I wondered at the role of the curriculum to promote certain objectives, especially in responding to bi/multilingual students. Where is the expectation that language-based curriculum explicitly orients to a critical language framework, that could promote transferable skills? Should the inclusion of critical language awareness be an expectation of all curriculum in this domain, if those same curricula promote some practices, skills, dialects, and languages over others? Should there be at least a statement or assistive guide that addresses these concerns so that educators are aware of the nature of language? And if a curriculum fails to do this, is it failing at providing social justice and equal opportunity for students in the future?

For teachers, I wondered about their ability to attend a variety of elements related to language while making room for students to demonstrate knowledge in a variety of ways. Through her ongoing engagement within TWGs that brought attention to the constraints of her particular approach, Liz's practice shifted over time. Her shift highlights opportunities to (1) address the underlying aims that ME offers students and (2) support perspectives that make room for students' sociocritical literacies to emerge in learning.

In a final thought, it was difficult to attend to any of this without also being willing to expose the pre-existing ideologies of schools as well as the notion of reading intervention. Such that schools are sites of practice; teachers are under pressure to meet standardized and district expectations. It is too easy to frame any teacher as having

missed the mark in a particular episode or across the intervention. Teachers were pushed and pulled in a variety of ways to show growth and movement. They were expected to plan for learning and still find ways to formatively adjust to students when necessary. Curriculum was constrained against schedules of standardized testing, predominant ideologies of language, and the school day. While those in teacher education and educational research must be willing to foster complex critical conversations about better supporting bi/multilingual students, there must be room for curriculum and teachers to do the work which means disrupting the standardized ideologies that inform overall school practice and expectations with administrators, districts, and policy as well. Moreover, reading intervention as a particular framing and approach to literacy needs to take a clearer and more heteroglossia informed position on supporting the diverse needs of bi/multilingual learners. Out of intervention research, there are often significant perspectives that lead to narrow attention to students' literacies and knowledges. There needs to be a contending with "what are we preparing bi/multilingual for" through the activity that is schooling, especially if objectives fail to attend and cultivate students' ability to build and transfer literate, strategic, critical language skills. Hence, shift must also come through schooling, reading research, and testing paradigms that currently privilege standardized insights and practice.

RQ3: Throughout ME in CLAVES and across the SWGs, what cultures and social processes emerge and are mediated by students?

Conceptualizing the Nature of Students Doing ME

Findings here reflected the nature—or particular cultures and social processes— that mediated and emerged out of ME. Key findings suggest *A Spirit of Artful Language*

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Study, *Cultures of [Community] Comprehending*, and *Multivoiced Monologue and Improvisational Roadmaps* emerged in response to—and out of navigation of—goal-oriented activity within ME and the specific dynamics of doing ME activity. Out of enthusiasm, orientations, and necessity, the students displayed cultivated and reinforced habits of mind and modes of interaction with each other and the curriculum that had been facilitated in their space. These characteristics of practice point to an overarching nature of students doing of ME.

For example, there was a growing and maintained inquisitiveness and capacity to playfully engage language study (Kasparek, 2015). Students creatively and willfully tinkered with language similar to students in Martinez's (2013) study of playful use of Spanglish. Across students' displayed attention, intention, and enthusiasm, they displayed their own ability to not only value ME as a goal-oriented activity, but they also risked correctness in pursuit of possibility through voicing their emerging hypotheses and tinkered insights.

These findings point to the talk that occurred during ME, alongside and in response to the contributions and prompts of others in the community (Aukerman et al., 2017). As student groups artfully engaged in language objectification, some episodes demonstrated the ways students both built off each other's ideas and eager to debate and compete to be right against one another. In these cultures of community comprehending, findings highlighted the ways that student discourse—whether collegially building or competitively intercomprehending—had the capacity to move conversations forward as they negotiated sense-making. Artful language study and intercomprehending were

reciprocal as the collaboration—even if competing—gave rise to a variety of voices, perspectives, and alternatives through which to build knowledge.

But also, within and across all these cases, classroom talk also differs in the ways teachers and students listen, respond to, engage, and collaboratively build onto each other's contributions. Moreover, findings highlighted the relational dialectics—the relationships, tensions, struggles—between that students' participation and knowledge against that of the curriculum and teacher scripts (Wegerif, 2008). I discussed the ways that the culture and social process resembled the metaphor of *multivoiced monologues and improvisational roadmaps*. Findings pointed to teaching and learning that was authoritatively organized and maintained by the teacher, assumed student knowledge rather than eliciting. Similar to the scripts and counterscripts explored in Gutierrez, Rymes, and Larson (1995), teachers took up a monologue where they addressed the gaps in knowledge through direct and teacher-centered frameworks. In still considering this multivoiced, it highlights that addressivity involves at least two voices reflects (Bakhtin, 1981). Yes, some tools and materials also made little room for students' own emerging capacity. But also, out of habit of linear order, teachers sometimes regimented organization, pacing, roles, and what counts as knowledge, which impacted students' participation and capacity to interject into the ME as they gained skills and agency to act without teacher prompting. In spite of the particular distributions of both labor and knowledge construction, students still found ways to interject their emerging insights, agentively taking room and making room, and exercising what little room was given in various ways. In the *multivoiced monologues,* teachers and students highlighted their

push and pull between power dynamics, classroom roles, epistemological standards, and the expansive possibilities of language.

But also, rather than scripts, there were also learning maps for the goal-oriented activity that were improvised. *Improvisational roadmaps* reflected dialogic environments where students' heteroglossia of ME actions and artful language study allowed through distributed power and formative learning interaction. The individual SWG communities—inclusive of the students and teachers—cultivated their understandings out of the insights and needs that emerged. Findings illustrate the ways more open participation structures allowed for opportunities to reveal students' thinking in ways that, in turn, allowed teachers to adjust to students' current development, emphasizing the importance of centrifugal dialogically even in spaces that seek to move to the center. Over time and out of the evolving moment to moment motivations, interaction presented on a continuum of *multivoiced monologues and improvisational roadmaps* as teachers navigated students and students navigated teachers and each other. Cultures weaved, shifted, and meshed together across utterances, as students subverted, and participation was redistributed. In the course of some lessons over others, teachers allowed for students' voices but placed restrictions on what counted. At other times, teachers stepped out of conversations, allowing students to drive the inquiry and outcomes. But importantly, certain dynamics of interaction also shifted over the course of the intervention in response to shifting teacher intention and goals.

Remaining Thoughts and Questions

Across the nature of ME, these findings helped highlight the ways that the culture and habituation of ME activity are cultivated through organization and reinforcement of

action, such as guided by the curriculum and teachers. Cultivation is deliberate, even where implied. Within school contexts, learning is not meant to be incidental, but instead deliberately cultivated by the thoughtful curriculum and the facilitation of the teachers. But also, bi/multilingual students bring with them prior knowledges, emerging insights, and self-agency that are heterogeneous and diverse. And those diverse repertoires and knowledge can be explored for their potential, momentary, and translatable capacity; they can be cultivated to be utilized intentionally in one space or another. Having conceptualized the nature of students doing ME, I wonder at the cultivation of strategic metalinguistic development alongside/within of sites of hope and liberation in greater literacy education.

Within the cultures of practice, there were visible signs of elation and excitement for ME. But also, the richest moments come not at teachers giving knowledge, but at students investigating and negotiating their own understandings. As such, I am interested in how we shift school and classroom culture for bi/multilingual students to reflect more of this. On the one hand, an ideology of dialogic practice in reading and language education could help shift the norms that have suggested that recitation, rote learning, and close-ended demonstrations of knowledge as the gold standard within the field. Within the dialogic processes, there needs to be a question of where we place creativity and play that allows for deep study of language. As they tinkered and played with ideas in the curriculum, students seemed not to notice that the games were not necessarily games. But also, these moments pushed them to both think and articulate their knowledge. Moreover, as students were shown to willfully engage in language study, there were differing responses to their emerging sensemaking. If positioned as the young sociolinguists that

they are, students could consistently bring differing experiences and understandings of language into the culture of doing ME. Scholarship reflects the ways that students can and do explore language for a variety of contexts and purposes (Alim, 2010; Galloway et al., 2016; McCreight, 2011). And these spaces can be built to be liberating, rather than constrained to standardization. Shelly expressed that she was able to do just this through her work within the SWG. Though she expressed concern that her other responsibilities got in the way of her "CLAVES time," her discourse also suggested that she found the curriculum to be an opportunity to explore language, actually enact what she had been working on, and be liberated from the school mandates. I would suggest that there is hope, especially in the use of improvisational roadmaps. This metaphor highlights the ways that teachers make room and respond to their students. That is curriculum and instruction made for students' learning journey, rather than scripts that teachers must force students to memorize. This suggests implications for artful curriculum that is flexible to the local contexts, but also teacher learning that increases teachers' own artful practice in order to liberate school spaces for bi/multilingual students' dynamic needs.

The CHAT with Heteroglossia Framework

Overall, the CHAT with Heteroglossia framework was helpful for attending the centrifugal natures of bi/multilingual students' practice against the centripetal force of teaching and learning activity in language and reading education. Bluntly put, it was a lot to attend to, but also necessary in responding to the ways repertoires and voices were pitted against or utilized during mediated learning. Still, I am keenly aware of the broad ways in which I used the frameworks. In some sections, I depended on one component over the other, attending more to CHAT in Chapter 6, and more to Heteroglossia in

Chapter 7. Chapter 6 especially highlighted the limitations of using the entire framework to unpack interactions of goal-oriented activity across three teachers and four SWGs. Beyond speaking to the diverse ways that teachers took up learning in their separate spaces or according to particular elements of language and participation structures, RQ2 mostly responds to components of activity overlapping and interacting. While Roth and Lee (2007) have promoted the use of CHAT for literacy education, in future work, it may be necessary to consider the simplicity of putting Vygostky (1978) into conversation with Bakhtin (1981) within the works of Wertsch's (2009) *Voices of the Mind* to discuss the heterogeneity of voices and mediated action in classrooms. Still, it was helpful to consider activity at all its components, which is what this framework allowed me to do.

Theorizing the Silences

A specific point of concern that must be addressed is my own participant, researcher positionality. As such, I use this space to address my positionality and perspectives on language and reading education. I began the introductory chapter of this dissertation with my vetted recollection of a critical incident. In the incident, I discussed how I had just taught a CLAVES lesson with an SWG during the iterative design-based curriculum design. Moreover, I shared how that incident had spurred questions that were the foundation of this dissertation. Again, the students had participated in discussing morphology, wrestling with the meaning behind the *de-* and *re-* morphemes while their ME had been overlooked in favor of the culture of their interaction and register of their communicative repertoires. From that incident, in addition to students' critically examining language and utilizing their resources in a variety of ways, I began to wonder at ME's potential and enactment.

Indeed, not only was I part of the larger curriculum development but through my participation in iteratively implementing the curriculum with SWGs, I have an intimate understanding of the curriculum's potentials and limitations. Having taught many of the lessons and observed my colleagues teaching others, I am aware of how I implicitly theorized the silences of ME through the design of this dissertation. I did explore and report literature in this dissertation that discussed opportunities and challenges of attending critical language awareness (Alim, 2010), conversations of register and discourse (Galloway et al., 2015; Vossoughi, 2014), and dialect difference across texts (McCreight, 2011). Truly, I did not know where teachers in this present study would take and mediate learning, though I implicitly understood that the curriculum had not explicitly these aspects of language. I knew the potential of any ME and had highlighted these opportunities with teachers in the TWGs. And, in many ways, I was surprised at the unexpected ways that teachers and students allowed themselves to be carried away in an improvisational roadmap. Still, I analyzed for what did and did not happen in ME and mediation of it and theorized for the silences.

Limitations, Implications, and Future Directions

Limitations

Before addressing implications and future directions, I first attend to the limitations of this study. While this work has provided a qualitative look at the implementation of a language-based curriculum with three participating teachers and their group(s), there are several ways that the design of this dissertation constrains discussion of implications. For instance, the data utilized for this study includes 39 observations unequally distributed across the teachers and SWGs, lesson days, units, and

component types. The data collection and availability of lessons across teachers was constrained for a variety of reasons. For one, due to the lack of research assistant availability, all lessons could not be recorded. Also, at the agency of the teachers, decisions were made to not record each class, rendering some lessons to be available in audio format—which limited the activity analysis—and others were not available at all. Moreover, some lessons and lesson types, such as writing and DR sessions, for the sake of constraint, were not included in this study's analysis. Future work beyond this study will include returning to available DR and writing lessons and deeply analyzing what aspects of ME activity emerged in those goal-oriented days. However, in relation to this and the data available, there were patterns and insights that could not be investigated as they emerged and evolved over the course of the intervention implementation.

Specifically, this dissertation could not take a micro-genetic approach to exploring emerging and shifting development across ME activity. There is a lack of available data to fully attend to a germ-based development (Daniels, 2016; Engström, 2014) over the course of ME. Furthermore, due to the lack of access to additional classroom spaces of both teachers and students before, during, and after the curriculum, it is impossible to understand the full scope of the curriculum activity impacts. With the data available, it is difficult to completely attend the ways students' various classroom and community lives seeped into CLAVES activity—or the ways transfer from the curriculum seeped out. From the student perspective, it would have been insightful to gain a qualitative perspective of their use and knowledge of language, before, during, and after the curriculum with interviews and focus groups. Necessary decisions were made to not further pull students from their class schedules and activities. Such insights from

student interviews would have been valuable in understanding the potential growth and transfer of ME knowledge and skills. For teachers, additional interviews at the time of implementation and soon after would have afforded more insights about teachers' decision making during the curriculum. This suggestion, however, may or may not have gleaned more information, such that some teachers were much more reticent about discussing their classroom practice.

In future research, these limitations may be circumvented with requests for all teachers to videotape their lessons. I also realize that there is room for exploring innovative ways to not have research disrupt the classroom and school days, by constructing virtual and out of school interviews. Moreover, supporting teachers and students' willingness to be forthcoming in these reflective spaces points to the need to attend to their individual and collective involvement within the inquiry. Such moves would shift participation structures, such that participants don't feel that they are being researched and objectified. Instead, SWGs can become part of their own inquiry that helps to shift practice within classroom activity. These modes were explored in the design of the curriculum when students were allowed to view themselves and others within dialogic reasoning conversations. Students were able to own the ways that their individual participation matters in the group activity. Moreover, had the teachers selected aspects of their classroom teaching that they felt needed support or could be improved, these frames might have shifted the ways teachers were willing to be vulnerable and take an inquiry stance into their practice alongside researchers.

Implications

Despite the imbalance of data and gaps in teacher and student voice, this dissertation has given light to complexities in language-based teaching. This dissertation highlights the ways that neither curriculum nor teacher practice are neutral in cultivating expansive ME. Practices with bi/multilingual students have historically prioritized particular epistemic standards in efforts to engage particular narratives of language learning and proficiency. In dual-language schools, although students are supported in two languages across subject areas, language repertoires are often separated, and designations such as ELL frame the ways that students are positioned as learners. Every day, the teachers in this study were immersed in a variety of discourses; some reveal the concerns of educating bi/multilingual children for environments that aren't always responsive nor accepting their expansive thinking and growing across contextual linguistic skills. Other discourses were related to supporting visible thinking, growth mindsets, and practices that breed student voice.

And while participating in the intervention curriculum, teachers and students engaged existing literacies and built new ones. And though their interactions with language-based learning varied in approach—as well as depth—the teacher and student practices reflected the range of potential for metalinguistic engagement in small group settings. They explored various ideas within the specific constructions and semantic meanings. They unpacked possibilities while producing and applying language. They made explicit once tacit knowledge by coming to understand the conditions and procedures of language form and functions. In all these actions, the SWGs reflected the capacity to participate in ME on some level during this curriculum. Although the interactions were somewhat messy and occasionally constrained, hey were often deeply

contextualized to local and immediate needs. Still, students showed the ways that they could develop a habit of mind oriented to ME in their reading practice. And in the face of imperfect curriculum, practice, and context that prioritized ME, these groups journeyed with language.

There are implications here that highlight opportunities for transformation and shift. These implications are primarily for curriculum developers, teachers, teacher preparation, and reading education research. But also, there are also considerations for parents and communities as well as policy reformers. I address these below.

Implications for Parents and Communities

Such that both researchers and teachers were involved in this work, the design-based approach allowed for attention to specific, local stakeholders. There was, however, a lack of intentional interaction with parents and communities. These stakeholders could have been offered incredible insights. Although there was a desire on the part of at least one PI to include parents, the feasibility of their inclusion was difficult. In my own development and positionality, I take responsibility for not having explored innovative ways to include parents. Their voice was neither part of the present study. I, nor the larger project, gathered quality information about the parents. Although I did spend some time in the community beyond the school, I know there is much more room to bring both families and communities into the conversations. This is both a limitation of the study and an implication for future curriculum design and language-based research. What are the home practices? How do the families feel about their children's current skills and potential for growth? Some research has shown the ways that parents, out of personal ideologies and push from schools, also prioritize the constraining of students'

multilingual practices (Delpit, 1995). Other work has highlighted the agency of parents and communities in reinforcing home language development through heritage language maintenance (Kaveh, 2018; Washington, 2019). Parents can be both agentive and supported in knowing the value of all of their children's repertoires. I believe there are implications for the ways that families and communities can be leveraged to plan this type of work. If the immediate and long-term purposes of cultivating ME for children to move across contexts, curriculum developers and educators must come to know the linguistic contexts that are valuable to the student populations being served.

Implications for Curriculum

For curriculum (design), there are implications for being responsive to bi/multilingual children, such that both attend, affirm, and leverage students' existing and developing linguistic knowledge and practice. This must begin with a concern for how to develop curriculum for specific yet diverse populations. Again, the CLAVES project used design-based research. This framework was successful in attempting to integrate many issues important to the local teachers that participated in the TWG. An area of concern, however, is to address not only the approaches but the materials used. For example, CLAVES used an overall text-based approach alongside some abstract approaches. Neither approach was perfect in addressing both local and transferable knowledge and skills. For instance, across the SWGs, there were ways that the curriculum and its mentor text approach sometimes undermined the depth and metacognitive potential of ME for semantics. Vocabulary was sometimes left deeply contextualized in the textual meanings without attention to not only depth of meaning but also socio-political meaning and use. While I believe the text-based approach remains a

very important means, there were lost opportunities because of the prioritization of local knowledge. As such, curriculum developers have an opportunity to explore ways to better promote rich ME that is contextualized and decontextualized. On the other hand, syntax and morphology lessons were sometimes too abstract and left. The text-based approach did not translate well here. Attention to meaning as built from syntax was left lacking for two of the teachers, especially. Curriculum developers will have to consider accessible approaches for promoting ME with upper elementary students in the domain of syntax and morphology.

This concern related to approaches is just one of many that curriculum must take into consideration during development. Curriculum must consider flexibility, scaffolding, materials, and the ways these and other considerations make room for dialogic processes. As highlighted earlier, there is much promise in considering dialogic approaches and talk-based pedagogies within language-based approaches. A major remaining concern for me is how teaching language forms can become more dialogic. Can rule governed systems of language be approached in more flexible and dialogic manner? How much background knowledge on language in all its dialects, varieties, and discourses would curriculum developers have to attend to in order to reflexively respond to the teachers and learners that might take up such a curriculum?

This leads to the question, "what is the purpose of reading and literacy education curriculum for bi/multilingual learners?" Here lies the underlying question that all curriculum implicitly answers. Some curriculum set out to build fluency in standardized American English. Some curricula believe they are politically neutral and utilizing so-called neutral texts. Where will such curricula leave students? Should schools be required

to attend to sociocritical and critical literacies such that students become literate and active members of society? Curriculum theory highlights the ways that schooling is always political and imbued with particular ideologies. The choices in focus and approach by curriculum will always have implications for the learners' opportunities and challenges in society. So, what does it mean for a curriculum to neglect explicit depth, sociocritical, and critical language development? Curriculum needs to expand its reach and approach to support literate beings who transfer knowledge of language across contexts and to build creative practitioners of language.

Implications for Teachers

For teachers and their practice, I believe implications are similar to the last point, what is the purpose of language, reading, and literacy education. Findings from research question two especially shows the ways that teachers can have expectations for learning or instructional approaches that deeply shape potential outcomes. Educators must decide what goals they have for bi/multilingual learners and how their practice will implicitly and explicitly support such goals. This is an ideological question that gets to the implicit roots that have often informed bi/multilingual education. How do teachers personally and instructionally address those hierarchical ways of framing knowledge, knowers, and what counts in classrooms? Often, they have already done this self-study work or are involved in ongoing learning; they aren't challenged to wrestle with the status quo. There are implications for teachers and school programs to continually reflect on their underlying priorities, and what those priorities truly mean for any demographic of students' dynamic needs. For bi/multilingual students, especially, as long as certain discourses, language proficiencies, and learning goals are uncritically prioritized, there can be little

opportunity to shift the ways in which this dissertation and past research have critiqued educators in their mediation of bi/multilingual students' learning.

Implications for Policy

Between curriculum and teachers, there must be the opportunity for localized flexibility. In the heteroglossia of the improvisational roadmap, standardization and benchmarks acted as heavy traffic on an interstate with only one off-ramp 10 miles up. That is, attempting uniformity is likely to reinforce the use of teacher-centered instruction, which is not only fun for no one, but it is not likely to support long-term cultivation of skill and ability. Instead, not only curriculum developers, but especially policymakers at the state and district level, need to consider what it means to mandate curriculum and standards. Research question 2 and 3 especially highlighted the opportunities to cultivate teachers' flexible skills, insights, and intentions, such that teachers can formatively engage their students, still in a dialogic context. Stricter curriculum mandates will not allow for such flexibility. Standardized tests, which teachers have a tendency to teach for, are not likely to promote the needed flexible practices.

Implications for Language and Reading Research

For language and reading research, there is an opportunity to consider all of these combined implications as they build and design future research. This is particularly related to the orientations that guide research as well as the ways that research details the most fruitful and humanizing of practices! Without a doubt, there needs to be consideration of how "intervention" research frames multilingual children. This larger project was much more oriented to curriculum development and implementation.

However, the lingering question of "how much of an intervention is this work" remained in the background. Although the bi/multilingual children were not all diagnosed as "struggling," this notion and positioning was placed on some of them. Particularly within the ESL context, there were discourses of lack. While this correlates with some of the implications for teachers, I believe the field of reading research needs to do some soul searching on how to orient learners in their work. Future directions of this work will be address opportunities for shift, expansion, and transformation with relation to curriculum development, teacher professional development, and research in the domain of language and reading education, specifically for multilingual and multicultural youth.

Future Directions

Having presented this present study, I desire to continue exploring curriculum and instruction practices for bi/multilingual and multi-dialectical learners. I plan to continue with inquiry that centralizes literacy development with considerations of metalinguistic and critical language awareness. In returning to this data in the future, I plan to add the DR and writing, to explore the ways that students use these skills to strategically make sense of and produce texts across contextualized literacy contexts and a variety of modalities. Furthermore, there are ways to—at least—take data from Shelly's class, which included more videos, to look at the ways ME can impact students' participation in disciplinary literacy-based texts (i.e., history, English Language Arts, Science) across mediums.

Beyond this specific data set, I intend, wherever available, to continue to explore additional conversations on language. This dissertation was limited to semantics, morphology, and syntax component language. In many ways, these components were

artificially separated, which caused challenges within teaching and learning. But I am also interested in other conversations about language. Some researchers (Galloway et al., 2015; Schleppegrell, 2013) have brought students into discussions about register such that it attends audience and purpose in writing. I think that there are a variety of "text" across modes that would make useful means through which to initiate students ME about language at this level. I plan to explore ME with classrooms with diverse languages, and students who have multidialectal communicative resources, including bi/multilingual students across languages as well as those who speak Black English, Hip-hop languages, and Appalachian dialects. It would be especially valuable to explore the ways ME unfolds in more heterogeneous groups where the existing communicative repertoires and national languages are more varied. Inquiry here would support opportunities to inform multilingual classrooms outside dual-language contexts. Moreover, it would provide insight into students as sociolinguists who can investigate and unpack language and language use across elements and purposes. Along these lines, I would like to explore the way curriculums and educators can take a culturally sustaining and translanguaging pedagogy perspectives in ME. Within these perspectives, there is an opportunity in ME for teachers and students to critically examine the literacies they hold, remix, and employ. This work has the potential to address issues of sociocritical literacy—"a historicizing literacy that privileges and is contingent upon students' sociohistorical lives, both proximally and distally" (Gutierrez, 2008, p. 149).

I would seek to work alongside local teachers, students, and administrators through the use of design-based and practitioner inquiry. Curriculum development with teachers, additionally, is a hopeful area exploration, such that teachers find ways to attend

ME across disciplinary areas and student needs. There is room with teachers to explore

their agency in teaching in addition to unpacking the purposes, potentials, and needs of

what is critical and advanced ME. Additional scholarship related to this work will include

the examination of language and literacy policy and planning, as manifested through

stakeholder engagement, critical discourse, administrative support, and funding

allocations.

Appendix

Appendix A Curriculum Overview

	Nature Unit		Rights Unit		Immigration Unit	
	NU_1 *The Wolves are Back; Wolves and Humans*	**Nu_2** *Species Revival; Revive and Restore*	**RU_1** *Ivan; Gorillas Reintroduced*	**RU_2** *Yes, We Can!/Si, Se Puede!,*	**IU_1**	**IU_2**
Day 1 Introduction ·Semantics Instruction ·Guided Reading	1.Revisit concept of **Interdepence within an ecosystem** 2.**Introduce** book and **Discuss** the **Yellowstone National Park** **3. Teach Vocabulary** *Experiment Reintroduce* **4. Read The Wolves are Back:** *Find evidence for how the wolves help keep the wilderness in balance.* **5. Questioning** Inferencing Cause and Effect	**1. Teach Vocabulary** *Species Revive Extinct* **2. Read Species Revival:** *Find evidence for why it is a good or bad idea to **revive extinct species**.* **3. Questioning** Inferencing Questioning Summarizing **4. Post Reading**	**1. Teach Vocabulary** Captivity Wild Treatment **2. Read Ivan**: *Find evidence for what Ivan's life was like in the **wild** and **captivity**.* **3. Questioning** Inferencing Questioning Summarizing **4. Post Reading** **5. Negotiation of Meaning:** Captivity vs. Wild	**1. Teach Vocabulary** Strike March **2. Read Yes, We Can!:** *Find evidence for why did Mamá and the other the janitors decide to go on strike?* **3. Questioning** Inferencing Questioning Summarizing **4. Post Reading** **5. Negotiation of Meaning:** Word Web Connection	**1. Teach Vocabulary** Adapt/ Adaptation Communicate/ Communication **2. Read Home at Last:** *Find evidence for how Ana and her family members adapt in the U.S.* **3. Questioning** Inferencing Summarizing **4. Post Reading** **5. Negotiation of Meaning:** Word Web Connection	**1. Teach Vocabulary** Proponent/ Opponent Advantage/ Disadvantage **2. Read** Ivan: *Find evidence for and against bilingual education* **3. Questioning** Inferencing Questioning Summarizing **4. Post Reading**
Day 2 Semantics Instruction ·Retell ·Guided Reading ·Negotiation of Meaning	**1.Orally Summarize** text from day **1** **2. Teach Vocabulary** *Balance Restore* **3.** Read The Wolves are Back: *Find evidence for how the wolves help keep the wilderness (Lamar Valley **ecosystem**) in **balance**.* **4. Questioning** Questioning Summarizing **5. Watch Multimedia Text: Wolves and People** *Find evidence for how the wolves impact people.* **6. Questioning** Inferencing Summarizing **7. Negotiation of Meaning:** Animal Relationships	**1.Orally Summarize** text from day **1** **2. Teach Vocabulary** *Endangered Illegal* **3. Watch Multimedia Text: Revive and Restore:** *Find evidence for how the wolves impact people.* **4. Questioning** Inferencing Questioning Summarizing **5. Negotiation of Meaning:** Endangered vs. Extinct Animals	**1.Orally Summarize** text from day **1** **2. Teach Vocabulary** *Petition Protest* **3. Watch Multimedia Text: Gorillas Reintroduced:** *Find evidence for how the wolves impact people.* **4. Questioning** Inferencing Questioning Summarizing **5. Negotiation of Meaning:** Word Web	**1.Orally Summarize** text from day **1** **2. Teach Vocabulary** *Union Rally* **3. Read Yes, We Can!:** *Find evidence for how the strike impacts the members of Carlos' family? The community?* **4. Watch Multimedia Text: Chicago Teacher Strike:** *Find evidence for why the teachers go on strike? Find evidence for how the strike is impacting the parents and children in Chicago.* **5. Questioning** Inferencing Questioning Summarizing **6. Negotiation of Meaning:** *Protest*	**1.Orally Summarize** text from day **1** **2. Teach Vocabulary** *assimilate/ assimilation immerse/ immersion* **3. Read Home at Last:** *Find evidence for how Ana and her family members adapt in the U.S.* **4. Watch Multimedia Text: Immersion Part 1:** *Find evidence for how Moises has or has not adapted or assimilated in the U.S.* **5. Questioning** Inferencing Summarizing **6. Negotiation of Meaning:** *Immigration, Adaptation, Assimilation*	**1.Orally Summarize** text from day **1** **2. Teach Vocabulary** *Policy Proficient(ly)* **3. Watch Multimedia Text: Immersion Part 4:** *Find evidence for how the English only policy is affecting Moises.* **5. Questioning** Inferencing Summarizing **6. Negotiation of Meaning:** *Bilingual Education, Immersion, Policy*

Ion	1.**Word Web:** *depopulation, extermination, reintroduction* **2. Introduce Word Parts** Re - reintroduce De - depopulate **3. Metalinguistic Think aloud** **4. Morphology Bank** **5. Morphological Activity: Wolves Morphology Game.**	1.**Word Web:** *endangered, illegal* **2. Introduce Word Parts** En/em - endangered Il/ir/im/in - illegal **4. Morphology Bank** **5. Morphological: Species Revival Morphology Game.**	1.**Word Web:** *wild, captivity, treatment* **2. Introduce Word Parts** -ity - captivity -ment - treatment **3. Metalinguistic Think aloud** **4. Morphology Bank** **5. Morphological Activity** **6. Language Play Activity**	1.**Word Web:** *strike, protest, rally, march* **2. Introduce Word Parts** -er/or – worker, janitor **3. Metalinguistic Think aloud** **4. Morphology Bank** **5. Morphological Activity: Yes, We Can! Morphology Game.**	1.**Word Web:** *adapt, assimilate, communication, immigrate* **2. Introduce Word Parts** -tion/-ation/-sion – communication, adaptation, assimilation, immersion **3. Metalinguistic Think aloud** **4. Morphology Bank** **5. Semantic Activity: Bilingual Education Debate Morphology Game.**	1.**Word Web:** *policy, proponent, opponent* **2. Introduce Word Parts** -ly - proficiently **3. Metalinguistic Think aloud** **4. Morphology Bank** **5. Semantic Activity: Bilingual Education Debate Morphology Game.**
Day 4 ·Morphology Review ·Syntax Instruction ·Syntax Application	**1. Teach Subject, Verb, and Object:** review parts of speech; review action versus linking verbs; teach simple sentence structure; explain complete sentences; complete incomplete sentences; identify subjects, verbs, and objects in sentences **2. Language in Text** subject, object, verb **3. Language Play** Generating sentences and identifying parts of speech	1.**Object and Subject Pronouns:** review nouns; identify pronouns and referents, subject pronouns, object pronouns **2. Language in Text** subject and object pronouns **3. Language Play** Pronoun search	**1. Verb Tense:** review verbs; explain past, present, future, highlight verb endings; explore regular and irregular past tense verbs **2. Language in Text** regular and irregular past tense verbs **3. Language Play** syntax bingo	**1. Past, Present, Future:** simple past, teach simple present; teach future tense **2. Language in Text** past, present, future **3. Language Play** match present, past, and future tense verbs	**1. Compound, and Complex:** review simple sentences, notice independent clause, connect with conjunction **2. Language in Text** independent clauses and conjunctions **3. Language Play** Sentence Combining	1.**Simple, Compound, and Complex Sentences:** review simple and compound sentences, introduce subordinating conjunctions, **2. Language in Text** Independent clause; dependent clause and subordinating conjunctions **3. Language Play:** Sentence Combining
Day 5 ·Dialogic Reasoning Preparation ·Dialogic Reasoning	1.**Introduce Dialogic Reasoning Question:** *Should animals, like wolves, who eat other animals, be reintroduced into areas where they will encounter humans and livestock?* **2. Review Dialogic Reasoning Guidelines** **3. DR discussion** **4. DR Closure**	1.**Introduce Dialogic Reasoning Question:** *Should scientist revive extinct animals?* **2. Review Dialogic Reasoning Guidelines** **3. DR discussion** **4. DR Closure**	1.**Introduce Dialogic Reasoning Question:** *Should people protest if they believe it is against animal rights to hold animals in captivity?* **2. Review Dialogic Reasoning Guidelines** **3. DR discussion** **4. DR Closure**	1.**Introduce Dialogic Reasoning Question:** *Should people/workers go on strike to protest working conditions?* **2. Review Dialogic Reasoning Guidelines** **3. DR discussion** **4. DR Closure**	1.**Introduce Dialogic Reasoning Question:** *Should immigrants change their language and culture when they move to a new country?* **2. Review Dialogic Reasoning Guidelines** **3. DR discussion** **4. DR Closure**	1.**Introduce Dialogic Reasoning Question:** *Should schools teach in English only or offer bilingual education?* **2. Review Dialogic Reasoning Guidelines** **3. DR discussion** **4. DR Closure**

Abstract B: Child-friendly DR norms:

1. I am respectful of classmates and their ideas.

2. I listen carefully without interrupting

3. I stick to the topic

4. I talk freely without raising my hand

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