

MEETING THE NEEDS OF LONG-TERM ENGLISH LEARNERS USING
TRANSLANGUAGING PEDAGOGICAL PRACTICES

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ABSTRACT

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MEETING THE NEEDS OF LONG-TERM ENGLISH LEARNERS

USING TRANSLANGUAGING PEDAGOGICAL PRACTICES

AUGUST 2019

This paper explores the effects of monolingual standardized testing on Long-Term English Learners (LTELs) and develops research-based interventions to counteract the difficulties these linguistically diverse students face when trying to meet standardized English expectations. This primarily quantitative study uses linear regression to analyze factors that predict English Learners' (ELs) academic growth on assessments, and the results are supported through qualitative data on translanguaging interventions provided during the 2018-2019 school year by English Language Arts and Reading (ELAR) teachers in a rural Texas School district. The quantitative variables, particularly expenditure per student, predicted academic growth for ELs but not significant predictors for non-EL growth. The qualitative results were obtained using anonymous surveys the teacher participants completed throughout the school year. The translanguaging strategies showed potential to improve standardized English assessment scores. The results of this study will provide information for other educators to revise current perceptions and pedagogy for LTELs.

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CHAPTER I
REVIEW OF RELEVANT LITERATURE

Importance of the Problem

The purpose of this study is to reduce academic challenges facing English Learners (ELs) from the fifth grade through the 12th grade, with particular emphasis on the standardized assessments required of Long-Term English Learners (LTELs). LTELs are students who are still coded as ELs after attending seven or more years in U.S. schools and have reached the secondary level where educators expect them to have a deep knowledge of rigorous academic language and content literacy (Kim & García, 2014; Menken, 2013). Many students, including the monolingual peers of LTELs, struggle to fully acquire this upper level lexicon and academic literacy (Flores, Kleyn, & Menken, 2015; Kim & García, 2014). Moreover, LTELs in the US face extremely high stakes with state assessments that force complex language practices into a static and narrow definition of English (Flores et al., 2015; Koyama & Menken, 2013; Menken, 2013). Failing to meet this narrow definition of English on assessments can result in low passing rates, causing a perceived academic achievement gap between ELs and non-ELs, which often results in punitive consequences for LTELs in particular (Koyama & Menken, 2013; Flores et al., 2015).

Within the current testing climate, LTELs need more strategic and specialized support with academic language and literacy skills on monolingual tests in order to meet

program exit requirements and shed the LTEL label. The interventions for Anya* Middle School and Anya* High School are based on translanguaging pedagogy that could help its current LTELs at the secondary level. Other districts can use the results of this study to review systemic problems in current programs, improve perceptions of LTELs, and increase responsive schooling for all linguistically diverse students.

Literature Review

This literature review focuses on translanguaging, teacher perceptions of LTELs, and authentic caring. Translanguaging happens when multilinguals fluidly mesh together their entire available lexicon from all known languages, effectively using all of their languages as a resource (Blommaert, 2010; Carstens, 2016; García, Ibarra Johnson, & Seltzer, 2017; Hamman, 2018; Shohamy, 2006; Stewart & Hansen-Thomas, 2016; Velasco & García, 2014; Wei, 2010). Translanguaging breaks away from the idea of encapsulated and fossilized languages as seen from a monoglossic lens: the idea that within the brain, two isolated languages exist as double monolingualism and only used separately in monolingual ways (García et al., 2017). Translanguaging is a metacognitive ability that typically manifests when students use two or more languages at once, and in the past has been discouraged in many educational programs around the world (Carstens, 2016). Fear of language confusion resulting in the incorrect development of the target language has caused hesitation to utilize translanguaging from all involved: students, parents, teachers, and educational institutions (Kiramba, 2017). However, within the past 20 years a change has taken place. The idea of translanguaging is now being studied as a

resource, resulting in widespread changes in the field of second language acquisition (Carstens, 2016; Kiramba, 2017). Translanguaging as pedagogy has the potential to become a valuable resource that results in students developing greater critical thinking skills and a wider variety of metacognitive strategies (Stewart & Hansen-Thomas, 2016; Wei, 2010).

Arguably, the students who need the greatest opportunities to practice translanguaging are LTELs, since they must simultaneously develop rigorous language and content knowledge, yet they face extremely high stakes testing (Menken, 2013). The education of LTELs, primarily in U.S. schools, has “failed to provide them with the language and literacy skills needed to succeed academically” (Menken, 2013, p. 439), yet these students do not consider themselves to be ELs—they believe they are fluent and no longer need linguistic supports. The fluency these students have developed is mostly in their social language, and without academic language proficiency, they will struggle to meet mandated program exit requirements (Kim & García, 2014; Menken, 2013; *Texas Administrative Code*, 2018). Social language is typically acquired quickly due to the saturation of contextual clues “such as gestures, facial expression, and tone of voice as well as other interpersonal and situational clues,” and can become outlets for creative and complex expression as students have more freedom to use dynamic language practices like translanguaging (Menken, 2013, p. 443). As students progress into the upper secondary levels, academic language develops an increasingly specialized lexicon, and all students must interact with uncommon syntax and semantics to make meaning of the

content (Menken, 2013). Students at this level are required to fluently navigate academic English on standardized assessments in all content areas without the same type of contextual clues and linguistic freedoms that are prevalent in social language. In Texas, once ELs pass the state standardized reading test (STAAR), they are eligible to take exit tests and become reclassified as non-EL. Every year, students pass the STAAR exam and exit the program, which combines with a constant influx of beginner students. This constant cycle of newcomers entering the program and students emerging as fluent and exiting the program should mean strong, consistent growth in academic English for ELs. However, when the growth of ELs is ignored in favor of a snapshot perspective of passing rates, the resulting data shows low scores as a result of this cycle.

Flores et al. (2015) discovered that LTELs found the label of ‘long-term’ offensive and inaccurate in “describing their fluid language use and transnational identities” (p. 129). “In the United States a monolingual English speaker who never mastered academic discourse would not be considered an ELL, and yet somebody who is bilingual must master academic discourse to be considered fully proficient in the language” (Flores et al., 2015, p. 117). These students know they have the label of LTEL despite being as proficient as monolingual peers that have not yet mastered academic literacy and discourse, causing perceived implications that affect motivation. Because LTELs believe they have already met their goal of fluency, language-specific motivation suffers acutely in English Language Arts and Reading (ELAR) classes. These students do not lack motivation in general; their efficacy has just been misdirected towards goals they

believe they have already met rather than focused on goals that they believe will truly help them, like self-regulating language choices during classroom interactions (Velasco & García, 2014). To establish a space for translanguaging where students would use metacognitive strategies to reach language specific goals, a climate of authentic caring is needed.

When teachers cultivate authentic caring in the classroom and school, they value all students' home cultures and languages regardless of whether or not that language or culture is represented by the majority of students (Valenzuela, 1999). Students who perceive their diverse language practices are valued in their entirety will develop greater socioemotional strength compared to when their home culture and language either is ignored or dissuaded (García et al., 2017). Since learning happens in social contexts (Wadsworth, 1996), the ability for students to work with peers in a way that allows emotions and cognition to reinforce each other is essential when creating socioemotional strength (Chaipichit, Jantharajit, & Chookhampaeng, 2015). Socioemotional strength can empower even struggling students to freely pull from multiple languages within their lexicon whenever taking risks with language, and LTELs have extremely varied levels of proficiency in their linguistic repertoires compared to their peers (Hamman, 2018; Menken & Kleyn, 2010).

Even teachers who grow socioemotional strength in the classroom are susceptible to unintentionally fostering a deficit perspective. In current research on LTELs, a misconception exists that ELs are deficient in their language development; that LTELs

English proficiency is “inadequate” and “imprecise for deeper expression and communication” (Olsen, 2014, p. 5). This misconception only considers students as dual monolinguals through a monoglossic framing of language, and neglects multilingual students’ linguistic repertoires as a whole. If “we look at their complete linguistic repertoire across languages and varieties, it is highly likely that they would possess an even larger language base than many of their monolingual peers” (Flores, et al., 2015, p. 117). Authentic caring includes validation of all linguistic repertoires however varied they might be, and frames them as resources to value and grow as a whole instead of burying one language in preference of the other (Flores et al., 2015; Kiramba, 2017; Menken & Kleyn, 2010).

Despite the benefits of supporting home language development, many school districts in Texas do not qualify for bilingual funding because they do not have enough ELs that speak the same native language (Texas Education Agency, 2013). Across the US, EL populations are lower in rural than in urban areas, and average 3.6% nationwide (McFarland et al., 2018), resulting in fewer bilingual programs in rural schools than in urban schools. If districts are unable to provide native language instruction, they should include in their district goals access to high quality native language support for ELs. Piña-Hinojosa (2007) and Hopes (2014) found that school districts would also need to provide appropriate and comprehensive training to support their teachers, especially when working with LTELs. One such district that does not qualify for bilingual education with an EL and LTEL population comparable to other rural districts is Anya* ISD

(Anya* is a pseudonym to protect anonymity), a rural district located in North Texas where rapidly growing suburbs comprise the southern half of the district and the northern half is horse ranches where many of the students work.

Anya* ISD implemented a Performance-Based Monitoring Analysis System (PBMAS) plan for addressing the needs of all during the 2016-2017 and 2017-2018 school years. Considering the *Performance-Based Monitoring Analysis System State Report (2017)* and the *Anya* ISD: 2017 Performance-Based Monitoring Analysis System State Report (2017)*, the ELs at Anya* High School were performing lower than ELs across the state on the English End of Course (EOC) STAAR assessments at a passing rate of 11.8% as compared to the statewide EL passing rate of 25.5%. In the past, the district has used strategic goal setting and remedial tutorials to address the needs of all students with low assessment scores, but these interventions are not enough to help LTELs experience success on the STAAR English assessments. Students who are LTELs need opportunities to practice translanguaging and engage with high quality and empowering native language support in order to successfully interact with rigorous academic content and prepare for the end-of-year assessments from TEA.

Koo, Becker, and Kim (2014) found a discrepancy that exists between the performance rate of ELs and how they could perform. These older students should be better at contextual questions and inferencing when compared to non-ELs due to the constant use of these skills when they were younger to keep up with English language content (Koo et al., 2014, p. 102). ELs across the state, especially those at Anya* High

School, were unsuccessful on the EOC English I and II assessments, which embed the use of context clues and inferencing in multiple question types throughout the exams. This creates a gap between what ELs can do cognitively and what they are able to show linguistically on standardized testing. Koyoma and Menken (2013) questioned “the validity and reliability of assessments used under NCLB to evaluate emergent bilinguals” (p. 83). However ineffective these assessments might be for LTELs, the students still have to pass the STAAR English exams to shed the EL label.

The ELAR teachers at Anya* High School and Anya* Middle School, as well as teachers nationwide need strategies to help students bridge the gap between cognitive linguistic ability and monolingual standardized norms, and they need strategies that can be easily implemented into everyday routines. If the ELAR teachers successfully increase opportunities for ELs to develop translanguaging skills, these students could find an untapped resource in the way they approach context clues, inferencing, and critical thinking on standardized tests. The results of this study could potentially reframe the way educators analyze results from tests that assess language through a monoglossic lens, leading to a more accurate understanding and critical analysis of the assumed achievement gap between all students and ELs.

CHAPTER II

RESEARCH DESIGN AND METHOD

This study was a primarily quantitative analysis of 100 Texas school districts that were coded rural with the subcategory of either fringe, distant or remote by the National Center for Educational Statistics (NCES) during the 2017-2018 school year (see Appendix A). To supplement the findings of the quantitative data, the researcher researcher conducted a qualitative study on translanguaging pedagogy in the school district of Anya* ISD (AISD), a fringe rural district located northeast of the Dallas Fort Worth Metroplex. Due to the size of AISD, which is comparable to other rural districts in the study, 10 (out of 11) ELAR teachers volunteered to participate in the study. The researcher utilized anonymous surveys to protect identities as well limit the potential risk of coercion. The qualitative study did not contain enough observations for full qualitative analysis but was utilized to deepen understanding of the quantitative data.

The following research questions guided the quantitative study: How did ELAR class size, expenditure per student, percentage of teachers with a graduate degree, average years of teachers' experience and teacher turnover rate impact the EL academic growth measure score on the Reading/ELA STAAR tests in rural school districts during the 2017-2018 school year? How did the impact on ELs differ when compared to the impact on all students?

The variable data used in the quantitative analysis was from the 2017-2018 Texas Academic Performance Reports (TAPRs) on the TEA website (TEA, 2019). The dependent variables of this analysis were the academic growth scores of ELs and the academic growth scores of all students, which filled a gap in research that primarily focused on passing rates. In Texas, the academic growth score was the percentage of students that met their individual progress measure for the ELAR content test by improving their overall performance rating level when compared to the previous school year. The performance rating levels range from Did Not Meet Grade Level, which is not a passing score, to the passing levels of Approaches Grade Level, Meets Grade Level and Masters Grade Level. TEA published the percentage of all students and for all sub-populations that met the academic growth score in the 2017-2018 TAPRs. The independent variables were also found in each district's TAPR, and included: ELAR average class sizes, expenditure per student, percentage of teachers with master's degree, average years of teachers' experience, and teacher turnover rate.

Using the Common Core of Data (CCD) district locator (found at <https://nces.ed.gov/ccd/districtsearch/>), the researcher compiled a list of Texas school districts that were classified as rural during the 2017-2018 school year and contained a total population of less than 6,000 students. The total student population was limited to districts smaller than 6,000 in an effort to examine comparable educational settings. Then, each district's TAPR was accessed to ensure the district had enough ELs to qualify for the EL academic growth score. Out of the remaining districts, the researcher

randomly chose 100 districts to use as observations, so the sample size was sufficient for running inferential statistics. Then, the researcher used Microsoft Excel to enter the variable information from each district's TAPR.

Once the data set was complete, SPSS was used to check for outliers and to ensure the distributions of data met assumptions of normality. All continuous variables were checked using the following information: a statistics summary table, a histogram, a normal quantile–quantile plot (also known as Q-Q plot), and a boxplot. The statistics summary, histogram, Q-Q plot, and boxplots were review together to determine if variables were significantly skewed, flat, or peaked, and for any outliers. Average years of experience per teacher contained one outlier. When the outlier was removed, the normality tests were run again and resulted in no additional outliers, and the graphs improved in shape. Shapiro-Wilks was no longer significant at $p = 0.467$, the Kolmogorov-Smirnov was significant at $p = 2.00$, and The Skewness and Kurtosis z-scores fell at -0.1934 and 0.9751, within the standard cutoff range. Therefore, the histograms, Q-Q plots, and box plots demonstrated adequately normal distributions. After checking that the data met assumptions, the variables were analyzed using standard multiple linear regression, with all variables tested simultaneously, to look for predictors of the dependent variable. The hypothesis for the quantitative analysis was that (1) The academic growth score for ELs will be greater than the academic growth score for all students, and (2) the independent variables will be significant predictors for the growth score of ELs and for all students.

The following questions guided the qualitative support: (1) Did translanguaging strategies improve performance on English monolingual assessments? (2) How did teacher perceptions and qualifications, and district environment affect performance on English monolingual assessments? The independent variables in the supportive study were the translanguaging pedagogical practices and opportunities the ELAR teachers provided throughout the 2018-2019 school year.

The qualitative supportive study began in August 2018 during teacher workdays in Anya* ISD. The participants included in the study were ELAR teachers of Grades 5-12 at Anya* Middle School and Anya* High School. Following a campus in-service meeting, the researcher met with the ELAR teachers to explain the study and distribute a recruitment flyer. To minimize the potential risk of coercion, participants were not asked to commit at the initial meeting. Instead, they were provided with the flyer and consent form and given the opportunity to ask questions. The teachers who were interested in participating emailed the researcher at a later time after reading through the material. To further reduce the risk, all surveys were kept anonymous and remunerated with a \$20 Starbucks gift card to each participant as an incentive.

Once interested teachers emailed the researcher and completed the consent form, participants completed an anonymous English as a second language (ESL) background and attitudes survey (see Appendix D). Originally used by Hansen-Thomas and Cavagnetto (2010), this ESL survey was modified to reflect Every Student Succeeds Act (ESSA) mandates enacted on December 10, 2015. Once the participants returned the

survey to the researcher's office mailbox, the study group then met to conduct training on four translanguaging strategies.

Teachers encourage/allow students to:

- Take notes in Spanish or English (or a combination of both).
- Read independent material, including novels, websites, etc. in either language.
- Converse in Spanish during cooperative learning.
- Use both languages in a meaningful way on written assignments.

In September, after the attitude surveys were all submitted, the teachers met for a single face-to-face training that lasted for one hour during allocated professional development time. Each campus had a separate training (Middle School [MS] first, then High School [HS] the following week). The teachers were provided with the following: background information and research, explanations of the four translanguaging strategies, examples of each strategy using student samples, and applications to the classroom curriculum.

During the face-to-face session, the researcher reviewed background information and research about translanguaging and emphasized that translanguaging helps students build critical thinking skills and metacognitive strategies with the participants. The researcher provided and explained a half-page flyer of the four strategies, as well as an example of translanguaging in writing that a middle school student wrote in ESL class during the 2017-2018 school year (see Appendices B and C). At the end of the training session, teachers discussed how they could apply translanguaging strategies to their own

classrooms. One teacher connected it to reading *Esperanza Rising* with her students in a previous year, but this year the current novel was *Number the Stars*. *Esperanza Rising* is a primarily English novel by Pam Muñoz Ryan that utilizes translanguaging to highlight important concepts to Esperanza using Spanish, like harvest items and titles of family members (Rosario & Cao, 2015). Another teacher shared the location of the Spanish novels in the library, since he had students check out Spanish novels the previous school year.

The researcher provided ongoing support to the participating teachers in their use of translanguaging through email at the beginning of each 9-weeks. At the end of the first three 9-weeks grading cycle (on October 15, January 8 and March 18th), participants used Google Forms to report the frequency students were able to use the translanguaging strategies and any challenges they faced, totaling three progress reports by the end of the study. Each survey consisted of four questions using a Likert scale of 0-5 (*never*, through *all the time*) about how often students used translanguaging in the four language domains, and two open-ended questions about the perceived benefits and challenges of using translanguaging pedagogy during class. Participants also completed one final reflective survey at the end of the study in May 2019, which contained five open-ended questions about the effects of translanguaging and one Likert scale question “How effectively did the translanguaging strategies foster students’ awareness of language choices?” that ranged from 0 (*not effective*) to 5 (*very effective*). The surveys provided the qualitative data analysis used in this study and can be found in the appendices of this report.

The dependent variables in the supporting qualitative analysis included state standardized assessments scores for the Limited English Proficient (LEP) students whose teachers participated in the study. The district's LEP scores based on the Reading STAAR, and English I and II End of Course (EOC) assessments were compared to scores from the previous year to determine growth based on the progress measure from Texas Education Agency (TEA). The data collection method for the STAAR results was through the online database Data Management for Assessment and Curriculum (DMAC) reports at <https://www.dmac-solutions.net/> and the public TEA reports at <https://tea.texas.gov/>. The researcher accessed these reports online to use the data for statistical analysis. Permission to access scores and DMAC login information was granted from Anya* ISD, and only trend comparison reports with no identifiable student data were used in the study.

The hypothesis for the qualitative supportive study is that the quality of English reading and writing assessment scores will improve after LTELs become aware of metalinguistic strategies used in translanguaging. One possible threat to validity of the assessment scores is the variation in the Reading STAAR test from year to year. The threat to validity is balanced by the opportunity to measure each student's progress when compared to the previous year.

This study fills a need for data about translanguaging that is not based solely on qualitative characteristics of writing or bilingual outputs. The implications of the results are that, whether the hypotheses prove true or not, educators will better understand the

ways educational environment affects ELs and will know if the strategies developed through translanguaging will aid students in English monolingual exams. By including the qualitative supporting data in the study, the researcher hoped to analyze how translanguaging aided teachers and students as they developed linguistically rich environments. The ultimate goal of this study is to not only provide a better support system for LTEs, but also deepen educators' understandings of the complex ways multilingual students use language in academic settings.

CHAPTER III

RESULTS

The quantitative analysis of this study considered whether educational factors predicted academic growth in ELs compared with academic growth of monolingual peers and used the results to develop a successful intervention plan in AISD for LTELs. When looking at the 100 rural school districts used in this study, 67.02% of the ELs met their academic growth score. However, the mean academic growth score for all students was 67.36%, which disproves the hypothesis that the growth for ELs would be greater than the growth for all students. When comparing the results for AISD, the academic growth score was 66% for all students but was 63% for ELs. Both growth scores (all students and ELs) were lower in AISD than the average for rural districts. In AISD and in the school districts used in the study, the hypothesis was incorrect, which is an area for further analysis in the discussion section.

To determine how the educational environment of the district affected these averages, multiple linear regression was utilized. Table 1 shows the summary of these results. The overall model predicting ELs academic growth based on ELAR class size averages, expenditure per student, the percentage of teachers with a master's degree, average years of teachers' experience and the teacher turnover rate was approaching significance, $F(5, 93) = 2.285, p = .053$, and accounted for 10.9% of the variance. Of the predictor variables, expenditure per

student was the only significant predictor. Higher expenditure per student scores were associated with higher EL academic growth scores with $\beta = .366, p = .004$.

Table 1

Summary of Multiple Linear Regression Analysis Predicting EL's Academic Growth

Predictor	Unstandardized		Standardized		
	<i>b</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
ELAR class sizes	.37	.36	.13	1.04	.30
Expenditure per student	.002	.001	.37	2.91	.004
Percentage of teachers with master's degree	.07	.14	.05	.49	.62
Average years of teachers' experience	.07	.13	.06	.53	.59
Teacher turnover rate	.01	.48	.003	.03	.98

Note. $F(5, 93) = 2.29, p = .05, R^2 = .11, \text{adjusted } R^2 = .06$

When looking closer at expenditure per student, TEA reported this variable to be composed of multiple factors, including: instruction, curriculum/staff development, leadership, student and community services, extracurricular, general operating expenses, security, and data processing services. The researcher focused on instruction and curriculum/staff development as the most pertinent factors to this study (see Table 2). On average, AISD spends \$1,750 less per student, with \$863 less on instruction per student and \$99 less on curriculum/staff development per student than other districts in the state.

Table 2

Summary of Average Expenditure per Student

	Total	Instruction	Curriculum and Staff Development
All Texas School Districts	\$9,503	\$5,338	\$209
Anya ISD	\$7,753	\$4,475	\$110

The initial ESL background survey results supported these data: only 1 out of 10 teachers reported having training in sheltered instruction, which is the ESL model the district currently uses (as opposed to bilingual education). The rest of the teachers reported limited training, mostly involving TEA mandated assessment training for ELs. One teacher described the training as: “Some based on ESL assessment and training provided by the district; no formal classroom hours.” All content teachers in Texas undergo this assessment training to ensure legal compliance while administering an annual language proficiency exam that is only administered to ELs. While the limited training administered in AISD was enough to be considered legally compliant by TEA, 90% of the teachers did not report any training that would specifically aid the academic growth of ELs.

When looking at academic growth for all students (see Table 3), the overall model was not significant at $F(5, 93) = 1.13, p = .35$, only accounted for 5.7% of the variance, and contained no significant causal relationships from the variables. These results did not support the original hypothesis that both EL academic growth and the growth for all

students could be predicted using the educational environment variables, and is explored more in depth in the discussion section.

Table 3

Summary of Multiple Linear Regression Analysis Predicting All Students' Academic Growth

Predictor	Unstandardized		Standardized		
	<i>b</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
ELAR class sizes	.18	.13	.17	1.35	.18
Expenditure per student	.001	.000	.24	1.87	.06
Percentage of teachers with master's degree	-.03	.05	-.05	-.50	.62
Average years of teachers' experience	-.08	.05	-.19	-1.61	.11
Teacher turnover rate	-.09	.18	-.06	-.48	.63

Note. $F(5, 93) = 1.13, p = .35, R^2 = .06$, adjusted $R^2 = .01$.

The design of the qualitative supporting study took into account limited time available to teachers for ongoing professional development, so the researcher provided a strategically timed initial training session combined with an ongoing support system for the ELAR teachers throughout the year. All 10 teacher participants contributed to all of the surveys in the study, and no participants withdrew from the study. A summary of the survey results is shown in Table 4. The first progress survey, completed during October, showed the strongest results with an overall average of 1.33 (on a Likert scale of 0-5),

with the survey averages declining as the year progressed. The domain of listening (as shown through note-taking) consistently remained the lowest domain, at 0.8, 0.8 and 0.6. The domain of speaking started out the strongest during October at 1.6, then decreased to second-lowest during the January and March surveys at 1 and 0.8, respectively.

Table 4

Summary of Translanguaging Progress Surveys

	Survey Average	Listening/Note Taking	Speaking	Reading	Writing
October Survey	1.33	0.8	1.6	1.4	1.5
January Survey	1	0.8	1	1.1	1.1
March Survey	0.9	0.6	0.8	1.2	1

In the final reflective survey, the teachers rated translanguaging at an average of 2.8 (on a scale of 0-5), for effectively fostering students' awareness of language choices. Following the results of this survey, the primary spring administration of the high school level (Grades 9-12) STAAR reading tests were released, and resulted in overall passing rates for ELs at an estimated 55.6%: 5 out of 9 students passed. Official Texas Academic Performance Reports for the 2018-2019 school year, including official academic growth scores for Grades 3-12, will not be published until approximately February 2020, and scores for the reading tests in Grades 3-4 and 6-7 will be released in June 2019. See Table 5 for a summary of the district's EL's reading scores from spring 2017-2019.

Table 5

Summary of Percent Passing Reading STAAR Scores for English Learners, AISD

	2016-2017	2017-2018	2018-2019
Grades 3-8	65%	67%	no score until June 2019*
Grades 9-12	11.8%	16.7%	55.6%*

Note. The official percent passing rates for all grades will be released to districts at the beginning of the 2019-2020 school year.

In this study, two of the hypotheses were not supported by the data: the academic growth of ELs did not surpass the academic growth of all students, and only the growth for ELs could be predicted using the variable data. However, preliminary results from the STAAR test supported the hypothesis that the quality of English reading assessment scores would improve after LTELs became aware of metalinguistic strategies used in translanguaging. This hypothesis is supported by limited data, so future research is suggested to explore the capabilities of translanguaging pedagogy, particularly as used for improving standardized English assessment results.

CHAPTER IV

DISCUSSION

All students are learning rigorous academic language and content literacy at the secondary level as they engage with increasingly specialized content through discourse, literacy, and complex language functions. The educational environment should affect academic growth scores for all students as much as the growth score for LTELs, but the results of this study failed to confirm a causal relationship between the variables and growth for all students. Additionally, the growth of ELs should be greater, overall, than the growth for all students, but again, this was not the case in rural school districts nor in AISD in particular. These results, combined with the qualitative data from AISD, show that when the specific needs of LTELs are ignored and their linguistic strengths dismissed, the cycle of students emerging into bilingualism and exiting the program becomes blocked. When the cycle is blocked for too long, ELs become LTELs.

To understand the specific need of LTELs, teachers need professional development opportunities that will help them better understand students' multilingual abilities beyond the monoglossic frame of standardized assessment training. However, the results of the study showed that teachers in AISD lacked appropriate professional development opportunities that were “sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused” (Department of Education, 2016, p. 22). The translanguaging progress surveys supported

this conclusion. Standardized assessments began in January with the TELPAS exam (a combined portfolio and standardized assessment for all ELs in Texas that usually spans 6-8 weeks). This annual exam is strictly English-only with no accommodations or native language support, and the writing portfolio section of the exam is collected during normal classroom activities. The teachers noted a reduction in the amount they used translanguaging strategies during the TELPAS time period compared to the first semester, due to the boundaries of standardized testing. During the second semester, the teachers reported a decrease in translanguaging across all language domains, which was an unanticipated result. During this time, instruction and professional development are dedicated to preparing for annual accountability tests. Both the TELPAS and the STAAR exams use a monoglossic lens in the way they approach language development, so focusing on testing preparation during this time could possibly account for the discrepancy between the two linear regression models. Further research is suggested to investigate the possible correlation between time spent (during professional development and classroom instruction) preparing for monolingual exams and academic growth, and the difference in this correlation across sub-populations.

Despite noting insufficient training and the need for more support that is specifically geared towards working with ELs, teachers in AISD recognized the funds of knowledge ELs bring to the classroom: *In your opinion, what are the positive qualities ELs bring from their home and backgrounds into your classroom?* One teacher responded by writing “Knowledge of cognates, different cultural experiences, and the intelligence

that comes with a brain with extra pathways from being multilingual.” Another teacher noted that “ELL students are usually the hardest working students of all. It is inspiring to myself and other students to witness a child coming to a new country and earnestly putting forth so much effort. It also gives students a chance to be empathetic, when the classroom environment allows.” As for the benefits of translanguaging, one teacher responded: “I feel like they appreciate their first language being recognized at school in the classroom. They seem proud when they are able to share something others have little knowledge about.” The teachers in AISD recognize the benefits of translanguaging and want to foster a funds of knowledge attitude at the school, yet they lack the training and systemic supports needed to use translanguaging pedagogy with their students in a consistent, substantial way. One teacher noted that “Teachers are overwhelmed to the highest degree with district demands for ALL students. Honestly, time does not permit us to do what we should be doing.”

Lack of systemic support for ELs also extends to native language support. The results of the Likert scale survey questions were generally low and declined throughout the year. Despite being low, the teachers saw the students using translanguaging during class at least some of the time. In the past, students were not encouraged to use their native language for academic purposes. When asked about the challenges of using translanguaging pedagogy in the classroom, one teacher responded “I believe the biggest difficulties come from feeling as though they shouldn’t use their native language at school. This is my perception.” Even though the students were not able to use

translanguaging in academic settings consistently during this study, the encouragement from teachers to use their native language, and the developing awareness of translanguaging as a resource, helped develop authentic caring in the classroom.

It is possible to value funds of knowledge while accidentally dismissing the strengths of multilingual students. A monolingual student would never be considered languageless, yet the English fluency of multilingual students is always under scrutiny. For example, one teacher noted that the challenges of translanguaging were because the teacher was “Unsure how well they can speak and write in their native language (Spanish). Their lack of mastery with both languages seems to be holding some of my students back in the classroom, learning gaps increasing.” Flores et al., (2015) explained this phenomenon of educators incorrectly assuming LTELs in particular possess double monolingualism instead of flexibly interwoven language practices: “Unfortunately, few of the insights offered by this reframing of transnational populations have been applied to students categorized as LTELL, who continue to be seen as language deficient and in need of remediation” (p. 118). LTELs are considered language deficient under the double monolingual assumption found in standardized English assessments, so educators who work with them need a better understanding of how multilinguals truly use their languages in order to strategically help LTELs on exams like the STAAR test.

CHAPTER V

CONCLUSION AND IMPLICATIONS FOR FUTURE RESEARCH

This study reviews literature that explores difficulties LTELs face in an educational climate that assumes a monoglossic view of language development, particularly during high stakes standardized English testing and in the development of academic English and content literacy. The research conducted through quantitative statistical analysis resulted in a statistically significant correlation between expenditure per student (including factors such as curriculum, instruction, and professional development), and the academic growth score for ELs on the reading STAAR exam. However, the quantitative analysis did not result in a statistically significant correlation for all students. The findings in the literature review and statistical analysis were supported by an intervention plan for LTELs in a rural fringe school district that uses strictly English instruction. Translanguaging pedagogy showed potential as a successful intervention for teachers working with LTELs, however this study had limited training opportunities for the teacher participants. Despite the limitations, teachers noted positive results and the preliminary STAAR reading scores for the ELs at Anya* High School were promising.

A future study using more consistent professional development throughout the school year, instead of a singular training session, could potentially prove even more beneficial to LTELs. Future research is needed to determine the amount of professional

development time diverted away from pedagogy for assessment preparation. The results of this study illuminated a possible causal relationship between resources diverted to assessment preparation and academic growth for ELs. However, more research is needed to determine if this relationship is statistically significant, and to determine if the correlation exists for all students. Likewise, there is a need to determine how much instructional time ELs lose to assessments compared to their non-EL peers, and how this affects academic growth from year to year. While the intervention plan for LTELs in AISD was promising, due to the rural setting there was not enough data to obtain statistically significant results in the qualitative analysis. For future research, the methodology developed in this study should be applied to multiple districts and schools to strengthen and deepen educators' understanding of the complex ways multilingual students use their full linguistic repertoires in academic settings.

The current literature on translanguaging is mostly focused on social language practices and conducted in bilingual educational settings. This study highlights the need for developing translanguaging proficiency in English-only academic settings. Educators of ELs need to find a bridge between the creative and complex ways LTELs use social language and the rigid linguistic expectations of academic English and content literacy in instructional settings and during high-stakes assessments. Hopefully the results of this study will provide scholars a reference point for a growing field of research focused on leveraging the unique language practices of ELs without unintentionally becoming complicit in marginalizing them for the complexity of those practices.

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APPENDIX A
Rural Designations

Rural Designation Definitions

The following rural designation definitions can be found at the National Center for Education Statistics: <https://nces.ed.gov/surveys/ruraled/definitions.asp>

Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Office of Management and Budget (2000). Standards for Defining Metropolitan and Micropolitan Statistical Areas; Notice. Federal Register (65) No. 249

APPENDIX B

Instructional Flyer for Translanguaging Strategies

Translanguaging Strategies

Please incorporate the following four translanguaging strategies into your current pedagogy by allowing/encouraging students to:

- take notes in Spanish or English (or a combination of the two).
- read independent material, including novels, websites, etc. in either language.
- to converse in Spanish during cooperative learning.
- use both languages on written assignments while holding them accountable for language choice.

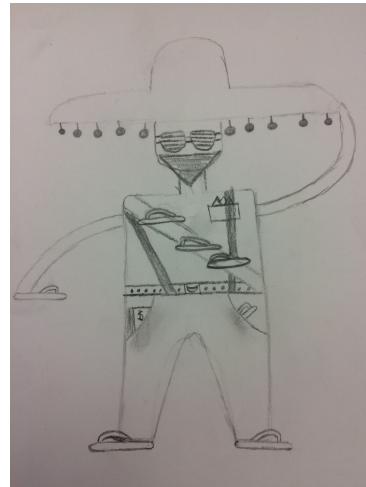
APPENDIX C

Student Sample of Translanguaging Used During Training Session

Revenge Of La Chancla

One Rainy day Pancho was walking down a abandoned street that had a abandoned High School he went inside so he would not get even more wet then he already is and he does not what to get his new sombrero wet because his compadre gave him. When Poncho entered the scary forgotten High School he saw a red balloon in one of the doors his first reaction was to get his chancla his last reaction was to get his chancla vest out of his sombrero and put it on. Poncho starts walking around to see if there were any clues that led to the balloon. Then out of know were poncho gets hit from the back and he falls to the ground his first reaction was to get his chancla out. He also gets his Iphone ties out and calls reinforcements his compadre popeye. "Ola compadre where are you donde estas" " I need your help I need you to bring your espinacas F.Y.I that means spinach" "why

"because I need more energy" "why" because estoy fighting con Pennywise! Come on muy rapido right now. As fast as Papeye could he got Lamborghini. Lamborghini is the name he gave to him donkey. Before you knew it poncho was already winning. poncho had the clown on his feet the technique was to call someone are something that person was the V.S.L.G,then something knocked on the door poncho and. Pennywise ran to hide but it was only popeye at the door. All the sudden the the oglely one there started to laugh. "**ha ha ha** we's the V.S.L.G" " what only ones that should be laughing should be me because your the clown not me. Then all sudden the doors swung open and Lamborghini runs down the hallway, it'ss the V.S.L.G **AAAAH** to be contained.



APPENDIX D

ESL Survey: Teacher Attitudes Pre-training

ESL Survey Anya* ISD

Highest education completed: AA BA/BS BA/BS+certification MA/MS PhD

How long have you been teaching? 0-4 years 5-8 years 9-12 years 13+ years

What content areas are you certified to teach? _____

What content areas are you teaching now? _____

What grade level cluster do you teach? 5 - 8 9 - 12

What is your first language? _____

What other languages do you know? _____

Please indicate your fluency in that (those) language(s) according to the following scale:

*First language: _____

Beginner	intermediate	advanced	native or native-like
1	2	3	4

*Other languages: _____ Age you began learning the language _____

Beginner	intermediate	advanced	native or native-like
1	2	3	4

*Other languages: _____ Age you began learning the language _____

Beginner	intermediate	advanced	native or native-like
1	2	3	4

Do you have training in ESL methods? Yes No (If yes, describe in terms of hours and/or courses) _____

How much experience have you had with ESL students in your classes?

This is my first year with ESL students

I have had ESL students in my classes before (indicate how many years)

For: 1-4 years 5-8 years 9-12 years 13+ years

How many ESL students do you have on average per year? _____

Do you think some subjects are easier than others to teach ESL students? Yes No

If yes, which one do you think is easiest? English History Math Reading Science

Explain _____

And which subject do you think is hardest? English History Math Reading Science

Explain _____

When ESL students have difficulty doing well in your classes, what are some of the problems they have? _____

When ESL students do very well in your classes, what are some of the strategies/abilities that facilitate success? _____

How important are the following factors for ESL students' success in mainstream classes?

Important-----Not important

• English proficiency	1	2	3	4	5	6
• Adjusting to a new culture	1	2	3	4	5	6
• Socioeconomic status of the family	1	2	3	4	5	6
• Individual motivation	1	2	3	4	5	6
• Previous education/level of schooling	1	2	3	4	5	6
• Language background	1	2	3	4	5	6
• Other_____	1	2	3	4	5	6
	1	2	3	4	5	6

What is the role of the ESL teacher as you see it? _____

What is the role of content area teachers regarding teaching English to ELs? _____

Which of the following would help you most in dealing more effectively with ESL students?

Better communication between ESL and mainstream teachers

More time to adapt regular assignments

Techniques on how to teach content to ESL students

Information about cultures and/or languages represented by ESL students

Other_____

How applicable do you feel is the content of the TExES ESL Supplemental exam to your daily classroom teaching? Applicable-----Not Applicable

1 2 3 4 5 6

How useful do you feel having an ESL certification is? Useful-----Not Useful

1 2 3 4 5 6

What are your thoughts regarding ESSA mandates for ESL certification? _____

In your opinion, what characteristics should ELs have in their English language before exiting the ESL program? _____

In your opinion, what are the positive qualities ELs bring from their home and backgrounds into your classroom? _____

APPENDIX E
IRB Approval Letter



Institutional Review Board
Office of Research and Sponsored Programs
P.O. Box 425619, Denton, TX 76204-5619
940-898-3378
email: IRB@twu.edu
<http://www.twu.edu/irb.html>

DATE: April 3, 2018

TO: Ms. Elizabeth Hughes
Teacher Education

FROM: Institutional Review Board (IRB) - Denton

Re: *Approval for Meeting the Needs of Long-Term English Learners Using Translanguaging Pedagogical Practices (Protocol #: 20006)*

The above referenced study has been reviewed and approved by the Denton IRB (operating under FWA00000178) on 4/3/2018 using an expedited review procedure. This approval is valid for one year and expires on 4/3/2019. The IRB will send an email notification 45 days prior to the expiration date with instructions to extend or close the study. It is your responsibility to request an extension for the study if it is not yet complete, to close the protocol file when the study is complete, and to make certain that the study is not conducted beyond the expiration date.

If applicable, agency approval letters must be submitted to the IRB upon receipt prior to any data collection at that agency. A copy of the approved consent form with the IRB approval stamp is enclosed. Please use the consent form with the most recent approval date stamp when obtaining consent from your participants. A copy of the signed consent forms must be submitted with the request to close the study file at the completion of the study.

Any modifications to this study must be submitted for review to the IRB using the Modification Request Form. Additionally, the IRB must be notified immediately of any adverse events or unanticipated problems. All forms are located on the IRB website. If you have any questions, please contact the TWU IRB.

cc. Dr. Diane Myers, Teacher Education
Dr. Holly Hansen-Thomas, Teacher Education
Graduate School